


THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

# MINNESOTA

SEPTEMBER • OCTOBER 1990



**Meet Teresa Scalzo:  
She's Over 25  
and Changing the  
Face of the University**

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# MINNESOTA

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

## FEATURES

### 13 The New Majority

When Teresa Scalzo quit her job as a legal assistant and went back to school, she joined thousands of others like her over the age of 25 who now make up almost half of all students on college campuses throughout the country. She gives us a preview of University life, 1990s style.

*By Teresa Scalzo*

### 19 Back to the Earth

Science and culture clashed over the fate of the bones of American Indians long held for study by the University and other Minnesota institutions. With the peaceful settlement of the issue came a new understanding of human rights and self-determination.

*By Deane Morrison*

### 26 A President's Progress

Minnesota's 1989-90 report card on University President Nils Hasselmo, prepared with the help of students, faculty, legislators, alumni, and observers of higher education.

*By Peter J. Kizilos*

### 36 Lesson Plans

Ten outstanding teachers, honored by the University community as Horace T. Morse-Minnesota Alumni Association Award winners, offer some advice on their profession and art.

*By Teresa Scalzo*

### 44 Gus Donhowe Goes Public: Part II

Why would an executive leave the comforts of the corporate world for the very public life as the University of Minnesota's chief financial officer?

*By William Swanson*

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### 61 SPORTS: Star Search

With the graduation of some impressive stars and team leaders, the Gopher football and women's volleyball teams head into a rebuilding season.

*By Brian Osberg*

### 64 ALUMNI: Where Tradition Meets the Future

When the Weis family of Paynesville, Minnesota, comes home to visit, it rivals the University's homecoming celebration. Father Ray graduated in 1950, mother Mary took classes, and their eight children all either graduated from or are students at the University of Minnesota.

*By Sheri Breen*

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COVER: Photograph by Judy Olausen

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# GOLDEN GOPHER FOOTBALL 1990

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# MINNESOTA

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## I N F O C U S

# Future Shock

OUR COVER STORY on Teresa Scalzo and students over 25 has, in a serendipitous way, helped answer a nagging question. Remember the projections that the number of college-age kids would decline and a drop in University enrollment was assured? The explanation for why it rose instead somehow never seemed adequate.

We were editing Teresa's story when we received a copy of a speech to the National University Continuing Education Association by Carol B. Aslanian, director of the Office of Adult Learning Services of the College Board. "I have been to Minnesota, watching your future acted out on a giant stage," she told her national audience. "Minnesota's present is your future."

Two things are happening here that are changing higher education, says Aslanian: universal and lifelong post-secondary education. Minnesota has the highest high school graduation rate in the nation—90 percent—and of all graduates, 90 percent go on to college within six years of completing high school. Even so, the number of college-age kids is declining. That gap has been filled by Teresa Scalzo and other adult learners like her who are, says Aslanian, adults who act like children or children who act like adults.

Twenty years ago, when many of these new college students were eighteen, they got jobs, bought houses, had children. Then, as it does for nearly 85 percent of all adults age 25 and older who go back to school, their lives changed. They moved, divorced, lost

a job; they had to learn new skills to cope. That's when these adult learners started acting like children, says Aslanian. They went to college during the day rather than at night, full time rather than part time, for degrees rather than by the course, for credit rather than without credit. And they were joined by another phenomenon: children acting like adults.

In Minnesota, universal post-secondary education means not only that the top half of a graduating class goes to college, but that 60 percent of the lower half of the class also goes. Aslanian theorizes that the lower half of the class matures sooner and goes to college later. They, too, have jobs and families. When they finally enroll in college, they don't act their age. They act like other lifelong adult learners, says Aslanian, "tangled in a web of life strands anchored off campus." They go to college part time, at night, on weekends, or take a year off. They may attend more than one college and may not receive a degree. When they choose a school, they are bound by place, logistics, time, and the need to work. The school must be psychologically and culturally accessible. They need to feel that they belong and will succeed.

What the University and the state intend to do with these lifelong adult learners is a question that is being forced upon us by Teresa and her friends, as surely as the Baby Boom changed colleges. Minnesota faces future challenge—or future shock.

—Jean Marie Hamilton

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What a way to celebrate the holidays! Now own a beautiful dated heirloom pewter ornament commemorating your Alma Mater, the University of Minnesota. The holidays will soon be approaching and it is during this happy season that we remember the many friends and good times spent at the University.

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## CONTRIBUTORS

### THE NEW MAJORITY

Teresa Scalzo is *Minnesota's* assistant editor. She has completed the course work for her B.A. in the University's School of Journalism and Mass Communication and will graduate this year after completing her honors thesis. She also wrote "Lesson Plans," *Campus Digest*, and *Class Notes* in this issue.



Teresa Scalzo

### BACK TO THE EARTH

Deane Morrison is a University News Service writer. She is co-author of a book on weird and exotic plants and animals to be published this fall by Harper Collins.



Deane Morrison

### A PRESIDENT'S PROGRESS

Twin Cities free-lance writer and reviewer Peter J. Kizilos's work has appeared in the *Yale Alumni Magazine*, *American Health*, *Minnesota Medicine*, and other publications.



Peter J. Kizilos

### GUS DONHOWE GOES PUBLIC: PART II

Twin Cities free-lance writer and editor William Swanson is the author of *Minneapolis* (Windsor Publishing, 1989) and is a frequent contributor to *Corporate Report Minnesota*, *Minnesota Monthly*, and *Mpls. St. Paul*.



William Swanson

### BOARD APPROVES MAJOR REORGANIZATION

Vicki Stavig is *Minnesota's* contributing editor. Stavig has her own free-lance business, edits *Art of the West*, and produces newsletters for a number of corporate clients.



Vicki Stavig

### STAR SEARCH

Brian Osberg, '73, '86, is *Minnesota's* sports columnist.



Brian Osberg

### WHERE TRADITION MEETS THE FUTURE

Formerly editorial page editor of the *St. Cloud Times*, free-lance writer Sheri Breen will begin a doctoral program in political science at the University this fall.



Sheri Breen

### IN BRIEF

University Relations writer and editor Maureen Smith edits *Brief*, a weekly news bulletin for all five University campuses, and the faculty-staff edition of the University tabloid *Update*.

### CAMPUS DIGEST

University senior Katie Gundvaldson is *Minnesota's* intern.

### PHOTOGRAPHY

Judy Olausen, '67, is an award-winning Twin Cities photographer. Larry May is a Twin Cities free-lance photographer whose work has appeared in *Newsweek*, *U.S. News and World Report*, and the *New York Times*. Rich Ryan, *Minnesota's* student photographer, is a University senior whose work has appeared in the *St. Paul Pioneer Press*. Dan Vogel is a Twin Cities free-lance photographer. Tom Foley is a photographer for University Relations.

### ILLUSTRATIONS

Linda Frichtel is an award-winning Twin Cities illustrator. Julia Talcott is a Boston illustrator whose work has appeared in national publications, including *New England Monthly* and *Lear's*. Twin Cities artist Jack Molloy has been creating woodcuts and engravings for seven years. Kate Brennan-Hall, Julie Delton, and John Kleber are Twin Cities illustrators.

## Hold On to the Memories



This issue of *Minnesota* magazine is just one of the benefits of membership in the Minnesota Alumni Association. Just one way we keep alumni in touch with their past through news about the University's present and future.

If you're already an MAA member, we thank you for your continued support. If you are *not* a member, won't you please re-establish your ties with the University by joining today?

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# CAMPUS DIGEST

*A compendium of news from around the University—  
research, promotions, program developments, faculty honors*

BY TERESA SCALZO



## ▼ WORDS OF WISDOM

Adults returning to the University may feel isolated from traditional students, but help is available. University Counseling Services (UCS) and Continuing Education and Extension (CEE) jointly sponsor a support group for nontraditional students that meets weekly on the Minneapolis campus. Participants share their experiences and offer some advice:

**Test the Waters** Mary: "I expected to jump in and be successful right off the bat because I was used to working 40 hours a week, but school demands a different energy level than a job. You usually aren't learning something new at work every day."

Judy: "I attended a half-day workshop on going back to college [offered through CEE]. Most of the participants had attended college before and dropped out, so the workshop helped us with our fear of failure."

**The Myths that Bind Us** Mary: "Automated registration and campus enrollment restrictions have made the lines shorter and the crowds smaller than when I was here in the seventies."

Judy: "I found the professors easy to talk to and very responsive to my needs. Had I known that going in, I'd have been much more relaxed."

Steve: "Because we're older, we [wrongly] expect we should know more and be smarter than younger classmates."

**All School and No Play** Mary: "I put so much effort into every class that I can't imagine receiving any grade other than A. Don't forget to relax. I have to work on having a good time. Older students often have too-high expectations."

Judy: "Often it's a major decision to come back so we want to do really well."

Steve: "Stay involved in your adult life outside of school."

**Peace and Quiet** Older students consider Coffman Union too hectic and Walter Library too stifling for studying. These students divulge (with some hesitation) their favorite study space.

Mary: "Shevlin Hall, the 'quiet room' in Anderson Hall's basement, or Riverbend Cafeteria in Willey Hall."

Judy: "The forestry library in the College of Natural Resources Administration Building."

Steve: "The music library in Ferguson Hall."

## ▼ ADVICE FROM ADVISERS

Kevin Nutter, UCS adviser: "The University is not the same place today as it was six months ago, let alone six years ago. Visit the campus before you start classes in order to feel comfortable."

Barb Krantz, CEE adviser: "The advantage to attending a university this size is its many resources. The disadvantage is every person can't know about every service, but the CEE staff often is aware of services for both day school and extension students."

Anne Truax, director of the Women's Center: "Be pushy, keep insisting on answers, and if you don't like what you hear in the first place, call someone else."

## ▼ FEELING OLD LATELY?

Founded in 1851, the University of Minnesota's Twin Cities campus has plenty of landmarks, traditions, and programs older than you and I. Here are this year's milestone birthdays.

- One hundred years ago the University of Minnesota football team played its first game against an out-of-state team—a team from Wisconsin. We won 63 to 0. Before that the University had played Hamline, Shattuck, and Minneapolis high school teams.

- The Medical School is 100.



## ▼ PACKING IT IN

### NONTRADITIONAL BACKPACK

- Pocket-sized compact disc player with discs featuring Mozart, Vivaldi, and Chopin
- Ticket stub from Joffrey Ballet performance at Northrop
- Rainbow Foods receipt
- Extra pair of panty hose, brush
- Sharpened pencils
- Calculator, working condition
- Apple
- Diet Coke
- *Minnesota Daily*
- Children's school photos
- *Webster's Collegiate Dictionary*
- Winter quarter class schedule
- Keys to 1987 Honda Civic with 27,000 miles
- Notebooks, labeled neatly with class name, meeting time, and professor's name



### TRADITIONAL BACKPACK

- Sony Walkman with cassettes by Paula Abdul, Guns-N-Roses, and M.C. Hammer
- Ticket stub from Farm Accident performance at The Whole
- McDonald's hamburger wrapper
- Stiff sweat socks, hair pick
- Broken pencils
- Calculator, dead batteries
- Snickers
- Pepsi
- *Minnesota Daily*
- *Rolling Stone* magazine
- Campus Travel flyer
- Financial aid brochure
- Keys to 1984 Chevy Cavalier with 65,000 miles
- Notebooks, dog-eared

• The U-YW, formerly the YWCA and one of the University's oldest women's organizations, is 100.

• *Minnesota*, formerly *Minnesota Alumnus* and *Minnesota Alumni Weekly*, is 89.

• "Hail! Minnesota," the University's official song, written by Truman E. Richard, is 85.

• Sanford Hall, former men's dormitory turned coed, is 80.

• Coffman Memorial Union, named after the University's fifth president (Lotus D. Coffman), is 50.

• Murphy Hall, home to the journalism school and the math department, is 50.

• The Bell Museum of Natural History is 50.

• Ada L. Comstock Hall, a women's dormitory, is 50.

• Al's Breakfast, a popular Dinkytown diner, is 40.

• The Carlson School of Management's annual Business Day is 30.

• The Regents' Profes-

sorship, the highest honor bestowed by the University on its faculty, is 25.

• The Horace T. Morse-Minnesota Alumni Association Award is 25.

## ▼ GIMME SHELTER, THEN AND NOW

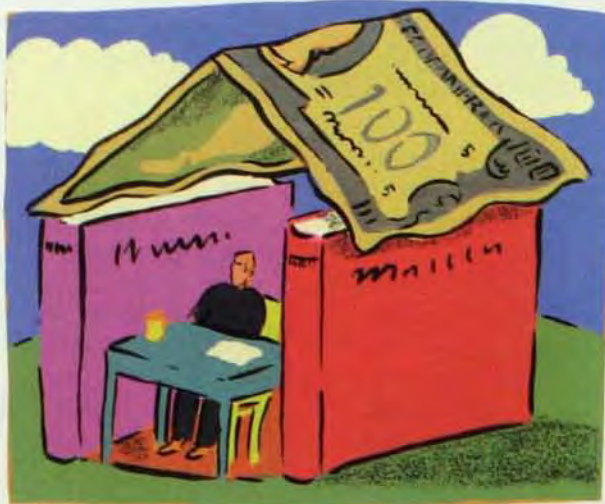
In 1915 the average room and board paid by a University student living on campus was \$5.61 per quarter. Today, Twin Cities campus students pay \$1,150 per quarter for a

single room and \$1,050 for a double, including three meals per day. Less expensive plans include fewer meals.

Cost isn't all that has changed. "Today, we may have an 18-year-old graduate student and a 30-year-old undergraduate," says Laurie Sheich, associate director of Housing Services. Though residence halls have no age restriction, most are inhabited by freshmen and sophomores

of traditional age. Comstock, Centennial, Middlebrook, and Bailey halls reserve sections for graduate students, though most older students opt for apartments off campus.

Married students with or without children and single parents with children can choose family housing near campus. Commonwealth Terrace in Falcon Heights has 502 units, including furnished efficiency and one-bedroom apartments, and unfurnished one-, two-, and three-bedroom apartments. Monthly rents range from \$297 to \$470. Commonwealth offers on-site day-care, party rooms, study carrels, a dance studio, and an art studio for its residents, 85 percent of whom are from abroad. Most are from Asia, but Antarctica is the only continent not represented in the resident directory. Recent activities included an international festival with food,



music, and crafts from residents' native countries and a twentieth-anniversary celebration to which all former residents were invited. The wait is two years for one- and three-bedroom apartments, three months for an efficiency.

University Housing Services maintains a list of apartments, houses, and rooms available on and near campus.



David Lime

### ▼ KNOW BEFORE YOU GO

**COLLEGE OF NATURAL RESOURCES** • On their first camping trip to Yellowstone National Park, Paula and Shannon tied their food in a parcel, hung it in a tree, and zipped into their sleeping bags for the night. The next morning all that was left of the parcel was a can of beans studded with teeth marks. Counting themselves lucky to have slept through the raid, they high-tailed it to the nearest McDonald's.

They could have protected their food more effectively if they'd had more information before their trip, says University researcher David Lime, who is working with the U.S. Forest Service on solutions to camper complaints.

"Much material provided to campers addresses on-site experiences, but more should focus on trip



### ▼ GOPHER FACT FILE

Classes on the Twin Cities campus with highest enrollment in spring 1990:

Introduction to Psychology	647
Heredity and Human Society	501
Greek and Roman Mythology	491
Principles of Macroeconomics	445
Introduction to the History of Art	381
Civil War and Reconstruction	365
Introduction to Social and Cultural Anthropology	342
Principles of Microeconomics	341
Introduction to the Theatre	328
Introduction to Abnormal Psychology	305
Cultural Pluralism in American History	303
Physical Geography	287

(Does not include classes in Continuing Education and Extension.)  
Source: Registrar's office.



A visit to the University campus was not to be, but Soviet President Mikhail Gorbachev did manage to shake hands with Curt Carlson and other alumni at a reception of business leaders. That's Carlson on the right.

planning," says Lime. "[Wilderness managers] assume people know what they're going to find when they go to Yellowstone or the Boundary Waters Canoe Area (BWCA), and that's not true. People are relatively uninformed about all sorts of things."

In 1988, Lime distributed questionnaires to

BWCA visitors asking them to rank a list of 30 potential nuisances. Leading complaints were litter, noise, crowding, and difficulty finding good campsites. Steps that have been taken to address these problems include restricting the use of cans and bottles in the BWCA to reduce litter, restricting group size

to ten people, limiting the number of permits issued, and requiring people to camp in designated sites equipped with latrines and fire grates.

While some people complain that the BWCA is overly regulated, Lime says "the idea of just putting a fence around a park and letting it take care of itself is a bit naive. These are modified systems that become almost like zoos rather than natural systems. You need to manage the resource, but you also need to manage people either by educating them or by keeping some of them out through entrance quotas."

Lime wants to produce videotape to send people who apply for entrance permits to the national parks. It would be informative—suggesting where to see wildlife, for example—and it would educate people about their own impact on the wilderness. Few people realize, for instance, that peeling bark from birch trees kills them, Lime says.

### ▼ GOPHERS BLAST OFF!

**TWIN CITIES CAMPUS** • There are gophers and martians, footballs and fire works. A homecoming game on Mars? No—these are the entries in the Minnesota Alumni Association contest to design a logo for the 1990 Gopher homecoming theme, "Where Tradition Meets the Future."

The winning design, a sketch of Northrop Auditorium by Eric Scouten, was selected from 30 entries submitted by students majoring in everything from mathematics to

## STUDENT INTERVIEWS

Interviewed by Katie Gundvaldson • Photographed by Rich Ryan

French. Scouten says he chose Northrop because it is an easily recognized and traditional Twin Cities campus landmark, while the loose sketching and fireworks convey a sense of celebration. A senior majoring in psychology, Scouten has designed brochures for the Student Organization Development Center and was recently named production manager for the Institute of Technology's *Technolog* magazine.

### ▼ OVERHEARD ON CAMPUS

*"Of course, I discussed all this in great detail with President Gorbachev in our five-and-a-half-second meeting at the airport."*

University President Nils Hasselmo referring to the substantial academic relationships between the Duluth and Twin Cities campuses and the Soviet Union. The number of Soviet researchers on the campuses has grown from 4 last year to 35 this year.



### ▼ SPEAKER ON CAMPUS

*"Being the first black governor hasn't affected my life at all; being governor has."*

L. Douglas Wilder, governor of Virginia, answering a question from the audience when he spoke at Northrop Auditorium last summer as part of the Carlson Lecture Series.



**GAIL VOJTA,**  
27, chemistry major

**I decided to go to school because:** I want to teach at the college level.

**Favorite study space:** Biomedical library.

**Favorite lunch spot:** The lawn until they fenced it in. **Whatever you do, don't miss:** Getting out at lunch time—around here you never know what's going to happen.

**Avoid at all costs:** Missing bureaucratic deadlines.



**GAIL JOHANSEN,**  
32, postbaccalaureate education

**I decided to go to school because:** I'm looking for a different career.

**A piece of advice for returning adult students:** Read everything you're given.

**Favorite study space:** Home.

**Favorite lunch spot:** Rocky Rococo for pizza.

**Favorite class:** Ballroom dancing.

**Least favorite class:** Introduction to music. **Avoid at all costs:** Morning parking.

**Avoid at all costs:** Morning parking.



**ANDY FISHER,**  
27, Latin American studies major

**I decided to go to school:**

To start using my brain again. I felt like I was stagnating. Also, I want to be able to get a job in a developmental field.

**Favorite lunch spot:** The Wienery, on the West Bank.

**Whatever you do, don't miss:** The vendors out on Northrop Mall. **Avoid at all costs:** Administrators in suits and ties.



**KAREN CARPENTER,**  
30, German and secondary education major

**I decided to go to school because:**

I have my master's, now I need a Ph.D. or teaching certificate for employment.

**Favorite lunch spot:** Coffman Union or one of the lounges on campus. **Favorite class:** Adolescent psychology.

**Avoid at all costs:** Bureaucracy involved with registration for graduate students and undergraduates.



**MARC ABELSON,**  
27, viola performance major

**I decided to go to school:** To gain more skill for a better job.

**Biggest myth about campus:** That it is small. **Favorite study space:** My apartment. **Favorite lunch spot:** Bruegger's Bagel Bakery. **Favorite class:** Lessons.

**Least favorite class:** Musicology. **Whatever you do, don't miss:**

Any opportunity to improve yourself. **Avoid at all costs:** Parties with freshmen at them.



**DAVID RATNER,**  
30, getting prerequisites for the education program

**Biggest myth about campus:**

That it is a big, unfriendly place.

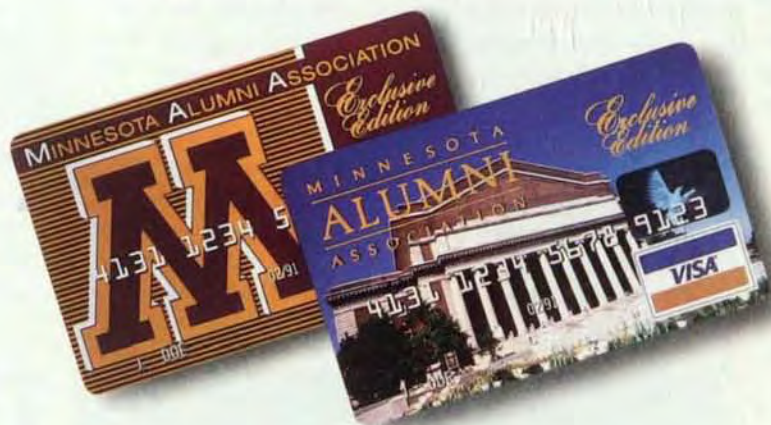
**Favorite lunch spot:** Coffman Union.

**Favorite class:** Biology.

**Whatever you do, don't miss:**

Walks on the mall.

At last,  
an alumni appeal  
that asks you to put  
something *into*  
your wallet.



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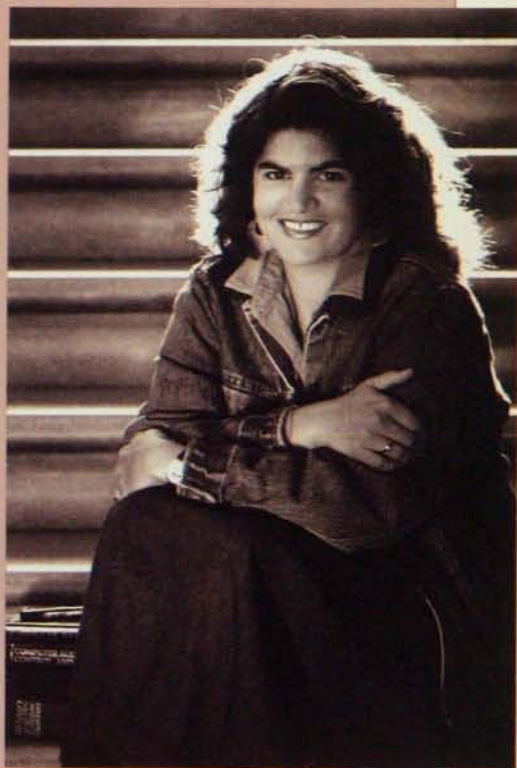
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# The New Majority

With a quarter century behind her, Teresa Scalzo decided to go back to school and found half of all University students are in her league • BY TERESA SCALZO

Meet Teresa Scalzo. She's over 25—to be exact, she's 28. She's not Scandinavian, but 100 percent Italian. She's married and has a house and a cabin. She had a full-time career as a legal assistant, but gave it up to go to the University of Minnesota. Teresa is part of a revolution that is hitting institutions of higher education across the nation. With the passing through of the Baby Boomers and the decline in the number of college-age children, Teresa and those over 25 are filling the gap, enrolling in record numbers. ♣ *In Minnesota*, in spite of predictions to the contrary, college enrollment rose by 9,000 in the fall of 1988—the largest rise of the decade. The same thing happened in 1989. In Minnesota, 95 percent of the increase in college students came from adults age 25 and older. At the University of Minnesota, half of all full-time students are now over 24. On the Twin Cities campus, half are over 25. ♣ *Teresa and her over-25 compatriots* are already changing the nature of a university education. Two kinds of adult learners are enrolling at universities: traditional older adult learners and younger students like Teresa.

And neither group acts the way it used to. Today's traditional adult learner is apt to attend college full time, not part time, to go to class during the day rather than at night, and to pursue a degree instead of single noncredit courses. Younger students like Teresa, who took on adult responsibilities early and are now ready for college, are more apt to attend part time, at night, possibly on weekends, or to take time off. They may attend several colleges, and job training rather than a degree may be their goal. ♣ *Both kinds of adult learners* must choose the school they will attend on the basis of location says, Carol B. Aslanian, director of the Office of Adult Learning Services of the College Board. They are bound also by time, and must have classes available on weekends and at night. The cost of tuition limits them less than the cost of being away from their full-time jobs, which usually dictates that they must go to school part time. Most important, they must have psychological and cultural access to the school: They must believe that they belong, that they can succeed. ♣ *At the University of Minnesota*, with 51,221 full-time students—and 17,533 extension students who are potential future full-time students—the revolution started by Teresa and others like her could become a full-scale battle for resources, space, and an education.



# Teresa's Story

IT'S A MONDAY morning like many others I've spent waiting at the bus stop shared by Metropolitan Transit Commission patrons going downtown and Medicine Lake Lines riders heading for the University of Minnesota's Twin Cities campus.

No one talks, but we eye each other with envy.

As one of the students standing there, I'm thinking it would be darn nice to spend the day in an air-conditioned office, only a skyway away from restaurants, banks, and shops. Instead, I'll spend my day traipsing from class on the East Bank to class on the West Bank and back to my job on the East Bank. In the winter, my nose will run, my lips will chap, my wet hair will freeze and thaw but never dry. And in the summer, I'll pant like a puppy waiting for the rare breeze that finds its way inside the classroom.

You're probably part of the downtown bunch, no doubt remembering

your own days as a University student: hanging out at Coffman Union, breakfasting at Al's, sunning on Northrop Mall, and cramming at all-night sessions fueled by coffee, candy bars, and Camels. Back then, you probably couldn't wait for the cushy nine-to-five life of a business executive. When you go home tonight, you'll watch "thirtysomething." When I go home, I'll read six chapters of *introducto-ry something*.

THE BUS ARRIVES, and settling into the sticky maroon and gold vinyl seats, I recall the day I left the plush offices of a law firm in the IDS Center for the "excuse-the-mess-while-we-remodel" classrooms of Murphy Hall to major in journalism.

By most standards, I had a good thing going three years ago. At age 26, I was newly married, working full time as a legal secretary, and renovating my first home in Northeast Minneapolis and my new cabin in the north woods. The future should have been opening its doors to me. Instead, I felt it was slamming them shut.

I had been taking Continuing Education and Extension courses for several years, but eventually I could move no farther toward my journalism degree. My options were clear: choose one of approximately 25 majors offered through extension, quit school, or quit my job. I knew that lack of a college degree equaled a lack of opportunity and that I could no longer be happy as a secretary in somebody's office. My husband and I were apprehensive about cutting our annual income in half, but we decided that success later meant sacrifice now, and I enrolled full time in the College of Liberal Arts (CLA).

Some friends were envious when I traded in my briefcase for a backpack, others weren't. But I was happy to push my tailored suits to the rear of the closet and bring my Levi's to the front. During my first quarter at the University, I wandered underground into Williamson Hall and the bright lights of the Minnesota Book Center. There, with the assistance of a helpful, blue-smocked woman, I purchased a University of Minnesota sweatshirt, which I've worn proudly through the Keller debacle, the Darville debacle, the Eldred Smith debacle, and numerous athletic department debacles.

Fully expecting to stick out miserably that first quarter among hordes of giggling eighteen-year-olds, I was surprised to find many older students in my classes. The mean age on the Twin

Cities campus is 25. According to recent College Board study, 45 percent of the nation's undergraduate and graduate students are 25 or older. That study projects that within ten years such students—whose numbers have increased by 79 percent between 1970 and 1984—will make up the majority on our nation's campuses.

My bus pulls into a cloud of exhaust in front of Coffman, and Bill, our bus driver, wishes each of us a good day. Now a stranger to climate-controlled office buildings, I am greeted instead by the clanks and hisses of the Folwell Hall radiators, which seem to open even in the summer. Folwell, built in 1907 to replace Old Main, is a marvel of tricolored Italian marble, cool granite floors, terra-cotta ornaments, and beamed ceilings. Walking down the 320-foot hallway, I cannot help but feel scholarly.

Inside the classroom, students normally drag the desks into a circle, an arrangement apparently made popular by female professors. (To date, I've heard no male professor request a similar arrangement.) Professors and students say a circle encourages class participation and challenges the old hierarchical structure.

MY CLASS is Language and Gender, offered jointly through the women's studies and linguistics departments. Except for two men, my classmates are white women whose ages range from 21 to 60. Most of us work and raise children in addition to our studies, and few of us live on campus.

Yet we are diverse. Melissa, her hair dyed maroon and black, wears a black body stocking with a large purple fringed scarf around her waist. She partial to theatrical gesticulation and uses the word *like* with reckless abandon ("It's like women and men speak differently").

Next to Melissa sits Catherine, a University staff member who seems almost embarrassed when she confides to us the first day that she has the Regents' Scholarship, part of the Un-

"FRIENDSHIPS last through the quarter because we have whatever class is common, but I'm just too busy to do things with people afterwards."



iversity benefits package that waives tuition for full-time employees. Reed, thin with wavy silver hair, Catherine regales us with stories about her teenage son who plays in a rock band. Class is part learning environment, part therapy session. We learn from the texts and the professor, but we learn from one another, too.

I have more in common with some classmates than others. One such sympathizer is Barbara Yamaguchi, 45, a legal secretary and a mother of three, who is majoring in psychology. Yamaguchi was in my linguistics class, one of my first classes as a full-time student

and one of her first as a returning part-time student. We were temporarily disheartened when we met our instructor, who was at least twenty years younger than Barbara and a couple years younger than I, but we made it through that class with nightly phone calls ("What did you write for number three?") and a determination unmatched by most of our younger classmates.

Professors report that adult students are as grade-obsessed as any pre-med student and are often more focused than their teen-age counterparts. Yamaguchi agrees: "I can be

home on a Saturday night and just study, and that's fine with me. I'm not distracted by people calling me to go out and party. And I don't feel anxious about what I'm going to be when I grow up. I still don't *know* what I'm going to be when I grow up, but it seems less important."

What *is* important to Yamaguchi is earning her degree, which has become a personal goal. At first she couldn't see how a degree would change her life, and getting one seemed an insurmountable task. "I figured out that I would be 48 years old by the time I finished," she says, "but then I realized

that I was going to be 48 whether I took these courses or not, so I got back into school."

**T**HE DECISION to go back is only the beginning for many older students. Like Yamaguchi, more than 70 percent work full time and go to school part time, making them ineligible for most financial aid. Thus, the University has established some scholarships especially for this group, such as the Carol E. Macpherson Memorial Scholarship, which is available to women older than 28 with at least a five-year gap in their education.

Reed Carpenter, an executive assistant in the financial aid office, says there are currently no state or federal grants tailored to older students, but as the campus population becomes increasingly older, he expects that to change.

That's good news for Yamaguchi, who feels hindered by financial restrictions as well as by family responsibilities. She buses home after work, waits until the babysitter arrives, and drives back to campus for her 6:20 class. "I'm grateful for the 80-cent lots," she says, referring to discounted evening parking. "But I didn't discover those for almost two years. I

had been paying \$2.50 in the underground parking ramp."

Yamaguchi envies those who live on campus in residence halls or in nearby apartments and walk or bike to classes. "Sometimes I wish I was here more," she says. "I don't get to loiter on campus between classes like some students.

They might go to the library or Coffman Union or hang out on the mall. Just having time to read the bulletin boards would be nice. I don't feel part of the academic experience. In the psych building, professors post ads for research assistants and people are looking for interns, but I can't participate. I feel frustrated by that."

**N**OT BEING ON CAMPUS can mean missing out on social activities as well as academic ones. Yamaguchi has made few friends on campus. "Friendships last through the quarter because we have whatever class in common," she explains, "but I'm just too busy to do things with people afterwards."

For students who want to meet their peers, the CLA honors division offers monthly meetings for older-than-average honors students, and University Counseling Services has established a support group for adult students.

Kathy Yeager, assistant to the vice president for external relations, and Howard Williams, professor of curriculum and instruction in the College of Education, recently researched adult students in CLA and proposed ways for the University to serve them better. Yeager and Williams found that many students older than 25 have transferred from other colleges and "may have different expectations of the institutional environment, requirements, and advising structure than do beginning students." They suggest that program developers and curriculum committees consider these differences when planning orientation activities and general course requirements. Because more than three-fourths of students older than 29 are likely to complete some of their course work through extension, Yeager and Williams advise departments to increase the number of courses they offer there.

Continuing Education for Women (CEW), one of 30 departments within extension, has been meeting the needs of older-than-average students since 1960. Initially, the program attracted older women who did not work outside the home and were motivated solely by a desire for intellectual stimu-

lation. Today, the majority of CEW students work full or part time, and most of those who are unemployed are preparing for a career. The age span of CEW students is from 18 to 90 years.

In a 600-page history of CEW compiled by a University research team, former director Edith Mucke recalls a study of the program conducted in 1979 in which questionnaires were mailed to about 2,000 women who had had some contact with CEW. Ten days later, Mucke received a phone call from a woman who said, "I'd like to help out, but I'm not sure how you can help my name. I don't recall ever having contact with the program."

"Well, did you ever inquire about the Minnesota Plan for the Continuing Education of Women?" asked Mucke.

She might have, the woman said, in 1961, when she went to the University to register for a class, but as she filled out the forms, the registrar said, "Oh my dear, you'll be the oldest one in the class." She thought about that for a moment and was overwhelmed by the uncertainties of going to school. She did not complete the registration to continue her education.

"How old were you?" asked Mucke. "Twenty," she replied.

The anecdote illustrates the changes of the past 30 years. Today people contemplating returning to college can take heart in the campus aging population and University officials' efforts to meet students' changing needs.

Granted, some changes are less significant than others. In its own version of the cola wars, the University switched recently from Coke to Pepsi in its vending machines. Tryouts for Goldy Gopher are now open to all students instead of just band members. And last year, class periods were extended from 45 to 50 minutes, still too short for classes I enjoy, and tomorrow I am walking from my class at Folwell to my next class on the West Bank via the Washington Avenue footbridge.

I read the graffiti-covered walls and benches. Paint-wielding students demand "U.S. Out of El Salvador" and "No Place for Fascists." Periodically Physical Plant staffers will go over the

*"I FIGURED out that I would be 48 years old by the time I finished, but then I realized that I was going to be 48 whether I took these courses or not, so I got back into school."*



walls, obliterating student expression with a paint brush. A recent cleanup coincided with the annual televised presentation of *The Wizard of Oz* and the very next day, the bridge's freshly painted walls screamed "Surrender Dorothy."

I leave the foot bridge amid the strains of "House of the Rising Sun." No Eric Burdon, the guitarist strums brazenly while students scurry past his nickel- and dime-sprinkled guitar case, careful to avoid eye contact.

Sidestepping squashed and soggy cigarette butts, I enter Anderson Hall for my American Indian literature class. The University was not spared in the onslaught of anti-smoking zealotry, and most campus buildings are designated "nonsmoking," their entrances now graveyards for *verboten* cigarettes. Built in a 1960s industrial style, Anderson is the antithesis of Folwell with its Mediterranean red-tiled roof and Gothic-inspired finials. Anderson's eight classrooms are large, windowless auditoriums with fold-up seats that are joined at the hip like theater seats. Brick- and glass-walled stairwells connect its three levels and afford the building's only views of the Mississippi River, on whose banks it sits.

I select a seat in the front of the auditorium, careful not to breach classroom etiquette by sitting too close to another student. We are reading modern American Indian novelists. "It is impossible to teach an American Indian literature class and ignore the culture," says instructor David Gonzalez. "But I caution you not to say after this quarter that you understand American Indians, as most of you will think you do. We are not so transparent that we can be understood in ten weeks."

**A**FTER LUNCH from a vending machine, it's work time. For two years, I have been an undergraduate teaching assistant (UGTA) in General College. When I started, General College was housed in Nicholson Hall and the UGTAs' office was a cramped, overheated room on the fourth floor with a sloping ceiling that caused many a bump on the heads of UGTAs who rose too quickly from their chairs. In

winter 1989, we moved lock, stock, and bumps to the newly refurbished Appleby Hall. The new office is twice as large as the old office, and our scratched desks and wobbly chairs sit sheepishly against gleaming white walls and new gray carpeting.

Though the turnover is high among UGTAs, newcomers sense the camaraderie of the group and feel welcome immediately. Nowhere can a student find more sympathetic ears for tales of woe about too-heavy credit loads, tyrannical professors, and financial straits. Some UGTAs are former General College students who have transferred to another college at the University. They are sensitive to the unique needs of this student population, which is the campus's oldest and most ethnically diverse.

One such UGTA is Hassina Abraham, who transferred to CLA last year after spending two years in General College. Abraham's family fled Afghanistan during the Russian invasion in 1979 when she was in seventh grade. She went to high school in Minneapolis, where a teacher suggested she develop her interest in dance because "that's all you'll be able to do." She entered the University through General College because she could not write fluently in English. Today, Abraham is a pre-med student majoring in physiology with a 3.8 grade point average. "I'm glad now that I started in General College," she says. "Otherwise, I don't think I would have made it." Our common goal in General College, says Professor Terry Collins, is helping high-risk students "make it."

After work, I go home for a few hours to change clothes, eat supper, and repack my backpack, then return to campus at 6:00 p.m. for a three-hour lecture.

Introduction to German Folklore is taught by Professor Anatoly Liberman, a bespectacled and disheveled man with a realistic approach to teaching. Realizing that many students are tempted to leave during the break, Liberman schedules the most interesting parts of his lecture last. Realizing also that some students suffer hypertension over grades, Liberman promises us the chance to retake tests

and rewrite papers until we get the grade we desire. Far be it for me, he tells us the first night, to ruin anyone's chances for admission to law school or medical school.

**W**ALKING TO MY CAR after class, I pass the residence halls where lit windows reveal students studying, watching television, listening to records—er, compact discs—and munching popcorn, still a dorm staple though now microwave popped.









Elsewhere on campus the Joffrey Ballet company pirouettes across the Northrop Auditorium stage while a local garage band assaults the ears of students in The Whole at Coffman Union, barely distinguishing itself from the noise of bowling balls scattering pins just a few feet away. Across campus in Williams Arena, Gopher gymnasts are competing in national finals. In Walter Library, students struggle to read just one more chapter while their more carefree classmates toss back beers at William's Tavern in Stadium Village or gulp down subs at the Big Ten Substation in Dinkytown.

And me? Sure I had to postpone building a new deck on the cabin and restuccoing the house, but I am gaining knowledge, self-confidence, and a bachelor of arts degree, all of which are opening the doors that slammed shut only three years ago.

So I'll be back at that bus stop tomorrow morning, waiting for Bill the bus driver, and hoping that one day the skyway system will snake its way to campus, ultimately linking Gaviidae Common to Coffman Union. ◀

*"I DON'T  
feel anxious  
about what  
I'm going to  
be when I  
grow up. I  
still don't  
know what  
I'm going to  
be when I  
grow up, but  
it seems less  
important."*

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# Back to the Earth

*Good friend, for Jesus sake forbear  
to digg the dust enclosed here*

*Blese be ye man yt spares these stones  
and curst be he yt moves my bones*

—Shakespeare's epitaph

**G**RAVESITES FROM King Tut's tomb to the burial mounds of American Indians have been opened and their contents removed for study, for exhibit, and even for profit. Shakespeare wrote his curse to discourage future profiteers from ripping open his grave and those around him, discarding the bones, and reselling the plots—as was the practice in his day.

In recent years, indigenous peoples such as North American Indians and Australian aborigines, whose ancestors' skeletal remains have been subjected to archaeological study by members of the dominant European cultures in their lands, have requested that the bones be returned for reburial. The requests have called attention to questions of who should control human remains, the limits of scientific inquiry, and what to do when science and cultural values clash.

The issue touched the University of Minnesota after the Minnesota Legislature revised burial statutes in 1978,

*Locked  
in Ford Hall,  
nearly 2,000 bones  
await study and  
reburial, their fate  
negotiated by  
anthropologists  
and the  
American Indian  
community*

BY DEANE MORRISON

directing that all human skeletons be accorded equal respect without regard to their origin or culture. In practical terms, this meant that the remains of the 1,000 to 2,000 American Indians held in University collections had to be returned to Indians, who, through the Minnesota Indian Affairs Council (IAC), had expressed a desire to rebury them. The legislature gave the IAC

and the state archaeologist responsibility for arrangements. In a 1987 letter to the University, IAC executive director Roger Head and state archaeologist Christy Caine, whose office is on the Duluth campus, requested that the University relinquish the bones to the IAC.

