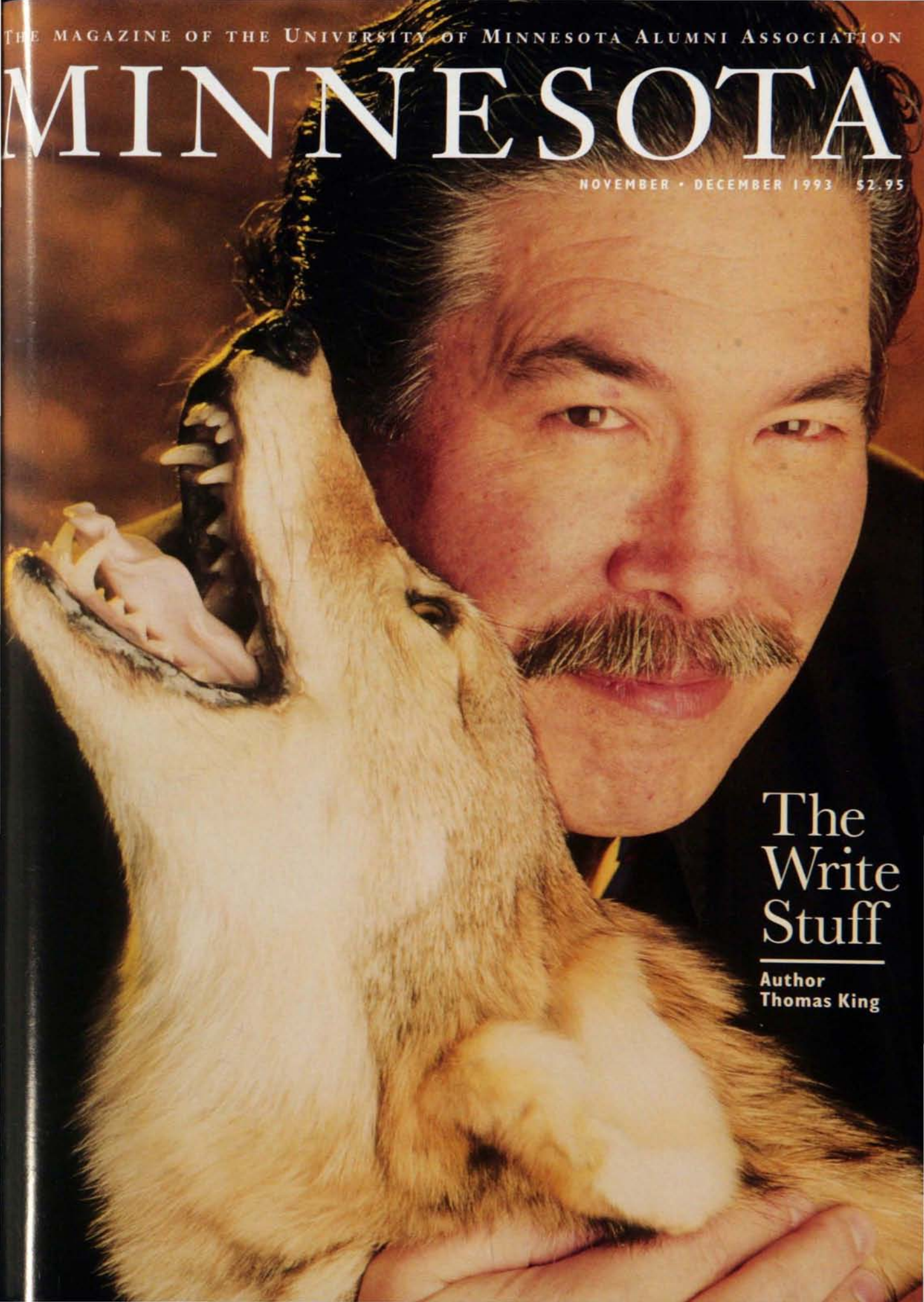


THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

MINNESOTA

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The Write Stuff

Author
Thomas King



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Keeping in touch with U

November 1993

Dear Alumni and Friends,

Perhaps the most delightful day I've had in my presidency occurred last spring. From my office window I watched as 8,500 energized grade-school children descended on campus as part of IT Week to literally "Build a New World." Their masterpiece, a giant globe, graced Northrop Auditorium mall for several weeks—a solid reminder of what the University of Minnesota can accomplish.

