

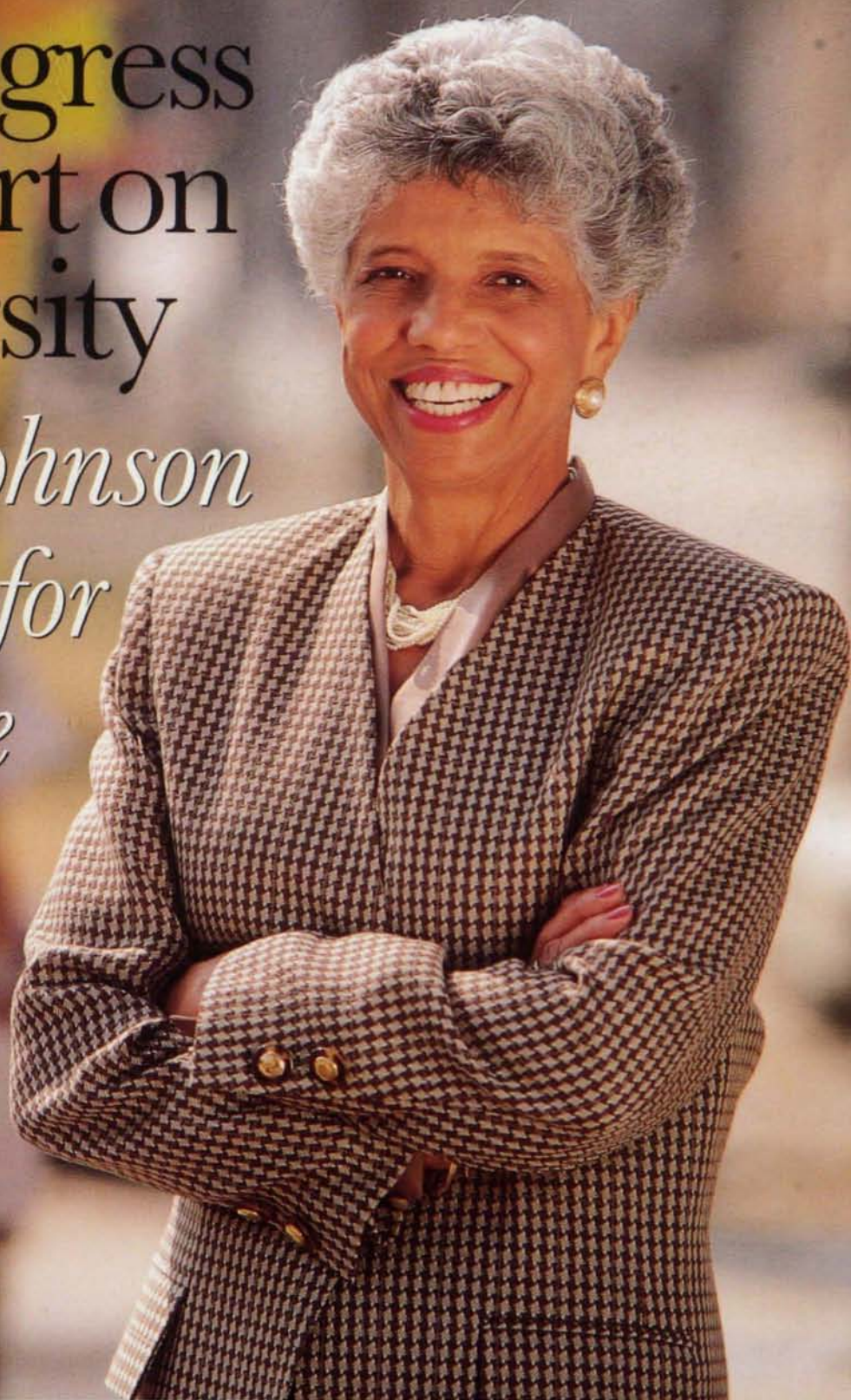
THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

MINNESOTA

MAY • JUNE 1993

A Progress Report on Diversity

*Fosie Johnson
Works for
Change*





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FEATURES

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Josie Johnson has been involved with and committed to the University of Minnesota for more than four decades. Now associate vice president for academic affairs and associate provost on the Twin Cities campus, Johnson talks about the continuing challenge to achieve diversity at the University.

By Teresa Scalzo

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University of Minnesota administrators take some concrete steps to recruit faculty of color to the University and keep them here.

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Four administrators assess the financial and academic affairs of the University of Minnesota and reveal a new course for the Graduate School and the School of Nursing.

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The founder of Aldus Corporation and creator of PageMaker software, Paul Brainerd learned the basics of running a successful business from his parents and became adept with computers by bringing student newspapers at the University of Oregon and the University of Minnesota into the modern typesetting age.

By Roger Downey

38 Computer Entrepreneurs

Since the 1940s, the University of Minnesota has educated numerous engineers and, more recently, computer scientists who became pioneers in the computer industry.

Meet nine entrepreneurs who have founded companies, developed technology, and created software products and programs.

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48 Up North and Beyond

Alumni, faculty, and staff tell us about their most memorable vacations, from fishing on a northern Minnesota lake to camping in the Grand Canyon to white-water rafting in Alaska.

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53 SPORTS: The Man in the Middle

Star center fielder Ryan Lefebvre may be the son of Chicago Cubs manager Jim Lefebvre and a likely recruit for the pros, but this down-to-earth University senior hasn't let baseball take over his life.

By Brian Osberg

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COVER: Photograph by Paul Shambroom

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I N F O C U S

Change, Again

JUDGING FROM THE FEEDBACK, our March/April issue hit a few nerves. Minnesota Public Radio called for copies of the article on former University president Ken Keller. Wy Spano and D. J. Leary's newsletter, *Politics in Minnesota*, called the article "remarkable and revealing." Reader reaction has been split between those who agree and those who disagree with Keller's assessments of the events leading to his resignation. The article on Arthur Caplan attracted the attention of "60 Minutes," which is working on a story about the University bioethicist.

Since that issue went to press, renowned surgeon John Najarian has been asked to step down as head of the controversial ALG transplant drug program and as chair of the surgery department, and the Medical School's public/private partnerships have come under fire. What's going on here? more than one alum has asked.

Change is what's going on here. Oddly enough, it's the Keller story, no matter whose version you agree with, that sets the framework for understanding what is happening at the University.

Old ways of doing things and thinking about things are being confronted by new ways and new ideas. Today it is medicine, but five years ago it was men's athletics, then Eastcliff. Money, media, ethics, and social change are the common ingredients. Relationships, ways of doing things, are altered by technology and by social changes. Inevitably, relatively large sums of money are made or spent. And the ethics of dealing with the issue becomes cloudier and cloudier.

Television and professional sports turn college athletics into money machines, and athletes are treated like su-

perstars in the making. Advances in medical science revolutionize medical care, and medical breakthroughs generate previously unheard-of profits for their creators. Eastcliff really wasn't about the cost of remodeling a kitchen, it was about how much money and how much power a University president should have at his command and how he accounts for them both within and outside the University.

Now practices in the Medical School—relationships with private businesses that were acceptable a decade ago—are in the news. Those who were involved in the system then and are still involved now find it difficult to understand the criticism, because they know that neither health care nor research would be what they are today without the accomplishments achieved under the system currently under attack. But if history is an indication, one thing is perfectly clear. If an issue involves money, it will not go away. The media simply will not let it die. The system will be forced to change.

What's next? Research, computing, tenure . . . If money is involved, the issue will most certainly make the headlines in the coming years. If difficult social change is involved: more headlines.

The key is to deal with the issues that arise without destroying the University. The University, the public, and the media must come up with a way to make change a positive force. For alumni, that means using your valuable University experience and your inside perspective not only to demand accountability but also to build understanding of how complex social change affects the University.

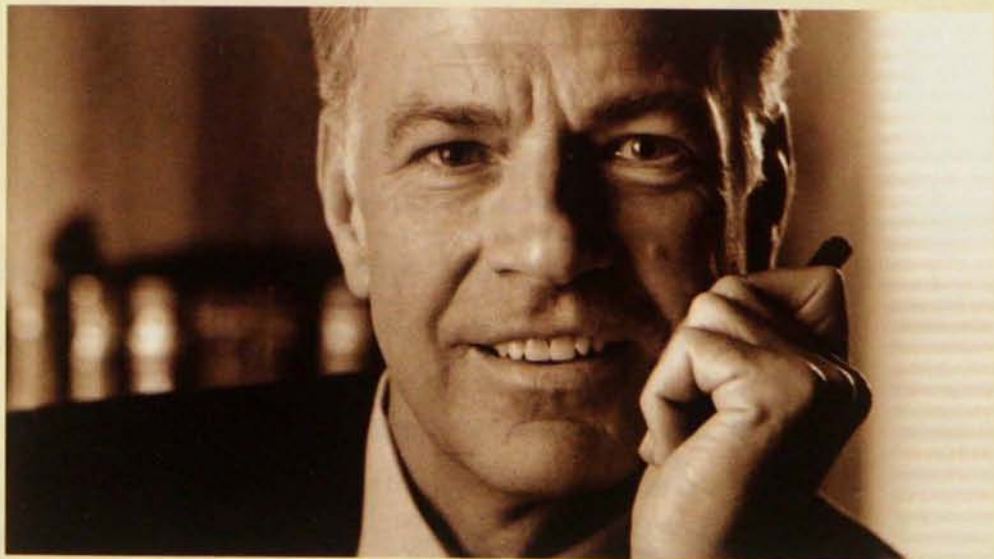
—Jean Marie Hamilton



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C O N T R I B U T O R S

CHANGE AGENT

Teresa Scalzo, '90, is *Minnesota's* associate editor. She also wrote "Money Matters" and "Vita" and cowrote *Campus Digest* in this issue.

IMAGEMAKER, IMAGEBREAKER

A Seattle-based writer and editor, Roger Downey writes the computer column for *Seattle Weekly*, of which he is founding editor. He also translates plays for the theater from French, German, and Russian.

COMPUTER ENTREPRENEURS

Formerly editor of *Minnesota*, Chuck Benda is a writer based in Hastings, Minnesota, who specializes in business and technology. He is also managing editor of *Items*, the alumni magazine of the University's Institute of Technology.

UP NORTH AND BEYOND

Minnesota's contributing editor Vicki Stavig edits *Art of the West* and produces newsletters for a number of corporate clients.

THE MAN IN THE MIDDLE

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

CAMPUS DIGEST

Corinna Nelson is a graduate student in the School of Journalism and Mass Communication. She has written previously for several newspapers, including the *Minnesota Daily*, *Park Bugle*, and *Minnesota Explorer*, the newspaper of the Minnesota Office of Tourism.

IN BRIEF

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

PHOTOGRAPHY

Paul Shambroom is a Twin Cities photographer whose work has appeared in *Newsweek*, *Time*, and *Vogue*. Sal Skog, '82, is a Twin Cities photographer who specializes in portraiture and corporate photography. She received a bachelor's degree in photojournalism from the University of Minnesota, where she worked as a staff photographer and assistant photo editor at the *Minnesota Daily*. Her work has also appeared in *Corporate Report Minnesota* and *Minnesota Monthly*. Twin Cities photographer Dan Vogel specializes in product, industry, and portrait photography. Bill Eilers, a graduate student in the School of Journalism and Mass Communication, is *Minnesota's* staff photographer. He is currently working on his master's thesis, which explores how television affects nursing home residents.

ILLUSTRATION

Twin Cities illustrator Linda Frichtel has won several awards for her work, including three for *Minnesota* from the Council for the Advancement and Support of Education. Callie Butler has received three Sandi Awards—two Awards of Excellence and one Honorable Mention—for illustration and design. Her work has appeared in *Shape*, *San Diego*, and *Los Angeles* magazines.



Teresa Scalzo



Chuck Benda



Vicki Stavig



Brian Osberg



Corinna Nelson



Maureen Smith



Sal Skog

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UNIVERSITY OF MINNESOTA
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CAMPUS • DIGEST

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

by Teresa Scalzo and Corinna Nelson

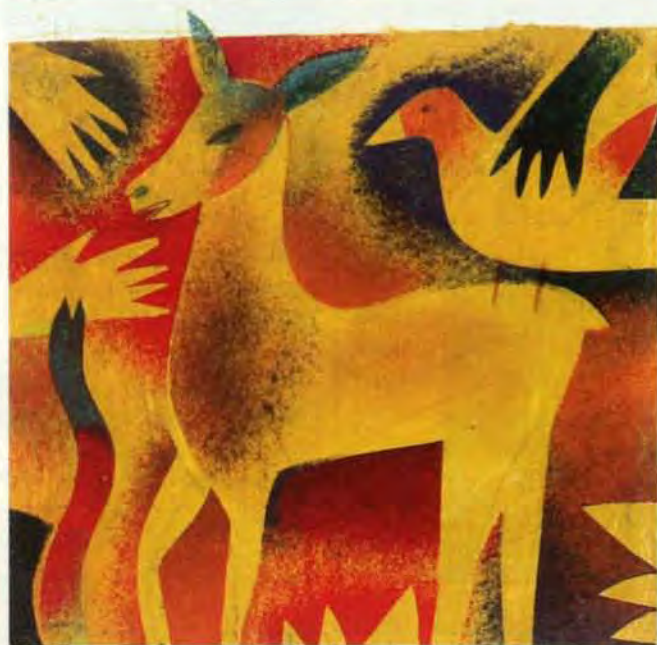
▶ YOU CAN HELP

Volunteers can find many opportunities to use their talents—or learn a new skill—on the Twin Cities campus.

■ The Wildlife Rehabilitation Clinic on the St. Paul campus has been a haven for injured wildlife since it was founded in 1979. Each year, thousands of animals are brought to the clinic suffering from injuries, starvation, sickness, or abandonment. The clinic provides medical treatment, food, and care until its patients are able to be released back to the wild.

The clinic is a nonprofit, donation-supported volunteer organization. Volunteers can choose to work directly with the animals—feeding, taking X-rays, administering medication—after a five-week training session. Other opportunities include building cages, aviaries, and hutches; assisting the education committee in conducting tours and making presentations to groups; producing the clinic's newsletter; office work; and transporting animals from the clinic to licensed rehabilitators or release sites. The latter duties do not require a training session, but all volunteers are required to attend a two-hour orientation, offered in the spring and fall. Call Diane Snyder at 612-624-7437 in August to register for fall orientation.

■ The Kerlan Collection



of Children's Literature, located in Walter Library on the Minneapolis campus, will tailor projects to match a volunteer's interests. Possibilities include processing manuscripts, ordering books, mounting exhibits of original illustrations, developing educational programs to use in schools, and organizing and maintaining the collection. Call Karen Hoyle, curator,

at 612-624-4576.

■ The Children's Variety Club Heart Hospital, also on the Minneapolis campus, has myriad opportunities for people interested in working with children and in child-related programs. Volunteers decide the number of hours they work and the length of their commitment. Call Debbie Cunningham at 612-624-6900.

■ The James Ford Bell Museum of Natural History is currently looking for people with gardening skills to help assemble a tropical garden. Graphic designers and aquatics specialists are in demand, too, but the staff also welcomes volunteers to help assemble exhibits, provide office support, or assist with numerous other tasks. The

museum is located just off University Avenue on the Minneapolis campus. Call Liza Gould at 612-624-1852.

■ Retired University faculty and staff keep busy volunteering through the University Retirees Association. "Dozens and dozens" of opportunities are available both on campus and in the Twin Cities area, says Carolyn Anderson, who manages the volunteer program for the association. They include making tapes of textbooks for visually impaired students, serving as ushers for concerts at the School of Music, and helping staff events at Eastcliff—the president's residence. Call Anderson at 612-625-4700.

■ Volunteers are always welcome at the University of Minnesota Alumni Association. Ongoing projects include the alumni mentoring program, the legislative network, and numerous society and chapter events. Call 612-624-2323.



We asked faculty on the Twin Cities campus what changes they or their departments have made during the past year to promote and accommodate greater diversity.



Duane Thorbeck,
professor of architecture

Some of the faculty, including myself, have selected projects that relate to various groups of people. For instance, a year ago I ran a studio where the students designed a cultural center for the deaf. We have a deaf student who is, I think, one of only three or four [hearing-impaired architecture students] in the country. He worked with me during the summer to structure the project, and then we had people from the Minnesota Association for Deaf Culture come in and talk to the students. You must be sensitive to the various types of people who use buildings in order to be responsible as an architect.



Jean Quam,
professor and director
of the School of Social Work

We received a two-year, \$485,735 grant from the Bush Foundation, matched it with federal money, and cre-

ated a Center for Advanced Studies in Child Welfare. The major portion of the funds will go toward educating minority social work students who will make the commitment to work in the area of child welfare. We often see minority groups overrepresented in the client systems, yet there is an underrepresentation of minority social workers.



Dean Hewes,
professor of
speech-communication

We certainly have seen an increase in the number of African American students at the graduate level. We have always had a great deal of diversity concerning foreign students. We've all tried to place diversity in the context of the courses we teach. I have included cultural comparisons between American and foreign cultures and between American subcultures.



James Hepokoski,
professor of music

The curriculum has been adjusted constantly. Several years ago [I developed] my course Studies in Twentieth-Century American Music, which includes jazz and blues. The course goes beyond this, however, to look at the ways we ask questions of entire repertoires. We also have an ethnomusicology program that is alive and thriving.



Dianne Monson,
professor of curriculum
and instruction

The Department of Curriculum and Instruction recruits African American students each year to our postbaccalaureate teacher training program through the Common Ground Consortium with southern colleges. The department also publishes a yearly annotated list of children's books called New Books for Young Readers. We highlight books with

multicultural themes, and this year we've tried to identify books with particular curriculum possibilities, including a multicultural focus.



Pauline Boss,
professor of family
social science

My area of research is family stress, and I think that all of my research has been on white middle-class families with Western belief systems, so I was eager to try something else and see how other people cope with stress. I've been [researching Alzheimer's disease] at the Minneapolis-St. Paul Veterans Hospital, but now I'm going to talk with Native American women in the Duluth area about how they give care when someone in their family has Alzheimer's disease.

Spend an evening dining in the beautiful gardens at the University of Minnesota Landscape Arboretum. The **Orchid Lights Benefit** is an elegant garden party to benefit the garden maintenance fund. Exceptional entertainment by members of the St. Paul Chamber Orchestra, gastronomic dining courtesy of the Twin Cities' finest chefs, and a silent auction are among the highlights. June 25 at the Arboretum, reservations required. Call 612-443-2460.

Since 1988, the James Ford Bell Museum of Natural History has offered science- and art-based **summer day camps for youth**. The week-long sessions are organized by age for children who have completed grades one through eight. This year, the museum staff has worked with University aca-



demically departments to offer more and varied programs in entomology, chemistry, biology, and astronomy. Topics include "Dinosaurs and Fos-



sils," "Endangered Habitats," and "Art and Nature." All classes are held on the Twin Cities campus and include field trips and supervised swimming in the University pool. Camp hours are 8:30 a.m. to 5:00 p.m. Call 612-624-1852.

The University of Minnesota School of Music Opera Theatre will

perform Aaron Copland's **The Tender Land** on working farms in seven rural communities—five in Minnesota and one each in North Dakota and South Dakota. The production kicks off with three performances at the Gibbs Farm Museum in St. Paul, May 21 and 22 at 8:00 p.m. and May 23 at 5:00 p.m. For tickets, call 612-625-4001. The tour route and schedule include Staples, Minnesota, June 14; Red Lake Falls, Minnesota, June 16; New Rockford, North Dakota, June 18; Faulkton, South Dakota, June 20; Canby, Minnesota, June 22;

Pipestone, Minnesota, June 24; and Olivia, Minnesota, June 26. All performances are at 7:00 p.m. Call 612-624-1069 for information.



Aaron Copland

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Charges for the plates are a one-time fee of \$9.75 to cover the cost of making the plate, plus \$25 per year to be turned over to the appropriate campus for scholarships, in addition to your regular automobile registration tax. The Twin Cities campus is offering a special "UM-000" series plate for a one-time premium of \$100, plus the \$9.75 plate fee and the annual \$25 fee. Only 999 UM plates will be issued: UM-001 through UM-999.

The revenue generated from this program will provide four-year, full-tuition scholarships for "students with outstanding ability, achievement, and potential" in the arts, sciences, humanities, and social sciences. Scholarship

recipients must maintain "acceptable academic progress"—to be determined by the vice chancellors for academic affairs at Duluth and Morris and by the vice president for arts, sciences, and engineering for the Twin Cities campus. Although exact figures are impossible to predict, the University committee working on this program estimates it could raise as much as \$500,000 per year for University students.

Applications for the license plates are available from any deputy registrar, the Department of Public Safety, and participating colleges and universities. Plates will be issued immediately to those who apply in person at the Department of Public Safety in St. Paul. All other applicants will receive their plates by mail in four to six weeks.



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ANDRADE ADVANCES

Shortly after becoming the first woman in years to head La Raza, the Hispanic student group on the Twin Cities campus, Lorena Andrade became an expert in negotiation and building coalitions. Andrade, a transplanted Los Angeleno, focuses on outreach within La Raza, between La Raza and the University community, and between La Raza and the Twin Cities Chicano/Latino community.



Lorena Andrade

Within La Raza, Andrade has reached out to women members by helping to organize Latinas Unidas Avanzando (LUNA)—Latin Women Advancing. “[The women] were talking about how different everyone is even if we are all Latinas,” says Andrade. “A Chicana from the Midwest is different from a Chicana from Texas. We should recognize our differences and use them to make us stronger.”

Under Andrade’s leadership, La Raza continues to present Chicano/Latino history and culture to its own members and to the greater University community by showing films such as *The Ballad of Gregorio Cortez* and hosting speakers on culture and history.

To strengthen ties between La Raza and other University student groups, as well as to increase La Raza’s visibility on campus, Andrade gets involved in programs in which multiple campus organizations participate.

To improve her organization’s relationship with the Twin Cities Chicano/Latino community, Andrade plans to invite people from the community to La Raza events and ask La Raza students to support other Chicano/Latino organizations.

She’s also trying to organize La Raza students to tutor children in English and to reach out to kids in recreation programs. She wants to match women with girls and men with boys.

A sophomore majoring in Chicano studies, Andrade’s La Raza experience is preparation for meeting her long-term goals. “I want to go back to Los Angeles and work in the community,” she says. “I want to work with families. To help the family, you’ve got to help everybody.” ◀

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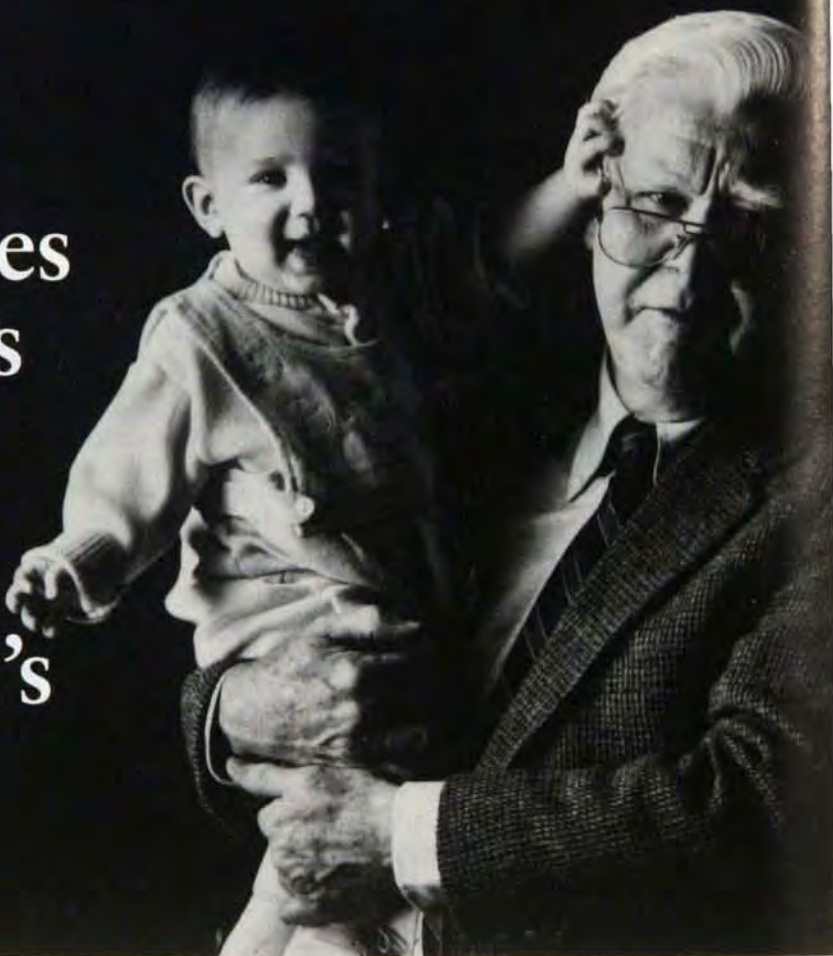
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DIVERSITY

A Progress Report

By Teresa Scalzo

One year ago *Minnesota* presented a "Report Card on Diversity" in which we reported on efforts to increase the recruitment and retention of students and faculty of color at the University of Minnesota, to increase the participation of these students and faculty in the life of the University, and to foster the development and acceptance of diversity within the curriculum. In addition to reporting on the overall status of diversity at the University, we identified three major points that deserved a follow-up: the vacancy in the central administrative position with special responsibility for minority affairs, the "bridge" fund of nearly \$1 million available to academic units for hiring minority staff and faculty, and a memo sent in July 1991 by Ettore Infante, senior vice president for academic affairs and Twin Cities campus provost, to deans and academic department heads to tell them that efforts to support and encourage diversity would be a criterion in future budget processes. We begin this updated report on diversity with a profile of Josie Johnson, the new associate vice president for academic affairs and associate provost with special responsibility for minority affairs. In August 1992, Johnson, a senior fellow in the College of Education and a former member of the University Board of Regents, accepted a three-year appointment to the position. Second is an updated report on the bridge fund and the "July 29 memo"—as it came to be known. Finally, we offer a statistical comparison of recruitment and retention of minority students, faculty, and staff on all four University campuses for 1988, 1991, and 1992.

When a group of 70 African American students occupied the Twin Cities campus administration building in 1969—demanding, among other things, the creation of an Afro-American studies curriculum—Josie Johnson, then (as now) active in community affairs, acted as a link between the students and the University administration. When administrators agreed to meet the students' demands, she helped create the Department of Afro-American Studies and became one of its first faculty members.

So began Johnson's work at the University, which now spans four decades. She served on the Board of Regents in the 1970s, as a senior fellow at the College of Education in the 1980s, and most recently as director of the All-University Forum on Diversity, addressing the issues of racism and bigotry and ways to create a supportive campus environment for everyone. She became associate vice president for academic affairs and associate provost with special responsibility for minority affairs last August.

Administrators estimated it would take one year to conduct a search and fill this position after Dolores Cross left the University in 1990 to become president of Chicago State University. Dennis Cabral, then executive director for policy analysis at the University, agreed to fill the position in an acting capacity while the search was conducted. When the first search did not yield any viable candidates, the search committee was reconvened and a second search lasted another year.

The top candidate from the second search wanted the position but was unable to accept for health reasons. The number two candidate declined the offer. The position was offered to a University faculty member, who chose to continue on the scholarly path rather than switch to an administrative post.

A third search was likely to take another year, so administrators opted for the "target of opportunity" provision,

Change Agent

When it comes to diversity at the University, Josie Johnson's role has gone from mediator to moderator

By Teresa Scalzo

which allows a position to be filled from outside a search committee's pool of candidates.

"The search committees were very carefully structured. They were diligent and did yield candidates," says Cabral. "Unfortunately, for reasons beyond our control, the candidates declined to take the position. People were getting nervous about the position being open. The real decision was do we go for a third try? We'd probably get another set of good candidates, but something might happen that could trip it up again. So rather than wait, why not go for somebody that we knew, in-house?"

"I sat down with my colleagues asking for advice," says Ettore Infante, senior vice president for academic affairs and provost. "We decided to approach Josie, who was not in the pool and had not applied, and twist her arm. We asked if she would accept the position for a limited period of time."

Johnson agreed to a three-year appointment. At the end of that time, she will assess her strengths and progress to see if she should continue in the position. Johnson says she accepted the position out of her "deep respect for the University and for the commitment of the administration" to diversity issues and because the "Board of Regents encouraged me, persuaded me to be a part of this effort."

Johnson's work on the All-University Forum had shown her that both University and community people were frustrated by the seemingly endless compilation of diversity statistics, reports, and recommendations. In the words of University President Nils Hasselmo, it was time for "action, action, action."

But first, one more analysis: Johnson prepared a 48-page report titled "A New Paradigm: Evaluation for Effectiveness" that she presented to the regents last December. "My first priority is an evaluation of what has been recommended and what has been tested,"

says Johnson. "Where have we spent resources? What programs have been initiated that are designed to recruit and retain faculty and students of color? What works and what doesn't? Our mission is to make these programs and projects work."

The report identified a series of issues related to this mission, stated objectives, and set forth strategies to achieve those objectives. That done, Johnson is ready to move into the "action phase."

As *Minnesota* reported last year, the University has been successful in recruiting faculty and students of color (see story and charts accompanying this article). It has been less successful in keeping



them here. Johnson believes that most academic units are committed to hiring faculty of color, but fall behind in providing support and encouragement when they arrive on campus.

"A young faculty member shared with me her great frustration in not knowing whether her work was well received by her colleagues," says Johnson. "During her first year at the University, she taught three courses per quarter, served on three committees, advised students, and wrote several grant proposals that were all accepted. Yet when she met with her review committee, there was no acknowledgment of that effort. She wasn't even sure that it had been work that she should be doing. Now, there may be similarities in other junior faculty experiences, but we as people of color have the added insecurity and uncertainty that your colleagues don't really

understand or respect what you're doing. We are looking at ways to understand what faculty of color need to be as successful. We can change the environment so faculty feel that they are valued, not because they are black or yellow or red or brown, but for their contributions as scholars."

In the case of student retention, Johnson has found that although most students of color do well academically at the University, they often leave after their first year because of financial problems or because they don't feel like they are part of the system. They may not be accepted by their peers if they enroll in a program where there aren't many students of color. Or they may be treated differently by staff and faculty who still don't expect to find African American students in the

Institute of Technology or Asian American students in the liberal arts.

"We're trying to figure out how to get students totally integrated into the system so that they are part of student governance, theater, music, various academic clubs, whatever they're interested in," says Johnson. "We need to help them feel part of the University rather than marginalized."

Strategies include guaranteeing space in residence halls for minority freshmen admitted by a specific date, establishing support networks in the community for students of color, encouraging administrators to explore the potential for private donors to sponsor scholarships for students of color, and continuing to waive application fees for financially needy students.

Johnson is also concerned about the attitude of some University faculty, stu-

dents, and alumni that diversity should not be a priority. "It's an attitude we have to work on because it's here," says Johnson. "And until we put it on the table and talk about it, some people will have the feeling that somehow you're bringing these people here and they are going to take away something that somebody else needs."

The University administrators contacted for this article all agree that efforts to strengthen diversity at the University will only enhance the environment for all students, and more than one administrator bristles at the suggestion that they will do otherwise.

"[Diversity] is not a give and take. It is everything. It is us," says Cabral, who is now an associate to Infante. Some people "look at diversity as a negative. We have to understand that diversity is the richest quality we have as human beings. I get so upset that people think because we're teaching African history, we're giving up something else. Africans are as much a part of the human race as you or I. For crying out loud, we're only helping ourselves!"

"In many cases, priorities overlap," says Infante. "In giving priority to diversity, we believe we will strengthen the University, not take anything away."

Johnson points out that white students have much to gain from exposure to diverse people and cultures. She recalls a conversation with a white student who said her greatest disappointment in four years at the University was that she'd never had an opportunity to interact with a person who was not white. The student felt that her education was incomplete, and she asked Johnson how she could fill this void before she graduated.

"We're trying to make it possible for students to interact naturally with people who are different," says Johnson. "That's true for people of color as well. They need to have good, positive relationships with the majority group and not be treated as isolated entities."

Beyond that, as communities and workplaces become more diverse, majority students will need a greater understanding of other cultures, says Johnson. "The world is shrinking, the cultures are mingling, and students need to be prepared for that. Our students must be

exposed to different cultures during their academic experience in order to be successful in their own careers. It's not fair for us to bring them to the University and then not have them prepared when they leave here. So we're not talking about removing something from the curriculum, we're talking about enriching opportunities and creating a true learning experience for all of our students."

Key to Johnson's success is the willingness of the entire University to participate in this mission. Johnson will work closely with the Duluth, Morris, and Crookston campuses; with student groups, the cultural and learning resource centers, the faculty and the deans, and the administration. "This is an all-University effort and people must stop doing what they always do, which is to assume that if you're a woman, you know all the women's issues, or that I'm the person to solve the problems of minorities," she says. "We all have to assume responsibility for this or nothing will be done."

Johnson admits to feeling frustrated that almost 25 years after she helped that group of African American students communicate its demands to University administrators, she is still working on many of the same issues. And although some days she feels less than hopeful that things will ever change, she is, by her own definition, an eternal optimist. "I believe that the University may be at a crossroad, where we can analyze what we've already done—that's what we're doing now—and try to understand this new environment," she says. "Because even though the issues remain the same, people's memories are very short. We are not a historical people by nature. But we must use our years of experience and the knowledge that we have to avoid a repeat of history. It's hard for people to understand that [diversity] issues belong in an institution of higher learning. The University has an obligation to train young people to be good citizens, to prepare them for the world, and to help them benefit from what we have learned, and we've learned a lot in all of these years. I'm committed to this cause, and I believe it's going to work."

Money Matters

Does meeting diversity goals affect the bottom line?

By Teresa Scalzo

Two years ago, when Ettore Infante was dean of the University's Institute of Technology, he attended a meeting with technology deans nationwide, including the Big Ten schools, California Institute of Technology, Massachusetts Institute of Technology (MIT), and others. At dinner one evening, the deans were discussing their schools' efforts to recruit faculty members of color. "It turned out that one young minority faculty member had received offers from eleven of the fourteen deans present," recalls Infante, who is now senior vice president for academic affairs and Twin Cities campus provost. "This young person was really outstanding, but there is no doubt about it that we have a very serious pipeline problem because everyone is going after the same candidates."

As this story illustrates, most univer-

sities, Minnesota included, are aggressively recruiting faculty of color. Sometimes a dean or department head will learn of an ideal candidate but doesn't have enough money in current budgets to hire the person. To avoid losing unexpected opportunities, University administrators established a "bridge" fund of nearly \$1 million to help departments hire faculty and staff of color. The fund pays 100 percent of the faculty member's salary and benefits during the first academic year, 75 percent the second year, and 50 percent the third year. Beginning in the fourth year, the academic unit pays the full salary and benefits. Established in the 1987-88 academic year, the bridge fund has helped departments hire 41 scholars. Administrators have committed funds to the program through fiscal year 1995 and plan to continue it beyond that time.

Last year, Infante's office assumed responsibility for the bridge fund. He will work closely with Josie Johnson, associate vice president for academic affairs and associate provost, to establish guidelines to give colleges and departments access to the bridge fund, set application deadlines, designate a contact person, and restrict funds to hiring and retaining tenure-track faculty of color and probationary academic staff. Johnson has also recommended that unused portions of the bridge fund be made available to colleges on a competitive basis for appointing visiting faculty of color.

The University's systemwide goals are to double the number of minority faculty between October 1988 and October 1994 and to bring enrollment of minority students to 10 percent of the systemwide total by the same date. To ensure that academic units support this effort, administrators are building financial incentives and disincentives into the evaluation (read budget) process. Infante distributed a memo in July 1991 outlining the details of this plan to vice presidents, chancellors, vice chancellors, deans, and department heads.

Originally, Infante expected to implement the plan in the 1992-93 academic year, but the methods of quantifying a unit's successes and failures are still being

developed. An instrument to aid University budget designers should be available for fiscal year 1994.

According to Johnson, the criteria outlined in the memo include recruitment and retention of students, faculty, and staff; improvement in working and learning environments, which Johnson deems a "critical" element; and evidence that units are rewarding efforts to plan and implement new programs for underrepresented groups of students and faculty.

"We are very optimistic about this memorandum because diversity efforts have to be institutionalized if the environment is going to change," says Johnson. "The University of Minnesota is perhaps the only institution in the country to put this kind of caveat into its budget process. The president's advisory committees have been asking how this is going. We're anxious for it to go forward and demonstrate our commitment as an institution."

While recruitment is an important issue, of equal or greater concern to administrators is the University's high attrition rate among faculty of color. Although the number of minority faculty

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beings.*

systemwide increased from 212 in October 1988 to 271 in October 1991 (about 13 percent of total faculty in both years), retention continues to be problematic. During that three-year period, the University hired 109 people of color systemwide for tenure and tenure-track positions but lost 50 minority faculty members, for a net gain of 59.

"It might turn out that the University of Minnesota is a very attractive place for minority faculty members," says Infante, "but once they are here, they are so visible that other institutions—Chicago, MIT, Princeton—see them perform and raid us."

Institutional raiding surely accounts for some faculty departures, but in her report titled "A New Paradigm: Evaluation for Effectiveness," presented to the Board of Regents last December, Johnson writes: "Faculty members have left and will leave the University of Minnesota for a wide variety of reasons. However, it would be safe to speculate that some minority faculty members' departure from the University was attributable to the environment in which they found themselves. While we can do little to prevent the faculty of color from leaving for personal reasons, we should make more efforts to remove at least some of the environmental obstacles to a better retention of people of color on the faculty." Johnson recommends conducting exit interviews and periodic surveys of former faculty of color to help improve the environment for current faculty.

To combat the pipeline problem, Johnson has suggested a "grow our own" approach by making funds available to appoint outstanding Ed.D., Ph.D., M.D., and J.D. graduates who might be hired in tenure-track positions to postdoctorate or adjunct faculty teaching positions. In some of the University's colleges, she says, it might be desirable to appoint and fund degree candidates of color to predoctoral positions.

Infante applauds Johnson's careful evaluation of both the bridge fund and the July 29 memo. "Josie wants to think very hard about how these things are administered," he says. "She's raising questions about how our investments—in time, effort, and money—can have the maximum effect."