The IAC and Caine's office agreed, however, that the bones would be briefly studied to collect information about their owners' size, age, sex, and health. The council and Caine have similar arrangements for bones previously held by the Science Museum of Minnesota and the Minnesota Historical Society, the other two major repositories of human bones in the state. Since Minnesota law mandated only that title be turned over to the IAC, the council was charged with deciding whether to rebury the bones. It decided that all will be reburied,

whether they can be linked to any living tribe or not, Head says.

Most of the University's bones were collected during three or four decades, beginning in the 1930s, by the late Professor Lloyd Wilford. They date from about 8000 B.C. to about A.D. 1700. A large majority come from Minnesota and the Southwest, particularly New Mexico, with some from the



Dakotas and Algeria. Retired anthropology professor Elden Johnson prepared lists of all the bones from Minnesota and adjacent states, finishing the lengthy task in mid-1989, and title to them has been transferred. They now rest in locked rooms in Ford Hall, awaiting study. According to Caine, the exact number of individuals represented in the University group isn't known; in order to count them, an osteologist will have to examine the bones to tell which go with which.

In Minnesota, state law and cooperation between Indians and the institutions holding bones have done much to keep the reburial issue nonconfrontational and have, so far, settled the matter. Other states, including Iowa, the Dakotas, and Nebraska, also have laws protecting human remains. But the issue lives on elsewhere, as do the larger questions of power, self-determination, and human rights for indigenous peoples.

The central question is whether present or future scientific value outweighs indigenous peoples' concerns that their ancestors' remains be treated with respect by being returned to the ground. Some anthropologists cried foul when Stanford University agreed last year to return the remains of about 550 ancestors of the Ohlone-Costanoan tribe to the Indians for reburial. One retired Stanford anthropologist claimed that the bones belonged to the scientific community and should not be returned. These views and the potential for break-

*"I think it's  
a universal feeling  
among Indians that  
the bones shouldn't be  
kept anywhere but  
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where they were  
laid to rest."*

throughs in technology for analyzing bones have fueled arguments for keeping them available to scientists, either by maintaining them in laboratories and museums or by putting them in mausoleums where they could be withdrawn when new methods of analysis arise.

The possibility of losing scientific opportunities by reburying bones of people whose descendants can't be traced concerns Johnson—who has long favored returning any bones known to be ancestral to present-day tribes. "If we start reburying everything, we'll lose an enormous amount of data," he says. "As long as the materials are curated, and not displayed or used in teaching, they are basically research materials and should be preserved."

Some Indians argue that it makes no difference how old the bones may be, whether they contain valuable scienti-

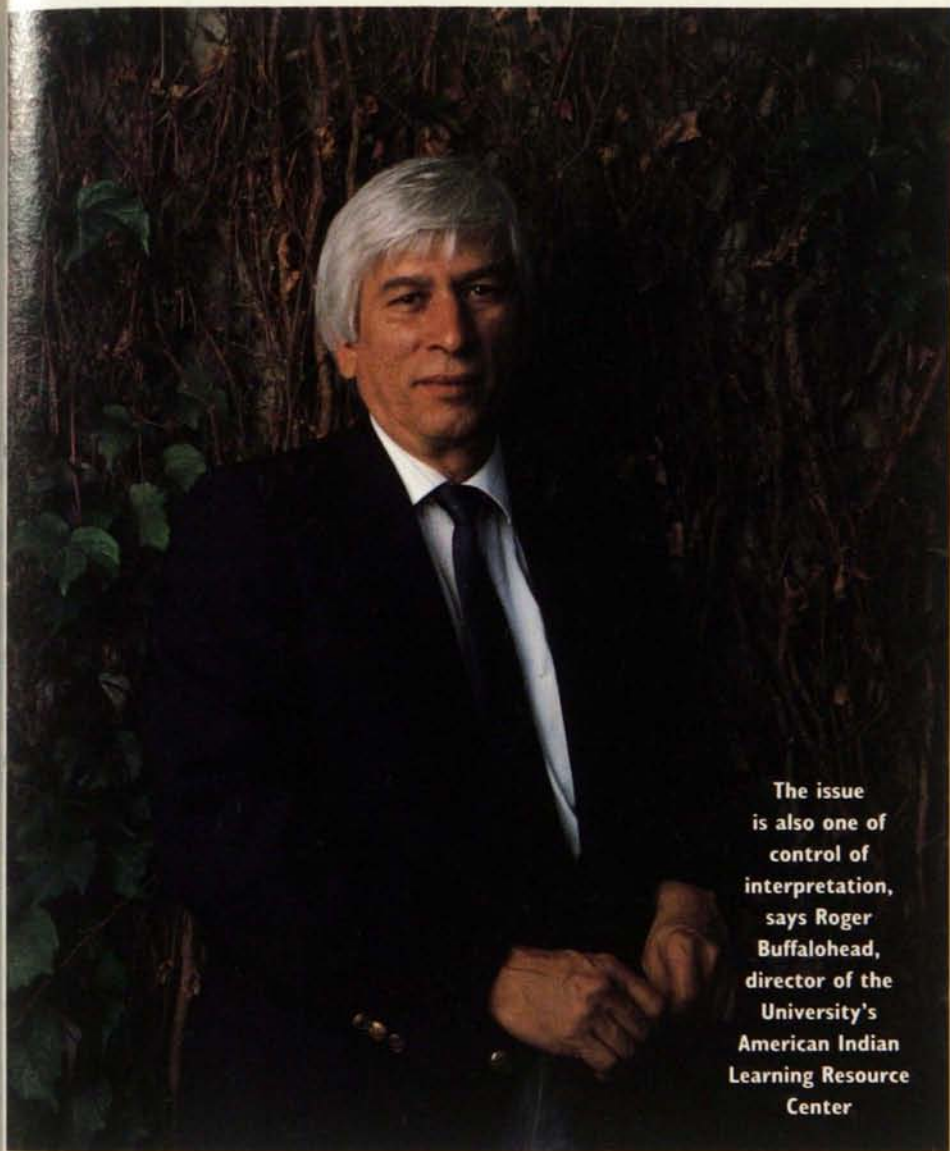
fic information, or even whether they can be connected to an extant tribe. "Human bones deserve to be left in their resting places, they say, and any now in laboratories or museums were taken wrongfully and should be returned."

"It's a crime to have them above ground," says Head. "I think it's a universal feeling among Indians that the bones shouldn't be kept anywhere but in Mother Earth, where they were laid to rest."

For other Indians, however, the question of what to do with earthen remains with no cultural identity is not as easily answered.

"Anything clearly identified with historic Indian tribes should be returned—no question about it," says Roger Buffalohead, director of the Twin Cities campus American Indian Learning Resource Center. "But some tribes have strong religious beliefs and practices that wouldn't allow them to agree to scientific study before reburial. Others think access shouldn't be lost, so perhaps the bones should be put in a mausoleum or tomb. Other tribes wouldn't be concerned about the issue because it's so hard to tell if the bones are from their ancestors, and, if their cultures, no one can receive proper burial unless certain characteristics of the deceased—such as tribe, age, and sex—are known. But the tribes are relatively few. In Minnesota there's general consensus that minimal scientific analysis should take place before reburial. It's worked fairly well in this state. Christy Caine, Barbara O'Connell [assistant state archaeologist], Indians, the scientific community—they all have good rapport."





The issue is also one of control of interpretation, says Roger Buffalohead, director of the University's American Indian Learning Resource Center

treaties, we didn't give anyone the right to dig up graves. Science usually doesn't work on human skeletal remains unless they've been donated.

"The scientific community says there's much to be learned from bones, but where are the studies? Let's see them. I think there's something to scientific analysis, and who's to say what science will be able to do with bones in 100 years? But in dealing with people's religion, their right to survive as a group, and ethics, it can't just be dismissed. I understand that scientists' work is being disturbed. I don't think museums should keep materials obtained by less than legal means."

Supposing that all Indians all over the country agreed to let their ancestors' remains be kept and studied, what would they stand to gain in return? Caine says that it is difficult to predict how any basic science might benefit anyone. It's different with applied sciences such as engineering and medical research, in which many projects are undertaken with specific goals and benefits in mind.

According to University anthropology professor Guy Gibbon, the history that *has* been uncovered at Indian burial or settlement sites hasn't always been well

Buffalohead recently served on a national panel of Indians and museum officials that drafted principles for dealing with Indian remains and artifacts and related issues and presented its conclusions to the U.S. Senate

Select Committee on Indian Affairs. He believes that human rights principles are at stake.

"Violations of Indian human rights in the past led to these conditions," says Buffalohead. "When we made

circulated outside the scholarly community. "My experience excavating around reservations is that local people are very interested in their history and curious about what we've found," he



says. "But archaeologists haven't been good at getting information on remains back to Indians. At the moment, reburial is more important for Indians' perception of civil rights than anything we could learn from the skeletons. Despite all the arguments about their importance, they've hardly been studied at all. More energy is spent in talking about what we could do than in doing it."

"Anthropologists and archaeologists are 'bad guys' from the Indian point of view," says Buffalohead. "Indians have been hardest on those they expected the most of—missionaries, Congress, anthropologists—people they thought would be their friends. I think study has been a one-way street. Anthropologists take our language and oral traditions, and what do they give back? Anthropologists and Indians each have been stereotyped by the others. A better working relationship will help."

The issue of whether to hold bones or rebury them is one of science versus deeply held personal beliefs, with overtones of a power struggle over who will control the bones and what they represent. "The issue is also one of control of interpretation; Indian culture has been presented as photos, not film," says Buffalohead, who praises the Minnesota Historical Society's "The Way to Independence" exhibition, which covered Indian history from the 1880s to 1920s. Buffalohead is on the board of directors for the National Museum of the American

*"Nobody can deny  
that burial  
is the last part  
of the  
circle of life,  
which must not be  
interrupted."*

Indian, which was created by legislation in 1989 and will be built on the mall in Washington, D.C. As the museum takes shape, issues of interpretation of Indian history and culture will become critical, he says.

Nor are American Indians alone in striving to have a voice in writing their story.

"In Australia, New Zealand, and even Hawaii, indigenous people are agitating for control of the construction of their image," Gibbon says. "Many stereotypes developed in the process of taking over other people's territory. Those people want their history written in a way they agree with. Many histories were written by white capitalists. And white scholars control the past because they control the [scientific] evidence for it."

"If you don't have control over your dead, you don't have control over your life," says Orrin Shane, head of the science research and collections division

at the Science Museum, who was responsible for returning ownership of the museum's bones to the IAC and giving them to O'Connell for study. "The one is a symbol of the other. Also, I've talked to many elders and spiritual leaders who say it has to do with the belief system that it's proper for things to go back to nature."

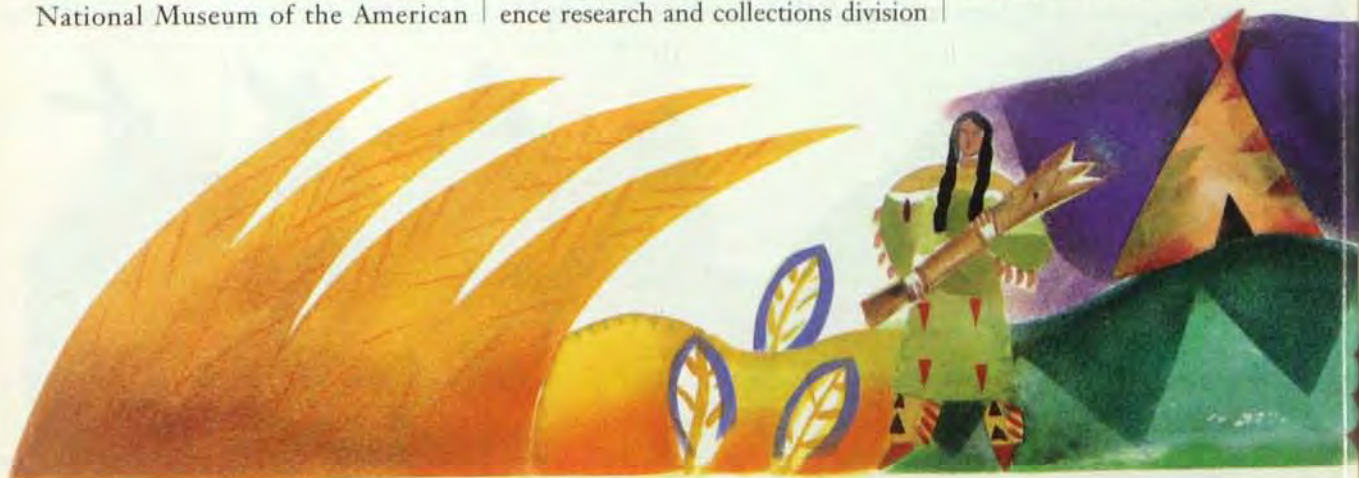
"Science is never value free," says O'Connell. "Given that, I think science must operate with input from many voices as possible."

Discussion of these issues will surely continue for a long time, but the fate of most Indian bones in Minnesota has been resolved. Those associated with living tribes will be reburied by those tribes; only the final resting place of those of unknown affiliation remains to be decided, says IAC representative Ed Sargent. They may be placed in cemeteries in two parcels of land, one southern and one in northern Minnesota, recently purchased by the council.

It also looks as though the University's collection, along with other Minnesota Indian bones, will rest in peace politically as well as physically.

"We have the most sympathetic state archaeologist in the country, and that goes for her staff, too," IAC Head says. "Dr. Caine, Dr. O'Connell—I have the utmost respect for these people and their profession."

"We've had very good cooperation with people from the University in our efforts to repatriate the bones," Sargent says. "Nobody can deny that burial is the last part of the circle of life which must not be interrupted."



# Breaking Ground

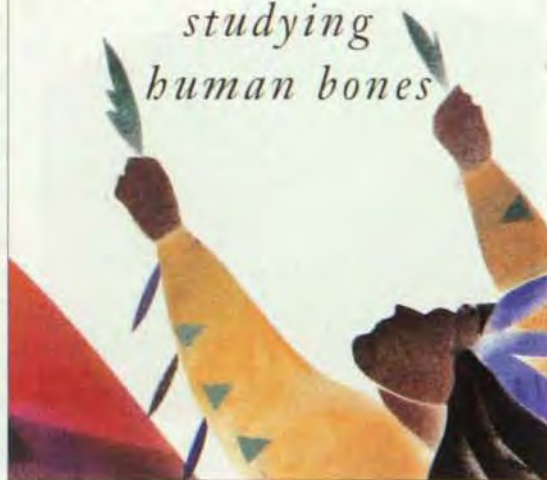
**W**HETHER ARCHAEOLOGY has any use for bones depends on how much is known about their origin. Bones from undocumented burial sites have no scientific value because nothing learned from them can be applied to any group of people, living or ancient. With information on geographic and temporal origins, however, anthropologists can relate the characteristics of individuals, as deduced from their bones, to the band of people associated with the burial site.

The task of examining Minnesota Indian bones has fallen to assistant state archaeologist Barbara O'Connell, an associate professor of anthropology at Hamline University. She is now examining bones from the University of Minnesota and has completed study of the bones of 68 individuals that were brought to her about a year ago from the Science Museum. Some information is easy to glean, but some requires more sophisticated methods, she says.

Age is fairly easy to determine. "In children, you look at the stage of dental eruption," says O'Connell. "In adolescents, you look at the long bones." Long bones grow at their ends, and the growth zone is visible as a clear line ringing the shaft. When growth ceases, the ring starts to become indistinct as the bone on either side fuses, and it disappears within a year. In males, fusion is complete at age eighteen to nineteen, in females a year or so earlier. Thus, a male's femur with a slightly fuzzy line would indicate a person about seventeen. In adults, age is estimated by studying the surface of the bone where the two pubic bones join.

Sex can be determined by the shape

*A look at  
what scientists  
have learned  
from  
studying  
human bones*



of the pelvic bones and the sizes of certain other bones if their age is known. Trauma, too, can be readily spotted. The bones of one individual in O'Connell's care, probably a young man, showed fracture and healing in his forearm. The break left the ulna shorter than the radius, which seemed to have dislocated and reattached itself to a new spot on the humerus (the upper arm bone): the man probably fell and landed on his hands. In a few other bones, from sites known to have been engaged in conflict, arrow heads stick out of bones where they lodged centuries ago. From their position, their pathway through the body can be traced. In one case, the path led through the heart, indicating a fatal wound. If bone did not heal around a wound site, the person must have died from the trauma or something that occurred at about the same time,

O'Connell says.

Some diseases also leave indelible marks. The vertebrae of one woman aged 50 or 60 were collapsed at the center, a condition characteristic of osteoarthritis. Tiny holes riddling the vertebrae indicate osteoporosis. Further, her knee cartilage had worn away during life, so that bone rubbed on bone and polished itself. Movement must have been very painful.

Another individual had a swollen lower leg bone with layers of fibrous growth that indicate a localized infection. "Only the tibia was affected, so it was probably not a generalized disease like tuberculosis or syphilis," O'Connell says. "In TB, you would see more pathology of the vertebral column and the hip and knee joints than elsewhere. In syphilis, you would see a pattern in both of the tibias, which are especially affected by the disease, and in the skull."

In another case, a vertebra had fractured in a spot where people who perform hard labor commonly suffer such fractures. "About 30 percent of Inuits show these fractures," O'Connell says. "It's also frequent in skeletal materials from Minnesota. But it doesn't cause disability."

**M**ALNUTRITION SHOWS up as rings that look something like tree growth rings in the bone shaft. The rings, which form when growth is interrupted for significant periods, can be seen in X-rays. Anemia may manifest itself as pitting, especially in eye sockets.

Some bones had been covered with red ochre, a mineral pigment used in

religious burial ceremonies. Perhaps its color symbolized life, but whatever its meaning, the pigment has been used worldwide for at least 40,000 years, O'Connell says. Another practice, the boring of holes in the shafts of femurs after death, has also turned up in the collection. Perhaps the holes were bored to remove the marrow and hang up the bones, or, more likely, to release the spirit from the body, but no one really knows, she says.

Bones may also reveal something of ancient diets, and therefore of ancient civilizations. The introduction of maize from areas in and near what is now Mexico, and its subsequent cultivation, had a profound effect on how more northerly people lived. It played a central role in shifting hunter-gatherer societies to settled agricultural ones, and tracing its movement helps fix the dates of commerce between bands.

"In general, bone studies can indicate the consequences of major dietary or subsistence patterns in human history," O'Connell says. "I looked at bones from south-central Illinois from 100 B.C. to A.D. 1300, which includes a transition from a hunter-gatherer to an agricultural pattern. I found that people died earlier with agriculture. The weaning-age mortality may have been higher if children were weaned onto maize gruel, which is low in protein. I looked at deviations in bone symmetry—for example, how tooth size differed from one side to the other—and found the deviations were greater during the transition to agriculture than before, suggesting stress during the developing years.

"I think students have the idea that 'technology' or 'progress' is good, but these studies documented that it's not always so. Also, the transition to agriculture implies further changes, such as people being tied to the land, population increase, accumulation of possessions, and stratification of society, which affects the equitability of

*"Bone studies  
can indicate  
the consequences  
of major dietary  
or subsistence  
patterns in  
human  
history."*



resource distribution and the health of people."

Reading the signature of maize involves sophisticated analysis. Maize and other southerly plants tend to incorporate relatively more of one form of carbon—carbon-13—in their tissues than plants from northern climes. Therefore, the ratio of carbon-13 to carbon-12 (the most common form) is relatively high in maize and in the tissues of people who eat it. If the ages of burial sites are known, carbon analysis can indicate when maize found its way into the societies associated with the sites.

**S**UCH STUDIES LED DANIEL Pratt, a graduate student in the University of Minnesota's Center for Ancient Studies, to test the hypothesis that maize was probably introduced into the Minnesota-Wisconsin-Iowa

area between A.D. 300 and 400 as supplement, not a staple, in the diet. He is examining about 65 bones from sites in the three states, including some from the University's collection, with permission from the repository curators and the tribes with jurisdiction over the remains. Carbon analysis will ultimately help relate the appearance of maize in the three states to interaction between cultures in those areas and a larger culture centered around the St. Louis, Missouri, area, he says.

Bones of Dakota Indians from the shores of Lake Mille Lacs show almost no evidence of maize, says Duluth campus paleopathologist Arthur Aufderheide and undergraduate student Michael Torbensohn. Aufderheide was surprised, he says, because the bones came from burials dating from A.D. 1000, when maize had already appeared in neighboring areas.

"That suggests that wild rice, which was common in the area, and fish caught in Mille Lacs satisfied their needs so well that they needed no corn," he says. Aufderheide examined the bones at the request of retired anthropology professor Elden Johnson, who excavated them with permission from local tribes.

Trace minerals can also yield dietary clues, Aufderheide says. Strontium occurs in higher levels in plants than meat, so comparing the amount in human bone to the amount in bone from a herbivore, such as a deer, helps in estimating the percentage of meat in a person's diet. Analysis of zinc, which is relatively high in meat, also helps, but is less precise than strontium analysis. In fact, all chemical analyses have complicating factors, but they do lend assistance in sorting out the intricate patterns of trade, hunting, gathering, farming, and fishing in diverse Indian groups.

In the future, it may be possible to extract DNA from bones, says University anthropologist Guy Gibbon. There's no telling what information could be gathered from examining ancient genes, but a wealth of knowledge, now locked up in thousands of bony vaults, might be released.



# Be a part of our next 50 years



THE FIRST 50 YEARS  
1940 — 1990

## Celebrate Coffman Memorial Union's 50th Anniversary during Homecoming Week

For 50 years Coffman Memorial Union has been the crossroads of University community life. You are a part of our history. We'd like you to be a part of our future as well.

During Homecoming Week we will host events celebrating our anniversary. President Hasselmo will cut a birthday cake at our Grand Reception on October 10

from 11:00 to 1:00 in the Ski-U-Mah lounge. Busby Berkley films will be shown that evening in the Theatre, for free, with free popcorn.

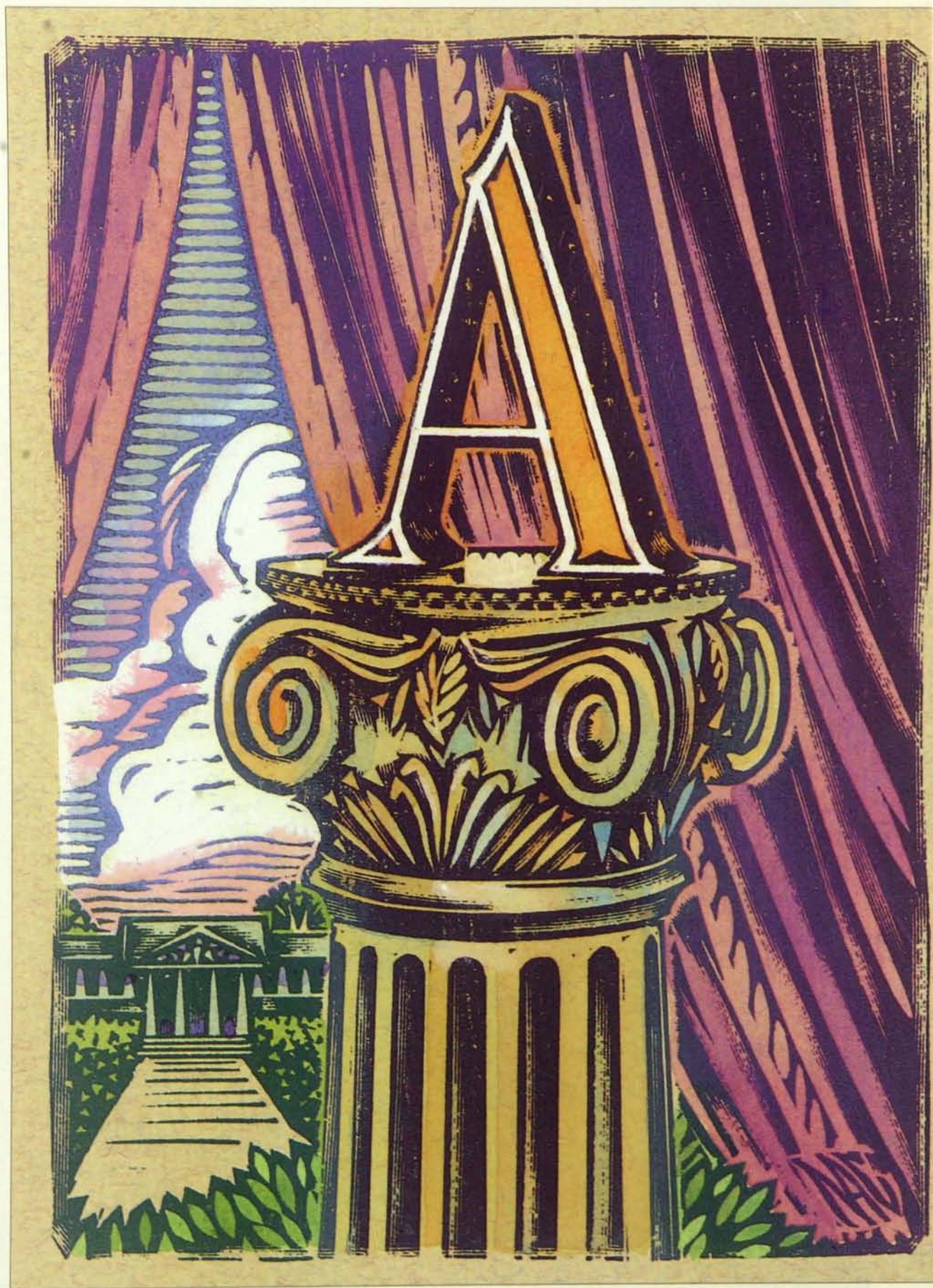
Return to the big band era at the Moonlight Dance on October 12, from 7:00 to midnight in the Great Hall. The Ballroom Dance Club will help you brush up on your fox trot, and a 1940s

fashion contest should set the mood for the evening. Admission is only 40¢.

In the Fireplace lounge we'll display the history of the college union idea, and a time line of the development of the union at the University of Minnesota. Visit the Atkinson collection in Room 315, where Coffman's nostalgia pieces are displayed. Read old

*Daily* articles and look for yourself among the photos.

Coffman Memorial Union is dedicated to being the central place for students, staff, faculty and alumni of the University of Minnesota to meet, eat, relax and learn. We hope you'll continue to visit Coffman and feel at home here in the future as you did during your years at the U.



**U**niversity President Nils Hasselmo signed his own report card, which he called the "President's Report to the People of Minnesota," in March 1989.

Accountability is rule number one in his administration, he wrote, and that means not just accounting for dollars, but also accounting for teaching, research, and service—for "the work we do, why we do it, how we can do it better, and what difference it makes."

At the end of the 1989-90 academic year, Hasselmo submitted to another report card of sorts—an evaluation by a regents' committee including deans, faculty, staff, alumni, students, and community members. He passed with flying colors. Their conclusion: "As an agent for change, the president has fostered an environment for positive change by articulating a vision for the University and taking positive steps to make that vision a reality."

With the start of the 1990-91 academic year this month, we thought it was time for a Minnesota report card on the president's progress. We asked a number of students of higher education to help us out. Our report and their comments follow.

We also asked President Hasselmo how he would rate his own performance. His answer: "I'm still here. I'm still enjoying it. I have been very encouraged by the responses I have received from a broad spectrum of constituencies. I hope very much that I can continue to be worthy of the confidence that people have placed in me. But it's too early to judge my performance, even for me." We've included Hasselmo's own assessment in our report card.

## A President's Progress

Report Card

on

Nils Hasselmo

and his

administration



BY PETER J. KIZILOS

## BUILDS NEW TEAM, MANAGEMENT BRIGHTENS

**“This is very important to stress. It wasn't that the University was worse managed than other institutions; it's simply that all institutions like this are in the process of catching up with modern management practices, catching up with the fact that universities are now major corporations. There are expectations of accountability that did not exist a few years ago.”**

**T**he University has worked hard to straighten out its financial affairs over the last two years. With reports from the Governor's Blue-Ribbon Commission on Financial Management and the legislative auditor in hand, Hasselmo began charting a path to fiscal responsibility.

The University spent about \$12.5 million to develop a new financial management system, and Gus Donhowe, former state finance commissioner, was formally appointed senior vice president for finance and operations. Under his guidance, the University determined budgetary parameters and held more than 40 college and campus budget hearings.

The \$1.7 billion budget includes a 9 percent tuition increase; a 7 percent increase in academic salaries and fringe benefits and pay equity (.5 percent); a 5 percent increase in civil service pay and benefits and 1.7 percent for comparable worth; and 2 percent for general reallocation. The administration will add the \$2 million generated from the 2 percent reallocation to \$2.3 million from the legislature for instructional improvements and \$3.2 million from program reallocation for academic priorities to create a \$7.5 million strategic pool for 1990-91.

The University also changed the way it shapes and presents its biennial budget proposals to the state legislature. This year, says President Hasselmo, academic priorities drove the legislative request, and the budget-formation process was opened up to give legislators and the public a clearer picture of the University's overall financial condition. In past years the University presented an abridged version of the budget that focused on state-funded programs.

The legislature passed a \$71.5 million bonding bill for twelve University projects—the largest ever—but for the first time the University will have to pay a third

of the debt service on the twenty-year bonds.

With vacancies in six of seven vice presidencies when he came to the University, Hasselmo made progress in assembling his management team in 1989-90. In addition to Donhowe, joining Hasselmo's team were Leonard Kuhl, provost and dean of the College of Letters and Sciences at the University of California, Berkeley, as senior vice president for academic affairs and Twin Cities campus provost; C. Eugene Allen, acting vice president for Agriculture, Forestry, and Home Economics, as permanent vice president; Marvalene Styles Hughes, University of Toledo vice president of student affairs, as vice president for student affairs; Anne Hopkins, University of Tennessee-Knoxville vice provost, as vice provost for arts, sciences, and engineering on the Twin Cities campus; and Surrell Brady, assistant director of the Federal Programs Branch, Civil Division, of the U. S. Department of Justice, as general counsel. The search for a health sciences vice president ended unsuccessfully.

Some blotches have marred the University's image during the 1989-90 academic year, however. Legislators scrutinized faculty and administrative leave policies and were not amused by scandalous behavior in the computer science department, where colleagues engaged in name-calling and racist behavior. In November, Luther Darville was convicted of embezzling \$186,000 from the University. Physical plant problems have not completely vanished, either. According to a legislative auditor's report issued several years ago, management practices were wasteful and inefficient. Though woes remain, things appear to be back on track. A new physical plant director, Susan Markham, former Hennepin County director of property management, reports directly to the senior vice president for finance and operations.

**Curt Johnson**

*Executive director  
of the  
Citizens League*

"My sense is that [management] is getting continuously better, but that it's hard for them to get any credit for it. First, because people became so disgusted over the accumulated sins of the past. And second, because you can't make progress at a rate that really offsets that in the minds of most of the public. The public is too prepared to believe the worst."

**Sen. Gene Merriam**

*(DFL-Coon Rapids)  
Chair of the Senate Finance  
Committee*

"By and large it has been pretty positive, with Gus Donhowe on board as vice president for finance. . . . [There were a] couple of setbacks over the last year concerning the golden parachute issue. On the whole, I think it has been pretty positive."

**Ron Clark**

*Editorial page  
editor of the Saint Paul  
Pioneer Press*

"I'd give it about an eight on a scale of one to ten. They've taken some steps to get the physical plant situation under control; they've bitten the bullet on the tuition stuff; the acquisition of the services of Gus Donhowe was a real plus."

**Steve Boland**

*Vice president of  
the Minnesota Student  
Association, 1989-1990*

"The improvements we've seen have been dramatic, given the time frame. The responses to the legislative auditor's report have been good and the timing has been good; they've been on top of it. There's still a long way to go, but from a student perspective, it looks like it's going very well."

**Rep. Len Price**

*(DFL-Woodbury)  
Member of the Education  
Division of the  
House Appropriations  
Committee*

"The University has been very pragmatic. . . . in this legislative session in terms of its bonding requests. It realized that this was going to be a difficult year for the legislature to cope with all the bonding requests. I think we had something like \$1.6 billion worth of bonding requests throughout the state in all areas. I sense that there's more pragmatism involved in the proposals."

**Rep. Lyndon Carlson**

*(DFL-Crystal)  
Chair of the Education  
Division of the House  
Appropriations  
Committee*

"[The University administration] has done very well. . . . The legislature was able to fund their plan for improving education at the University. A particular emphasis, of course, has been on undergraduate education: the Access to Excellence

program. We've entered into a long-term partnership with the University to try to improve education programming and that was accomplished.

"[The physical plant] has been [a] management problem. The physical plant is now directly under Gus Donhowe, who has done some reorganizing. I know, at least from a top management perspective, that they have brought a new team aboard. I suspect that will have to be assessed in time. It looks like they are moving ahead in terms of management initiatives to correct some of the problems that existed there. The latest legislative auditor's report indicated that very point—that a number of new policies were either in place or were being put in place."

**Sen. Jim Pehler**

*(DFL-St. Cloud)  
Chair of the House  
Education Committee*

"There are still some concerns in regard to physical plant operations. That's going to be a long-term type of thing. In regard to accessibility and the relationship of the Minneapolis campus to the other adjacent campuses—including St. Paul and others—that's another area that needs to be looked at a little bit more. It's not that it's being ignored. It's just part of the process that takes time."

**“What I have tried to do is say, ‘This is an institutional priority.’ And to provide the framework, through presentations to the Board of Regents and my report called Excellence in Undergraduate Education. . . . Then the various deans and committees in the faculty governance structure will make decisions in light of the concerns and the priorities that have been stated in that report.”**

## SHOWS INITIATIVE, FOLLOW-THROUGH NEXT TEST

**I**n his inaugural address in October 1989, President Hasselmo outlined the University's goals in undergraduate education. He has followed through on his commitment by developing his plan and mission statement, “Initiative for Excellence in Undergraduate Education,” approved by the Board of Regents. Reallocation and strategic funds are being used to improve undergraduate education, including \$561,000 to improve advising and admissions and \$590,000 to upgrade classrooms and study space on the Twin Cities campus, \$600,000 a year for improved access to courses, \$1 million in recurring funds to the College of Liberal Arts, \$925,000 to the Institute of Technology, \$932,300 to Duluth, and \$650,000 to Morris.

Though it may take some time to evaluate the University's success, changes are already apparent. About a dozen study space renovation projects are under way. For Twin Cities undergraduate programs, the ratio of students to faculty is expected to drop from 20 to 1 in 1988-89 to 17 to 1 by 1992-93. The largest class section last fall had 602 students—down considerably from previous years. About 80 percent of the course sections taught at the University's five campuses had fewer than 30 students. Long registration lines may also be a

thing of the past; registration now takes an average of seven minutes, start to finish.

Efforts are also under way to streamline Twin Cities campus admissions through a common entry point and to improve student advising and support services. Though students have long suffered a shortage of academic advisers to aid in planning their University careers, more help is on the way. Due to increased support from the colleges and funding from central administration, the College of Liberal Arts has managed to increase the number of available advisers, but the ratio of students to advisers is still high.

Some observers fear that other forces are working in the opposite direction. Funds are still scarce, few tough programming decisions have been made. And some students are worried that recent tuition hikes may cut short some promising academic careers. The administration proposed, and the Board of Regents approved, a single Twin Cities campus tuition rate, instead of the eighteen different rates now in effect, that will increase the rate for students in the College of Liberal Arts, which is home to the largest number of students. The board passed an average 9 percent tuition increase for all five campuses, but also included \$500,000 in new money for need-based financial aid.

### **Curt Johnson**

“My sense is that now they realize that the only way they can differentiate academic priorities is to invest positively in the things that they want to raise to high quality levels and let the rest of the stuff struggle. As I look back on the Keller period, it now seems to have been a strategic mistake to have revealed the whole restructuring plan. And to have put everybody

who was at risk because of it on notice at the same time. It added up to an invitation for all your adversaries to organize against you. And when they do, they usually get you.”

### **Professor Warren Ibele**

*Chair of the Faculty  
Consultative Committee*

“We are very pleased with the leadership that President Hasselmo has brought to the University. His sense of pri-

orities is, by and large, congenial and compatible with what the faculty have perceived to be the needs. While there's a lot to be done, there's a sense that the emphasis is being placed on the right things and we're beginning to make progress in that direction. Some of the things involve monies that we have yet to receive from the legislature. One doesn't take laboratories, for example,

that are antiquated to the point of being little more than museums and restore them to the state of the art with just a stroke of the pen. That takes time and it takes resources."

**Dan Eggen**

*Editor of the*

*Minnesota Daily*

"Over the last year, there haven't been any actual moves that helped anything. Hasselmo has proposed this undergraduate initiative, which is still very vague. It sounds good on paper and is filled with a lot of really nice platitudes—but it remains to be seen whether it can be implemented. The major question is: Can this coexist with the simultaneous goal of being a top-notch graduate research facility? If you look across the nation at other schools, it would suggest that you can't do both."

**Brian Bergson**

*President of the Minnesota Student Association, 1989-90*

"I'm very happy. There are going to be some quality, handicap-accessible, well-lit, safe study spaces. We've got seven or eight projects that are on line and should be completed—when the asbestos abatement issue is cleared up. That's what has put a damper on it this year."

**Steve Boland**

"I'm really worried about the next year's budget projections at the legislature—that if any improvements are going to happen with undergraduate education, they are simply going to have to put more resources into it. They are going to get no new funding from the legislature. We might even be looking at retrenchments. Undergraduate education, I'm sure, is going to be the first thing hurt."

## STAKES RISE IN THE RESEARCH GAME

**R**esearch grants are an important source of University funding. Faculty members and academic departments depend on endowments and on foundation and corporate grants to keep their research projects going. Overall, the University appears to be doing well on that score. In 1989 sponsored research increased by about 15 percent. Faculty members won more patents in 1989 than in any previous year, and the University of Minnesota ranked seventh in the nation, down from fourth in 1988.

In previous years, low faculty salaries have made it hard to match competing offers from other schools. Better offers have lured some faculty members away. Though the legislature passed a faculty salary increase in 1988, competing institutions have also raised salaries. According to a report by the American Association of

University Professors, faculty pay at Minnesota slumped from sixth to seventh place in the Big Ten last year. Still, the availability of funds to match competing offers has helped keep some top-notch talent on campus.

Although the Minnesota Campaign helped create more than 100 endowed chairs, filling the positions has been difficult in the high-stakes arena of university research. Of 92 positions filled, 59 were filled by University faculty. Seventy-nine vacancies remain.

Minnesota continues to be a national leader in many research areas: The health sciences, physical and social sciences, and agriculture are among them. Underscoring that prominence, the National Academy of Sciences inducted two more Minnesota professors into its ranks: Paul Gassman, Regents' Professor of Chemistry, and Christopher Sims, professor of economics.

**Rep. Lyndon Carlson**

"When we look at University requests, one of the measurements we look at is how others perceive the University—if others are willing to invest. And that is the case . . . We are continually told and given examples of many companies, large and small, in Minnesota that have come about as a result of research at the University. If you were to measure the impact [of research] outside the University, we seem to be doing quite well."

**Professor John Wright**

*Former chair of the Afro-American studies department*

"In terms of . . . the humanities, the situation generally is very dire by comparison with the social sciences or the physical sciences. That's in part because of the contraction, on the national level, of funding from major foundations and such sources as the National Endowment for the Humanities. It's becoming increasingly difficult for scholars in the humanities, in particular, to attract significant research money . . . What might improve the prospects for funding of graduate research

is to link our research agendas more clearly to our goals for diversifying the curriculum, the faculty, and the student body. I think we've only begun to think about that."

**"There is a huge information gap between what the University actually does contribute to the state and what the citizens really know about the University. They tend to know some specific aspect of the University reasonably well, but very few—for obvious reasons—have a real sense of the overall impact of the University. A lot of people appreciate the Minnesota Extension Service very much, but they don't always make the link with the University of Minnesota. The same is true when physicians from the Medical School fly to Hibbing or other parts of the state and do surgery and provide service there. That's the University of Minnesota. I'm still surprised and impressed by the productivity that I see, the imagination and the innovation that's going on in this institution. I am desperately eager to try to share that with the people in Minnesota. It's hard to do. There are such marvelous stories to be told."**

## REACHES OUT, MESSAGE UNCHANGED

**I**n his inaugural address, President Hasselmo spelled out the University's 100-year commitment to serving the state and to enriching the collective economic, political, social, and cultural life of its people: "The University will encourage and support outstanding public service programs by providing an effective statewide infrastructure through which University expertise can help solve societal problems, and through

which discoveries and innovations derived from University research can be put into practical use."