Many of those young builders will return to the Twin Cities campus someday seeking an education. They will have grown-up dreams and ambitions. What kind of world will they want to build then? Will the University have the materials to help them build that world?

No matter when you were a student at the University of Minnesota, you have memories that could only come from your place in time—your own unique experience.

What will the 21st-century student experience? What will those memories be?

I am trying to answer that question with "University 2000," my strategic vision of the University of the future. To realize that vision requires making changes, some profound, some subtle. Put simply, we *must* change to meet the future.

The Twin Cities campus has always played two distinct, but mutually reinforcing, roles in Minnesota: that of the state's premier research institution *and* that of a university in the community. Together we must improve each role so that the 21st-century student will attend a university that is a global leader in research *and* a world-class educational institution. This is crucial if we are to meet the social, economic, cultural, scientific, and scholarly demands of the future.

My proposal to establish a new "University College" envisions a new way of marketing and providing access to existing University degrees, as well as new partnerships with other educational institutions, job-oriented degree programs, and flexible, user-friendly teaching/advising delivery systems that make the best possible use of University and community resources.

To serve students with different needs—at times in partnership with other educational institutions—we propose to establish a new "University College." This college will provide employment-related applied education in areas of special University expertise, as well as continuing education opportunities.

The year 2000. The threshold of a new century—a new millennium—and the 150th anniversary of the University of Minnesota. What a wonderful opportunity to make change.

Some of you will be asked to participate in that change as we solicit views around the state on "University 2000: The University of Minnesota for the 21st Century." We want your thoughts to help shape the future. We need your help to make our University the best it can be.

Cordially,

Nils Hasselmo
President



MINNESOTA

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

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I N F O C U S

Thoughts from the Mall

ALUMNUS GARRISON KEILLOR came to Northrop Mall this fall to speak on employee appreciation day. Some of his words are worth repeating:

"I first realized that the University was in trouble when it claimed me as a graduate," said Keillor. "We had more distinguished alumni when I was a student here. We used to produce great diplomats, statesmen, and journalists. We had people like Eric Sevareid and Harrison Salisbury, men with great haircuts . . . who could speak about society and change. . . ."

"Nonetheless, I am happy to be here. I am uniquely qualified to speak of the glories of this institution because I have been out of town lately and I have not been reading the newspapers. . . ."

"I grew up revering the University in a kind of naive, vague, patriotic way. When I came here, of course, I was obligated to be irreverent, brash, and cocky and to say rude things about authority. I still am an undergraduate at heart . . . but when my university is in trouble, I cease to be a satirist, I cease to be a radical revolutionary of any vague kind whatsoever, and I become a booster, plain and simple. . . ."

"I come from working people, and my people not only believed in the necessity of work—this was before the lottery—they believed in the dignity of work. Believed that if you did your job and you did it well, you could look anybody in the eye and were as good as anybody else. And so when my father told me there would be no paternal stipends whatsoever, and that if I wanted to go to college then I would have to figure it out for myself, he did not feel that he was letting me down in any way or subjecting me to some kind of dreadful or embarrassing experience. He felt he was doing me a favor; he

was giving me the great gift of personal responsibility. . . ."

"This is the most distinguished institution in our state, it is basic to our state, needed more now than at any other time in its history. . . . The questions we face are questions that are thousands of years old: Who are we? What do we believe in and what are we willing to give our lives for? The University is a democratic, nonsectarian institution that is dedicated to answering those questions. . . . [It] is for the children of the people of Minnesota, and it is for the world. [It] is a fundamental part of our society."

"It's an awesome task being president of an institution that encourages skepticism, satire, and irony and ignores disloyalty. But of course being Swedish is an awesome responsibility. I admire President Nils Hasselmo, and support him. . . ."

"I am reluctant to give up satire and the right I have as a citizen of Minnesota to moan and complain about the University but I do so because this is a crucial place, and I'll tell you why in one brief sentence: When I came here in 1960, I came because I didn't have money to go to any other place, but I never felt that by coming to the University I had chosen anything less than the best. . . ."