A Statistical Comparison



Recruitment and retention of minority students, faculty and staff on all four University campuses for 1988, 1991, and 1992

Systemwide Minority Student Enrollment by Ethnicity and Percent of Total Enrollment

	Fall 1992	%	Fall 1991	%	Fall 1987	%
American Indian	399	0.8%	394	0.8%	370	0.7%
Chicano/Latino	640	1.3%	567	1.1%	477	0.9%
African American	1,075	2.2%	1,026	2.0%	915	1.6%
Asian/Pacific	2,266	4.6%	2,054	4.0%	1,721	3.1%
All Minority	4,380	8.9%	4,041	7.9%	3,483	6.3%

Note: The data include all full-time and part-time minority undergraduate, graduate, professional, and unclassified students, and exclude international students.
Source: University of Minnesota Office of the Registrar

Minority Undergraduate Enrollment in Fall 1991, Minority Recipients of Bachelor's Degrees in 1991-92, and Percent of Total Enrollment and Graduates, Twin Cities Campus

	Fall 1991	%
American Indian		
Enrollment	202	0.8%
Graduates	24	0.4%
Chicano/Latino		
Enrollment	349	1.4%
Graduates	48	0.9%
African American		
Enrollment	677	2.7%
Graduates	72	1.3%
Asian/Pacific		
Enrollment	1,485	5.8%
Graduates	191	3.5%
All Minority		
Enrollment	2,713	10.6%
Graduates	335	6.2%

Source: University of Minnesota Office of the Registrar

Annual Retention Rates Fall 1986 Through Spring 1992 on the Twin Cities, Duluth, and Morris Campuses

	1986 Minority Freshman Class*		Randomly Selected Majority Students** in the 1986 Freshman Class	
Fall 1986 Enrolled	563	100.00%	565	100.00%
End of Spring 1987				
Enrolled	477	84.72%	482	85.31%
Not Enrolled	86	15.28%	83	14.69%
End of Spring 1988				
Enrolled	392	69.63%	425	75.22%
Not Enrolled	171	30.37%	140	24.78%
End of Spring 1989				
Enrolled	330	58.61%	385	68.14%
Not Enrolled	233	41.39%	180	31.86%
End of Spring 1990				
Enrolled	275	48.85%	313	55.40%
Not Enrolled	266	47.25%	209	36.99%
Graduated	22	3.91%	43	7.61%
End of Spring 1991				
Enrolled	167	29.66%	164	29.03%
Not Enrolled	301	53.46%	245	43.36%
Graduated	95	16.87%	156	27.61%
End of Spring 1992				
Enrolled	73	12.97%	73	12.92%
Not Enrolled	346	61.46%	277	49.03%
Graduated	144	25.58%	215	38.05%

* Source: Compiled from the transcripts of 563 minority students in the 1986 freshman class

** Source: Compiled from the transcripts of 565 randomly selected majority students in the 1986 freshman class

Note: The data exclude the Crookston and Waseca campuses, which did not confer bachelor's degrees during this period.



Systemwide Minority Tenured and Tenure-Track Faculty and Percent of Total Tenured and Tenure-Track Faculty

	October 1992	%	October 1991	%	October 1988	%
American Indian	11	.4%	11	.4%	6	.2%
Chicano/Latino	39	1.2%	39	1.3%	35	1.1%
African American	35	1.1%	29	.9%	25	.8%
Asian/Pacific American	186	5.9%	188	6.1%	146	4.7%
All Minority	271	8.6%	267	8.7%	212	6.8%
Total	3,196	100%	3,223	100%	3,228	100%

Note: The tenured and tenure-track faculty includes professors, associate professors, assistant professors, instructors, and Regents' Professors.

Source: University of Minnesota Office of Academic Personnel System, Counts of Regular Faculty by Sex and Race

Systemwide Minority Academic Executives and Percent of Total Academic Executives

	October 1992	%	October 1991	%	October 1988	%
American Indian	5	.9%	3	.5%	3	.6%
Chicano/Latino	6	1.1%	8	1.4%	3	.6%
African American	15	2.6%	13	2.3%	13	2.4%
Asian/Pacific American	12	2.1%	8	1.4%	5	.9%
All Minority	38	6.7%	32	5.6%	24	4.4%
Total	567	100%	569	100%	546	100%

Note: The "academic executives" category includes these positions: president, senior vice president, vice president, associate and assistant vice president, chancellor, vice chancellor, associate and assistant vice chancellor, dean, associate and assistant dean, University librarian, executive director and corporate secretary to the Board of Regents, general counsel, University attorney, vice provost, director (University-wide), associate and assistant director (University-wide), Office of Minority and Special Student Affairs coordinator, director (campus/college level), associate and assistant director (campus/college level), departmental director, associate and assistant departmental director, chair (with faculty rank), head (with faculty rank), director (with faculty rank), library division head, and Crookston/Waseca division director.

Source: University of Minnesota Office of Academic Personnel System, Counts of Administrative Academics by Sex and Race



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Vitae

Four University deans and administrators

share their thoughts on education, research, and the future  By Teresa Scalzo

Name: Robert Erickson

Title: Senior vice president for finance and operations

Birthplace: Worthington, Minnesota

Education: Bachelor's degree in economics and master's degree in accounting and finance from the University of Minnesota

Professional Background: Erickson worked for Super Valu from 1974 to 1989; he became vice president for market development in 1983 and vice president for corporate strategic planning in 1988.

A Time of Trial: "We are in a difficult time at the University of Minnesota, and it's very important that we sit back and reflect on the importance of the institution—what it means to us personally and what it means to the state. We have been trying to explain why the University is different, its role in the economic development of the state, and the incredible importance of its research in discovering new technology and creating the environment in which that technology can be applied. At the same time, we have been faced with many things that aren't very pleasant. Our biggest challenge is trying to overcome 25 to 30 years of benign neglect of the whole administrative infrastructure of the institution, especially in terms of physical plant and accounting and personnel systems.

We're trying to compress into a very short period of time things that ideally would have happened over several years in small, incremental steps. They involve very significant change. Unfortunately, in the short term, you don't get a lot of good press from dealing with tough issues. But to the extent that people see that we are going to air our dirty linen very publicly, they get more confident that we are exercising our responsibility and are committed to dealing with these things. It is going to be a very hard sell to make."



ROBERT ERICKSON

Senior vice president for finance and operations

Money Matters: "The whole resource picture has changed dramatically. Instead of being one of the favored in terms of resource allocation [from the legislature], higher education in general has been told to 'justify your existence and tell us why we've been giving you as much money as you've had.' Because higher education is a capital investment, you don't see payoffs in the short term. It's easy for people to say, 'We can't cut back on nursing homes, K-12 education, or other entitlement pro-

grams, but we can cut back on higher education' because there is not this immediacy involved. And of course, you can. But obviously, you will pay the price down the road."

A Call to Alumni: "We haven't done a good job of creating a sense of belonging to the University community and of acknowledging the extreme importance of having the continuing support of alumni. I would like to ask alumni to reflect on how different their life is because they had the benefit of attending the University. And even though it wasn't always very user friendly . . . it also has [helped] people discover a lot of new horizons."



Name: Sandra Edwardson

Title: Dean of the School of Nursing

Birthplace: New Ulm, Minnesota

Education: Bachelor's degree in nursing from St. Olaf College in Northfield, Minnesota; master's degree in maternal and child nursing from the University of Washington;

doctorate in hospital and health care administration from the University of Minnesota

Professional Background: Edwardson joined the University of Minnesota faculty in 1976 as an instructor in the School of Public Health. In 1979 she became assistant professor in the School of Nursing, where she served as interim assistant dean for graduate studies from 1981 to 1983 and as acting dean from 1990 to 1991.

Road to Academia: After receiving her master's degree in 1964, Edwardson worked as a nurse for the United States Public Health Service in Philadelphia, Mississippi, where three civil rights workers were murdered in the mid-1960s. "It was a very intense time, a real eye-opening experience. I had spent some time as a volunteer in East Africa, and I experienced more culture shock going to rural Mississippi in the middle sixties than I did going to East Africa. Part of it was the blatant racism and segregation that was so shocking to someone from rural Minnesota, but from a health care point of view, I was seeing Third World health problems in the United States: poor immunization, dysentery because of poor sanitation, and a lot of nutritional deficiencies."

A New Era for Nursing: "The School of Nursing is in transition. When we implemented our doctoral program ten years ago, we knew that it was going to have a major impact on the work of our faculty, but we really didn't understand what that meant until we got into it. So we are making a cultural transition from an academic unit that emphasized teaching and public service much more than research to a unit that can balance all three roles, but places a greater emphasis on research and graduate education. The other major challenge that I see is to reintegrate the School of Nursing with the University Hospital and Clinic. Early nursing programs in the days of Florence Nightingale were based on an apprenticeship model. Nursing students were used as labor, and more attention was paid to staffing than to education. During the middle of this century, we went way over to the other side and separated ourselves from the clinic practice, probably to the detriment of both the practice and the study of nursing. We are trying to move back toward the middle to integrate practice, research, and teaching more completely. I have made a pact with the director of nursing for University Hospital, and we are going to coordinate the activities of our two units more closely."

Expanding Roles: "We are realiz-



SANDRA EDWARDSON
Dean of the School of Nursing



ANNE PETERSEN

Vice president for research and dean of the Graduate School

ing that not all primary-care needs are going to be filled by physicians, especially in home care, nursing homes, and rural communities. Nurses have a long tradition of providing primary-care services that is now recognized by Minnesota insurance laws, which provide reimbursement for services by nurse practitioners and nurse midwives. So that has really piqued the interest of nurses doing primary care as well as the more traditional hospital-based practice. With our emphasis on graduate education, more of our graduates will be filling primary-care and academic roles than hospital roles in the long term."



Name: Anne Petersen

Title: Vice president for research and dean of the Graduate School

Birthplace: Little Falls, Minnesota

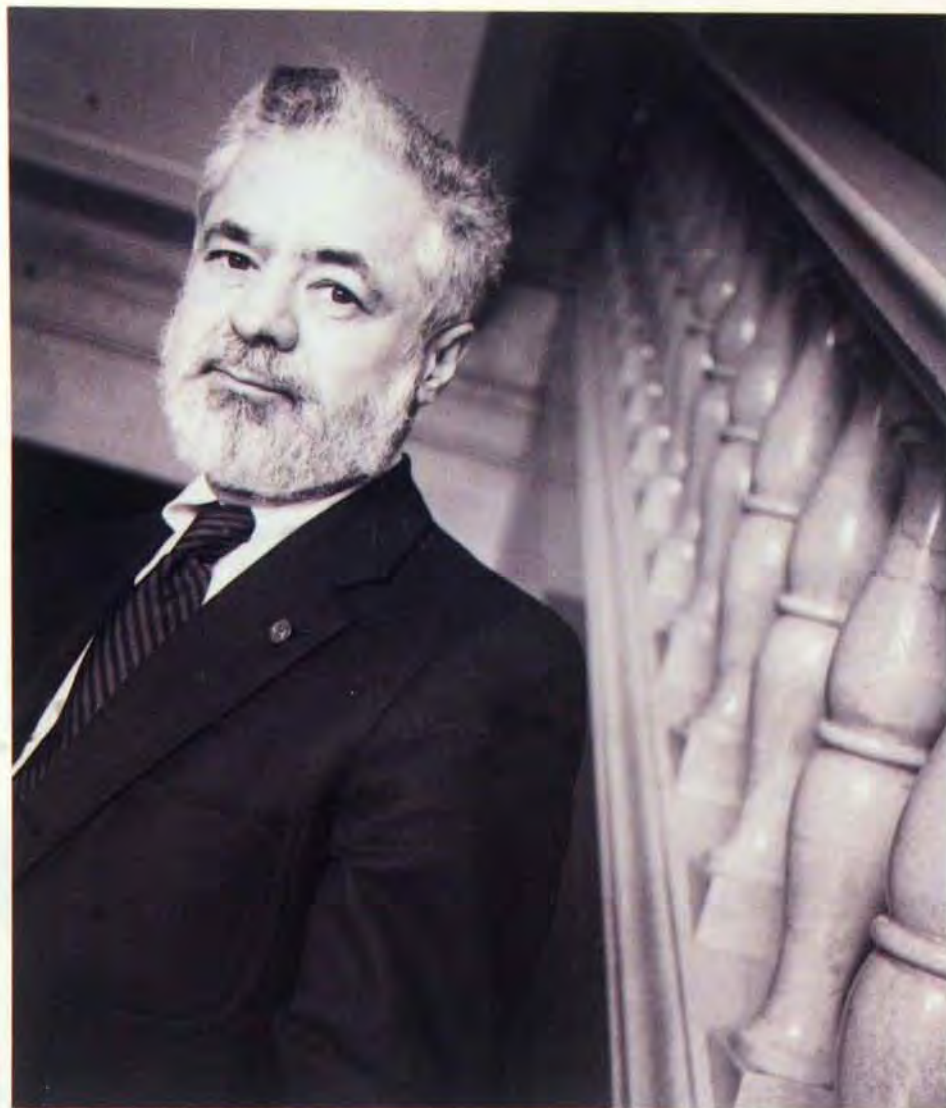
Education: Bachelor's degree in mathematics, master's degree in statistics, and doctorate in measurement, evaluation, and statistical analysis, all from the University of Chicago

Professional Background: Petersen served as dean of the College of Health and Human Development at Penn State (1987 to 1992) and before that as head of the college's Department of Individual and Family Studies (1982 to 1987).

Researching the Graduate School: "Graduate education is a major part of what we as a research university do, and it's very

important that everybody be involved in that task. I appointed a strategic planning committee to focus our attention on our research accomplishments, to identify areas of strength and weakness, and to provide an information base for future planning. One of the committee's findings is that we have too many graduate programs. Depending on whether you count majors and minors, we have between 170 and 190 programs, 70 of them in biological sciences, and that's a clue that we need to do some consolidation. We had two reviews of our programs last spring and if the faculty who acted as reviewers didn't understand the strength of certain programs, they assumed that prospective graduate students also didn't understand. So they also recommended consolidating programs, and we're pursuing that. Those recommendations were made on the basis of academic quality, and when a recommendation based on academic quality also produces some cost saving, it's a winner."

The Role of Education: "I don't see any conflict in pursuing our goal to be a top research university and still maintain a strong undergraduate program. It is inappropriate for a strong research university to have poor undergraduate education. For example, the recently funded Bush Foundation program to help graduate students learn to be outstanding teachers is entirely consistent with this. Undergraduates who can take advantage of being at a large research university and capitalize on the excitement and the opportunities that that brings should be eager to come here. It's not a university for every-



ETTORE INFANTE

Senior vice president for academic affairs
and Twin Cities campus provost

one, but there are undergraduates who thrive in this environment. We don't need to apologize for the kind of university we are. One of the undergraduate student representatives to the Board of Regents has worked on research, and she talks very effectively about the opportunities that she found here. Our graduate students are eager to tell their stories to the legislature. We need to utilize the effective spokespeople that we have and work on communicating with and educating the citizens of Minnesota about their university."



Name: Ettore Infante

Title: Senior vice president for academic affairs and Twin Cities campus provost

Birthplace: Modena, Italy

Education: Bachelor's and doctorate degrees in mathematics and aeronautical engineering from the University of Texas at Austin

Professional Background: Infante served as dean of the Institute of Technology and professor of mathematics at the University of Minnesota from 1984 to 1991. Previously, he was professor of applied mathematics at Brown University (1964 to 1984) and held teaching and research positions in mathematics and engineering at the University of Texas at Austin (1958 to 1960).

From Dean to VP: "Perhaps anybody who wants a position like this one should be automatically disqualified for reasons of insanity. I frankly did not search for this position. President [Nils] Hasselmo asked me to consider it, and one cannot say no to one's president. So I accepted the challenge because I thought that together with my colleagues I could make a positive contribution in helping navigate the University in what is a very difficult period for all universities. I take my role with a considerable amount of humility and frankly with a certain amount of envy toward the deans and department chairs because they tend to be very active. . . . Mine is a position of nurturing."

The Future of Research Universities: "Most research universities are going to survive. The question is to what extent they are going to remain research-intensive universities. The greatest research university in the United States at the turn of the century was Clark Uni-

versity, and I bet most people never heard of it. Clark University was a little bit like Johns Hopkins is today. It's still there. If you go to Worcester, Massachusetts, there's Clark, but it's not a research-intensive university. In the future, resources are going to be harder to find and certainly there is going to be absolutely no expansion of research universities; indeed, there should be a concentration."

The Future of the University of Minnesota: "As far as I am concerned, we at the University of Minnesota have two key objectives. First, we are a university and, therefore, our essence is to deal with knowledge—the exploration of it, the teaching of it, and the preservation of it. And secondly, these activities must be of high quality. We must consistently insist on these two things. We will do our utmost to see to it that twenty years from now the University continues to play a major role in the intellectual life of the state, of the region, and of the nation, at the teaching level, the scholarly level, and the service level, and certainly in the contribution that the institution makes to the economic development of the state."

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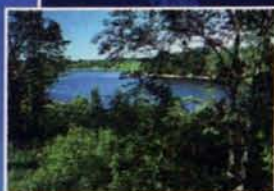
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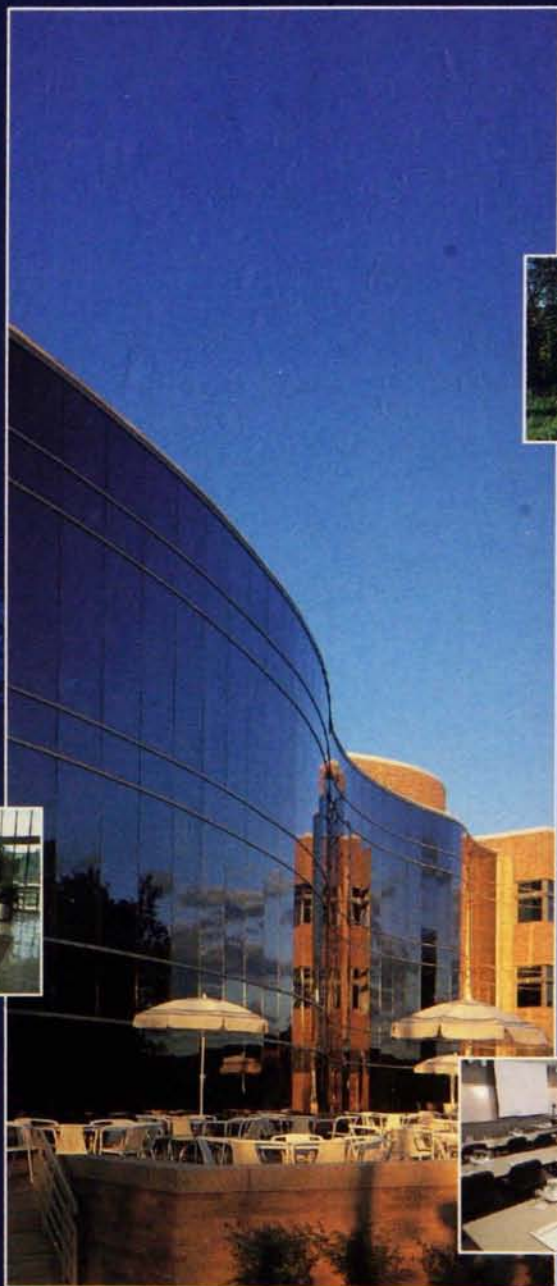
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R·E·P·O·R·T



Highlights of the people, programs, benefits, and services of the University of Minnesota Alumni Association

National President

Recently the Minneapolis *Star Tribune* ran a series of loosely related articles called "Money vs. Mission" that focused on abuses of some Medical School faculty in financial management of University research and clinical activities generating private revenue. Ranging in subject from the failure to obtain prompt FDA approval of drugs under development to the use of private practice corporations to provide benefits and salaries comparable to those in the private sector, the stories have generated some local heat and even some national attention when John Najarian was asked to resign as chair of the Department of Surgery. These stories, and their aftermath, have many lessons.

I have heard two very opposite and extreme reactions to the articles. Within the University's group of "family and friends," there seems to be considerable anger and hostility directed toward the press for its unfair treatment of the University and for being irresponsible in the pursuit of scandal and a willingness to tarnish the University's reputation. Within the general public, there seems to be anger and hostility directed at the entire University and an inference that the whole institution is mismanaged and untrustworthy. As usual, anger is a better conductor of heat than light. Each opposite reaction contains some small seed of truth.

Press exposés such as those of the *Star Tribune* are usually overstated and often incomplete. In this sense, the press really fails to meet its most essential professional obligation: objective and balanced reporting. The *Star Tribune* series seems to bring a certain set of assumptions and attitudes toward the facts that are reported. Generally, the series gives extensive play to the details of the alleged misdeeds

but gives superficial treatment to the University's explanations for the policies and practices from which these abuses spring. Sometimes the reports lack sufficient information to present the news in full context. An example of this is a report suggesting that University anesthesiologists, who earn between \$200,000 and \$250,000 a year, are grossly overcompensated. The press compared these salaries to those at other academic institutions in other markets but ignored comparisons to the income of Twin Cities area anesthesiologists in private practice, who often earn as much as twice what their University counterparts earn.

The press also failed to make any attempt to place the abuses reported within the context of the entire University enterprise. The University is a vast institution that employs more than 36,000 people and is more open to public scrutiny than any like-sized organization within the state. To report a handful of incidents without casting them in that larger context gives a misleading impression, to say the least. Nevertheless, we can't be too surprised that the press would go about its business in this way. After all, when a newspaper has salaried investigative reporters spend more than a year digging up material for publication, it should come as no surprise that the ultimate product of their work emphasizes the discovery of a scandal rather than the boring story of day-to-day competence. One makes "news," the other doesn't.

On the other hand, it is an equally serious error to become overly defensive. While the abuses depicted in the news accounts need to be kept in perspective, they are nevertheless abuses

and must be taken seriously. In my observation of University governance over the years, I have found this to be an institution with an extreme decentralization of power and authority. This has some advantages, but it also produces tremendous resistance to change and promotes interdepartmental "secrecy." News reports revealing problems do a service to the University by focusing on the weaknesses of a decentralized management environment.

We do well to heed the message these stories often send. They can generate the kind of political support for change needed to overcome the institutional inertia that otherwise prevents change. When Nils Haselmo became president of the University, he pledged to make accountability a theme of his administration. There is ample opportunity to fulfill that pledge. Every time a problem is identified and solved, the University is better for it. These experiences have repeatedly demonstrated the value of openness in helping to achieve the higher standard of conduct to which the University aspires. As painful as controversy is, these results are not all bad.

As alumni, we have the benefit of the perspective of friends as well as outsiders. We can and should help ensure that the public puts these stories in proper perspective. We must remind people of the massive enterprise that the University represents and repeat the less sensational success stories that are more typical of the institution. At the same time, we should also serve the University by letting its leaders know that we are watching and expect them to take prompt and appropriate action. Nothing less than that would meet the high standards that are part of the Minnesota tradition.



Michael Unger

A UMAA Diversity Update

Diversity—in its volunteer leadership, its staff, and its membership—is a challenge that the University of Minnesota Alumni Association (UMAA) takes seriously.

"Diversity is not a luxury, but a commitment," says UMAA executive director Margaret Sughrue Carlson, noting that the association added a statement on diversity to its by-laws in 1992.

■ Perhaps the most visible efforts have been made in achieving greater diversity on the 41-member **national board**. People of color now make up about 17 percent of the board. "We ask people of color to serve on our nominating committee," says Carlson. "They remind us directly and indirectly that diversity is important—and they have alumni contacts that can lead us to new volunteer leaders. "A good **nominating committee** never stops working. They're searching year-round to build a pool of qualified candidates, including people of color. You don't stop diversifying your board once you begin to be successful."

■ Each of the seventeen UMAA-affiliated **alumni societies** also has a board, and "ensuring that there are people of color on the society boards is also a priority, but it may take longer to achieve because there are so many different groups to work with," says Jane Whiteside, UMAA associate executive director. "And some of the **geographical chapters** may never be able to achieve diversity if they are in areas where there is little diversity among local people."

■ **True diversity**, of course, goes beyond color and numbers. "We are trying to be more open to differences of all kinds, to make the organization work for a wide variety of people," says Whiteside. "This means looking into your own experience and opening yourself to thinking and understanding in new ways. What it really comes down to is recognizing and respecting people on an individual basis."

The UMAA staff recently participated in a one-day workshop entitled "Building Cultural Bridges" offered by

the University's Office of Equal Opportunity and Affirmative Action and a half-day workshop set up by the campus Disability Services office.

"Students came to the Disability Services workshop to talk about what it's like to live with a disability," says Whiteside. "They said that you can't always *see* a disability—constant pain, for example. A firm handshake may be painful to a person with arthritis." A video showed people with disabilities "as the smart, functioning, articulate people they are," Whiteside says. Examples in the video of meetings between job applicants with disabilities and prospective employers who weren't quite sure how to deal with them showed how the situations were resolved positively for both parties.

"We ended both the cultural bridges

ty have been focused. "We are still trying to figure out how to tap into local networks to encourage people of color to apply for our positions," Whiteside says. "And although our search committees are usually small, we have always tried to have a person of color on each one. We ask the committees to think broadly about skills and abilities—not simply to look for traditional career paths." At present, 13 percent of the full-time, permanent staff are people of color.

■ **Scholarships for students of color** are among the association's diversity goals, and its University Issues and Finance Committees are working to determine how much money can be made available and how to set up scholarships. Meanwhile, the August Wilson Fellowship in Dramaturgy and Literary Criticism—which originated in a \$10,000 fund established by the UMAA when playwright Wilson spoke at its 1991 annual meeting—has evolved into a \$10,000-a-year support package for a black student of drama or literary criticism.

■ **Mentoring** is another way alumni support students of color. Jayné Caldwell has been hired as the UMAA's first mentoring program director and will work with the seventeen alumni societies and the campus learning resource centers to strengthen and expand alumni mentoring programs. Caldwell has a bachelor of science degree in marketing from Knoxville College in Knoxville, Tennessee, and formerly was associate director for multicultural programs at the College of St. Catherine.

"Whether we will end up with mentoring programs specifically for students of color is not yet known," Whiteside says, adding that some students prefer people of color as mentors, while others are more interested in having a mentor in a specific professional field. "I don't see a single, centralized mentoring program, but rather a network of connections among the alumni societies, learning resource centers, and other groups. The UMAA role is developmental. We want to help build on what's happening now."

FACT FILE

People of color on the UMAA staff and national board

	1992-93	1991-92
Staff.....	3	0
Student Staff.....	1	2
Student Interns.....	0	1
National Officers.....	1	1
National Board.....	7	3
Chapter Boards.....	1	1
Alumni Society Boards.....	3	5
Human Ecology.....	1	
Education.....	1	
Institute of Technology.....	1	

and Disability Services workshops with discussions of how our staff could apply what we learned to our work—to make the UMAA a more accessible organization—and we plan to continue our staff training with speakers and tapes from the groups we've worked with, to make sure that the workshops weren't just a one-time effort."

■ **Hiring new staff members** is another arena in which efforts to increase diversi-

Speak Out: Has the UMAA made progress pursuing diversity goals?



Marvin Trammel,
Ph.D. '73,
*at-large national
board member*

Since I've been on the board, I have found the executive director and the board to be very committed to diversity. In the past year and a half, at least three people of color have been added to the board. I know that efforts are being made to make sure that the board reflects the diversity of the overall population.

Diversifying the board is a giant step toward diversifying the general membership of the association. An organization demonstrates its commitment by doing something at the top. Ideas from people of color on the board can help make the organization more appealing and more meaningful to people who might be persuaded to join. The first strategic steps are taking place. As long as we keep the broad objective [a diverse UMAA membership] in view, we should be seeing results soon.



Dee McManus,
B.S. '77,
*College of
Biological Sciences
national board
representative,
University Issues
Committee chair*

Before the UMAA national board could critique others, we had to look at ourselves. We have succeeded in being more sensitive to diversity not just in alumni association staff hires, but also in selection of national board volunteer members. Now we need to assist with recruitment for diversity within the constituency [alumni society and chapter] boards. In the College of Biological

Sciences, for example, it's only within the past three or four years that the college has been actively recruiting students of color, and the alumni pool was not diverse. In the near future, we should start seeing more alumni of color who can then be recruited to the association and to the society board.



Mary Ellen Spector
B.S. '72, M.A. '81,
*Hubert H.
Humphrey Institute
of Public Affairs
national board
representative*

I was pleased to see when I joined the board last September that there must have been some effort to recruit people of color, but there is still a long way to go to achieve diversity. The Humphrey Institute of Public Affairs Alumni Society board aims for diversity in ages, for both men and women, for people from all parts of the country, and for people who are representative of the various branches of our profession—people who have state, federal, and nonprofit experience. This is easier to accomplish than diversity in race and ethnicity, in part because the Humphrey Institute still has relatively few students of color, and in part because the same people of color are called on so often to serve on boards. One role alumni can play is to continue to press their colleges to recruit and graduate more people of color. It has been my experience that the most enlightened discussions and creative solutions result when people with different backgrounds work together.

The UMAA has done some commendable things in the past two years to bring the issue of diversity to the fore, but my guess is that there are few people of color involved in the association: The University hasn't recruited enough students to have many alumni. The move to decrease the number of



Ron McKinley
*executive director,
Minnesota Minority
Education Partner-
ship; member, Uni-
versity Issues Com-
mittee and Regents
Candidate Advisory
Council*

undergraduates on the Twin Cities campus and raise admission requirements has had a chilling effect. I'm not opposed to the "commitment to excellence" program, but I do see the University pulling back in its commitment to diversity—for example, it stopped publishing a directory of programs for students of color because there wasn't enough money. Diversity isn't *an* issue, it's part of every issue—it needs to be part of the fabric of every discussion. I serve on this committee to continue to beat that drum.



Ted Tulashie
'88, *College of
Human Ecology
national board
representative*

I have been active on the College of Human Ecology Alumni Society board for about two years. It took no effort on my part to accept the invitation to participate on the board, which was my way of giving back to the college. There is inadequate minority representation, but I guess until there are more minority alumni, it will be a challenge. This is the beginning of my second year on the UMAA board and on its finance committee. If there are positions [on the board] open, I tell my friends. My being part of the association does open doors for others to participate.

BOARD BRIEFS

University and alumni association legislative efforts were the focus of the January 23 meeting of the University of Minnesota Alumni Association (UMAA) national board of directors. The current session of the Minnesota Legislature opened in early January and is scheduled to continue through mid-May.

University President Nils Hasselmo told the board that the University is focusing

on a six-part message to the legislature. The message is that the University of Minnesota takes the need for change seriously; did its part [in holding down and cutting costs] during the 1991-93 biennium; is accountable; is one of the most productive universities in the country; and has been, and will continue to be, a good partner as the state tackles its financial problems.

Hasselmo told the board that the

intensified UMAA commitment to its legislative network—as demonstrated by the hiring of a legislative coordinator—could not have come at a better time. Legislators' reactions to the UMAA network "have reflected a mixture of pleasure and fear," Hasselmo said.

Molly Grove, the new UMAA legislative coordinator, was introduced to the board by national president Mike Unger. Grove worked for six years for the Minnesota House of Representatives. Constituents have a big impact on their representatives, Grove said. She also told the board that legislators have a high regard for President Hasselmo.

Goals for the Alumni Legislative Network during the current legislative session are to strengthen the network by giving members more information about both the legislative process and the University's needs; explain the role of the University in the state to give all Minnesotans a greater sense of ownership of the University; and increase the number of alumni participating in the network and increase participants' involvement in supporting the University with their legislators and the governor.

Specific plans included twenty coffee parties, legislative briefings for each of the seventeen alumni societies and for twenty alumni chapters, and network volunteers at five legislative hearings.

COMING SOON

Cedar Lakes Farms, Minnesota: College of Agriculture Dean Richard Jones and College of Human Ecology Dean Mary Heltsley will be at the St. Paul campus reunion June 15.

Fairmont, Minnesota: The Martin County Chapter will host University President Nils Hasselmo June 29. Hasselmo will speak on "The University as an Engine of Economic Growth."

For more information: call the UMAA at 612-624-2323.

AT THE "U"

The Carlson School of Management and the College of Liberal Arts/University College alumni societies held receptions at Rarig Center in February in conjunction with the University Theatre production of *Noises Off*.



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For Institute of Technology (IT) benefactor Joseph Taubr, the memories of his arrival to the U.S. from Czechoslovakia

on the steamer Frankfurt are dazzling. He arrived to the sights and sounds of the 1907 Fourth of July fireworks display over Baltimore's harbor.

From Baltimore, Taubr and his family ventured westward to Minnesota where he attended St. Stanislav's grade school, Cretin High, and the University of Minnesota. A member of the class of 1928, Taubr began a successful career with the U.S. Geological Survey and went on to a 25-year tenure with the Army Corps of Engineers. Many years have passed since Taubr completed his IT degree, but the memories of those days are happy and fresh.

"Not only did I get an excellent education at the University," says Taubr, "but I made lifelong friends there."

Taubr recently established a scholarship for IT civil and mineral engineering students. At 85, he wanted the thrill of seeing the scholarship

recipients enjoy its many opportunities. This year's four Joseph H. Taubr Scholars are Eric George, Jennifer Gisslen, Michael Gustafson, and Jacqueline Kazik.

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ImageMaker, ImageBreaker

Paul Brainerd, 46, founder of the Aldus Corporation and one of the half-dozen architects of the computer software revolution, remembers his years at the University of Minnesota as integral to a career in which life and learning are inextricably intertwined, a career determined very early on.

Not that Brainerd, growing up in the rural southern Oregon orchard country of the 1950s, had decided to be king of the computer publishing industry. Such an industry didn't exist; computers themselves hardly existed. But in retrospect, it seems that Brainerd—currently working on the release of the fifth and latest version of Aldus's flagship product, the pioneering desktop publishing program PageMaker—was already preparing for his success with the full support of two remarkable parents, Phil and Vernetta.

"These days you hear a lot about 'family values,'" says Brainerd in a rare reflective moment. "The most important value I learned from my family was that in order to succeed you had to have a clear understanding of what you want to do.

"My parents ran a little portrait studio and camera store, the kind of place where they'd not only sell you a roll of film, they'd put it in the camera for you. I started working in the store as soon as I was old enough. A lot of my friends didn't know anything about their family finances; my parents never hid anything from me. The connection between business and life was made perfectly clear.

"For instance: Like a lot of small retail operations, we did the bulk of our business round the holidays. Every fall my parents would take out a \$10,000 loan to cover our Christmas inventory and pay it back in the course of January, February, and March. If we did well at Christmas, the loan got paid back fast and we might manage a trip to Disneyland. If we didn't...

"My parents didn't just tell me what was what, they gave me as much responsibility as I was willing to take. And they let me make mistakes. I remember one beauty. We used to do TV ads [for the store], produce them ourselves. I was totally in love with Nikon cameras and wanted to push them on TV. Go ahead, they said. Since the total market for Nikon cameras in the Rogue River Valley was probably four or five, we didn't even get a nibble. And, of course, my mother went ahead and put on an ad for cheap Kodaks at a special price and sold more than we ever had before.

**Success
in the
computer world
goes not to
the Nintendo
player, but
to the
communicator
who makes
the right
connections,
says visionary
technojournalist
Paul Brainerd**

BY ROGER DOWNEY

"From my parents, I learned how important it is to think ahead, to plan, but also that you have to take risks, that making mistakes is inevitable, that failure is no big thing. But the most important thing I learned from them was don't go into family business. They saw one-hour chains taking over the developing business, people coming round to Sears offering instant portrait service for \$15.95. I learned before I was out of high school that to succeed you have to be prepared to take a chance—and to change."

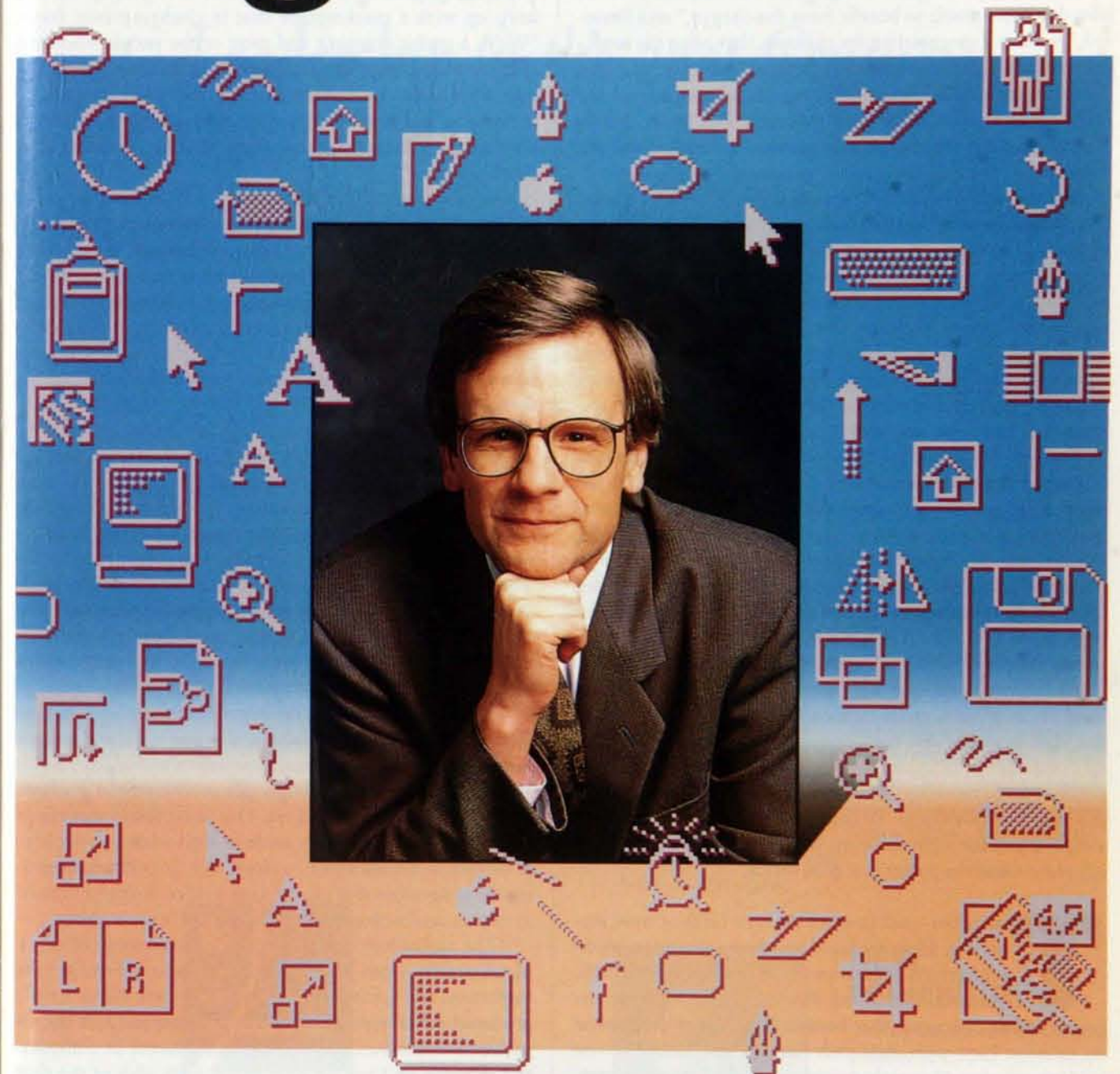
Slender and slight of build, Brainerd wasn't cut out for athletic stardom in sports-crazy Rogue Valley teen society. Instead, he took advantage of his photo shop experience to become chief photographer for the annual student yearbook. When he moved 160 miles north to the Willamette Valley town of Eugene to pursue a business administration degree at the University of Oregon, Brainerd

helped make ends meet as a teaching assistant in undergraduate photography classes. Inevitably, he became involved with the student newspaper, the *Daily Emerald*, which, like every other newspaper in the country both large and small, was in the throes of converting from the cumbersome, noisy 80-year-old Linotype typesetting process to photography-based "cold type" technology.