The University has been sponsoring a series of sessions that bring faculty members to Minnesota communities to focus on areas of mutual concern, such as child welfare. The University's more open communications style is welcomed in most quarters, yet few new programs or focused initiatives are evident.

### **Rep. Lyndon Carlson**

"In the extension service, there's been a heavy emphasis on wanting to be responsive, for communities to establish and set their own priorities. The University is truly trying to do all it can to have that kind of community input. That's been there before, but there seems to be a strong desire to renew and re-establish it, to be responsive to what the local community feels are its priorities and needs."

### **John Wright**

"We're all very much aware of how vital the University is to the health of the economy, the cultural life, the political life of the state and region. We tend not to think about how critical the University is, and about how strong its role could be, in the development issues that face communities

of color. Whether we're talking about education in the K-12 schools, or social policy and human services, or cultural life—if the University . . . cannot provide the intellectual resources to the surrounding community, we handicap the state and the region in terms of developing on those fronts."

### **Richard Skok**

*Dean of the College of Natural Resources,  
Chair of the Task Force on Excellence*

*Through Diversity*  
"There's a need to be working more with the precollege population in developing career opportunity awareness for some of the programs. Minority populations, by and large, don't have that much exposure to, or have misperceptions about, what some of these programs are."

### **Curt Johnson**

"The principal leadership of the University has been conspicuous and tireless in its effort to reach out and be responsive. I'm not sure that applies more generally across the institution. You still hear of too many examples, usually within individual departments, of University people being insular, provincial, not responsive to their customers, and not responsive to people who seem like outsiders. One still gets the impression that you are either inside the University wall or you are outside of it."



## AN A FOR EFFORT

**P**resident Hasselmo has pledged to maintain the highest standards of accountability—in managing finances, serving the citizenry, and educating students. In a report to the regents in January 1990 he set the tone for his administration: "Openness and accountability must pervade every level of the organization. There can be no 'quiet' agendas and no withholding of legally public information."

Part of President Hasselmo's strategy

involves explaining the University's goals and outreach programs and its academic planning objectives to the public—reaching out across the state, and seeking input from the broader community. President Hasselmo has traveled the state talking with citizens in a series of town hall meetings and also writes a regular column on University concerns that appears in many Minnesota newspapers. In addition, he has taken a leadership role in the state's higher education community, particularly the Higher Education Advisory Committee.

### Rep. Lyndon Carlson

"They have turned the corner. People are quite pleased with the current leadership and their commitment to make sure that the University is a well-run institution. They've made a commitment to being very open, and there seems to be every indication that this is taking place. When the typical legislator makes a request for information, the University is just very responsive. It's truly a good team."

### Ron Clark

"Hasselmo has reached out to the people of Minnesota—both in the extensive traveling that he did when he first came here and his regular column that appears in a number of Minnesota newspapers. He has made himself available, and others have as well, to respond to specific questions or just to handle things generally. All that seems to be headed in the right direction."

### Dan Eggen

"To a large extent, it is 'morning at the University.' The [administration] has done a good job of turning around the University's image and of actually making some substantial improvements. I don't think they had any choice. In that sense, things have changed for the better. They're more accountable. To an extent, the Eastcliff mess was exacerbated by the University's lack of ability to respond to it. They tended to clamp down on things in response, which just made things worse. They are certainly starting to learn their lesson that way. Our access to Hasselmo is quite good. The 'U' News Service does not seem as hesitant to put out a news release dealing with a sensitive issue or an issue that could reflect negatively . . . . It certainly makes our job easier, and it's better for the public."

### Ralph Tillitt

*Partner at Tillitt, McCarten, and Johnson in Alexandria, Minnesota. Member of the Minnesota Alumni Association national board and the alumni legislative network*

"[The administration has] taken a lot of steps to tighten up controls and be accountable. The Board of Regents is getting more detailed information and reports. [The administration has] taken over the control of some funds that were perceived by the public as being not subject to audit or monitoring."

"The communications plan that Rick Heydinger, vice president for external relations, presented to the Board of Regents a few months ago is an important element in accountability, in getting information about the University to the citizens of Minnesota. My own fairly extensive travel around the state and my flood of speaking engagements is another effort to be accountable, to communicate to the state what the University is about. I look upon that as being equal in importance to our financial accountability."

**“We’ve had a very disappointing decade. There were at least some signs of progress in the seventies, but the eighties were stagnant, or we’ve even slid back. This is a national phenomenon—it’s not just the University of Minnesota. We just have to break that deadlock, because we simply cannot afford—quite apart from the very important social justice argument—not to tap into the talent of the minorities and women of this country.**

**“There is a realization that something has got to give. It has to start with infants, because by the age of six people’s destiny in education—and in life—may be determined. We can’t just look at our little slice in higher education.”**

## DESPITE CONCERN, PROGRESS DIFFICULT

**T**he University has made itself accountable for bringing more minorities and women to campus—students and faculty—and providing the support they need to succeed. Unfortunately, this goal has eluded many institutions of higher learning across the country, including the University of Minnesota. In 1989, of 2,812 tenure and tenure-track faculty, only 18 were African Americans, 7 American Indian, 153 Asian American, and 35 Chicano, Latino, or Hispanic. For fall 1990, 24 minorities were offered positions.

Some progress has been made. According to Dolores Cross, academic affairs associate vice president for minority affairs, the number of applications from minority students is 31 percent higher this year than last year, and 13 percent more minority students are being admitted. Job offers to minority faculty members are up 35 percent.

Cross, who was hired in August 1988 to coordinate systemwide programs that provide equity and excellence for people of color, is leaving to become president of Chicago State University.

Nor have women achieved equality at the University. The average 1989-90 cash salary for a male professor in a nine-month position—\$60,056—was 10.7 percent

higher than for a female in that position—\$54,251. (In 1974-75 it was 14.1 percent higher—\$23,117 compared with \$20,262.) The average salary for a male professor in a twelve-month position—\$67,042—was 6 percent higher than for a female—\$63,269. In addition, the number of tenure and tenure-track women has increased from 17.2 percent (499 of 2,907) in 1981 only to 19.9 percent (559 of 2,812) in 1989. At a special regents’ meeting on women’s issues, Regent Charles Casey praised initiatives to make the University friendlier to women, but added that many still encounter a “chilly climate.”

The University and President Hasselmo get high marks for developing the Excellence Through Diversity plan and task force, for planning for the end of the court’s mandated regulations on the recruitment and retention of women, and for developing a policy on women academic employees.

To improve efforts to recruit women and minorities, Hasselmo has requested a “general overhaul” of the search process, one that especially targets those groups. The University is also making plans to set minority recruitment and retention goals for individual administrative units. Of the six vice presidents recently appointed by Hasselmo, three are women, and two are minority women.

**Associate professor****Naomi Scheman***Former chair  
of the women's studies  
department*

"When women do things that are recognized in a national way—we get the premiere journal in a field or a Rockefeller Fellowship—when we turn up with that kind of prestigious stuff, we're treated very, very well. The administration has been extremely helpful and responsive. But when we say we really need a re-examination, for example, of what counts as excellence—that consideration of gender issues and issues of racial and ethnic diversity are part of what excellence means—there's rather less understanding and less responsiveness.

"CLA, particularly at the entry level, has done a good job of recruiting women faculty members. Once women get here, there are problems ranging from difficulties with doing feminist scholarship to some climate issues."

**John Wright**

"I've been intimately involved with the move toward cultural pluralism and the attempts to diversify the curriculum here at the University. I applaud this University for being in a leadership role nationally for adopting the cultural diversity requirement. Unfortunately, we have not yet been able to create the numbers of courses, and to adequately staff them to provide graduate assistants and the other supports that are necessary to meet the needs of students.

"I see the situation [regarding recruitment] as being essentially stable, and having been so for several years. The numbers of different groups of students of color have fluctuated. There have been significant gains in terms of the Asian American student population in the last few years. . . . The numbers for African American, Native American, and Latino students have, as far as I understand, been essentially stable since the early 1980s. The basic situation here is similar to what applies to college campuses around the country. And it's in part a reflection of the contraction of funding sources—particularly in terms of grants, as opposed to loan funding for student support—and it's also a function of the University failing, for the most part, to attract the most talented end of the state's own high school graduates of color. We have not done particularly well in that regard."

**Rep. Lyndon Carlson**

"One of the dilemmas of higher education across the country is that we really haven't, as a society, reached certain population groups as well as we would like—or should. I think the University is committed to doing that, but I think we have to be very frank and say that society has really not done the job that we should."

**Richard Skok**

"Efforts are being made to increase the number of resources available to support the programs needed to bring about diversity. There's a need for more financial assistance for minority students, to help them reduce the time they need to commit to working so they can have a better opportunity to stay and complete their degrees in the institution. There's a need for a pool of funds to provide the opportunity to hire a minority when you don't have open positions."

# LESSON PLANS

ADVICE FROM  
TEN OUTSTANDING TEACHERS,  
WINNERS OF THE  
HORACE T. MORSE-MINNESOTA  
ALUMNI ASSOCIATION AWARD  
FOR 1989-1990

BY TERESA SCALZO

**T**HE SMALL LAW SCHOOL auditorium was buzzing with University faculty, administrators, and staff gathered to honor this year's Horace T. Morse-Minnesota Alumni Association (MAA) Award

winners, but the crowd was not large enough to please President Nils Hasselmo. "I would like to see an expansion of these festivities to involve students in honoring these teachers," President Hasselmo said. "Next year, I would like to see 5,000 students here."

Involving students in the awards ceremony would be another positive step in the evolution of the Morse-Alumni Award (formerly Morse-Amoco). Since 1965, 180 faculty members have received the award, which recognizes excellence in four areas of undergraduate education: teaching, advising, academic program development, and educational leadership. This year, the ten professors selected will receive \$2,500 for each of three years, the highest cash award ever, and their departments will receive \$2,500 for each of three years for the award winners to use.

John Clark, chair of the Senate Committee on Educational Policy, said broad support for increasing the financial award reflects the University's commitment to undergraduate education. Clark was not the only official

to assure the audience that the University is serious about teaching.

Likening the University's many missions to themes in a symphony, Hasselmo said undergraduate education must not get lost among the other themes. "We must make sure the symphony comes through in all its clarity and beauty," he said.

Board of Regents chair Charles Casey said that the regents recognize the Morse-Alumni Award as one of the University's most significant and that the Minnesota Alumni Association's willingness to support and enhance the award demonstrates its commitment to undergraduate education. "Sometimes, even here in Minnesota, it's okay to say we're doing good work," quipped Casey.

Alumnus Michael Unger, treasurer of the MAA national board, said the alumni association believes the University's teaching mission affects MAA membership most strongly. "Many students drift through this institution untouched," Unger said, "but people who are active in the MAA are those who connected with the University in some way, most usually because of the contributions of faculty members such as those we are honoring today."

Those contributions are as varied as this year's Morse-Alumni Award winners. We asked this year's winners to share their thoughts about teaching, learning, and research at the University. Here is what they said.



*“A teacher affects eternity.”*

—Henry James

LISA D. ALBRECHT,

*assistant professor of arts, communication,  
and philosophy, General College, is dedicated  
to multicultural education and to empowering  
her students through participatory learning.*

There is no greater challenge before us as we enter the last decade of the twentieth century than recognizing diversity of all kinds in higher education. If the voices of all people are not represented in our student body, faculty, student services, and curriculum, then we are not being responsible to our global constituencies. By 2020, people of color will be the majority in the United States; today, people of color are the majority on the planet. The demographic imperative is before us. Multicultural education, for me, includes recognizing the lives of women, the poor and the working class, the disabled, the elderly, religious minorities, and gays and lesbians, as well as people of color and various ethnic and cultural groups. Recognizing and including these voices [in education] is essential for our collective survival. Ethnic diversity on campus provides a basis for societal cohesiveness and equal opportunity for all people. Multicultural education is not merely for "minorities," it is for all of us. Faculty and staff must be trained as multicultural educators who are sensitive to differences. Our only ethical choice as educators is to engage in this work wholeheartedly. We will make mistakes. But by taking risks, we will learn to more fully value our diversity, and to see it as our greatest strength.



WILLIAM R. CHARLESWORTH,

*professor, Institute of Child Development,  
College of Education, a faculty member  
since 1961, is involved in an extensive revision  
of the undergraduate program  
in child psychology.*

A yaksha put a question to Yudhishtira: "What befriends the traveler?" Yudhishtira answers "learning." In a foreign land, learning has the interesting effect of making one feel comfortable. Learning connects something new with something already known. Those of you who never heard of a yaksha may feel good now that I tell you that it is a specter or a genie, a demigod that roams the Vedas of Hindu mythology. And that Yudhishtira, the son of the god Dharma, is one of five pandavas, the hero brothers of India's great epic that has instructed and inspired millions for more than 2,000 years. The job of a good teacher is to direct the traveler, [to point] a finger in the right direction. A teacher can point in many ways: exposing students to sources of knowledge, instructing them in problem solving, passing on unfamiliar information about familiar things, and opening paths to knowledge they never knew existed. But directing is not the only thing a good teacher does. Teachers frequently have to get students traveling. Motivating students to get up and move is sometimes as important as giving them directions to find their way. Alas, the teacher is not all that is needed. Students need to use their own feet. No one can travel for them. If they have no feet, they will have to travel on their knees, hands, or behinds. Whatever it takes. Good teachers have to be ready for anything.



TERENCE COLLINS,

*professor of arts, communication,  
and philosophy, General College,  
is a Minnesota native, a University  
alumnus, and an MAA member.*

I went to St. Elizabeth's grade school in Minneapolis. It sat where a West Bank freeway interchange between 35W and I94 happens now. There were eight grades in four rooms, so each grade shared a room with another. One day in first grade, Sister Victorine told us to practice penmanship by copying out the alphabet, but only on the front side of the paper. The next day, she asked us to copy the alphabet again, but didn't say anything about one or both sides of the paper. So I raised my hand and asked if we could write on both sides of the paper. It seemed, to a six-year-old, a reasonable question. She laughed, and the whole second grade, who shared the room, laughed with her. I couldn't beat up a nun, and it took me a while to get to the members of the second grade individually. In the meantime, I learned that you should never laugh at anyone for asking a question, no matter how naive or stupid it might appear. That's been important for me as a teacher and as a student.

But my biggest breakthroughs as a teacher happened gradually as I became secure enough to learn from [my experiences], to give up pat answers and center stage, to set aside pabulum, and to take knowledge and students on their own terms.



JAMES F. P. COTTER,

*associate professor of geology, Division of Science  
and Mathematics, Morris, is said to meet  
all requirements of geology faculty: "He laughs a lot;  
owns a necktie, but doesn't usually indulge in such  
formal [attire]; is always available to students; and  
has an intense interest in the learning process."*

Learning to enjoy learning is the first step toward critical or independent thinking. There are a great number of psychological barriers to learning science, and too often science courses can seem intimidating. I attempt to break down those barriers by making geology enjoyable and making connections between geology and familiar subjects. Using "outrageous" analogies (comparing the internal structure of the earth to a fantastic gum ball, modeling the process of plate tectonics with a pot of pea soup), making references to childhood games (Pick-up Sticks utilize Steno's principles of stratigraphy), and invoking well-known landmarks and images from popular media to illustrate processes and principles allow the non-scientist, the beginning scientist, and the "sciencephobe" to approach geology with an open, inquiring, and imaginative mind. My most profound efforts, however, may simply have been asking students to consider [conducting] independent research projects. Students enjoy an academic challenge as long as their interest is piqued and a little moral support is provided. Really, the only job of the research mentor is to create an environment for learning. Giving students the encouragement to try, the freedom to explore, and the opportunity to fail and succeed on their own is what a truly successful research program is all about.



LAURIE SCHULTZ HAYES,

*associate professor of rhetoric, College of Agriculture, is a former secondary school teacher who combines her love of teaching and learning in her relationships with students and advisees.*

I try to be the kind of teacher and adviser that I want whenever I am a student. I want a teacher who challenges me to think about things I would otherwise take for granted or to rethink conclusions I have already drawn. For me, a thoughtful teacher is one who makes me more conscious of the world around me, who encourages me to make the choices I need to make, and who holds me accountable for the consequences of my choices. I want a teacher who expects and helps me to be responsible for my own learning. I want a teacher who is careful . . . who cares about people as well as ideas. I don't want a teacher who disregards my needs and tries to reform me or who is careless about who I am or who I can become. I want teachers who are fair and just. I believe most of this is possible if a teacher has a sense of humor. A good-humored teacher won't be too sober about raising my consciousness, [but] will complement the serious nature of thoughtfulness and carefulness. A good-humored teacher helps make learning enjoyable, playful, pleasurable, and fun. I have known many teachers who were thoughtful, others who were careful, and still others who were good-humored. I never had one who had the right blend of all three, but that's the role I'm trying to fill.



ALAN B. HOOPER,

*professor of genetics and cell biology, College of Biological Sciences, has long been aware of the shortage of minority scientists in the United States. He has created a series of programs to bring more women and students of color into biological sciences careers.*

Historically, American Indians, African Americans, and Mexican Americans have suffered the greatest exploitation and discrimination since the Europeans moved to the Americas, and have had the least success emerging from undereducation. We need more minorities with higher degrees who are active researchers and teachers to serve as role models. To accomplish this, we must recruit and nurture students at all levels, starting in elementary school. We need to give special attention to kids who are ethnic minorities, poor, and from environments where their intellectual growth has been thwarted. We must stimulate kids who already know some of the material, as well as elevate kids who are starting at a lower level. Many talented students are held back by having to work twenty hours a week, commute to campus, and struggle financially. Most devastating [are] students who undervalue themselves intellectually. Professors should independently analyze and publicly critique the socially related aspects of their fields. It should not be considered unusual or a privilege of the position for professors to do this. Rather, it is our responsibility; it is what we are paid by the taxpayers to do.





SUHAS V. PATANKAR,

*professor of mechanical engineering, Institute of Technology, a pioneer in computational fluid mechanics, has developed an undergraduate course and textbook on the topic.*

For successful learning, the creation of a suitable atmosphere is as important as the accurate delivery of technical material. I try to create in the classroom a caring, compassionate atmosphere of mutual respect. The objective is to let students experience the joy of learning. I constantly remind the students that my teaching assistants and I are always available to help them and that nothing would please me more than if they all do very well in the course. I try to motivate them to do their best and to help them build a strong self-image, which will help them throughout their lives. The satisfaction that comes with successful learning is a better motivator than the need to get good grades or the fear of failure. Teaching is a source of immense pleasure for me. When I explain something particularly well, I can see a bright glow on the students' faces. Often, even shy students come up to me and say they really like my teaching. In few other professions can one experience such delicate moments of personal satisfaction.



LOUIS H. PIGNOLET,

*professor of chemistry, Institute of Technology, is a former director of undergraduate studies and department chair.*

I could not be a good classroom teacher without carrying out an active research program. The research keeps me excited about chemistry, and this helps me to be an enthusiastic teacher. Research also keeps me abreast of new developments in my field. It is important to teach up-to-date material with the authority and insight of a research scientist. Teaching is an integral part of my academic research because much of my time is spent advising students in their research projects. This "nonclassroom" teaching is important and the most effective teaching I do. [I enjoy] sharing the students' excitement when they learn and understand a difficult concept or when a laboratory experiment finally leads to a major advance in a research problem. These times are rare, but very rewarding.



DOUGLAS F. ROBERTSON,

*associate professor of science, business, and mathematics, General College, doesn't teach math.*

*He teaches students how to learn math and to understand that knowing math will improve their lives.*

My grandfather was an extraordinary science and mathematics teacher who taught where and whenever he was around people. He spent 30 years traveling across China and Southeast Asia teaching physics and mathematics to as many people from as many different cultures as he could. His classroom was any place two or more people congregated—the conversation always seemed to turn to physics and mathematics. He was dedicated to sharing his knowledge and enthusiasm for learning. Later, he became a physics professor at Purdue University. The stories about my grandfather's exploits in teaching nontraditional students got me interested in becoming a teacher. His philosophy was that learning was for everyone. He [believed] we have to help students want to learn by piquing their curiosity and getting them involved. When he was introducing the concept of angular momentum in a physics lesson, he would bring out a large suitcase and ask the biggest, strongest student to carry it down the aisle, turn around, and come back. Unbeknownst to the student, the suitcase contained a heavy wheel spinning at high speed. It was easy to walk forward with it, but when the student tried to turn around, the high angular momentum of the wheel made it almost impossible to turn the case unless a force was exerted on the handle in just the right way. After watching the student struggle, my grandfather would ask the smallest student in the class to help. Since he had secretly explained to the smaller student how to turn the case, that student had no difficulty in returning the case to the front of the room. The incident aroused the students' curiosity, and they were then eager to learn the physics behind the phenomenon. (He also played this trick on a baggage handler at a railway station and almost missed his train while explaining angular momentum to a group of porters.) Such stories helped me realize that learning can happen anywhere if the motivation to learn is created and the lesson is relevant and at the student's level.



MURIEL B. RYDEN,

*associate professor, School of Nursing, has designed a curricular model and secured funding to integrate ethics throughout the undergraduate nursing curriculum.*

I must confess I never felt I made a deliberate decision [to teach]. It was a matter of open doorways and an inviting mentor, Katherine Densford Dreves, who was director of the University's School of Nursing when I was a student and, later, a novice teacher. She embodied many of the qualities that I aspired to and enticed me into a career as an educator. Not totally convinced, I returned to clinical practice for a time, but eventually succumbed again to her invitation to become a faculty member. She articulated well the influence I could have on patient care through educating students, as compared with providing one-to-one patient care. So I walked through some open doorways into nursing education and I liked it so much I stayed! Students are still attracted to nursing because they are genuinely interested in people's well-being and want to be helpful to others. My classes today, however, include more men and more varied life experiences. Many students have traveled and are computer literate. Many are making a career shift, and many are juggling the role of student with that of worker and parent. In many ways, I find today's students less naive about themselves and their world than those I taught many years ago.



## OTHER 1989-1990 AWARD WINNERS

**T**he JOHN TATE AWARDS FOR EXCELLENCE IN ACADEMIC ADVISING, named in honor of Tate, a professor of physics and first dean of University College (1930-41), recognize and reward academic advising. Each winner receives \$1,000 and a framed certificate.

ELAYNE M. DONAHUE, director of academic counseling, intercollegiate athletics, Twin Cities campus

LAWRENCE H. SMITH, professor of agronomy and plant genetics, College of Agriculture, Twin Cities campus

DIANE WARTCHOW, counselor advocate, General College, Twin Cities campus

**T**he first CONTINUING EDUCATION AND EXTENSION DISTINGUISHED TEACHING AWARDS were given to three College of Liberal Arts professors for their "commitment to student growth and development, accessibility to students, and sustained excellence in extension instruction." Each winner receives \$1,000 and an engraved plaque.

PHILIP FURIA, professor of English

ARCHIBALD LEYASMEYER, professor of English and director of the University College Program for Individualized Learning

WOLFGANG TARABA, professor of German language and literature

**T**he GORDON L. STARR AWARD commemorates the former Coffman Memorial Union planning director and recognizes faculty and staff who actively participate in students' academic development.

FRANKLIN BARNWELL, professor of ecology, evolution, and behavior

STEVEN CARNES, Carlson School of Management coordinator of student services

JOHN N. CLAUSEN, Institute of Technology assistant dean and associate professor of mechanical engineering

TERENCE COOPER, associate professor of soil science

LINDA DEBEAU-MELTING, University Libraries division head and interim public services planning officer

JOHN EATON, professor of laboratory medicine and pathology

CATHERINE FRENCH, associate professor of civil and mineral engineering

JOHN MCCONNELL, associate professor of family practice and community health

KATHLEEN RICE, Student Organization Development Center program director

MARILYN SIME, professor of nursing

**T**he JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION this year honored 143 artists, scholars, and scientists—two from the University of Minnesota—for "unusually distinguished achievement in the past and exceptional promise for future accomplishment."

CRAIG PACKER and ANNE PUSEY, associate professors of ecology, evolution, and behavior, received a Guggenheim Fellowship Award for their research on the social lives of lions

**T**he National Science Foundation (NSF) presents the PRESIDENTIAL YOUNG INVESTIGATOR AWARDS to professors near the beginning of their careers as encouragement to remain in higher education. Each investigator receives \$25,000 from the NSF, plus matching funds up to \$37,500 from private sources. Four members of the Institute of Technology faculty are among this year's 211 recipients.

KEVIN BUCKLEY, assistant professor of electrical engineering

JEFFREY DERBY, assistant professor of chemical engineering and materials science

JAMES KAKALIOS, assistant professor of physics

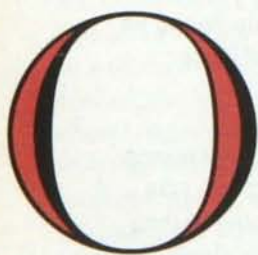
ALON MCCORMICK, assistant professor of chemical engineering and materials science ◀

# Gus Donhowe Goes Public:

## P · A · R · T · I · I

After succeeding in business, state government, and business, he's taking on the University as chief financial officer

BY WILLIAM SWANSON



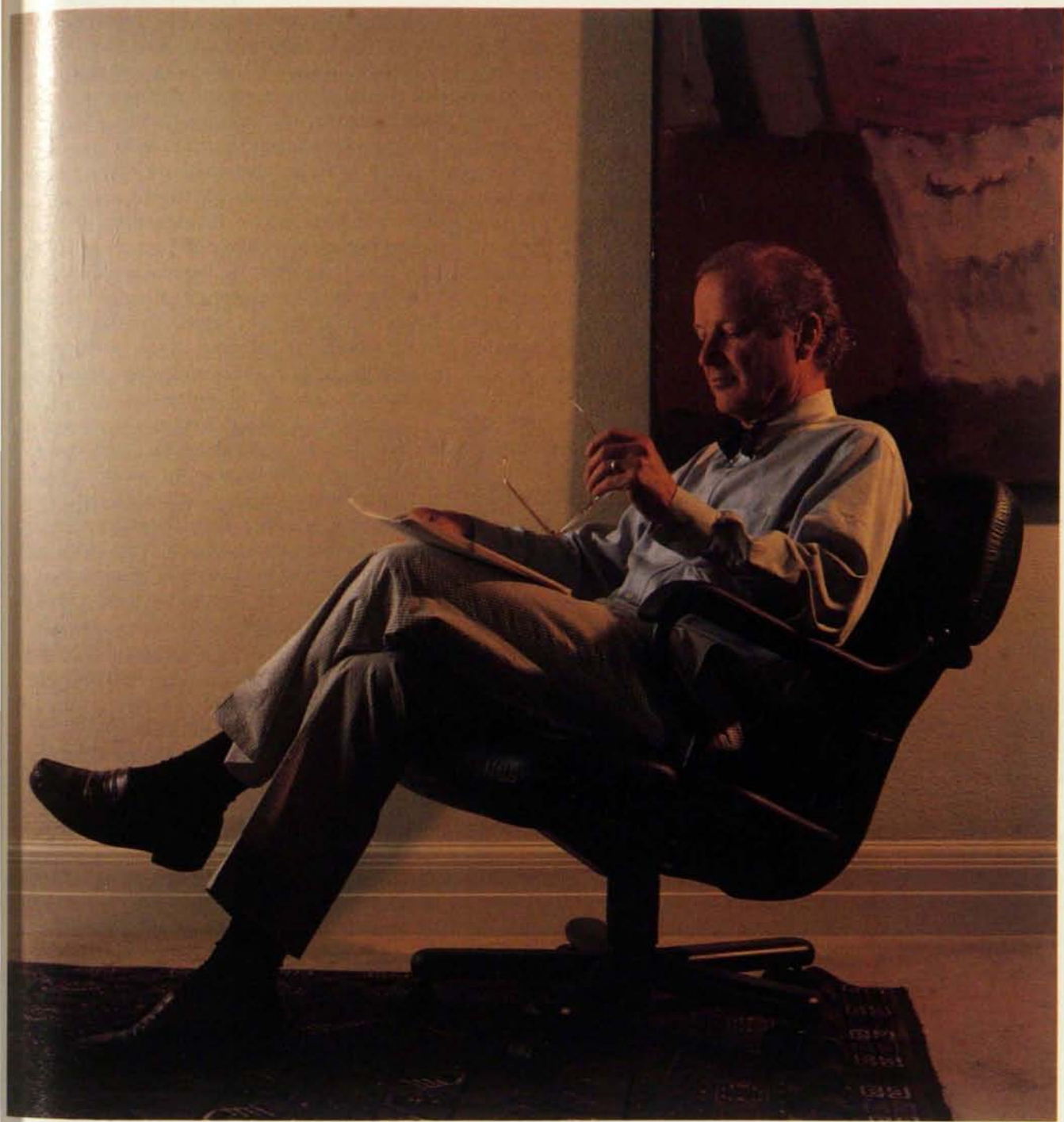
OVER THE PAST YEAR AND A HALF, GORDON M. DONHOWE has been so frequently described as the right person in the right place at the right time that it already seems odd to think of him as anything other than the University of Minnesota's senior vice president for finance and operations. Yet to say that Gus Donhowe, at age 61, has found a permanent niche in Morrill Hall is to overlook his

several previous niches, and to suggest that the University is the last stop in his career. Donhowe himself points out that he's likely to remain at Minnesota "only as long as I'm productive—and as long as there isn't something else I'd rather do."

At the moment, Donhowe is happy to be here. "It's not an easy place to work because it's big and complex . . . but I've enjoyed it so far," he says. "If it were completely nice and buttoned-down and without any controversy, it wouldn't be a university and it wouldn't be much fun at all." Whatever else it may be, he adds, the University of Minnesota is "a yeasty place" indeed.

Donhowe should know what he's talking about. He spent the better part of three decades at the Minneapolis-based Pillsbury Company, which, especially during the reign of the imperious William Spoor, was yeasty in more ways than one. More recently, he served as Gov. Rudy Perpich's commissioner of finance, with that position's considerable public pressures, and chief executive officer of Fairview Hospitals, a major player in the turbulent Twin Cities health-care community.

His arrival at the University in March 1989 was hardly an escape to quieter, calmer climes. Selected by incoming President Nils Hasselmo



to help rebuild the University's management systems and its credibility, Donhowe may well have been the right person. For anyone seeking a breather in a hectic career, however, it was anything but the right place at the right time.

Announcing Donhowe's appointment, Haselmo said that the job of managing the University's finances in 1989-90 required "a person who comes in sprinting, not just running. We have to have a chief financial officer who knows the University, knows state government, knows the legislature, knows the problems we've had, and knows the management work that has to be done." Judging by the public response to the

appointment, Donhowe was precisely that person. Governor Perpich told reporters that no one in the country was better suited for the job. Influential legislators on both sides of the aisle hailed the appointment. Even outspoken Republican state auditor Arne Carlson called Donhowe, a longtime Democrat, a "superb choice" for the post.

Now, nearly eighteen months later (he was officially appointed in May of this year, following a formal search process), Donhowe is drawing kudos for his performance in the \$125,000-a-year position.

The comments of Charles Casey, chair of the

Donhowe's at home managing change, making decisions, and playing politics.

**T**HERE'S no doubt that my management style can be jarring. I do have a bias toward decision-making and action without waiting around very long to either decide or act. That's partly my personality and partly the result of my experience outside the University."



University's Board of Regents, are typical. According to Casey, Donhowe has not only lived up to expectations, he may have exceeded them. "He may have done more to this point than I thought was possible," says Casey. "You have to go back to the situation we were in—the way people perceived the management of the University. There's really been a change in that perception"—for which change Casey credits Hasselmo, Donhowe, and new senior vice president for academic affairs and Twin Cities campus provost Leonard Kuhl. As for the University's crucial relationship with the legislature, Casey adds that Donhowe's experience has been invaluable. "I hear it from both Republicans and Democrats over there: 'He knows what he's doing.' Gus has given them confidence that the University is managing the resources they've given us in a prudent and effective way."

Rep. Lyndon Carlson, chair of the education division of the House Appropriations Committee, concurs. "On a scale of A to F," says Carlson, "I'd give him an A."

Edson Spencer, retired Honeywell chair and current chair of both the Ford and Mayo foundations, headed the Governor's Blue-Ribbon Commission on Financial Management of the University, convened during the dark days of 1988. His deputy on the commission was Donhowe, who was then CEO at Fairview. Spencer says Donhowe's success at the University shouldn't come as any surprise. "Finance and administration is Gus's background, after all," Spencer says. "He's good at it." Furthermore, as a member of the blue-ribbon panel, Donhowe saw the University's problems "through the eyes of our expert consultants and thus was right up to speed on both the problems and the possible solutions." Finally, says Spencer, Donhowe arrived on the job with both the knowledge and the confidence of the governor and legislature, to whom he was well known.

All things considered, Spencer concludes, "appointing Gus to that position was a ten-strike for the 'U.'"

**F**OR DONHOWE, A 30-YEAR resident of St. Paul's St. Anthony Park neighborhood, the job is the latest in a series of career moves that his friends suggest have been "nothing more than an attempt to reduce my commute time," he says.

A native of Northfield, Minnesota, Donhowe majored in history at St. Olaf College (B.A., 1951) and economics at the University of Minnesota (M.A., 1953). After two years in the army, he joined Pillsbury as a labor relations assistant in 1955. Soon after, he took a leave of absence to

study economic analysis in collective bargaining as a Fulbright Scholar at the University of Oslo in Norway. Back at Pillsbury, he rose through a succession of management positions and was named director of corporate planning in 1967. Two years later he was elected Pillsbury's treasurer, and a year after that a vice president. Beginning in 1982, he held the title of senior vice president and treasurer. In January 1983, Perpich named him commissioner of finance, a post he held until June 1985. He became executive vice president and chief operating officer at Fairview in July 1985, then the hospital system's CEO in January 1987. He had been in that position for slightly more than two years when Hasselmo asked him to come to the University.

"A number of people have sought me out to ask how they might engineer this kind of transition," he says of his latest move between private and public jobs. "I tell them that I'm not a very good source of information. Every one of my moves has been an unplanned event that's followed someone saying to me, 'Why don't you do something different from what you're doing right now?'" Then he laughs at his own statement and acknowledges that his career steps may not have been quite as accidental as he has portrayed them.

On a lovely afternoon in May, Donhowe is answering a visitor's questions in his Morrill Hall quarters. The most noticeable features of the office include a large Cameron Booth oil on the wall behind his desk and a seven-foot ficus tree standing near the windows. The painting belongs to the University Art Museum (Booth taught here between 1950 and 1960), but the tree has accompanied Donhowe on recent postings. The ficus seems to be doing better in public life, Donhowe remarks. Asked why, he shrugs and nods toward the south-facing windows. "More sunshine," he says, smiling slyly, and leaves it at that.

Dressed in a Harris tweed sport coat, button-down shirt, and trademark bow tie, Donhowe looks somewhat more the eccentric professor than a senior vice president. Appearances and titles aside, however, Donhowe insists that he's the same person he's always been. After moving from Pillsbury to the Capitol, he says, he used to tell people that he didn't behave any differently having crossed the river to work in St. Paul. He acknowledges, though, that there are significant differences between the way a manager operates in private industry and in public service.

"Usually, in corporate life, only one person has to become profoundly unhappy with you and you're gone," he says. "In state government, unless I made a really important political faux pas, it would have been very difficult to fire me."

At the same time, he says, the switch from private to public office is no longer (if it ever was) a good way to enhance one's personal comfort. "We've gotten over the idea that if you've done well in the private sector, you'll *really* do well in public life," he says. "We've developed the appreciation that public jobs are every bit as tough as private jobs—they're just different."

**O**NE OF THE DIFFERENCES most apparent to Donhowe—and to several of his colleagues—is the consultative process of academe. Donhowe has a reputation for being a quick study, for impatience with slower minds, and for plain, direct communication that sometimes borders on the brusque. "There's no doubt," he concedes, "that my management style can be jarring. I do have a bias toward decision-making and action without waiting around very long to either decide or act. That's partly my personality and partly the result of my experience outside the University." (Later during the conversation, Donhowe says, "I don't think Bill Spoor would tell you that I gilded the lily when we discussed things at Pillsbury.")

But while he may become restive during the consultative process, Donhowe both understands and appreciates the need for it. Besides, he notes, "it doesn't *have* to take forever to get things done. One just has to be purposeful in seeking out and asking for alternative advice." If consultation doesn't inevitably lead to a changed or improved solution, "it does at least tend to lead to a changed or improved acceptance of a solution."

He uses the example of the extended University sports-arena discussions that culminated, earlier this year, in a plan approved by the regents for a \$37 million, on-campus project to build a new hockey arena and renovate Williams Arena for men's basketball and women's sports. According to Donhowe, there were "a number of architectural and programmatic solutions" to the problem of the University's outdated basketball and hockey facilities. One of the solutions called for construction of a large multi-use complex at an estimated cost of a minimum of \$47 million.

"We first took the plan to the regents, and they were worried about three things," Donhowe recalls—"the financial risk, the political size of the number, and the time it would take to achieve gender equity in our facilities. We then took [the plan] to the executive committee of the University of Minnesota Foundation, and they said, 'We think \$47 million is too much. And if you add something on to achieve gender equity, you compound the problem. We think you ought to go back and look at one of your alternate sce-

narios, which includes fixing up Williams Arena.' Well, that's what we did, and now, of course, that's the option in front of us."

Intercollegiate athletics are an integral part of the University, and the decision where to play and the kind of facilities the University should have should be made by the University, Donhowe told University of Minnesota Alumni Association (MAA) officials who were also involved in the discussions. "When Nils and Chuck Casey get nervous about things controversial, I tell them, 'At least it's our agenda' . . . We ought to try to do this out front with everybody involved. The decision process is a series of sequential events we have to go through."

**D**ONHOWE WAS INVITED TO speak to both the MAA executive committee and the national board, and national president Steve Goldstein remembers being impressed by Donhowe's performance. "He sought out our opinion, listened to what we had to say, and responded to our concerns," Goldstein says. As a matter of fact, says Goldstein, Donhowe has been readily available and



accessible to the association from the beginning of his stay at the University. In Goldstein's opinion, "Gus has validated the role of the alumni" in University affairs.

Jean Keffeler has been a member of the Board

66 **I**F we're going to rely on new money from the legislature, what we want to do here is never going to happen. The vast bulk of the resources we need to carry out our strategy is going to have to come from reallocation of existing dollars."



of Regents for about as long as Gus Donhowe has been a senior vice president. Keffeler served alongside Donhowe on the Spencer commission in 1988, and knew him before that when he was state finance commissioner and she was a member of a select governmental tax panel. Keffeler, in short, has had ample opportunity to watch Donhowe in action.

Keffeler describes him as "very thoughtful and very analytical, with a forceful and confident way of expressing himself." The respect he is afforded by the region's business, governmental, and academic communities, she says, is the result of his "broad-based experience" and his "willingness to deal with the facts." Keffeler says: "Gus will give you the facts as he sees them. While you may not always agree with his interpretation of those facts, it's never a matter of having to wonder if there's some hidden agenda."

Of Donhowe's crossing the line between the private and public sectors, Keffeler (who is chief operating officer of the Metropolitan-Mount Sinai Medical Center in Minneapolis) speaks of his "strategic and financial orientation," and his "ability to deal with large constructs." She says, "I doubt that when Gus was at Pillsbury he was fundamentally concerned about the marketing position of the Doughboy. I doubt that when he was at the state he was fundamentally concerned about, say, a particular environmental or transportation issue. His orientation is more toward how an entity is strategically positioned and how it is financed—and, I would think, toward managing the sets of relationships that influence the organization. These are qualities that are transferable from the one sector to the other."

Donhowe's major accomplishment at the University to date?

Observers point to his role in restoring credibility with the Minnesota public and its elected representatives, his management of the planning and budgeting processes of the past year and a half, and his hiring of such highly regarded administrators as former Hennepin County director of property management Susan Markham (to manage the institution's physical plant). At the top of Keffeler's list is the support Donhowe has given Hasselmo during the difficult period of restoration. "The president has had Gus's undivided loyalty and energy and that amounts to one heck of a wallop," she says.