"There have been hundreds and hundreds of people, radicals and self-styled revolutionaries . . . who have come through this University, but all of them put together are not nearly so revolutionary as this University is on its most ordinary day. You are all a crucial part of this, and I come to thank you. That our children should come to a place where they can find the best is not elitism, it is idealism, and if we don't have ideals we don't have anything. We are poor beyond words."

—Jean Marie Hamilton

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

KING O' THE CHAIRS

Paul Gruchow is a writer from Northfield, Minnesota, whose latest book is *Travels in Canoe Country*.

57 HOURS

Joe Moriarity, '72, '77, is a Twin Cities freelance writer whose work has appeared in *Minnesota Medicine*, the *St. Louis Post-Dispatch*, and the (Twin Cities) *Star Tribune*.

BUSINESS MASTERS OF THE LIBERAL ARTS

Minnesota's contributing editor Vicki Stavig edits *Art of West*. She also wrote "Law Alumni Who's Who" in this issue.

THE SOURCE

Garrison Keillor, '67, is a best-selling author and creator and host of "A Prairie Home Companion" on Minnesota Public Radio.

RIVER RATS

Patricia Hampl is a University of Minnesota professor of English and creative writing, author, poet, and recipient of a MacArthur Foundation Fellowship grant. Her most recent book, *Virgin Time*, was named a Notable Book for 1992 by the *New York Times*.

RUN RIVER RUN

Eric Sevareid, '35, worked for the *Minneapolis Journal* and the *New York Herald Tribune* and became an award-winning broadcaster for CBS radio and television.

BENCHED

Teresa Scalzo, '90, *Minnesota's* associate editor, recently gave birth to her first child, Isabella Rose. She will resume her full-time responsibilities with the January/February issue.

MAKING HISTORY

Ann Bauleke lives in Minneapolis and writes a baseball column for *City Pages*.

CAMPUS DIGEST

Faith McGown, '93, is the editor of *Bridges*, the newsletter of the American Refugee Committee.

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 *Update*.

ILLUSTRATION

Rick Allen's illustrations have appeared in *Midwest Living*, *Minnesota Monthly*, *Mpls. St. Paul*, and *Corporate Report Minnesota*. Michael Witte is a New York illustrator whose work has appeared in *Spy*, *Esquire*, and *Time*. Timothy Cook is based in Arlington, Virginia, and his work has appeared in *McCall's*, the *Washington Post*, and the *Los Angeles Times*.

PHOTOGRAPHY

Canada-based photographer Suzanne Langevin contributes to *Saturday Night Magazine*, *Financial Post*, and *Canadian Business*. Judy Olausen, '67, is an award-winning Twin Cities photographer whose work has appeared in *Time*, *Fortune*, *Ms.*, and *Life*. Twin Cities photographer Dan Vogel specializes in product, industry, and portrait photography. Per Breiehagen, '87, is a Twin Cities photographer whose work has appeared in *Time*, *Newsweek*, and other publications. Sara Jorde is a Twin Cities photographer who specializes in corporate and portrait photography. Bill Eilers is *Minnesota's* staff photographer.



Joe Moriarity



Vicki Stavig



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CAMPUS • DIGEST

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

Edited by Faith McGown

▶ GOPHER FACT FILE



At a recent Board of Regents meeting, Professor Mario (Mike) Bognanno, chair of the Faculty Consultative Committee, presented findings from a recent American Association of University Professors study showing that University of Minnesota faculty salaries rank fifth in the Big Ten. According to the study, 1992-93 academic-school-year salaries ranked as follows among those at 30 top research universities:

- Full professors, 28th (\$13,300 below the mean). Professors' salaries are the highest at Harvard and Rockefeller universities.
- Associate professors, 26th (\$6,000 below the mean).
- Assistant professors, 26th (\$8,800 below the mean).
- Overall, 21st.

The average salary increase for professors at the top 31 research universities in the nation was 4.6 percent in 1991-92 and 4.7 percent in 1992-93. University of Minnesota professors received no increase in 1991-92 and a 5 percent increase in 1992-93; they have received raises greater than inflation in only three years since 1972.

According to *Change*, a national journal of higher education, the University of Minnesota's Twin Cities campus ranks 16th among the top 31 research universities in the nation. (The University of California at Berkeley is ranked number one.) Bognanno told the regents that a major national institution such as the University of Minnesota cannot maintain first-class ranking through a second-rank salary strategy.