Attracted by the quality of the journalism school and the business program, Brainerd came to the University of Minnesota to pursue an advanced degree. "The very term I arrived, new owners had taken over the downtown firm that did the typesetting and printing for the *Minnesota Daily*, and they decided to get out of typesetting. The *Daily* had to go elsewhere. Overnight, the cost of producing the paper doubled, and the *Daily* was facing bankruptcy. They tried the University's own print shop, which was used to having all the time in the world to get everything just right: disaster.

"The faculty was aware I'd been involved in converting the *Oregon Emerald* to cold type, so they asked me to help out. I very soon became de facto production manager. I was appointed in January. By March, we'd cut the per-page production cost from \$30 to \$12. It was interesting.

"At the last possible moment that year, I applied to be editor for the next year and I got the job, which is pretty much full



**Paul Brainerd,
Aldus Corporation
founder and PageMaker
software mastermind**

time. I didn't get to class a lot, and it took me three years to get my degree instead of two, but that was an exciting time to be involved in student newspapering, what with the Vietnam War, Kent State, and Cambodia. With the help of [faculty member] Don Gillmor, who was a world authority in press law, I was able to maneuver through the academic regulations to put together a degree program that suited my own situation and objectives: a major in journalism, minor in business administration, writing three Plan B

papers toward a master's instead of a Ph.D. It was kind of strange sometimes, running back and forth across the Mississippi bridge from the journalism school on the old campus to the business school on the new campus—two worlds that hadn't talked to each other since the foundation of the University. But in terms of experience, it

turns out to have been the right education for me."

Immediately after graduation, Brainerd went to work for the Minneapolis Star and Tribune Company, where he was in

charge of the change from Linotype to photo-offset production for two daily newspapers, the *Minneapolis Star* and *Minneapolis Tribune*. The project involved thirteen different union contracts and 200 editors, reporters, and columnists, all feeling the loss of their battered Smith Coronas and desperately uncomfortable with their new computer terminals.

"It was my job to get these 200 editorial employees to see how they were going to benefit from the change," says Brainerd, "to show a sportswriter, for example, that using the terminal instead of the typewriter saves fifteen minutes, and that those fifteen minutes mean publishing a final score instead of a third-quarter score. That may not seem like much, but in Minnesota, where sports are so important, it makes all the difference."

Brainerd stayed with the company for seven years, a period that saw yet another wave of technology rise, crest, and begin to break. The computers originally at the heart of large newspaper systems were huge (room size), expensive (cost in the millions), and delicate (finicky) and required their own filtered ventilation systems, customized software, and teams of expert technicians. By 1980, minicomputers (cost in the hundred thousands) and even workstations (\$10,000 to \$20,000) were becoming powerful enough to do everything the bigger systems once had done, and more.

Brainerd left Minneapolis to join Atex of Boston, purveyor of custom computer systems to the newspaper industry. But even as he and his colleagues developed workstation-based publishing packages at Atex's West Coast base in Redmond, Washington, Brainerd could see yet another wave already gathering force. In 1983, Apple introduced a new product called Lisa, which at just under \$10,000 was a wholly different breed from the \$1,000 to \$2,000 Apple II line that had put computers within the means of individual owners for the first time.

As it turned out, Lisa was short-lived, but the innovations lived on in Apple's more reasonably priced Macintosh. And the Mac, Brainerd saw, was a doorway into a whole new world of computer applications. The celebrated reporter A. J. Liebling once remarked that "freedom of the press belongs to the man who owns one." Brainerd realized that with the Mac, a copier, and the right software, anyone could "own" a printing press—and the power that goes with it.

The often-told story of Aldus's birth is now legendary: How Brainerd and four colleagues, working in shifts 24 hours a day in a rented apartment in Seattle's Skid Road district, threw together the unprecedented program that became PageMaker in less than six months. How with their cash running low, Brainerd—on his 50th call after 49 straight rejections—found a venture capitalist to back them. How—under pressure from almost daily technical innovations in the publishing field—PageMaker was reconceived on the fly from an ad-layout tool for small newspapers to a general-purpose publishing program. How Aldus sold \$2 million worth of PageMaker programs in its first year, five times that in its second, and went public (to the tune of \$31 million) shortly after.

Today Aldus is one of the top ten software companies in the United States. It boasts half a dozen publishing and graphic design product lines, more than 800 employees, offices world-

wide, and revenues exceeding \$100 million annually.

The industry that Aldus gave birth to a decade ago is no longer the preserve of one company. PageMaker is surrounded by competitive products, aggressively challenging its market dominion in price, service, and features, and Brainerd, a master workaholic, is if anything busier than ever, counseling, questioning, goading his employees to ever greater effort to keep up with a marketplace that is changing ever faster. "We're a young company and most of the people who work here are young, too," he says, "but there's still that danger that goes with size and success, the feeling that we've always done it this way, and it worked all right, why change now? That's always been a danger signal; in today's market, it's more like a death sentence."

One way Brainerd battles corporate complacency is by constantly bringing in consultants to cast an outsider's objective eye on Aldus. He regularly challenges himself, by attending management retreats, workshops, and seminars in academic settings. "You can do a certain amount of learning in-house," he says, "but you have to get away sometimes, look at things from another point of view entirely, learn something new for its own sake, so you come back ready to see familiar things in a fresh way."

Brainerd is deeply concerned that education lags behind the enormous changes in society brought about by the personal-computer revolution. "The conventional wisdom is that kids today are computer-literate, soak it up naturally while they're growing. That's just not so," says Brainerd. "Playing Nintendo games doesn't make anybody computer literate. Studies show that kids think computer science and computers generally are something that only nerds get involved in, that they have no idea what electronic media in general are all about.

"The image problem is so severe that I got involved in a panel to look into the problem and report on it and propose some solutions. The problem is immediate and urgent; here in Washington state, we're simply not producing the graduates we need to remain competitive. Our study found that crucial career decisions are already made in high school, at the latest in the first or second year of college, and a lot of students making those decisions don't know what a career in high technology entails, and their counselors mostly don't know either.

"The technology business needs a broad range of educational profiles—not just engineers, but also experts in sales, marketing, and writing, women as well as men. We've actually produced a short video designed to show not just kids but also guidance counselors and parents that a career in computers and software isn't just for guys in the math club or the chess club.

"When I consider my own experience, I can see that the key factor in my career was not this one thing or that but the fact that I could bridge a gap, a communication gap. I knew something about journalism. I wasn't scared of technology. I cared a lot about communication. I could talk to the engineers about their bits and bytes and to editors about deadlines. It turned out there were very few people who could do that. There still aren't many. But it's those people who are the key to making the whole system work."

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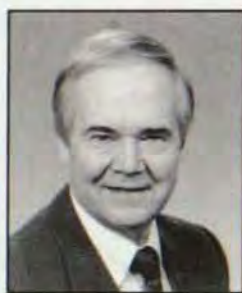
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Computer Entrepreneurs

As much as any place in the world, Minnesota can lay claim to the title "birthplace of the computer industry," for it was here, in 1946, that Engineering Research Associates (ERA) was established as one of the first two computer businesses in the country. And as much as any university, the University of Minnesota, through its alumni, contributed to the success of ERA and the explosion of private businesses that were staking their fortunes on the future of the calculating devices the press had dubbed "giant brains."

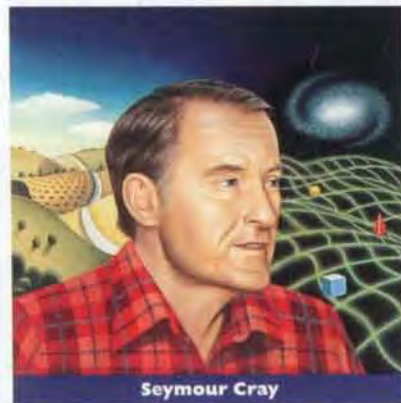
Although ERA was not founded by University of Minnesota graduates, a number of University-trained electrical engineers, including Seymour Cray, Frank Mullaney, William Keye, Irwin Tomash, and Richard Daly, helped the company build a reputation for producing exceptionally reliable computers and helped develop some of the earliest and most crucial computer-related inventions.

More importantly, these alumni and other ERA employees proved to be a veritable wellspring of entrepreneurship in the computer industry. Cray, Mullaney, and Keye, along with another electrical engineering alumnus, Elmer Engstrom, were among the founders of Control Data Corporation (CDC), which quickly thrived. Dozens of other alumni, many of whom worked at CDC, went on to start their own computer-related businesses.

Recent research conducted through the Institute of Technology dean's office has unearthed more than 50 companies founded by University of Minnesota graduates to produce computers, computer peripherals, or software products. These companies—some of them nearly as old as the computer itself, some of them so new the ink has barely dried on their articles of incorporation—employ more than 41,000 people and generate more than \$4 billion in annual sales.

From the tiniest and most sophisticated chips for use in personal computers to the fastest supercomputers in the world, from hardware to software to innovative manufacturing technology, companies founded by University of Minnesota alumni have had a monumental impact on the computer industry.

The following sketches of nine of the University's alumni



Seymour Cray

Gigabytes. That's what we estimate University of Minnesota alumni contributions to the computer industry would equal if they were measured in bits of memory. And that's big

BY CHUCK BENDA

machines with hundreds or even thousands of parallel processors. Cray Computer has just completed and delivered its first Cray III, which uses gallium arsenide chips rather than silicon, once again extending the boundaries of supercomputing speed and ensuring that the name Cray remains synonymous with supercomputer.

Making Music

When some people look at a computer they see a glorified typewriter that saves time and a lot of Wite-Out, or a king-sized calculator that doubles as their accountant. When John Borowicz, '80 B.S., looks at a computer, he sees an entire recording studio or a magical instrument that can record and print—in standard musical notation—the progeny of frustrated musicians who can compose and play beautiful music but,

and the companies they founded will give you an idea of the depth and breadth of their impact.

The Genius of Cray

Despite his longtime reluctance to talk with the media, Seymour Cray's genius is widely known as a result of the successful companies he has founded. Cray, '49 E.E., was a charter member of that precocious group of ERA employees who just couldn't wait to start their own companies. He was one of a group who started Control Data Corporation in 1957. In 1972, Cray left CDC to found Cray Research, where he began the work that led to the development of the world's fastest supercomputers. During the following decade, Cray Research evolved into the world's preeminent supercomputer manufacturer.

Despite the continued success of Cray Research, in 1984 its founder left the company to step out on his own once more, founding Cray Computer Corporation. Cray, who is reputed to work out the design of parts of the enormously complicated architectures of his supercomputers on simple note pads, has continued to pursue the development of ever faster computers based on extraordinarily powerful central processing units, even though the trend in supercomputers now is toward



John Borowicz

unfortunately, cannot write it down to share with others.

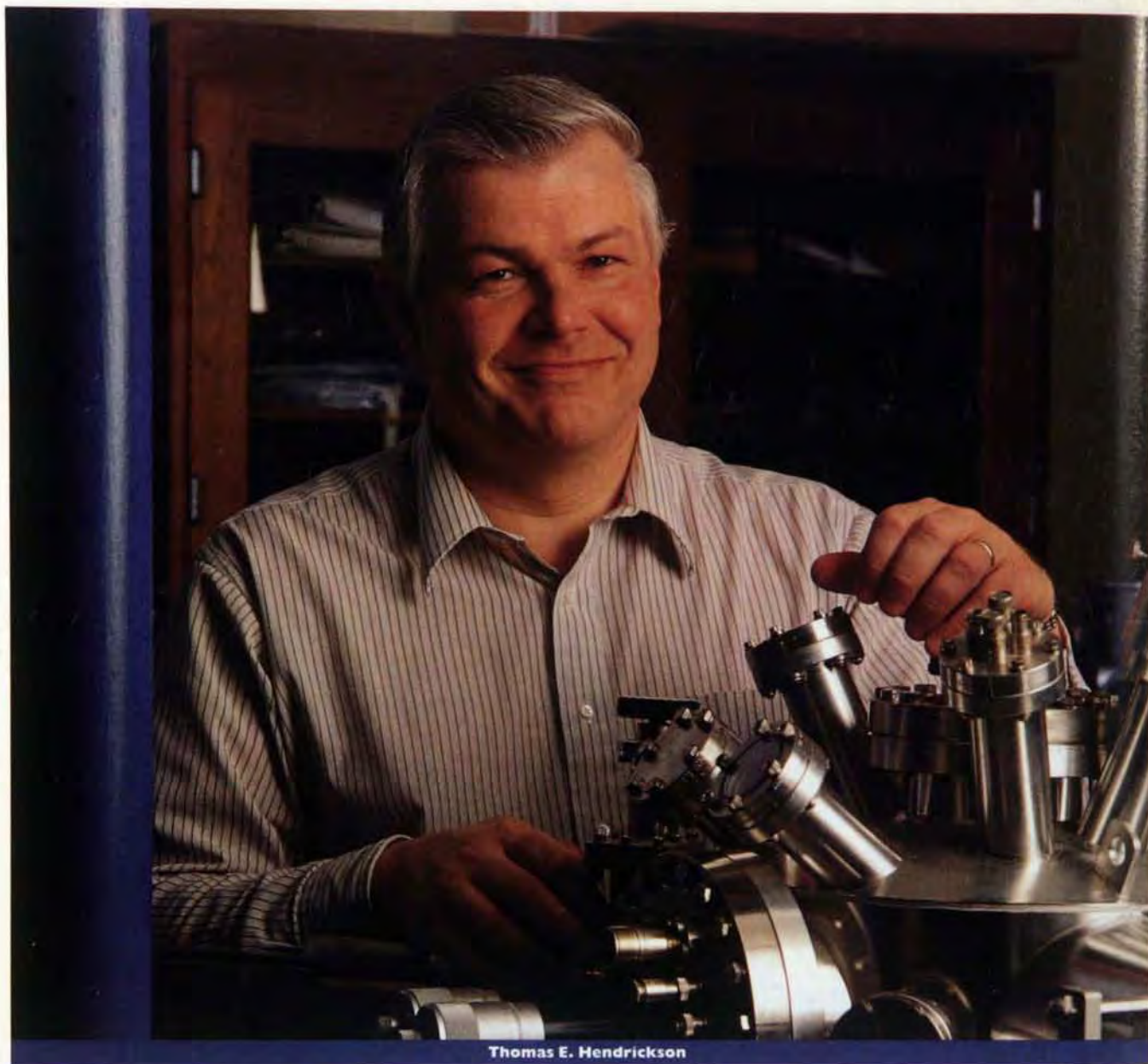
Borowicz was studying music composition at the University when he was offered a job by a group of engineers who were producing percussion synthesizers but didn't know anything about music. The job piqued Borowicz's interest in technology, and he returned to the University to earn a degree in computer science. When he graduated in 1980, Borowicz founded Passport Designs, a music software company that helped turn the computer into a tool for musicians.

Through Passport Designs, Borowicz produced and marketed a fascinating array of software products, including programs that can be used to learn note-reading skills and programs that can turn a computer and a few accessories

into an entire recording studio.

"Passport Designs became the largest producer of software for the music industry," says Borowicz. "Most of the background music for television shows is produced on computers these days. The music can be composed and recorded on the computer [in a software form] and then used to play back the instruments."

When Passport Designs shifted its base of operations to California, Borowicz left the firm he had founded to start another, Coda Music Software. Among the products Borowicz and his colleagues developed for Coda are a program that will print in standard musical notation any music the user can play on the keyboard and a program used to score the music for



Thomas E. Hendrickson

movie soundtracks that allows the user to break down all the scenes and “explode” the parts to print separate scores for each instrument.

Borowicz found it particularly gratifying to produce software products that have helped people with real musical genius or a creative bent overcome limited keyboarding skills or an inability to write music. Both companies are still in business, but Borowicz now works for DataMap, a geographic information systems business, where he is vice president and director of operations.

“Starting new businesses is like a disease,” he says. “I don’t know if I’ll ever go back to music, but I may someday be involved in the start-up of another company.”

Keeping His Word

“If you had asked me when I was four years old, I think I would have told you I was going to start some companies when I grew up,” says Thomas E. Hendrickson, who

earned all of his degrees from the University of Minnesota: a bachelor’s degree in mathematics and physics in 1972, a master’s degree in physics and electrical engineering in 1974, and a Ph.D. in electrical engineering in 1977. “And I would have told you I was going to invent some things, too.”

Hendrickson, who possesses seemingly endless energy and a knack for innovation, has done both. He founded three companies—Aquadic (1984), VTC (1984), and Silicon Design Concepts (1989)—that specialize in either the design or the design and manufacture of high-speed semiconductor devices for custom applications. The most successful of those companies, VTC, based in Bloomington, Minnesota, reached annual revenues of more than \$60 million by 1988, when it was acquired by Control Data Corporation. VTC’s success came, in part, because of a unique manufacturing technology developed by Hendrickson and his colleagues that enabled them to produce circuitry that was significantly faster than their competition’s. When VTC was sold, Hendrickson started a fourth company, Silicon Concepts, a consulting firm that offers tech-



Robin Steele

nical advice to both foreign and domestic semiconductor and electronics companies. The success of Hendrickson's business ventures has allowed him to fulfill one of the other goals he set for himself years ago.

"I like to teach, and I like students," says Hendrickson, who is now a professor and chair of the electrical engineering department at Mankato State University in addition to working at Silicon Concepts. "Because of the success of VTC—it made several millionaires—I don't have to worry about money, and this gives me an opportunity to help train others who may one day start new companies. It's nice to be able to give something back."

Mastering Software Production

Robin Steele, '84, who earned a master's degree in computer science from the University in only nine months, is just starting out as an entrepreneur. She has quickly learned that generating a good idea is not nearly as difficult as finding or

building a market and keeping the wheels of business turning.

Steele hopes the company she founded in 1991, Cogen Computer Company, will be able to develop software tools to help revive the lagging U.S. software industry. (In simple terms, software tools are software products used to write other software programs. They can be used to streamline the writing and testing process.) In the meantime, she and her colleagues are spending the majority of their time doing consulting work.

"I didn't really want to go out and get venture capital," she says, "so we're doing consulting in software engineering to bring in revenue while we build our software tools on the side." Steele, who worked for NCR Microelectronics for nine years before stepping out on her own, has extensive background in artificial intelligence and plans to incorporate artificial intelligence into the software tools the company is building.

"There's a very great focus on software engineering and software processes today," she says. "Some experts in the field feel that the American programming industry will decline rapidly if we don't improve the way we develop software.

Instead of the stereotypical programmer hacking away in the corner, we need more of a 'software factory' approach with well-defined processes and a strong focus on quality."

Cogen Computer is helping U.S. software manufacturers move in that direction.

"One thing I learned at the Institute of Technology's Enterprise Forum last year was that for many entrepreneurs, their first company was not their most successful venture," she says. "If nothing else, this whole process is teaching me a lot, maybe for future endeavors."

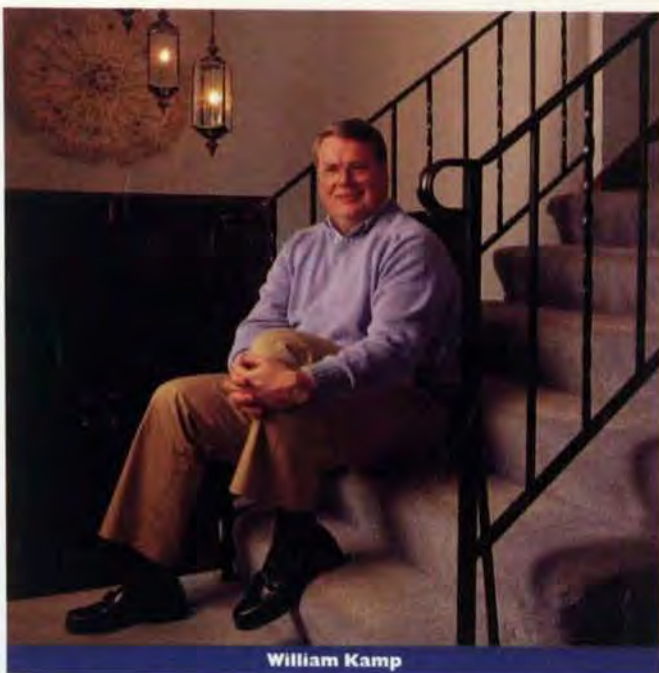
The Wonder of Widgets

William Kamp founded Interactive Network Technologies in 1990 to make widgets. These widgets (that's their real name) are software products designed to make it possible to run—with a mouse and "windows" approach—older software programs that were written to be accessed and run via a standard keyboard.

The bulk of Kamp's customers are in the oil industry, where very substantial software programs are used to analyze geophysical data to determine where and how to drill for oil. Instead of rewriting these programs, they can simply buy a widget from Kamp and upgrade to a more graphic, user-friendly mode at a fraction of the cost. Sales have roughly doubled each year since the company was founded and are expected to top \$2 million in 1993.

Kamp, who earned his B.S. (1971) and Ph.D. (1975) degrees in mathematics from the University, started the company in Minnesota, but has since moved it to Houston because of the close connection to the oil industry. He has sold out some of his equity, but plans to retain 25 percent and is still active in operations as the company's president.

Kamp recently found another hole in the market that he hopes to fill with Insight Access Group, a company he just started in St. Paul. Insight Access is a spinoff from his original company and will produce "objects"—essentially, widgets that are more user friendly. While widgets have to be set up and installed by experienced programmers, objects are designed



William Kamp



Lloyd Cherne

so that computer users can install them and modify them to meet their specific needs.

A widget? An object? Kamp laughs at his products' names, too, but the bottom line is a successful business.

Taking the Stress Out

It was necessity (and a touch of fear) that drove Lloyd Cherne, '50 E.E., to develop a new method for diagnostic heart testing that may one day completely supplant the standard EKG exercise stress test. And it was the power of the computer that made it possible.

Cherne started his first company—Cherne Enterprises—in 1953 after he developed a novel way to test piping for leakage. (Cherne Enterprises was a multi-faceted company that began making testing devices for plumbing and branched out into a wide range of products and services, including award-winning sewage treatment facilities, before he sold out in 1990.) His second company came about in 1984 because he began to have chest pains and didn't want to submit to the dangers of the standard EKG exercise stress test. Because the test can be performed only when a person's heart activity is raised through exercise, it is a risky procedure for people with

heart problems and can actually cause heart attacks.

Cherne knew of a team of Canadians—a physics professor and a cardiology professor—who, while they were working on a nuclear problem, had developed an algorithm that had the potential to help detect heart disease without an EKG exercise stress test. Cherne convinced them to check him out (his heart was not the cause of his chest pains) and promptly secured the rights to use the algorithm to develop a safer method of administering diagnostic heart tests.

Unfortunately, the complex algorithm—which used the input from 22 electrodes attached to the subject and involved some 3 billion calculations—required the use of a million-dollar computer.

To solve the cost problem, Cherne invested \$10 million and several years of research to create a dedicated computer (a



Sang Joon Lee

computer with a single function, in this case analyzing input from the electrodes) that could perform the calculations. The key to the computer's success is an elaborate software program that took two years to write.

The new digital cardiac diagnostic system has won FDA approval and has proven to be a more accurate screening device than the EKG exercise stress test. Through research and software development, Cherne was able to reduce the cost of the entire system to around \$75,000, and about twenty are currently in use in hospitals around the country.

Cherne has since retired and the firm is now known as VitalHeart Systems, but he still owns 25 percent of the business—and gets a great deal of satisfaction from having developed a valuable product.

“Out of every 100 people over the age of 35, 5 to 7 have coronary heart disease,” he says. “When they get to the stage of chest pains, there is still time to save muscle cells from dying, but if it progresses to a heart attack, then irreversible damage to the heart has already been done. This new test can serve as a great preventive tool and, hopefully, save some lives.”

The Logic of Learning

Sang Joon Lee, '66, '69, '71 E.E., came to the University of Minnesota from his native Korea because he believed a good

education would open the doors of opportunity. Like thousands of Koreans before him who had staked their future and the future of their country on higher education, Lee came to the United States to earn a Ph.D. (In the late 1970s, roughly 30 percent of all Ph.D.'s awarded in the United States went to Korean-born students.) It has been a win-win situation for all involved.

In Korea, per capita income has increased since the 1960s more than fiftyfold. “Education—and nothing but education—has been the key for Korea,” Lee says.

The United States also has benefited from the influx of education-hungry Koreans, many of whom—like Lee—stayed here and have had a tremendous impact on American industry.

In 1983 Lee was recruited by Samsung to start and oversee divisions in Korea and America, including Samsung Semiconductor in San Jose, California. Lee was soon successful and Samsung grew to employ 350 people and generate \$500 million in annual revenues in the United States, \$1.4 billion worldwide.

In 1991, Lee founded his own company, American Neurologix, in Santa Clara, California. The company currently produces microcontrollers for consumer electronics products. Lee has broken new ground by using fuzzy logic, neural logic, and a combination of the two to operate the microcontrollers. It's a small company with a handful of employees, but Lee has set lofty goals. He hopes to turn American Neurologix into a

\$100 million-a-year company before he retires.

Although he has a long way to go to reach his goal, the company already holds three patents on work completed thus far, with ten pending, and Lee is excited about the future. "I still feel like I'm a Ph.D. candidate," he says. "I still work like I did then. I am at work at 6:30 in the morning and never go home until 7:00 at night."

First in Printers

Irwin Tomash, '43 E.E., says simply. Although he can't pinpoint the origins of that urge, he gives some of the credit for his success to the University of Minnesota.

"Right after I graduated I went into the service and was sent to radar school at Harvard," he says. "There were young engineers from all over the country, some 200 in my class alone. I quickly learned that my education and preparation was as good as anyone's. I ended up first or second in that class. That was very important for confidence building and prepared me for the demands of industry."

That confidence and preparation enabled Tomash, a native of St. Paul, to start Dataproducts, a company that became one of the largest manufacturers of original-equipment computer printers in the world. Although he was involved in the start-up of several companies in the years following his work for ERA, Dataproducts was by far the most successful.

Dataproducts, which Tomash founded in California in

1962, began producing disk files, card punches, and core memories (the standard internal memory devices used in computers before the advent of silicon chips) and gradually moved into manufacturing printers. (The Dataproducts brand name is not well known to the public because the bulk of its printers are sold as original equipment, bearing the brand names of major computer manufacturers.) The company grew to roughly \$500 million in annual revenues and 5,000 employees around the world before Tomash retired and sold his interests in the company.

Having served as the company's first chair, president, and CEO, Tomash speaks with enthusiasm of Dataproducts's role in the evolution of the computer industry. "It was a lot of hard work—that's one of the great truisms about starting a business—but we were a good team," Tomash says of his fellow founders and early employees. "We developed some very good technology. We invented a special device called a print hammer that pressed the paper against the ribbon. That was quite a breakthrough. Our design was both more economical and more reliable than the competition's."

Starting Over and Over and . . .

Like Tomash, Richard Daly, '49 E.E., also got his feet wet working for ERA. Today, Daly's "business" might best be described as starting more businesses. Since his days at ERA, Daly has had a hand in the start-up of nearly 50 computer-

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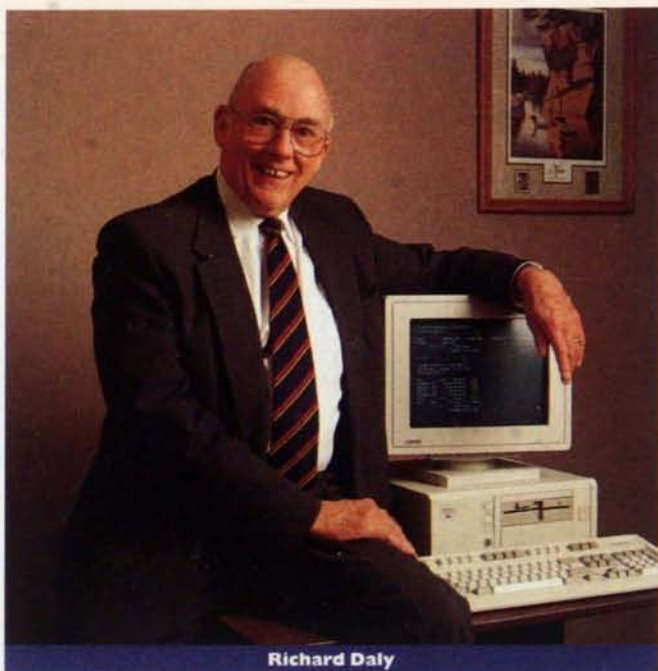
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related businesses—7 as a founder himself and roughly 40 as a consultant and equity holder.

In 1962 Daly founded Aries Corporation, a professional services company. In 1968 he founded Comserve Corporation, a company that produced software designed to help automate many of the steps in manufacturing processes. While he was still with Comserve, Daly founded Professional Processing, a general-purpose data center that provided computer-based accounting and financial services for its clients. In the meantime, Comserve had grown to about \$28 million in annual revenues and had been acquired by another software firm, so in 1984 Daly started another company, Consatech.

Since he founded the consulting firm, Daly has served about 40 new software firms. He charges a nominal fee for his consulting services but acquires equity in the companies. As the companies grow, he and they become successful together.



Richard Daly

Daly, who also earned bachelor's (1949) and master's (1950) degrees in business administration from the University, explains his prolific career as an entrepreneur as a matter of being in the right place at the right time.

"There were just so many, many opportunities to start businesses, if you had the inclination," he says. ◀

Apparently unable to keep his fingers out of the entrepreneurial pie, Daly has since founded three more companies on his own: Ultimap International, a geographic information systems company; Camelot Manufacturing Software, another manufacturing-automation software company; and Technical Information Systems, a database firm that will eventually serve as a directory of all computer, software, and other high-technology businesses in Minnesota. Information from the data base will be sold to companies seeking expertise in those fields.

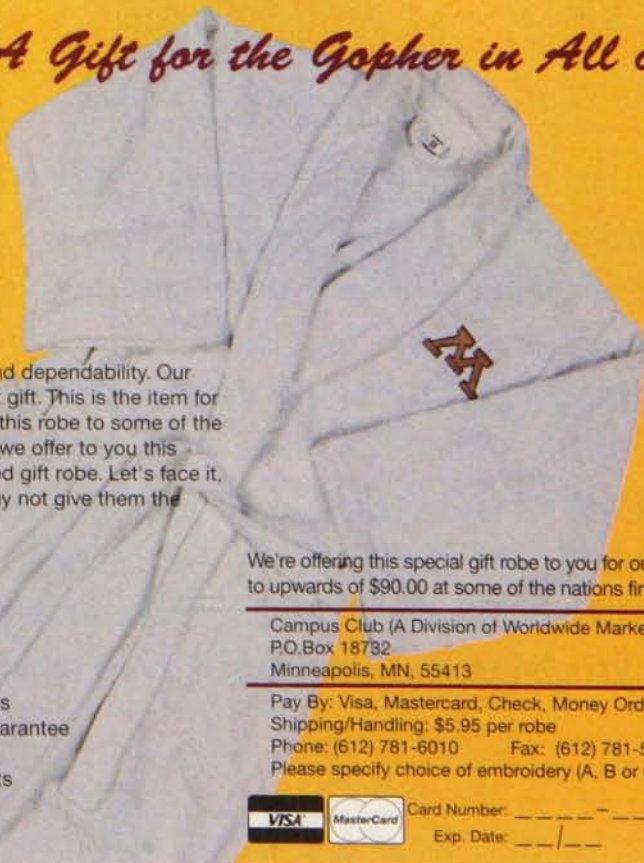


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A MONTHLY RECORD OF AUDITORIUM CONSTRUCTION



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April 1, 1993

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OPUS CORPORATION was recently named the winner of a design/build competition for a new hockey arena at the University of Minnesota.

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Design/build competitions by public institutions have gained in acceptance and are on the rise as a highly effective way to obtain a high quality design solution at a competitive cost.



Up North and Beyond

*Travels with Greg, Becky, Dave,
June, Ruth, Nils . . .*



In *National Lampoon's Vacation*, Chevy Chase loaded his family into the car and headed for Wally World—his dream vacation. We laughed at the misfortunes that plagued him as his dream became a nightmare and beseeched the gods to spare us similar mishaps on our own journeys. *Minnesota* recently polled University alumni, staff, faculty, and friends and asked them about their most memorable vacations. They reminisced, laughed—and occasionally shuddered.

BY VICKI STAVIG

The one vacation that stands out the most is one that we took when my wife, Joanne, and I didn't have any money. Just before I started law school at the University in 1966, we took a two-week camping vacation in the Canadian Rockies, through Glacier and Yellowstone and the Black Hills, in a green Volkswagen bug. We had a map, two weeks, and \$200—and came home with change. We didn't know how to camp, but we borrowed a tent from a friend. It was so old it probably had Ulysses S. Grant stamped on it somewhere. We went over 4,000 miles on \$38 in gas and had a wonderful time.

—Greg Howard, '69 J.D., creator of the cartoon "Sally Forth"

Every vacation has been memorable, but one that pops into my mind is when we went to the Scandinavian countries in 1971. We went to visit a man who had been a foreign exchange student in our home in 1956 and now is a businessman with three children in Larvik, Norway, a picturesque little town. We were going to stay just one weekend, but it turned into six days. Coming back was memorable, too. We were in Paris for one day, a beautiful Sunday afternoon, about 75 degrees, and all the gay Parisians were out. It was a serendipitous day.

—Dave Moore, '49 B.A., WCCO-TV newscaster

From early childhood days to the hectic world of congressional politics, the lakes and woods of northern Minnesota have provided memorable and revitalizing retreats.

Christmas vacations with cousins on Bad Medicine Lake and summer trips to our family cabin on Big Floyd Lake always recharge the batteries and renew the spirit. Each trip makes me more grateful for the serenity and beauty of our Minnesota lakes and woods.

—Jim Ramstad, '68 B.A., U.S. Representative, Minnesota's Third Congressional District

My wife, our three children, and I took a trip down into the Grand Canyon in 1984. It was right after my father had passed away, and it brought the family together in a special way. It was an appropriate way to celebrate what my father's life was about. He was very concerned about the environment and interested in nature before it was fashionable. There's a majesty about the Grand Canyon. You experience not only the drama of nature, but at night, sleeping out in the open without a tent, I felt closer than I had ever felt to the starry night sky—even though we were a mile down in the canyon. We were there for three days, and I suppose we walked 30 miles. It was the most memorable vacation I've ever had.

—Nils Hasselmo, University of Minnesota president

I've been to Alaska three times, each time with my husband, Bruce ['70 B.S., '73 J.D.], and a friend who is a pilot, so we've been all over the state and seen it by air. The last time we went was last summer. We flew there in a single-engine Cessna 185. It was wonderful; we could see everything and were able to fly into remote areas. I caught a 40-pound king salmon in the Mulchatna River, and we went white-water rafting on the Lake Creek River. We didn't see another person for five days. The reason it's my favorite place is that I believe it's truly the last frontier. It's very wild and untamed, the most beautiful place on earth.

—Becky Malkerson, '76 M.B.A., senior vice president, corporate relations, First Banks; University of Minnesota Alumni Association (UMAA) national board member; member of the Carlson School of Management Board of Overseers



About ten years ago, my wife, Terri, and I went skiing in Sun Valley. It was primarily to ski downhill, but for a diversion we decided to go on a two-day, back-country, cross-country ski trip with six other people. After skiing for about two hours into the mountains, we spent the night in a Mongolian yurt, a cone-shaped canvas tent like those used by nomadic tribes. In the morning, it was 40 degrees below zero outside. After breakfast, we skied for two and a half hours to where we had left the car. It wouldn't start. We waited for half an hour, but no cars came by, so our guide skied to a ranger station about six miles away. Terri and I took our skis off and did jumping jacks and kept moving to keep from freezing. About half an hour later, the guide came back with a truck from the ranger station and

jumped the car. I don't think we've ever had a more challenging and somewhat frightful experience. Now we think a cross-country trip in Baker Park would be great.

—Brian Anderson, '66 B.A., vice president and editorial director for MSP Communications

We've been to Disney World, Hawaii, and other places, but I think our best vacation has been since we retired eight years ago and moved to Sun City West outside Phoenix. There are more than 90 clubs here: sewing, copper, silver, leather, bridge, photography, computer, and Handicapables, to name just a few. I'm in a wheelchair, but I haven't sat still long enough to get depressed about it. Our calendar is so full, we don't have time to sneeze. I belong to several bridge groups, and my husband, Lloyd ['49



B.S.], makes silver jewelry and sells it in the village store. If you're bored down here, it's your own darn fault. Some people call Sun City West God's waiting room because it's so near to heaven.

—Ruth Boyd, retired researcher, Department of Pediatrics

Austria is my favorite country, because I love music, and I love the Alps. My favorite spot there is Oberammergau, where the Passion Play takes place once every ten years. We saw it about two years ago, and it's something you never forget. It's so realistically portrayed that when they raise the cross with Jesus on it, it just stops your heart. The play takes a whole day and covers events leading up to Jesus' trial, the trial, and the crucifixion. It was awesome; I would definitely go again.

—Arleen Carlson, 1934 to 1936

I have three favorite gardens. One is the Keukenhof Gardens in Lisse, Holland. It's a riot of color and pattern, using all Holland bulbs, and is open only from March through May. I went there in 1986 on a UMAA trip. Another garden is Mainau Island in Lake Bodensee, which is surrounded by Germany and Switzerland. You can walk over a bridge to the island, which is owned by a Swedish prince. Except for the palace, the entire island is a garden with exotic blooms from around the world. They change the flowers four times a year to keep it fresh. I've been there twice, both times on UMAA trips. The

third garden is Callaway Gardens, about a one-hour drive southwest of Atlanta. I found it years ago and fell in love with it. I've been going there for years. The latest addition is called "flying flowers," a beautiful, enclosed tropical garden with waterfalls and butterflies of all descriptions.

—June Lees, lifetime UMAA member, Mankato, Minnesota

I have two aspects to my personality, and they both need to vacation. One part of me loves a lot of activity, so when I go to London or any big city, particularly in Europe, I see three shows, operas, or concerts a day. I love it. We—my wife, Phyllis, and I—are usually there for three or four days. I absorb as much as I can of the arts and music. Another part of my personality wants to do absolutely nothing. Every summer for twenty years, we have gone to a cabin on Lake Burntside near Ely. It has no telephone, no TV, and no indoor plumbing. We do nothing but listen to the loons and read trashy novels.