**C**OMING ABOARD WHEN HE did has actually made his work easier—"much easier," Donhowe says. "This is an institution that is not designed to change very rapidly. In terms of its governance and the way it's managed, there are so many built-in appeal

mechanisms. The outside pressure for accountability in our recent time of trouble has made it far easier to make the case that change must take place—that the future of the University depends on it. There's now a general agreement that we need to move a little faster on key issues than we've moved in the past."

Those issues, frequently and widely articulated by Hasselmo, Donhowe, Kuhi, and other administrators, include improving undergraduate education, upgrading lagging faculty salaries, and renovating or replacing decrepit buildings and equipment. These and other administrative preoccupations are challenging enough in their own right; set against a nationwide backdrop of escalating costs and diminishing resources, they may be daunting.

Donhowe has made it clear that simply leveraging the University's reborn respectability with the legislature is not going to be sufficient. "We're going to rely on new money from the legislature, what we want to do here is never going to happen," he says. "The vast bulk of the resources we need to carry out our strategy is going to have to come from reallocation of existing dollars. That means cutting back or cutting out some very worthwhile, very desirable items, and that's going to be a painful process."

Some members of the University community fear that Donhowe will be mistakenly perceived as the "heavy" in this process, when his role really is to manage resources in such a way that the institution's academic priorities can be achieved. If Donhowe is viewed as little more than the hatchet man, they say, his effectiveness could be diminished.

Charles Casey, while concerned about the possible misconception, says, "I don't think Gus is uncomfortable in his position. He's been there before [as both a business executive and a state government official], and he understands the process. He may be frustrated at times, but I think he appreciates the challenge."

Donhowe himself seems characteristically confident. "Things are starting to come together," he says. "Ian Martin, the new CEO at Pillsbury, has a great line—something to the effect that you should never underestimate the power of a clear objective relentlessly pursued. That may sound platitudinous, but it's absolutely correct. Large organizations just naturally diffuse so their priorities have to be carefully stated, well understood and accepted, then relentlessly pursued."

Donhowe understands that whatever honeymoon the Hasselmo administration may have enjoyed is probably drawing to a close. "I think we better move fast," he says. "Ours is a tenured position."



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# Board Approves Major Reorganization

BY VICKI STAVIG

**A**T ITS JUNE 27 meeting, after eighteen months of intensive study, the Minnesota Alumni Association (MAA) national board adopted a series of recommendations redefining its volunteer organization and structure, mandating the most extensive reorganization in the MAA's 86-year history. The reorganization will result in a smaller and more effective governing board, stronger relationships with the University's collegiate units, and more effective outreach to alumni outside of the Twin Cities area.

The board has been studying MAA organization since early 1989, but the need for change has been building since 1983, when a consultant's study suggested that the organization needed to become more visible to alumni. In recent years, in part due to tradition, in part to current events, the association found itself stretched in two directions: advocacy and fellowship. In addition to its traditional activities, the association became involved in studying the regent selection process, established a volunteer legislative network, and revitalized the annual meeting.

By the fall of 1988, however, the MAA found its resources stretched to the limit. Early the following year, a consultant conducted an organizational effectiveness study that resulted in redefinition of the association's mission and goals and restructuring of the staff to meet them. The study raised questions about, but did not address, the effectiveness of the association's volunteer structure. The consultant advised that these questions be addressed by the volunteers themselves.

Two volunteer committees were



**The MAA must focus its limited resources  
to effectively carry out its mission**



created to do this: the Governance Task Force to assess overall volunteer governance and to recommend ways to increase the board's effectiveness and to focus MAA resources in line with its mission; the Alumni Society and Chapter Advisory Committee to look more specifically at MAA recognition of and support for alumni groups and to report back to the Governance Task Force.

One of the Governance Task Force's major concerns was the structure of the large MAA governing board. Because of its size, its role had evolved into one of ratifying actions initiated by a twelve-member executive committee. The task force also was con-

cerned that the one-year terms of the alumni society representatives were too short for them to effectively deal with issues, that the role of at-large members was unclear—even though their terms were for four years—and that the association had become too metro-focused.

Another major concern was the distribution of resources between the alumni societies and the geographical chapters. Under the current structure, the MAA provides both funding and staff support to alumni societies, but no funding and minimal staff support to geographical chapters—even though about half of the association's members live outside

the Twin Cities area. The University has also been advocating increased geographic outreach to alumni. Another concern was the fairness of recognizing some alumni society groups and not others. Many new groups have expressed interest in becoming MAA alumni societies during the past few years, but with limited resources and no clear procedures for deciding which should get MAA support, there has been an informal moratorium on the creation of new societies.

The reorganization recommendations approved at the June 27 national board meeting were based on the belief that the MAA must focus its limited resources and coordinate and

integrate its structure in order to effectively carry out its mission of advocacy and fellowship.

The MAA governing board itself will be reduced from 77 to 38 members. The new board will include eight geographical representatives—four from Minnesota and four from outside of the state—eighteen collegiate/professional school representatives, and six at-large members—all of whom will serve three-year terms. Six officers will serve one-year terms.

The executive committee will be

discontinued, and the board will rely on a smaller number of strong committees to study and recommend action on University and MAA issues. The new committees are communications, finance/audit/investment, membership/member services, nominating/awards, University issues/legislative, and alumni societies/chapters. Members of the national board will make up the majority of the membership on those committees. MAA officers will meet to set board agendas and to respond to issues requiring an immedi-

ate action between board meetings.

Three types of alumni groups will exist under the new structure: collegiate alumni societies, geographical alumni chapters, and alumni affiliates.

Because the University is organized around its colleges, it was recommended that the colleges also should be the primary organizational unit for MAA-supported alumni societies. Under the new structure, eighteen collegiate-based groups will be considered MAA alumni societies and will have a seat on the board, a funding allocation, and an MAA staff liaison. MAA members will choose which collegiate group to join as part of their MAA membership (society membership is now assigned automatically according to the most recent degree). Members will be able to join additional collegiate groups for \$5 each.

These changes in the way alumni societies are defined will free up some staff resources to allow the MAA to expand its geographical outreach, particularly within the state of Minnesota. Geographical chapters will not receive MAA funding, but will have staff and other MAA support, such as mailing, training, expenses for guest speakers, and help in planning chapter events.

Groups that do not fit within either of these categories may choose to become alumni affiliates, connected to the University collegiate or administrative unit. Although the MAA will not provide staffing for affiliates, they will be included on a membership check-off list, and alumni can support a group by paying the additional \$5 fee, which will be turned over for the affiliate's use. The MAA will begin considering affiliate requests for new groups in 1992.

Collegiate societies, geographical chapters, and alumni affiliates will be expected to meet certain criteria, including a specific number of MAA members, at least one event a year for members, and at least one project a year supporting University and MAA goals and objectives.

The new board structure is effective immediately. The new alumni society funding formula will take effect in 1991, and staff changes will be made by the middle of the 1990-91 transition year.

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**H**OMECOMING Week 1990, October 8-13, will have something for everyone—reunions, exhibits, tours, dancing, seminars, banquets, brunches, and football against Northwestern.

One of the highlights will be the celebration of Coffman Memorial Union's 50th anniversary. A reception for the entire University community will be held from 11:00 a.m. to 1:00 p.m. Wednesday, October 10. President Nils Hasselmo will preside over the festivities, which will include an anniversary cake, food, and entertainment in the Ski-U-Mah Lounge.

An exhibition portraying milestones in Coffman Union's history will be on display in the fireplace area. Contemporary dance music will be performed in the basement, and food at 1940s prices will be served throughout the day.

Coffman Memorial Union was dedicated on Homecoming Day, October 25, 1940. The union was made possible by President Lotus D. Coffman, who in 1936 received the approval of the Board of Regents to establish a building for student organizations. Construction of the \$2 million building—which involved no tax dollars—began in 1938, the year President Coffman died. His successor, President Guy Stanton Ford, spearheaded the move to name the building after Coffman. When the building was completed in 1940, it was the second-most-expensive student union in the country, after that at the University of Wisconsin at Madison.

In 1976, as part of a \$7 million renovation, the balcony overlooking the Great Hall's dance floor was enclosed to house an art gallery. This fall the African American Student Cultural Center, the La Raza Student Cultural Center, and the Asian American Student Cultural Center will move into that area.

On Thursday, from noon to 2:00 p.m., you can visit with classmates at



It's that time again. Homecoming Week 1990 promises to be as exciting as it was in 1938, when Janet Martinsen was crowned homecoming queen.

the Get Reacquainted Lunch in the Coffman Great Hall. Elmer L. Andersen, '31, former Minnesota governor and a longtime University supporter, will be the guest speaker. Reunion tours are scheduled from 2:00 to 3:30 p.m.

The College of Liberal Arts class of 1940 will be honored at a reception at 7:00 p.m. Thursday at the Hubert H. Humphrey Institute, and at 8:00 p.m., in Rarig Center, alumnus Arthur Peterson of "Soap" fame and his wife, Norma Ransom, will be featured in a performance of *The Gin Game*, a benefit for the Department of Theater Arts and Dance.

On Friday, October 12, the Class of 1940—as well as all previous classes—will be honored at a banquet from 6:00 to 10:00 p.m. at the Marquette Hotel in downtown Minneapolis. Guest speakers will be Bob McDonald, president of the Class of 1940, and Charles Roberts, a *Minnesota Daily* editor who went on to become White House correspondent for *Newsweek*.

After the banquet, put on your dancing shoes and shuffle over to Coffman Memorial Union for moonlight dancing to the music of the Jules Herman Band. Search your closets now for your entry in the 1940s fashion contest.

The College of Home Economics (recently renamed the College of Human Ecology) Alumni Reunion and Gopher Brunch is scheduled for 9:00 a.m. to noon Saturday, October 13, at McNeal Hall on the St. Paul campus. Alumni, friends, and retired faculty are invited to attend the reunion, which will honor the classes of 1940, 1945, 1950, 1955, 1960, 1965, 1970, 1975, 1980, and 1985. Jeanne Markell, '69, will be the featured speaker.

You will have ample opportunity to rekindle your Gopher spirit during the pregame block party at Peavey Plaza in downtown Minneapolis. Festivities featuring the Alumni Band, the Marching Band, Goldie Gopher, and the University cheerleaders and dance line start at 11:00 a.m. ◀

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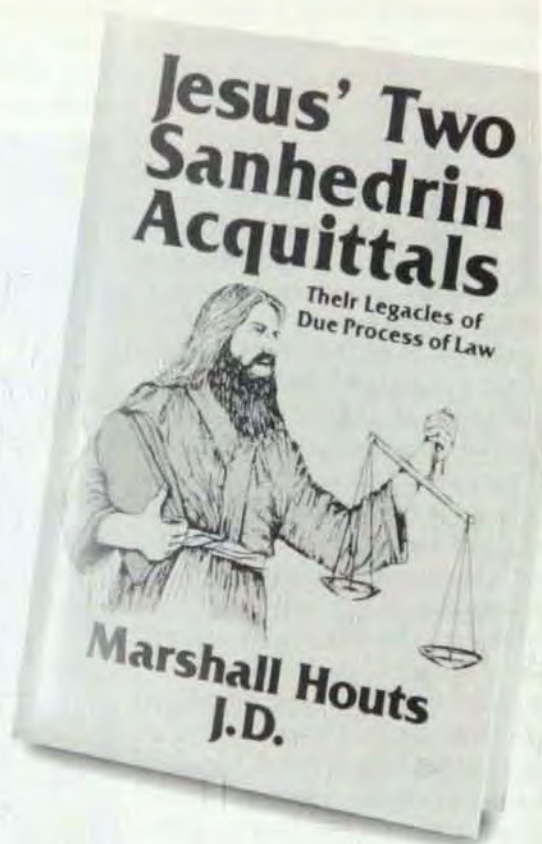


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# Saying Yes to Change

IT'S HARD TO EXPLAIN the sense of accomplishment that many of us felt at the end of our June 27 national board meeting when we passed the most extensive reorganization in Minnesota Alumni Association (MAA) history. I'd be less than honest if I didn't admit, however, that there were times of great frustration during the eighteen-month process when I asked myself why: Why have we undertaken this very important, but sometimes painful and certainly difficult, process?

The answer lies somewhere between dreams and reality. Encouraged by our successes in the regent selection process and our expanded role in legislative lobbying for University funding and program initiatives, we began to dream bigger dreams, to realize that we could be of more service to the University and alumni than in the past. With times of crisis at the University, however, we found our dreams grounded in reality. More was asked of us, more expected. Our agenda had become too large, our resources too few. Reality told us it was time to take an honest look at our organization.

Through the Governance Task Force, a diverse and thoughtful group of alumni that I was privileged to chair, we began to evaluate our governance structure and our allocation of volunteer and budget resources to determine whether each is compatible with the MAA's primary missions: First, to promote fellowship among University graduates. And second, to serve as an advocate, both to the public on behalf of University, and to the University on behalf of former, current, and future students.

During our deliberations, we studied what many consider the nation's top 50 alumni associations, including those in the Big Ten, to see what we might learn from their successes and

failures. We also invited comments and critical evaluations from University leaders and MAA members.

We found that in trying to be all things to all people, we were not providing fair service to all our members. We didn't have a good system for recognizing and incorporating alumni groups as part of the MAA, and we were inadequately servicing the 50 percent of our members who live outside the metropolitan area.

We found that our governing structure had grown too cumbersome and meeting-intensive to react efficiently to emerging University and MAA issues. Crises often meant that decisions were left to the executive committee, and the role of the 78-member national board had become one of ratifying the committee's decisions.

Much like the University itself, with its "access to excellence" strategy to improve education quality and better integrate all programs and campuses, the MAA was due for a restructuring of its own. Our future would be no different from our past, we decided, unless a serious reallocation of resources was undertaken. The task force suggested several changes that were approved at that emotionally charged board meeting in June. They include:

- Emphasis on a vigorous, decision-making board, with membership trimmed from 77 to 38. The streamlined board will include eight members chosen for geographical balance. Meetings will be on Saturdays at least



Sue Bennett is national president of the alumni association

four times during the year, to allow more involvement by members who live outside the Twin Cities and outside Minnesota.

- An equitable, more representative alignment of board membership, resources, and staffing according to collegiate units (College of Liberal Arts, Institute of Technology, Carlson School of Management, etc.), rather than by special interests or departments.

- Elimination of the executive committee, with officers meeting to set board agendas and handle emergencies; consolidation of committees from seventeen to six.

There are other recommendations, and many of them were difficult to make, but the key point is this: Each refinement was intended to streamline MAA governance; maximize staff, volunteer, and budget resources; improve outreach; and narrow our focus on fellowship and advocacy.

Throughout this long process we have held innumerable meetings with individuals and groups, trying to be fair and equitable. It was not an easy process. However, I think you will begin to see and appreciate these changes, changes that would never have happened had all those involved—not matter what their position—not presented their views openly and honestly, yet put the good of the MAA first. Because of them, the next time we take a close, introspective look at our organization, I expect we'll find a more efficient and effective MAA.

By Sue Bennett

# Teaching Genius

**H**EADLINES in the July 17 *Star Tribune* announced that a "genius grant" had been awarded to a Twin Cities poet. I beamed with pride as I read that the recipient was Patricia Hampl, an alumnus and University of Minnesota English professor. Hampl was awarded a \$275,000 MacArthur Foundation Fellowship. Although she will receive \$55,000 a year for five years, with no strings attached, she will continue to teach at the University.

While Hampl is our most recent academic star to receive public acclaim, the University has a long history of supporting stellar teachers. Alumni often tell me about a favorite teacher who steered them into their major, opened their eyes to new ideas, or stimulated them to levels of success they hadn't dreamed of.

Kathleen Sughrue Hoff, my older sister by one year, is one of those who was inspired to reach for the stars with the help of extraordinary University faculty who gave her a new appreciation of what she could do. A kindergarten teacher at Clear Springs Elementary School in Minnetonka, Minnesota, Kathleen is pursuing a master's degree in education and family and child development, which she plans to complete this fall. She often chuckles with amusement that she has gone back to college. "I never really enjoyed my undergraduate education," she says. "It took me longer than average to finish my undergraduate degree at Kansas State University. I was absolutely sure that I would never step in a classroom again."

After careers as a flight attendant, extension agent, and nursery school teacher and director, she decided to pursue certification to teach elementary education and kindergarten. "I was very leery when I initially decided to

take additional college classes in 1980," says Kathleen. "I took the first step at Mankato State University and later transferred to the University of Minnesota. I was certain I would find the process painful. You can imagine my surprise that I loved college as an adult. With each successful class, I wanted to learn more."

Kathleen acknowledges that she has had many outstanding teachers at the University but identifies two professors who are exceptional.

Roger T. Johnson, Jr., professor in curriculum and instruction, showed her the meaning of "cooperative education" by the way in which he taught his classes. "Cooperative education provides students with the opportunity to be responsible not only for their individual education, but also for their efforts and successes in helping to teach others in the class. The teacher serves as facilitator," says Kathleen.

"In our kindergarten classes, students do not use workbooks—there is no drawing between the lines and filling in the blanks. If the students are going to create an art collage of flowers, they work in small groups. The end result is not only the collage, but also the cooperation and ownership in producing the artwork. Experiencing teamwork, critical thinking, and decision making, even at this early age in kindergarten, is invaluable."

Harlan Hansen, also a professor of curriculum and instruction, is Kathleen's graduate school adviser and an



**Margaret Sughrue Carlson**  
is executive director of the  
alumni association

instructor whose teaching method revolves around learning centers and play centers where children learn basic subjects in a flexible, hands-on environment. "The field of teaching is changing, thanks, in part, to professors like Harlan Hansen who teach teachers to teach," says Kathleen. "He offers to go to the kindergarten classrooms of his graduate students to help them set up the learning and play centers. We had a learn-

center on shells, and nearly every subject could be taught from that center—math (counting the shells), geography (looking at maps), reading (writing (making up stories), and drawing).

"Harlan is the type of person a teacher that I can go back to for advice long after I finish my master's degree. He's an educator whose superb advice is offered freely."

I know my sister's life has changed because of the good teachers she encountered here, because I can see. And there are so many more like her who—whether they are thirtysomething or seventysomething—coming back to the University and enjoying learning in a way they never imagined.

To me, teachers like Harlan Hansen, Roger Johnson, Patricia Hampl, and the Morse-Alumni Award winners profiled in this issue are real geniuses. I don't have \$275,000, the equivalent of a MacArthur grant, to give them so I hope a simple *thanks* will do.

*By Margaret Sughrue Carlson*



## SCHOOL OF DENTISTRY

'48 **Mellor R. Holland** of Minneapolis has written *A History of the Minnesota School of Dentistry: 1888-1988*. The book will include 33 chapters and about 200 photographs, and is scheduled for publication late next year. Holland, '48 and '50, has been a member of the faculty since 1950. He also had a private practice for several years. During his career at the school, Holland has served as an assistant and full professor and as assistant, acting, and associate dean. He is currently director of student and alumni affairs and public relations. In 1989 he received the school's Distinguished Alumnus Award in recognition of 29 years of dedication and service to the alumni society and 41 years of "support, guidance, and instruction" to the students.

## GRADUATE SCHOOL

'49 **Reynold Wik** of Oakland, California, has republished his book *Henry Ford and Grass-roots America* in the Easton Press American history collector series.

'50 **James Zumberge** of San Marino, California, has announced his retirement as president of the University of Southern California.

'63 **Jerome Barrett** of Falls Church, Virginia, has received the Exceptional Achievement Award from U.S. Secretary of Labor Elizabeth Dole for developing a program to train labor and management in collective bargaining methods.

'70 **Craig Murchison** of Midland, Michigan, has been named research scientist in the Catalysis Laboratory of Dow's Central Research. Murchison joined Dow's Special Assignments program in 1970.

'71 **Alexander Hoskins** of Philadelphia has received the Government Service Award from the Philadelphia Section of the American Society of Civil Engineers. Hoskins is commissioner of the Philadelphia Department of Streets.

'75 **Lise Winer** of Carbondale, Illinois, has won a Fulbright grant to help publish the first scholarly dictionary of Trinbagonian, an English-based Creole spoken in Trinidad and Tobago. Winer is an assistant professor of linguistics at Southern Illinois University-Carbondale.

'78 **Roxanne Givens** of Edina, Minnesota, has been elected to the board of trustees of Breck School. Givens is president of the Rainbow Development Corporation.

'78 **Lars Peter Hansen** of Chicago has been named the Homer J. Livingston Professor in Economics at the University of Chicago, where

he has been a faculty member since 1982, after four years on the faculty at Carnegie-Mellon.

'78 **Linda Lee** of New Berlin, Wisconsin, has been promoted to associate vice president for student affairs at Marquette University, where she was previously assistant vice president for student affairs.

'79 **Jeffrey Floyd** of Terre Haute, Indiana, has been promoted to professor of electrical and computer engineering at Rose-Hulman Institute of Technology, where he has been a faculty member since 1981.

'80 **Sandra Edwardson** of Minneapolis has been named interim dean of the University of Minnesota School of Nursing. Edwardson, who is an associate professor of nursing, has been a University faculty member since 1979.

'83 **Pamela Fletcher** of Minneapolis has joined the Carleton College faculty as an English instructor. Fletcher taught previously in the women's studies department at the University of Minnesota.

## LAW SCHOOL

'50 **Wally Gustafson** of Willmar, Minnesota, traveled to Poland with the Foundation in Support of Local Democracy to help that country make the transition from communism to democracy. Gustafson currently heads the National Association of Township Attorneys.

'50 **James Hetland, Jr.**, of Minneapolis has been appointed to a nine-year term on the Metropolitan State University Foundation Board of Trustees. Hetland, retired senior vice president of First Bank System, is an adjunct professor at the University of Minnesota Law School and the Hubert H. Humphrey Institute of Public Affairs.

'88 **Ellen Cruickshank** of St. Louis has joined the law firm of Suelthaus & Kaplan as an associate in labor and employment law. Cruickshank was previously an associate with Winston & Strawn in Chicago.

'89 **John Love** of Los Angeles has been appointed deputy public defender with the Los Angeles County public defender's office.

## COLLEGE OF LIBERAL ARTS

'30 **Wallace Schutz** of Minneapolis has published *Abandoned by Lincoln: A Military Biography of General John Pope* at University of Illinois Press. Schutz is a retired businessman.

'47 **Bette Hammel** of Wayzata, Minnesota, has

published *From Bauhaus to Bowties*, a 35-year history of the Hammel, Green, and Abrahamson architecture firm. All three principals of the firm graduated from the University's School of Architecture, which will share proceeds of the book's sale with the Walker Art Center.

'48 **Rosemary Bruner** of Montclair, New Jersey, has been named assistant vice president of Hoffmann-LaRoche. Bruner, who is director of community affairs, has been with the company since 1974.

'51 **Clayton L. Johnson** of Silver Spring, Maryland, has received a Distinguished Career Service Award from the U.S. Department of Labor.

'51 **Joel Mickelson** of Stevens Point, Wisconsin, has retired after 32 years on the University of Wisconsin-Stevens Point faculty. Mickelson, a member of the English department, introduced journalism and American studies to the university's curriculum.

'67 **Karl Schwarzkopf** of Clifton Park, New York, has been named program director of the New Medico Rehabilitation and Skilled Nursing Center, a head injury rehabilitation facility in Troy, New York. Schwarzkopf was previously chief operating officer at Cambridge (Minnesota) Regional Human Services Center.

'72 **Cynthia McNattin** of Hudson, Ohio, has been appointed counsel in the corporate law department of GenCorp in Fairlawn, Ohio.

'75 **Pamela Nice** of Minneapolis has joined the Carleton College faculty as a guest director in theater. Nice taught previously at Gustavus Adolphus College and the University of Minnesota.

'80 **Leane English Cerven** of Munster, Indiana, has been promoted to counsel from senior attorney of First National Bank of Chicago.

'84 **Jeffrey Kortz** of Albert Lea, Minnesota, has reported for duty aboard the precommissioning unit guided missile cruiser *Cowpens* based at Bath, Maine. Lt. Kortz joined the Navy in 1978.

## CARLSON SCHOOL OF MANAGEMENT

'54 **Duane Kullberg** of Chicago has been awarded the University of Minnesota Outstanding Achievement Award. Kullberg, retired managing partner and chief executive officer of Chicago-based Arthur Andersen & Company, gave the Carlson School of Management spring commencement address.

'57 **James Wogsland** of Peoria, Illinois, has been elected vice chair of Caterpillar. Wogs-

land has been with Caterpillar since 1957, most recently as executive vice president and director.

'81 **Stew Thornley** of Minneapolis has published *Basketball's Original Dynasty: The History of the Lakers* at Nodin Press.

'82 **Dan Freier** of Shoreview, Minnesota, has been named a fellow of the Society of Actuaries. Freier is a consulting actuary with Deloitte and Touche in Minneapolis.

'86 **Wil Heupel** of Eden Prairie, Minnesota, has been designated a certified financial planner. Heupel is a principal of Accredited Investors.

'87 **Peter Reinhart** of Green Bay, Wisconsin, has been named account executive in investments with Smith Barney in Green Bay. Reinhart was formerly an account executive with Kidder Peabody in Minneapolis.

#### SCHOOL OF MEDICINE

'47 **James Kelly** of St. Cloud, Minnesota, has joined the law firm of Donohue Rajkowski as a medical consultant. Kelly, a former specialist in internal medicine, may be the first physician to be an in-house, salaried consultant for a Minnesota law firm.

'49 **Thomas Lincoln** of Knoxville, Tennessee, has retired as director of the Occupational Medicine Support Program at Oak Ridge Associated Universities. Lincoln joined Oak Ridge in 1986 after retiring as corporate medical director at Union Carbide.

'52 **Ray W. Gifford, Jr.**, of Cleveland Heights, Ohio, has been appointed to the Institute of Medicine's Forum on Drug Development and Regulation. Gifford also has received the Alumni Medalist Award, the Ohio State Alumni Association's highest honor.

'57 **David Haney** of Richmond, Indiana, has joined Richmond Medical Eye Center as a general ophthalmologist. Haney was previously chief of ophthalmology at Denver General Hospital.

'66 **Nancy Beecher** of Edina, Minnesota, has been named second vice president and assistant medical director for UNUM Life Insurance Company. Beecher was previously medical director for Minnesota Mutual Life in St. Paul.

'72 **Joseph Sockalosky** of St. Paul has been named director of medical education at Children's Hospital of St. Paul. Sockalosky was previously responsible for the resident and medical student education program at St. Paul Ramsey Medical Center.

'74 **Joseph Markoff** of Moorestown, New Jersey, has been promoted to attending surgeon on the cataract and primary eye care service at Wills Eye Hospital. Markoff also serves as di-

rector of the hospital's visual physiology service.

'81 **Steven Mestitz** of Chanhassen, Minnesota, has joined the surgery department at the Group Health West Medical Center.

#### INSTITUTE OF TECHNOLOGY

'57 **Henry Hill** of Tucson has been instrumental in establishing a joint research program between the University of Arizona, where he is a physics professor, and the Pulkovo Observatory near Leningrad. Hill leads the effort to create a global network of observatories that monitor the sun around the clock. Also involved in the project is Yunnan Observatory near Kunming in the People's Republic of China.

'60 **John Osborne** of Pullman, Washington, has retired after 25 years as a professor of civil and environmental engineering at Washington State University. Osborne was named Outstanding Professor in his department and Outstanding Teaching Faculty in the College of Engineering by the students, and Most Effective Professor in his department by the faculty.

#### COLLEGE OF VETERINARY MEDICINE

'76 **Andrew Johnson** of Seymour, Wisconsin, has been awarded the 1989 Award for Excellence in Preventive Veterinary Medicine by the American Association of Bovine Practitioners. Johnson is owner and partner in a dairy practice specializing in herd health management.

#### DEATHS

**William Bailey**, '43, University Park, Maryland, December 17, 1989. Bailey, a professor and research chemist at the University of Maryland since 1951, was credited with synthesizing the first expanding polymer that can be used to manufacture improved adhesives. He also made discoveries that led to creating biodegradable plastics that can be broken down in water and are used by fishing line manufacturers. He won several industry awards for his research.

**Aydin Bilgutay**, '66, Edina, Minnesota, September 14, 1989. Bilgutay was a heart surgeon who left his native Istanbul in 1959 to study with C. Walton Lillehei, a pioneer in heart surgery, at the University of Minnesota. Lillehei said Bilgutay had an "unusual talent for research and developed some of the best diagnostic methods we had at that time."

**Lloyd Grobel**, '24, Schenectady, New York, November 12, 1989. Grobel began work for the research laboratory at General Electric in 1924, joined the large steam turbine generator department in 1937 as a supervisor, and was named manager of the generator mechanical and thermal engineering department in 1957, the position he held until retiring in 1966. He received GE's Gold Medallion award to inven-

tors in recognition of his seventeen patents.

**Paul Kirchner**, '63, Northfield, Minnesota, August 26, 1989. Kirchner was assistant professor of humanities at St. Olaf College and taught English, German, and philosophy in the college for fourteen years. Before joining St. Olaf faculty in 1975, Kirchner taught English at the University of Minnesota. A chess player from age five, Kirchner competed in national tournaments.

**York E. Langton**, '28, Edina, Minnesota, October 8, 1989. Langton, also known as "Uncle United Nations Minnesota," was a retired president of Coast to Coast hardware stores and former chair of the Minnesota Chapter of the United Nations Association. He was also president of the Hennepin County DFL and former president of the Minneapolis Chamber of Commerce. In 1982 Minneapolis Mayor David Fraser pronounced November 12 as York Langton Day.

**Jane Lilja**, '70, St. Paul, Minnesota, April 2, 1990. Lilja, a DFL activist and feminist who helped found the Ramsey County Women's Political Caucus, was treasurer of the board of directors for the Minnesota AIDS project and labor trust consultant for Blue Cross of Minnesota.

**Llewellyn Pfankuchen**, '24, Madison, Wisconsin, August 16, 1989. Pfankuchen was professor emeritus at the University of Wisconsin-Madison. A nationally known political scientist, Pfankuchen was a consultant in the organization conference of the United Nations in San Francisco in 1945 and worked tirelessly 20 years thereafter to promote the U.N. and world peace.

**Harold Scheie**, '35, Philadelphia, March 5, 1990. Scheie was founder and former director of the Scheie Eye Institute of Philadelphia and professor emeritus of the Department of Ophthalmology at the University of Pennsylvania Medical Center. Scheie developed key surgical techniques including treatment of congenital cataracts, glaucoma, and was the first to describe the inherited metabolic disease that can cloud the cornea, now called Scheie's syndrome.

**Otis Langen Wedum**, '44, Denver, January 19, 1990. Wedum, who began his dental practice in Idaho Springs, Colorado, in the 1940s, served as president of the Metropolitan Denver Dental Society (MDDS) and the Colorado Dental Association. In 1982 he received the MDDS Honus Maximus award for his contribution to dentistry.

**Dennis Therres Wilson**, '62, Minneapolis, November 18, 1989.

*If you or someone you know is older than 100 and a University alumnus, Minnesota would like to hear from you. Please contact Teresa Scalzo, 100 Morrill Hall, 111 Church St. S.E., Minneapolis, MN 55454, 612-624-2323.*



**A** FAVORABLE REVIEW of **President Nils Hasselmo's performance** in his first year and a half was presented to the Board of Regents in July by chair Charles Casey. The assessment committee heard from deans, faculty, staff, students, alumni, legislators, and others. The report praises Hasselmo for his academic leadership, integrity, credibility, and vision.

**Minority recruitment** and other efforts to strengthen diversity at the University were discussed at the regents' meeting in July. Associate vice president Dolores Cross, on her last day before leaving to become president of Chicago State University, reported on progress in student recruitment and said the number of minority applicants is up 13 percent from a year ago.

**Diversity goals** are ambitious and will require "not only commitment but also resources," President Hasselmo said. Goals include increasing the enrollment of minority students to 10 percent of total enrollment and doubling the number of faculty of color by 1994.

The **dance line** has been reinstated with full funding, President Hasselmo told the regents, and a task force will work with representatives of the group to develop a plan for their future as a student group. "I hope very much that by taking this action we are both extending an apology for a process that did not proceed as it should have, and placing ourselves on a course that will lead to a resolution," Hasselmo said. Administrative efforts earlier in the summer to ban the women's dance line from performing at men's athletic events sparked debate.

The College of Home Economics has a new name, approved by the regents: **College of Human Ecology**. Dean Mary Heltsley said the old name perpetuated an incomplete and stereotyped image of a school that taught cooking and sewing.

**Marvalene Styles Hughes**, vice president for student affairs at the University of Toledo, has been named vice

president for student affairs. She was chosen from a field of 73 applicants. Hughes will report to the senior vice president for academic affairs and provost.

After lengthy debate, the regents voted 9 to 2 in June to approve a **\$1.7 billion budget** for 1990-91. President Hasselmo said he recommended the budget "not because it is perfect but because it is an honest attempt to allocate resources in the best possible manner." Regents expressed concern about tuition increases, which will average 9 percent. Tuition will increase \$235 a year for full-time undergraduates in the College of Liberal Arts.

A major recommendation of the **Page-Merwin committee** on intercollegiate athletics is a model program of academic support for high-risk students, not just high-risk students who are athletes. An extended summer orientation should be seriously considered, the report says. The committee is headed by Regent Alan Page and faculty member Jack Merwin.

**John Red Horse** has been named dean of the College of Liberal Arts at the University of Minnesota, Duluth (UMD). He was associate professor in the School of Social Welfare and director of the American Indian Studies Center at the University of California at Los Angeles.

Big Ten presidents voted in June to add **Penn State** to the conference. Commissioner Jim Delany said the name of the conference would be changed within 60 days.

The **average faculty salary** for 1988-89 was \$45,187 for nine-month faculty and \$52,029 for twelve-month faculty. In comparison with the Big Ten public universities and the University of California, University of Minnesota salaries ranked sixth out of ten for nine-month faculty and eighth out of ten for twelve-month faculty.

**Warren Ibele**, professor of mechanical engineering, has been re-elected chair of the Faculty Consultative Committee.

## OCTOBER

### 7TH

**Gopher Gallop 5K Run**, open to the public, sponsored by men's athletics. For more information, call 612-625-4879.

### 8TH-13TH

**Homecoming Week**

### 10TH

**The Grand Reception and Coffman Memorial Union's 50th Anniversary** with president Nils Hasselmo presiding, 11:00 a.m. to 1:00 p.m., Ski-U-Mah Lounge, first floor, Coffman Memorial Union, Minneapolis campus.

**Third Annual Faculty/Staff Recognition Lunch**, 11:30 a.m. to 1:00 p.m., Northrop Plaza, Minneapolis campus.

**Academia in Review**, 1:00 to 3:00 p.m., Coffman Memorial Union Great Hall and Theater, Minneapolis campus. For more information, call 612-625-6858.

### 11TH

**CLA Class of 1940 Reception**, 7:00 p.m., Hubert H. Humphrey Institute, Minneapolis campus. For more information, call Frances Mims, 612-625-4324.

**Get Reacquainted Banquet**, noon to 2:00 p.m., Coffman Memorial Union Great Hall. For more information, call 612-625-4324.

**"The Gin Game,"** featuring University alumnus Arthur Peterson (of "Soap") and his wife, Norma Ransom, in a benefit for the Department of Theater Arts and Dance, 8:00 p.m., Rarig Center, Minneapolis campus.

**Industrial Relations Alumni Society Board Meeting**, 7:30 a.m., Normandy Inn, Minneapolis.

### 12TH

**Health Sciences Alumni Exhibit**, 9:00 a.m. to 5:00 p.m., Coffman Memorial Union Great Hall, Minneapolis campus.

**Alumni Banquet**, for Class of 1940 and all previous classes, 6:00 to 9:30 p.m., Marquette Hotel, Minneapolis.

**Moonlight Dance** with a 1940s fashion contest and prizes, 7:00 p.m., Coffman Memorial Union, Great Hall, Minneapolis campus.

**Sun Cities Alumni Chapter Fall Picnic**. For information, call John Tift, 602-977-7690.

### 13TH

**Law School Alumni Meeting and Continuing Legal Education Seminar**, 9:00 to 11:00 a.m., Law Center room 25, Minneapolis campus.

**College of Human Ecology** (formerly College



**Coffman Memorial Union taps into the homecoming spirit this year with festivities celebrating its 50th anniversary.**

of Home Economics) **Alumni Reunion and Gopher Brunch**, 9:00 a.m. to noon, McNeal Hall, St. Paul campus. For more information, call 612-624-3744.

**Law School Pregame Luncheon**, 11:00 a.m. to 1:00 p.m., Riverbend Restaurant, Willey Hall, Minneapolis campus.

**Pregame Block Party**, 11:00 a.m. to 1:00 p.m., Peavey Plaza, downtown Minneapolis.

**Homecoming Pregame Brunch**, featuring former Gopher greats and the Alumni Band, for Minnesota Alumni Club members, 11:00 a.m., 50th floor, IDS Center, Minneapolis, with bus service to the game.

**College of Veterinary Medicine Alumni Society Homecoming Celebration**, with box lunch, meet the dean, new faculty, transportation to football game, 9:00 a.m. to noon, corner of Gortner and Commonwealth avenues, weather permitting. For more information, call 612-624-6244.

**Gopher Homecoming Football Game**, Minnesota vs. Northwestern, 1:30 p.m., Hubert H. Humphrey Metrodome, Minneapolis.

**College of Education Alumni Dinner**, featuring Bruce Johnstone, recipient of the College's Outstanding Achievement Award, 6:00 p.m., Minneapolis Club, Minneapolis.

### 16TH

**Performance by Patrick Dupond**, who will succeed Rudolph Nureyev as artistic director of the Paris Opera Ballet in 1991, and Ballet Francais de Nancy, 8:00 p.m., Northrop Auditorium, Minneapolis campus.

### 17TH

**Leningrad Philharmonic Orchestra**, led by principal conductor Juri Temirkanov, on its first Minnesota visit, 8:00 p.m., Northrop Auditorium, Minneapolis campus.

### 18TH

**College of Natural Resources Alumni Society Open House**, luncheon, Green Hall dedicated and banquet. For more information, call 612-624-0793.

### 19TH-21ST

**San Francisco Ballet**, 8:00 p.m., October 19 and 20; 2:00 p.m., October 21, Northrop Auditorium, Minneapolis campus.

### 20TH

**Pregame Brunch**, for Minnesota Alumni Club members, 11:00 a.m., 50th floor, IDS Center, Minneapolis, with bus service to the Minnesota-Indiana game.

**Boston Alumni Chapter Annual Meeting**. For time and location, call Jessie Hansen, 617-449-2052.

**Sun Coast Alumni Chapter Fall Kickoff Meeting**. For more information, call Nan Whitney, 813-689-3176.

### 26TH

**White Oak Dance Project**, starring Mikhail Baryshnikov, 8:00 p.m., Northrop Auditorium, Minneapolis campus.

**Wadena, Minnesota, Alumni Chapter Annual Meeting**. For time and location, call Jeff Wensman, 218-631-3409.

# Star Search

Who will lead the Gopher football and women's volleyball teams?

BY BRIAN OSBERG

THE PROSPECTS of the 1990 Gopher football team are as unknown as the players themselves.

"For the first time the strength of our football team will be in the offensive and defensive lines," says head coach John Gutekunst. "They don't even touch the ball, let alone score touchdowns. But they have a strong will and a lot of camaraderie. If your leaders are linemen, you can have the best chemistry, with people touching the ball getting the job done."

The 1990 Gopher squad will have few well-known players in skill positions, having lost players like running back Darrell Thompson, who was drafted by the Green Bay Packers, and wide receiver Chris Gaiters, who tried out with the Vikings. "We're in the process of a star search for those positions," says Gutekunst.

The offensive line is led by senior center Chris Thome, whom Gutekunst believes is perhaps the best center he has ever coached. That's a big statement considering that Gutekunst coached former centers Ray Hitchcock and Brian Williams in the last five years. "Chris may not have the size of Brian Williams," says Gutekunst. "But he is more fluid."

Gutekunst is pleased with starting quarterback junior Scott Schaffner and his sophomore back-up Marquel Fleetwood. "We have been concerned about Scott's durability and his ability to finish a game," says Gutekunst. "But he's stronger and now weighs over 200 pounds." Gutekunst also likes Fleetwood's intensity and can run the same offense with either Schaffner or Fleetwood at the helm.