▶ THE GUSTAFSON ROOM

The small room on the fourth floor of Wilson Library is one of the rarest gifts ever bestowed upon the University of Minnesota: the first complete room donated to University Libraries.

The Gustafson Room exhibit was recreated around the furniture of former University Professor Alrik Gustafson and his wife, Cleyonne. Alrik Gustafson came to the University in 1939 and served as professor and chair of the Scandinavian department from 1944 until his death in 1970. He recruited future president Nils Hasselmo to the University as a Scandinavian studies professor in the early 1960s.

To complement his personal library, which contains a comprehensive collection of publications related to the Swedish dramatist, novelist, and poet August Strindberg, Cleyonne Gustafson arranged to leave pieces from the Gustafsons' furniture collection to the University to establish a

Scandinavian exhibit. During the twenty years after her husband's death, Cleyonne, although she was living on a small pension, saved \$60,000 to endow the exhibit.

Following Cleyonne's death in 1990, former students, friends, neighbors, and heirs of the Gustafsons worked to raise money, identify the origin of the furniture, and plan the exhibit's opening ceremony. The Gustafson Room opened in October 1992, and many friends of the University got their first look at the room when it was featured on the Hasselmos' holiday cards a couple of months later.

In addition to an antique table and chairs, the Gustafson Room features a rare grandfather clock dated to the early 1700s and traditional husband's and wife's cupboards. The husband's cupboard, which traditionally held a Bible and a bottle, is dated to 1792. The smaller wife's cupboard was used to hold a favorite dish or plate and is dated to 1805.

Ann Walton, '86, a Gustafson family friend, points out that the rug in the Gustafson dining room is not Swedish but Oriental, but because the rug's color scheme was similar to that of many pieces of Swedish furniture, Cleyonne Gustafson added it to her collection. Libby Hamel, a former student of Alrik's and a friend of Cleyonne's, says that while many would call the Gustafson furniture folk art, Cleyonne insisted that it was primitive art. "Cleyonne's taste was influenced by living in Paris during the 1920s," she says. Walton adds, "Cleyonne had a very special flare for color and primitive art."



WHEN LIFE INTERRUPTS

While many University students take more than four years to earn their degrees, most still finish before they're 80. So, when Francis "Pug" Lund took part in graduation ceremonies last December, more than 60 years after starting work toward his degree, he not only stood out from other graduates, he received a standing ovation from them.

An all-American halfback for the Gophers in the early 1930s, Lund left the University in 1934 to help his family and his dying father. After his father's death, Lund accepted a job in the Twin Cities and life sidetracked his plans to finish his degree. Until 1992, that is.

Working first through the men's athletic department, Lund was referred to Catherine Haugen in the College of Education. Because he had only about a quarter left in the 1930s and had later taken courses related to his insurance business, Haugen was able to apply Lund's experiences to his degree requirements. "We determined that Pug had fulfilled the real essence of his degree," Haugen says. "He is an extraordinary man."

According to Haugen, while the University is happy to work with students who return to finish their degrees, more than a five- to ten-year break puts students at a disadvantage. "The programs in our particular college have changed so much. He [Lund] was really an exception. Plus he was so close to being done," she said. "The moral of the story is, if you can complete your degree without a break, do it."

Still, breaks are sometimes unavoidable, and there's usually hope.

Any student who has ever been admitted can come back, provided there are no holds on his or her transcript. And many of the University's colleges allow students to finish their



Francis "Pug" Lund

degrees according to the requirements that were in effect when they started.

The College of Liberal Arts, for example, sees many returning students. Students are sometimes able to apply life experiences to requirements. Says adviser Pam Marsh Williams, "The longer the student is away, the more difficult it is. Still, we do whatever we can to keep the student as close as possible to the original requirements."

The College of Biological Sciences has similar policies. Returning students can usually pick up where they left off according to their original requirements, unless significant changes have occurred in a major.

Other colleges do what they can, but some have less flexibility. Nursing and education are examples: Because state certification requirements have changed, a degree completed according to earlier requirements would be of little value.

Another frequent obstacle for returning students is their changed interests. Many people return to the University with different career goals and have to start over.