—Vern Sutton, acting director of the School of Music

We generally don't take vacations because my work takes me all over the world. We hang around when the job is done and enjoy ourselves. We have a condo at Lake Tahoe, and it's a wonderful place to kick back year round. It's one of the most beautiful lakes in the world, 6,200 feet above sea level and surrounded by mountain peaks. We swim, water ski, play tennis, and hike. I downhill ski, too, but I have no interest in

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cross-country skiing. As a kid in Minneapolis in the winter, I called that "going to the grocery store." I want a lift to take me up and gravity to take me down.

—Peter Graves, 1949 to 1949, actor

We go to our cabin in Wisconsin once or twice a month. With all of our busy schedules, it's a place where we can do things we don't do here. We've got a little acreage, so we garden, explore nature, and fish. My son and I bow hunt, too. We're able to go there and do things that bring us together rather than apart. There is no TV, so we talk, read to each other, and relax. Short of kite flying, it's the only time I can keep kids around me. I don't take vacations, because my work demands a lot of outside work. That's why the cabin becomes so important.

—Lou Bellamy, fellow, General College; director, Penumbra Theatre

I had a sailboat built in Maine last summer and sailed it to Nova Scotia, then to Newfoundland, where you turn left and go across the Gulf of St. Lawrence, then around the Gaspé Peninsula and up the St. Lawrence River to Quebec. Then we sailed to Montreal, across Lake Ontario, through the Welland Canal, and when Niagara Falls goes down 500 feet, you go up 500 feet. Then we went across Lake Erie, across Lake Huron to Sault Ste. Marie locks, and on across Lake Superior to Bayfield, Wisconsin. The reason I went to Bayfield is that I can practice law [in the Twin Cities], then drive

four hours to Bayfield and sail. The trip took six weeks and was something I had wanted to do for a long time. I had six crew members, one for each week: Doug Dayton, Jim Bennett III, Bruce Nicole, Bill Ackerman, Dr. John Rhettts, and Joe Ness. My daughter, Robin, who is a law school senior at the University, was with me on the Nova Scotia leg of the trip.

—Russ Bennett, '50 B.S.L., '52 L.L.B., partner, Gray, Plant, Mooty, Mooty & Bennett; University of Minnesota Foundation board member

I'm part Cherokee, Choctaw, and Chickasaw. In 1991, a friend, Ellen Logacz ['89 M.A.], and I took an eight-day trip to the Choctaw Fair in Philadelphia, Mississippi. There's a reservation there, and I wanted to trace some of my ancestral roots. We drove through Nashville, over to Gatlinburg, Tennessee, to North Carolina, then back through Huntsville, Alabama. Ellen had lived up north all her life and couldn't understand the southerners, so I was interpreting for her as we traveled. We visited Indian mounds in Florence, Alabama, spent a night in Tupelo, Mississippi, then went to Philadelphia, Mississippi, and the Choctaw Fair. On the way home, we spent a couple nights in Memphis, where we visited Beale Street and heard some great music. It was the first time I had taken a trip with anyone but my husband. Ellen and I are both therapists, so it was like a marathon therapy trip.

—Cara Roberson, '87 M.A., family therapist

AN INVITATION
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President and Mrs. Hasselmo will host two receptions for members of the Class of '93 at Eastcliff, the University president's residence, on Saturday, June 12.

The receptions will be held from 10:00 a.m. to 12:30 p.m. and from 4:00 p.m. to 6:00 p.m. and will include refreshments, live music, and Goldy Gopher for those who are camera enthusiasts. Family members and friends are welcome.

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Dawn Sparby, University of Minnesota, Morris Campus, Class of '89
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On Challenges:

"As a student, one of the greatest challenges was a class I took my first year. I registered late, so I had to take what was available: an upper level course on Philosophy of Politics. It was hard, challenging...and stimulating. On the job, the most challenging aspect is the same as the most rewarding: dealing with people and helping them solve problems."

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The Man in the Middle

Senior cocaptain and center fielder Ryan Lefebvre keeps everything in balance

BY BRIAN OSBERG

HOW DID RYAN LEFEBVRE, star high school baseball player from Southern California and son of Chicago Cubs manager Jim Lefebvre, end up playing center field for the University of Minnesota?

"It was sort of an accident," says Lefebvre. "My father and John Anderson [Gopher head coach] are friends, and when John said he was looking for a particular player, a player like me, my father suggested me."

"Ryan had to make a very tough decision to leave California," says Anderson. "It took a lot of courage and showed me a lot."

Lefebvre has proven to be the left-handed lead-off batter Anderson was looking for to replace center fielder J. T. Bruett, who was drafted by the Minnesota Twins. The senior cocaptain has been the starting center fielder for the Gophers since his freshman year in 1989, accumulating a career batting average of .341 and a fielding percentage of .987, making only five errors in three years. He was named to last year's NCAA regional tournament team and is rated as the tenth-best outfield prospect by *Baseball America*.

Being the son of a famous baseball manager isn't easy. "My father's life is completely occupied by baseball, so when he calls he wants to talk about baseball and how I'm doing on the field, but I try to leave it on the field. I want to talk about other things, my friends, school," says Lefebvre. "I think in the last couple of years he has called the coaches more than me to see how I'm doing because they will tell him. He has helped me tremendously in terms of my baseball abilities, but I try to establish a father-son relationship."

"The hardest thing to deal with is the fact that people judge you before they see you," says Lefebvre. "When I'm first approached by coaches, they may be a little apprehensive in terms of my skills because they think that I know it all and that I'm not going to



Players and coaches turn to Ryan Lefebvre, son of Chicago Cubs manager Jim Lefebvre and Gopher team cocaptain, for leadership.

listen. That is the opposite of how I am. I'm very much open to criticism. I want to get better, and I know listening to people will help me get better."

Lefebvre relishes the role of cocaptain and takes his job seriously. "I think the biggest part of being captain is the connection between coaches and the players," he says. "I'm kind of the middleman. Sometimes there are communication problems within the team, and a coach can come to me and say, Ryan, we have a problem with this individual or this part of our game, and I can talk to the player or the team. If the team has a problem and feels the coaches are not addressing

it, I can tell the coaches.

"I also try to reassure the younger players when they are going through adversity, perhaps for the first time after being stars in high school. I try to relate to them. I joke around with them a lot and let them know when they're doing well."

Anderson attributes Lefebvre's strong leadership skills to his dedication and hard work. "He's the kind of guy the other players respect and trust. He doesn't ask anybody to work harder than he does," says Anderson, who also believes that Lefebvre benefited from rooming with former Gopher stars Dan Wilson and Brian Raabe when they were cocaptains in 1990.

"It wouldn't be fair for me to take in all they told me and not go out and help somebody else," says Lefebvre.

The Gophers won a dramatic Big Ten championship last year, and both Anderson and Lefebvre are optimistic about the team's chances this year—if the

pitching can come around. The Gophers lost a number of pitchers to graduation and the pros, and the top returning pitcher, senior Eric Slagle, has an ailing arm and is seeing limited action this season. "We need our young pitchers to throw some innings for us," says Anderson. "The two keys to our success will be the pitching staff's ability to throw strikes and the defense's ability to make routine plays consistently."

The team has an outstanding record off the field as well. In the spring of 1992, 19 of the 33 squad members earned at least a 3.0 grade point average. And all of the players who completed their eligibility during Ander-

son's tenure have graduated. "John is very firm when it comes to academics. His big thing is you are here to get an education and secondarily to play baseball," says Lefebvre. "I was drafted out of high school by the Seattle [Mariners] but it was never really a consideration for me. The 'U' was the best decision for me because I got a chance to mature, to improve my abilities, as well as get an education."

"When you're recruiting, you look for people who want to come to the University and graduate, and not just be eligible to play," says Anderson. "I've been head coach for twelve years, and I've found that you win

with guys who want to be here, want to be disciplined and go to class. You need the same habits on the field as you do in the classroom."

Lefebvre is expected to be drafted in June, which will present some difficult decisions. He wants to graduate, but he will have to take a fifth year to do so. If he is drafted, he would be expected to report to his new team. "I will play baseball as long as I can, but I also have interests outside baseball," says Lefebvre. "I'm in the Inter College Program with an emphasis on broadcasting. I love broadcasting, and I've had some experiences with local media shows."

"It has been a great pleasure to watch how much Ryan has developed and improved," says Anderson. "He could go out and be a pretty good baseball coach right now. I respect him, and I'm going to miss him. He has the qualities of a leader, and that's something you need in your program to be successful."

AT THE CROSSROADS

John Anderson was recently named head coach of Team USA, which will compete this summer in Cuba and at the International Cup games in Italy. The highlight of the tour will be the World University Games in Buffalo, New York. "I'm really excited about it. It will be a challenge in my coaching career," says Anderson. "I remember the first time I put that USA uniform on. It sent a chill through my spine. Representing the whole country is special. I just hope the kids [on the team] will have the same feeling."

Anderson believes college baseball is at a crucial juncture, that its future is at stake. "College baseball has the potential to be a revenue producer if we just start the season later and have the College World Series around the Fourth of July. Northern schools could have more home games, and you could balance the revenues across the country. You could get more TV revenue if you played at the time of the year when baseball is supposed to be played. Now we play in February and March, when hockey and basketball are still being played."

He believes that the NCAA and professional baseball could join forces to get young players into college and encourage them to get their baseball training and degrees instead of turning professional. "Professional baseball is trying to cut minor league expenses and could use colleges more to develop their talent," says Anderson. "The Twins spend \$11 million on their minor league system. That's a lot of money to pay to develop, on the average, two players who come up and play in the big leagues."

Bad weather early in the season limits playing time and quality for many northern school teams. Anderson cautions that if changes aren't made, "you are going to see more programs, like Wisconsin, drop out to contain costs or meet gender equity requirements. We are going to have people in this part of the country say that we don't have the same chance to get to the College World Series as the schools in the Sun Belt have, so why spend the money."

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IMPROVED REVENUE forecasts for the state early in March led **Governor Arne Carlson** to add approximately \$100 million for higher education—nearly \$32 million of it targeted for the University—to his budget proposal for the 1993-95 biennium. The governor's earlier recommendation was for \$847.9 million in total funding for the University; his new recommendation is \$879.9 million. Current funding is \$875.5 million.

No money for salary increases in either year of the biennium is included in the governor's budget proposal (neither the original nor the revised version). University President Nils Hasselmo, in testimony to the Senate Higher Education Division March 3, said that if the new revenue forecast allows any dollars for state salaries, it is critical to include University employees. The University froze salaries for fiscal year 1992 and funded increases through reallocation in 1993, he reminded legislators, while the state negotiated contracts that provided increases in both years.

Carlson's original budget proposed eliminating state subsidies for "**practitioner-oriented**" **master's degree programs**, resulting in tuition increases as high as 489 percent (in nursing). His revised budget would buy down about half the cost of phasing out the subsidy and add \$3.1 million for need-based aid for practitioner-program students. Word of huge tuition increases is already spreading across the country and causing damage, Professor Karen Seashore Louis said at a Faculty Consultative Committee meeting; she said the governor's effort to micromanage tuition policy "seems to me to be extremely dangerous."

John Najarian resigned February 11 as chair of the Department of Surgery and from his role with the University's ALG transplant drug program. He will continue as teacher, researcher, and surgeon. "Dr. Najarian is a world-renowned scientist and surgeon, one of the best-known faculty members the University has ever had," and his contributions will continue, President Nils Hasselmo said. In a news conference, President Hasselmo said he had asked for Najarian's resignation be-

cause of serious management problems in the ALG program for two decades.

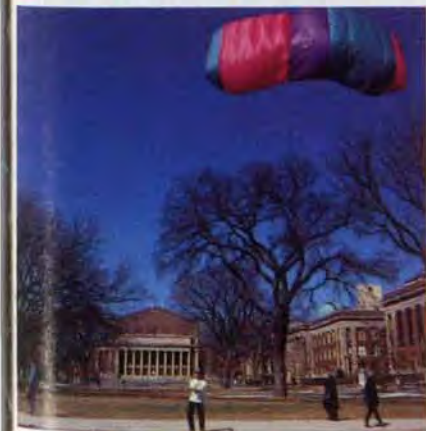
Robert Anderson, vice president for health sciences since February 1992, announced at a news conference February 18 that he is resigning from that position effective August 11. He will remain on the Medical School faculty in laboratory medicine and pathology. President Hasselmo said he accepted Anderson's resignation "with sincere regret." Anderson said he told Hasselmo of his decision to resign in December and that his resignation was not intended as a show of support for Najarian.

Child psychiatrist Barry Garfinkel was indicted in February by a federal grand jury on 25 counts of research fraud. He has pleaded not guilty. Garfinkel resigned as director of the division of child and adolescent psychiatry in the Department of Psychiatry. "I will need the extra time to devote to preparing the most vigorous and aggressive defense to these scurrilous and unfounded charges," he said.

The regents voted in March to **authorize spending** \$400,000 to review management of the Medical School and up to \$500,000 for consultants and investment bankers to figure out what to do with the ALG program. The two most likely options are to find a buyer for ALG or enter a joint venture with other parties to operate the program.

University Hospital and Clinic might ask to split from the University and become a separate nonprofit corporation, the regents were told in March. "That would be a fairly significant recommendation for us to bring forward," said M. Kristine Johnson, chair of the hospital board of governors. "We're not making it today." The recommendation that the change be considered is in a 38-page report, which says "the advantages and disadvantages of separation should be thoroughly studied."

Francis Kulacki, dean of the College of Engineering at Colorado State University, has been named **dean of the Institute of Technology** effective August 1. Kulacki taught at Ohio State University and the University of Delaware before taking the Colorado State post in 1986. He has a doctorate in mechanical engineering from the University of Minnesota.



IT'S PEOPLE WHO POLLUTE

NOT ONE of the University students [featured in Campus Digest, November/December 1992] addressed the most important environmental issue today—overpopulation. Their answers focused only on symptoms. It is *people* who consume and pollute, and the higher the standard of living, the greater the [levels of] consumption and pollution.

PENELOPE PURTZER
New Ulm, Minnesota

COPING WITH ALZHEIMER'S

OUR DAY was made when the January/February 1993 issue of *Minnesota* arrived with the excellent and exciting material on Alzheimer's disease. My dear spouse, Louise, was diagnosed with Alzheimer's in 1987. She and I read the articles together. We have been coping very well; however, I recognize that the disease is progressing.

We have seven children—four boys and three girls—all adults now living in the Twin Cities. And with eleven grandchildren, Louise receives lots of attention. I told her that 1993 has to be our big year. We celebrated our 50th wedding anniversary on December 24, 1992.

Fortunately, we have an adult day care center just five minutes from where we live, and Louise spends six hours a day there, three days a week. This has helped us greatly in coping with the problems of Alzheimer's.

Our highest compliments for those articles.

ARTHUR AND LOUISE HOISTAD
St. Paul



FREEDOM OF CHOICE

IN THE January/February 1993 issue of *Minnesota*, I found the two articles "Journey Through the Tangled Web" by Joe Moriarity and "For Dad" by Jean Marie Hamilton very fascinating and educational. They left me with a feeling of elation that was quickly destroyed when I read Teresa Scalzo's article about Janet Benshoof ["A Matter of Choice"], a description of her work fighting for women's reproductive rights. It was well written and descriptive of Benshoof's intellectual, tenacious, and persuasive abilities, but her abilities may be misdirected.

The population of the United States is approximately 250 million, and each person was a fetus at one time. Today many of those who were not denied their fetal rights are willing to

stop other fetuses from being born. Look at your family, your children, and your friends, and imagine the void in your life if one of them were missing because they were not given the right to be born.

The prologue to "A Matter of Choice" states that Benshoof is [regarded as] either a heroic freedom fighter or the devil's offspring. We are all free to make our choice. I have made mine.

DENNIS A. JOHNSON, '46
Golden Valley, Minnesota

THE OTHER SIDE

I READ "A Matter of Choice" with great interest. I suggest that, in fairness to both sides of a controversial issue and to demonstrate journalistic integrity, you devote equal space to a profile of a University of Minnesota alumnus representing the other side.

ROBERT WIRTH, '70
Minneapolis

A BLATANT ATTACK

QUITE FRANKLY, I was disturbed and upset by the article on Janet Benshoof. Granted, she is obviously a very accomplished and involved woman, but I see the article as a blatant attack on those of us who are gravely concerned about the abortion issue and all of its ramifications.

While it is a minor point, I was also unhappy with her comments putting down the Harvard Law School. I hold two degrees from the University of Minnesota—a bachelor of science degree and a Ph.D. in neurosurgery—as well as a medical degree from Harvard. I am very proud of both of

these institutions and my degrees from them.

I suggest that you profile an alumnus whose beliefs in the area of reproductive biology are in stark contrast to Benshoof's. It is the very least that you can do to right what I consider to be a very serious violation of journalistic ethics.

Incidentally, I enjoyed the articles on Alzheimer's disease.

ROBERT J. WHITE
Professor of Surgery, Case
Western Reserve University
Cleveland, Ohio

BWARE OF THE DOGMA

I WAS DISAPPOINTED to read the article "A Matter of Choice." Journalism that promotes the proabortion position is commonplace. Moreover, the abortion mentality has become prevalent on our college campuses. What is so disturbing is the dogmatic tone that has become the norm in institutions that fancy themselves as open-minded. The decision to publish the article on Janet Benshoof may have been justified given the interest in the abortion issue and her accomplishments in this arena. However, allowing [the story] to be a forum for her radical rhetoric is offensive. In the future, I encourage you to consider the values of all of your readers on issues of such significant political consequence.

DAVID FERRY, '85, '93
Champlin, Minnesota

A SORRY SOCIETY

I WAS DISTURBED to read the profile of Janet Benshoof. It is a telling comment on how sorry our society really is when we portray as a heroine a woman

whose apparent goal in life is to ensure that as many abortions as possible are performed.

By challenging such things as parental consent and federally funded programs by religious organizations that discourage contraception and abortion, Benschhof appears to be in the front ranks of those who believe that getting pregnant is no different than catching a cold—it just happens. Benschhof apparently doesn't believe that the women of America are capable of choosing not to get pregnant in the first place.

TED KIRKPATRICK, '77
Manassas, Virginia

LOCK HER UP

I WAS SHOCKED to read in your latest issue that Anita Hill was honored with an invitation to speak at the University. This woman should be in jail for perjury instead of giving lectures. The media has man-

aged to rewrite history so that everyone has forgotten the twelve women who worked in the office with [Justice] Clarence Thomas and testified that they did not believe Hill. Whoever is responsible for this travesty should be removed from authority.

THOMAS VAN HORNE, '52
Malibu, California

A WAY TO SURVIVE

I GRADUATED from the University with a B.A. in 1941. Within months, I was in the army. I spent three and a half years as a prisoner of war in the Orient. I helped to organize a University of Minnesota alumni association of sorts at Cabanatuan Prison Camp in the Philippines. We gathered once a month when possible for meetings, which began with our singing the "Minnesota Rouser" and "Hail, Minnesota," after which we would share memories of professors,

friends, and school activities. On the rare occasions when we had received Red Cross food packages, we'd have a party. I'm sure that all of this helped us to survive.

Back in the States, I engaged in work that was rewarding most of the time. I married a Twin Cities girl 47 years ago. We have six children and six grandchildren. Over the years I have met a number of University of Minnesota graduates. I hope that we can have an alumni chapter in Milwaukee some day.

ERNEST NORQUIST
Milwaukee

AN APPRECIATIVE ALUMNUS

I HAVE BEEN a member of the alumni association since 1990 when I graduated from the University. I moved out of state one hour after my graduation from the Carlson School of Management. Since then, I have found that the best way

to keep in touch with my alma mater (besides conversations with family and friends) is through your magazine. As a graduate of the University, I am very proud of our institution and I never hesitate to boldly claim our achievements. Your publication helps alumni feel a part of the University's special community even though many of us are miles and states away. After reading Margaret Sughrue Carlson's column in the January/February 1993 issue ["Wishes for the New Year"], I wanted to thank her and the entire staff for their efforts and dedication that pulls all alumni together. I hope they know that we are grateful.

DAVID YOUNGQUIST, '90
Dayton, Ohio

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A Salute to the Fans

AFTER CAPTURING the National Invitational Tournament (NIT) men's basketball championship, Clem Haskins and his Golden Gophers were welcomed back to campus by 2,000 cheering fans during a celebration at Northrop Auditorium. Kudos were bestowed by Governor Arne Carlson and University President Nils Hasselmo, and team acknowledgments were made by seniors Dana Jackson and Nate Tubbs. Jackson saluted the fans—the team's "sixth man," he called them—for helping give the players the competitive edge. While I know that the team's skill, talent, and mental toughness certainly were essential to winning five consecutive games against top-notch opponents, I couldn't agree more with Jackson's assessment. In fact, his words moved me to write this column about fans and the joy of athletics.

Fans have long been loyal to the Gopher men's basketball team, so when the team failed to be invited to the 64-team NCAA tournament, they were understandably disappointed. When the NIT bid arrived, supporters rallied to the team. It was as if the tournament provided a showcase for their Cinderella team who had not been invited to the ball.

More than 45,000 fans gathered at the Target and Met centers to cheer the Gophers to victories over the University of Florida, University of Oklahoma, and University of Southern California—setting an NIT three-game attendance record in the process. Even the most reserved and sophisticated fans were on their feet more than in their seats, and many left the games too hoarse to talk.

Then it was on the road to New York City, to Madison Square Garden and the semifinals. Minnesota quickly sold its allotted 140 tickets, and fans who still needed tickets were referred to ticket sources at Madison Square Garden. Local tour operators planned one- and three-day jun-

kets to the semifinals. And with only four days preparation time, the University of Minnesota Alumni Association (UMAA) and the Department of University Relations planned pep fests in New York before the March 29 and 31 games. While pep bands and cheerleaders are generally considered essential ingredients for pep fests, financial constraints required us to make do without them—and we counted on our fans to make the difference.

On March 29, while 29 million households tuned in to the Academy Awards on television, 300-plus Golden Gopher fans turned out for the NIT semifinal game against Providence. Those who watched the game from Madison Square Garden felt privileged to be there. Scattered around the arena, small pockets of fans would lead the familiar Gopher cheers, frantically wave their pom-poms, and let the players know that they were with them during this hard-fought game that resulted in a 76-70 victory.

After the game, President Hasselmo and men's athletic director McKinley Boston agreed that despite budget difficulties we needed to get the pep band and cheerleaders to New York for the final game on Wednesday. With only 24 hours planning time, logistics were an even bigger hurdle than financing.

Again, it was loyal fans to the rescue. Tour operators Dorothy and Steve Erban, who had planned a Wednesday-only trip to the NIT, agreed to give complimentary seats to the cheerleaders; President Hasselmo's office, the men's athletics department, and the UMMA agreed to provide the additional funding for the pep band.



Margaret Sughrue Carlson
University of Minnesota
'83 Ph.D.

The pep fest at the Ramada Hotel, across the street from Madison Square Garden, before the championship game was the finest display of fan spirit that I have ever seen. The band played nearly nonstop for two hours. The fans easily belted out the words to the *Rouser*, but were a little rusty when it came to the other chants and songs they had learned years ago at freshman orientation. I asked the cheerleaders to reacquaint the fans with the words

and teach them more Gopher cheers—so that they could make a collective presence at this game and future games. Beth Frees, a senior majoring in speech-communication from Le Sueur, Minnesota, took up the challenge like a student teacher who wanted an "A" for effort and results. The crowd loved her spunk. When the pep fest ended, most of the fans felt that they were official members of the spirit squad for the evening.

The enthusiasm carried across the street, where 1,000-plus fans discarded their "Minnesota nice" decorum and wildly cheered the Gophers on to a 62-61 victory over Georgetown—and the NIT crown.

The first postseason championship in Minnesota's basketball history was a tremendous victory, but equally important was the demonstration that fans *can* provide the competitive edge and that sports unite us in a way that is hard to duplicate. No matter where you were on the night of March 31 when the Gophers won the NIT championship, I am sure that you were pleased your team had won—and that you felt a little touch of home.


By Margaret Sughrue Carlson

THE MORE WE LEARN,



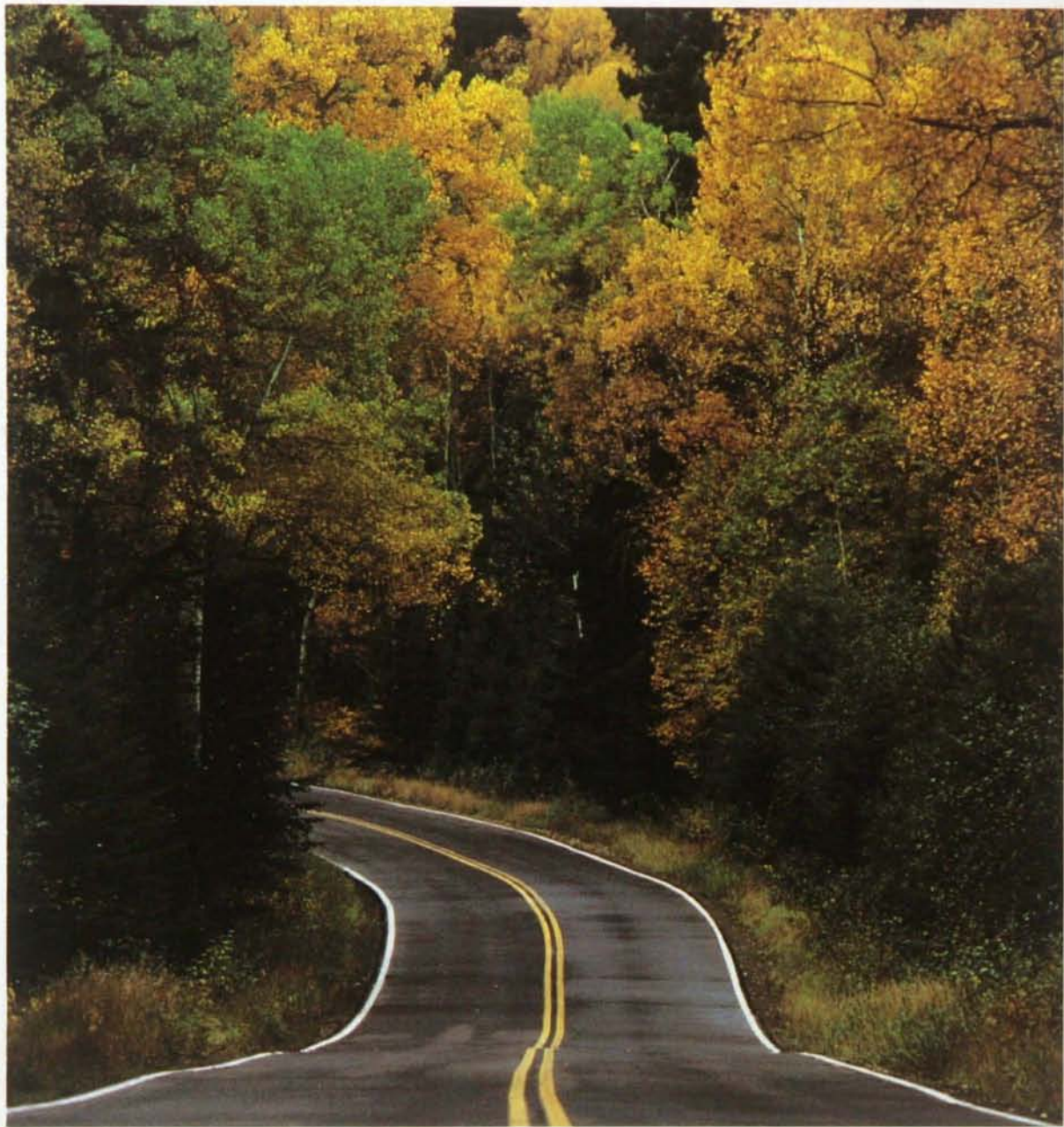
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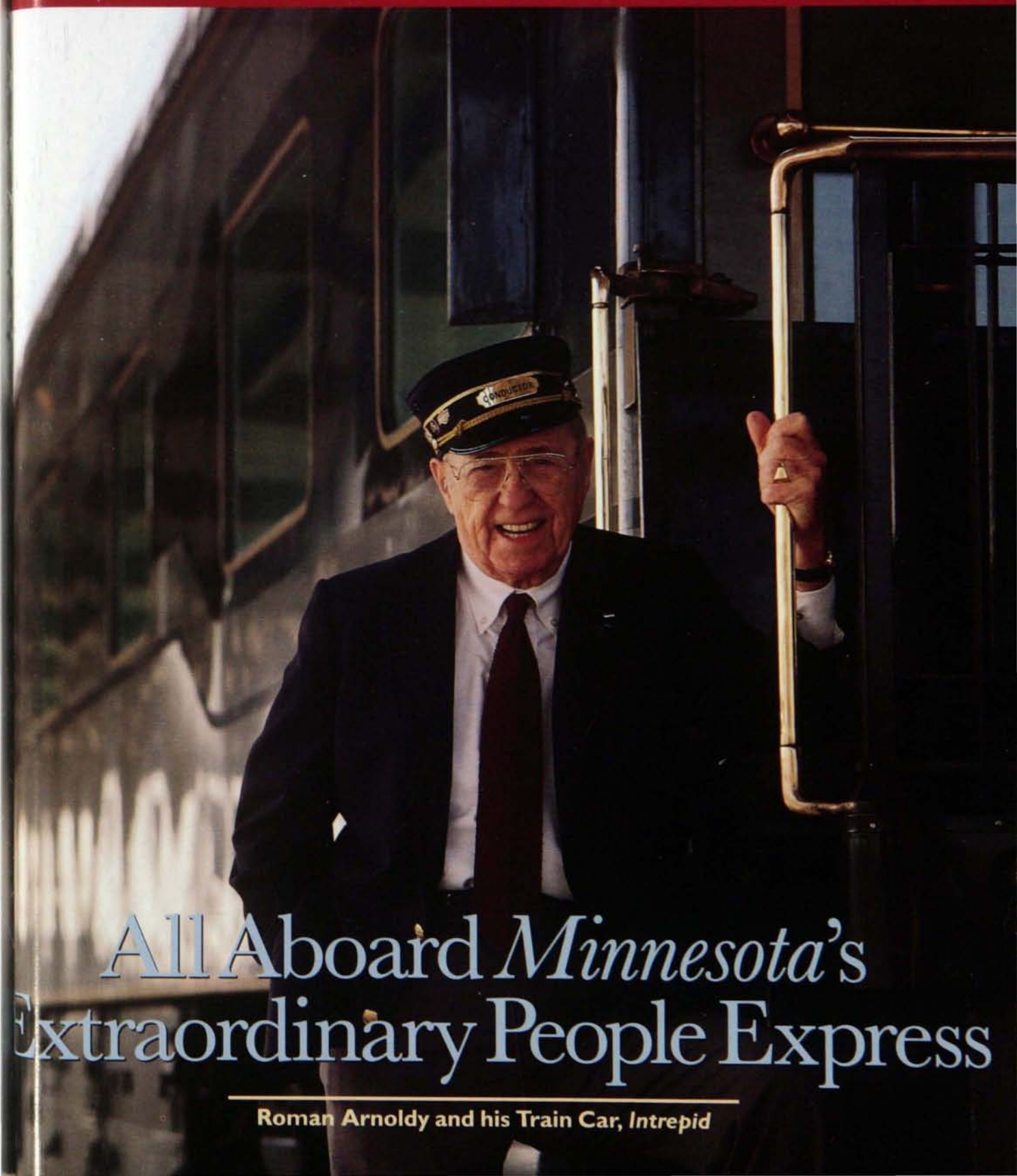
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MINNESOTA

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by Dan Vogel

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I N F O C U S

Class Notes

IN 1991 WE CAME ACROSS a newspaper clipping from the *Baltimore Sun* about alumnus Raymond Cannon, then 99 years old. The 1913 graduate had founded the Mu chapter of Alpha Phi Alpha, the nation's oldest black fraternity, at the University of Minnesota in 1912. (National members have included the Rev. Martin Luther King, Jr., and Supreme Court Justice Thurgood Marshall.) Cannon earned a pharmacy degree at the University, then went on to become a lawyer.

At the fraternity's 1991 gathering, plans were announced to dedicate the 1992 convention to Cannon, who then would be celebrating his 80th year as a fraternity member. Cannon gave this advice to his younger fraternity brothers: "Stick to education and fashion an instrument out of it that [you] can use to fight the battle of life."

Inspired by Cannon's spirit, we started a file of alumni over the age of 90 to profile in a future issue. It seemed like a natural. In 1987 we had profiled 40 alumni under age 40, and in 1991 we had focused on 30 outstanding alumni from the classes of 1930 to 1990.

It wasn't long before 80-year-olds, 70-year-olds, and those in their 60s began to make their way into our file. The Triten company sent us a copy of a little book of sayings of board chair Roman Arnoldy, 88. Continuing Education and Extension alerted us to Lorraine Herts, who, at 70, had just earned a doctorate, her fifth degree from the University.

As our file filled, we began to make assignments and assemble this issue. Somewhere along the way, we were reminded that it is impolite to use words like *seniors* or to single people out and call

them remarkable simply because they've lived a tad longer than some of us. We haven't done that. We are featuring this group of distinguished alumni because of the work they have undertaken, their accomplishments, and the fact that no matter what their degrees or vocations they are nonstop learners and teachers who have improved their professions and their communities. They are examples of the tradition of excellence in education fostered at the University of Minnesota.

We are dedicating this issue to Raymond Cannon for leading us to pursue these 26 extraordinary people. Mr. Cannon died last year.

While we are on the subject of extraordinary people, we would like to thank the entire *Minnesota* team—Teresa Scalzo, Pat Aukema, Barbara Koster, Lynn Marasco, Vicki Stavig, Bill Eilers, Corinna Nelson, Aninda Moitra, Peggy Duffy Johnson, Mary Jane Shapiro, dozens of free-lance photographers and writers, and Hart Press and Bolger Publications—for their work and professionalism throughout the year. The magazine recently received the Bronze Award from the Council for the Advancement and Support of Education (CASE) as one of the top eleven university magazines in the country.

We would also like to send our sympathy to the Bolger family on the death of Jack Bolger, who died of cancer in May at the age of 45. Jack devoted his time and enthusiasm to hundreds of people and causes and watched with joy as the rewards from his efforts increased a thousandfold. For those who knew him, every day with Jack was like a holiday. We have lost a good friend.

—Jean Marie Hamilton

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C O N T R I B U T O R S

MINNESOTA'S EXTRAORDINARY PEOPLE

Katie Gundvaldson, '91, is an administrative assistant at Waldman House Press in Minneapolis. She wrote profiles of George Gibson, Robert Gerlicher, Shirley Mankin, Helen Harris Perlman, Maynard Pirsig, and Robert Thaves.

Jeanne Tellier Leeson, '34, is a free-lance writer and editor who lives in Portland. She wrote profiles of Josephine Blanche, Betty Ramsdell Nelson, Fred Welch, and Ruth Campbell Wirt.

Corinna Nelson is a graduate student in the School of Journalism and Mass Communication. She wrote profiles of Ralph Backlund, Walter J. Breckenridge, Lorraine Blumenfeld Hertz, Helene Hilyer Hale, Lois Hobart, and Rosalynd Cohen Pflaum and cowrote *Campus Digest*.

Teresa Scalzo, '90, is *Minnesota's* associate editor. She wrote profiles of Barbara Bache-Wüig, Isabel Graham Giddings, Griselda Hanlon, Jane Hodgson, and JoAnne Schmidt O'Brien. She also wrote "A Rational Conversation with Robert Pirsig" and "Themes for a Summer Place" and cowrote *Campus Digest*.

Minnesota's contributing editor Vicki Stavig wrote profiles of Roman Arnoldy, Victor Cohn, Joseph Juran, Jeanne Tellier Leeson, and Eugene McCarthy.

THE RIGHT ROLE FOR TEACHING ASSISTANTS

Vernon Ruttan is Regents' Professor of Agricultural and Applied Economics at the University of Minnesota.

A CAPITAL IDEA

Sue Markham is University of Minnesota associate vice president for facilities management. Prior to joining the University in 1992 she was director of property management for Hennepin County (Minnesota).

CHOOSING TOMORROW

Marvin Borman is a member of the University of Minnesota Foundation Board of Trustees and served as its chair from 1990 to 1992. He is an attorney with Maslon, Edelman, Borman & Brand in the Twin Cities.

IN BRIEF

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

ILLUSTRATION

Callie Butler is a California illustrator whose work has appeared in *Los Angeles* and other magazines. Rhode Island illustrator Anthony Russo's work has appeared in *Rolling Stone*, *Vanity Fair*, and other magazines. Paul Meisel lives in Connecticut; he recently illustrated *The Cow That Buzzed*, a children's book. Illustrator Becky Heavner lives in Virginia; her work has appeared in *New York*, *Business Week*, and other magazines. Merle Nacht is a Connecticut illustrator whose work has appeared in the *New Yorker* and other magazines.

PHOTOGRAPHY

Twin Cities photographer Dan Vogel specializes in product, industry, and portrait photography. Bill Eilers is *Minnesota's* staff photographer. Photographer Kevin Horan lives in Chicago; his work has appeared in *People*, *Time*, and other magazines. Harold Sweet is a Los Angeles photographer whose work has appeared in *GQ*, *Us*, and other magazines. Tim Rummelhoff is a Twin Cities photographer.



Katie Gundvaldson



Corinna Nelson



Teresa Scalzo



Vicki Stavig



Vernon Ruttan



Sue Markham



Marvin Borman

Alumni Achievers

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you find
just what
you're
looking
for right in
your own
backyard.



Dawn Sparby, University of Minnesota, Morris Campus, Class of '89
Human Resources Specialist at The Hart Press, Inc., Long Prairie, Minnesota

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"For anyone who wants a good, well-rounded education, there's no place better than the University of Minnesota. They helped me focus on my major...and on a career. As a non-traditional student (I had two young children), that was really important."

On Challenges:

"As a student, one of the greatest challenges was a class I took my first year. I registered late, so I had to take what was available: an upper level course on Philosophy of Politics. It was hard, challenging...and stimulating. On the job, the most challenging aspect is the same as the most rewarding: dealing with people and helping them solve problems."

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CAMPUS • DIGEST

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

by Teresa Scalzo and Corinna Nelson

▶ FLIPPING OVER LANGUAGE

Last spring a group of students on the Twin Cities campus did something no other American university students have been able to do—take all of their course work across several disciplines in a foreign language.

The students were participating in the Foreign Language Immersion Program (FLIP), organized through the Institute of International Studies. The “flippers,” as they’re called, took a four-course program in international relations, history, language, and other electives—all taught entirely in Spanish.

“The goal of FLIP is to offer students an on-campus supplement to study abroad,” says Michael Metcalf, institute director and professor of Scandinavian history. Other program goals include reinforcing language skills of students returning from abroad and training academics and professionals. “We feel that the best political scientists, sociologists, international relations majors, and others need to have a deep cultural understanding of another society to better understand their own society and facilitate their work in comparative and international settings,” says Metcalf.