The biggest question mark is who can replace Thompson at running



Returning quarterback Scott Schaffner leads a relatively unknown Gopher football squad in its first Big Ten game October 6 at Purdue.

back. Gutekunst is confident that senior Marcus Evans can do a good job if he stays healthy and is counting on freshmen Chuck Rios and Mark Smith and junior Al Settembrino, who was injured last year. "Tailback is one position a freshman can come in and play immediately," says Gutekunst. "But we'll be looking for someone who can protect the football."

Perhaps the Gophers' biggest weakness in offense will be at wide receiver with the departure of Gaiters and the questioned eligibility of sophomore Steve Rhem, who has been suspended for violating team rules. "We need someone to take the top off defense," says Gutekunst. "At that position we may have to rely on incoming freshmen." Senior Pat Tinglehoff and junior Paul Hopewell are returning, but

neither has the speed Gutekunst is looking for.

On defense, the Gophers return the same secondary group that last year tied the Big Ten in pass interceptions. The returning starters include junior Sean Lumpkin, who was moved to strong safety, senior Frank Jackson, who has been shifted to free safety, and cornerbacks senior Fred Foggie and sophomore Derek Fisher.

The linebacking situation is less certain with the departure of Ron Goetz, Mac Stephens, and Jon Leverenz. The Gophers will be looking to junior Joel Staats and senior Skeeter Akre, who has moved from the defensive line to outside linebacker. The other linebacking position is open, and a freshman may play a great deal, says Gutekunst. The defensive line is an-

chored by seniors Bob Coughlin and Mike Sunvold at tackle. Ends senior Jason Brouwer and junior Anthony Bryant also return.

The kicking game is in good shape with the return of all-Big Ten second team placekicker senior Brent Berglund. The punting job is wide open with the departure of four-year starter Brent Herbel. The leading candidate for the spot is sophomore Dean Kaufman.

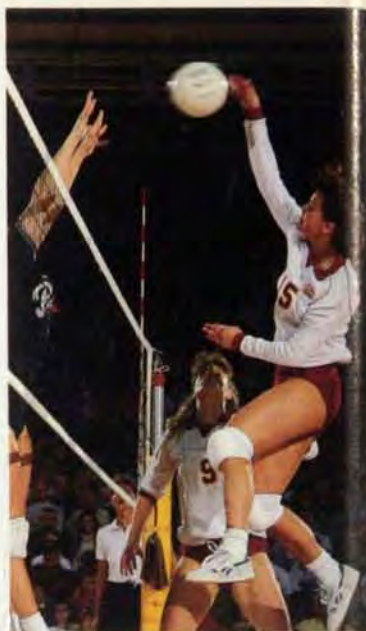
The Gophers open their Big Ten season at Purdue October 6. The Big Ten home opener and homecoming is

October 13 against Northwestern. The balance of the schedule includes Indiana (October 20), at Ohio State (October 27), at Wisconsin (November 3), Michigan State (November 10), at Michigan (November 17), and Iowa (November 24).

#### WOMEN'S VOLLEYBALL

##### REBUILDING AFTER SWEET SIXTEEN

Coming off its best season ever, the women's volleyball team prepares for the challenge of the 1990 season. In 1989 the Gophers won 29 matches, qualifying for their first NCAA tour-



Sophomore Heather Benning

nament and advancing to the Sweet Sixteen, where they lost to national runner-up Nebraska. Graduation of three key players makes 1990 a rebuilding year.

Head coach Stephanie Schleuder's biggest task is to find a replacement for Sharon Oesterling, the Gophers' top setter. Most likely candidates are junior Angie Conklin and freshman sensation Sue Jackson, the highly recruited star from Michigan. Schleuder will also be looking for someone to step forward to offer the leadership that Chris Schaefer and Lori Miller provided last year.

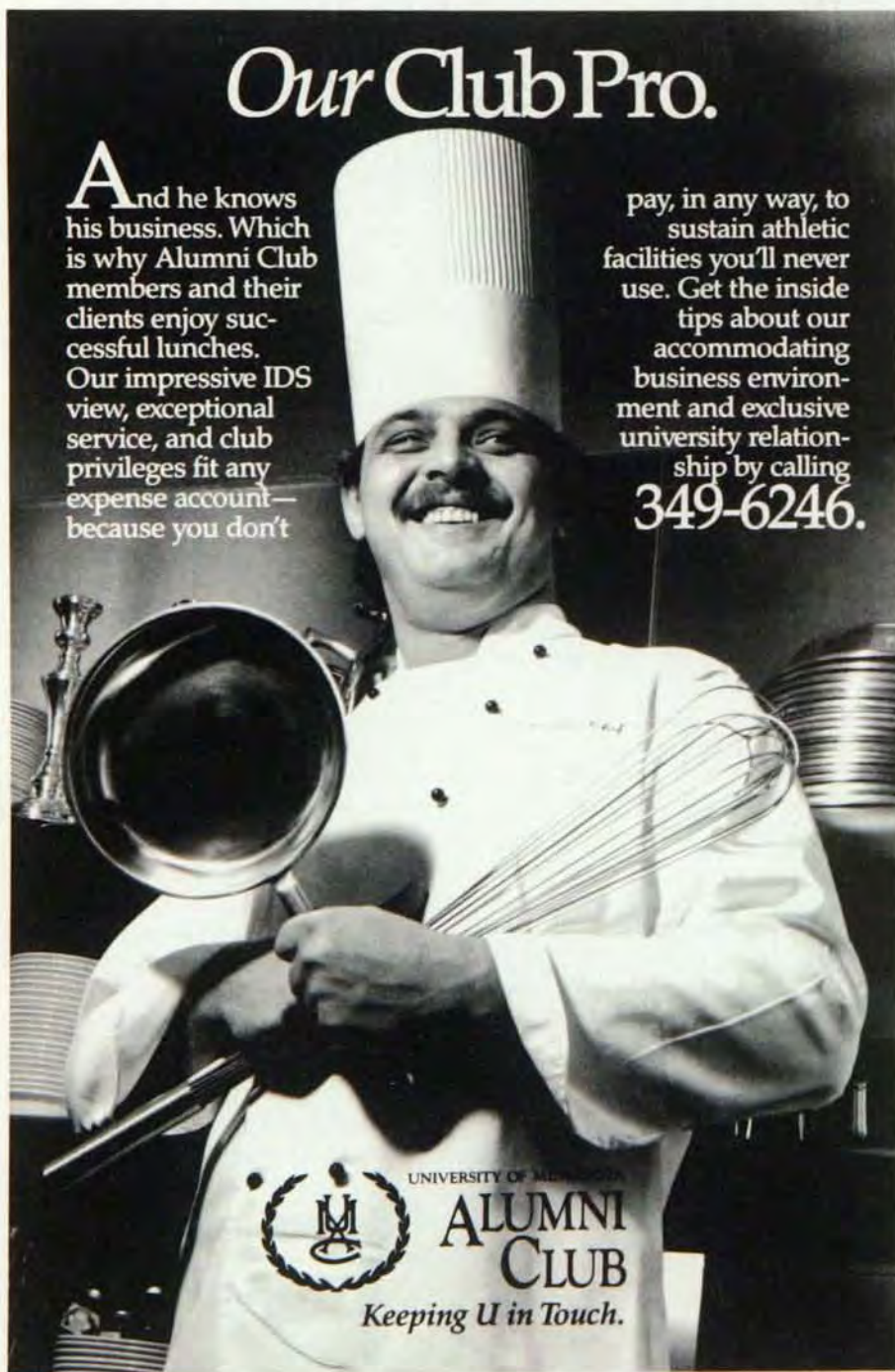
Returning to the 1990 squad are sophomore outside hitters Berit Lindberg and Heather Benning. Lindberg had more digs than any other freshman in Gopher history. Benning was third on the team in blocks. The Gophers are young and talented defensively, with sophomore Angie Hanna and Emily Ahlqvist leading the way. Providing experience at middle are junior Karen Lush and senior Dawn Thompson, who played at Minnesota with 125 total blocks.

The highlight of the 1990 schedule is a home exhibition match with the Soviet Union October 5. The Gophers open the 1990 season against defending champion Ohio State September 21 at Ohio State. The home opener will be against Purdue September 28.

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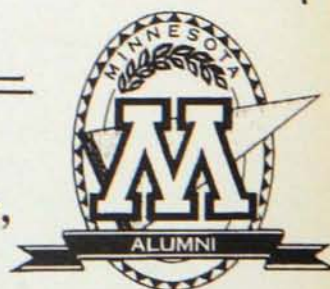
**Thursday, October 11 • Friday, October 12 • Saturday, October 13**

All members of the Class of 1940 and all previous U of M graduates are invited to the gala Golden Anniversary Reunion. An outstanding program is being finalized which will provide a memorable opportunity to renew old friendships, revisit old campus haunts and see highlights of the University of Minnesota today during the 1990 Homecoming Festivities...

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THURSDAY, OCTOBER 11	FRIDAY, OCTOBER 12	SATURDAY, OCTOBER 13
A.M.- Goldstein Gallery Tour Raptor Center Tour	A.M.- Eastcliff tour	A.M.- Block Party in Mpls.
P.M.- Reunion Luncheon at Coffman Union featuring former Gov. and Board of Regents Chairman, <i>Elmer L. Andersen</i> Campus tours	P.M.- Reunion Banquet Marquette Hotel featuring former Newsweek White House correspondent <i>Charles Roberts</i>	P.M.- Golden Gopher vs. Northwestern 1990 Homecoming

Watch for mailing of details and special discounts for the games, flights and hotels. Call 1-(612) 626-alum for info.



*sponsored by the University of Minnesota Alumni Association*

# Where Tradition Meets the Future

**When the Weises of Paynesville celebrate homecoming, they mean business**

BY SHERI BREEN

**I**MAGINE ANY COLLEGE admissions officer's dream: a top-notch scholar with broad interests, focused goals, leadership ability, exceptional maturity, and a supportive family.

Now multiply that dream candidate by eight and enroll them all at the University of Minnesota, one after the other.

The result is the Weis family from Paynesville, Minnesota.

From John, the family's first academic star and the clan's big brother, to Jeff, who is a sophomore at eighteen and earned a 4.0 grade point average through four years of high school, all of the siblings have worked toward undergraduate and graduate degrees at the University, and all have left their marks. Two are physicians, one is a lawyer, another is a senior engineer, and four are still students.

Each of the eight is unique, of course, but all clearly share some family traits, including an exceptional sense of purpose, a strong dose of daring, and commitment to hard work. All have easily and happily made the transition from the small pond of Paynesville High School to the Pacific-sized ocean of the University, and all have made their own way with scholarships, financial aid, and full- or part-time jobs. The Weis clan is a family in which academic and personal excellence is the norm. The family includes:

- John R. Weis, 33, a clinical fellow in hematology/oncology at the University of Utah in Salt Lake City. A Presidential Scholar in high school, he received a bachelor's degree in chemistry from the University of Minnesota in 1980 and graduated from its Medical School in 1984.

- Ann T. Rolfs, 31, an intern in radiology at the University. A Comended Student National Merit Scholar in high school, she earned her B.A. in 1984 and her M.D. in 1988.

- Paul S. Weis, 30, a senior engineer with Intel Corporation in Santa Clara, California. He received a bachelor of science degree in electrical en-

gineering from the University in 1983.

is a member of the Symphonic Chorus, Early Music ensemble, New Music Ensemble, and University Scholars. He is considering an additional two years of study for an English major for a career in secondary teaching.

- Jeff R. Weis, 18, a National Merit Finalist and high school valedictorian, now a sophomore honors student working toward a degree in biochemistry. He plans to go to medical school.

The University of Minnesota "has made it economically possible to give eight children a college education," says retired Seventh District Court Judge Rainer (Ray) Weis.

Education was a priority in the Weis household from the children's earliest years, and their father was ample proof of its importance. Ray, now 70, grew up in tiny Roscoe, a town of 150 residents near Paynesville, and graduated from the high school his children would dominate years later. After years of working and military service as a translator during World War II, he earned bachelor's degrees from John's University in Collegeville, Minnesota, and from the University of Minnesota. He worked nights while he attended what is now William Mitchell College of Law in St. Paul, Minnesota. He was appointed to the county court bench in 1975. A mandatory age limit forced Ray off the bench and into retirement in April, but he didn't go willingly. He plans to contest the mandatory retirement law in court and has announced his intention to run for Stearns County attorney in the fall.

The Weis siblings' mother, Mary, is not a public figure like her husband, but as a full-time homemaker had an equally profound impact on her children.

**"To the extent that you give children positive reinforcement, they'll succeed; to the extent you diminish them, they'll fail."**

gineering from the University in 1983.

- Susan M. Weis, 28, an attorney with Fetterly and Gordon in Minneapolis. A high school valedictorian, she received a bachelor's degree in English literature from the University in 1984 and graduated from its Law School in 1987.

- Mark L. Weis, 26, a senior biometry major at the University. He is considering graduate work in hospital administration and is currently taking several months off to travel.

- Peter M. Weis, 24, planned to graduate at the end of spring quarter with a degree in mechanical engineering. As an undergraduate, he worked as a technical aide for 3M.

- Julie D. Weis, 21, a National Merit Finalist in high school, now a senior honors student majoring in organ performance. She played the Twin Cities campus carillon for the inauguration of President Nils Hasselmo. She





Ray and Mary Weis, center, have raised eight University students and alumni, including, clockwise from the top: Jeff, 18, Ann, 31, Julie, 21, Peter, 24, Susan, 28, and John, 33. Not pictured are Paul, 30, and Mark, 26.

decided to enroll at the University not to continue a pattern, they say, but simply to get the best possible education. Julie, who also spent her senior year of high school as a college freshman, was convinced that the music department and organ teacher were the best available. For Susan, three years of practicing law have confirmed her choice of schools. "The law school has a good reputation, and I felt that I could have gotten a job anywhere in the country," she says.

Even on a district court judge's salary, however, a college education might have been out of reach for a large family without relatively low tuition rates. It's "a great university," Ray says, "but it's also quite inexpensive, with lots of opportunities to work." Several of the Weises have worked at University Hospitals while attending school, and scholarships also have been crucial.

The brothers and sisters don't see each other often, especially now that four have graduated and four remain in school, but the family ties are strong and Paynesville is only 70 miles from the Twin Cities.

To Ray and Mary Weis, their children's success, both academic and personal, has been a blessing not entirely due to luck. In raising children, they say, attitude is the key. "I'm a strong believer in positive motivation for children," Ray says. "To the extent that you give children positive reinforcement, they'll succeed; to the extent you diminish them, they'll fail."

In high school, college, and graduate school, the Weis siblings have made the most of their opportunities, and for one Weis after another, the University of Minnesota has played a pivotal role in providing those opportunities. Professors let students "work as hard as you want to," says Mark. "You get out of the school exactly what you want to get out of it."

And that's the key to the Weis tradition of success. ◀

dren. She and her husband were a child-raising team: Bob Cushman, a counselor at Paynesville High School for 25 years, can't remember a parent-teacher conference when either Mary or Ray Weis wasn't in attendance.

The elder Weises believe in positive motivation rather than pressure, and as the children grew up, excellence simply became the norm. "You expect it of them," Mary says. "You don't force them, but each is competing with the others and so they try to do well. Their best competitors are their brothers and sisters."

Everyone in the family has attended the University of Minnesota—Mary took extension classes for a year while working as a secretary during World

War II. But more than tradition led the eight siblings to the University campus. High academic records in high school and scholarship offers elsewhere allowed them plenty of options, but they consistently chose the University for the same reasons: diversity, excellence, and affordability.

Coming from a high school where 140 seniors constituted a large graduating class, they were eager for diversity. "I really did want a larger school," says Susan. "That part of the University I loved. The courses I could take were of more interest to me. I didn't feel anonymous or alienated at all."

In addition to its size, the University's academic reputation convinced each of the Weises one by one. They

**A WISH FOR MORE**

THE FACULTY portrait of Gisela Konopka ("What the World Needs Now," *Minnesota* July/August 1990) was such a treat. She has indeed been an inspiration to so many in the human service field. My regret is that it was not more detailed and did not include more of her words of wisdom and compassion.

RUTH TEETER, PH.D.  
*Ranier, Minnesota*

**CHEERS FOR THE DANCLINE**

I AM 82 YEARS YOUNG and have led a very active life. My reason for writing is to express my feelings and regrets concerning the controversy of the danceline. I feel very distressed that our college educators and administrative personnel of the University of Minnesota are thinking of eliminating the dance entertainment at the various athletic events. I have been a season ticket holder in basketball and football for 59 years. I don't believe these fine young female students are trying to seduce or allure the young or older males at our athletic games. They work extremely hard to give our fans good clean dance routines.

Narrow-minded persons who wish to cancel this entertainment should take a very long look and review what these young women are doing to provide extra entertainment at our sporting events.

KERMIT C. MATTISON, '31  
*Minneapolis*



**EDITOR'S NOTE:** The controversy Mattison refers to is discussed in "In Brief" on page 59 of this issue. Included here is a sampling of the approximately 50 to 75 unsolicited letters the University received on the issue. A majority opposed the initial decision to discontinue the danceline.

**OBJECTS TO OBJECTS**

AS A GRADUATE student at this University, I struggle with the issues of male chauvinism and bias on a daily basis. I firmly believe that these struggles are rooted in social practices such as the danceline, which implicitly state that women are to be seen as objects for male viewing pleasure and are not to be treated as people whose ideas and thoughts are worthy of male

consideration and respect. Banning the danceline from male sporting events, then, is a daring attempt to challenge this sexism and is a decision that is refreshing, innovative, and respectful of women. At last, someone has heard the voices of those women at the University who long to be taken seriously.

GRADUATE STUDENT  
*University of Minnesota*

**MISSTEP**

MY TWO DAUGHTERS dance in dancelines, and they have every right to participate in one once they get to the University level, if they so choose. You should be ashamed for taking this privilege away.

Why don't you start trying to figure out how to put some fans back in the stands at Gopher football games. You've got no ad campaign to speak of, no more spring game, no more evening games during the fall, no coach's highlight show on TV, and guess what, nobody in the stands. . . .

ALUMNUS  
*Class of '71*

I OBJECT TO BOTH the process and the reasons that guided your decision [to ban the danceline].

The danceline was not given due process. Without any notice their funding was withdrawn. . . . The danceline had already held tryouts and was committed to work through this summer and next year. . . .

Your statement that we

are seen as objects disme. If you believe certain people view us in this light please address the source of the problem and not the victims, the danceline Swimmers, gymnasts, and many other male and female athletes can also be seen as objects according to your criteria.

I am greatly offended by your suggestion that certain activities are degrading to women. I see it as a very positive experience, one that has been singled out as unfairly labeled. . . .

DANCLINE MEMBER

**IN THE BEGINNING**

FOR SIXTEEN YEARS I have watched the evolution of the danceline. At the beginning of its history, the danceline was a dance group with the emphasis on choreography and with costumes to match the music appropriate for the image of the University. The years have passed, it has evolved into nothing more than scantily clad pseudo cheerleaders performing aerobic exercise routines.

[The proposal for] occasional performances that are well rehearsed and an advisory committee sound reasonable. I would add to that a proposal for better talent and real choreography. . . .

FACULTY MEMBER  
*University of Minnesota*

Letters may be edited for length, and clarity. Send your letters to the editor, *Minnesota*, Morrill Hall, 100 Church Street SE, Minneapolis, MN 55455.

## THE REGENT CANDIDATE ADVISORY COUNCIL

is seeking qualified persons to serve on the University of Minnesota Board of Regents. The board, one of the most important appointed bodies in the state, is critical to the future of the University.

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RELATIONSHIPS I'LL ALWAYS TREASURE. ◊ BUT IT GAVE ME MUCH  
MORE THAN THAT. EVERY DAY BROUGHT NEW CHALLENGES. BY  
LEARNING TO TACKLE THEM, I DISCOVERED MY POTENTIAL. THE U  
PREPARED ME FOR LIFE. ◊ ALTHOUGH MY STUDENT DAYS WEREN'T  
THAT LONG AGO, I REALIZE NOW THAT GOING TO THE UNIVERSITY OF  
MINNESOTA WAS MORE THAN A CHOICE. IT WAS AN INVESTMENT IN  
MYSELF. AND I PROTECT THAT INVESTMENT THROUGH THE  
MINNESOTA ALUMNI ASSOCIATION. ◊ 612-624-2323.



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THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

MIN/M66

# MINNESOTA

NOVEMBER • DECEMBER 1990

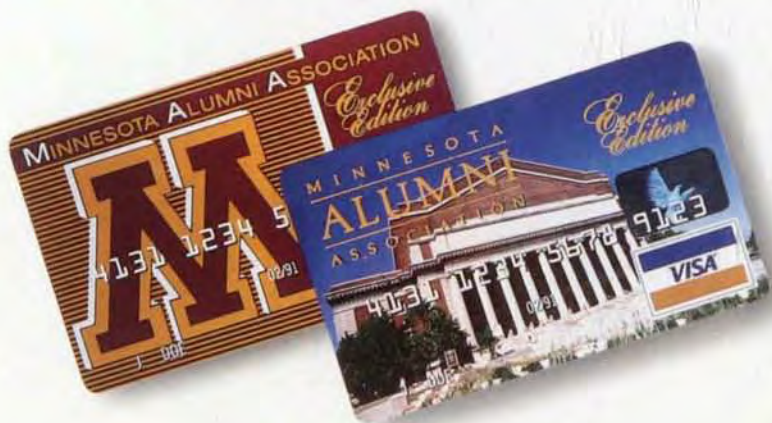


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# MINNESOTA

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

## FEATURES

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University of Minnesota alumnus Constance Berry Newman, the top-ranking female African American in the Bush administration, manages the nation's 3 million civil servants as head of the Office of Personnel Management.

*By Bennett Minton*

### 17 Against All Odds

The University is held captive by an unruly search process, crafted to give minorities and women an equal chance at getting hired. An inside look at why the process has failed to accomplish hiring equality.

*By John Kostouras*

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A \$10 million rescue was undertaken to save dozens of oily otters caught in the aftermath of the *Exxon Valdez* spill in Alaska last year. Some University of Minnesota scientists and alumni wonder whether the effort has been worth it.

*By Jon Luoma*

### 27 Born Again

University Raptor Center director Patrick Redig is happy to report that after the oil scare, Alaska's bald eagles seem to be reproducing at normal rates.

*By Jon Luoma*

### 28 And Justices for All

Some Minnesota court watchers and constitutional scholars look back on the Supreme Court appointments of two Minnesota justices and others.

*By Teresa Scalzo*

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Introducing the Minnesota Alumni Association's National Volunteers of the Year and other award-winning programs and individuals.

*By Vicki Stavig*

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After finishing last in the Big Ten for two years, the women's basketball team hopes to begin a brighter era under new Coach Linda Hill-MacDonald.

*By Brian Osberg*

### 47 FACULTY: School Colors

Minnesota invited representatives from the Twin Cities campus learning resource centers to give us some straight talk about racism, diversity, and empowerment.

*By Teresa Scalzo*

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COVER: Photograph by Kay Chernush

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# MINNESOTA

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## I N F O C U S

# Thoughts From the Mall

REMEMBER WHEN you were a student? You looked and dressed just like everyone else on campus. You wore your hair the same. And within one or two outfits—sneakers, maybe loafers, jeans or khakis, pleated or straight skirts high or low—you dressed alike. Maybe you were here in the late sixties and early seventies when the campus divided into those who were long-haired hippie protestors and those who weren't, and you wore long hair but never protested.

Remember when you could tell who was a foreigner and who wasn't? You could tell the freshmen from the seniors and the students from the professors (older, more poorly dressed).

Sit a half hour on Northrop Mall today and wonder at the diversity time has wrought.

Here go the plain and the feckless, the studious, the reckless. Punksters mingle with six-foot roller-bladers and student workers. The next Bob Dylan or Prince saunters by with Cybill Shepherd. There goes your next-door neighbor's look alike with the little red-haired girl. There are Asian Americans or are they Asians? Walking *Glamour* do's and don'ts. Like snowflakes, no two passers-by are alike, no two have the same haircut or outfit.

You cannot tell student from professor, from administrator, from visitor. Business-suited professionals still stand out, but they are professional at what? A visiting grade school class goes by, but except for height, they mirror the students on the mall.

Yes, the students are back on cam-

pus, and while the statistics on them—who they are, how many there are—aren't in yet, a half hour on Northrop Mall brings this conclusion: You can no longer stereotype them by appearance.

What if the Minnesota myth—that we're all blue-eyed, fair-haired, fair-minded Scandinavians—is really this multicultural, multitalented, mixed-up stream of passers-by? It may be true that there are more Scandinavians in Minnesota than in any other state, but in most parts of the country there aren't *any*. Fact is, Germans outnumber Scandinavians here, and Minnesota is becoming more diverse by the year.

If we base our criteria for belonging on a place, or a nationality, or a race instead of on qualities like fairness, justice, or civic-mindedness, how can someone who is not of that place, nationality, or race succeed? What if we could learn to value personal uniqueness and individual contribution as much as we enjoy our people watching? Or value them without being told to do so? Or express ourselves in writing and in speech as easily as we can in dress?

Here on campus, well over 50,000 individuals have expressed themselves visually in a million different ways. Thousands of different personalities, dreams, and hopes have been melded into a diverse campus community.

You can no longer stereotype students by appearance. Maybe you never could.

—Jean Marie Hamilton

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# THE RIGHT GIFT... FOR BOTH OF US

Last year  (Bob) and  (Mary) both gave a  (check) to the  (University of Minnesota). The  was very grateful. But was that the right  (gift) for  and  to make?

It may have been. Writing a check is certainly the easiest way to make a gift. On the other hand, the right gift might make your contribution go even further. Don't miss out on valuable tax savings, on options that allow your own dollars to grow, or on gifts that don't even require cash. When Bob and Mary make their next gifts, they may write out a check. They may also want to consider the gift planning idea described below.

## GIFT PLANNING IDEA (two in a series of six)

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We can tell you more. Write to us at the address below. Or call us at 612/626-2226. We're ready to assist you — to make your gift the right gift for all of us.

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# CONTRIBUTORS

## THE 3 MILLION MANAGER

Bennett Minton covers Congress and the White House for *Federal Times*, an independent weekly newspaper for federal employees.

## AGAINST ALL ODDS

Formerly editor of *CityBusiness*, Twin Cities writer John Kostouros is a copy editor and former editorial writer for the *Star Tribune*.

## EXXON FOLLIES

Twin Cities free-lance writer Jon Luoma is a regular contributor to *Audubon* magazine and the science section of the *New York Times*.

## AND JUSTICES FOR ALL

A senior in the University's School of Journalism and Mass Communication, Teresa Scalzo is *Minnesota's* assistant editor. She also wrote "School Colors," *Campus Digest*, and *Class Notes* in this issue.

## SALUTE TO THE BEST

Formerly a writer for *Corporate Report Minnesota*, Vicki Stavig is *Minnesota's* contributing editor. She has her own free-lance business, edits *Art of the West*, and produces newsletters for a number of corporate clients.

## NOWHERE TO GO BUT UP

Brian Osberg, '73, '86, is *Minnesota's* sports columnist.

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## PHOTOGRAPHY

Kay Chernush is a free-lance photographer whose work has appeared in *National Geographic* and *Smithsonian*, and whose corporate clients include AT&T, General Electric, and Mobil Corp. Anchorage-based photographer Cary Anderson specializes in wildlife and landscape photography. Rich Ryan, *Minnesota's* student photographer, is a University senior whose work has appeared in the *St. Paul Pioneer Press*. A Twin Cities photographer specializing in corporate photography, Rick Armstrong photographed Eastcliff for *Minnesota* in September 1989. Leo Tushaus is a Twin Cities photographer specializing in commercial photography. Tim Rummelhoff is a Twin Cities free-lance photographer.

## ILLUSTRATION

Julie Delton, a Twin Cities illustrator whose work has appeared in *Minnesota Monthly*, *City Pages*, and the *Utne Reader*, earned a B.A. in studio arts from the College of St. Catherine.

## COMPUTER PAGE MAKEUP

This is the first issue of *Minnesota* produced on the Macintosh computer by Pat Aukema using PageMaker and Barbara Koster using QuarkXPress. Aukema is *Minnesota's* production assistant and advertising coordinator. Koster, formerly art director of *TWA Ambassador* magazine, has her own design company, Black Dog Graphics.



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# CAMPUS·DIGEST

*A compendium of news from around the University—  
research, promotions, program developments, faculty honors*

BY TERESA SCALZO



## ▼ THAT WAS THEN, THIS IS NOW

From a January 1941 letter to the *Minnesota Daily* editor regarding the growing tendency of University women to wear "ski pants and slacks" to classes:

"Is the female of the species becoming so wholly dependent on mankind that she must mimic us in every respect? First, it was voting, then it was smoking, and now it's slacks. What next? Students, arise!"

From a February 1951 article in the *Minnesota Alumnus* on the University's only female engineering instructor, Harriet Jean Schmitt, who was about to be married:

"A combination of beauty and brains, Miss Schmitt is an instructor in, of all things, internal combustion engines."

From an October 1969 *Alumni News* interview with Dee Drenth, the first woman to serve as homecoming chair:

"I would never, never encourage a girl to take this job. Guys don't like to take orders from a girl. But if I had it to do over, I would."

From a June 1990 *Minnesota Daily* column by Randel Shard applauding the right of women not to shave their legs.

"I'd like to replace every cheesecake billboard ad in town with a pair of healthy, happy, unshaven legs and this simple slogan: If you don't like hair, don't stare."

## ▼ NEW CLA FACULTY

COLLEGE OF LIBERAL ARTS

• New liberal arts faculty for 1990-91 include eleven men and nine women. Seven are people of color: two African American men, two African American women, a Native

American woman, a Hispanic man, and an Asian man. New faculty and their areas of specialty are:

**Catherine Asher**, assistant professor of art history; Islamic art and architecture.

**Thomas Ashworth**, assistant

professor of music; trombone and euphonium.

**William Babcock**, associate professor of journalism; media history, international communication.

**Tsan-Kuo Chang**, assistant professor of journalism; research methods, persuasion, attitude change.

**Lisa Disch**, assistant professor of political science; contemporary political theory.

**Patricia Frazier**, assistant professor of psychology; counseling psychology, stress management.

**John Geweke**, professor of economics; econometrics.

**Charles Geyer**, assistant professor of statistics; likelihood for exponential families.

**Michael Griffin**, assistant professor of journalism; conventions in news, entertainment, and advertising.

**William Grove**, assistant professor of psychology; psychology, behavior genetics.

**Helen Hoy**, associate professor of English; Canadian writers.

**Leola Johnson**, assistant professor of journalism; cultural studies and media effects.

**Julie Liss**, assistant professor of communication disorders; motor skills, speech motor control.

**Ronald McCurdy**, associate professor of music and Afro-American and African studies; will develop program in jazz studies.

**Kevin McGuire**, instructor in political science; American government, judicial process, constitutional law.

**Abdul Jan Muhamed**, associate professor of English; Afro-American fiction, sociological theories of literature and culture.

**Jean Marie O'Brien**, assistant professor of history; early American and American Indian history.

**Angelita Reyes**, assistant professor of women's studies; critical approaches to Afro-American and African women's literature.

**Murray Sidlin**, associate professor of music; will develop and teach graduate conducting program.

**Jennifer Windsor**, assistant professor of communication disorders; language development, aspects of signing.

## ▼ BETTY CROCKER DOESN'T LIVE HERE ANYMORE



COLLEGE OF HUMAN ECOLOGY • The stereotype: women standing over stoves and sewing machines. The reality: researchers of both sexes studying housing problems in Third World countries, alternative sources for paper, solar-powered ovens, and the impact of Alz-

## ▼ STAR LIGHT, STAR BRIGHT

**INSTITUTE OF TECHNOLOGY** • The astronomy department has proposed a \$10.5 million observatory, which, if built today, would house one of the world's largest telescopes.

Thomas Jones, professor and astronomy department chair, says the telescope's modern features combined with the capabilities of the University's Supercomputer Center would allow researchers "to operate the telescope in a much more efficient manner than almost any other telescope in existence."

While the observatory control center would be on campus, the telescope would be located most probably on South Baldy Peak in New Mexico. The 10,000-foot peak has been designated a scientific preserve and is used currently for atmospheric research. It is closer to Minnesota than other proposed sites in Arizona and Hawaii, and its remote desert location promises clear, dry air.

University astronomers currently operate a 30-inch (aperture size) telescope at O'Brien Observatory near



**A \$10.5 million observatory could raise the University to new heights, says Thomas Jones.**

Marine On Saint Croix in Minnesota and a 60-inch telescope on Mt. Lemmon near Tucson. The new telescope's aperture would measure 140 inches.

"The name of the game in astronomy is almost always looking at objects that are faint either because they are far away or because they are intrinsically faint," says Jones, "and that means you need a large telescope."

The new observatory would benefit not only the University but also the entire state, Jones says. The Science Museum of Minnesota and a number of local colleges have expressed interest in cooperative projects, and Jones hopes to involve secondary schools as well.

University administrators have approved the observatory plans and pledged \$1.25 million in matching

funds, leaving the department to raise the rest through private donations. Once the department has the \$2 million purchase price for the telescope's mirror, the single most expensive part, construction can begin. Philanthropic stargazers can call Jones at 612-624-8546.

heimer's disease on families.

But stereotypes die hard. After years of discussion, the College of Home Economics faculty decided a name change was in order. The Board of Regents gave its blessing last summer, and the College of Human Ecology was born.

"Human ecology" was first proposed when several women scientists met at Lake Placid, New York, around the turn of the century to establish an academic body that would study poverty, malnutrition, infectious disease, inadequate housing, and water quality. The women opted instead for "home economics," a decision that would cause chagrin among their colleagues later in the century.

"I was a soldier in the U.S. Army when I applied to the College of Home Economics. This raised a few

eyebrows," says Greg Darr, an undergraduate in the college's Department of Family Social Science. "*Human ecology* conveys more appropriately a collection of programs that share the common goal of improving the quality of human life."

The Minnesota College of Human Ecology is among the last in the Big Ten to have changed its name.

## ▼ SCOUTS HONOR

**TWIN CITIES CAMPUS** • Four years ago Clarence Hammett, an executive for the Viking Council of the Boy Scouts of America, wanted to give ethics in Scouting a more focused emphasis. He approached the University's Center for Youth Development and Research and met Beth Emshoff, a research fellow who shares his philosophy that youth need more bal-

ance in their lives.

"People are tired of their kids being in a highly aggressive, highly competitive framework, where the end always justifies the means," says Emshoff.

"We're not saying get rid of competition or sports, but kids also need to experience and learn justice, empathy, community service, and to care for others."



**Beth Emshoff**

Emshoff spent a year talking with scout leaders before embarking on a three-year effort to design a program to enhance moral development of Boy Scouts and Cub Scouts.

The result was Ethics in Action, a two-part program that consists of Developing Ethical Leaders Through Action (DELTA), designed by Emshoff for Boy Scouts;

and Developmental Education for Lifetime Values (DELV) created by associate professor Judith Erickson for Cub Scouts. The program includes handbooks, award-winning video cassettes, and directions for activities and follow-up discussions.

"Ethics in Action is first and foremost training adults to work with youth," explains Emshoff. "It teaches

them about youth development and how to use experiential education in ways that enhance kids' understanding of their roles and responsibilities to themselves and each other."

Acceptance has been phenomenal. "I keep waiting for somebody to say, 'This stuff stinks,'" laughs Emshoff, "and it hasn't happened yet."

Instead, the Boy Scouts national organization bought *Ethics in Action* from Viking Council, and Emshoff will spend two years implementing the program in 42 councils in twelve states.

Emshoff says she'd gladly create similar programs for the Girl Scouts and other youth agencies. "This is not about choosing Boy Scouts. They came to the center, made a commitment, and came up with the money [\$750,000 to date]. They said, 'It's the right thing to do for the kids.'"

### ▼ AWARD-WINNING RESEARCH

ALL CAMPUS • Faculty members last year received 2,362 research awards for a total of \$204.5 million, increases of 6 and 15 percent respectively over 1988.



The federal government is the top source (\$152 million), with private companies, associations, foundations, and individuals (\$36.5

million) and state and local government (\$16 million) in second and third places.

Anton Potami, associate vice president for research and technology transfer administration, says the many benefits to the University and state include seeking new knowledge, advancing existing knowledge, training students, attracting top faculty and students, and boost-

ing the state's economy. "Studies show there is anywhere from a three to eight multiplier effect of research dollars on the state's econo-

my," says Potami. "We provide skilled employees for many industries, and often our researchers develop new technologies or inventions that result in products such as medications, implantable pumps, improved crops and foods, and a wide variety of mechanical and microelectronic devices."

Potami doesn't give much credence to criticism that research interferes with teaching. "The University mission includes research, teaching, and public service," he says. "Some folks are possibly more devoted to one mission than the other, but most faculty I know are here not because they want to stay in the laboratory, but because they want to teach. And students get more from education when they're learning about the latest discoveries in research and often participating in that research as well."

### ▼ GOPHER FACT FILE

Average faculty salaries for nine- and twelve-month appointments in 1988-89:

#### Nine-Month Appointment

Full professor	\$55,363
Associate professor	\$39,058
Assistant professor	\$33,503
Instructor	\$28,101

The weighted average of \$45,187 was about \$2,500 below the mean for Big Ten public universities.

#### Twelve-Month Appointment

Full professor	\$62,217
Associate professor	\$49,477
Assistant professor	\$40,818
Instructor	\$35,908

The weighted average of \$52,029 was about \$3,500 below the mean for Big Ten public universities.



A sampling of University faculty who have recently received research awards:

**Shirley Baugher**, Minnesota Extension Service, \$9,150 from the W. K. Kellogg Foundation for "Issues of Single-Family Lifestyle and Leadership."

**Patricia Broen**, communication disorders, and **Karlind Moller**, pediatric dentistry, \$145,647 from the National Institutes of Health for "Cleft Palate Children's Early Phonological Development."

**John Himes** and **Karen Graves**, School of Public Health, \$155,550 from Nabisco Foods Company for "Work-Site Cholesterol Intervention Program."

**Peter Jordan**, fisheries and wildlife, \$12,525 from the city of North Oaks, Minnesota, for "Development of Urban Deer-Control Procedures."

**Robert Kane**, School of Public Health, \$1,150,000 from Health Care Financing Administration for "Home Care Quality Studies."

**Harvey Keynes**, School of Mathematics, \$175,852 from the Bush Foundation for "Enhancing Female Involvement in the Talented Youth Mathematics Program."

**Gloria Leon**, psychology, \$914,944 from the National Institute of Child Health and Human Development for a five-year study of adolescent eating habits.

**Walter Maier**, civil and mineral engineering, \$8,000 from the Metropolitan Waste Control Commission for "Incinerator Process Modeling."

**L. David Mech**, fisheries and wildlife, \$57,234 from the U.S. Fish and Wildlife Service for "Wolf Ecology in Northeastern Minnesota."

## ▼ BRUSH STROKES

### TWIN CITIES CAMPUS •

Scott Brush, one of two political cartoonists at the *Minnesota Daily*, is soft-spoken and self-effacing, but his cartoons reveal a razor-sharp wit lurking underneath.

Both the son and the grandson of artist/cartoonists, Brush, 32, says he has been cartooning "forever" but didn't think his work was publishable. He applied for the *Daily* job only to silence a friend's persistent urging. And now, "It's not an overstatement to say this job is a dream come true," he says.

The job allows Brush to experiment with different styles ("Right now I'm really excited about pencils. Ink feels too indelible.") and to learn about his own creative process. He is never without a tablet to capture ideas



when they come—usually while he is mowing the lawn or washing dishes.

Brush hopes one day to earn his living as a political cartoonist—a not unrealistic goal considering the success of former *Daily* cartoonists Steve Sack (*Star Tribune*), Jack Ohman (the *Oregonian*), and Kevin Siers (the *Charlotte Observer*).



"GILGILL PHILLIPS" THE LOWER CLASSES HAVE NAVIGATED THEIR OWN FORM OF HIGH-RISK, LOW-YIELD INVESTMENTS"

## ▼ VITA

**WHO:** Anne Hopkins, Twin Cities campus vice provost for arts, sciences, and engineering.

**WHERE:** Born August 17, 1941, in New York City and raised in suburbs around New York and Philadelphia. Hopkins's closest Midwest connections before she came to Minnesota were her grandparents from Cleveland. Hopkins, who received a Ph.D.

from Syracuse University, spent seventeen years at the University of Tennessee as a member of the political science faculty and later as vice provost.