Another option for returning students is University College and its Program for Individualized Learning, which looks specifically at applying nonacademic experiences to degree requirements and often designs specialized degrees for individuals.

"We're a good place to start," says Kent Warren, director of the program. "We really work with people and their situations." Warren recommends that those who hope to finish their degrees "come back and ask." The University admissions office recommends that you schedule an appointment with an adviser from the college in which you started.

VITAE: NEW MINNESOTA DAILY EDITOR

Who: Lucy Quinlivan, 32, describes herself as a nontraditional student. A senior majoring in journalism, Quinlivan, who is the granddaughter of former University regent Ray Quinlivan, started taking classes at the University in 1979. She left after one year, married, and moved to California. Quinlivan moved back to the Twin Cities in 1987 and enrolled in introductory classes on the Twin Cities campus again. She has attended part time since then.

What: Quinlivan recently replaced Blake Morrison as editor in chief of the *Minnesota Daily*. When Morrison accepted another job, Quinlivan finished his term and was then offered the position for a one-year term.

How: Under Quinlivan's direction, the *Daily* is reemphasizing its coverage of the neighborhoods around the University. "We realize that a lot of students commute, but we still feel like a lot of them are living around the 'U'—plus it's interesting,"



Lucy Quinlivan

she says. "Also, it helps fulfill our mission of training reporters, getting them out in communities on assignments, similar to what they would be doing with a metro paper."

Why: Quinlivan's broad range of interests drew her to journalism. "I was looking for a major that reflected the same interests I had been pursuing in the classes I was taking," she explains. She grew up in a household

that read two daily newspapers to stay abreast of national and world events.

When: Quinlivan's term as editor runs through June 1994, which also is when she plans to graduate. "I hope to finish my senior year in one year, but it is hard to gauge how many credits I'll be able to take along with my responsibilities as editor," she says. After graduation, Quinlivan hopes to continue as a newspaper editor. "I feel like I've really found my niche. It's a wonderful feeling that the work I'm doing is going to make a difference."

We asked University faculty members how many hours they work each week and how many of those hours are spent teaching.



Donald Ross,
composition

I work about 50 to 60 hours during an average week. About half of that time is spent teaching, but it varies.



Robin Brown,
composition

It's hard to keep track, but I'd say I work 50-plus hours per week. I can have weeks where I don't do much, such as the first two weeks of the quarter, but then I make up for them during the last two weeks of the quarter. For example, I went to bed at 1:30 a.m. and got up at 5:30 a.m. [when I was] grading final exams. What is teaching is the hard question. I spend about half my time teaching, but it also depends on whether you consider advising, talking, and counseling students as teaching.



David Fox,
computer science

I work somewhere between 50 and 80 hours a week, but it depends on the week. If research is going well, I work a lot, if not, less. The hours I spend teaching depend on the number of classes I'm teaching. I spend three to four hours preparing for each hour I spend in the classroom.



Kenneth Erickson,
physics

I have a one-third time appointment at the University, and I work about 20 hours a week. It's hard to judge because I often work in the evenings at home. I spend about 10 hours actually in the classroom, plus administration and contact with students outside of the classroom.



George Freier,
physics and astronomy
(retired)

When I was teaching, I spent about 9 hours a day at work and I'd think about things over the weekend. I worked at least 45 hours a week. I usually taught during the mornings and researched in the afternoon.



Rose Brewer,
Afro-American and African studies

Because I'm an administrator [department chair] and I often teach extension classes, I sometimes work 12-hour days. I work about 75 hours a week, but it depends on my course load.



Ann Waltner,
history

It's hard to come up with a number. I'm director of undergraduate studies in the history department and, while it depends on the time of year, at times that alone can take 30 hours a week. Each course requires between 10 and 15 hours of work a week, and the number of courses I teach varies per quarter. There's also an enormous amount of committee work at this university.



M. J. Maynes,
history

It really depends on the time of year and my teaching load. Last year I ended up teaching more in the fall and doing more research in the spring. I work about 55 hours a week, but a lot of extra hours show up in unscheduled ways, such as working with individual students. I spend more time with students outside the classroom than in. A professor's job isn't organized in the way that many jobs are.

Nilgün Uygun is a first-year Ph.D. student from Turkey. She is studying political theory and democratization, the relationships between East and West, and how democratization movements in developing countries relate to what is happening in the West.