Jennifer Schilling, who is



double majoring in Spanish and international relations, was in the first FLIP group. She has studied in Cuernavaca, Mexico, and Toledo, Spain, and wants to use her language and international relations skills in her career. “I’m looking for ways to use the language not only for practice but also for more productive purposes,” says Schilling. “I’m hoping that the intense language practice will improve my Spanish skills and offer the advantages of going abroad [without my leaving] the University.”

Spanish was chosen for FLIP’s pilot class because it has the largest foreign-language enrollment on campus. Administrators plan to offer the Spanish program again in spring 1994 along with a French program, and to add a German program in fall 1994.

The FLIP courses are also open to non-FLIP students.

FLIP will benefit the University as well as its students, says Metcalf, who speaks three Scandinavian languages and German. “We’re positioning ourselves to meet the challenge that awaits us when students who are cur-

rently in immersion programs in elementary school get here.”

FLIP’s developers know of no other program in the United States that currently offers such at-home immersion, and eventually they want to offer two quarters of immersion study.

“Ultimately a student would study abroad for one quarter and

take two quarters of language immersion here,” says Peter Reed, associate dean for academic programs in the College of Liberal Arts and professor of English. “They need that exposure [abroad] before they can start studying academic subjects. It’s one thing to go shopping or find your way home or get street directions in a foreign language. To think analytically about an academic subject in a foreign language is a step further.”



Michael Metcalf

▶ GOPHER FACT FILE

The average all-University class section size is 22 students. On the Twin Cities campus:

- Largest class section in fall 1992 was 684, down from 1,069 in 1986.
- Only two sections had more than 400 students in 1992, down from thirteen sections in 1986.
- Seven sections had 300 to 399 students in 1992, down from eleven sections in 1986.
- 175 sections had 100 to 299 students in 1992, down from 237 sections in 1986.
- 1,122 sections had 20 to 29 students in 1992, down from 1,277 in 1986.
- 81 percent of all sections had 29 students or fewer in 1992, up from 75.5 percent in 1986.
- There were 863 more sections with 19 or fewer students in 1992 than in 1986, a 13 percent increase.



ILLUSTRATED BY PAUL MISEL

The Minnesota Centennial Showboat has been thrown a lifeline. University administrators have approved funding for one more season on board the 94-year-old Showboat, which opened its first University Theatre production in June 1958. The boat, which used to travel up and down the Mississippi River, has been docked at the Minneapolis campus since 1972, but a lack of much-needed repairs may shut it down. The success of this season will decide the boat's future, so don't miss Agatha Christie's **"The Mousetrap,"** which opened June 18 and runs through August 29. University professor, Broadway actor, and playwright Charles Nolte directs. Performances are Tuesday through Sunday. Call 612-624-4001 for more information and tickets.

The American Museum of Wildlife Art merged last year with the James Ford Bell Museum of Natural History on the Twin Cities campus, combining wildlife art, natural history exhibits, and educational programs and activities. The first postmerger show, **"Art of the Wild,"** continues through August 29. The work of acclaimed wildlife photographer Jim Brandenburg, exquisite oil paintings by Francis Lee Jaques, and hand-colored engravings by John James Audubon are among the almost 100 works on display. Call 612-624-1852.



Among the spectacular works on exhibition at the Bell Museum is **"The Old West Passes,"** 1968, an oil on canvas by Francis Lee Jaques. Wildlife art lovers will also find an impressive array of artists including John James Audubon, Les Kouba, Thomas Bewick, Alexander Pope, and Louis Agassiz Fuertes, and photographer Jim Brandenburg to name a few.

KIDS ON CAMPUS

In 1985 a quiet revolution occurred in Minnesota education: the Post-Secondary Enrollment Options Act decreed that high school students can take university-level courses for both high school and college credit.

Lisa Paulose, 17, began taking courses at the University while she was a junior at Eagan High School. She will enroll full time at the University fall quarter 1993 as a junior, and she'll graduate when she's nineteen. "I can't imagine what my life would be like if I hadn't done this," she says.

Some high school students who enter the program have exhausted high school courses and seek specialized or advanced learning, says Darryl Sedio, director of Advanced High School Student Services on the Twin Cities campus. Others are unhappy and considering dropping out, then come to the University and blossom. Sedio had little interest in high school himself—passing only choir during one term—but came to the University and eventually earned a Ph.D. in psychology.

Michelle Ludens, 21, says she had trouble learning around unmotivated classmates at Osseo High School, but classes at the University turned things around. "I loved going to the 'U.' I learned a lot more," she says. "They treat you like an adult."

Ludens began attending University classes in 1990, completing one quarter while she was in high school and graduating with honors in psychology last spring. Her goal is to get a master's degree—and maybe a Ph.D.—in counseling.

Sedio says part of the reason for such "healthy turnarounds" is that students who participate in the program are exercising free choice. Also, the energy and enthusiasm their college course work generates pumps energy into their high school course work. One of the program's goals is to keep bright, motivated students in school.



Michelle Ludens and Lisa Paulose got a head start at the "U."

Guy Gaskin, 17, of Prior Lake High School exemplifies that energy. He has completed four quarters of calculus and takes fifteen University credits a quarter in courses that range from political science to theater. Now he's channeling his energy into choosing a career path. "It could [lead] anywhere from the air force to theater," he says.

Gaskin hopes to enter the Institute of Technology during the 1993-94 school year and major in biophysics, but he enjoys the variety that the University offers. He used his math skills in a class titled Technical Elements of Theater to calculate counterweights for props and the amount of paint needed for sets, and he helped build sets for University Theatre productions of *Noises Off* and *King Lear*.

These students all pursued interests in greater depth than their high schools allowed. Paulose says she would not have recognized her interest in English without encouragement from a University professor. After taking a broad range of courses, she hopes to get a Ph.D. in English and a medical degree. "I would be disappointed in myself if I had talent in these two fields and didn't maximize it," she says.

We asked students on the Twin Cities campus to name the best and worst books they've had to read for a University class, and their favorite books overall.



John Barger,
23, junior majoring in
anthropology. Hometown:
Coon Rapids, Minnesota

Favorite book read for a course: *The Protestant Ethic and the Spirit of Capitalism* by Max Weber, for an anthropology class. It's a really interesting sociological study. People are still debating it today.

Worst book read for a course: Any economics textbook.

Favorite book overall: Dostoevsky's *Notes from Underground*.



Kim Thompson,
21, junior majoring in
psychology.
Hometown: St. Paul

Favorite book: *An End to Shame: America's Crisis in Sexuality* by Ira Reiss, for a sociology class. It was very well written. He knows what he's talking about.



Gia Pionek,
21, senior majoring in
anthropology. Hometown:
Green Bay, Wisconsin

Favorite book: *Malcolm X*, for a composition course. It generated a lot of discussion in class. Everyone had something to say about it. I learned a lot about class interactions.

Worst book: A dry science book. Take your pick between biology and astronomy.

Favorite overall: *The Metamorphosis*, a short story by Franz Kafka.



Martha Ohno,
31, senior majoring in
computer science.
Hometown: St. Paul

Worst book: *Automata Theory*, for a class of the same name. It was difficult to understand. It wasn't the way [the book] was written, it was the subject matter.

Favorite overall: *The Firm* by John Grisham.



Mike Tiffany,
29, graduate student in
classics. Hometown:
Minneapolis

Favorite book: *The Iliad* and *The Odyssey* by Homer. They contain examples of everything I like in literature—tragic and comic scenes, structural composition, characterization, imagery, narration—and in communication, some of the rhetorical elements of character.

Favorite overall: Aristotle's *Rhetoric*. I'm a classicist. That's what I'm focusing on now.



Tex Ostvig,
27, junior majoring in Spanish.
Hometown: Wayzata,
Minnesota

Favorite book: *The Deer Slayer* by James Fenimore Cooper. My teaching assistant did a good job of getting us to look at the story line of the Old West [and] at our own identities and personal awareness of other peoples' attributes.

Worst book: *The Attribute Compliment*, for a literature class. It was a very abstract

book. The guy was just off the wall in his views about diversity and people in general and their attitudes.

Favorite overall: *Last of the Mobicans* by James Fenimore Cooper.



Sally Murakami,
28, part-time student in
human resources.
Hometown: St. Paul

Favorite book: *Catcher in the Rye* by J. D. Salinger. It's a classic. It's one of those books you want to keep reading.

Favorite overall: *All I Really Need to Know I Learned in Kindergarten* by Robert Fulghum.



Pat McCarver,
21, senior majoring in biology.
Hometown: North St. Paul

Favorite book: *The Tempest* by William Shakespeare, for an introductory English class. I've always had a problem understanding Shakespeare. I feel all of his writings are challenging. I like trying to read them.

Favorite overall: *Jurassic Park* by Michael Crichton.

Nothing can make or break an event like the featured speaker. If you need a good speaker for an upcoming event, the University is an excellent resource. Two offices on campus can help you locate a speaker who fits your agenda.

The University Speakers Bureau maintains a data base of more than 300 speakers—mostly faculty and staff, but also graduate students who are working on their doctoral degrees. Generally, requests are for topics rather than specific speakers, but the bureau can handle either. There is no charge for the service; speaker fees range from free to \$1,000 and are negotiated with the speaker.



For information, call 612-624-4848.

The CLA Speakers Bureau is a new service offered by the College of Liberal Arts. Most of its 70 participating speakers are faculty in the college, and some will consider engagements outside the Twin Cities and Minnesota. Fees are negotiated directly with the speaker. Among the speakers are English professor Ellen Messer-Davidow on the right wing in the United States during the past two decades, political science professor Terence Ball on why communism died and what might replace it, and professor Amy Sheldon on language and gender. For information, call 612-625-7346.

THE INSIDE STORY

Two-headed babies, sightings of dead rock stars, and weight-obsessed television stars are all regular fodder for the supermarket tabloids. Elizabeth Bird, associate professor of anthropology and interdisciplinary studies on the Duluth campus, became fascinated with the tabloids when she moved to the United States from her native England several years ago. She recently wrote a book, *For Enquiring Minds: A Cultural Study of Supermarket Tabloids* (University of Tennessee Press, 1992), that summarizes her research in this area.

Minnesota: How did you become interested in tabloids?

Elizabeth Bird: I have a background in folklore and I noticed that the [stories] seemed to be folkloric in tone.



Elizabeth Bird

Minnesota: What folkloric themes show up in tabloids?

Bird: The stories about people who become very famous and rich are like old fairy tales. There's a lot of fantasy in the stories about their wonderful lives, but they have a subtext—sometimes very clear—that the rich and famous are not really as happy as regular people. [Tabloid] readers like those kinds of stories because they make them feel good about their own lives. Also, stories about people who win the lottery are the modern equivalent of [folk tales] about finding the pot of gold.

Minnesota: Are the tabloid editors and writers you interviewed aware of these similarities?

Bird: Yes, I think they are and I think they play on it. People think of the tabloids as sleazy and nasty, but actually they tend to be rather upbeat. [The editors] don't like what they call "downers," stories that depress people. They want people to feel better about themselves.

Minnesota: Do they admit to making up stories?

Bird: At first nobody would admit outright that they make up stories. They would always say that they had a source somewhere, maybe a stringer calling in from Bulgaria. Later, when I got friendly with a [former] tabloid writer, he told me that there

are a certain number of stories that are just completely made up. They call them "top of the head" stories. Maybe they have a headline or a photo or just an idea, and they will write a story [to go with it] with absolutely no relationship to anything real.

Minnesota: Were you able to identify a typical reader?

Bird: It's hard to find out who the typical reader is because none of the tabloids has ever done demographic studies, and I didn't do a formal, scientific study. I put an announcement in one of the papers and asked people to write to me about themselves and why they read tabloids. The [tabloid writers] say they're writing for Mrs. Middle America, and my sample tended to back that up. The letters I received

were predominantly from women, average age 50, not highly educated, but most of them had finished high school, and were working class.

Minnesota: Why do they read tabloids?

Bird: Many of them said the stories make them feel better about their own lives. They enjoy the vicarious thrill in reading about celebrities. A lot of people said the tabloids give them inside information, whether it is the government covering up UFO landings or that they know something about some TV star that their friends don't know. There was a lot of this sense of wanting to know the scoop, the inside story.

Minnesota: What are you working on currently?

Bird: I'm starting to do some work on tabloid television, like "A Current Affair" and "Inside Edition," and the reality shows [like "Cops" and "Rescue 911"].

Minnesota: The reality shows seem to be hugely popular right now.

Bird: Yes, they are. Partly because they're cheap to produce, but I think people like them a lot. I'm trying to get a sense if there is a changing idea of what news is and what people perceive as news as opposed to entertainment.

Eastcliff

Eastcliff is the residence of University of Minnesota presidents and their families. Built in 1922 for the Edward Brooks family and given to the University in 1958, Eastcliff stands out—as a home, first of all, and as a special place for welcome, for work, for celebration, and for ceremony.

Perhaps you have been among the nearly 5,000 people who visit Eastcliff each year. Graduates and their families. Newly promoted and tenured faculty. Major donors. Regents and legislative leaders. Dignitaries from other countries. University Presidential Scholars. Teaching award recipients.

The Eastcliff Legacy Fund is being initiated to ensure that Eastcliff, like all the public places of the University's Twin Cities campus, is preserved for future generations to enjoy.

The Friends of Eastcliff are sponsoring a fund-raising reception at Eastcliff on Saturday, October 2, from 3 to 6 p.m. To receive your invitation or to make a donation to the Eastcliff Legacy Fund—call Linda Fox at 627-6800.

Paid for by Friends of Eastcliff.

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UNIVERSITY OF MINNESOTA

More of *Minnesota's* Extraordinary People

In 1987, we profiled 40 alumni under the age of 40 who had achieved distinction in their professions and areas of interest; in 1992 we chose to focus on 30 alumni from the classes of 1930 to 1990. This year we are proud to feature 26 alumni from the classes of 1924 to 1992. Their names have come to us in myriad ways—phone calls, letters, newspaper and magazine articles, college newsletters, books, and television. Though their degrees, professions, and ages may differ, they are all thoughtful and articulate people who are not afraid to speak their minds. And although they all are over the age of 60, no one would dare to call them retired. Here we present another distinguished group of University of Minnesota alumni who continue to learn, to teach, and to make their marks on the world around them.

By Katie Gundvaldson,

Jeanne Tellier Leeson,

Corinna Nelson,

Teresa Scalzo,

and Vicki Stavig

ROMAN ARNOLDY: EXPRESSLY YOURS

ROMAN ARNOLDY, '33, founded the Triten Corporation in Houston 47 years ago and still serves as its chair. "I founded Triten, which then was called Texas Alloy Products Company, in 1946 with capital of one dollar, which was used to register the name," he says. The company manufactures an abrasion-resisting steel plate and slide valves for refineries. "The valves are quite large," he says. "One valve will sell for \$500,000 to \$1.5 million."

In 1992 Arnoldy, who will be 82 this fall, founded ARNCO Technology Trust. A year later it joined a partnership with Paton Welding Institute of Kiev in Ukraine, which Arnoldy calls "the most respected welding research institute in the world."

Asked about his plans for retirement, Arnoldy replies, "Retire from what? I'm doing what I

want." He goes to the office every day, but takes time to write essays on subjects that amuse or concern him and send them to friends and acquaintances, including his old friend George Bush. "I haven't added Clinton yet, but I've got some things I want to tell him," Arnoldy says.

A favorite essay topic is trains. "I've been a rail nut all my life," Arnoldy says. "I grew up in Savage [Minnesota], where the only thing that ever happened of any note was when the train came in." Arnoldy doesn't just like trains, he believes in them. In one essay, Arnoldy compares the cost of shipping 10,000 tons of grain by rail and by truck. The latter would involve 400 trucks, 400 drivers, and 7,200 tires, and each truck would do 9,600 times the damage a car would do to the highways. "Or," he writes, "we can put it all on one freight train with a crew of two or three [today only one is needed, he says] and make the haul with one-fifth the fuel cost and greatly lessened congestion and damage to the highways."

Arnoldy bought himself a private rail car a couple of years ago. "We put on 30,000 miles in 1991 and 30,000 in 1992," he says. "It has 1,000 square feet of living space that includes a kitchen, dining room, lounge, and bedroom. It's a restful and pleasant way to travel."

The University of Minnesota is a priority for Arnoldy, who earned a degree in mechanical engineering in 1933. "The University is a

national resource, and it needs to think of itself in those terms," he says.

With no retirement plans on his agenda, Arnoldy has published a booklet of his favorite sayings, some of which summarize his current philosophy:

- Like charity, success begins at home.
- What most organizations need is your brains—what they want is your money.

"One of the definitions of getting old," says Arnoldy, "is when you wake up in the morning and the best part of the day is over." For Arnoldy, the best part of the day is always just beginning.

EUGENE McCARTHY: ANIMAL CRACKERS

"FORMER SENATOR IS FINE," says Eugene McCarthy, '39, when he's asked how he wishes to be addressed. "After you're out for fifteen years, they call you senator again. When you're first out, they don't, because they want you to *know* you're out."

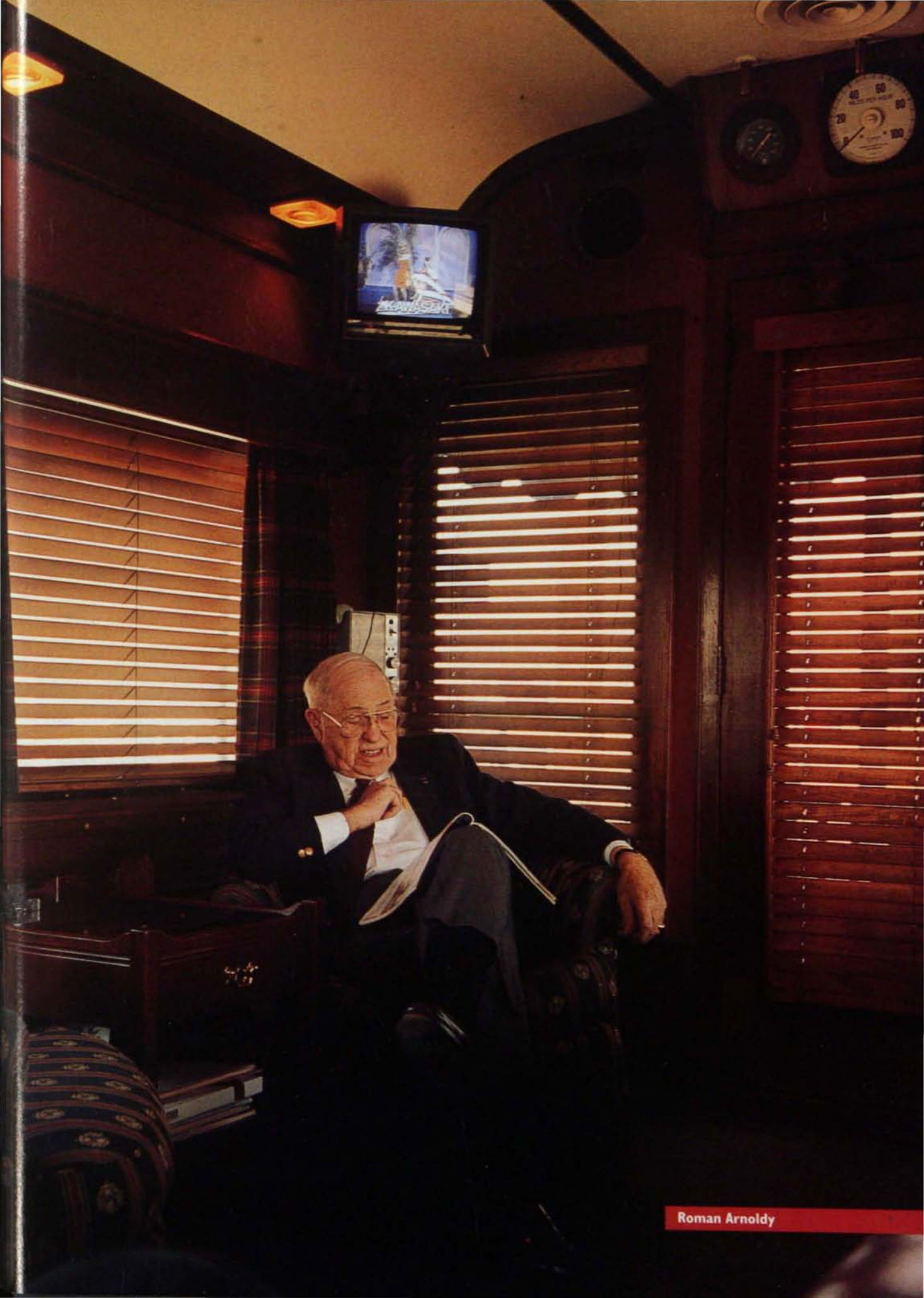
McCarthy—poet, pundit, former member of the U.S. House of Representatives (for ten years) and U.S. Senate (twelve years), and three-time presidential candidate (as a Democrat in 1968 and 1972, as an independent in 1976)—now lives in Sperryville, Virginia, a stone's throw from Washington, D.C. He recently completed *Colony of the World: The United States Today*, which was published in January.

"It's sort of a reflection on the state of the country," says McCarthy. "We're not a sovereign nation; we're just the number one colony of the world." McCarthy is also working on a collection of essays that, he says, "probably won't be published until the end of the Clinton administration."

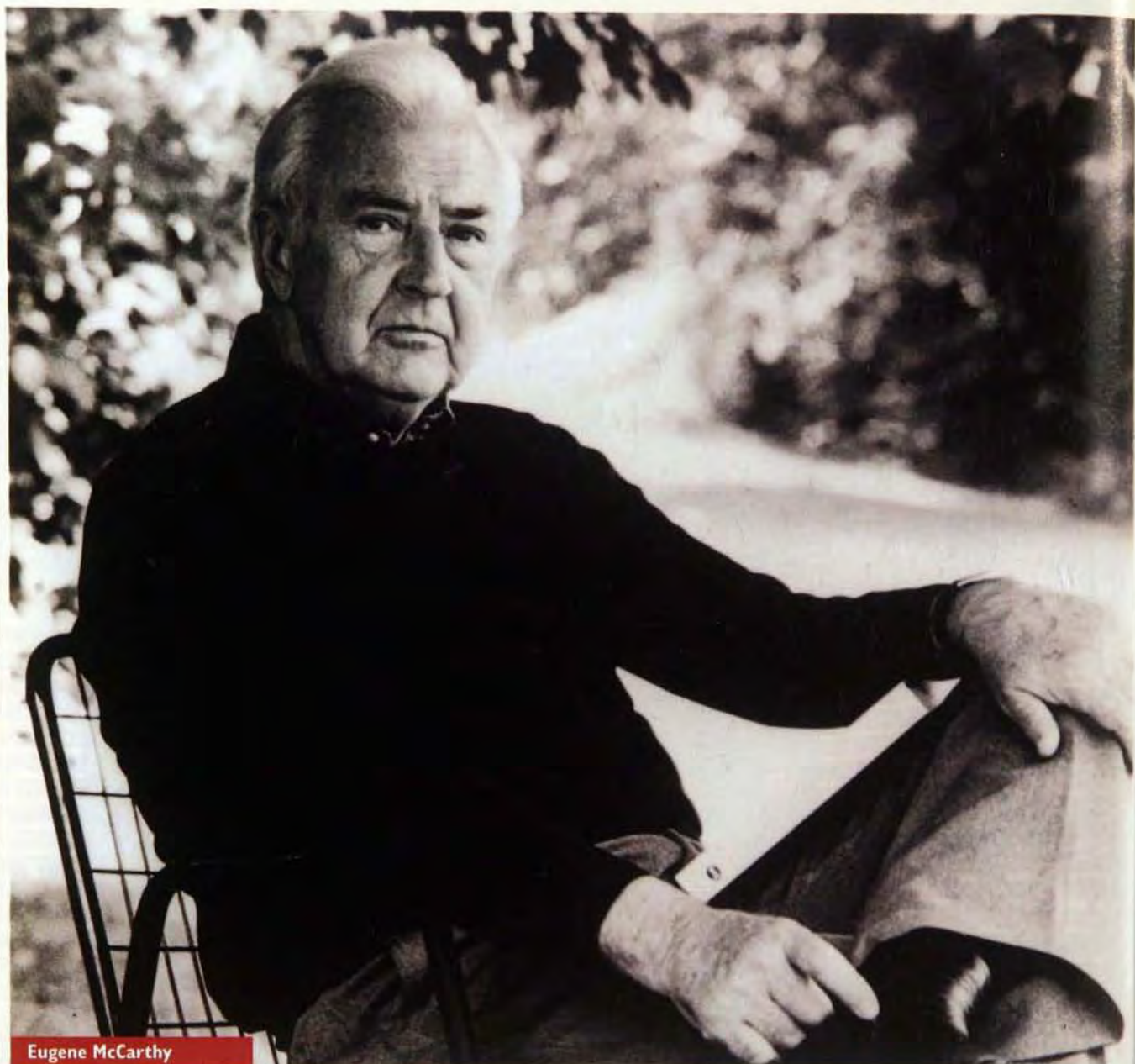
"When you elect governors to the Senate, it takes them six years to get over it," he says. "We'll see what happens with the presidency. Clinton sort of ran for governor of the United States, not for president. Can the country be run like a state?"

A political book, to be illustrated by "Shoe" cartoonist Jeff MacNelly, is also in the works. In it, McCarthy theorizes that the proper study of politics is based on animals. "For example," he says, "you drive cattle differently than you drive pigs. With cattle, you start slowly, then quicken the speed so they don't have time to think about where they're going. That was the [Lyndon] Johnson technique. With pigs, you have to panic them, then gradually let them slow down, and they think they 'found it.' That's Clinton's technique. When you deal with the House, use the cow technique; with

**"IF YOU WOULD
CHANGE ANYTHING
IMPORTANT, DON'T TALK
TO THE MEDIA
OR THE BUREAUCRACY.
START SOMEWHERE ELSE."**



Roman Arnoldy



Eugene McCarthy

**“WHEN YOU DEAL
WITH THE HOUSE,
USE THE COW TECHNIQUE;
WITH THE SENATE,
USE THE PIG TECHNIQUE.”**

the Senate, use the pig technique.”

McCarthy, who earned a master's degree from the University of Minnesota in 1939, already has about eighteen books to his credit, most of them on politics and government, but he also has written two books of poetry

and a children's book titled *Mr. Raccoon and His Friends*, which has recently been reissued with new illustrations. During a one-month period last winter, he wrote articles

for the *Christian Science Monitor*, *USA Today*, and *Roll Call on Capitol Hill*. Other current projects

include a book titled *And Time Began*, which will feature his poetry about Minnesota, illustrated with photographs.

Politics is still very much a part of his life. He recently completed an article for the University of Massachusetts Law School publication on federal election reform in which he addressed the “unconstitutionality of most election laws, both state and federal.” And he frequently testifies before Congress on various issues; recently he gave a deposition on prisoners of war during the Vietnam War. “You have to keep the record straight when you have people like Henry Kissinger and General [Alexander] Haig testifying,” he says.

McCarthy can't understand people who can just walk away from politics. “Every once in a while I say I'm going to quit and do nothing but

go to the opera," he says, then quickly dismisses the idea. "I'm 76," he says. "My dad lived to be 91, so I threaten people with twenty more years of trouble."

GEORGE GIBSON: MAPPING A GOLDEN CAREER

HE'S BEEN A Red Jacket, a Yellow Jacket, a coach, a professor, and a petroleum geologist, but he's never been too busy to enjoy his adventures and successes.

Born in New York state in 1905, George Gibson, '30, '34, was raised in Medford, Oklahoma. He arrived on the University of Minnesota campus in 1924, where, despite hectic class and work schedules, he made time for football practice at the end of each day. "I worked from 6:30 a.m. to 9:20 a.m., then went to class. At 11:30 I headed back to work until 1:20, then went back to class until 3 p.m. After that I went to football practice," he says.

Gibson stayed in Minneapolis during the summer and worked two jobs to save money for the following academic year. In the fall, he made the team—the only sophomore to do so that year. He was named team captain as a senior in 1928, the same year he was named All-American.

Gibson's initial major was chemistry, but those rigorous football schedules kept him from his labs. "One of my professors told me, 'You've got to take more labs. Either give up football or give up labs.'" A friend persuaded him to take a few geology courses, and he never went back to chemistry. "I was raised in Oklahoma, which was oil country," he says. "I would see the geologists come through for mapping, so I knew what the field was about."

In 1929 Gibson was hired as an assistant coach at the University, earning \$50 per month—big money during the Depression. At the same time, the National Football League (NFL) started a team in Minneapolis—the Red Jackets. Gibson was hired to coach the line, and in 1930 became a player-coach.

Unfortunately, several weekends of damp weather and tough opponents proved to be too much for the team: The owners went broke and paid off the players. Gibson went on to be a player-coach for another NFL team, the Frankford Yellow Jackets (later the Philadelphia Yellow Jackets). When the Yellow Jackets' owners also went broke, Gibson rethought his career. "I wanted to stay in the NFL, but I was married and I really wanted to get my doctorate in geology," he says. "Besides, the NFL wasn't paying much."

So Gibson headed back to Minnesota, where he accepted a coaching position at Carleton Col-

lege. As a bonus, he was made an instructor in geology. In 1933 he returned to the University and in 1934 earned a Ph.D. Then Carleton again offered him a coaching position, this time making him an associate professor in the geology department.

In 1938 he gave up teaching and coaching to work for Socony Vacuum Oil Company and moved to Egypt. "From there, they wanted me to go to Venezuela," he says, "but we had one child born in Egypt, and my wife wanted to come back to the United States."

He became a geology instructor at Ohio State University when they returned in 1940, but a year later Socony Vacuum persuaded him to work for the company's Midland, Texas, subsidiary, Magnolia Petroleum Company. Gibson continued with Magnolia until 1943, after which he held positions with different oil companies in the area. In 1952, he started his own geological consulting firm—Centenary—which is still in operation.

Although he's been away from Minnesota for almost 60 years, he hasn't forgotten his alma mater. "Just about the time things looked dismal, someone or something would come along and help me athletically or scholastically," he says. Now he is returning the favor. Gibson recently donated \$500,000 to the indoor practice facility, which has been named after Gibson and his roommate and teammate Bronko Nagurski. In addition, he contributed \$1 million to endow a chair in hydrogeology in the Institute of Technology.

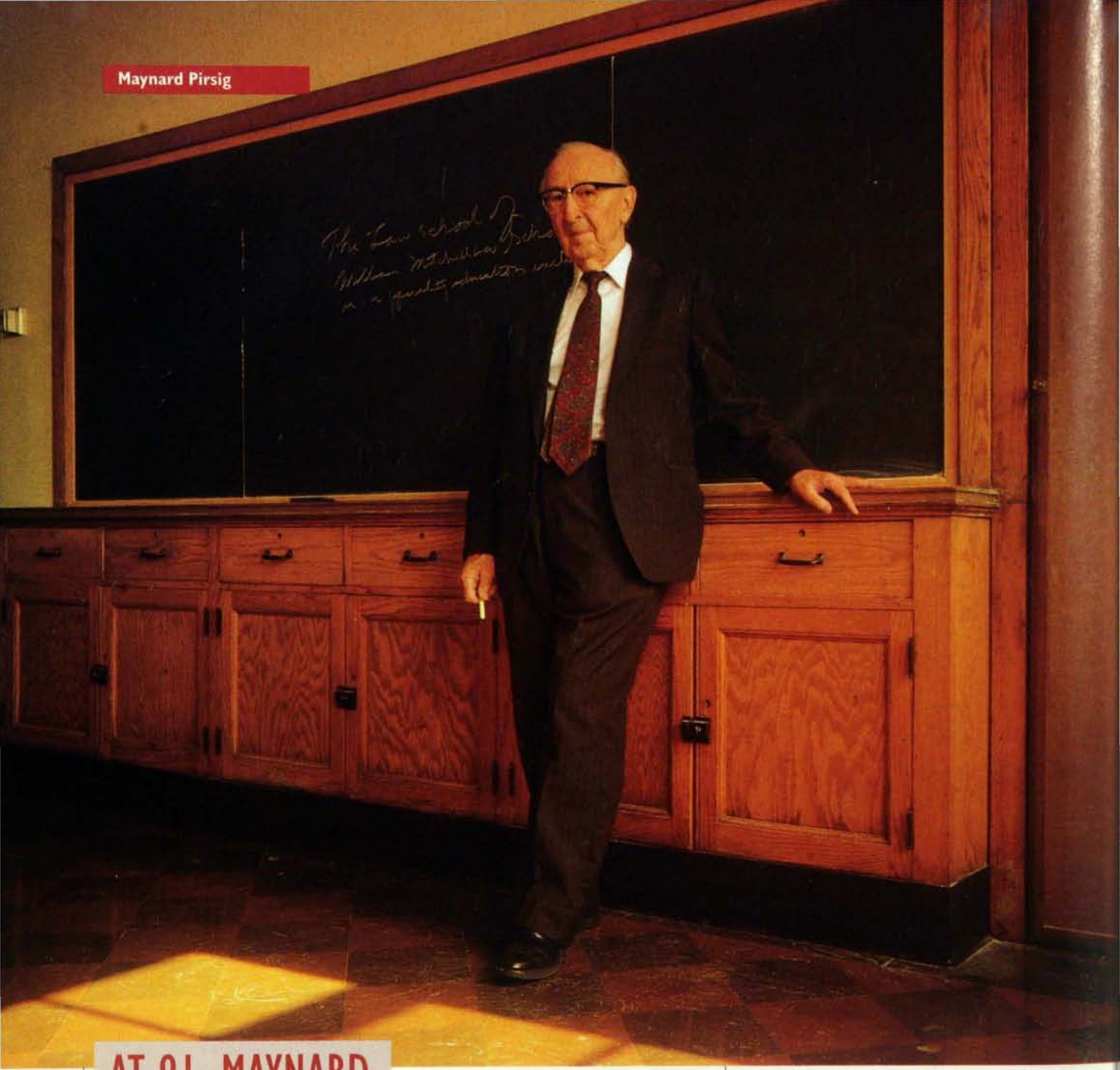
Gibson, 87, works about six hours a day and still attends conventions to learn more about his field, but he says his profession is now more like a hobby. When he looks back at his geology career, he finds it rewarding not only because of his many travels, but also because it helped him see things differently.

"I can look at a landscape and figure out how it was made," he says. "It's like looking at a puzzle. It makes life more interesting."

MAYNARD PIRSIG: A CASE STUDY

EVEN AS A CHILD, Maynard Pirsig, '25, knew he would become a lawyer. What he didn't know

"JUST ABOUT THE TIME THINGS LOOKED DISMAL, SOMEONE OR SOMETHING WOULD COME ALONG AND HELP ME ATHLETICALLY OR SCHOLASTICALLY."



**AT 91, MAYNARD
PIRSIG HAS BEEN
TEACHING LONGER
THAN ANY PROFESSOR
IN THE COUNTRY—
57 YEARS.**

was how successful he would be.

As a boy growing up in Elmore, Minnesota, Pirsig was determined to fulfill his father's dream. A limited education had kept his father from achieving his goal of becoming a lawyer, so young Maynard decided to do it for him. "I sort of acted as his substitute," says Pirsig. "He glowed all over when I received my degree."

After graduating from the University of Minnesota, Pirsig became a lawyer at the Legal Aid Society, which offered free services for those who couldn't afford to

pay for them. He later became head of the society and stayed there until 1932. At the time, several law firms were interested in Pirsig—and so was the University.

The dean of the Law School contacted him when a professor was taken ill. Although Pirsig had never taken the professor's course when he was a student, he accepted the offer to teach it, and so began his long passion for teaching. Over the years, Pirsig left the classroom to try a few other careers, but each time he returned.

In 1942 Governor Harold Stassen appointed Pirsig to a three-month seat on the Minnesota Supreme Court when two judges were unable to complete their terms. When the three months were up, many thought Pirsig would

run for a seat, but "it never really entered my mind," he says. "I felt it was a greater honor to be a law professor than a judge." He went back to teaching.

In 1948 Pirsig turned in his chalk again, this time to become dean of the Law School. Again, it wasn't a position he had actively pursued. "There were one or two others seeking it," he says. "I said that I'd do the job if I got it, but I wouldn't make an effort to get it." He got it, and he was dean until 1955. "It was a great responsibility, but it kept me from writing books and articles and I missed teaching," Pirsig says. Again he headed back to the classroom.

Even retirement didn't stop him. When he retired from the University in 1971, Pirsig joined the faculty of William Mitchell College of Law in St. Paul. He continues to teach one class a quarter there when schedules permit. "I enjoy the stimulus of the students, seeing their development, and knowing that I had a part in it," says Pirsig, who at 91 has been teaching longer than any professor in the country—57 years.

When he isn't teaching, Pirsig chairs Minnesota Bar Association and state committees on juvenile delinquency and does a great deal of legal writing. He is the author of two of the leading volumes on Minnesota procedure.

Pirsig passed on his writing skills to his son, acclaimed author Robert Pirsig—also a University of Minnesota alumnus—who is profiled elsewhere in this issue of *Minnesota*.

JEANNE TELLIER LEESON: TOUR DE FORCE

TWENTY YEARS AGO, at age 60, Jeanne Tellier Leeson, '34, started a new career: free-lance writing and editing. Today she writes a monthly column in the food section of the *Oregonian* and has contributed articles on business and books. She also is editor of the *Loser*, a quarterly publication of Weight Watchers, and conducts writing workshops for teachers. "I'm doing two writing workshops this summer, one at the University of Idaho and another at Western Oregon College of Education," she says.

Leeson earned a degree in home economics at the University of Minnesota in 1934 while she was working a variety of part-time jobs, including one with the *St. Paul Daily News*. She went on to handle tours, speeches, and advertising for a group of 23 bakeries in Washington, Oregon, Montana, North Dakota, and South Dakota for ten years, until she married. "Then I taught for 22 years, something I said I would never do," she says. "When my husband died and my kids grew up, I left teaching and

started free-lance writing."

Mastering the computer proved to be a trying ordeal for Leeson, who works out of her Portland home. "I'm on my second computer, a Macintosh SE30," she says. "I wore the heart out of my first one, and I cried my heart out trying to learn to use it."

Leeson works with her son, who publishes and distributes art posters out of San Francisco, calling on his clients in Washington and Oregon and taking their orders. She is also an escort for visiting authors from two large publishing houses. "I worked with ten authors last year," she says. "I drive them to their interviews and try to make their day as special as possible."

Sometimes that's easier said than done. One author showed up with a lion cub. An author-chef sent Leeson a grocery list for a TV spot he was to do. "He wanted ten cups of chicken broth—fresh, not canned," says Leeson. "I cooked a lot of chickens to get it for him."