**WHAT:** "I am a line officer for six colleges: College of Liberal Arts, General College, Institute of Technology, College of Biological Sciences, College of Architecture and Landscape Architecture, and University College. My responsibilities are essentially those of a vice president—budget, personnel—except they are limited to the Twin Cities campus. The arts and sciences are really the core of the University, both intellectually and philosophically, and they will receive a lot of attention from me. I will, to some extent, be an advocate for them in central administration."

**HOW:** "Last fall I went on a swine tour in Martin County with Regent Elton Kuderer to learn about the pork industry. I want to accompany President Hasselmo on some outstate visits he has scheduled. I want to go to the Iron Range. At the same time, of course, I have to get to know the University, establish working relationships with the deans and the administration, and get to know the faculty."

**WHY:** "I have always chosen to do what was interesting or looked challenging, but it has never been about building a career or making a name for myself. I majored in political science because my brother told me to major in whatever was the most fun. Maybe when I'm 70 years old I'll say, 'Oh, if I'd only figured out where I was going, I might have gotten someplace.' Sometimes I hear people say, particularly to women, 'Where are you going with that degree?' If anybody had asked me, I would have said, 'I'm not going anyplace. I'm going to have six babies and stay home.' That's what I was told I was supposed to do, and just by following my nose I ended up someplace else. My father thought I was goofing off when I went to graduate school. He said: 'Why don't you get a job or have some children?' But it's all worn well with me, and I encourage students to be more free-spirited."



**Anne Hopkins**  
became vice provost  
in May 1990.

## THE THREE MILLION MANAGER

EACH SPRING, THE SENIOR EXECUTIVES Association (SEA), which represents the federal government's top bureaucrats, throws a party to honor Presidential Rank Award winners. The award is a big deal: the president of the United States attends the awards ceremony, and winners receive a check for \$20,000 and peer recognition for an outstanding job performed in the public service.

The SEA dinner is kind of a big deal, too—even romantic for a government function. Engraved invitations go to the Rank Award winners (63 of them in 1989) and their spouses. A formal dinner is held in the State

Department's Diplomatic Reception Room, one of the lovelier rooms in official Washington. A color guard and the pledge of allegiance open the dinner, and the army's Strolling Strings ensemble closes it. Winners are recognized with plaques and applause. Inevitably, an uplifting address by a high political official wraps up the official ceremonies.

Last spring's speaker was Constance Berry Newman, a 54-year-old African American who,

with a law degree from the University of Minnesota, started her federal career 29 years ago as a typist and has risen to the top of the bureaucracy. As director of the Office of Personnel Management (OPM), Newman is President

*Twenty-nine years ago Constance Berry Newman, '59, was just another lawyer in a federal clerk-typist pool. Today she's the government's highest-ranking female African American and manages the nation's 3 million civil servants*

George Bush's adviser on matters affecting the government's 3 million civilian employees.

Newman launched into her prepared address, a salute to the individuals who have answered the high calling of public service. Several minutes into her speech, a guest interrupted to ask a question: When would OPM finally complete work on its number-one priority, a legislative pay-reform proposal

designed to raise lagging federal salaries to rates competitive with the private sector?

The room buzzed at this breach of protocol, but Newman took it in stride. "It will be ready soon," she replied, drawing a laugh by repeating her often-quoted response to the same question from the press and congressional committees. "For those of you who know what 'now' means, well, it's later than that."

She returned to her text, only to be inter-

BY BENNETT MINTON

PHOTOGRAPHED BY KAY CHERNUSH



rupted a couple of minutes later by another question. The buzz grew louder, and the SEA president rose to her feet to say that this wasn't the time for questions. But Newman said, no, this was a fine time, she appreciated open dialogue. Again she returned to her text.

After a minute, she said, "It's getting late, and I know the last thing you wanted to hear was some long speech into the night, so I asked a few people to shake things up with some questions." And now you're free to go home to bed, she said.

More nervous titters, then giggles of relief, then guffaws of embarrassment at having been taken for a ride by one of the government's top practical jokers.

There was method to her madness, Newman admits later. "You don't bring about change unless you are comfortable with uncertainty," she says. "It's healthy for everybody to have to deal with the unexpected, because it allows for people to consider things they haven't considered before, to behave in ways they haven't behaved before."

Connie Newman has been a welcome change at OPM, where Ronald Reagan's first appointee, Donald Divine, spent his time honing the rhetorical dagger that Reagan had buried in the back of government employees. Divine's successor, Constance Horner, was dedicated to her job but also perhaps too imperial and comfortable with the perks of power.

Bush's choice, by contrast, typed her own testimony for her Senate confirmation hearing. Newman has traveled widely without entourage to preach the importance of human resources to competitiveness and productivity. She has consulted a broad range of concerned groups and individuals in developing OPM policies. A weekly "director's hour" allows any ten OPM staff members to come to her office to discuss whatever they want. She meets with congressional staff, often accompanied only by OPM's Capitol Hill liaison, to explain administration initiatives.

Her open style has won her raves, even from those who aren't enthusiastic about Bush administration policies. But Newman says her style is motivated less by politics than by a desire to have an impact. "My parents impressed upon me the fact that probably everybody else was smarter than I was," she says. "So I ought to spend most of my time trying to find out what I could from other people so that then I could make some kind of impact."

NEWMAN WAS BORN IN CHICAGO, WHERE HER father was a surgeon and her mother a nurse. They moved to Tuskegee, Alabama, when she was seven, and her

father went to work at the Veterans Administration hospital there. She went to school and had a tutor. The family spent part of each summer in Minnesota, her mother's home state, where she and her sister spent their days in summer school, not on the shores of the 10,000 lakes.

"They felt we needed to benefit from all the education we could get, anything that wasn't available in the South,

that was the idea," says Newman, who earned an undergraduate degree from Bates College in Maine. When her father died and her mother returned to Minnesota, Newman followed to attend the University of Minnesota Law School.

"Minnesota was a very good environment," she says. "People at the school were intellectually serious—about education, about the art world, about the symphony. I'm pretty driven, although I don't think that's unhealthy because I think I have a balance about what's funny and what's serious."

Armed with her Minnesota law degree, Newman began her rise through the ranks as a GS-3 clerk/typist in the Interior Department. The normal starting point for a lawyer is GS-9—but not for an African American woman in 1961.

Newman isn't the type to concentrate on the disadvantages of being a black woman in a white man's world.

"Everywhere I've been was Waspish. When I went to college, I was the only black. When I went to law school, I was the only black, and there were three women.

"I go back to my parents. They said you've got to do your homework every day. You shouldn't take anybody else for granted. You've got to get up early, you've got to stay up late. I don't think about anything other than that I've got to get up and compete. So I've never paid much attention to the fact that folks I'm competing with don't look like me, except to the extent that I have an obligation in this job to find out what the barriers are to other women and minorities getting in."

Newman's experience is ideal for the job of chief of personnel at a time when demographic changes—the increasing proportion of women and minorities—are expected to change the face of government ranks. She spent most of the 1960s working on personnel issues. After six years at Interior, she served on the staff of the 1967 National Advisory Commission on Civil Disorders, Lyndon Johnson's attempt to understand the roots of the ghetto riots of the mid-1960s. She then spent two years with the Great Society's Office of Economic Opportunity. Her first political appointment was in the Nixon administration, as a special assistant to the secretary of health, education, and welfare.

*"I've never paid much attention to the fact that folks I'm competing with don't look like me, except to the extent that I have an obligation in this job to find out what the barriers are to other women and minorities getting in."*

## NEWMAN'S WAY

"WHEN YOU'RE NEGOTIATING WITH CONNIE Newman, you get the whole package," says Robert Tobias, president of the National Treasury Employees Union, the second-largest organization of government employees. "With some other agencies you may have to deal with several people, one who handles the political angle, another who handles the issue. But she has an impressive grasp of substance, and that makes her a pleasure to deal with—not that we always agree."

There has been no lack of substance to deal with since Newman was confirmed as director of the Office of Personnel Management (OPM) in June 1989. Warned by National Reserve Board chair Paul Volcker of a "quiet crisis" in the bureaucracy caused by noncompetitive pay and benefits, OPM soon was at work developing a proposal to adjust federal pay scales in line with the private sector.

Then one of the "big six" providers of health insurance for government workers announced it was leaving the market, sending OPM scrambling to adjust the formula used to subsidize employee insurance costs. And there have been other, more modest, challenges in managing a work force of 3 million.

Newman has been intimately involved in OPM proposals to redesign both the health insurance and pay systems.

"A lot of agency heads dig into an issue to make a decision, but they don't pursue it thoroughly," says one OPM career official. "She's indefatigable. She studies an issue for a sustained period and with an intensity that I find remarkable." Even with most of the big issues still before Congress, the official says, "It's rare that you see such accomplishments in the first year."

Which doesn't mean everyone is happy with the results.

"She goes out of her way to seek the views of those who are interested in an issue," says John Sturdivant, president of the American Federation of Government Employees, the largest federal union, which represents 675,000 workers. "Considering some of the reactions from the White House—I don't think the president lis-

tens enough to his chief personnel adviser."

The Office of Management and Budget is blamed for what many civil service advocates say is a stingy approach toward proposed reforms. "Everybody recognized we had a money problem," says a former official who was involved in discussions about pay reform, "but we also needed to reform the [civil service] system. Newman threaded the needle very well."

An important element in the policymaking process, according to this official, is that disputes are resolved without having to take them to President Bush. "You don't want to have to take nonpresidential items to the president."

Newman's craftiness has won her other small victories. One non-government source had raised the idea of having the government self-insure its health benefits program. Newman was quickly won over, according to the source. "She realized the administration had ties to the insurance industry, which would oppose the idea. So she concocted a strategy to get it past others by raising false issues, so that in the discussions it was ignored. It caught the insurance industry off guard. I think self-insur-

ance is now a done deal, and I attribute that to her skill."

Newman has been well known in the Bush circle since the early days of his vice presidency, although she was not in government during the Reagan administration. Her role in the Bush campaign and in the subsequent transition put her in close touch with White House personnel director Chase Untermeyer, whose job is to fill political spots with campaign workers and contributors.

"She's a resource, particularly on black Republicans, those who might feel hurt if they felt they weren't being treated fairly or were seeking an appointment. And she also warns which people deserve extra study," Untermeyer says.

Untermeyer credits himself, along with Bush campaign director Lee Atwater and others, with the idea of asking Newman to head OPM. Bush quickly agreed.

"It was the right match of talent and challenge," Untermeyer says. "She's clearly one of the stars of the administration."



*Newman developed her political savvy during stints in the War on Poverty, VISTA, and HUD.*



From 1971 to 1973, she was director of VISTA, which she saved from abolition by establishing criteria for judging funded projects. When the Consumer Product Safety Commission was established in 1973, Newman was named to it, and she later served as vice chair. In the final year of the Ford administration, she was named assistant secretary for consumer and regulatory affairs for the Department of Housing and Urban Development.

With the election of Jimmy Carter, Newman left the government for academia and business. She was a Woodrow Wilson Visiting Fellow from 1977 to 1985 and an adjunct faculty member at Harvard University's John F. Kennedy School of Government from 1979 to 1982. She started a consulting firm, Newman and Hermanson, in 1977 and throughout the 1980s engaged in a variety of activities, from running the urban portion of an unsuccessful Republican senate campaign in Michigan to advising the African government of Lesotho.

OPM is her third nomination by a Republican president. It is hardly the typical political affiliation for a black female, particularly one who helped fight the War on Poverty in the Johnson administration. She is critical of Ronald Reagan, especially on civil rights matters, although she never mentions his name. She joined the Bush campaign as a deputy director in charge of building coalitions and then served as the transition's chief recruiter of minorities. "I've known the president since the 1970s, and I'm here because I believe he is sensitive about making the country work and making the benefits of the country available to everyone," she says. "I've dealt with him on minority interests through the years, and I know of his sensitivity. I'd rather work with someone who recognizes the problems, who you can talk with about them, than with a person who may be real nice but doesn't have the foggiest idea that they exist—naming no names."

NEWMAN BECAME A REPUBLICAN IN THE EARLY 1960s. Her parents had not been politically partisan—although her father had been president of the Mississippi NAACP—and her grandparents were Roosevelt supporters. She doesn't explain her affiliation in terms of which party might better serve African American interests because she believes those interests are best served when both parties compete for African American votes. "In terms of action, there's not that much difference [between Republicans and Democrats]. I always believed minorities ought to be in both parties, and then there ought to be a group that swings. One party has taken us for granted and

we haven't paid dues in the other party, so we have no standing."

The prominence of Jesse Jackson and the election of Douglas Wilder as governor of Virginia and David Dinkins as mayor of New York City are signs of change, she says, but those politicians are all Democrats—and none of them has been elected president.

More blacks have joined the middle class, but they predominate in the lower class, Newman says. "Neither party has done what it could do to keep that from happening.

"When I was involved in the War on Poverty, there were some good things about it, but it was cynical. It was kind of, 'Let 'em have a little bit,' but not enough to really shift power. I know the conversations that I had with members of Congress and governors about VISTA volunteers involved in communities where they were teaching people about power. Those folks didn't want that. That's human nature. Nobody gives up power willingly."

A main problem with the War on Poverty, she says, was the noblesse oblige attitude of the liberals who ran it. "The issue wasn't money. There is a tendency when people are dealing with lesser powers, whether because of education or money, not to hold them and their institutions to the same standards

that others are held to. They thought you didn't beat on poor people and make them be effective like everybody else. That always offended me. But they thought they were doing the right thing.

"I used to be harder on women and minorities who work for me, because I knew that they represented not just themselves but also the potential for others to come in. I'm trying to not do that anymore, because it isn't fair. So now I'm just hard on everyone," she says with a laugh.

That principle should be applied in other areas, Newman says. "I contend that there have been a great many opportunities in this country in all the years I've been in government to really do something about the welfare system. But somehow we always put a Band-Aid on it. To do something about the system means making it a little tougher for folks, it means being serious about providing training and jobs and taking the risk of maybe losing some power because there will be another group of dues-paying members of society."

Change is coming, Newman says: "Competition with other countries is going to make change. We're going to be fighting to hold our own. We're going to have to use all our resources. We can't afford the drain on our resources. We'll be looking harder at our human resources."

*"I used to be harder on women and minorities who work for me, because I knew that they represented... potential for others. I'm trying to not do that anymore, because it isn't fair. So now I'm just hard on everyone."*

IN THE TUMULTUOUS SPRING OF 1988 following University of Minnesota President Kenneth H. Keller's resignation, the University was left with vacancies in six of seven vice presidencies.

To fill one of these key positions—vice president for academic affairs and Twin Cities campus provost—interim president Richard Sauer turned to Shirley Clark, chair of the educational policy and administration department in the College of Education. Clark was an easy fit:

manently, she seemed like a top candidate. She had the background, she knew the turf better than any outsider would, and she had a lot of support within the University.

She wasn't even a finalist.

A search committee recommended five candidates—none of them from the University of Minnesota. Many people were shocked at the snub, including Clark, who had assumed she would at least make the finals. Similarly, Carol Campbell, acting vice president for finance and operations, failed to win a permanent post, as did Cherie Perlmutter, acting vice president for health sciences. Even Eugene Allen, who eventually was named vice president for agriculture, forestry, and home economics, had to watch while the job was offered to—and rejected by—another candidate, an outsider.

Critics concluded that insiders are at a disadvantage when it comes to getting the top jobs at the University. They placed the blame, at least in part, on the cumbersome search committee process.

If the only complaint was that the process favors outsiders, a case could be made that new blood is needed in leadership positions. But review of the University's roster of academic and administrative staff suggests that the hiring system is also biased against minorities and, to a lesser extent, against women—both groups that are seriously underrepresented at the University.

The search process is supposed to counter the University's documented tendency to favor white males for its best jobs. But to many, it is a sham that leaves the white male power structure intact and creates frustration and bitterness among minority and female candidates.

Even people who don't subscribe to that harsh assessment concede that the search process as it is currently practiced is unwieldy, is unnecessarily time-consuming and expensive, and probably discourages some good candidates from applying.

Many people think it is biased not only against insiders and women and minorities, but also against strong leaders. What the University gets by hiring by the search process, they say, is status quo management, managers instead of leaders, placaters instead of provocateurs. At a time when the University faces a number of major challenges, it has a hiring process that is its own worst enemy.

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# AGAINST ALL ODDS

**T**he University's elaborate hiring process has been called unwieldy, time-consuming, costly, and inefficient—and that's the best that's been said about it. Crafted to promote the hiring of minorities and women, it has done neither

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She was widely respected within the University and had been actively involved in University governance throughout her long career as a faculty member. And she was familiar with the office, having served as assistant vice president for academic affairs for four years during the 1970s.

Like all the acting officers Sauer appointed during those trying times, Clark had to make some tough decisions. She was directly involved in deciding which academic department budgets would be cut back and which ones expanded. Clark came out of fifteen months in the position with her reputation intact, so when it came time to fill the job per-

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• By John Kostouros •

**T**HE SEARCH COMMITTEE process was created at the University of Minnesota shortly after Congress had decided that special efforts were needed to reverse a hundred years of job discrimination against people of color. The Equal Employment Opportunity Act was to be the vehicle for rectifying this past wrong. Public universities were to do their part by seeking out, recruiting, and hiring minority candidates. At Minnesota, a system was developed that called for national advertising of positions and a committee approach to screening applicants to prevent minority applicants from being ignored by mostly all-white administrators. While the University's search process looked great on paper, it didn't work. According to equal opportunity officer Pat Mullen, a review of the University's hiring practices conducted in 1986 showed that in the 1984-85 academic year, no minority person had been hired in a faculty or administrative post.

The University was doing better at hiring women, another group that had suffered discrimination in the past, but here it had a special incentive. A 1980 court order stemming from a discrimination lawsuit against the Department of Chemistry—the now-infamous Rajender case—not only directed the University to do a better job of seeking out women candidates for top faculty and administrative jobs, it also set up a quota system that Mullen says would have been illegal if it hadn't been ordered by a federal court. It mandated that a woman be hired if, all other things being equal, a woman and a man were candidates for the same job.

So how well has this elaborate hiring strategy worked? Women and minorities still make up a tiny proportion of the faculty in most academic departments and hold few of the top administrative posts. In April 1990 only 21 percent

## STATISTICS ON RECENT SEARCHES

### KEY

- C • CAUCASIAN
  - B • BLACK
  - H • HISPANIC
  - A • ASIAN
  - AI • AMERICAN INDIAN
  - W • WOMEN
- 
- Q • QUALIFIED
  - I • INTERVIEWED
  - R • REFERRED
  - S • SELECTED

of the tenured and tenure-track faculty positions were held by women, and most of those were at the lower end of the status scale: associate and assistant professors and instructors. Even those numbers are skewed by a few units like the College of Human Ecology, University Libraries, and the School of Nursing, where as many as two-thirds of the faculty are women. In some of the University's highest profile colleges the figures are embarrassingly small—5 percent for the Institute of Technology and 11 percent for the Carlson School of Management, for instance.

The picture is even bleaker when it comes to people of color. Only 218 positions out of a tenured and tenure-track faculty of 2,800 were held by minorities in April 1990—7.7 percent. That was an

increase of only 87 positions in ten years.

The figures for administrative positions aren't much better. As of April, only 28 women and 10 people of color were among the top 128 administrators. Women had done much better at getting one of the University's 2,026 non-faculty professional positions (46 percent), but the same could not be said for minorities (9 percent). The elaborate search process designed to rectify imbalances simply hasn't succeeded. To understand why not, you have to understand how the system works.

Things begin with the president or the appropriate vice president, dean, or department head appointing a search committee to identify candidates for an open job. The committee analyzes applications, selects semi-finalists, interviews them, and recommends a number of finalists. The finalists are interviewed by the hiring authority and any others deemed appropriate, and a decision is made. Theoretically, the people on the committee—peers or colleagues, sometimes outsiders brought in for their special

DEAN, CARLSON SCHOOL OF MANAGEMENT

	C	B	H	A	AI	W	TOTAL
All	121	3	2	0	1	6	127
Q:	99	2	1	0	0	5	102
I:	6	0	0	0	0	0	6
R:	3						
S:	1*						

\*Declined Offer

Beginning Date: January 1989 • Search Still in Progress  
Number on Search Committee: 11

DEAN, GENERAL COLLEGE

	C	B	H	A	AI	W	TOTAL
ALL	65	14	3	4	0	21	86
Q:	44	7	0	3	0	16	54
I:	3	2	0	0	0	2	5
R:	1*	1	0	0	0	0	2
S:		1					

\*Withdrew

Beginning Date: June 14, 1988 • Selected: January 19, 1989  
Number on Search Committee: 13

expertise, and usually some people who will work for the person hired—are in a good position to know what qualifications are needed for the job. Sometimes a professional search firm helps the committee find potential candidates. In the case of dean positions, the committee is often chaired by a dean from another unit.

But many of the University's best people consider search committees too time-consuming and frustrating. Some committees spend weeks arguing over the details of a job description. Many search committees suffer from poor direction from

the committee chair, and in some departments it is considered bad form for the chair to play too strong a role. One observer describes the process as "organized anarchy."

With a large committee especially, the process is laborious. The goal is admirable: to give all groups that have a stake in the results a voice in choosing faculty members and administrators. In practice, it's a nightmare. Just the logistics of getting twelve, or fifteen, even five busy people together for a series of meetings are frightening. Getting them to agree on anything substantive is another matter altogether. It is not surprising, then, that searches often drag on for months with little progress. The search for a new dean for the College of Veterinary Medicine is a case in point: The committee consisted of fourteen people and it took sixteen months.



"I'll probably get in trouble for saying this," says Carlson School of Management acting dean Tim Nantell, who has labored through a two-year search for a new dean for his school, "but the University has gone overboard in its use of the consultative process of management." Many others agree, but most critics declined to be quoted for fear they would be viewed as opposed to consultation of any kind in hiring, which they say they are not.

For candidates, the process can be tortuous: At the University of Minnesota, you don't just get screened for a top job, you get put

through the ringer in a nearly interminable interview process. Eugene Allen remembers talking to eighteen people during his screening. University relations director Marcia Fluer says she talked to so many people she can't even hazard a guess as to how many; she describes the process as "a gauntlet" that stretched over eighteen months. Similar stories abound.

Poor communication between the hiring authority and the search committee is often a major source of trouble. The result can be disaster at the end of a long, arduous process when the hiring authority simply rejects the work of the committee and disbands it or asks it to come up with a new list of names—which happens frequently.

Yet any effort by the person who will actually be doing the hiring to influence the process—beyond providing a job description and a list of qualifications—is often considered inappropriate. That person must wait while a group of people, some of whom will never have anything to do with the new person, some of whom will report to the new person, decide who should be considered for the post. It's hard to imagine the head of General Mills being forced to run a company in a competitive environment under those conditions.

**A**FTER THE RAJENDER DECREE EXPIRES at the end of December, the University will still be required to make a good-faith effort to recruit and hire minorities and women, but it will no longer be obligated to respond to a court-supervised quota system. Yet faculty members and administrators are not eagerly awaiting the opportunity to scrap the search

DEAN, COLLEGE OF VETERINARY MEDICINE

	C	B	H	A	AI	W	TOTAL
ALL	28	0	0	0	0	2	28
Q:	27	0	0	0	0	1	27
I:	4	0	0	0	0	0	4
R:	2	0	0	0	0	0	2
S:	1						

Beginning Date: September 27, 1988 • Selected: January 5, 1990  
Number on Search Committee: 14

process they criticize so vigorously. Shirley Clark, who certainly has a right to criticize the process, speaks for most of the people interviewed for this article when she says, "The search process is imperfect much of the time. It is messy, inefficient, unwieldy, costly in time and money. But I'm not comfortable that there is a better way."

Clark and others credit the process with giving a large number of people a look at the candidates. "A considerable consensus emerges most of the time" in favor of the person who eventually gets the job, she says.

The search process reflects the populist values that dominate Minnesota and its flagship university: suspicion of any concentration of authority and of people who stand out from the crowd. Those values militate against strong leaders and in favor of people whose major strength is the ability to placate many constituencies, says Vice President Eugene Allen. That may have worked when the University's path was smoother, says Allen, but today, when it faces a variety of financial and philosophical challenges, the University needs the kind of leaders who can help institutions that are resistant to change (like universities) respond to changing times.

Many are convinced the process is biased against inside candidates because insiders carry the baggage of their past into every search. A member of the search committee that bypassed Shirley Clark believes that Clark's chances were badly damaged when major budget cuts and reallocations for academic departments were announced just before she was interviewed by the committee.

Outsiders, on the other hand, benefit from a "halo effect." Easy answers to complex questions may be accepted because committee members don't know enough about the candidate's background to know whether the replies square with the track record.

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Not everyone agrees with this analysis. Andrew Collins, who chaired the provost search committee, doesn't. Tim Nantell doesn't think outsiders have an edge. Shirley Clark does, but for different reasons: Clark believes she and other insiders were at a disadvantage after Keller left because there had been "a loss of confidence within the institution in the leadership." That loss of confidence, she says, just naturally made outside candidates more appealing.

The search process can and does work well when certain things happen, says Pat Mullen. An organized chair who is prepared to treat the search as a part-time job, working with a small (five- to eight-member) committee on a predetermined schedule, usually gets good results. Members of larger committees tend to pursue narrow interests rather than think about the big picture. The search committee is supposed to be a hiring tool, say Nantell and others, not a democratic assembly whose job it is to represent the interests and preferences of anyone who might be remotely affected by the appointment.

University President Nils Hasselmo says the main job of search committees should be recruiting. Now, he says, too many committees only sit back and wait to see who applies for the job, defeating one of the main purposes of their existence: to identify candidates who would not otherwise apply. The five-person committee that recommended Clem Haskins for the position of men's basketball coach aggressively searched the country for African American coaches with a record of winning and a proven commitment to academics. Then they recruited people they liked, even if those people initially showed no interest in Minnesota. The results have been impressive—a winning basketball team that performs far better in the classroom than past teams.

Academic as well as administrative search committees should follow that lead, says Richard Heydinger, external

DEPARTMENT ASSISTANT DIRECTOR, MEN'S ATHLETICS

	C	B	H	A	AI	W	TOTAL
ALL	97	6	4	0	0	11	107
Q:	36	2	1	0	0	3	39
I:	6	0	1	0	0	0	7
R:	4	0	1	0	0	0	5
S:	1						

Beginning Date: March 6, 1990 • Selected: June 14, 1990  
Number on Search Committee: 5

CHANCELLOR: UNIVERSITY OF MINNESOTA, MORRIS

	C	B	H	A	AI	W	TOTAL
ALL	56	5	0	1	3	9	65
Q:	55	4	0	1	3	9	63
I:	4	0	0	0	0	1	4
R:	4	0	0	0	0	1	4
S:	1						

Beginning Date: February 15, 1990 • Selected: July 1, 1990  
Number on Search Committee: 12

relations vice president, who was on the committee that selected Haskins. Janet Spector, a faculty member currently working on affirmative action issues and a member of the Commission on Women, says that if committees really want to find experienced minority and women candidates, they should be looking at smaller colleges, women's schools, and African American and American Indian colleges. These possibilities are rarely investigated, says Spector, because of wide-spread bias in favor of schools with higher status—schools that tend to have the same dismal record in hiring and promoting minorities and women.

There is consensus on at least one point: Administrative searches should be treated differently from academic searches. A consultative process makes sense in hiring faculty members and deans. Evaluation of a candidate's research is best done by colleagues familiar with the academic discipline, and the faculty setting is consultative in nature.

Administrators, in addition to having an altogether different function, work in a hierarchy, where some people have more authority and more responsibility than others. Managers should have more to say than they do now about who they hire. They are, after all, hiring a member of the team they must rely on to carry out their directives. "You should pick your leaders, let them run the place, then, if you don't like them, you replace them," says Nantell.

Administrative searches should focus more attention on managing skills. The current process, reflecting academic searches, puts too much emphasis on a candidate's research record, says Eugene Allen—a sentiment echoed by others. This often results in hiring top administrators who are weak managers, whose people, strategic-planning, and motivational skills are lacking.

SEARCH GUIDELINES BEING PREPARED by the Commission on Women in conjunction with the Office of Equal Opportunity and Affirmative Action should help. But many agree it will take more than a better search process to remedy the lack of women and minorities in top faculty and administrative positions. A conscious institutional effort is needed to offset the advantages of white males and the subtle ways those advantages permeate every aspect of the hiring process, says Spector.

Search committees and hiring authorities, for example, value comfort, says Spector. "Will the candidate fit in?" is an important consideration. But people are most comfortable

**"T**HE SEARCH process is imperfect much of the time. It is messy, inefficient, unwieldy, costly in time and money. But I'm not comfortable that there is a better way."

with people like themselves, and most departments are populated by white males. Until those doing the screening and hiring are willing to accept a little discomfort as the price of fostering diversity, they aren't likely to hire many women and minorities, says Spector.

The very criteria laid out in the job description may prejudice the final selection: Does the job allow any work in minority issues? Does the department have a bias toward the kind of research that few women currently engage in?

Efforts to recruit and hire minority and women candidates are likely to be in vain if there is not a concomitant effort to retain them after they are hired, says Spector. Here, she says, the University has a long way to go. Many leave after a few years of feeling isolated and underappreciated. It is naive to bring women and minorities into largely white male

departments and expect them to have little trouble adjusting, Spector says. The Commission on Women has developed a guide for departments to help them retain minorities and women.

The search process could clearly benefit from streamlining, and in some cases from better planning and organization. But the success of the search process in identifying, recruiting, and hiring minorities and women finally comes down to individuals.

"We are not going to turn [underrepresentation of minorities and women] around with a procedure," President Hasselmo says. "It's a personal commitment issue."

Hasselmo's own hiring record is notable: One of the four vice presidents he has hired thus far is an African American woman. He says he rejected a search committee's recommendations for the health sciences vice presidency in part because there were no persons of color on its list. But

INSTRUCTOR, SCHOOL OF MATHEMATICS, INSTITUTE OF TECHNOLOGY

	C	B	H	A	AI	W	TOTAL
ALL	3	0	0	4	0	2	7
Q:	3	0	0	4	0	2	7
I:	0	0	0	0	0	0	0
R:	2	0	0	2	0	1	4
S:				1			

Beginning Date: September 18, 1989 • Selected: July 24, 1990

Number on Search Committee: 7 from December 1989

to March 1990; 4 from March to June 1990



critics say that until he clearly directs recalcitrant members of his team—including some deans—to make better progress in hiring and retaining women and minorities, there isn't likely to be much change.

To streamline the "unnecessarily bureaucratic" search process as a whole, Hasselmo favors a two-tiered system that would allow for more limited searches for lower-level administrative and faculty positions. Those positions could be filled more quickly, and the number of searches in which faculty and administrators must participate could be reduced.

To improve the University's chances of finding minority and women candidates for higher-level positions, he is promoting what he calls "cluster recruiting"—several departments searching as a group. A search for a sociology professor, for example, might turn up a minority candidate more appropriate for the history faculty, but opportunities of this kind have in the past been lost. If the history department wanted to hire

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the candidate even though no history position was currently open, University reserve funds would cover the salary for three years, and in most cases a position would open during that period.

And recently created ties with Emory University, Jackson State, and Howard University may result in more black candidates seeking and being hired for University of Minnesota positions.

Recruiting and hiring women and minorities is not simply a matter of fairness, Hasselmo says. Diversity is an element of intellectual enrichment as well as a matter of taking advantage of some of the best talent available.

“We used to be able to sit back and wait to see who came to us,” Hasselmo says, “but we can't afford to do that anymore. We need individual commitment to affirmative action, as well as to quality.”

The question critics of the search are asking is: How long will the University allow this broken-down process to stand in the way of that commitment?

PROFESSOR, MECHANICAL ENGINEERING, INSTITUTE OF TECHNOLOGY

	C	B	H	A	AI	W	TOTAL
ALL	30	1	3	53	0	2	87
Q:	30	1	3	53	0	2	87
I:	1	0	0	0	0	0	1
R:	1	0	0	0	0	0	1
S:	1						

Beginning Date: January 1989 • Selected: August 7, 1990  
Number on Search Committee: 6

SENIOR VICE PRESIDENT FOR FINANCE AND OPERATIONS

	C	B	H	A	AI	W	TOTAL
ALL	177	3	3	5	1	12	189
Q:	14	0	0	0	0	0	14
I:	3	0	0	0	0	0	3
R:	2	0	0	0	0	0	2
S:	1						

Beginning Date: December 21, 1990 • Selected: May 4, 1990  
Number on Search Committee: 4

VICE PROVOST, ARTS, SCIENCE, AND ENGINEERING

	C	B	H	A	AI	W	TOTAL
ALL	48	1	1	1	0	13	51
Q:	45	1	1	1	0	13	48
I:	6	1	0	1	0	3	8
R:	3	1*	0	0	0	3	4
S:	1					1	

\*Candidate Withdrew

Beginning Date: June 26, 1989 • Selected: January 25, 1990  
Number on Search Committee: 15

PROFESSOR, LAW SCHOOL

	C	B	H	A	AI	W	TOTAL
ALL	0	1	0	0	0	0	1
Q:	0	1	0	0	0	0	1
I:	0	1	0	0	0	0	1
R:	0	1	0	0	0	0	1
S:		1					

Beginning Date: September 13, 1989 • Selected: December 14, 1989  
Number on Search Committee: 7

*Was rescuing 357 otters  
from Alaska's oily waters—  
at a cost exceeding \$10 million—  
the right thing to do?*

# EXXON FOLLIES



*By Jon Luoma*

*Photographed by Cary Anderson*

**O**N A SPRING DAY IN 1989, the view from the bridge of the fishing boat *Foxy Lady* was coastal Alaska at its most beautiful— ridge after ridge of snowy mountains blazed white against an azure sky, waterfalls sprayed in wide veils and white ribbons down the mountain slopes to the sea.

Below, the scene was another matter altogether: A seemingly endless brown, gloppy slick of weathered oil lay on the seas, punctuated here and there with a fuzzy little hump of matter that on closer inspection proved to be the carcass of a sea bird or an otter. Three weeks earlier and 200 miles away from here, the oil tanker *Exxon Valdez* had run aground on Bligh Reef in Prince William Sound, spilling 11 million gallons of toxic North Slope crude oil out of its fractured hull

and into some of the most fragile and pristine ecosystems on earth.

On the *Foxy Lady*, an animal rescue crew dierseled along the coast of the remote Kenai Fjords National Park, picking up, sometimes two and three to a net, one dead seabird after another coated with a muddy brown emulsion of water and oil. Now and then, a crew member would pull in a perished sea otter, shoving it, like the birds, into a blaze-orange garbage bag. By the end of the summer of 1989, the U.S. Fish and Wildlife Service

the hundreds of those told about the *Exxon Valdez* spill, and thus the inevitable focus of intense media and public attention.

Alaska's sea otters, in particular, went overnight from virtual obscurity to media stardom. Their images flashed across America's television screens: furry mammals, oily and miserable, but nonetheless bright-eyed, bewhiskered, and endearing. At a handful of facilities, but particularly in the villages of Seward and Valdez, teams of veterinarians and volunteers struggled mightily to



would tally more than 70,000 dead birds and mammals, estimating that they represented only 5 to 10 percent of the creatures killed by the oil.

Far less often, crew members from the small rescue fleet, working near shore out of inflatable skiffs, would come upon a still-living but heavily oiled and weakened bird or otter, which was then ferried on a faster shuttle boat back to a washing and rehabilitation center on the mainland. Although the number rescued was relatively small—a few thousand birds and only a few hundred otters—this attempt to clean, detoxify, and rehabilitate them was surely the most poignant story of all

save the animals, washing their thick fur with detergents and flushing their stomachs with activated charcoal to help remove oil-borne poisons.

Some of the creatures, poisoned by oil they had inhaled or had ingested as they attempted to groom their fur, couldn't be saved. (The crude oil was especially toxic in the early days of the spill. As days passed, the most toxic components began to evaporate.) Still others may have died from a combination of causes, perhaps including the stress of being pursued, netted, and handled. Still, by the end of summer, the otter rescue centers were able to release nearly 200 animals.

Experts are now engaged in a lively debate about whether a less ardent effort to capture and clean oily animals might make more sense in the future.

**A** LITTLE OVER A YEAR AFTER the spill, I stood in the chilly 10 p.m. twilight in the small enclosed cabin of a fast Boston whaler with Chuck Monnett at a place called Sheep Bay in Prince William Sound, not far out of the fishing village of Cardova. The boat rocked ever so gently on waters that were uncharacteristically glasslike. Around us were maybe a hundred sea otters, diving, rolling, floating on their backs, as they often do, or rising, head and torso straight out of the water, inquisitive, to study us.

Monnett, a biologist who completed a Ph.D. degree in 1988 in the Department of Ecology, Evolution, and Behavior at the University of Minnesota, is a burly, bearded field researcher who, along with a handful of other University graduate students and faculty scientists, for nearly a decade has studied the wide-ranging meanderings of sea otters in the Sound. "This place is a good test of your body's ability to thermoregulate," says Monnett with a wry smile. Even the short summer can be cold, and the work is downright frigid on the open decks of boats patrolling the ice-rimmed winter seas.

Professor Donald Siniff of the University of Minnesota Department of Ecology, Evolution, and Behavior pioneered the sea otter research in the mid-1970s. Siniff spearheaded development of a small, stainless-steel-enclosed radio transmitter that is surgically implanted in the abdomens of a few otters, whose movements are then followed by radio-tracking equipment on boats and airplanes.

The initial studies were funded

with grants from the Department of Energy intended to gather information about animals in the Sound for use if a spill ever occurred. That it did occur, Siniff says, surprised few close observers: "We always talked in terms of *when* a spill was going to happen, not *if* it was going to happen."

When the big spill finally did happen in March 1989, it precipitated a debate about how to respond. U.S. Fish and Wildlife Service officials, who had ultimate responsibility for the otters, debated internally about whether a full-scale otter rescue made sense. From a purely biological point of view, many experts believed early on that a rescue was unnecessary, since the Alaskan sub-species as a whole, numbering some 150,000 otters, was clearly not endangered.

Yet, within two weeks, a rescue was in full swing.

Keith Bayha, the federal Fish and Wildlife Service official in Alaska who supervised the rescue effort, says that the agency approved a rescue not because of a threat to the species, but because of public demands for a response on humane grounds. "We weren't doing it to save the [sea otter] population. We were doing it to save the animals that were caught in the slick—animals that were suffering, animals the American public was demanding that something be done to help," he says.

Now, however, Monnett, Siniff, and other experts are questioning whether a significant number of otters were actually helped by the rescue. Indeed, the numbers suggest that, at best, only a small proportion of the animals captured were saved, and there may be reason to believe that the net benefit to otters in the Sound approached zero.

A total of 357 otters found their way to rescue centers in the villages of Seward and Valdez. Those that survived handling, washing, detoxification, and the effects of both oil

and the stress of capture were observed for several days in holding pens, then were placed in pre-release pens at protected salt-water sites before being shipped out into the Sound or the Gulf of Alaska for release.

Fish and Wildlife Service reports show that only 197 otters, or about 55 percent, survived that long process (37 were sent to zoos or aquaria because they were deemed too severely injured to survive in the wild, but 12 of them also perished).

Monnett's studies suggest that the results may have been even worse in the longer run. Some 45 of the released animals were implanted with the tiny radio transmitters. Of those, 21, or nearly half, were dead, or missing and presumed dead, within the first eight months. Applying that ratio to the entire group of 197 released otters would suggest that only slightly more than half of the rehabilitated animals, or about one-fourth of the captured otters, survived.

The troubling news doesn't stop there. Monnett twice observed rescue crews unwittingly chasing otters from clean areas into oily areas while pursuing other animals. Worse, California state marine biologist and otter specialist Jack Ames, who worked as a consultant to the Fish and Wildlife Service during the rescue, contends that the rescue effort went on many weeks longer than necessary. Otters lightly oiled or not oiled at all, which might have done far better left

alone in the wild, were captured and "rescued," he says. The stress of capture, he suggests, may have



resulted in more otters harmed than saved. "In my opinion," Ames told a symposium in spring 1990, "it is likely that some, and perhaps many, sea otters died only because they were captured."

Defenders of the rescue maintain that the critics are being overly harsh. While the rescue was still under way in the weeks after the spill, veterinarian Randall Davis, who supervised much of the rehabilitation work in Valdez, was quick to admit that the massive, and massively expensive—costs of the otter clean-up alone were estimated in excess of \$10 million—effort would save relatively few otters. But aside from the humane reasons for the

response, the effort was a learning experience, Davis suggested, that would be of enormous value should an oil spill ever threaten more-endangered populations, including the far rarer sea otters off the California, Washington, and British Columbia coasts.