Maanda Mulaudzi, a third-year Ph.D. student from South Africa, is studying early twentieth-century history of southern Africa, focusing on the issues of power, domination, and resistance in that part of the world.

Raymond Duvall is a political science professor who specializes in international political economy, particularly in the developing world.

Minnesota spoke with Professor Duvall and MacArthur program graduate students Uygun and Mulaudzi to learn more about the MacArthur Interdisciplinary Program for Peace and International Cooperation. Duvall, acting director of the program, was standing in for program director Allen Isaacman.

Minnesota: What is the purpose of the program?

Raymond Duvall: The MacArthur program is a cross-cultural, interdisciplinary effort to provide support and intellectual challenge for graduate students who have a clear research interest in the developing world and its relationship to the developed countries.

While MacArthur programs at other universities have studied international peace and security in the context of the U.S.-USSR conflict, our

emphasis is on peace, cooperation, and security issues of the peoples of developing countries. Of the program's 54 students, 29 come from outside the United States.

Minnesota: Nilgün, as a newcomer to the program, what have you found particularly valuable?

Nilgün Uygun: First, I felt at home in the program because the students are interested in many of the same issues as I am. I also appreciate the interdisciplinary aspect of the program. Many different departments are represented among the students.

Duvall: Eighteen different departments, actually.

Uygun: This diversity gives us the opportunity to broaden our focus. You can see how the same topic can be approached and studied from very different perspectives depending on the discipline. In my field, this helps me see how political theories that are rooted in the Western cultures are affected as they are implemented in other parts of the world.

Maanda Mulaudzi: When you are studying in graduate school, you have to be rooted in your particular field of study, so it's refreshing to get these other perspectives.

Duvall: We see some interesting interdisciplinary collaborations. For instance, one student in soil science is working with an anthropology student to focus on the social and economic relationships of various agricultural patterns and their effects on soil conditions. Students in biological sciences will team

up with social scientists to study tropical rain forest degradation and its relationship to various development processes.

Mulaudzi: Authors and practitioners whose work applies to various themes of the MacArthur program present their writings and lead workshops.

Last winter, for example, the workshop was on food security. This year, one will focus on democracy and development and another on ordinary people's experience of social and political change. These workshops are a crucial and integral part of the program, and something I very much appreciate.

Minnesota: What are your

plans after you finish your degrees?

Uygun: When I'm done, I hope to teach in Turkey at the university level.

Mulaudzi: I want to tie together whatever I do on an academic level—with teaching, perhaps—with organizing, particularly in the rural areas of South Africa.

The only way to make liberation a reality is to rely not on what the government can do, but on what the people can do. Also, I have had certain opportunities only because of the sacrifices of some others, and I'd like to give a little back to some of the people in my country who have not been as fortunate as I.



Nilgün Uygun



Maanda Mulaudzi

▶ NOW DEBUTING

University Graffiti, a magazine for the Twin Cities campus community, premiered in September. The four-color magazine is staffed and governed by students working in mentoring relationships with faculty and media professionals. The staff of sixteen is led by editorial director Stephen Banks, publishing director Jason Zeaman, and art director Greg Wright.

The new publication will contain investigative and opinionated journalism, an exchange of ideas, and regular reviews of movies, books, theater, and music. Departments will inform readers about University people, places, and events.

Funded by the University and advertising, *University Graffiti* is free to all students, faculty, and staff. It will be published four times its first year, six times in the second, and ten times the third. Distribution is 40,000 copies.