The busier she is, the better she likes it. "I'll probably never stop working," Leeson says. "This retirement is an awful thing. You put your feet up, and then they don't work anymore. I write about six hours a day, then dig in my garden. I live just the way I enjoy living."

HELENE HILYER HALE: ALOHA POLITICS

WHEN HELENE HILYER HALE, '38, '40, initially thought about moving to Hawaii, she had visions of relaxing on the beach. Instead, a volcanic eruption and a distinguished career in Hawaiian politics awaited her.

Life in Hawaii presents challenges unknown to Midwesterners. "When I first moved, we built our home in the area of the island on the west side called South Kona. A lava flow came out of the top of Mauna Loa, within about 250 yards of our house, the year after we built it," says Hale, who earned a bachelor's degree in education and a master's degree in English from the University of Minnesota.

In 1954, Hale became the first woman ever elected to the council of Hawaii County, which corresponds to the island of Hawaii. In 1962 she was elected chair of the Board of Supervisors and its executive officer, equivalent to mayor of the city of Hilo, again as the first woman. She served on the Board of Supervisors until 1964, then taught at the University of Hawaii at Hilo,

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Jeanne Tellier Leeson

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OF MAUNA LOA,
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OF OUR HOUSE, THE YEAR
AFTER WE BUILT IT."**

began a tourist publication, and sold real estate for her own company, of which she's still president. She was reelected to four-year terms on the council in 1980 and 1988, and to a two-year term in 1992.

"Right now we're in a very severe crisis because our sugar industry is failing and our tourist industry is not very sustainable, so we need to look for other economic opportunities," says Hale. "The recession on the mainland has hurt our tourist industry."

Hale negotiates the old-boys' club of Hawaiian politics along with another female council member,

Keiko Bonk-Abramson, the first Green party member elected to political office in Hawaii. Hale says the male council members will support politically popular issues like women's history week but haven't been as willing to open up the council's organizational structure. Nevertheless, she's excited about the trends in Hawaiian politics.

"I'm happy to see the Green party come up because they espouse many of the environmental issues that I'm interested in," she says.

Hale is no stranger to persistence in the face of opposition. Of mixed African American and Caucasian parentage, she couldn't get a job in Minnesota after graduation. Hawaii was much more racially receptive, she says.

"But I think the whole mainland has changed in the intervening years; now when I go back it's quite different from what it was when I left," she says.

**RUTH CAMPBELL WIRT:
FOOD FOR THOUGHT**

RUTH CAMPBELL WIRT, '34, has catered to University of Minnesota students, faculty, and presidents.

Wirt graduated from the University with a degree in home economics, then taught in Illinois, where her husband, John, '34, was branch sales manager for Land O'Lakes in Chicago. They moved to Minneapolis when he became national sales manager.

After her husband's death in 1966, Wirt turned to her home economics roots. "In Illinois they accepted me as a home economics teacher, but I was not qualified to teach in my home state without taking 40 more credits," she says. So instead of teaching, she signed on as food manager at Sanford Hall—a residence hall

on the Minneapolis campus—for four years. Ultimately she became food operations manager for the St. Paul campus, including the Student Center Snack Bar, the St. Paul Dining Center, the Earle Brown Center, and Eastcliff, the University president's home.

Wirt enjoyed the work and would have continued, but the mandatory retirement age was 70. Next she catered for Centennial Methodist Church for six and a half years.

Today Wirt lives near the St. Paul campus and continues to pass along information on diet and foods in her work with the Head Start program at Parkview School. Youngsters from all over the world three to five years old cook with her. "Some are just learning English, but they love to make muffins, salads, sandwiches," says Wirt. "They come to know such words as *vitamins* and *proteins* and start to develop good food habits."

As a member of Associates 1000, she works with 4-H members and home economists to raise funds for the University, and she helps raise scholarship funds for Phi Upsilon Omicron, the honorary home economics fraternity.

"I'm forever glad I am a home economist," says Wirt. "In addition to gaining knowledge for a career, we had an excellent foundation in organization, working with people, rearing a family, and home management, including finances."

**GRISELDA "BEE" HANLON:
VETERINARY FIRST**

WITNESSING AN AUTOPSY changed Griselda "Bee" Hanlon's life.

In 1943 she enlisted in the WAVES (U.S. Navy) and was stationed in San Diego. Her primary job was to collect mosquitoes that might have been brought into the country from planes and ships that had been overseas. One day, while she was delivering insecticides to the Balboa Park Zoo, she met the small, red-headed medical doctor from Lithuania who was acting head of the zoo while the director was fighting overseas. When Hanlon, '52, saw her for the first time, she was standing on a box performing an autopsy on a gorilla. "I thought it was fascinating," recalls Hanlon. The doctor gave Hanlon a tour of the zoo hospital and, much to Hanlon's surprise, told her about veterinary schools; there were only seventeen in the country at the time.

After the war, Hanlon moved to Minnesota with her husband. Full of enthusiasm, she applied to the University of Minnesota's brand-new veterinary college in 1948, only to receive a letter stating that women would not be admitted that year. Hanlon, who already had an ent-



Helene Hilyer Hale



Ruth Campbell Wirt



Griselda "Bee" Hanlon

mology degree from Montana State, wasn't discouraged and planned instead to do graduate work in entomology so her GI Bill benefits wouldn't go to waste.

A week before classes began, Hanlon received a telegram informing her that the veterinary college would be admitting two women that year after all, and she was one of them. She didn't know then that her soon-to-be friend, JoAnne Schmidt, had fought to get them admitted. Although some of her male classmates grumbled about a woman taking up a valuable seat in the classroom, Hanlon says she got along fine with

most of them. She found the faculty helpful and supportive, too—after they got to know her.

On a class trip to examine the dairy herd at Stillwater Prison, the professor pulled Hanlon aside and demanded: "Don't you move. You stand right by me." "I guess he thought I was a nuisance," says Hanlon. "But there was a cow who had to be cleaned because she had metritis [inflamed uterus], and I was the only one who could get my arm into her. The professor had a change of heart then. He decided I wasn't useless after all. And the poor little cow came along fine."

After earning her degree in 1952, Hanlon remained at the College of Veterinary Medicine as the first woman on its faculty, and worked up the professorial ranks until she became full professor in 1973. She retired from the University in 1985.

Veterinary medicine is an excellent field for women, she says. "Animals like women. They like the tone of their voice and their gentle manner." She knows one Michigan farmer who will only allow women veterinarians to treat his dairy cattle. He says women don't upset the cows' milk production.

JOANNE SCHMIDT O'BRIEN: ANIMAL MAGNETISM

JOANNE SCHMIDT O'BRIEN, '52, had wanted to be a veterinarian since high school. When administrators at the College of Veterinary Medicine refused to admit women in 1948, O'Brien wouldn't take no for an answer. She was working for a collie breeder in Minneapolis who, as an alumnus of the University, was appalled that "her university" wouldn't admit women into one of its programs. The breeder rallied the support of several of her influential friends, including bank and railroad vice presidents, who wrote to the president of the University, the dean of the College of Agriculture, and the Board of Regents. Veterinary school officials were persuaded to change their position.

O'Brien's parents, who raised chow chows in her native Illinois, supported her career choice, but her grandparents were horrified that their granddaughter was going to be a "horse doctor" and "chew tobacco and wear dirty coveralls."

After graduating in 1952, O'Brien chose a somewhat different career path. She worked for the Anti-Cruelty Society in Chicago for several years before moving to Washington, D.C., where she joined the companion animal practice of Jane Goudy, a prominent veterinarian. Eventually, O'Brien bought the practice from Goudy and continued to hire women veterinarians, whose biggest problem was being accepted by male colleagues—not by their clients. In 1988, O'Brien sold the practice to another woman.

Her role is to speak for the animal, she says. "I would say what the animal would say to the owner if it could." Fat dogs are one of her pet peeves, and she saw them often in the city, where people are more likely to indulge their pets. "I would tell clients, 'If you had an antique

table with nice thin legs, you wouldn't pile twenty pounds of books on it, would you?'" She developed a reducing diet for dogs: one part fresh green beans to two parts dog food.

O'Brien has followed in her parents' footsteps, continuing to raise and breed chow chows. She serves as a judge at dog shows in England.

Some trends in the companion animal world disturb her. At a dog show two years ago, some extremists in the animal rights movement "liberated" the dogs from their crates. "It was very bad," says O'Brien. "Two dogs were killed because they ran [into traffic]. Some dog fights ensued, and some dogs were lost. They were frightened, they ran, and they were not anywhere near their homes." She is also concerned about the escalating costs of veterinary care. "I heartily resent technology replacing the doctor's diagnostic skills," she says. "There are certain things that don't require a hundred dollars worth of tests."

Declining at first to offer advice to veterinarians, she reneges a little to emphasize the importance of communicating with clients—especially where fees are concerned. "Don't ever let a frantic owner come in and say, 'Do anything for my dog, doctor.' Those are the people who are notorious for not wanting to pay more than twenty dollars."

HELEN HARRIS PERLMAN: HANDS-ON SOCIOLOGY

HER AMBITION TO BECOME A WRITER led Helen Harris Perlman, '26, into the world of social work. Having graduated cum laude, Phi Beta Kappa, with a major in English literature and several prizes for "best playwright" and "best writing for the year," the twenty-year-old Perlman had "some vague and uneasy realization" that she needed to know more about human beings and their daily lives before she could write about them. She applied and was accepted for a summer job with Chicago's Jewish Family Services.

In Chicago, she was exposed to people of all ages, to human problems in loving, working, and coping with daily demands, to situations she had scarcely been aware of during her own relatively protected life. When at the end of that summer of 1926 she was offered a full-time position, she eagerly accepted it.

The more she learned on the job, the more she realized she needed to study fields that she had barely touched on in her undergraduate work. She had taken, for example, only one course in sociology ("rural, at that!—because it fitted into my class schedule") and none in

**"I WOULD SAY
WHAT THE
ANIMAL WOULD SAY
TO THE OWNER
IF IT COULD."**



Helen Harris Perlman

dynamic psychology ("only then emerging").

Because psychodynamic psychologies were far more advanced in the East, she applied for—and won—a Commonwealth Fellowship in Psychiatric Social Work at what was then the New York School of Social Work (now part of Columbia University) and earned a master's degree from Columbia in 1943. She continued with her practice and lectured part time at Columbia.

"I could not have taught as vividly and committedly as I did without my having kept a finger—no, two hands!—in the flesh and blood of human agony and human coping," she says.

In 1945 Perlman joined the University of Chicago as an assistant professor. By happy coincidence, her husband had been invited to Chicago to be assistant executive director of the Federation of Jewish Charities. At the University of Chicago, she taught courses in clinical casework, human behavior in the social environment, personality development, teaching, and supervision.

"What I loved about teaching," she says, "was the exchange of ideas with competent and committed students and the never-ending pursuit to

broaden and deepen knowledge and understanding." She retired in 1971.

Her dream of being an author came true, though not in the way she had envisioned. She has published eight books, which collectively have been translated into eleven foreign languages, plus more than 80 articles. Her most recent book, published by the University of Chicago Press, is *Looking Back to See Ahead*.

Perlman has received numerous honors, including an award from the University of Minnesota regents for distinguished achievement and several from national professional organizations for her leadership and contribution to theory and practice. In the 1960s the University of Chicago awarded Perlman a named professorship and shortly thereafter the Distinguished Service Professorship, the highest honor given to its own faculty. She has received honorary degrees from several other universities, and has lectured widely.

Today, at 87, she is much in demand as a speaker and consultant. "One of these days," she says, "I think I shall become old."

**"ONE OF THESE DAYS,
I THINK I SHALL
BECOME OLD."**

**JOSEPH JURAN:
QUALITY PIONEER**

"I BELONG IN THE CATEGORY of people who can take a complicated problem—a mess—and put the shrubbery aside, and go to the heart of it," says Joseph M. Juran, '24, the world's premier leader in quality management.

Juran, founder and chair emeritus of the Juran Institute, a quality-consulting firm based in Connecticut, earned a degree in electrical engineering from the University of Minnesota. He was already quite familiar with the business world by the time he graduated, having worked his way through college by selling newspapers, shining shoes, and working as a clerk, janitor, and accountant before he was a teenager.

After graduation, Juran joined Western Electric Company, where he started out in the inspection department and became interested in quality. He admits that he had not only a sharp mind, but also a sharp tongue. Because he had difficulty being a team player, he turned to consulting.

In 1979, he established the Juran Institute.

Over the years, Juran has conducted seminars throughout the world and has had a major impact on the way quality is viewed by businesses. He also has written several books on quality, including *The Quality Control Handbook*, first published in 1951 and now in its fourth edition. He is currently working on a new book—due out this year—on the history of managing for quality that will include chapters by him and a dozen other authors. Juran also was one of the architects of the Malcolm Baldrige Award, a national quality award, and sits on its Board of Overseers.

Last year, he was presented an honorary doctor of science degree during University of Minnesota Institute of Technology Week and served as keynote speaker for the event.

**SHIRLEY MANKIN:
GIVING CARE, THE NEXT GENERATION**

SHIRLEY MANKIN, '41, '43, is a weight lifter, but she doesn't pump iron. She gives caregivers time off.

A pioneer in "frail geriatrics," Mankin has developed activities for the elderly that are used as models around the nation. She was also instrumental in opening the Friendship Senior

Day Center in Santa Barbara, California, which itself is a national model. The center is dedicated to bringing together the frail elderly—no matter how frail—as respite for their caretakers. Members are picked up in the morning for a day of social activities, plus breakfast and lunch.

"Often caregivers are the children, relatives, or mate," says Mankin. "It's easy to become overwhelmed. So we give them the day off, a chance to get out, see friends, and do what they want to do."

When the center opened, only seven elderly women showed up for the first meeting, along with twenty volunteers. By the third month, more than a hundred people had joined. Half of them suffered from Alzheimer's disease or showed early signs of the disease, so they needed special care and programs. From this emerged one of the largest Alzheimer's groups in the country.

Friendship Senior Day Center is funded by the city and county governments, as well as private donations. Members are charged only what they can afford, and nobody knows what anyone else is paying. "It helps them feel self-sufficient," says Mankin. Communities that want to open similar senior day centers often ask Mankin for advice on everything from start-up to activities and programs.

Mankin, 73, a Minneapolis native, earned her degrees in social work from the University of Minnesota but didn't start out in geriatrics. After graduation she worked in community and child-oriented services, including a stint as block director in a Chicago neighborhood. A good friend gave her some advice.

"Dutch [Abraham] Kastenbaum, '52, said to me, 'Shirley, you've been working with kids and the community too long. The field of the future is geriatrics. People are aging, and they'll want activities and services [like those] you already offer to kids.'"

Not long after that conversation, Mankin moved to Long Island with her husband and four children and took Kastenbaum's advice. She got involved with the local division of the National Council of Jewish Women, which had found that despite the many elderly people in the area, there were no programs for them. The council developed programs under town sponsorship, and later Mankin went to work in surrounding townships helping get programs started. In 1965, Mankin pioneered a program through Jewish Community Services of Long Island that moved elderly people out of state hospitals and into foster care. After moving to Santa Barbara in 1969, she was hired to develop a similar program, setting up board and care homes for seniors.

Mankin prefers "change of lifestyle" to

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Joseph Juran



Shirley Mankin

"retirement" but she hasn't changed her lifestyle yet. She is still active in the community and continues to work at the center as a volunteer. "I want to make sure things are going well," she says. "But other people need to learn it, too."

**BETTY RAMSDELL NELSON:
THE WRITE TIME**

FOR THE PAST THIRTEEN YEARS Betty Ramsdell Nelson, '34, has been writing a column for the Mankato, Minnesota, *Free Press*. Nelson created the column, Milepost 55, after the death of her husband, Carleton Nelson, '33, in 1977. At first

she wrote from a senior's viewpoint, but the column quickly broadened and attracted a wide readership, partly as a result of Nelson's many community activities. "At one time I was serving on nine community boards and commissions," says Nelson. "My children called me 'board to death.'"

The column has led her into hundreds of interests, Nelson says. After reading letters written by her grandmother's cousin, who died at the Battle of Antietam, Nelson began to investigate Civil War history and became a Civil War buff. The Civil War became a column topic.

Food information? It's a natural for her col-

"MY CHILDREN

CALLED ME

'BOARD TO DEATH.'"

umn. She earned a degree in home economics from the University of Minnesota, then interned in food service at Mills College in Oakland, California, and remained on the staff there until her marriage. Her husband's work, first as a county extension agent and later as an agency manager for State Farm Insurance, took the family to Wabasha, Rochester, Worthington, and Mankato, Minnesota. While they were living in Worthington, Nelson wrote for the local paper.

Issues of interest to young parents? Her six children and twelve grandchildren supply plenty of copy in that department. Nelson believes that strong families enrich the lives of children and grandchildren, and she visits hers often.

Nelson reviews plays and symphonies, covers reunions, discusses local happenings, reports on her travels, and writes about cats—some of her most popular columns.

In 1984 Nelson spearheaded a committee to create a senior living center in Old Main, the abandoned Mankato State Teachers' College administration building built in 1924. The building had been closed for eleven years and the wrecking ball was about to hit when Nelson's column helped to convince local leaders it could be used by seniors. A nonprofit group was formed that interested a New Ulm corporation in the project. In 1988, 88 seniors moved into Old Main Village, and there is now a long waiting list.

These days she's working on a committee planning what kind of city Mankato should be in the year 2000. As busy as she is, however, it doesn't compare with the years she and Carleton spent rearing their children. They got involved in all their children's activities: Boy Scouts, Camp Fire Girls, 4-H, church, and sports. She served on the Minnesota Parent Teachers' Association State Board of Managers.

"Never before have I had time to write, to get different perspectives, and to appreciate all kinds of people," says Nelson. "Writing is an illuminating experience."



Fred Welch

FRED WELCH: THE ART OF THE DEAL

FRED WELCH attributes the acquisition and spectacular sale of his collection of Japanese prints to a love of art plus a "salesman's sense."

The 1934 graduate of the University of Minnesota's College of Agriculture purchased 1,400 twentieth-century Japanese prints as a captain in the U.S. Army during the occupation of Japan in 1945. In 1991, Christie's in New York sold 225 of Welch's prints for more than \$1 mil-

lion. A Goyo portrait of a woman powdering her neck sold for \$27,000, a set of six sailing boats by Yoshida for \$42,000, a picture of Kumoi cherry trees by Yoshida for \$26,000. Christie's plans to auction 402 additional works in the future.

When Welch decided to sell off his collection, he worked with an appraiser and specialist in Japanese art from Christie's, who visited Welch and his wife, Virginia, three times before the works of art were sent to New York to be auctioned off. About a hundred art dealers and collectors attended the auction, and by the end of the day, all of the prints had sold for more than the minimum prices listed—only the second time in the history of Christie's that had happened. Many of the bidders were Japanese people who wanted to return the works to their country.

While he was serving in Japan, Welch developed a friendship with a Japanese American who had been traveling in Japan. His friend, who spoke both English and Japanese, took Welch to visit artists in their homes, where they talked about art. Welch purchased many prints from famous artists for as little as two or three dollars; at that time a dollar equaled 330 yen. "I always bought at their price, purchased only signed original prints, wrapped them carefully in waterproof packages, and stored them carefully," says Welch.

In 1947 Virginia joined him in Japan, and together they visited artists and bought pieces they enjoyed. The Welches made many purchases from Yoshida, who had a gorgeous home outside Tokyo; neither his home nor his art had been damaged in the war.

When the Welches returned to the United States, Fred returned to work he had always liked: sales. He became sales manager for a food company in Seattle, then field sales manager for Day's Tailored Clothing in the United States and Canada.

In 1951 the Welches moved to Vancouver, where they started the first of three companies. In 1967 they started Fred Welch, Inc., in Portland, where they manufactured and sold men's and women's accessories, expanding to a larger plant in Hillsboro, Oregon, in 1985.

Over the years Welch has donated prints to museums in Chicago, Toledo, New York, and Boston and to several auctions held by Portland's Oregon Museum of Science and Industry.

Welch's greatest pride is that his business—which his son, Steve, will one day take over—provides employment for 28 families. He helped one of his daughters, Diana, to start her own business.

"You may not think all this has much to do



Walter J. Breckenridge

with studying agriculture in college, but it does, because if you adapt what you learn to the situation, college knowledge stands you in good stead," says Welch.

**WALTER J. BRECKENRIDGE:
BACK TO NATURE**

WALTER J. BRECKENRIDGE, '37, '41, has spent a lifetime studying, drawing, painting, filming, and creating museum representations of nature. Now in "retirement"—a relative term for Breckenridge—from his 44 years at the University's Bell Museum of Natural History, he is working with the Nature Conservancy.

"What Nature Conservancy is interested in is getting as much virgin territory as they can before it becomes developed," says Breckenridge, who serves on the group's evaluative committee, deciding which lands to protect.

Visits to the Arctic spurred Breckenridge's interest in undeveloped land. "The geology of Minnesota, of course, was affected a great deal by glaciers at various times in its history," he says, noting similarities between the Arctic and Minnesota.

"Alaska was of interest to me primarily because there's quite a bit of transfer of migrating birds between Siberia and Alaska. I spent some time on Little Diomed Island out in the Bering Strait. It's only three miles from Big Diomed, which belongs to Russia. We were there in April and May, and the sandhill cranes were migrating in from Alaska to Siberia. Several thousand of them flew over one day while we were watching. The view was spectacular."

A biology degree from Iowa was his training for museum work, Breckenridge says. A master's degree in zoology and botany and a Ph.D. in zoology, botany, and geology—both from

Minnesota—helped assure that his museum displays place wildlife in an accurate natural context. Breckenridge spent twenty years at the Bell Museum constructing natural history dioramas and directed staff in construction for 25 more. "We've mounted everything from a hummingbird to a bull moose," he says.

Before the advent of television, Breckenridge's nature films drew big Sunday-afternoon crowds to the museum. His paintings have been exhibited at the Bell Museum, the Leigh Yawkey Woodson Art Museum of Wausau, Wisconsin, and elsewhere. One painting, of the wood ducks that nest in the houses he's built for them near his Mississippi River home, was included in a Smithsonian Institution catalog.

ROBERT THAVES: FRANK, ERNEST, AND PUNNING

HIS FIRST COMIC STRIP appeared in a newspaper



that he produced all by himself when he was twelve. Today Robert Thaves, '49, '51, creator of the popular "Frank and Ernest" comics,

produces seven new strips, which appear in 1,200 newspapers around the world, every week.

While he was working toward degrees in psychology at the University of Minnesota, Thaves never abandoned



his love of cartooning, contributing to both the *Minnesota Daily* and *Ski U Mab*, the humor magazine. After graduating, he headed to California,



where he worked as a consultant in industrial psychology, first with a firm, and eventually on his own. In 1970 he created "Frank and Ernest"



and in 1972 sent it to a syndicate. The larger syndicates chose only three new strips a year from the 3,000 submitted. "It's probably a good thing that I didn't know how tough the odds were," says Thaves, "or I probably wouldn't have submitted it."

For several years Thaves worked at both careers, but as "Frank and Ernest" became more popular, it demanded more and more of his time. "I was in the wonderful position of being able to choose between two things I liked

a lot," he says. "I certainly didn't leave industrial psychology because I disliked it."

Thaves has no regrets about choosing cartooning—and his fans are certainly pleased. Last year the *Detroit News* test-dropped the strip and was flooded with phone calls, letters, and threats of canceled subscriptions. The strip was reinstated the next month.

Fans of "Frank and Ernest" are attracted to the friendly, grinning faces of the main characters, to the many different forms they take (planets and bugs are two), and to their clever word play (Thaves was named Punster of the Year by the International Save the Pun Foundation in 1990). Thaves was honored with Reuben Awards in 1983, 1984, and 1985, and with the Free Press Association's Menckken Award for Best Cartoon in 1985.

"I'm doing something I like to do, in my own space," says Thaves, now 70. "I never need to go into the office, or wear a suit and tie. I create my own working style." He and his wife live on California's Manhattan Beach. They plan to travel as soon as he decides to stop cartooning. "I don't honestly know how much longer I'll be doing this," says Thaves. "But I have started weaning myself from it."

When he does finally decide to turn in his pencil, Thaves will do so knowing that his was a successful and satisfying career. "I've been able to create something that expresses what I feel," he says. "That's real satisfaction."

BARBARA BACHE-WIIG: HELP FOR THE CHILDLESS

AT SOME POINT in most marriages—maybe a year or maybe a minute after the wedding—a relative will ask, "Well, when are you going to start a family?" The question makes Barbara Bache-Wiig, '47, '52, bristle. "As if a couple isn't a family," she says.

The pressure to procreate is something to which many people can relate—especially those who face not being able to conceive in a society that Bache-Wiig describes as "pronatalist."

Bache-Wiig is an expert on adoption and infertility. For almost 30 years, she has counseled prospective adoptive parents and infertile couples through two workshops. A speech pathologist by profession, Bache-Wiig was inspired to create the workshops through personal experience. Unable to conceive, she and her husband adopted three children in the 1950s, and then Bache-Wiig became pregnant in 1962. "When I was pregnant, everything was different," she says. "People know how to respond to you. I took a class for pregnant women at our YWCA called Childbirth Educa-

tion, and it was very helpful. I kept thinking: 'There ought to be something like this for adoptive parents.'"

With the help of the YWCA and the mental health clinic in Waukesha, Wisconsin, where Bache-Wiig has lived since 1948, she created Adoption Insights. She taught the course up until two years ago, when she turned it over to someone else, and each year she altered it slightly based on requests from participants. She began to invite an infertility specialist to talk about new technology and procedures. And she arranged for an optional visit to the labor and delivery ward of a local hospital because she believes that although adopting parents may not experience the birth of their baby, they should understand the process.

During one hospital visit, a woman started crying outside the nursery, and at the next meeting the group discussed how hard it was to visit the nursery. Although many had adopted babies recently or were in the process of adoption proceedings, infertility was still a big issue. Finally, someone demanded, "Barbara, you have to do something for us."

In response, Bache-Wiig developed Infertility Insights, which is similar in structure to the adoption course, except most participants are focused on conception.

Recently, several couples who had participated in Bache-Wiig's workshops over the years organized a luncheon in her honor. After people talked about how she had helped them cope with infertility or prepare for adoption, a procession of children entered the room. They were of varying ages and ethnic and racial backgrounds. Some had been adopted and others conceived through the wonders of medical technology. Every child carried an artificial forget-me-not for Bache-Wiig, who was left holding a large bouquet. "We mean so much to each other," she says, "and we must never forget that."

VICTOR COHN: STATISTICS WITHOUT MATH

ALTHOUGH HE IS CALLED the dean of American science writers and is considered an expert in deciphering statistics, Victor Cohn, '41, confesses he was not good at math as a student. "I have avoided math ever since high school when in my final semester of geometry the instructor, Mr. Peterson at South High School in Minneapolis, gave me a D on the condition that I never take any more math—and I held to that assiduously," he says.

Which might explain why Cohn, a senior writer and columnist for the health section of the *Washington Post*, describes his most recent

book, *News and Numbers: A Guide to Reporting Statistical Claims and Controversies in Health and Other Fields*, as a "nonmath guide to statistics"—and why it's so popular. The book, in which he explains the role and language of statistics for journalists, was first published in 1989 and is now in its third printing. It is used in several journalism schools.

Cohn's *Washington Post* column, Patient's Advocate, deals with health, health care policy, and economics. "I'm a commentator and advocate," he says. "Health care and the economy in the country today are major concerns. Everyone wants a good job and good health care. We have the best chance now for meaningful reform. Whether it will happen or not, we don't know."

Asked if he also considers himself an educator, Cohn relates an anecdote:

"In the early seventies, I took part in a symposium on science and the press at the University of Rochester. I was preceded by a scientist who said, 'You should be helping us [get funding etc.].' I said, 'You misunderstand our role. You are our rats; we observe and describe you.'" Cohn's remarks were widely quoted, as was his observation that "there are only two kinds of medical stories: new hope and no hope."

After earning a bachelor's degree from the University of Minnesota in 1941, Cohn began covering science as a reporter for the *Minneapolis Tribune* in 1947 and joined the *Washington Post* as a science editor in 1968. He was president of the National Association of Science Writers in 1961-62 and was a cofounder of the Council for the Advancement of Science Writing. He has won a bevy of awards, including three Distinguished Service Awards from the Society of Professional Journalists and the National Press Club's first Award for Excellence in Consumer Reporting, but he shrugs them off, saying, "that's because I've lived so long." (He will be 74 in August.) He is planning to write a medical book and a second edition of *News and Numbers*.

Asked if there is anything else he'd like to tell *Minnesota* readers about his life, Cohn laughs and says, "My love life is private."

LORRAINE BLUMENFELD HERTZ: A STUDENT'S WORK IS NEVER DONE

AFTER FINISHING HER FIFTH DEGREE at the University of Minnesota, Lorraine Blumenfeld Hertz, '44, '60, '67, '71, '92, invokes the words of Joseph Campbell: "I just feel this is my bliss—going to school."



Barbara
Bache-Wiig

"YOU MISUNDERSTAND

OUR ROLE.

YOU ARE OUR

RATS; WE

OBSERVE AND

DESCRIBE YOU."



Victor Cohn

Hertz's degrees are in foods and nutrition, elementary education, educational psychology, special education, and educational administration. She has worked at the University's Department of Child Welfare, taught preschool and elementary school, and was a program specialist in gifted education at the Minnesota Department of Education for eighteen years.

"People didn't even know what the word

gifted meant when I started," says Hertz. "It used to be the case that only in

schools where most of the parents were wealthy or more verbal and knew about asking for advanced classes would there be any. Poor children didn't get any services. Things are better now."

Her doctoral dissertation was a longitudinal study of a 1972 preschool class. Seventeen children from the class—now 24 and 25 years old—and

their parents agreed to participate in the study, which examined the factors that contribute to the cognitive and social development of young adults.

Today Hertz, 70, is planning to write a book, probably a curriculum on Jewish immigration nationwide, with a Minnesota focus, and eventually a book on Jewish people in Minnesota after 1920. She's begun research for the project—at the University of Minnesota, of course.

"I went to another college after I retired, and I ran out of classes in a year," she says. Her daughter, a professor of German history at another university, advises her on courses to take.

"I don't think people realize that if they apply themselves they can learn in every class," she says.

ROBERT GERLICHER: WINNING THE SYNTHETIC WAR

THE PATHWAY TO INVENTION was circuitous for Robert Gerlicher, '27, who served his country during World War II by helping develop synthetic rubber.

After majoring in chemical engineering at the University of Minnesota, the Winona, Minnesota, native was hired by the B. F. Goodrich Company in Akron, Ohio. When the Depression forced layoffs at the company, he decided the time was right to get a master's degree and headed for the Massachusetts Institute of Technology (MIT). When he finished his course work, the employment situation was still dreary. He applied to about fifteen oil companies but came up unemployed. "Fortunately, B. F. Goodrich was good enough to give

me another job," he says.

Finally, in 1934, Gerlicher received a letter from Warren K. Lewis, the head of chemical engineering at MIT, informing him that the Standard Oil Company of Louisiana was starting a pilot plant to make synthetic rubber from petroleum. Boats carrying natural rubber from Singapore, Java, and other Far Eastern countries were being bombed, leaving the United States without an adequate supply of rubber. Lewis asked if Gerlicher would be interested in a temporary position in Baton Rouge, after which he would be transferred to North Dakota.

Gerlicher and his wife, neither having ever been south, packed up and moved to Baton Rouge, where Gerlicher helped design a manufacturing plant and perfect its operations. He also developed a formula for synthetic rubber—for which he holds the patent. "We started from scratch, and it was a crude situation," he says. "We had various plant designs, and the recipes kept changing."

The Baton Rouge plant is still in operation today, but is now involved in plastics production. According to Gerlicher, the quality of synthetic rubber has improved significantly over the years. "Today it is equal in quality to natural rubber when it is used as tread stock on automobile tires," he says, noting that 55,000 tons of synthetic rubber were produced in the United States last year.

Of course, says Gerlicher, rubber trees also produce rubber—but it takes a hot and humid climate and 30 years for a tree to mature.

Gerlicher, now 85, holds more than a dozen patents on synthetic rubber and manufacturing operations and processes. He and his wife recently moved to Shreveport. The transfer to North Dakota never came through.

RALPH BACKLUND: AN INSTITUTION AT SMITHSONIAN

IN A LONG CAREER IN JOURNALISM—52 years and counting—Ralph Backlund, '40, started out as associate editor of the *Ortonville* [Minnesota] *Independent* and wound up as executive editor of *Smithsonian*, the magazine of the Smithsonian Institution.

"We spent a year getting the darn thing ready before we put out the first issue," he says of *Smithsonian*, "and I was there until I retired. I thought up the slogan we used about it, which was 'Everything the Smithsonian is interested in, might be interested in, or ought to be interested in.' And that covered just about everything."

Backlund graduated magna cum laude with a degree in journalism from the University of Minnesota. (He had started out in theater but

"I WENT TO ANOTHER COLLEGE AFTER I RETIRED, AND I RAN OUT OF CLASSES IN A YEAR."



Lorraine Hertz

sifted to journalism when he was told he'd do better as an observer.) After working on the (Ortonville paper for two years, he taught reporting and magazine writing at the University while he wrote news for WCCO Radio. A report on race discrimination he wrote for WCCO won the Heywood Broun Award from the American Newspaper Guild in 1948. He moved on to CBS Radio, where he produced public affairs programs for eight years, then edited *Horizon* magazine in New York City for eight years.

Along the way, he developed an affection for Washington, D.C. "When I was working at CBS, I used to come down here once a week to edit something for the network. It was quite different in those days from what it is now. It's much more sophisticated than it used to be, the whole city is. I know what you hear about it—that it's crime ridden and all the rest of it; there is that element to it—but in other respects it's much livelier and much more interesting."

Backlund got his first job in Washington—special assistant to the assistant secretary of state for educational and cultural affairs—in 1966 through a professor he'd interviewed for his CBS radio show "Invitation to Learning." "One of the things I did was to send American performing arts groups abroad—symphony orchestras and things of that sort," Backlund says.

He's been affiliated with *Smithsonian* since 1969—on the board of editors for seven years, as executive editor for eleven years, and currently as contributing editor, a position that will allow him to write more frequently for the magazine.

"It's become much bigger and more sophisticated," Backlund says of the magazine. "And at one point . . . we turned over to the [Smithsonian] Institution a net of \$5 million a year."

ROSALYND COHEN PFLAUM: THE FRENCH CONNECTION

ROSALYND COHEN PFLAUM, '45, '54, named a chevalier in the French National Order of the Legion of Honor for her biographies, including her latest, *Grand Obsession: Marie Curie and Her World*, does her research in France's Bibliothèque Nationale, in the homes of influential French families, and in the University of Minnesota libraries.

"I come back from Paris and find the books that I want right here in the stacks," she says.

After raising three children, Pflaum pursued her lifelong interest in French culture, beginning her twice-annual research trips to France. Along the way she founded the Women's Association of the Minnesota Orchestra, and began to write biographies.

Research has posed some interesting challenges for Pflaum. "Material has not been given as freely to libraries and archives in France as in this country," she says, so she calls upon her many years of building friendships and contacts for entrée to private collections.

She had access to Marie Curie's office for the research on the Curie biography and sat at Curie's desk. The office was tested regularly with geiger counters for radioactivity. Another challenge? "How do you ask someone if his father was . . . having an affair with Marie Curie?"

Pflaum isn't talking about her latest project, another biography, except to say that its subject is a figure from the eighteenth and nineteenth centuries. After her biography of Napoleon III was beaten to publication by another, she learned to be "superstitious," she says.

JANE HODGSON: ON THE MEDICAL FRONT LINES

JANE HODGSON, '39, has been challenging the status quo for most of her life. When she graduated from Carleton College in 1934, the only options she saw for women were teaching or marriage. "I didn't want to do either one," says Hodgson, who was only nineteen at the time, "but I had to do something. So I put on my little white pillbox hat and my gloves and tried to look older, and I went around to the little towns in Minnesota looking for a teaching job. It was the bottom of the Depression and they'd take one look at me and give the job to the unemployed man with the family."

Eventually, she was offered a job teaching high school in Henning, Minnesota, but she had already accepted a position as secretary to a physician at a large pharmaceutical company in Chicago. Her boss's wife was also a physician, although she wasn't practicing at the time, and the couple's enlightened attitudes inspired Hodgson to get a medical degree.

She applied first to Northwestern University but was turned down because, school administrators admitted candidly, they had already filled their quota of "four Jews, four blacks, and four women." Undaunted, she wrote to the University of Minnesota and was accepted right away. Her father, who was a physician, didn't object to her career plans, but her mother said in despair, "Oh, I can just see you smelling of antiseptic and wearing low heels."

There were eight women in the Medical School that fall. "We took care of each other," says Hodgson. "When someone couldn't pay her tuition, we'd all help out. We shared our lunches. We accepted the prejudice from the professors who were biased against women.



Ralph
Backlund



Rosalynn
Cohen Pflaum

**"WE TOOK CARE
OF EACH OTHER. WHEN
SOMEONE COULDN'T
PAY HER TUITION,
WE'D ALL HELP OUT."**

One professor said he would never give a woman a grade higher than C, and he never did while I was there."

After graduating from the University, Hodgson interned at the Jersey City Medical Center, where she met her husband, Frank Quattlebaum, who was also an intern. In 1940, the couple returned to Minnesota, where Hodgson had a fellowship in internal medicine at the Mayo Clinic and Quattlebaum studied under renowned University of Minnesota surgeon Owen Wangensteen.

A couple of years later, Quattlebaum was drafted into military service and assigned to a convalescent

hospital in Daytona Beach while awaiting his orders. When the army appointed him director of the hospital indefinitely, Hodgson began searching for a practice to join in Florida. Although most physicians were extremely short-handed because of the war, they weren't desperate enough to hire a woman. She finally found an 80-year-old doctor in New Smyrna Beach who agreed to let her join his practice. He died the day before Hodgson was to begin work, so she found herself alone in a large general practice, for which she—a specialist in obstetrics and gynecology—was not adequately trained. She got a stack of army-issued manuals on everything from dermatology to psychiatry and set to work.

After the war, Hodgson and her husband considered staying in Florida, but when the New Smyrna Beach Chamber of Commerce voted to build a golf course instead of a new hospital, they decided to return to Minnesota. Hodgson opened a private practice in obstetrics and gynecology in St. Paul in January 1947.

In 1970 she made a decision that would alter the course of her professional and personal life forever. Abortion was illegal then, permitted only to save the life of the mother or for psychiatric reasons, and then only after a consultation with two or three doctors. When one of Hodgson's patients, who had rubella, requested an abortion, Hodgson asked a three-judge panel in U.S. federal court to declare the law prohibiting abortion unconstitutional. The judges stalled, refusing to rule on the case. Hodgson's patient was by then twelve weeks pregnant, and in those days doctors considered it too dangerous to perform abortions beyond that point, so Hodgson performed the procedure without going through the required consultative process. "I

couldn't stand the hypocrisy," she says. "The same doctors who criticized me for performing an abortion would bring in a relative or somebody and [perform an abortion] for 'psychiatric reasons.' There was a terrible double standard."