The Fish and Wildlife Service's Bayha agrees. "This had never been done before, so there were a whole lot of questions we didn't have answers for. We weren't going to get answers unless we went ahead and did it."

Critics don't argue with that point of view. "Everyone," says Monnett, "was trying to do the right thing, and it's hard to fault anyone for that. But now that we've had this learning experience, the question is, if a spill happens in Alaska again, how are we going to respond?"

"My point of view is that the accident was preventable and that the whole disaster was simply stupid," says Siniff. "But if there are going to be oil spills, we need to discuss this whole question of animal rescue. If people feel it's a necessity as a humane act, it's probably unacceptable *not* to rescue animals.

"But if that's the case, we shouldn't forget that it's not being done to save the otter as a species. It's being done because it makes people feel better. And it's a very, very expensive proposition."

Siniff agrees with proposals put forward by some conservationists, including, forcefully, by Alaskan David Cline, the Alaska-Hawaii regional vice president for the National Audubon Society, that rescue and some clean-up funds could be better spent on securing critical animal habitats now threatened by logging, off-shore oil drilling, and other activities.

"Maybe people should think about whether the millions of dollars spent on a not-very-effective rescue wouldn't be better spent buying and securing threatened habitat for otters and other animals," says Siniff.

*After the oily scare,  
bald eagle births have  
returned to normal*

# B O R N A G A I N

**V**ETERINARIAN PATRICK REDIG, director of the University of Minnesota Raptor Research and Rehabilitation Program, became involved in the *Exxon Valdez* oil spill when he visited Anchorage in May 1989, shortly after the spill.

Redig was invited to give a series of seminars on caring for injured eagles, a central mission of the raptor center. While he was in Alaska, Redig was offered a seat on a U.S. Fish and Wildlife Service observation flight to Prince William Sound. Twelve of the twenty eagles he saw there had obviously oiled feathers. "The situation," he says, "was exceedingly grim."

Rescue crews had already captured a few oily eagles from the Sound's normally thriving population, and Redig

soon found himself back in Alaska to help both federal wildlife specialists and Exxon teams capture the powerful predators. In subsequent weeks, the groups briefly captured and examined a sample of the region's eagles, drawing blood they sent to Redig for analysis.

Redig was concerned not only about the eagles, but also about their eggs. A tiny drop—a microliter—of fresh crude oil transferred from a mother's feathers, he says, can penetrate an eggshell and kill an embryo.

Concerns about oiled eggs, in particular, led to widespread worries about the future of the Sound's eagle population. And indeed, Fish and Wildlife Service 1989 surveys showed a startling rate of reproductive failure: More than 80 percent of eagle nests failed to produce surviving young.

The eagles have rebounded strongly this year, however, with more than 50 percent of nests producing fledglings, according to Tim Bowman, a Fish and Wildlife Service researcher in Cordova. (Since eagles normally do not occupy every nest in their range each year, and since some failures are normal, 50 percent is widely considered to be a reasonable rate of nest success.)

"My overall impression," says Redig, who flew to the Sound on a nest survey with Bowman in early August 1990, "is that there was a marked difference from last year to this. I was pleasantly surprised to find that eagle nesting is highly successful this year." In fact, says Redig, reproductive success this year appears to be at completely normal levels.

Redig agrees with Bowman's speculation that some of last year's failure may have been a result of the clean-up and survey commotion during the critical periods of egg development. "We know that eagles are disturbance-sensitive during the egg stage," says Redig. "It's certainly conceivable that the eagles reacted adversely to the traffic in an area



that normally has very little activity.

"The consensus right now is that they did have some oil-contaminated eggs. But it's pretty hard to separate nesting failure due to oil from nesting failure due to disturbance during the clean-up," he says.

Blood studies, in which Redig was looking for evidence of uric acid and enzymes that would indicate kidney or liver damage, have shown virtually no evidence of harm from oil toxicants.

Still, he says, optimism must be tempered: Long-term effects of the

oiling on the eagles are not yet known. "We're now looking at whether these adults only appear to be fine—whether effects might appear later either in the adults or in their offspring.

"What we've found supports a preliminary good news message about the resilience of nature—about its ability to rebound from even a gross abuse," says Redig. "But it doesn't mean that people can keep dumping millions of gallons of crude oil into the ocean and everything's going to be fine." ◀

# And Justices for All

DOES DAVID SOUTER'S  
ASCENSION TO THE SUPREME  
COURT HAVE YOU  
WONDERING HOW TWO  
MINNESOTANS  
GOT APPOINTED? SOME  
COURT FOLLOWERS AND  
CONSTITUTIONAL SCHOLARS  
OFFER THEIR INSIGHTS

By *Teresa Scalzo*



Little-known New Hampshire native son David Souter is the nation's newest justice.

“JUDGE DAVID WHO?” was the most common reaction when President George Bush nominated David Souter this summer to fill Justice William Brennan’s seat on the U.S. Supreme Court. Even Justice Thurgood Marshall admitted asking his wife, “Do I know this guy?”

But many Minnesota court watchers and constitutional law scholars consider Bush’s choice politically astute. It is the former New Hampshire Supreme Court judge’s anonymity, coupled with an adequate, if not overly distinguished, record that virtually cinched his approval by the Senate Judiciary Committee.

Clearly Bush learned a valuable lesson from his predecessor’s mistakes during Judge Robert Bork’s confirmation hearings and was determined not to get embroiled in a similar battle. Brennan’s departure meant that a conservative majority was within reach for the first time in twenty years. Bush could not afford to alienate the Senate Judiciary Committee with too conservative a candidate nor the conservative right in his own party with one too moderate.

Souter’s ascension as the 105th Supreme Court justice in October proved Bush’s strategy a good one, and may signal a new trend in the constantly evolving judicial appointment process.

“I doubt President Bush spent fifteen minutes with Judge Souter [before announcing his nomination],” says Twin Cities attorney Pat Schiltz, who clerked for Justice Antonin Scalia during his appointment process in 1986 and subsequent first year on the Court.

“It now is considered a qualification,” says Schiltz, “that you be as little distinguished as you can.”

## THE HEARING SHEARING

Unlike Bork, whose acerbity and extensive paper trail led him right out the door, and unlike Judge Douglas Ginsburg, whose youthful indiscretion with a marijuana cigarette nullified his chances, Souter came with a seemingly skeleton-free closet. Indeed, Souter’s detractors feared that the judge’s bachelor life might hamper his sensitivity toward women and minorities.

But Souter, who spent two months preparing for his hearings with the intensity of a Ph.D. candidate studying for oral exams, sailed through the hearings relatively smoothly. Though liberals still have qualms over Souter’s appreciation of civil rights issues, and conservatives remain unconvinced that Souter is opposed to legalized abortion, his appointment was confirmed on a 90-9 vote.

Souter’s confirmation hearings are now just another chapter, albeit a short one, in the often tumultuous history of Supreme Court appointments. Court watchers say the biggest change in the appointment process is the intensity with which modern-day nominees are grilled. Today, a nominee must weather an FBI check, an American Bar Association check, and the Senate Judiciary Committee hearing.

The hearing has taken on great significance only in the last 50 years. Not until the committee questioned Justice

Felix Frankfurter (a Franklin Roosevelt appointee) in the late 1930s did potential justices even attend their confirmation hearings. Another Roosevelt appointee, Justice William Douglas, sat patiently outside the committee hearing room, eventually sending in a messenger to ask if the senators had any questions. They didn't.

Today's hearings also provide a forum for special-interest groups, adding a political dimension to the process. Recent hearings, most notably Bork's, have made the public increasingly cognizant that Supreme Court justices affect political outcome. "The myth that justices are completely objective, detached people who just apply the law as it comes down from on high is ridiculous," says Paul Murphy, University of Minnesota Regents' Professor of History.

The process turned especially bombastic at Bork's hearings, with special-interest groups applying enormous pressure. If Bork's written record was his undoing, Justice Anthony Kennedy won his appointment simply because "he had not written so much as a paragraph for *Reader's Digest*," says William F. Buckley. Ironically, many liberals now believe they would have been better off with Bork, though only time will reveal Kennedy's constitutional ideology.

According to Schiltz, the Bork nomination "caught Ronald Reagan napping. No one anticipated how quickly the opposition would arise, and how nasty it would be."

Fifty years earlier, however, potential controversy didn't sway Roosevelt's appointments. The three Roosevelt appointees—Frankfurter, Douglas, and Hugo Black—already were famous and controversial when they were selected, says Twin Cities attorney John French, '55, who clerked for Frankfurter in 1960-61. "You didn't need to question those men to determine how they might turn out on the Court. Frankfurter had written several books, and Black, a former senator, had given many speeches on the Senate floor."

When Roosevelt decided he wanted a Southerner on the Court, he chose Black, thereby avoiding conflict with the senators, who, as Roosevelt knew, wouldn't reject one of their own.

#### THE MINNESOTA TWINS

Richard Nixon, however, was not successful at avoiding controversy in 1969, leading to what historians now call "The Fortas-Haynsworth-Carswell Episode," and to the appointments of the two modern-day justices from Minnesota, Chief Justice Warren Burger, who attended the University of Minnesota from 1925 to 1927, and Justice Harry Blackmun.

Burger was appointed chief justice after the Senate refused to elevate Justice Abe Fortas, who later resigned from the Supreme Court under intense public and private attacks concerning his relationship with convicted financier Louis E. Wolfson. Sixty-one and a judge on the U.S. Court of Appeals for the District of Columbia at the



The retirement of William Brennan, a Democrat, Catholic, and liberal from New Jersey (above, front row, second from left), made way for Justice Souter.



President Dwight Eisenhower nominated Brennan (left) to the Court on the strength of a conservative speech Brennan delivered for a colleague who was sick. Eisenhower thought he wrote it.



Five months after Judge Robert Bork (left) flunked his confirmation hearings with flying colors, Anthony Kennedy was appointed to the court.





**John French, '55, who clerked for Justice Felix Frankfurter (above) recalls this appointment story: President Harry Truman asked Tom Clark (right) to recommend candidates for justice, and Clark recommended himself.**



time of his appointment, Burger had solid Republican credentials and was the kind of law-and-order, "hang the crooks by their thumbs" judge that Nixon had promised the country. Also attractive to Nixon was Burger's Horatio Alger background, which paralleled his own.

"Burger is the rags-to-riches kid," says historian Murphy. "He grew up on the wrong side of the tracks in St. Paul, had a paper route, went to night school to get a law degree, and worked his way up hand over fist."

One scholar points out that Burger also "looks like a Supreme Court justice. He is a big man, with a nice head of shaggy, gray hair. He's very affable, gracious, and he comes on like a master of ceremonies, the kind of person who would be great at a Toastmasters club."

One year after Burger's appointment, Nixon was scrambling to nominate a conservative Southerner to fill the vacancy left by Fortas's resignation, hence the error of nominating Clement Haynsworth and Harrold Carswell, both of whom were rejected for their questionable racial views.

Carswell belonged to an all-white country club, and Haynsworth's record included suspicious rulings concerning race, finances, and conflicts of interest.

Nixon deduced unfairly that the Senate would never confirm a Southern judge and turned to Burger, who suggested Harry Blackmun, then a judge on the U.S. Court of Appeals for the Eighth Circuit in Minnesota.

Blackmun and Burger were boyhood friends in St. Paul. They attended kindergarten and grade school together, and Blackmun was best man at Burger's wedding in 1933. He also shared Burger's judicial philosophy. In their early days together on the Supreme Court, they voted together so predictably that the press soon dubbed them the "Minnesota Twins."

Then in 1973, with his bombshell decision in the *Roe v. Wade* abortion case, Blackmun began shifting to the Court's liberal wing. Blackmun once served as legal counsel for the Mayo Clinic in Rochester, Minnesota, and it was his familiarity with forensic medicine that got him assigned to the case.

By the late 1970s, Blackmun had aligned himself with Brennan and Marshall, and with Justices John Paul Stevens and Byron White as frequent cohorts, the Warren Court's liberal majority remained intact.

Blackmun, who had tired quickly of the "Minnesota Twins" appellation, said he never enjoyed being characterized as one of Nixon's judicial conservatives. "I never met Mr. Nixon until I was called into the Oval Office," he said. "I am not obligated to him in any way. He didn't know me from Adam's off ox."

Both Burger and Blackmun were appointed to the Court without "so much as an eyebrow-lifting," says Murphy. Blackmun was confirmed unanimously, and Burger received 74 of 77 votes. (Interestingly, one of the three naysayers was Minnesota Sen. Eugene McCarthy, whose 1952 House reelection campaign Burger had opposed while he was Minnesota State Republican chair.)

#### FRIENDS FOREVER?

**E**yebrows needn't lift either at the role friendship played in Blackmun's appointment. When Ronald Reagan was looking for a woman nominee, Sandra Day O'Connor's friendship with her law school chum Chief Justice William Rehnquist is likely to have brought her name to the fore. And Souter's relationship with White House Chief of Staff John Sununu and Sen. Warren Rudman shows that friendships still count in Washington.

French recalls Justice Tom Clark's story that when President Harry Truman had a vacancy on the Court, he would ask then U.S. Attorney General Clark to provide him with three or four names from which to choose. "I did that in each instance except the last time," said Clark. "Then I sent him only one name—my own."

But friendships can be fickle between presidents and their Supreme Court justices. "Whenever you put a man on the Supreme Court, he ceases to be your friend. I'm sure of that," lamented Truman. Like many presidents before and since, Truman regretted one of his decisions. He considered

appointing Clark his biggest mistake. Never one to mince words, Truman summed up his feelings this way: "That damn fool from Texas . . . I don't know what got into me. He was no damn good as attorney general, and on the Supreme Court . . . it doesn't seem possible, but he's been even worse. He hasn't made one right decision . . . It's just that he's such a dumb son of a bitch."

Similarly, Brennan disappointed Dwight Eisenhower, who perhaps should have done more research prior to his appointment. Brennan shared the following story several years ago with James Volling, then Burger's clerk and now a Twin Cities attorney.

While Brennan was sitting on the New Jersey Supreme Court, its conservative chief justice was scheduled to speak at a national convention of law enforcement officials. The chief justice became ill and asked Brennan to fill in. Because Brennan had no time to prepare anything else, he simply read the chief justice's speech, a conservative view of law and order aimed at the police chiefs in the audience. The convention was covered by the national press, thereby bringing Brennan to Eisenhower's attention. The president nominated Brennan to fill the Court's next vacancy.

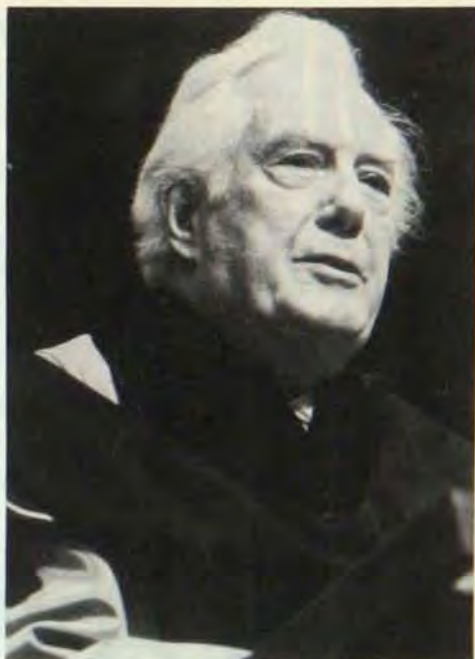
"Justice Brennan tells that story with some relish," says Volling. Years later, Eisenhower said he made only two mistakes as president, "and they're both sitting on the Supreme Court": Brennan and Chief Justice Earl Warren.

While presidents may hope for lifetime loyalty from their justices, history has shown that the High Nine are independent thinkers, unafraid to change midway through their careers. "That's the way it should be," says Volling. "After a decade of working through the issues and developing their constitutional philosophy, justices are not going to have the same philosophy that they had on the first day."

#### RIGHTWARD, HO

Depending on who you ask, the Souter appointment signals either the end of an era or a new day dawning. But before sounding the death knell for such liberal sacred cows as free speech, affirmative action, separation of church and state, and legalized abortion, Americans should remember that historically change has been slow on the Supreme Court. Nonetheless, Murphy predicts a definite shift rightward. "No question," he says, "but we [liberals] could have done worse. Souter's not going to be a flaming liberal, but he seems to be a man of measured judgment."

Similarly, Volling expects only gradual changes to the Court. "You would have chaos in our constitutional form of government if every time the Court changed its political orientation you had a wholesale dismantling of prior precedent," says Volling. "The Constitution would become a political football as opposed to a living continuum." ◀



Chief Justice Warren Burger (top) and Justice Harry Blackmun (left) were often called the Minnesota Twins. Burger recommended Blackmun, a boyhood friend, after two controversial Southerners were rejected. The "twins" parted philosophical company after Blackmun's stand on *Roe v. Wade*.

# NAMES YOU KNOW

**Eureka!**



*Slumberjack*



**SALOMON**  
FOR THE COMPETITOR IN US ALL

**MADDEN**

We·no·nah Canoe



# FROM A NAME YOU SHOULD KNOW



Your Alumni Association membership includes free membership at the University of Minnesota Outdoor Store. The Outdoor Store is a buying association which can save you 20-30% on quality outdoor equipment and clothing. We carry a full line of tents, backpacks, sleeping bags, outdoor clothing, X-C equipment and much more. So come in and check us out.

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EACH YEAR the Minnesota Alumni Association (MAA) honors alumni and alumni groups for their efforts on behalf of the University and the association. The nine-member Awards and Recognition Committee, made up of volunteers and staff members, solicits nominations and selects the best of the best. § THE MAA'S highest honor, National Volunteer of the Year, goes this year to two nominees—Donna Marie Anderson and Denny Dvergsten. § “THE MAA also wants to recognize all of the 1990 Volunteer of the Year finalists,” says Cheryl Jones, staff liaison for the committee. “It is an honor to be nominated for this award, and we congratulate and thank all of the nominees for their numerous contributions to the University and the MAA.” § OTHER NOMINEES were Kathleen H. Ames, Pharmacy Alumni Society; Michael Gaffron, Band Alumni Society; Barbara M. O’Leary, Veterinary Medicine Alumni Society; Warren N. Sifferath, Agriculture Alumni Society; and Paul A. Taylor, College of Liberal Arts/University College Alumni Society. § IN ADDITION, a volunteer who is not an alumnus is honored for outstanding service to the MAA and the University: This year’s Outstanding Friend Award goes to Carolyn Anderson and the University of Minnesota Retirees Association. § ALUMNI CHAPTERS AND SOCIETIES are recognized specifically for creativity, innovation, and outstanding programming. The Biological Sciences Alumni Society and the College of Human Ecology Alumni Society share Outstanding Alumni Society honors, the Detroit Area Women’s Club was named Outstanding Alumni Chapter, and the Program Extraordinaire Award goes to the Dentistry Alumni Society, the Veterinary Medicine Alumni Society, and the Wadena Alumni Chapter. § AWARD WINNERS were honored during the MAA Leadership Conference November 9. Volunteers of the Year and the Outstanding Friend received pottery donated by Warren D. MacKenzie, Regents’ Professor Emeritus of Studio Arts. Alumni society and chapter winners will have complimentary tables at the 1991 MAA annual meeting next spring.

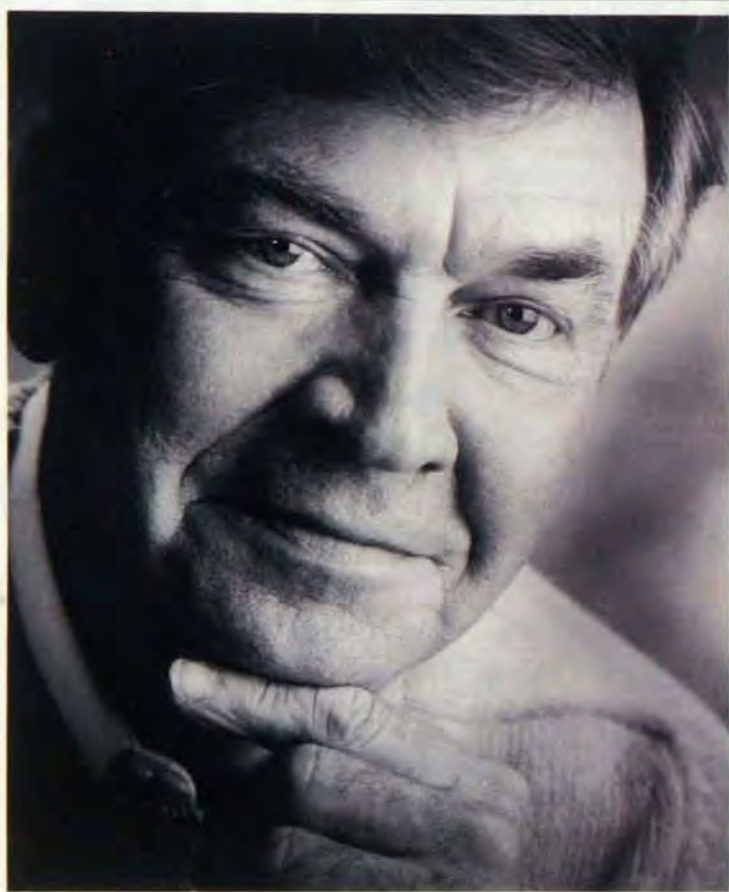
# Salute to The Best

By

VICKI STAVIG



# Mastering *the* Science of Leadership



*1989-90 Co-Volunteer of the Year  
Denny Dvergsten*

**A**S CO-VOLUNTEER OF THE Year, Denny Dvergsten is modest about his contributions.

"On the one hand, the award is extremely gratifying," he says. "On the other hand, it's like being the top brick on a pyramid. Maybe you're the most visible at the moment, but without all those other people who have made extremely significant contributions, nothing you were involved in would have been successful."

Dvergsten earned a master's degree in curriculum and instruction

from the University of Minnesota in 1956 and a doctorate in science education, with a minor in ecology, in 1971. He became actively involved in the Biological Sciences Alumni Society shortly before he retired from a 30-year public school teaching career when he helped plan the College of Biological Sciences 20th anniversary celebration.

Since then, he has been involved in almost every aspect of the society, a situation he attributes to its having been formed just ten years ago: "In a young society, everyone has to get

their fingers in everything," he says. "There are fewer people to call on, so everyone has to be active in more than one thing."

Dvergsten is currently director of the Outreach Program for the College of Biological Sciences and a member of the college's board of directors. During the year he served as president of the Biological Sciences Alumni Society (1988-89), a society-sponsored Homecoming Week auction raised more than \$4,000 for the Undergraduate Merit Scholarship Fund. Under Dvergsten's leadership, the society also lobbied hard—and successfully—for a bonding bill to construct a new addition for the Department of Ecology, Evolution, and Behavior on the St. Paul campus. Members talked with legislators at an informational session and reception, and their efforts helped win approval of \$17 million in bonding for the University.

Fund-raising is a continuing concern for Dvergsten and the society. "Our grads are still in the child-rearing stage, so they don't have a lot of extra dollars," says Dvergsten, who chaired this year's society fund-raising committee, which produced notecards to be sold to benefit student scholarships. "I think as time goes on, fund-raising will get to be easier as those grads have more discretionary dollars."

Dvergsten helped plan this year's annual meeting, taking charge of the exhibition featuring the colleges of biological sciences, agriculture, and natural resources, and helped the society update its mailing list and increase membership. "Many biological sciences graduates go on to professional schools," he says. "When they graduate from, say, Medical School, they refer back to that college rather than to the College of Biological Sciences. We needed to get a handle on what our potential was. We are in the process now of touching base with our alumni."

Scientific literacy is another of his interests. "As a science educator," he says, "I am concerned that, at a time when people need to know what sci-

ence does and how it works they are not as literate as they need to be. Most of the serious problems we face have a biological component to them, so it seems to me that we need to get involved in getting that message out to high school students and future scientists."

Dvergsten also wants to get the message out that the University of Minnesota is one of the leading universities in the country and that the College of Biological Sciences is conducting state-of-the-art research. Alumni are key to that effort, he says. "It's very effective if we can point to people who say, 'Yes, we were well educated, we feel a connection with the school, and we recommend the University of Minnesota.'"

Dvergsten also pursues the challenge of scientific literacy through his involvement in several environmental groups. He is a member of the group that organized the Minnesota Science Teachers Association and served as that group's first president in 1964 and continues to be an active member. Over the years, Dvergsten has received numerous awards and honors, including Teacher of Excellence, Honor Roll Teacher, 1975 Minnesota Teacher of the Year, 1976 nominee for National Teacher of the Year, and the WCCO Good Neighbor Award.

To fellow University alumni, Dvergsten says, "Find out more about the society that represents your particular college and see what they are currently doing. See if there's an area you would be interested in. The first step is the biggest step."

One of the most important ways alumni can serve the University, says Dvergsten, is in changing negative perceptions of the University. "Within the last two or three years, the MAA has become more active in issues that are important to the public, like the procedures for selecting regents or the athletic director search—things the public reads about. If your own graduates cannot speak to what the college is and what it has meant to them, then I'm not sure where you're going to get the means by which to do that."

## Catalyst for Change



*1989-90 Co-Volunteer of the Year  
Donna Marie Anderson*

**D**ONNA MARIE ANDERSON, MAA Co-Volunteer of the Year, calls herself a catalyst, someone who thrives on breaking new ground by helping other people learn and grow. A prime example is her work as head of the Public Health Alumni Society's Curriculum Committee.

The committee evaluated curricular strengths and weaknesses through a questionnaire sent to 1,200 randomly selected alumni.

"We wanted to get feedback from alumni regarding curriculum when they were students and to get some baseline data on what they thought were strengths and weaknesses," says

Anderson. "The intent was to present that information to the faculty and the dean to be used in looking at possible changes in the curriculum."

The two-year project was the first phase of the Public Health Alumni Society's effort to gather data on graduates' educational preparation, skills, and need for continuing education. "I don't do things halfway," says Anderson. "I like quality."

Quality is just what Anderson and the committee achieved: The survey was so impressive that other public health alumni societies throughout the country are now using it.

Anderson's volunteer activities date back to her years as a student at

the University of Minnesota. While working toward a degree in home economics, which she earned in 1962, Anderson was a volunteer with the Upper Midwest Center for American Indians and the American Brother/Sister Program, which paired her with a student from Pakistan. "I have always had an interest in working with other people and helping others," she says. "I was interested in other cultures, so I was drawn to those activities."

Immediately after graduation, Anderson joined the Peace Corps and was sent to India, where she worked in child development and nutrition. When she returned to the United States, Anderson helped to train other Peace Corps workers. That experience, she says, inspired her to return to the University of Minnesota, where she earned a master's degree in public health in 1971. She is currently director of the Dakota County Public Health Department.

When the Public Health Alumni Society was formed in 1983 and Anderson was elected its first president, she helped determine its future, a challenge she not only accepted but enjoyed. "I like taking on organizational things, laying foundations," she says. "I enjoy the challenge."

Anderson has also served as president of the Minnesota Public Health Association, has chaired several of its committees, and now chairs its Warren Lawson Reflective Leadership Project—a study of public health issues and strategies funded by donations in memory of the late Warren Lawson, a former Minnesota commissioner of public health. The study, says Anderson, is likely to keep her busy for the next two or three years.

Anderson is also a member of the Citizens League, the Minnesota Historical Society, the Minnesota Science Museum, and several profes-

sional organizations, including the American Management Association, the National Association of County Health Officials, and the Minnesota Environmental Health Association. She is the author of several published articles on public health. In 1979 Anderson received the State Community Health Services Leadership Award, and in 1981 she received the Minnesota Public Health Association's Albert Justus Chesley Award.

Working full time, raising a family, and devoting as much time as she does to volunteer efforts doesn't leave Anderson much leisure time, but she says it's all worthwhile. "I operate from the premise that by helping others I also help myself," she says. "I meet a lot of wonderful, interesting people. It's helped me broaden my perspective and made me a better, more well-rounded person."

Anderson's volunteer activities at the University are especially meaningful to her. "I felt I could give something back as a result of my education," she says. "The more I've been active in the field, the more important I see the whole area of curriculum and education. It's very important to the larger community to have a good school of public health."

Anderson strongly urges other alumni to get involved. "Everyone has something to give," she says. "You're going to give, but you will also get a lot back in terms of learning, growing, and changing. And it's exciting to be involved and to work with so many other committed people."

While she is honored at being named a Volunteer of the Year, Anderson admits that she is also somewhat humbled. "I don't know if I quite deserve it," she says. "There are so many other people who do so many good things. The people who have worked with me also deserve the award. I am just the catalyst." ◀

*"You will  
get a lot back  
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growing, and changing.  
And it's exciting to . . .  
work with so many other  
committed people."*

## 1989-1990 Award Winners

### Outstanding Friend

**L**ED BY CAROLYN ANDERSON, THE University of Minnesota Retirees Association volunteered hundreds of hours for the Minnesota Alumni Association (MAA) during the past year. Anderson, who worked at the University for more than 46 years, now spends 20 to 30 hours a week running the retirees' association's campus office. She meets regularly with MAA officials to determine needs, then recruits volunteers to meet them.

With past job experiences ranging from directing University food service operations to working as a secretary at a University Hospital and Clinic professional, the 200 volunteers have lent their expertise to the Variety Club, the Department of Pediatrics, the School of Music, the Minnesota Extension Service, Elderhostels, and the graduate students' unionization election, to name only a few organizations and programs. They act as mentors and tutors for General College and Extension students and help with programming at the St. Paul Student Center.

Anderson has managed numerous projects over the years, including those at the Variety Club Heart Hospital, the Olympic Festival, and the graduate student unionization election. Although she is pleased at being singled out, Anderson says, "We have so many very dedicated workers that I don't want to take credit for all that they accomplish."

Retirees have helped with MAA holiday cards, emeriti reunions, student recruitment films, volunteer recognition week gifts, the Homecoming staff-faculty lunch, and the 1990 MAA annual meeting.

### Outstanding Alumni Chapter Detroit Area Women's Club

**P**PROMOTING THE WELFARE OF THE University through gifts to the Greater University Fund and encour-

aging fellowship and a bond among University women has been the dual mission of this club since its inception in 1924. Social functions include a biannual football game outing at the University of Michigan, an annual dinner, theater evenings, potluck picnics, and summer golf outings.

Funds from two fund-raising activities are earmarked for the MAA Scholarship Fund. Members sell Minnesota wild rice, which has resulted in the donation of \$6,500 to the fund for each of the past three years, and have published a cookbook, *Bunch for Lunch*, which includes a section on Minnesota wild rice. Average attendance at monthly meetings is 25 of the 47 active members.

#### **Outstanding Alumni Society**

##### **Biological Sciences Alumni Society**

THE BIOLOGICAL SCIENCES ALUMNI Society (BSAS) emphasizes increasing scholarship funding for students. This year the society awarded \$750 College of Biological Sciences (CBS) Undergraduate Merit Scholarships, cosponsored with the college the \$1,000 Stanley Dagley Outstanding Teaching Award, and sponsored the Itasca Director's Scholarship, which allows students to take classes at the Lake Itasca Forestry and Biological Station during the summer. As part of its fund-raising efforts, the society has produced and is selling notecards, with profits donated to the CBS/BSAS Undergraduate Merit Scholarship Fund.

The society also cosponsored numerous events, including a career fair, a legislative reception to lobby for the University's bonding bill, and a program and reception on planned giving opportunities for alumni. Its 1990 annual meeting, held in conjunction with Earth Week, focused on global warming and highlighted the CBS Department of Ecology, Evolution, and Behavior. The society also sponsors the annual Itasca Family Weekend at the Lake Itasca Forestry and Biological Station. Its most recent undertaking is assisting in the development of an overall communications plan for the college.

#### **College of Human Ecology Alumni Society**

THE COLLEGE OF HUMAN ECOLOGY Alumni Society, formerly the College of Home Economics Alumni Society, has an active legislative network and advocacy program, recruits and recognizes students, communicates regularly with alumni, works with other groups on a variety of events, and increased its membership by 9 percent last year through several activities. The society has produced a career profiles brochure to be used for student recruitment, sponsored the Outstanding Student Award, and cohosted the annual College of Human Ecology open house.

Membership promotions have ranged from gifts to graduating students to formation of the College Alumni Outreach Committee. The society's Human Ecology Legislative Program, an interest group concerned with legislation affecting the college and the profession, communicates regularly with its constituency. The society's internal workings are equally impressive: Although 30 percent of its board members live outside the metropolitan area, board meetings boast 90 percent attendance.

#### **Program Extraordinaire**

##### **1989 Dentistry Alumni Day, School of Dentistry Alumni Society**

DENTISTRY ALUMNI DAY 1989 attracted 300 dentistry alumni, 30 dental hygiene alumni, and 200 third- and fourth-year students, increasing attendance over the previous year's event by 20 percent. The program was deemed so beneficial that the School of Dentistry public clinics were closed for the afternoon to allow students to attend. Healthco Corporation funded the participation of students, who attended free.

The program consisted of a continuing education lecture, an awards luncheon, society annual meeting, and small-group practical sessions. All of the alumni speakers volunteered their time for the program, and 70 new society members were added to the society's roster during the event, which was chaired

by Willard Powell, D.D.S., and Richard Ford, D.D.S. The event was not only educational, it also gave students the opportunity to visit with alumni and to see the impact alumni continue to have on the school.

#### **Spring Dinner Meeting, Wadena Alumni Chapter**

THE WADENA ALUMNI CHAPTER'S April reception, dinner, and program featuring Eugene Allen, University vice president for agriculture, forestry, and home economics, had four goals: to provide a positive alumni experience, to attract prospective students, to raise money for the alumni scholarship fund, and to introduce the community to a University vice president.

The event was a success on all counts. Ninety-two people—including about 40 prospective students—attended. In addition to subsidizing the students' dinners, the chapter provided news media with press releases about the program and speaker and contributed \$250 to the alumni scholarship fund.

#### **Student-Mentor Program, College of Veterinary Medicine Alumni Society**

THE STUDENT-MENTOR PROGRAM was initiated in 1984 to offer students hands-on experience in their future profession through one-on-one meetings with a veterinarian in a specialty field of their choice. One third of the freshman, sophomore, and junior classes participated this year. (Clinical rotations and externships don't allow time for seniors to participate.)

The Student-Mentor Program is diverse, representing all areas of veterinary medicine, and is kicked off each year with a reception at which students meet their mentors. The program provides students the opportunity to explore multiple avenues of interest, gives alumni a chance to give something back to the University, and encourages the students to give something back after graduation. The program is evaluated each year by both students and mentors and consistently receives high marks in all areas. ◀



# Alumni Support Key to Success at Legislature

BY VICKI STAVIG

**T**HE UNIVERSITY of Minnesota faces a tough battle for funding in the legislative session beginning in January, a battle in which alumni play a key role.

The Board of Regents approved a preliminary plan to seek a 2.8 percent increase of \$34 million in funding from the legislature for the 1991-93 biennium, even though the Minnesota Department of Finance has recommended that the University seek no new funding. For 1989-91, the University requested a \$200 million increase but received \$120 million.

The University is counting on its Alumni Legislative Network in the coming session. The importance of grassroots support for the University from the network's approximately 400 members can't be overestimated, says Donna Peterson, University director of state relations. "It's very important for alumni to voice their support for the University. That doesn't mean that they need to know every detail of the University's budget request. What's more important is that they convey a message of concern for, and interest in, the University to their legislators."

John French, first vice president of the Minnesota Alumni Association and network chair, agrees. "Legislators tend to respond, and rightfully so, to their constituents on many issues. They want to support programs that their constituents think are important. Personal contact from the voters is very persuasive."

The role of network members is as simple as talking to legislators regularly, establishing rapport, and serving as legislators' personal links to the University. Says French, "If you happen to be of the same political party and approve of the job your legislator is doing, you might want to volunteer for cam-



**"The most effective lobbyists for the University are alumni. . . ."**

aign work or hold a reception so your legislator can meet other alumni in the district. If you've done something beneficial for a legislator, the legislator will know you, trust you, and take you seriously."

Rep. Connie Morrison, IR, District 38A, and Sen. Bill Luther, DFL, District 47, not only agree that alumni contact is effective, they welcome it.

Morrison says that when alumni talk to her about issues affecting the University, she knows they "feel very strongly about the needs of the University. It's a story that needs to be told. Alumni are very credible—and it doesn't hurt at all if they happen to be from my district."

Adds Luther, "The most effective lobbyists for the University are alumni who know first-hand the differences the

University has made in their lives."

Given the state's fiscal outlook, the need for alumni involvement couldn't be greater, says Margaret Matalamaki, a network member living in Grand Rapids, Minnesota. Matalamaki has worked with the legislature for many years while serving in various roles in the community and with the University and alumni association. "I'm dedicated to the University and what an important institution it is," she says. "It's so terribly important that we have a good higher education system in the state. If we don't turn out good students, our state and our country will be in trouble. To do a good job, however,

we have to have money, and because we are a land-grant university much of that money comes from the state."

The legislative network has grown considerably over the past four years, and French welcomes new members. "If you believe as I do that the University is the single most important human resource this state has, I'm sure you agree with me that we have to do everything in our power to preserve it and enhance it. Since a third of the University's funding comes from the state legislature, what goes on in the legislature is vital to the ongoing welfare and success of our University."

If you would like to join the legislative network, call or write Jane Whiteside, 100 Morrill Hall, 100 Church St. SE, Minneapolis, MN 55455; 612-624-2323.

# Introducing Donna Peterson

"THE FIRST TIME I saw Donna Peterson she had just been elected to the Minnesota House of Representatives in a special session and was introducing her first bill," recalls Rep. Kathleen Vellenga of St. Paul. "She was really being hassled by a member of her own political party, but she stood up to him. I thought, Who is this woman? She isn't intimidated by anyone."

Vellenga's first impressions were confirmed during the ten years the two worked together in the legislature. "We carried many bills together," says Vellenga. "She always did her homework and knew what she was talking about. She helped build the bill from the ground up and defended the bill to the end. You can't always count on a chief author in the other house to be so reliable."

In January 1990 Peterson became the University's chief lobbyist.

Rep. Larry Pogemiller of Minneapolis echoes Vellenga's sentiments: "Donna was a tremendously talented legislator. She left a big gap to fill. I really believe that she would someday have gone on to be majority leader, or even governor. The University of Minnesota is lucky to have her."

Raised on a Minnesota dairy farm, Peterson was an active 4-H member. She graduated from Sebeka High School in 1964, and before going to college, she spent one year with the VISTA program, working with migrant workers in Oregon. College followed. After a year and a half at Moorhead State University, she transferred to the University of Minnesota and graduated in 1971. Peterson worked for Northwestern Bell for six years, then left to become administrative assistant to Hennepin County commissioner Jeff Sparks for three years. When a seat in the House of

Representatives opened up, she was encouraged to run, and she won.

"She built a reputation as one of the most knowledgeable persons in the legislature on K-12 education," says Pogemiller. "Her insights will be invaluable in her new job, because K-12 is the feeder system for the University and all of higher education in the state."

What made Peterson leave state government for what many describe as the even more political environment of the University? "I had been in the state legislature for ten years," she says. "I never viewed it as a place to stay until retirement. When this opportunity came along, the 'U' seemed to be an exciting place to work and it was an exciting time to join."

Peterson has one of the toughest jobs in the state, according to Rick Heydinger, vice president for external relations. "It's tough because people in this state feel passionately about *their* University, and they expect a lot from it. They want the University to solve turf diseases in northern Minnesota, and to improve rural health delivery, and to encourage inner city youth to attend college. And if we come up short in any of these efforts, the lobbyist, as the University's representative, takes the brunt of the criticism. But it's also a terrific job because people want to support *their* University, and they care about the 'U'."

Not only are expectations high—so are costs. In the coming legislative



**Margaret Sughrue Carlson**  
is executive director of the  
alumni association

session, the state budget will be set for the next two years. The University is asking the governor and the legislature to increase its budget 2.8 percent for the next two years. Reflecting the state's economic constraints, the University is proposing no new programs. "If there are rising costs, we will be asked to reallocate or reset priorities," says Peterson. "We do not have to educate the legislators on what the University *does*, but we

do need to get better at justifying how the dollars are *spent*."

"There is so much competition for resources, and with the advent of the personal computer almost every special interest group has a lobbying network. The Minnesota Association for Retarded Citizens has been one of the most effective organizations in telling their individual stories to individual legislators."

That's where the University of Minnesota Alumni Legislative Network can help, Peterson says. "We need to expand the network so that in every single legislative district we have alumni who are willing to be a local contact for the University. We don't expect those in the alumni network to understand the intricacies of our budget request—that's my job—but we want them to understand our overall needs and requests," says Peterson. "Their local legislators need to know that they care very much about the future of the University, as it is reflected in the current funding."