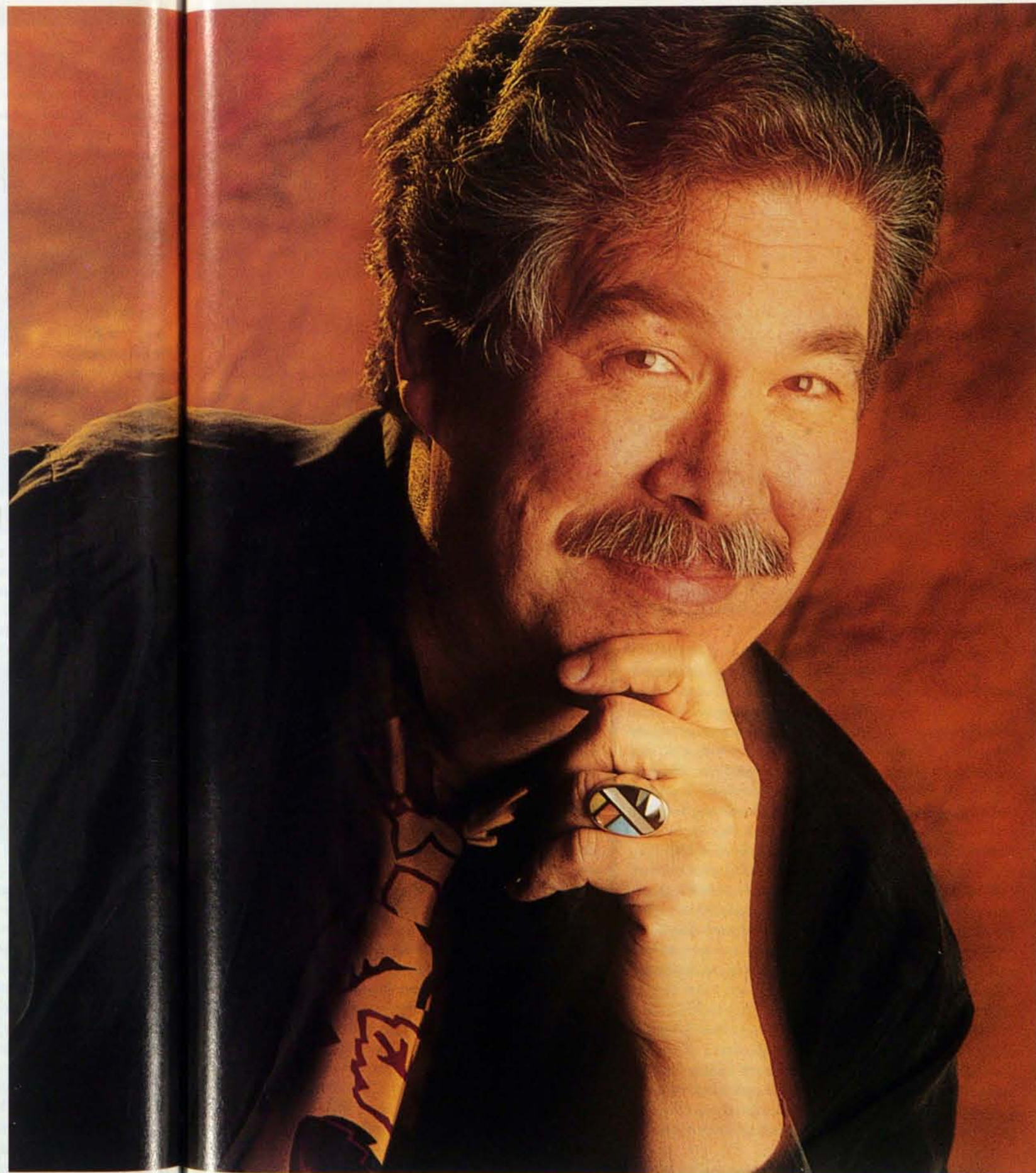


KING O' THE CHAIRS

*With places to go and stories to tell,
Thomas King breaks new ground*

BY PAUL GRUCHOW

The door to Thomas King's office in Scott Hall on the Minneapolis campus has a trick handle that opens upward. Inside, except for a trail to King's desk at the window and a narrow side path to one end of a rickety couch, every square inch of floor and furniture is piled high with papers and books. It would take a good-sized truck to haul away the contents of this room. A sign on the computer reads "King o' the Chairs." ■ "Don't sit down too suddenly on that couch," King warns cheerfully, "or it will tip right over." King, chair of the Department of American Indian Studies at the University of Minnesota, is about to take a leave of absence until September of 1995. ■ He is a big, robust-looking, mustachioed man with a strong face and intense eyes. His dark hair is just beginning to gray. Seated in a swivel chair facing away from the desk, he works through a lapful of mail. He is just back from yet another flying tour to promote his new novel, *Green Grass, Running Water*, which has catapulted him into celebrity. ■ Although his first novel, *Medicine River*, garnered fine reviews, sold respectably well, and is about to be seen as a television movie in Canada, *Green Grass* is something else. It has ushered him onto two of Canada's biggest television talk shows, earned him a spread in *People* magazine, and won him a page of glowing praise in *Newsweek*. He is Minnesota's biggest literary sensation since Garrison Keillor, whom King respects as a master storyteller. ■ He adds today's mail to a teetering stack on his desk. Announcing that he is ill, he plunges into an hour and a half of animated talk. He speaks easily and precisely, in full, well-formed sentences, with a radio announcer's crisp articulation. He has been, among other things, an ambulance driver in San Francisco, a member of a traveling basketball team in Alberta (an experience he has written about luminously in *Medicine River*), and a photojournalist in Australia and New Zealand, but nothing, he says, has quite prepared him for the rigors of life on the road as a famous writer.