She was indicted and the case was moved to criminal court. Hodgson and her lawyer appealed directly to the U.S. Supreme Court, which refused to hear the case. She was convicted of performing an illegal abortion, but while her case was pending appeal, the Supreme Court issued its 1973 decision in *Roe v. Wade*, and her conviction was overturned.

In 1972 Hodgson went to Washington, D.C., and became director of the Pre-Term Clinic, located only a few blocks from the White House. In addition to performing abortions, clinic personnel provided counseling and birth control information.

Returning to Minnesota in 1974, Hodgson established the Fertility Control Clinic at St. Paul Ramsey Medical Center. She founded the Duluth Women's Health Center in 1981, and has served as medical director at four of the six clinics in the Twin Cities that offer abortions. She also spent a year as head of the Fertility Control Clinic in San Francisco.

Hodgson no longer has her own practice. She says she is more valuable to the reproductive rights movement testifying in court throughout the United States and Canada. She thinks seriously about quitting from time to time, but then the phone rings and someone needs an expert witness, a plaintiff in a class action lawsuit, or a physician to fill in at a clinic, and Hodgson answers the call.

LOIS HOBART: ONE WOMAN'S SHOW

IN HER 40-PLUS YEARS AS A WRITER, Lois Hobart, '38, '40, has worked in many genres: for several national magazines, on a travel book, in fiction for adults and young adults. Her current passion is writing plays.

The native Minnesotan's latest play, *Dream of Sor Juana*, about a seventeenth-century woman writer in New Spain, has been produced in El Paso, Denver, and New York and received a staged reading in San Miguel de Allende, one of Mexico's major arts centers.

Hobart has been in love with Mexico ever since she first arrived in the Southwest. "I was a photographer as well as a writer, and the light was marvelous," she says. "One of the things that interested me greatly was how very family-centered the Mexican culture is at all levels."

She lived in Mexico for twenty years. For the past ten she has lived in El Paso, where she



Jane Hodgson



Lois Hobart

teaches, writes, and visits Mexico frequently. "Mexico is about twenty minutes from my door," she says.

After earning a bachelor's degree in English and bachelor of science and master's degrees in education, Hobart worked for ten years at *Esquire* and *Glamour* magazines. Subsequently she lectured at the University of Texas at El Paso and at Hamline University in St. Paul as well as continuing to write and take photographs as a free-lancer.

What's next for Hobart? "I'm thinking about a play about a will," she says.

ISABEL GRAHAM GIDDINGS: THE EDUCATION OF A LEADER

ISABEL GRAHAM GIDDINGS, '30, can trace her interest in the plight of African American people to a pivotal moment in her life—more than 70 years ago—when she was just four years old.

She grew up in Anoka, Minnesota, at a time when there were only two black families in town. The bank where her father worked employed a black man as a custodian, and he would walk past Giddings's house on his way to and from work. Giddings remembers her father telling her she must never call Mr. Walker a nigger. So one day as Mr. Walker walked by, Giddings hollered from across the street: "I would never call you a nigger, would I, Mr. Walker?" And he replied, "No, you would never do that." Word of the exchange spread quickly through town, making a strong impression on young Isabel.

Many years later, Giddings was traveling in the southern United States for Paul S. Amidon & Associates, a company she cofounded in 1951. Corporations contracted with Amidon to produce educational materials that Giddings then helped school officials incorporate into their curriculum.

She was appalled by the conditions of the schools in the South that served black students. "I don't want to harp on the deplorable conditions I saw, the rundown buildings; it was a long time ago," says Giddings. "I hope a lot has changed."

Giddings is doing more than hope for change. She recently gave \$100,000 to the University of Minnesota to establish the Isabel Graham Giddings Endowed Scholarship for African American women who are studying to be classroom teachers. Giddings decided to endow the scholarship because she is impressed with her alma mater's efforts to increase diversity. She would like the scholarship recipients to work in and try to improve neighborhood schools in black communities.

For the past three years, Giddings has been a volunteer reading tutor to first graders and a "telephone friend" to latchkey third graders in her racially diverse south Minneapolis neighborhood. She also serves as president of her building cooperative and as editor of the newspaper published by the Minnesota Senior Federation. "I keep very busy," says Giddings. "My motto is if you keep going, you keep going. If you decide that you're past 70 and you have to sit down, you're going to vegetate. I want to keep going as long as I'm physical-ly and mentally able."

JOSEPHINE BLANCHE: THE CAREER THAT CORNING BUILT

"THE BEST THING I EVER DID WAS TO study home economics at Minnesota," says Josephine Blanche, '35. "I never could have worked as I did without what I learned there. Personally and professionally it is always rewarding."

Blanche started at the University in 1930, at a time when the Depression had cost her father his job. She worked at Kresge Company, lived at home, commuted to the St. Paul campus, and took as many classes as she could and still keep her job. During the summers she was a waitress at a resort. She took one year off to earn money for the next year's tuition.

After graduation, she taught home economics for nine years in Lakefield and Brainerd, Minnesota; Boise, Idaho; and Waukegan, Illinois. Then she was recruited by the Corning Glass Company to work as a consumer specialist, a job she held for 30 years. She worked with store buyers, holding classes for employees before the stores opened in the morning to train them in the use and care of Corning products. She appeared on radio and television programs throughout the West and conducted cooking schools. She was Corning's West Coast supervisor for eleven western states, then trained consumer specialists for eleven southern states, then returned to the West Coast division.

Today Blanche and her sister own and manage a fourplex in Los Angeles and take jewelry and sewing classes. Each year she makes a contribution to the University of Minnesota, and each year the Corning Foundation matches the amount she gives. Her gift is a way of saying thank you, says Blanche.

"My background in home economics gave me a wonderful career and the privilege of working for a marvelous company."

"MY MOTTO IS

IF YOU KEEP GOING,

YOU KEEP GOING.

IF YOU DECIDE

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TO VEGETATE."



Josephine
Blanche



Isabel Graham
Giddings

H_A helping A New Generation of Engineering Students

For Institute of Technology (IT) benefactor Joseph Taubr, the memories of his arrival to the U.S. from Czechoslovakia

on the steamer Frankfurt are dazzling. He arrived to the sights and sounds of the 1907 Fourth of July fireworks display over Baltimore's harbor.

From Baltimore, Taubr and his family ventured westward to Minnesota where he attended St. Stanislav's grade school, Cretin High, and the University of Minnesota. A member of the class of 1928, Taubr began a successful career with the U.S. Geological Survey and went on to a 25-year tenure with the Army Corps of Engineers. Many years have passed since Taubr completed his IT degree, but the memories of those days are happy and fresh.

"Not only did I get an excellent education at the University," says Taubr, "but I made lifelong friends there."

Taubr recently established a scholarship for IT civil and mineral engineering students. At 85, he wanted the thrill of seeing the scholarship

recipients enjoy its many opportunities. This year's four Joseph H. Taubr Scholars are Eric George, Jennifer Gisslen, Michael Gustafson, and Jacqueline Kazik.

More and more donors like the Taubrs are becoming partners in scholarship with the University. This supplemental funding helps make the University a great school and extraordinary resource.



Blossom Taubr, Jacqueline Kazik, and Joseph Taubr

Your support is increasingly important to maintain and expand the University's teaching, research, and public service programs for which other funds are not available. Call the University Foundation at 612-624-3333 or 1-800-775-2187 for further information about giving opportunities with maximum effects.

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U2000

What will the University of Minnesota be like in the year 2000? How will it meet the challenges of dwindling resources? What unique opportunities will arise because of changes in demographics and lifestyle?

Will minorities be welcomed or feel disaffected? What effect will an aging baby boom generation have? What will the student body be like? Will the physical plant be strong or crumbling? Will the University continue to produce leaders of *Fortune* 500 companies headquartered in Minnesota? And leaders in medicine,

politics, economics, and agriculture? § *Minnesota* asked a number of alumni, business and community leaders, faculty members, administrators, and students to tell us what challenges, crises, and opportunities they think the University of Minnesota will be facing in the year 2000. To begin the series, which will be appearing throughout the year, we've chosen essays by Marvin Borman, former University of Minnesota Foundation board chair; Sue Markham, associate vice president for facilities management; and Vernon Ruttan, Regents' Professor of Agricultural and Applied Economics. We invite you to send your essay to the Editors, *Minnesota*, 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455-0396.



The Right Role for Teaching Assistants

By *Vernon Ruttan*

There has been a good deal of controversy at the University of Minnesota about the quality of teaching by foreign and American graduate teaching assistants. Much of this discussion has been focused on the wrong question. The more relevant question is this: Should graduate students be teaching undergraduate students at all? Do they have the knowledge necessary to provide either lower- or upper-division undergraduate students with an integrated perspective on the subject matter they are assigned to teach?

My own experience leads me to question the use of graduate students—and in some cases even assistant professors—in the teaching of undergraduates. Let me illustrate this point by drawing on personal experience.

My first academic appointment was in the Department of Agricultural Economics at Purdue. When I arrived in 1954, I was asked to teach one of two sections in an undergraduate course in agricultural marketing. Both sections of the course had previously been taught by Professor Kohls, a more senior associate professor, who had taught the course for several years and was the author of a popular text.

During the third week of the course, a delegation of students from my section visited the department head and complained, "We thought we were going to get Professor Kohls!" And this was before the period of student militancy in the 1960s!

My graduate training was more recent than that of Professor Kohls's. I knew that my knowledge of economics was much better than his. What I did not realize, until I acquired a good deal more experience in teaching, was that Professor Kohls's research and consulting had given him a much better understanding of the institutional aspects of agricultural markets than I possessed. I may have known more about economics than Professor Kohls—but I knew less about the economy.

At that time there were no formal programs such as Project Sunrise, which has helped faculty and students in the University of Minnesota's College of Agriculture

improve their teaching, to introduce young staff members to teaching concepts or methods. I attempted to remedy some of my deficiencies by taking a course offered by the speech department, which improved my presentation skills but did not remedy my lack of knowledge about agricultural markets.

At the University of Minnesota, I now teach courses dealing with the role of technical and institutional change in the process of agricultural development. I draw on a wide range of personal research and experience in developing countries as well as on the literature on development. There is no way that most graduate students could have access to this same knowledge.

What implications do I draw? One is that while good teaching may depend in part on presentation skills, it depends even more on substantive knowledge, which cannot be acquired from textbooks. It also must draw on personal knowledge. A second is that the reason we assign graduate students to teach lower-level undergrad-

uate classes is not that it contributes to high-quality undergraduate education. We use graduate students to teach undergraduate classes because it is cheap.

The conclusion I draw from my experience at Purdue and from subsequent experience and observations is that graduate students should not be used to teach lower-level undergraduate courses. These courses should be taught by mature scholars who can bring to bear in their teaching a richer background of research and experience than is available to their younger colleagues.

I do not want to be misinterpreted as arguing that graduate teaching assistants should not have an important role in undergraduate education at the University of Minnesota. They can have a very appropriate role in the grading of examinations and papers, in the direction of discussion and laboratory sections, and in peer advising and counseling. The University also bears some responsibility for training graduate students to become good teachers. But this should be accomplished in an apprenticeship under careful guidance.



A Capital Idea *By Sue Markham*

It has become painfully clear that the University of Minnesota has failed in the stewardship of our institution's \$3 billion facility asset. Over the past quarter century, a deferred maintenance backlog in excess of \$200 million has accumulated—a backlog that is growing at an alarming rate of \$20 million annually. This ongoing deterioration of our physical plant undermines the ability of the faculty and staff to effectively carry out the University's educational, research, and outreach missions.

On the Twin Cities campus alone, the University owns in excess of 18 million square feet of space in more than 200 buildings, half of them over 40 years old. Major existing building components—mechanical and electrical systems, for example—have far exceeded their useful lives as a result of the longstanding lack of a timely, well-planned, and well-financed repair and replacement program. This situation endangers the University's position as one of the country's leading research institutions. It is imperative that we renew our commitment to facilities stewardship through responsible facilities planning and financing and invest in our maintenance work force.

Despite the magnitude of the deferred maintenance backlog and the complex reasons why it accumulated, there is no magic in responsible management of public assets. We need only to turn to the private sector for solutions and standards to which we can compare our investment and operating performance. In short, we do not have to reinvent the wheel, but simply apply industry-standard business and investment practices to managing University assets.

Historically, the lack of a capital budget process has resulted in spending limited resources on new facilities at the expense of properly maintaining existing facilities. But

change is under way. By the year 2000, the University will have completed its first full cycle of a six-year, all-funds capital budgeting and planning process. This year—for the first time—all University capital needs, irrespective of funding source or project type, are being identified as part of a comprehensive institutional budget process. This will allow the application of limited capital resources to the most critical maintenance and capital needs consistent with the University's academic priorities.

A responsible capital budgeting process is also dependent upon sound strategic space planning to maximize the use of existing facilities and reliably project and plan for future needs. This will require a different approach to space assignment and use and will result in more cost-effective use of our existing facilities.



Planning and budgeting systems are only as good as the people behind them. If we are to stop the erosion of our facility asset and the facilities are to support—not hinder—the academic mission, it is essential that we invest in our facility maintenance staff. The nature and complexity of University facilities demand a highly skilled work force that is properly trained and equipped to do their jobs. We must provide them with modern financial and work management systems so they can achieve the highest

possible level of productivity and cost-effectiveness.

The value of the University's facility asset has greatly diminished due to the mistakes of the past. But the outlook for the future is positive. There is increasing recognition that facilities renewal is critical to meeting the educational and research challenges of the 21st century. The people and the processes are in place. Difficult resource allocation decisions must be made. The time to renew our commitment to facility stewardship is now.

Choosing Tomorrow *By Marvin Borman*

The twentieth century has come to an end, and we are in the year 2000, filled with hope for the future. Our California grandson has included the University of Minnesota among the colleges he's considering. His interest is due in part to his grandpar-

ents' enthusiasm for the University and, of course, their desire to have him nearby during these special years. He has also developed an affection for the state and its culture during his annual summer visits.

We are delighted to be his tour guides as we show him the Twin Cities campus in the year 2000. We begin at the

Gateway Center, newly completed at Oak Street and Washington Avenue, featuring the Prospective Student Welcoming Center, the Heritage Gallery highlighting the University's proud past, the Great Hall, and the Alumni Plaza. The center also provides a new home for the University of Minnesota Alumni Association (UMAA) and the University of Minnesota Foundation (UMF). Guided campus tours start here, but we decide to lead our own. We walk through the Greenway, which once was Memorial Stadium, pointing out the old and new University buildings where he will be spending his undergraduate years.

As we drove across the Washington Avenue bridge to reach the Gateway Center, we passed the Ted Mann Concert Hall and the Frederick R. Weisman Art Museum, both constructed in the early nineties, and we also took notice of the new Carlson School of Management and basic science buildings. Our sports-minded grandson, of course, wanted to see the Mariucci Hockey Arena; Williams Arena, where basketball is played; and the Women's Sports Pavilion, all completed or renovated during the past decade. Several older buildings were remodeled as the program for repair and maintenance became a reality in the mid-nineties.

There have been other changes as well, less tangible and less noticeable, but significant in their impact on the University. As the years go by, these changes will make an important difference in the quality of education our grandson receives should he choose to attend the University.

The University in the year 2000 continues its role as a land-grant school with a threefold mission of teaching, research, and public service. Efforts started in 1992 with the energetic Campaign '93 helped convince the Minnesota Legislature of the critical importance of the University to the state's economy and slowed further reductions in the state's support of the University's budget. Nevertheless, the state continues to experience serious fiscal problems, which prevent any significant increase in that funding. As a result, the University has been required to find new ways to support itself and to avoid continuous increases in student tuition. Its public-private partnerships and industry collaboration, which began to flourish in the nineties, have now evolved with effective structures that leverage both private

and public resources to achieve remarkable advances for our economy and society. New technologies and other discoveries by University researchers now transfer more easily and quickly to commercial uses. The University's position as a major research center is firmly established, resulting in a steady increase in the number of research grants and patents awarded to its faculty.

Private philanthropy has experienced a tremendous growth, with many more donors broadening the base of giving and the number of endowed chairs and professorships increasing from more than 230 in 1992 to well over 500 in the year 2000. A strong working relationship between the UMF and the UMAA is strengthening alumni interest in the University and substantially increasing the number and size of alumni gifts to the University.

Teaching methods and learning opportunities have undergone dramatic changes as a result of the exploding use of computers and other technology, and because of outreach activities. The student body is very diverse, with an increasing percentage of minorities and a substantial number of foreign students. There are fewer students, due to the more stringent entrance requirements, but the quality of education is higher. The University continues to produce leaders in vari-

ous fields, and some of their names have become as famous as the Humphreys and the Borlaugs of the past.

We tell our grandson that the choice is his.

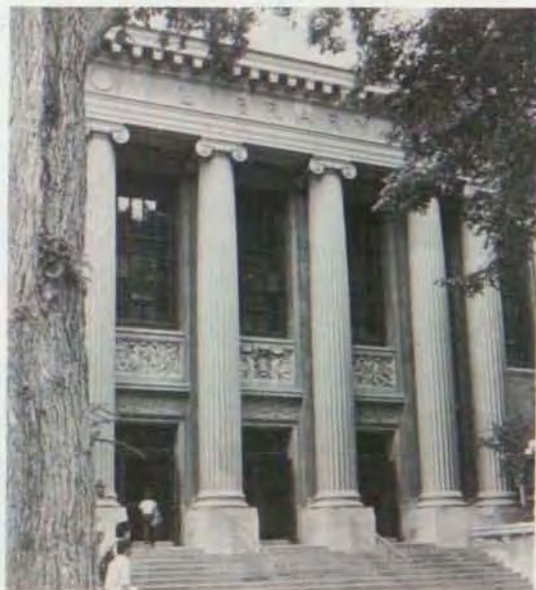
The University of Minnesota in the year 2000 is one of the leading public universities in the country at both the undergraduate and graduate levels; is recognized as an outstanding research center with a diverse student body and an excellent educational program taught by outstanding faculty; and is situated in a nationally recognized cultural metropolis. We can speak with pride and with some ownership of the changes that have occurred at the University in the past ten years, and we have no reservation in recommending the University for his serious consideration.

The special efforts and planning of the nineties have paid rich dividends, and the University can be justifiably proud of its position as one of the top five public universities in the country. ◀



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The author of *Zen and the Art of Motorcycle Maintenance* hits the road again with a moral road map called *Lila*

Robert M. Pirsig found fame on the back of a motorcycle in 1974—the same year he found a publisher for his critically and culturally acclaimed book *Zen and the Art of Motorcycle Maintenance* after 120 publishers had rejected it. Pirsig, '50, '58, chose not to publish another book for seventeen years and to live in relative obscurity, first in Sweden and now in a state he will identify only as “somewhere north of New York.” *Zen*—or *ZMM*, as it came to be called—was the result of a 1968 cross-country motorcycle trip Pirsig took with his son Chris from Minnesota to California. It has been called “the most influential book of popular philosophy in recent times.” His second book, *Lila: An Inquiry into Morals*, resurrects philosopher/author Phædrus, this time on a boat journey on the East Coast. Pirsig recently agreed to talk to *Minnesota* about his books, his years at the University, and his plans for the summer.

A RATIONAL CONVERSATION with ROBERT PIRSIG

BY TERESA SCALZO

Minnesota: Why did you decide to attend the University of Minnesota?

Robert Pirsig: My father [Maynard Pirsig] was a law professor at the University and I had attended University High School, so it was natural for me to continue. I was only fifteen when I started college, and it was a lot easier to live at home.

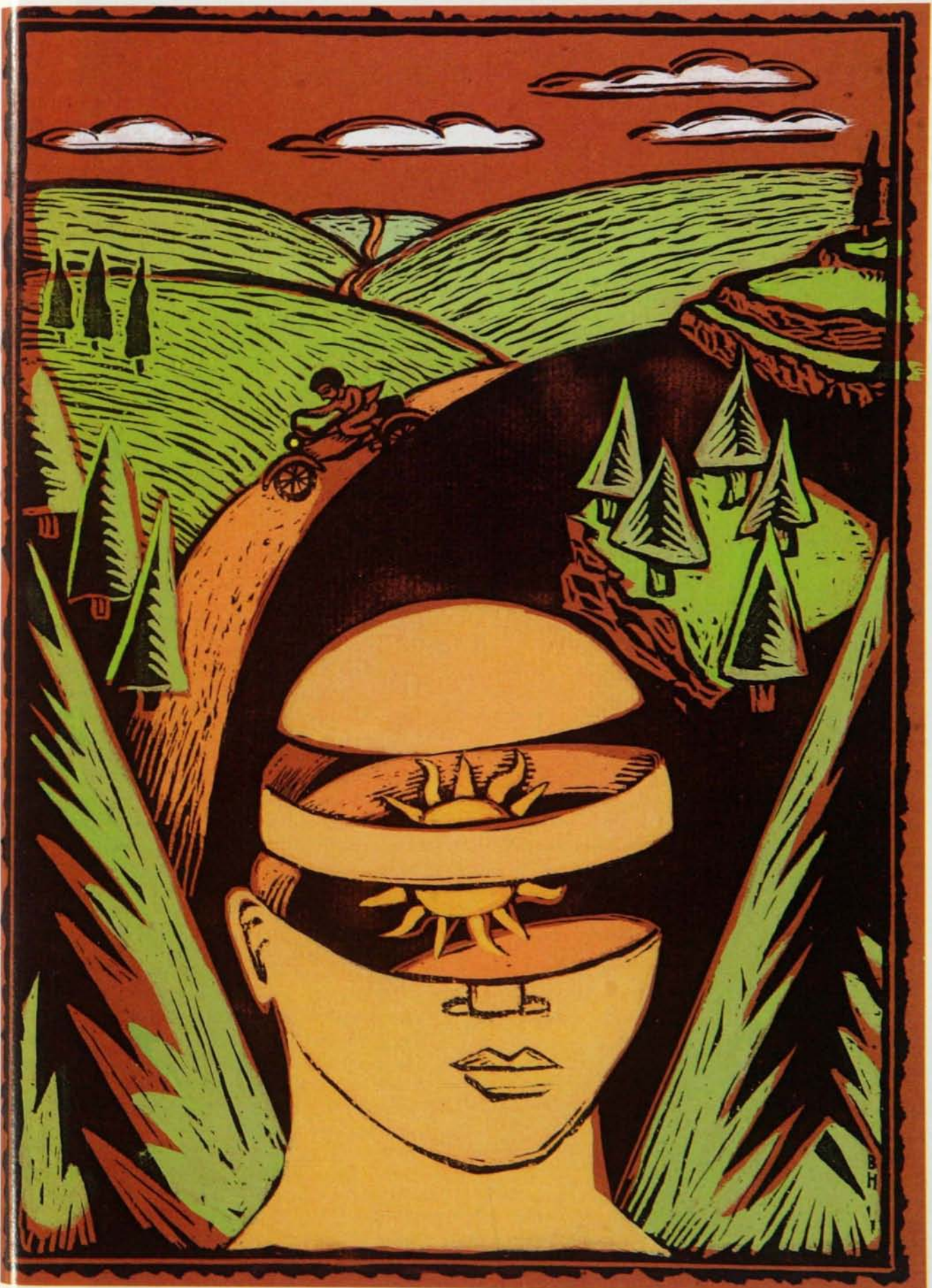
Minnesota: What memorable experiences did you have at the University?

Pirsig: Well, flunking out was certainly a memorable experience. And so was receiving the University's Outstanding Achievement Award [in 1975]. I've certainly had a broad spectrum of experiences at the University, but most of it was just the usual dreariness of trudging from one class to another and listening to the lectures and worrying about finals and not knowing where all of this was leading, except that this was what everybody did and I should appreciate [the opportunity].

Minnesota: What memorable professors did you have?

Pirsig: Professors Mary Shaw and Alburey Castell and George Conger in philosophy were good. Also J. Edward Gerald in journalism, Alice Tyler in history, and Allen Tate in English. But I was one of those students who sat toward the back with a disconnected look on his face and didn't really develop a warm relationship with any of the faculty.

Minnesota: Where does your contempt for academic pretentiousness come from?





Pirsig: Certainly not from my father, [who] is one of the least pretentious professors who ever taught at the "U." In fact, I think I learned my contempt for academic pretentiousness *from* him. I have never really associated academic pretentiousness with Minnesota, except occasionally here and there among some liberal arts people. It's more [common] in New York and on the East and West Coasts. And it's academic *stagnation* rather than pretentiousness that I dislike. Academics habitually say they are interested in new ideas, but when you really do try out some brand-new ideas on them, they usually back off.

Minnesota: I read somewhere that you were surprised by the success of *Zen and the Art of Motorcycle Maintenance*. Why?

Pirsig: I may have said that to sound modest, but I predicted it would spread like wildfire. I remember I was fiercely frowned upon [for saying that] because it sounded like bragging.

Minnesota: How do you explain *ZMM's* continued success [100,000 copies are still sold annually]?

and moral issues?

Pirsig: The nucleus of *Lila* is a systematic, rational morality. It heals the split between science and morals. I think it is having trouble catching on because everyone is so sure that no such systematic rational morality is possible. But it's a moral road map. It gives rules for determining what is moral and what is not. And these are purely rational rules, not just traditional rules.

Minnesota: In *Lila*, the character Richard Rigel criticizes Phædrus's first novel because "you didn't say a single word about how to preserve the underlying form of society." Is this your own criticism or someone else's?

Pirsig: That was me speaking through Rigel to set up the *Metaphysics of Quality*. Rigel's values are very static and socially dominated. Phædrus is more intellectual. *Lila* is more biological. But all three of them are really me.

Minnesota: Do you read reviews of your books? Do the critics "get it"?

“People see the book that got finished. They don't see the twenty books that got thrown away, so they wonder what took all the time.”

Pirsig: It's the only book I know of that says there is a rational purpose in life and really means it—and can show it.

Minnesota: Why did you wait seventeen years to write a second novel?

Pirsig: I started *Lila: An Inquiry into Morals* during the summer before *ZMM* was published, so I didn't wait. I was writing it during all of those seventeen years. Good metaphysics is very difficult to produce. People see the book that got finished. They don't see the twenty books that got thrown away, so they wonder what took all the time.

Minnesota: Did people receive *Lila* the way you expected?

Pirsig: Literary cognoscenti were warning that "critics missed you the first time so they'll try to make up for it this time," and I was expecting the worst. But it came off better than expected thanks to some wonderful handling by my agent and publisher. *Lila* was on the *New York Times* best-seller list for seven weeks and was nominated for the Pulitzer Prize, so I have nothing to cry about. But I have been disappointed by how few people seem to understand what the book is about and how they back off from it for that reason. Right from the beginning there has been a polarization over it. At Bantam Books, where it was published, it generated the most fierce argument among the editors that they'd had in twenty years. Some said it's one of the most disappointing and depressing books they've ever read. Others said it's the most important book in centuries. The division seems to take place along social and intellectual lines. People whose predominant values are social often dislike it. People whose predominant values are intellectual often support it.

Minnesota: Will *Lila* come to represent the eighties the way *ZMM* represents the sixties?

Pirsig: I don't think of either *ZMM* or *Lila* as period books. Actually, if you read the reviews of *ZMM* when it came out, you'll find they said it was completely at odds with the times. It's only now, in retrospect, that *ZMM* is called a book of the sixties.

Minnesota: How can *Lila* help people address today's social

Pirsig: There have been some very favorable reviews, but critics generally don't have enough time or space to really get into a book thoroughly. There's no way you can expect someone to understand in a few hours a book that took seventeen years to write.

Minnesota: You said you expect *Lila* to be the more important of the two books years from now. Why?

Pirsig: Because *Lila* contains the *Metaphysics of Quality*. This metaphysics has not yet reached any large public acceptance, but I hope that eventually it will. Many people see what's in it and write to me about it, but most people just back off because they don't understand. And then there's that staticness I referred to. Either something is no good because we haven't heard of it before, or it's no good because we *have* heard of it before—the old General Motors spirit. But that's the way it is with anything new. When I bought the motorcycle described in *ZMM*, people regarded it as cheap Japanese junk. They sure don't think that way any more. I have a feeling the general regard for the *Metaphysics of Quality* will change the same way over the years.

Minnesota: How will you spend the summer?

Pirsig: My boat is going into the water for the first time after eight years of storage on land. Nothing works on it. I'm going to spend the summer restoring it.

Minnesota: Who are your favorite authors?

Pirsig: Robert Louis Stevenson, Rudyard Kipling, Ernest Hemingway, F. Scott Fitzgerald, and J. D. Salinger come to mind.

Minnesota: Do you have any plans for a third book?

Pirsig: I have one in mind, but I doubt whether it will be written. I don't need the income and I don't need the grief. It's as true in writing as it is in politics that the longer you are popular the more difficult it becomes to sustain that popularity. I will be 65 this year. I feel like George Bush. I'd rather work on my boat.

Minnesota: Have you found *Quality*?

Pirsig: It's always here. You have to keep refinding it by continually casting off staticness. Some days I'm more successful at this than others.

Hats Off



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A special thanks to (from center, counterclockwise)

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Lise True, and Dee Ann Cameron.



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Minnesota presents its third annual compilation of recently published books written by University alumni and faculty. And the best part? No book reports are required.

Edited by Teresa Scalzo

Alumni Authors

Ross Bernstein, '92, *Gopher Hockey*. Humorous, subjective, selective, and sometimes irreverent look at the history and heroes of Minnesota Gopher hockey as seen by and told to mascot Goldy Gopher (Ross Bernstein Enterprises, 1992).

Sherwood Cordier, '63, *Scandinavia and Finland: Security Policies and Military Capabilities in the 1990s*. Exploration of the applicability of Scandinavian defense systems, which are designed for defense and not offensive strikes, as a new Europe emerges (Peace Research and European Security Studies, Germany, 1992).

Erika Doss, '83, *Benton, Pollock, and the Politics of Modernism: From Regionalism to Abstract Expressionism* (University of Chicago Press, 1991).

William Fintel, '83, and Gerald McDermott, *A Medical and Spiritual Guide to Living with Cancer*. Complete handbook for patients and their families, including what to expect after the diagnosis, choosing the right therapy, spiritual strength, increasing chances for full recovery, and dealing with finances (Word Publishing, 1993).

John Flanagan, '35, *Minnesota's Literary Visitors*. Eleven essays originally published in *Minnesota History*, the Minnesota Historical Society journal, that describe the sojourn of authors such as Henry David Thoreau, Mark Twain, and Oscar Wilde in Minnesota and the literary results (Pogo Press, 1992).

Margot Fortunato Galt, '76, *The Story in History: Writing Your Way into the American Experience*. Twenty exercises using sources as varied as early maps, Sioux oral histories, frontier women's diaries, advertisements, and poetry to encourage students to learn history from the vantage point of the imaginative writer (Teachers & Writers Collaborative, 1992).

Patricia Foulke, '53, and Robert Foulke, '61, *Fielding's The Great Sights of Europe*. Historical sites, museums, natural surroundings, architecture, festivities, and events in 21 European countries with an appendix of historic hotels (William Morrow, 1992).

Philip Garon, '72, and John Matheson, *Minnesota Corporation Law & Practice*. Comprehensive guide for corporate practice under the Minnesota Business Corporation Act (Prentice Hall Law & Business, 1993).

Carolyn Gilman, '65, *The Grand Portage Story*. History of the legendary fur-trade crossroads in northern Minnesota, where American Indian and European cultures have competed with and accommodated each other for nearly three centuries (Minnesota Historical Society Press, 1991).

Billy Goodman, '84, *A Kid's Guide to How to Save the Animals* (Avon, 1991).

Jack Haskins, '59, *Successful Advertising Research Methods* (Craun Publishing, 1993).

Darryl Holter, '73, *The Battle for Coal: Miners and the Politics of Nationalization in France, 1940-1950*. The role of labor in the complex process of nationalization and its impact on production, effects of the cold war on the politics of coal, and the coal strikes that rocked France in 1947 and 1948 (Northern Illinois University Press, 1992).

Robert Johnson, '66, illustrator and printer, *Seeking the Way*. Poetry by William Stafford (Minnesota Center for Book Arts, 1992).

Ed Kolpack, '49, *Bison Football—Three Decades of Excellence*. North Dakota State University's Bison football team through 30 historic seasons, from a 0-10 season in 1962 to number one in the NCAA Division II (Prairie House, 1992).

Kellan Kylo, '75, *Where Light Is As Darkness*. Causes and effects of post-traumatic stress disorder among Vietnam War veterans (New Sweden Press, 1991).



Rhoda Lewin, '78, *Witnesses to the Holocaust: An Oral History* (Twayne Publishers, 1990).

Harvey Mackay, '54, *Sharkproof*. How to get the job you want and keep the job you love in today's frenzied, difficult job market (HarperBusiness, 1993).

Howard McGary, '78, and Bill Lawson, *Between Slavery and Freedom: Philosophy and American Slavery*. The writings of slaves and former slaves provide insights about people prevented from participating in the social and political life of their times (Indiana University Press, 1993).

Daniel Midura, '77, and Donald Glover, *Team Building Through Physical Challenges*. Outward Bound-type challenges such as escaping from quicksand, crossing rivers, and following jungle trails help teachers, recreational supervisors, and coaches build teamwork (Human Kinetics Publishers, 1992).

Richard Moe, '66, *The Last Full Measure: The Life and Death of the First Minnesota Volunteers*. The First Minnesota Volunteers—the first regiment offered to President Lincoln after the fall of Fort Sumter—served in virtually every major battle fought in the eastern theater during the first three years of the Civil War (Henry Holt, 1993).

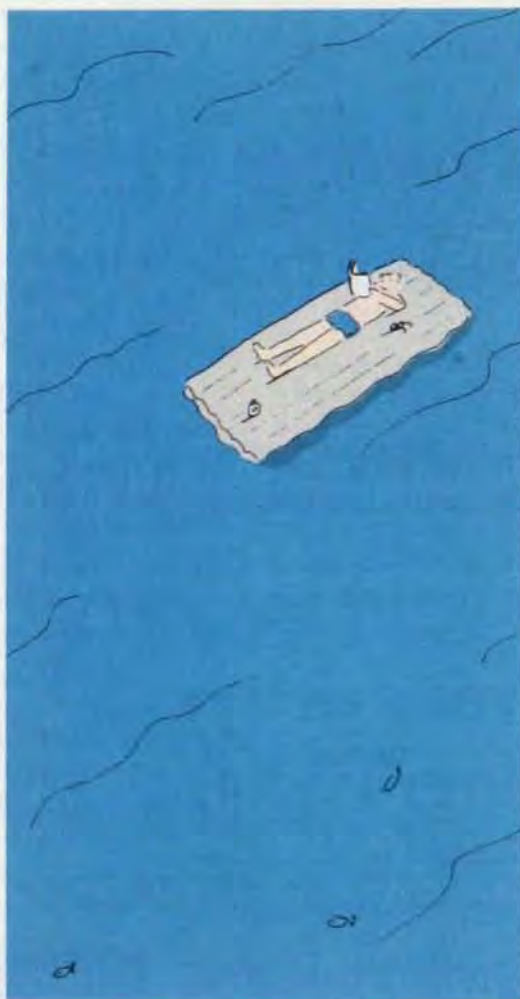
David Morris, '68, *The Culture of Pain*. A history of the way pain is perceived, focusing on the "myth of two pains"—the notion that physical pain and mental pain are inseparable (University of California Press, 1991).

Josiah Ober, '75, and Barry Strauss, *The Anatomy of Error*. A study of military commanders of the ancient world who ultimately failed, including Mark Antony, Xerxes, and Jugurtha (St. Martin's Press, 1992).

Henry Scholberg, '62, *The Return of the Raj*. A novel set in India in the latter half of the 1990s when the countries of South Asia conclude that their efforts at self-governance have failed and ask the British Empire to take them back and teach them the rudiments of democracy and self-rule (NorthStar Publications, 1992).

John Edgar Tidwell, '81, editor, *Living the Blues: Memoirs of a Black Journalist and Poet*. The autobiography of African American journalist and poet Frank Marshall Davis compiled from a variety of manuscripts written before Marshall died in 1987 (University of Wisconsin Press, 1993).

Allan Vartini, '51, "Beyond Khartoum: Petroleum Exploration and Discovery" in *The Oil Finders: A Collection of Stories About Exploration*, edited by Allen Hatley, Jr., a book about people



who risked their companies' futures, their jobs, and sometimes their lives to find oil (AAPG Publications, 1992).

Carrie Young, '44, *The Wedding Dress: Stories from the Dakota Plains*. Seven short stories set in North Dakota during the Dust Bowl years (University of Iowa Press, 1992).

Faculty Authors

Nancy Armstrong, professor of comparative literature, *Case Studies in Contemporary Criticism: Wuthering Heights*. Interpretive essay for the new series by Bedford Books (St. Martin's Press, 1992).

Michael Dennis Browne, professor of English, *You Won't Remember This*. The author's fourth collection of poetry (Carnegie Mellon University Press, 1992).

John Bryson, professor at the Hubert H. Humphrey Institute of Public Affairs, and Barbara Crosby, director of the Humphrey Fellows program, *Leadership for the Common Good: Tackling Public Problems in a Shared-Power World*. The dynamics

of change in a world in which power is shared by many organizations and individuals (Jossey-Bass, 1992).

Arthur Caplan, director of the Center for Biomedical Ethics, *If I Were a Rich Man, Could I Buy a Pancreas? and Other Essays on the Ethics of Health Care*. Discussion of moral questions about animal research, human experimentation, genetics, reproductive technology, and transplantation (Indiana University Press, 1992). Caplan has also edited *When Medicine Went Bad: Bioethics and the Holocaust*. Experts and concentration camp survivors examine issues raised by Nazi medicine (Humana Press, 1992).

Sandra Christenson, associate professor of educational psychology, and Jane Close Conoley, '92, editors, *Home-School Collaboration: Building a Fundamental Educational Resource*. The importance of collaboration between schools and parents in student success (National Association of School Psychologists, 1991).

Stanley Erlinson and Jean E. Magney, professors of cell biology and neuroanatomy, *Color Atlas of Histology*. Progression of pictorial information from cells to tissues to organs; uses scanning micrographs, light micrographs, diagrams (Mosby Yearbook, 1992).

Irving Fang, professor of journalism, *Pictures*. History of photography, motion pictures, and videotape for high school students (Rada Press, 1993).

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Ronald Giere, professor of philosophy and director of the Minnesota Center for the Philosophy of Science, *Cognitive Models of Science* and *Minnesota Studies in the Philosophy of Science* (University of Minnesota Press, 1992).

Donald Gillmor, '50, '61, professor of journalism, *Power, Publicity, and the Abuse of Libel Law*. Analysis of more than 600 libel cases involving public officials (Oxford University Press, 1992).