*By Margaret Sughrue Carlson*

# More Than Counting Numbers

**I**N JULY 1989 President Nils Hasselmo pledged the University's commitment to excellence through diversity. He challenged the University to improve the retention rates of African American, American Indian, and Hispanic students by 50 percent by 1994; to double the hiring of faculty of color by 1994; to increase minority enrollment to 10 percent of the total University enrollment by 1994; and to improve and strengthen the University's efforts to make diversity integral to Access to Excellence.

Many of us on the Minnesota Alumni Association (MAA) national board strongly applauded President Hasselmo's initiatives and share his belief that diversity is an essential aspect of excellence in education. In June 1990 we passed a resolution directing our University Issues Committee to study and develop recommendations on ways the MAA could play a leadership role in promoting diversity at the University. I personally am committed to this and believe the MAA not only can but should play a key role. The alumni association is our link to the University. As educated men and women who have been privileged to attend the University, we have a responsibility to shape society. An important way to do that is through our institutions, especially ones as influential as the University.

In recent months the committee has begun its homework. I traveled to the University of Michigan in Ann Arbor with Ezell Jones, co-chair of the University Issues Committee, Joe Sizer, past chair of that committee, and Jane Whiteside, MAA associate executive director. We went there because Michigan and the Michigan Alumni Association have been working very hard to promote "pluralism" by establishing programs and projects that have improved both recruitment and reten-

tion of students and faculty of color. We went to find out what has worked and why.

It was one of the more interesting and challenging series of meetings that I have attended. Our Michigan counterparts stressed the use of the word *pluralism* because it has a richer and more positive meaning than the word *diversity*—which is often associated with a numbers count. The more we thought and talked about this distinction, the more we also recognized how often issues of diversity/pluralism come down to numbers; improve the numbers, goes the axiom, and our goals will be reached. But as President Hasselmo has pointed out, "there are research universities around the country that are substantially more diverse in numbers than the University of Minnesota that have not become the kinds of academic communities that either fully respect diversity or fully develop new pools of talent."

Our discussions confirmed our conviction to do more than recruit minorities and eliminate barriers to their access. We must improve our community, our social and educational environment.

Clearly, many of us believe that discrimination is morally wrong. As educated men and women, we care about fairness and access in our society. We also care about what is going on in the United States, and if we don't ensure that all groups have economic access to a good living for themselves and their



**Sue Bennett is  
national president of the  
alumni association**

families, our society will not be vital or economically competitive in the future. We desperately need all perspectives as we attempt to go about solving the major issues that face us. To the extent that it's just a white, middle-class perspective, we lose a lot of the creativity and vision that we need.

We live in a pluralistic world and have much to learn from each other. Our differences can enrich us. They can provide a wonderful opportunity and be a source of pride.

What did we learn from our visit? We learned that Michigan does not have all the answers, and they don't necessarily have *our* answers. We learned that whether you call it cultural diversity or pluralism, we as individuals must address our own behavior, that it's more than producing programs for others to carry out. We learned that although it may be easier to issue challenges to the University and suggest ways it might change, the MAA also needs to take a good long look at itself. Is our membership diverse? Our leadership? Our staff? How do we promote pluralism and diversity?

We don't have the answers, but we have begun asking the right questions. I'll keep you informed of our progress.

Ultimately our success and the University's will not be judged by counting numbers but by the extent to which we can become a caring community that graduates students who can value, embrace, and celebrate our differences.

*By Sue Bennett*

## COLLEGE OF AGRICULTURE

'39 **Richard Bonde** of Falcon Heights, Minnesota, has received the University of Minnesota Outstanding Achievement Award. Bonde, a retired Land O'Lakes divisional manager, has served as dairy consultant for Nicaragua, Paraguay, India, and other countries.

'59 **Dean Anderson** of Excelsior, Minnesota, has received the University of Minnesota Outstanding Achievement Award. Anderson is founder of Zinpro Corporation, which produces the zinc methionine complex he patented in 1969.

## GRADUATE SCHOOL

'52 **Lester Krogh** of St. Paul has received an honorary doctor of science degree from the University of Minnesota. Krogh is vice president and senior vice president for research and development at 3M. Krogh has also received the Milwaukee School of Engineering President's Medal for leadership and distinguished service.

'54 **Richard Ramette** of Northfield, Minnesota, has been named professor emeritus at Carleton College, where he has taught chemistry for 36 years.

'57 **Robert Jaedicke** of Stanford, California, has been elected director of Gencorp. Jaedicke is endowed professor and dean of the Graduate School of Business at Stanford University.

'64 **Clifford Cremers** of Lexington, Kentucky, has been elected vice president, basic engineering, of the American Society of Mechanical Engineers. Cremers is professor of mechanical engineering at the University of Kentucky.

'71 **Stephen Frantzich** of Gambrills, Maryland, has received the 1990 Naval Academy Alumni Association Teaching Excellence Award as the most outstanding civilian instructor at the academy. Frantzich, a professor of political science, also received the Navy Meritorious Civilian Service Medal.

'73 **David Brodigan** of Northfield, Minnesota, has been named associate dean for institutional research at Carleton College, where he is assistant professor of psychology.

'74 **John Klink** of Oxford, Ohio, has been named geography department chair at Miami University, where he is an associate professor.

'75 **John Geweke** of Minneapolis has been

named a fellow of the American Statistical Association. Geweke is an economics professor at the University of Minnesota.

'76 **Edward Dirkswager, Jr.**, of Roseville, Minnesota, has been elected to National Cooperative Bank's board of directors in Washington, D.C. Dirkswager is senior vice president and chief administrative officer of Group Health.

'76 **Charles Lindberg** of Kansas City, Missouri, has been named a consultant for William M. Mercer. Lindberg was previously second vice president of compensation and benefits with Capital Holding Corporation in Louisville, Kentucky.

'78 **John Freeman** of St. Paul has published *Three-Way Street: Strategic Reciprocity in World Politics* (University of Chicago Press).

'78 **Kenneth Skinner** of Chester, Pennsylvania, has been named dean of the College of Arts and Sciences at Widener University, where he is associate professor of anthropology and sociology.

'80 **Mark Queripel** of St. Paul has joined the marketing staff of Hammel Green and Abrahamson. Queripel was previously a real estate consultant with Coldwell Banker and Prime Development Corporation.

'81 **John Bradfute** of Duncan, South Carolina, has been promoted to manager of composite development for the Cryovac Division of W.R. Grace & Company. Bradfute joined Cryovac in 1983.

'83 **Jan Shoger** of Northfield, Minnesota, has been granted tenure and promoted to associate professor at St. Olaf College.

## COLLEGE OF EDUCATION

'30 **Florence Kendall** of Severna Park, Maryland, has received an honorary doctor of science degree from Philadelphia College of Pharmacy and Science. Kendall, who is an expert in physical therapy, wrote the widely used text *Muscle Testing and Function*.

'61 **Stan Sahlstrom** of St. Cloud, Minnesota, has received an award from the American Association of Community and Junior Colleges and the Council of Two-Year Colleges of Four-Year Institutions for his work in developing the organizations. Sahlstrom was founding administrator at the University of Minnesota, Crookston, and is currently a member of the University's Board of Regents.

'66 **Frayda Meyers Cooper** of Queensland, Australia, is founder and president of the University of the Third Age Sunshine Coast, a non-

credit, mutual learning network for students older than 50.

'87 **Carla Gentry** of Louisville, Kentucky, has received the master of divinity degree from Louisville Presbyterian Theological Seminary.

## LAW SCHOOL

'44 **John Mooty** of Edina, Minnesota, has been awarded the University of Minnesota Outstanding Achievement Award. Mooty is managing partner of Gray, Plant, Mooty, Mooty & Bennett and former president and CEO of International Dairy Queen.

'49 **Harold Brunn** of St. Paul has received the American Medical Association (AMA) Citation of a Layman for Distinguished Service for his 32 years of service to the Minnesota Medical Association. The citation is the highest award the AMA bestows on a nonphysician.

'56 **Donald Wiese** of Golden Valley, Minnesota, has been elected president of the Hennepin County Bar Association. Wiese is a general practice attorney with Moss & Barnett.

'70 **Robert Abdo** of Wayzata, Minnesota, has been elected president of the Minneapolis Athletic Club. Abdo is an attorney and shareholder of Abdo and Abdo in Minneapolis.

'71 **Mark Gehan** of St. Paul has been elected president of the Ramsey County Bar Association. Gehan is a partner of Collins, Buckley, Sauntry & Haugh.

'83 **Gail Weinstein** of New York City has been named a partner of Fried, Frank, Harris, Shriver & Jacobson, where she has been a member of the corporate department since 1983.

## COLLEGE OF LIBERAL ARTS

'17 **T. G. Evensen** of Bloomington, Minnesota, has received the Diamond Owl Award from Phi Gamma Delta for his 75-year membership in the fraternity. Evensen, who was the guest speaker at University President George Vincent's going-away reception, founded T. G. Evensen and Associates in 1922.

'39 **Robert Turnbull** of Columbus, Ohio, has received an honorary doctor of humane letters degree from Denison University for his service as a member of Denison's Research Foundation. Turnbull is professor emeritus of philosophy at Ohio State University.

'56 **Forrest Brown** of Northfield, Minnesota, has retired as head librarian and professor at St. Olaf College in Northfield, where he has served

since 1961.

'58 **James Yackel** of West Lafayette, Indiana, has been named chancellor of Purdue University's regional campus. Yackel, a professor of mathematical sciences, was previously Purdue Calumet's vice president for academic affairs.

'71 **Frederick Brokken** of Minneapolis has been named vice president, investments, asset consultant group in Smith Barney's Minneapolis office. Brokken was previously a vice president with Shearson Lehman Hutton.

'72 **Ann Waterhouse** of Minneapolis has been named director of education and training for

Westminster Corporation. Waterhouse was previously president of Waterhouse and Associates.

'73 **Gregory Gordon** of McLean, Virginia, is co-author of *Down to the Wire: UPI's Fight for Survival* (McGraw-Hill). Gordon is an investigative reporter in the *Detroit News* Washington bureau.

#### COLLEGE OF PHARMACY

'77 **Osoemezine Eneanya** of St. Paul has received a Searle Community Service Award from G. D. Searle and *U.S. Pharmacist* magazine. Eneanya, a pharmacist at a St. Paul K-mart store,

donated his award money to the University of Minnesota College of Pharmacy, which will establish a scholarship in his honor.

#### INSTITUTE OF TECHNOLOGY

'33 **Harley Schneider** of New Ulm, Minnesota, has received the Surveyor of the Year Award from the Minnesota Society of Professional Surveyors. Schneider is Brown County surveyor and a consultant for Bolton and Menk.

'49 **Ev Dale** of Edina, Minnesota, has been named manager of quality assurance for the High Purity Products Group of Donaldson Company. Dale was previously manager of quality improvement and new product introduction at Northern Telecom.

'52 **Theodore Butler** of Minneapolis has been advanced to the American Institute of Architects College of Fellows. Butler is a vice president of Hammel Green and Abrahamson in Minneapolis.

'66 **James MacKenzie** of Cambridge, Massachusetts, has published *Air Pollution's Toll on Forests and Crops* (Yale University Press). MacKenzie is a senior associate at the World Resources Institute.

'66 **Robert Miller** of St. Paul has been named director of environmental affairs for Sundstrand Corporation. Miller was previously manager of environmental health and safety with the plastics division of General Electric.

'71 **James Booty** of Minneapolis will spend a year working in Rouen, France, for Bouygues, one of the world's largest design/build companies. Booty is assistant vice president of HDR Engineering.

'71 **Robert Vensas** of Minneapolis has been named operations manager for the Grand Rapids, Farmington Hills, and Petoskey, Michigan, offices of Greiner.

'83 **Kay Scow** of Coon Rapids, Minnesota, has been named investment officer—bonds for MIMLIC Asset Management Company, a subsidiary of Minnesota Mutual.

'86 **Suzanne Britt** of Minneapolis has joined the U.S. Peace Corps. Britt will work in Honduras on architectural projects in conjunction with the Honduran national institutes of housing and professional training.

'86 **Joseph Loer** of St. Paul has joined the U.S. Peace Corps. Loer will work with the Ministry of Water Development in Kenya to help locate clean drinking water and build community water supply systems.

'89 **Peter Quella** of Bancroft, Wisconsin, has joined the U.S. Peace Corps. Quella will work in Lesotho as a water sanitation engineer designing home and community water distribution systems.

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UNIVERSITY OF MINNESOTA

# ALUMNI CLUB

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**DEATHS**

**Robert W. Anderson, '47**, Aurora, Minnesota, November 5, 1989. Anderson, who took over his father's Aurora dental practice in 1954, founded Dentistry North in 1972 and served as its president and manager. Anderson belonged to numerous professional organizations and served a three-year term as president of the Minnesota State Board of Dentistry. He played in the Mesabi Community College Orchestra and the Aurora City Band.

**Thomas Bodin, '58**, Chevy Chase, Maryland, November 25, 1989. Bodin joined Radio Free Europe in Munich in 1963 and served as bureau chief in West Berlin, London, and New York. He was deputy news director at its Munich headquarters before coming to the Washington bureau in 1975 to serve as news director. Bodin, who began his journalism career with the *St. Paul Pioneer Press* in 1953, also worked for United Press International and the *Paris Herald Tribune*.

**Gerhard Brauer, '41**, Bethesda, Maryland, September 4, 1989. Brauer, a retired research chemist with the National Bureau of Standards, was an authority in dental materials research. Brauer studied adhesion, the reactivity of tooth surfaces, and the chemistry of dental materials. He wrote more than 120 technical papers, was awarded numerous patents, and received many professional awards. Since retiring in 1988, Brauer served as a government consultant.

**Arne E. Carlson, '38**, Wilmington, Delaware, October 14, 1989. Carlson joined Du Pont in 1943 as an engineer agronomist at Gopher Ordnance Works near St. Paul. Having held numerous management positions within the company, he retired from Du Pont in 1979 as marketing director of agrichemicals. Carlson was a 33rd degree Mason and an avid hunter and fisherman.

**Lady Jayne Chamberlin, '66**, New York City, August 29, 1988. Chamberlin, an award-winning actress and songwriter, appeared in numerous plays and television programs and in more than 250 radio and television commercials. At the University, she studied with Peter Frisch and Maxine Klein. She was voted best actress by the *Real Paper* in Boston for her performance in *The Second Greatest Crime of the Century*.

**Ruth Cranston, '23**, Minneapolis, October 31, 1989. Cranston, a retired partner of the Twin Cities investment firm Piper, Jaffray & Hopwood, was hired in 1927 to head its municipal bond department. Cranston was one of the first women in the Upper Midwest to become a partner in a brokerage firm. She retired in 1969.

**John Hokenson, '39**, Bethesda, Maryland, March 10, 1990. Hokenson, a retired federal marketing director for Royal Business Machines, joined Royal in the late 1930s selling typewriters in

the Midwest. He served as branch manager in Tulsa and Memphis before becoming branch manager in Bethesda in 1962.

**Ronald Mitchell, '67**, Newark, Delaware, November 17, 1989. Mitchell was executive director of the International Reading Association, a nonprofit organization considered the leading voice for reading educators worldwide. Mitchell began his career as an elementary teacher in St. Paul, taught statistics and educational psychology at the University of Minnesota, and was a visiting professor at the University of Washington and the University of Delaware. Mitchell is listed in *Who's Who in America* and served on numerous professional and governmental advisory boards and committees.

**Gertrude Dinsmore True, '27**, Arlington, Virginia, January 15, 1990. True taught nutrition and chemistry at the University of Minnesota before moving to the Washington area in 1934. During the Depression and World War II, True was a volunteer nutrition teacher for the Red Cross.

**Stanley Wignes, '71**, St. Louis Park, Minnesota, October 18, 1988. Wignes joined the St. Louis Park school system in 1959 as assistant principal at Central Junior High and eventually became its principal. When Central closed, Wignes served as principal of St. Louis Park Junior High until he retired in 1985.

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## NOVEMBER

### 1ST-12TH

"Tsonakwa and Ylai'ka: Legends in Stone, Bone, and Wood," Bell Museum of Natural History, Minneapolis campus.

### 1ST-14TH

"Imagination: Architectural Imagery in Children's Books," University Art Museum, Minneapolis campus.

### 1ST-30TH

"The Experimental Tradition: 25 Years of American Architectural Competitions, 1960-1985," University Art Museum, Minneapolis campus.

### 7TH

"Africa Oye!" a revue of drum, dance, and song performed by 60 artists from eight societies in four African countries, 8 p.m., Northrop Auditorium, Minneapolis campus.

### 8TH-10TH

Kirov Ballet of the Soviet Union in its first appearance in the Twin Cities, 8 p.m. each evening and at 2 p.m. November 10, Northrop Auditorium, Minneapolis campus.

### 9TH

1990 Minnesota Alumni Association Leadership Conference, committee meetings, national board meeting, social hour, dinner, and awards program, Minneapolis Holiday Inn. For more information, call 612-624-2323.

### 10TH

1990 Minnesota Alumni Association Leadership Conference, Minneapolis Holiday Inn; pregame buffet at Alumni Club, 50th floor, IDS Tower, downtown Minneapolis.

### 11TH

"Waiting for Godot," University Theatre, Rarig Center, Minneapolis campus.

### 13TH

Oppenheimer Wolff & Donnelly Professorship in Law Inaugural Lecture, 3:30 p.m., Law Center, Minneapolis campus.

### 13TH-18TH

"Cats," the Broadway touring production, Northrop Auditorium, Minneapolis campus.

### 15TH

College of Human Ecology Alumni Society Board Meeting, 5:30 p.m., McNeal Hall, St. Paul campus.



"Cats," the Broadway touring production, makes a comeback November 13-18 at Northrop Auditorium on the Minneapolis campus. For information, call 624-2345.

"The Taming of the Shrew," University Theatre, Rarig Center, Minneapolis campus.

### 16TH

Dentistry Alumni Day, morning sessions at Mayo Building; lunch, program, and afternoon sessions at Radisson Metrodome, Minneapolis.

Sun Cities Chapter Fall Lunch at Palmbrook Country Club, Sun City, Arizona.

"Waiting for Godot," University Theatre, Rarig Center, Minneapolis campus.

### 16TH-18TH

"Die Fledermaus," University Opera Theater, Scott Hall auditorium, Minneapolis campus.

### 17TH

Philadelphia Chapter Big Ten Dinner Dance, 6:30 p.m., Germantown Cricket Club.

### 18TH

"Waiting for Godot," University Theatre, Rarig Center, Minneapolis campus.

### 24TH-25TH

"Waiting for Godot," University Theatre, Rarig Center, Minneapolis campus.

### 28TH-30TH

"The Nutcracker," performed by the Cincinnati/New Orleans Ballet; 7:30 p.m. November 28 and 29; 8 p.m. November 30; Northrop Auditorium, Minneapolis campus.

### 29TH-30TH

"Waiting for Godot," University Theatre,

Rarig Center, Minneapolis campus.

## DECEMBER

### 1ST-2ND

"The Nutcracker," performed by the Cincinnati/New Orleans Ballet; 3 p.m. and 8 p.m. December 1; 1 p.m. and 7 p.m. December 2, Northrop Auditorium, Minneapolis campus.

"Waiting for Godot," University Theatre, Rarig Center, Minneapolis campus.

### 1ST-9TH

"The Experimental Tradition: 25 Years of American Architectural Competitions, 1960-1985," University Art Museum, Minneapolis campus.

### 3RD

College of Natural Resources Alumni Society Reception in conjunction with the Midwest Fish and Wildlife Conference, 7 p.m., Alumni Club, 50th floor, IDS Tower, Minneapolis.

### 8TH

Sun Cities Chapter Day at the Races, Phoenix, Arizona.

Suncoast Chapter Holiday Lunch and Program about the environmental aspects of planned communities, noon, Walden Lake Golf and Country Club, Plant City, Florida.

### 22ND

Management Alumni Society, *A Christmas Carol* at the Guthrie Theater. For more information, call Jeanne Katz, 612-625-1556.

# Nowhere to Go but Up

Women's basketball at the University begins a new era

BY BRIAN OSBERG

A NEW ERA in women's basketball has begun with the arrival of coach Linda Hill-MacDonald, named to the position earlier this year to replace Larue Fields, who suddenly announced her resignation during the middle of last season.

Hill-MacDonald comes to Minnesota from Temple University, where she compiled a 166-130 (.561) record. "One of the appeals [of coming to the University of Minnesota] is the leadership of the administration here, of [women's athletic director] Chris Voelz in particular," says Hill-MacDonald. "I wanted to work with someone who really cares about student athletes as people, who has a vision for women's athletics and is dedicated to the betterment of female athletes. Chris Voelz is that type of person. A separate department for women's athletics was another strong appeal."

At Temple, Hill-MacDonald earned a number of awards, including Atlantic 10 Coach of the Year in 1987 and 1989. Her most cherished honor, however, was being chosen by her peers to receive the Carol Eckman Award for integrity and service to women's basketball. Eckman, who was a nationally recognized college basketball coach at West Chester (Pennsylvania) State University credited with organizing the first national collegiate



The team finished last in the Big Ten in 1989-90, but Coach Linda Hill-MacDonald hopes to turn that around with a new game plan and talented recruits.

tournament for women, was Hill-MacDonald's mentor. "She had a very strong set of values and was always fair," says Hill-MacDonald, who played for Eckman at West Chester State. "She was a great role model for all athletes."

Rebuilding the women's basketball program, which finished last season in

last place in the Big Ten for the second straight year, is Hill-MacDonald's first task. To make matters even more difficult, six players graduated, including most-valuable-player Jennifer Hall. "I'm a realist—I know it is going to take some time," says Hill-MacDonald. "If the players are willing to work, have the right attitude, and believe in themselves, they can accomplish a lot in a short period of time."

This year's team is led by senior forward Ellen Kramer, who was the leading scorer last season. Kramer is the only senior on the squad. "It will be very important to have leadership from Ellen," says Hill-MacDonald. "We need one strong individual to establish direction." Other returning performers are 5'4" junior Holly Thompson at point guard, who will be the key play maker; 6'1" junior forward Dana Joubert; and 6'1" sophomore forward Stacy Carver. "Stacy's ability to score is her strength," says Hill-MacDonald. "She handles the ball very well for a player of her size." Hill-MacDonald says Joubert could be among the Big Ten's best. "If she sets her mind to it, Dana could be one of the best posts in the league. She has all the attributes of an outstanding player."

The recruiting class of 1990 is headed by 6' center/forward Carol Ann Shudlick from Apple Val-



ley, Minnesota. Freshmen Mary Klotzbeeher, 5'7" point guard, and Nancy Alexander, 5'11" forward, both from the Rochester, New York, area, followed Hill-MacDonald to Minnesota after she recruited them at Temple.

"We might have different offensive and defensive philosophies than before," says Hill-MacDonald, who will be introducing a new system with a strong emphasis on defense. "I would like to be able to press and fast break, but I cannot push my philosophy on players who are not capable of doing that. We need to learn about our personnel. Once we find the right formula, we can capitalize on our strengths and improve our weaknesses."

Though Hill-MacDonald is more familiar with high school basketball in the East, she expects to recruit heavily in Minnesota. A number of top recruits in the Minneapolis/St. Paul area have recently come to her attention. "Play is different here than on the East Coast," says Hill-MacDonald. "But players here are very talented. I am

fortunate to come to the University this year because there are a number of division one student athletes who are rising seniors in Minnesota."

Hill-MacDonald does not anticipate problems recruiting Minnesotans to the University, despite the aging Williams Arena, which she has come to find has a strong tradition in Minnesota, but Williams could be a disadvantage when it comes to recruiting players from out of state. Says Hill-MacDonald, "It depends on what they're comparing Williams Arena to. If they're comparing it to UCLA's Pavilion or the Rutgers facility, they may see it as a negative. I certainly don't." Plans to renovate Mariucci Arena into a sports pavilion for women's basketball, volleyball, and gymnastics have Hill-MacDonald looking forward to the 1993 completion date. Says Hill-MacDonald, "We might be able to fill a [renovated] arena with 5,000 people."

In the meantime she is concerned about low attendance at Gopher games. "Players need to feel important, and part of that is when people

come to see you play," says Hill-MacDonald. "What do you do to turn that around? Well, number one you win. We will start by creating a program that is exciting, that people enjoy coming to watch, so that even if we don't win a game people will still want to come back and see us play again."

Hill-MacDonald places a strong emphasis on academics. Recruits will get a "good education if they come here to the University," she says. "There are certain standards that I will be setting for my student athletes. They will be required to attend study halls, to maintain a grade point average above and beyond what the University and the Big Ten require. They will be required to be in classes when they're here and to make up any work they miss while they're on the road. We have to impress upon them that the number one priority for student athletes is student first and athlete second."

Alumni can play a key role in the program. "We need female alumni as role models for the young athletes," Hill-MacDonald says. "I'd like to see alumni get involved in a big way with the program and become mentors for these athletes. I encourage alumni, not only those who have played basketball, but also those who enjoy women's athletics, to come back and get involved. We need that."

A three-sport standout at West Chester State University, Hill-MacDonald received bachelor's and master's degrees in physical education there. She was named West Chester State's outstanding female athlete in 1970 and was inducted into the West Chester Athletic Hall of Fame in 1989. Her personal interests include reading, embroidering and sewing, bike riding, and racquetball. "I want to take up cross-country skiing now that I'm here in Minnesota," she says. "But they keep telling me how awful the winters are, and I'm trying to keep it in perspective. I try to think of it this way: We play an indoor sport so it won't affect me. As long as you can build a tunnel from Bierman to Williams Arena, I'll be fine."

The team's season begins November 26 with a home opener against Marquette University.

# KNICKERBOCKERS

The map shows the location of Knickerbockers Bar & Cafe in downtown Minneapolis. Key landmarks include the Metrodome, the University of Minnesota (U of M), and the Mississippi River. Streets shown include Washington Ave, 4th St, 10th Ave, Cedar Ave, 15th St, 16th St, Riverside Ave, and Franklin Ave. The Knickerbockers logo features a stylized city skyline. Text on the map includes "DOWNTOWN MINNEAPOLIS", "METRODOME", "U of M", "Knickerbockers BAR & CAFE", and "PARKING, BIG SCREEN T.V., FOOD, GAMES, 375-1766". A north arrow is also present.

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**THE PLACE TO BE FOR REAL GOPHER FANS**

# School Colors

A candid conversation about diversity, racism, and empowerment

BY TERESA SCALZO

IN JULY, *Minnesota* invited representatives of the four Twin Cities campus learning resource centers to talk about cultural diversity on campus. Participants in the discussion were Roger Buffalohead, director of the American Indian Learning Resource Center (LRC); Edwina Garcia, counselor for the Chicano/Latino LRC; Sue Hancock, director of the African American LRC; and Carolyn Nayematsu, acting director of the Asian/Pacific American LRC. Teresa Scalzo, *Minnesota's* assistant editor, served as moderator.

**SCALZO:** Let's start with the existing campus climate for students of color. Are things better or worse than they were twenty years ago?

**BUFFALOHEAD:** In the 1970s, everybody was keyed into the civil rights struggle and it was given a lot of lip service. But the general student body today knows very little about the struggles of the 1960s and seems more willing to express racism. The men's restroom in Fraser Hall is covered with racist graffiti. So the same things students encountered in the early 1970s, they encounter in the 1990s: insensitive staff and faculty, lack of resources, and not knowing how to work the system. There is a different arrangement for students of color on campus today than there was twenty years ago when we had fewer focused programs. The learning resource centers are in a much better position to help students, but I don't think the University ever gets over its coldness. From the American Indian student's perspective, this is still a huge, bureaucratic place. Even for traditional students, finding a connection here is important, and the learn-



CAROLYN NAYEMATSU  
*Acting director,  
Asian/Pacific American LRC*

**F**aculty hiring often only adds to the stereotypes; our students just see the same role models, and we haven't achieved anything.

ing resource centers provide that connection for most of our students.

**SCALZO:** How can we improve the campus climate for students of color?

**BUFFALOHEAD:** There's a lot of talk at the University today about cultural diversity, but until diversity is structured into the system, the basic foundations will not change. Offering a course on American Indian history is one thing, but shouldn't American historians incorporate Indian history into their regular curriculum?

**HANCOCK:** People of color are perceived as an appendage rather than as part of the total picture. My phone rings constantly with invitations to

speak to groups about what it's like to be African American, or what's different about African Americans and why we should be more sensitive to them. I'm not opposed to doing that if there is a formal commitment that focuses beyond my one-time presentation. Suggesting ways your staff might be more sensitive should an African American enter your door does absolutely nothing in the long run. There has to be a personal commitment in the work place and at the University. We are a piece of the global puzzle, not just something that suddenly needs attaching to the University.

**GARCIA:** We've progressed to where we have more communication with the administration and faculty and when there's a problem, we know where to go for redress, but it's been a struggle. The only way for us to move ahead is if we are part of decision- and policy-making. There's no way we can do that if we're treated as outsiders.

**SCALZO:** As Dr. Buffalohead mentioned, many students currently in college grew up after the civil rights movement. How can we reach people who have no historical sense of these struggles and who, basically, don't understand the problem?

**BUFFALOHEAD:** I used to think that you could re-educate people and I still think to a certain extent you can, but you have to realize that my first priority is getting American Indian students into and through the University, not re-educating the white majority. And I'm not sure it ought to befall us at this level. It should be dealt with first at the elementary and secondary levels and then be reinforced at the postsecondary level. The system could do some things it doesn't do currently.



**SUE HANCOCK**  
Director,  
African American LRC

**P**eople of color are perceived as an appendage rather than as part of the total picture.

In the same way we require knowledge of writing and math before graduation, we should require knowledge of cultural diversity. Faculty could be rewarded for service in this area through some type of merit or monetary award the way they are currently rewarded for research and publication. You hear a lot of talk, but you don't see any changes in the system.

**SCALZO:** What are the consequences of failing to change?

**BUFFALOHEAD:** Unless something happens, white majority students will be unable to compete in a rapidly advancing world. Europeans tend to know three languages, but Hispanics living in America can't speak their own language without being accused of refusing to assimilate into American society. American Indians were told the same thing. If you're going to compete effectively in the world today, you have to understand other languages and cultures. We are a global society, and students who leave this institution unprepared for that will not find employment opportunities. Corporations don't want to lose business because someone is unable to understand or tolerate another culture.

**HANCOCK:** When you start tampering with a person's value system by breaking down beliefs and old stereotypes, it hardens people. So the problem is mammoth. It is larger than we are willing to admit and larger than the institution at this point is willing to face. Moving toward a more diverse society takes time and planning and commitment. We do a lot of surface things, but that doesn't touch what is happening to students in the classroom. I hear stories from African American students that aren't a lot different from [those heard] twenty years ago, such as the same inappropriate examples being used in teaching.

**BUFFALOHEAD:** It gets down to crazy things. We have some American Indian students staying in Bailey Hall and part of their religious practice is burning sage and sweet grass. It's like a private prayer. No words are spoken. We had an incident where a student was burning sage and the counselor accused him of smoking marijuana. We constantly go through this. You would think that at a major urban university people would say "OK" rather than "Well, it's probably being burned to cover up marijuana." It's that kind of thinking that gets in the way of understanding.

**GARCIA:** People of color are increasing in number and eventually we're going to decide who winds up being governor and who sits as our president. But until then, we've got to prepare ourselves because it's clear we're not being prepared by others. Right now in the Minnesota House of Representatives, we have only one person of color, Richard Jefferson. That's dismal. We have to be opening doors. The more doors you keep closed, the more you shut yourself off. And I'm speaking of the majority culture. You're shutting out a lot of potential answers to issues facing us as a nation.

**SCALZO:** But that's what I hear the administration saying: "If we just recruit more faculty and students of color, our problems would be solved."

**GARCIA:** That's what they're saying, but they're not actually doing it because we have only two Chicano professors in the Chicano studies department and one's the chair.

**NAYEMATSU:** One complaint I hear from Asian students is that faculty hiring of-



**EDWINA GARCIA**  
Counselor,  
Chicano/Latino LRC

**T**he only way we move ahead is if we are part of policy-making. We can't do that if we're treated as outsiders.

ten only adds to the stereotypes. They hire Asians in the Institute of Technology (IT) and the Medical School, but where's the Asian teaching Latin American history? Or the Chicano teaching something other than Spanish or Chicano studies? We get plugged into specific areas, and it's hard to break out. They're filling the holes with Chicano studies and American Indian studies, which is fine, but recruitment has to occur in every department. Otherwise our students just see the same role models, and we haven't achieved anything.

**HANCOCK:** We don't move forward until we value diversity, and our society does not value diversity now. We talk about how wonderful it would be, but bringing in numbers without valuing a group's differences does nothing. Twenty years from now we'll still be talking about this issue, and people will say, "Well, what happened? We increased the numbers by 10 percent."

**GARCIA:** One way we get attention is electing someone to public office. The second way is when you see African Americans, Hispanics, Asians, and American Indians doing TV commercials. And why are they doing a com-



TERESA SCALZO  
*Assistant editor,  
Minnesota magazine*

**H**ow can we reach students who have no historical sense of civil rights struggles?

financial aid necessary to increase the number of minority students. It costs a lot of money to educate students who do not have the same financial advantages as other students. And at the same time, we're raising the standards of admission, which means students who come from small, rural reservation schools will spend the first two years taking zero credit [developmental] courses in language, math, and probably English to catch up. That increases the length of time they're at the University. So if the average white University student graduates in six to seven years, our students are taking much longer than that on average.

**NAYEMATSU:** Students drop in, drop out. IT and the Carlson School of Management have successful job placement programs, so they attract a certain segment of the Asian population, but not all of our students choose those schools. Our high-ability liberal arts types are going to private schools where they're receiving scholarships. And some Asian students avoid the University because they hear about its high drop-out rate. Unless we can keep more students in school, we will start to go in reverse again. And in order to get more faculty of color, we need to have graduate students. I'm in graduate school, and I've experienced firsthand the lack of support for students of color. Many people get discouraged and drop away, and I don't see anybody trying to pick up these students.

**BUFFALOHEAD:** In the last two years, we've graduated three American Indians with doctorates from the University. None of the three received an offer to work here because the University claimed it doesn't hire its own graduates, yet I could name numerous examples where departments have hired graduates of their own programs. So the administration can say it's interested in increasing the number of American Indian faculty, but when none of three candidates gets an offer, what's going on here?

**SCALZO:** What would you like to see from the administration?

**BUFFALOHEAD:** The point about value is very important. Valuing cultural diversity has to be something that's set from the top. People get their cues from the leadership, and I wonder to



ROGER BUFFALOHEAD  
*Director,  
American Indian LRC*

**W**e are a global society, and students who are unprepared for that will not find employment opportunities.

what extent that message has been sent and if it's been strong enough or clear enough. What we can say is that after all this talk, we have the same number of minority people in top decision-making positions that we had before the talking began.

**NAYEMATSU:** It's as if certain slots are designated for minorities and forget about the rest.

**GARCIA:** Alan Page was selected to be an at-large regent. It would have been much better for him to be Fifth District regent, but why give us more than we should have? We'll give you a little bit, but not what you need, what you deserve, and what's rightfully yours.

**NAYEMATSU:** People have been asking if the [former at-large regent] Wenda Moore/Alan Page slot is now the "black slot."

**HANCOCK:** This reminds me of a speech Dr. John Henrik Clarke gave at a conference on the issues and responsibilities of educating black children. He said you can't expect powerful people to empower people of color. We have to empower ourselves. And that's what this whole issue is about: power and valuing each other. ◀

mercial? Because we're a big portion of the buying public. It's unfortunate, but that's the way we're going to change things. It won't be through common sense, compassion, or belief in a higher being and in the foundation of this country.

**BUFFALOHEAD:** Simply increasing the number of students avoids the retention issue. If they're going to admit somebody to this university, they ought to provide the resources so that student has a chance of graduating.

**HANCOCK:** That doesn't apply just to people of color.

**BUFFALOHEAD:** Minorities don't have enough money to finance an education, and those who do, have options other than coming to the University of Minnesota. If we take a real bright American Indian student who's done very well in high school, we're in a very poor competitive situation to pick up that student. The most we can offer is a renewable \$2,000 merit scholarship. Who are we trying to kid? We can offer some excellent programs, a variety of opportunities, we're close to home, and not as expensive as some of these other schools. But until recently, no one was talking about locating the

**BUT HOW MANY FLUNK OUT?**

IN YOUR ARTICLE "Seniorsomething" (May/June 1990) there is a very huge and serious mistake. The margin sentence reads as follows: "Only 30 percent of all students graduate in five years. For 70 percent it takes even longer." Surely a wide-awake Minnesotan knows that many students entering the University never graduate.

Not only is the University graduation rate at five years the lowest in the Big Ten, it is so much lower that it is a disgrace. If the people of Minnesota knew the full truth there would be, and should be, a volcanic eruption of indignation and anger directed at the University. Also, why didn't you get actual statistics on the drop-out/flunk-out rate at the University? The low four- and five-year graduation rates probably indicate that the drop-out/flunk-out rate at the University is also the worst in the Big Ten.

President Hasselmo is properly concerned with the low graduation rate. Instead of highlighting that a delayed graduation is a desirable option for some students, you should have dealt with the fact that for most students it is an undesirable option forced on them by unfortunate causes. Maybe then more can be done to eliminate the undesirable causes.

I fear there is too much thinking at the University that the way to achieve a great university is to have a high flunk-out rate. The motto being "serve the best



and to hell with the rest." Proper thinking is to be concerned with the best use of education dollars across the full spectrum of student abilities.

LLOYD C. HALVORSON, '39  
*McLean, Virginia*

*Editor's Note:* Studies by the University's Office of Student Development indicate that of 5,449 new high school graduates entering the University on the Twin Cities campus as freshman in 1981, after four years, 35.3 percent were still enrolled, 53.2 percent were not, and 11.2 percent had graduated; after five years, 14.6 percent were still enrolled, 57.6 percent were not, and 27.8 percent had graduated.

Of the 4,685 new high school graduates entering as freshmen in 1984, after four years, 40 percent were still enrolled, 51.3 percent were

not, and 8.3 percent had graduated; after five years, 16 percent were still enrolled, 56.4 percent were not, and 27 percent had graduated.

These statistics indicate that the percentage of students in a class leaving the University has remained fairly constant (58 to 56 percent). Interestingly, the percentage of the 1981 class graduating increased to 41.4 percent after eight years. No systemwide statistics are kept regarding the reason students leave the University, i.e., whether they flunk out or leave for other reasons. There are no statistics available on those who flunk out of Big Ten institutions.

**WATCH YOUR LANGUAGE**

THANK YOU for the July/August 1990 *Minnesota*—as always, colorful, substantive, and worthwhile. I was particularly drawn to the many vibrant, diverse stories that affirmed success outside the supposed white male "norm."

I was also particularly dismayed by two instances—no doubt unintended but troubling nonetheless—of biased wording tucked away in your otherwise open-minded, well-written issue.

An article extolling retired psychology professor Norman Garmezy's study of resilient children listed one factor in their favor as "a cohesive and positive family, including *some* led by a *single* parent" (italics mine). Talk about damning with faint praise! Why the implied surprise that single parents can

do an excellent job of nurturing? Would you have singled out any "other" family style—led by, say, adoptive or Hispanic or hearing-impaired parents—as abnormal, compared to the assumed unwritten "standard"? If you needed to make clear that single-parent households were specifically studied, it would have been less prejudicial to omit the word *some* and emphasize equally whatever subcategories were meant: "including those led by one or two parents" or "whether led by a single parent, two biological parents, remarried parents, or other relatives."

[Annual meeting speaker Lesley] Stahl is quoted as saying, "I believe the country would vote for a woman if she were qualified, and for a black if *he* were qualified" (italics mine). Since when must black candidates only be male? And since when are blacks the only underrepresented minority worth mentioning? Stahl's slip may charitably be attributed to the pressure of answering audience questions out loud and on the spot, even for a journalist of her sensitivity and on-camera savvy. But, at the very least, your writer or editor could have recast her unfortunate lapse into an indirect quote in inclusive language: Stahl believes the country would vote for qualified women and minorities.

MARY KNATTERUD, '79  
*St. Paul, Minnesota*

*Letters may be edited for style, length, and clarity. Send your letters to the editor, Minnesota, 100 Morrill Hall, 100 Church Street SE, Minneapolis, MN 55455.*

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