Patricia Hampl, professor of English, *Virgin Time*. First-person narrative of the author's journey to Assisi, Italy, where St. Francis began the order of monks that bears his name; to Lourdes, France, where the commercialism surrounding the grotto baffles her; to a monastery in California, where she finds the silence she craves (Farrar, Straus & Giroux, 1992).

Susan Hupp, associate professor of educational psychology, and Travis Thompson, editors, *Saving Children at Risk: Poverty and Disabilities*. The adverse developmental impact of poverty; preventing and intervening in children's disabilities (Sage Publications, 1992).

Daniel Kelliher, assistant professor of political science, *Peasant Power in China: The Era of Rural Reform, 1979-1989*. A wide-ranging portrait of rural politics in contemporary China; this book shows that it was Chinese peasants who instigated the most radical changes of the reform era (Yale University Press, 1993).

Geoffrey Maruyama and Stanley Deno, '65, professors of educational psychology, *Research in Educational Settings*. Help for educational researchers who study K-12 schools (Sage Publications, 1992).

Toni McNaron, professor of English, *I Dwell in Possibility: A Memoir*. The author's autobiography (Feminist Press, 1992).

Ellen Messer-Davidow, associate professor of English, *(En)Gendering Knowledge: Feminists in Academe* (University of Tennessee Press, 1991).

Karlind Moller, '70, professor of preventive sciences; Clark Starr, professor of communication disorders; and Sylvia Johnson, *A Parent's Guide to Cleft Lip and Palate* (University of Minnesota Press, 1990).



James Norwood, associate professor of theater arts, translator, *Jean Giraudoux—The Legend and the Secret*. Biography of the French playwright, novelist, and diplomat (Fairleigh Dickinson University Press, 1991).

Paula Rabinowitz, associate professor of English, *Labor and Desire: Women's Revolutionary Fiction in Depression America* (University of North Carolina Press, 1991).

Dee Ready, '72, lecturer in English, *A Cat's Life: Dulcy's Story*. Dulcy recounts her seventeen-year relationship with her human; especially appropriate for people who have lost a treasured pet (Crown, 1992).

C. Ford Runge, professor of agricultural and applied economics, and Willard Cochrane, '69, professor emeritus of agricultural and applied economics, *Reforming Farm Policy*. Proposal for a modest system of farm subsidies to replace the expensive current system (Iowa State University Press, 1992).

Vernon Ruttan, Regents' Professor of Agricultural and Applied Economics, editor, *Why Food Aid?* Essays and commentary on food aid policy focusing on needs, problems, options, and the future (Johns Hopkins University Press, 1993).

Harvey Sarles, professor of comparative literature, *Teaching as Dialogue*. Exploration of the problems and promises of teaching (University Press of America, 1993).

Carolynn Schommer, assistant education specialist, foreword

to *A Dakota-English Dictionary*, edited by Stephen Riggs. This dictionary was sponsored by the Minnesota Historical Society when it was first published by the Smithsonian Institution in 1852 (Minnesota Historical Society Press, 1992). Schommer also wrote the foreword to *An English-Dakota Dictionary*, edited by John Williamson and first produced in 1902 (Minnesota Historical Society Press, 1992).

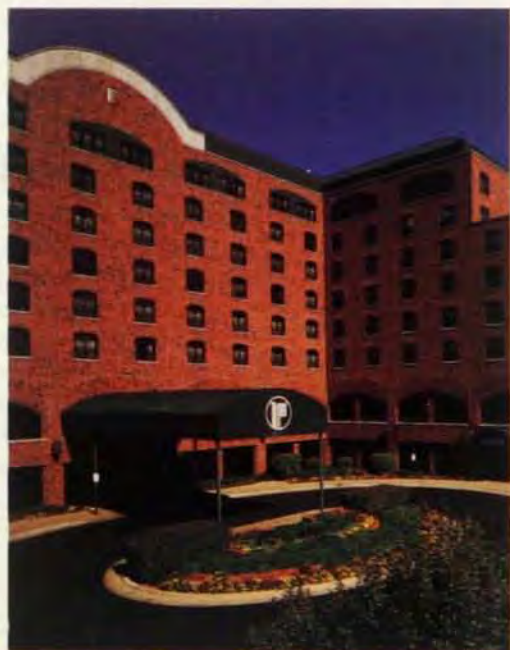
Dona Schwartz, associate professor of journalism, *Waucoma Twilight: Generations of the Farm* (Smithsonian Institution Press, 1992).

Frank Sorauf, Regents' Professor of Political Science, *Inside Campaign Finance: Myths and Realities*. Challenges conventional wisdom of political action committees and political fund-raising (Yale University Press, 1992).

Janet Spector, associate professor of anthropology, *What This Awl Means: Feminist Archaeology at a Wahpeton Dakota Village*. A fictional account of how a young woman's beautifully decorated awl handle came to rest in a community dump (Minnesota Historical Society Press, 1993).

Madelon Sprengnether, professor of English, *This Spectral Mother: Freud, Feminism, and Psychoanalysis* (Cornell University Press, 1992).

Joel Weinsheimer, professor of English, *Eighteenth-Century Hermeneutics: Philosophies of Interpretation in England from Locke to Burke* (Yale University Press, 1992). ◀



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REPORT

Highlights of the people, programs, benefits, and services of the University of Minnesota Alumni Association

National President

When I realized that this would be my last column, I quickly reviewed the past ones to see if I had left anything out that I really thought needed to be said. I had. Up until now, my columns have been largely devoted to singing the praises of our university. I would be remiss, however, if I did not address its weaknesses as well as its considerable strengths.

To illustrate the point I wish to make, I offer a personal story.

When I was a law student at the University, I married a woman in my law school class. One of the most memorable times of our lives was our graduation in 1981. Several months after graduation, I received my diploma, but my wife did not receive hers. She waited a few more months before inquiring into the whereabouts of her diploma. After some investigation, she learned that she had apparently neglected to pay a small graduation fee (\$7.50), a detail that somehow was overlooked in the busy time at the end of law school. She quickly remedied this oversight and sent in the money.

Some time later, she received her diploma. There was only one small problem: Her diploma inaccurately stated that she received her law degree in 1982, rather than 1981. She once again waded into the University bureaucracy and made numerous telephone calls, then finally accepted that the University could not and would not issue her an accurate diploma since she had paid her fee late. The University was only able to put her name in with those of the class of '82, and apparently it was too much to ask to change the type for one diploma.

What makes this story a bit more ironic is that at the time of this mishap I

was serving as a member of the Board of Regents. My wife and I discussed the possibility that I might use my "influence" to rectify this problem, but we decided that I shouldn't. We felt that we were not entitled to be treated differently than any other students.

I still find it hard to believe that a university would treat any student in this way. We wonder how many other students have suffered similar indignities.

To this day, I still think the University's biggest weakness is its failure to demonstrate an institution-wide commitment to providing a truly student-centered learning and living environment. There is, at times, a kind of bureaucratic apathy and sleeping-giant passiveness that serves as a shroud to hide the University's true value from students and the public.

I refuse to believe that this problem is insoluble or endemic to the University because of its great size, its urban setting, or its decentralized management. I have never seen sufficient leadership focused to address this problem in an enlightened and meaningful way. I believe there is much that could be done to set a new tone for telling students and

parents that the University of Minnesota is a place for them and is a home of which they can be proud.

While many substantive changes require monetary support, a lot of things could be accomplished through visible, symbolic, and volunteer action that would go a long way toward changing the culture of indifference to the student experience.

■ Perhaps there will be a day when every high-ranking central administrator and dean spends the first day of classes at bus stops, cafeterias, and street corners welcoming students.

■ Perhaps someday the University will ask its many celebrated and accomplished alumni to write letters of welcome and congratulations to the graduating seniors from their high schools who have chosen to attend the University.

■ Maybe someday the University will commit itself to a policy of making personal contact with all new students and their parents just to let them know they are welcomed as part of a world-class operation.

■ Maybe some influential University leader will read this and try to make a change.

In the meantime, we alums who value this place can keep trying in our own small way to help make a difference.



Michael Unger

"I BELIEVE there is much that could be done to set a new tone for telling students and parents that the University of Minnesota is a place for them and is a home of which they can be proud."

Scenes from the Annual Meeting

National president Michael Unger presided over the 89th annual meeting of the University of Minnesota Alumni Association (UMAA) on May 10, 1993, and acted as master of ceremonies. Addressing the 1,200 alumni and friends gathered in the Bierman Field Athletic Building, Unger called the University a "life-changing institution," noting that one in five of the University's students are "pioneers"—the first in their families to go to college.

Unger introduced the slate of 1993-94 UMAA officers, including new national president Janie Mayeron, who commented on the association's transformation from a sports booster organization with limited interest and membership to "a service group of substance" made up of "individuals who believe they can make a difference in the education our students receive."

From the President

University President Nils Hasselmo began his yearly report to alumni by saying, "I see how successful the University of Minnesota is when I look at you. You took the University experience and built wonderful lives. You are both the creators and the beneficiaries of this great institution. Your commitment will carry us into the future."

Alluding to recent newspaper criticism of the University, President Hasselmo said, "I'd like to wake up one morning and read the headline 'University of Minnesota continues saving lives; invigorates the economy; enriches peoples' understanding and enjoyment of life; and is worth every penny of it.'"

But, said Hasselmo, the day-to-day work of the University—teaching students, pursuing knowledge through research activities, caring for patients—is not news: "News is the unusual, the extraordinary. Doing what is expected



University President Nils Hasselmo reported on the state of the University.

does not make headlines."

Highlighting some recent activities that didn't make the news, Hasselmo noted the appointment of a number of University faculty members to prestigious national organizations, the University's continuing success in attracting public and private funds, "fresh and innovative" programs that have been possible even in difficult economic times, and the 10,981 degrees awarded by the University last year.

He saluted student Karen Schlangen—"who may have just served you coffee." Schlangen, a student volunteer who was working at the annual meeting, invented a device that allows wheelchair users to have a cellular telephone with them wherever they go. She was named one of *USA Today's* ten Academic All-Americans.

"Budget cuts make it harder," said Hasselmo. "Dealing with tough issues makes it harder. An atmosphere of public mistrust of big institutions makes it harder. But every day here teachers teach, students learn, research is conducted, discoveries are made, patents are obtained, University-inspired businesses

thrive, patients are comforted, and the heartbeat of the University is strong.

"I would like you to remember that the University has a wonderful story to tell. And I invite you to help us tell it."

Keynote Address

Had she been able to afford Radcliffe—her first choice—she would not have had the "terrific menu of choices" she got at the University of Minnesota, U.S. Representative Pat Schroeder told alumni and friends at the annual meeting. Schroeder grew up in Iowa, and chose the University of Minnesota because she could afford its tuition. She graduated with a bachelor of arts degree in 1961.

Schroeder, Colorado's senior U.S. representative and twenty-year veteran of Congress, said she and her new women colleagues in the Congress—women now make up 10 percent of Congress, double the 5 percent of a year ago—will be taking on a number of important issues. Many of the new women members come from California, Oregon, and Washington—and even from more conservative western states like Arizona and Utah—Schroeder said. Among the issues are:

- Women's health. There's "a huge black hole" in medicine, Schroeder said, noting that most government-funded medical studies—including those of breast cancer—have focused on men.

- Violence, which Schroeder defines as "a public health and safety issue." She noted that on the opening day of the new Denver General Hospital emergency room, which could be entered only through a controversial metal detector, 52 guns were confiscated. In watching the international arms race, "we forgot to look at the domestic arms race," she said.

Schroeder told the audience that she had spent the day in Minnesota visiting Teltech, a company that offers businesses access to scientific and technical data

New Program Directors Join UMAA Staff

Mark Allen and Francis Robertson have joined the staff of the University of Minnesota Alumni Association as program directors.

Allen, who has a bachelor's degree in American history from the University of Minnesota, has held program-planning positions in a number of offices on the University's Twin Cities campus. He will be responsible for coordinating alumni activities for several of the St. Paul-based colleges and a number of existing and proposed geographic chapters.

Robertson, who has a bachelor's degree in history from the University of Nebraska at Omaha and a master's degree in history from the University of Iowa, served as an officer in the U.S. Army from 1967 to 1991. He will be responsible for coordinating alumni activities of the Institute of Technology, the second-largest college on the Twin Cities campus.

National Board Discusses Student Financial Aid

State funding of student financial aid was the major topic of discussion at the March 13 meeting of the University of Minnesota Alumni Association (UMAA) national board.

As part of his state budget recommendations for higher education, Minnesota Governor Arne Carlson had proposed a tuition increase accompanied by an increase in student financial aid. He planned to fund the increase in financial aid by cutting direct support to the University and other public higher education institutions if new monies were not available. Carlson also proposed to drop state subsidies to eight University of Minnesota practitioner-oriented master's degree programs (a nursing program, for example), saying that employers were likely to pick up the added cost of tuition for their employees.



Following her keynote address, U.S. Representative Pat Schroeder met with Angela Smith Lillehei, Mary Sheehan, and other alumni.

bases and experts. A joint state and University of Minnesota project made it possible for small businesses to tap into University knowledge, research, and people, which otherwise would be prohibitively expensive.

"President Hasselmo talked about this great University being the engine that drives this economy. Now let me tell you about something very innovative it has done that may be the engine of our entire national economy," said Schroeder, who chairs a subcommittee of the Armed Services Committee that is looking at ways to convert the \$40 billion defense research budget to civilian use.

"We've done a great job on research, but other countries are doing a better job of taking research and applying it," said Schroeder. Teltech is "the first information system I've seen that really works."

The University's ability to transfer research results to the private sector is an example of "how our economy will become competitive again," Schroeder said. "The biggest challenge is getting back into this global market. If we don't, we won't know where our kids' jobs are going to come from in the future.

"We have to get our ship going in the right direction or we'll wake up in the 21st century and find out we're not players anymore."

Minnesota, Schroeder said, has the "get going" spirit.

Following the keynote speech, Mike Unger presented Pat Schroeder with an ensemble of Gopher gear because, he said, "We want everyone to know that you're an illustrious graduate of the University of Minnesota." The association also made contributions to women's and seniors' groups in Colorado as a way of thanking Schroeder.

Exhibitors included a number of University groups—Continuing Education and Extension, the University of Minnesota Hospital and Clinic—and the Radisson Hotel Metrodome, corporate sponsor of the event. Sweatshirts, buttons, magnets, and other items bearing Garrison Keillor's words about the University of Minnesota—it is "one of the glories of this state," he said at last year's UMAA national meeting—were on sale at the University Relations booth.

Among those attending were several current and past members of the University's Board of Regents, Gopher head football coach Jim Wacker and his wife, Lil, and businessman and best-selling author Harvey Mackay, who will be the keynote speaker for the 90th UMAA annual meeting on May 10, 1994.

UMAA University Issues Committee chair Dee McManus told the board that the governor's proposal for funding student aid could channel money from the University and other public institutions to private colleges. On the average, a student who chooses to attend a private college receives \$2,816 in financial aid, she said, while a student who attends the University of Minnesota gets \$1,176.

Based on discussions of the committee and the board, the UMAA adopted the following position and communicated it to the governor and key legislators:

- Increased financial aid should not be funded by taking money from existing higher education appropriations. But should this method of funding be adopted, the funds taken from each public institution should be designated for students attending that institution.

- Students should not be given more money if they choose a higher-cost private institution.

- The facts do not support the assumption that the practitioner-oriented degrees are subsidized by employers, and removing state support would be a death sentence for the programs.

Neither the Minnesota House nor the Senate supported the governor's recommendations, and legislators ultimately passed a higher education funding bill that assumed a low tuition increase and did not include the governor's controversial financial aid proposals. The governor vetoed the bill as the legislative session ended in May, throwing the issue into a special legislative session.

At the "U"

The new Ecology Building on the St. Paul campus was dedicated April 21. College of Biological Sciences festivities continued April



Institute of Technology alumni helped 10,000 Minnesota students build a new world in front of Northrop May 6.

22, when ethologist Jane Goodall spoke at Northrop Auditorium.

- The **Public Health** Alumni Job Fair was held at the Humphrey Center April 19.

- "Leadership in a Technological World" was the theme of a May 6 Institute of Technology Alumni Society conference and awards banquet. Michael Bon-signore, newly designated chair and chief executive officer of Honeywell, opened the conference in Northrop Auditorium. Keynote speaker for the banquet, held at the Marriott City Center Hotel in downtown Minneapolis, was Bryan J. Beaulieu, founder of Skyline Displays and creator of a project in which 10,000 Minnesota students in grades four through nine built a "new world," an earth sphere four stories high, in front of Northrop Auditorium on the Minneapolis campus.

The **Biological Sciences** Alumni Society annual meeting was held April 22 at the Bell Museum of Natural History in conjunction with the museum's "Art of the Wild" exhibition.

- The **Medical** Alumni Society held its spring board meeting and social reception on April 29 at the Radisson Hotel Metrodome. Dale Anderson, '59 M.D., spoke on "Act Up and Laugh for the Health of It." Anderson, a practicing physician, is also a well-known speaker and current president of the Minnesota Speakers Association.

- The **Pharmacy** Alumni Society held a recognition reception May 19 at the Campus Club. Lowell Anderson, president of the American Pharmacy Association and a former president of the alumni society, was one of the featured speakers.

- The College of **Veterinary** Medicine Alumni Society honored 1993 graduates at a June 11 reception at the Veterinary Teaching Hospital.

UMAA, Minnesota, "Glory" Campaign Win Awards

The Memorial Stadium demolition ceremony and the sale of commemorative bricks that were planned and organized by the University of Minnesota Alumni Association (UMAA) and University Relations won a Gold Award from the Council for the Advancement and Support of Education (CASE). The ceremony and brick sale were cited as the best of the 46 "outstanding and innovative" projects entered.

Minnesota magazine received a CASE Bronze Award as one of the top eleven university magazines in the country, and editor Jean Marie Hamilton received a Silver Award for her article on

Alzheimer's disease, "For Dad" (January/February 1993).

The University's "glory campaign," based on Garrison Keillor's speech at the 1992 UMAA national meeting, won a Gold Award for University Relations and University Media Resources in the CASE public service announcement/commercial category. Keillor told fellow Minnesota alumni that the University is "one of the glories of this state."

Coming Soon

Detroit area alumni plan a golf tournament September 11. For information, call Lois Lindgren at 313-540-2782.

Chicago area alumni will gather for a pepfest before the Minnesota-Northwestern football game in October.

Dentistry Alumni Day will be Friday, November 19. Professor Kenneth Hargreaves is faculty chair for the event, which will focus on managing pain in the practice of dentistry.

On the Road

Palm Springs, Sherman Oaks, and La Jolla, California: Receptions for Medical School alumni were held February 5, 6, and 7.

Phoenix and Sun Cities, Arizona: UMAA executive director Margaret Carlson had breakfast with alumni chapter board members February 26.

Suncoast, Florida: Art history professor Karal Ann Marling spoke at a February 20 alumni luncheon at the Dunedin Country Club.

New Ulm, Minnesota: Professor Donald Wyse of the Department of Agronomy and Plant Genetics spoke on sustainable agriculture at a March 4 dinner of the Brown-Nicollet Counties Chapter, held in conjunction with the University Art Museum exhibition "Heartland: Visions of the American Farm." The Brown County Historical Society cosponsored the event.

St. Peter, Minnesota: Greater Mankato area alumni hosted a reception following "Brass Spectacular!"—a March 14 concert featuring the University of Minnesota Brass Choir, conducted by David

Baldwin, and other performers—at Gustavus Adolphus College.

Atlanta: The Atlanta Chapter gathered March 21 to see a videotape of the speech given by fellow alumnus and radio personality Garrison Keillor at the 1992 UMAA annual meeting and to share a potluck meal.

Marshall, Minnesota: The College of Agriculture Alumni Society and the Lincoln-Lyon Counties Chapter sponsored a "Getting to Know 'U'" program March 30 for alumni and prospective students. Dean Richard Jones reported on the college, and former state legislator Cal Ludeman, who raises crops and livestock in nearby Tracy, talked about "New Adventures in Agriculture."

Red Wing, Minnesota: University President Nils Hasselmo spoke to an audience of 110 people on "The University and the Future" at the Red Wing Chapter's spring banquet April 25 at the historic St. James Hotel.

Redwood Falls, Minnesota: Rod Loeffler, assistant director of the School of Music, and the student Jazz Combo were on hand for the Redwood Falls Chapter annual meeting April 26. UMAA executive director Margaret Sughrue Carlson updated the group on UMAA legislative and other activities.

Chicago: Twin Cities campus men's athletic director McKinley Boston spoke at a dinner for area alumni May 11 at the Westin Hotel O'Hare. This was the group's first event.

Brainerd, Minnesota: Alumni hosted University Regent Thomas Reagan at a May 14 dinner at the Holiday Inn.

Washington, D.C.: U.S. Rep. David Minge, who represents southwestern Minnesota in Congress, spoke at a May 18 dinner of the Washington Chapter. The chapter cosponsored, with the Minnesota State Society, a reception honoring the Minnesota congressional delegation May 11 at the Capitol.

Austin, Minnesota: Austin and Albert Lea alumni gathered May 25 to hear performers from the School of Music in excerpts from Aaron Copland's opera *The Tender Land*. The opera is scheduled to be performed on seven farms in Minnesota, North Dakota, and South Dakota.



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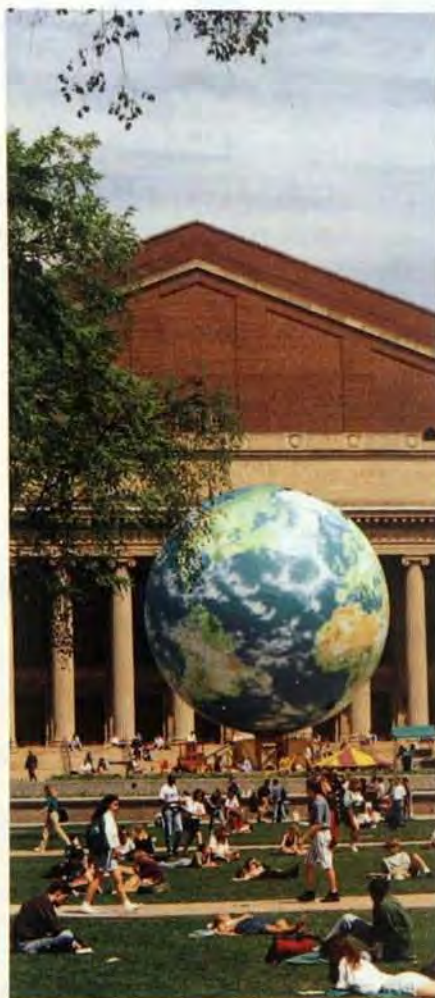
For additional information,
please contact

JANE HLADKY
UMAA TRAVEL COORDINATOR

501 Coffman Memorial Union
300 Washington Ave. S.E.
Minneapolis, MN 55455

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UNIVERSITY OF MINNESOTA
ALUMNI ASSOCIATION



GOVERNOR ARNE CARLSON vetoed the **higher education bill** May 18, minutes after the end of the legislative session. The veto came after a budget deal with legislators fell through. The bill that was passed by the legislature included \$907.2 million for the University. Carlson said he would call a special session after he and legislative leaders came to an agreement.

A budget for the University will be prepared on the basis of the bill that was passed, University President Nils Hasselmo told the regents May 20. "I can report to you that we have received strong assurances from the executive branch and the legislative branch that the substance of our bill is not at issue," he said.

A joint convention of the Minnesota House and Senate voted April 28 for **five regents**. Legislators elected incumbents Lawrence Perlman and Thomas Reagan, chose William Hogan instead of incumbent Elizabeth Craig, and elected Julie Bleyhl and William Peterson.

The **Crookston campus** was given the go-ahead in April to become a four-year institution. The regents approved a modified resolution "establishing polytechnic career-oriented programs" for the campus, and the Minnesota Higher Education Coordinating Board approved four more programs to be offered as majors (four were approved previously) and three minors.

Private practice plans in the Medical School and a **management review of the Medical School** were major topics at the regents' meeting in April. Some regents questioned salary secrecy for doctors in the private practice plans. The private practice plan in the urologic surgery department was the subject of a *Star Tribune* article April 4. Dean David Brown of the Medical School ordered an audit of the department's finances in February.

The **Task Force on Public-Private Partnerships**, cochaired by Vice President Anne Petersen and Winston Wallin of Medtronic, presented its report to the regents in May. "It would be an absolute disaster for the Minnesota economy" if the University dropped its partnerships with businesses because of recent suspicions and "distractions," President Nils Hasselmo said.

"Clearly, one of the things we have to

stop doing is assuming that good work and good intentions will be enough to overcome suspicions," Hasselmo said. "They will not." People also expect—rightfully—good policies, good compliance, good management oversight, and strict enforcement."

The **new count of companies founded** by Institute of Technology (IT) alumni and faculty is 1,027, President Hasselmo told the regents. Worldwide, these companies represent more than \$18.5 billion in annual sales and employ more than 153,000 people. The 623 companies in Minnesota have \$12 billion in annual sales and 95,800 employees. The economic impact is enormous, Hasselmo said, and "this is the economic impact of just one college of the University, a college that enrolls less than 10 percent of our students."

A 42-foot globe, one millionth the size of Earth, was constructed by 8,800 schoolchildren on the Minneapolis campus mall during IT Week in May. The **Building a New World project** was the brainchild of Bryant Beaulieu, a 1972 mechanical engineering graduate and business founder; business people and other alumni contributed money, materials, and skill.

The **"unheralded" role of University research** in stimulating the state's economic growth is outlined in a new study released by the Minnesota High Technology Council (MHTC), an organization of more than 100 technology-based companies with headquarters in Minnesota. "The University is a powerful engine of economic vitality, but its important contributions to both the quality and the quantity of jobs go unnoticed," said MHTC president Robert Vanasek.

The University Senate voted 83-27 in May to recommend that the University extend employee benefits to **same-sex domestic partners** "with an exclusive mutual commitment similar to that of marriage."

The Task Force on Supercomputing presented its report to the Faculty Senate in May. The task force had been asked to consider a proposal that the University sell its interest in the **Minnesota Supercomputer Center** to the University Foundation, but after eleven meetings "the nearly unanimous opinion was that the proposal was not a good one," said Tom Burk, task force chair.



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WIN SOME, LOSE SOME

THUMBS UP for the article on [former University president] Ken Keller—too bad it was so long in coming.

Thumbs down for two of the letters to the editor on Representative Patricia Schroeder. As a lifelong—until most recently—Republican, I have admired her from her earliest days. She identifies causes and needs long before others; she is not the usual political wind tester. She has vision and courage.

Thumbs down for the house section ["Open House"]. There seemed to be more of a story on the individuals that went untold than there was to the glitter of their homes.

Thumbs up for the report on those whose leadership and creativity have given us the University we now know ["Heart to Heart"]. Too bad that you didn't use the space devoted to houses to expand the too brief biographies, as there is so much more to say.

GEORGE ARNESON, '49
Overland Park, Kansas

KUDOS FOR KELLER

THANK YOU for the article about Ken Keller. It is most appropriate that a more complete and dispassionate story be told to place the events of five years ago in perspective.

It was a tremendous loss to the University and the state of Minnesota when Keller left the presidency. I was president of a university at the time, and it was with awe and admiration that I watched Keller define the issues facing the University of Minnesota, develop workable solutions, and



communicate them broadly and well. Excellence is a bit like heaven: Everyone wants to be there, but not right now. Few universities have the discipline, commitment, and will to be truly excellent. The University of Minnesota is a very good university, one of which all Minnesotans can be proud. However, I am convinced that if Keller had had a ten-year presidency, Minnesota would now rival the University of California at Berkeley and the University of Michigan as the pre-eminent public university in the nation.

Instead, some newspapers improved their circulation and some people committed to mediocrity prevailed. However tragic the events were for Keller and his family, the great tragedy is what might have been. The people of Minnesota will never know what they

lost, but I am convinced the loss was great.

DALE STEIN, '58
President Emeritus, Michigan
Technological University
Houghton, Michigan

ANOTHER VIEW

"THE KELLER Chronicles" did not serve your alumni, your readers, or Minnesota voters and taxpayers. As a University of Minnesota graduate, a one-time adjunct professor, and a veteran of another large public organization, I read every word of the current record before and during Keller's term. My recollection is that Keller said he was not a candidate for the University presidency, that he nevertheless, while an interim head, proposed a long-term program, and that a member of the Board of Regents was captured by Keller's vision and manipulated Keller's nomination and appointment.

Thereafter, what happened to Keller with his presidential residence was nothing that hasn't happened thousands of times before to persons elevated to prestigious positions. The word is *hubris*.

There is a clear implication in your story that one regent's personal bias against Keller, plus populist complaints against elitism, caused Keller's downfall. In a word, your story on Keller looks like defensiveness.

C. PATRICK QUINLAN, '48
Edina, Minnesota

SETTING THE RECORD STRAIGHT

THERE ARE SEVERAL errors in "Heart to Heart" [Minnesota, March/April 1993]. Owen Wangensteen was appointed

chief of surgery in 1930 [not in 1939 as stated]. Cecil Watson [was not] part of a "supporting" cast, but was a distinguished scientist and chief of an independent department in the Medical School. When Watson was appointed chief of medicine in 1942, he was a world authority on bile pigments and the biochemistry of porphyrins. Similarly, Irvine McQuarrie, appointed chief of pediatrics in 1930, was a distinguished scientist, eight years older than Wangensteen, and chief of an independent department. During the 1930s, the pediatric cardiologist was Morse J. Shapiro, who played a leading role in obtaining the Variety Club Hospital. Clarence Dennis is listed as "among Lillehei's protégés." When Lillehei became a resident in 1946, Dennis was already an associate professor, and in 1947 he was promoted to professor.

LEONARD WILSON
Professor and Head, Department
of History of Medicine
University of Minnesota

Editor's Note: Owen Wangensteen's tenure was misstated in the winter 1992 issue of the *University of Minnesota Medical Bulletin*.

CORRECTION

The Class Notes section of the March/April 1993 issue, under the "Deaths" subheading, should have read "Charles Roberts, '40. . . ." We regret the error.

Letters may be edited for style, length, and clarity. Send your letters to the editor, Minnesota, 511 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455-0396.

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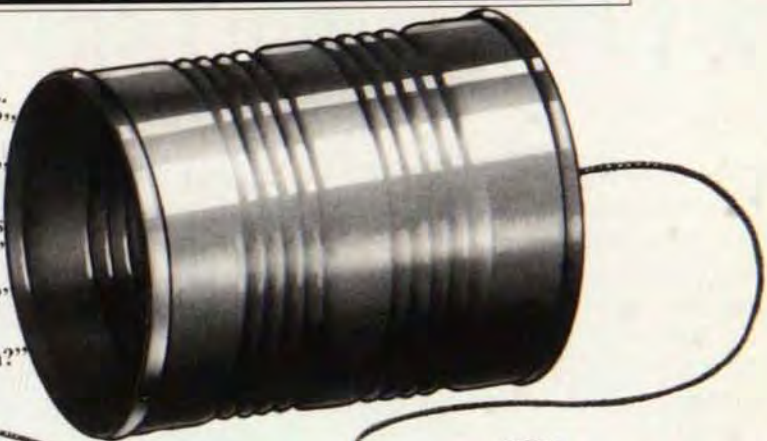
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TUCKED AWAY IN A TINY ROOM at the alumni association is a treasured resource that I turn to time and again. There, carefully preserved in 79 years of *Gopher* yearbooks, is the incredible legacy of the University of Minnesota dating from 1888 to 1967. Whenever I step into this room to search for information about our past, I become so intrigued with the people who made things happen years ago that I find it difficult to pull myself back to the business at hand.

Dorothy McNeill Tucker's visit to the University in early May was one such occasion when I found myself turning back the pages of time through the *Gopher*. Dorothy, a life member of the University of Minnesota Alumni Association since 1981, was coming to campus to present a gift to the University, and I was asked to participate in a tribute dinner for her at Eastcliff. I had heard that Dorothy was a student leader, which, as I perused the 1945 *Gopher* yearbook, I learned was something of an understatement. Dorothy was president of the class cabinet, president of the Panhellenic Council, and vice president of the Zeta Tau Alpha sorority—all during her senior year.

What does a 22-year-old superstar do after graduation? If she's Dorothy McNeill Tucker, she keeps on charting new horizons. After earning a doctorate in education from the University of California at Los Angeles, she became the first woman faculty member of the California State Polytechnic University in Pomona, and the first woman at the school promoted to a full professorship. Retiring to Kerrville, Texas, she and her husband, Elbridge, continued to lead an active life revolving around golf, bridge, and community service.

Dorothy kept in touch with the University by reading *Minnesota* cover to cover. She sent an occasional small contribution, but she did not anticipate becoming a major donor until David

Madson, the College of Education development officer, called to thank her for her gifts—nothing more. As the short conversation came to an end, she invited David to visit her when he was in Texas, saying, "There is more that I can do for the University."

During their first meeting, Dorothy teased David by saying, "I didn't learn very much at the University—I was having so much fun with extracurricular activities." She went on to say that she was sorry that she hadn't taken greater advantage of her teachers, who provided a foundation for her future success more or less in spite of her. As she recalled the names of her professors, she began to reminisce about her student days and leadership activities and commented that she had not been back to campus since a few years after graduation.

Since her husband's death in 1991, Dorothy had been considering where to direct her estate. She and her husband had planned to endow a chair at the university where she had earned her doctoral degree. But after David visited her in Texas, she reflected on the value of her undergraduate education and on her formative years when she was sharpening her leadership skills and abilities, and she began to focus on the University of Minnesota.

Dorothy and David discussed a gift to the University that would be unique—and that would fit with her interests in women and sports. "Women have really had to struggle professionally and in many cases be twice as good as men to get as far," said Dorothy. "Women's issues are



Margaret Sughrue Carlson
University of Minnesota
'83 Ph.D.

important to me, but don't get me wrong—I'm not a real feminist, and I am a Republican."

Within a year and a half of their initial conversation, Dorothy gave \$1 million to endow the study of women in sports in the School of Kinesiology and Leisure Studies (formerly physical education)—the first endowment of its kind in the country. The gift is Dorothy's way of celebrating her fiftieth class reunion, to be held in the fall of 1995—another first

because to our knowledge no individual has made this large a golden anniversary reunion gift to the University.

University President Nils Hasselmo and his wife, Pat, hosted a group of Dorothy's friends and University representatives to salute her philanthropy on May 7. Among the guests were four of Dorothy's sorority sisters who live in the Twin Cities area, some of whom she had not seen in nearly 50 years. Everyone—old friends and new—enjoyed seeing the reprints of pictures from the 1945 yearbook chronicling Dorothy's activities during her senior year that I had brought with me.

As I observed Dorothy throughout the evening, vibrant and full of boundless energy, I could understand why she was characterized as a mover and shaker in the pages of the *Gopher* yearbook. What a perfect story: Student leader becomes professional leader becomes a builder for the future. A real legacy is being created, and in the process it is giving so much pleasure to Dorothy McNeill Tucker, her friends and family, and University faculty and staff.

By Margaret Sughrue Carlson



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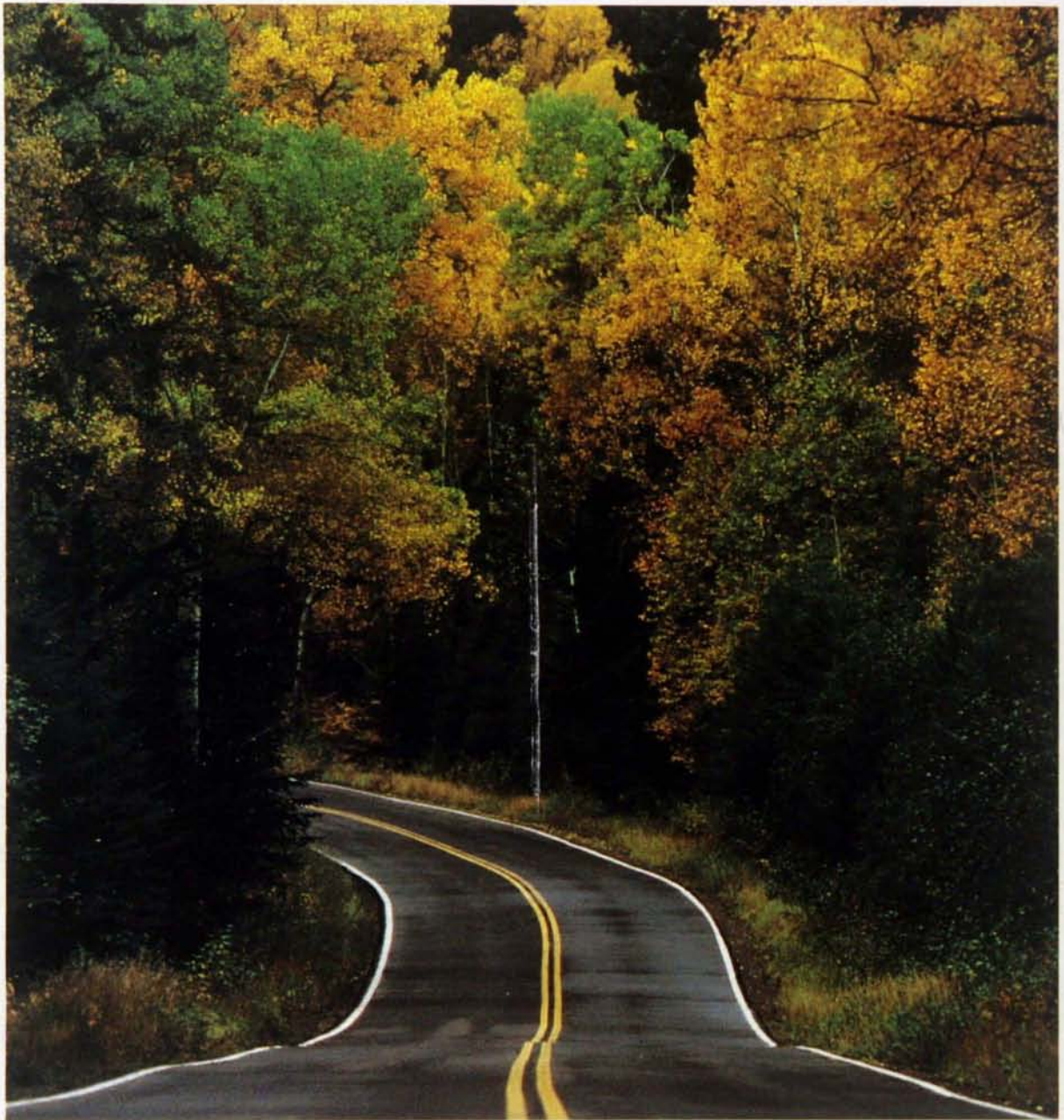
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