King: I keep getting sick on these tours. I'll be three days out and wham, I'm sick. I'd rather be on a movie set where you work from six in the morning until midnight every day, and you're on your feet the whole time. That's easier work than this. God, you get up at 4:00, 4:30, 5:00, you rush to the airport, you've got to catch a jet to someplace. You get in. Somebody picks you up, you run around, you do publicity all day long, and then you do a reading that night, you go to bed about 10:30, 11:00 if you're lucky, get up the next morning and fly someplace else. At least on a movie set you're going back to the same place and seeing the same people. I don't sleep well when I'm on the road. I get all sweaty and yucky.

Gruchow: *Medicine River* didn't produce quite the same frenzy.

King: *Medicine River* was, of course, a first novel, and there are damn few first novels that get that kind of attention. By and large the first book is the token gesture you make as an author to the publishing company. If you make them some money, then there's a chance they'll look at your next book, but they don't help that much with a first book. Unless you shot your mother and you battle-axed your father, and they discover that you're really a transvestite.

Gruchow: All fairly desperate acts in the interests of a book.

King: The kind of thing that'll get you on the talk shows, which novels in general do not.



The title, Green Grass, Running Water, like almost everything else in the novel, contains an allusion—to the boilerplate language in the U.S. government's treaties with the Indians: This treaty shall last as long as the grass is green and the water runs. Film stars put in appearances, as do U.S. and Canadian historical personages, religious figures (Jesus shows up bearing the Indian name Young Man Who Walks on Water), and characters from literature: The staff members of an insane asylum all have names from Herman Melville's story Benito Cereno. There are native and Judeo-Christian myths, hopelessly intertwined and inventively retold. The great trickster figure, Coyote, plays a critical role in the plot, which begins at the beginning of time and ends in the ambiguous future. And there is a rich cast of contemporary Blackfoot people who live in southern Alberta, playing out complex lives in humor, in style, in dignity, and sometimes in pathos. It is a sprawling, funny, boisterous, subtle, moving book.



King: I'm surprised at the amount of reading that it's gotten. I mean, there really was the fear that I had written something—developed new structure, and this pacing, and all of this—that wasn't going to fly with North American

readers, that it was going to be just a little too strange. And I wasn't sure how people were going to handle the way in which I work with myth, particularly Judeo-Christian myth. I was quite worried when I began to juxtapose native myth against Judeo-Christian myth to try to create an equal grounding for those two, or at least to call the question of this prioritizing of myth—one being better than the other. I was worried that I might have hit some nerves, that people might say, "Aw, he's just being silly." But that hasn't happened so far.

You know, maybe the world doesn't start off as a void at all. Maybe it does start off with water. It makes more sense to me. I like it a little bit better. But you never know how much fun you can have with those things. You always walk a line of some sort. That's where the fun is, of course, in writing.

Gruchow: One gets the sense that you had a good time working on this book.

King: I had a very good time, yes. If I can't entertain myself, how can I possibly entertain anybody else?

Gruchow: You've been somewhat testy about being pegged as a comedic writer.

King: I *am* testy about that. I'm testy about it because it bothers me that people don't understand the function of humor. They think the function of humor is to be funny. For me the function of humor is to point up the tragedy that life has to offer, and it is a strategy to deal with that tragedy. When you're laughing at the characters in *Green Grass, Running Water*, you have to understand that there is a really dark side to it. The humor isn't to avoid that. The humor is simply to cope with it, to get through that, and to maintain equilibrium in a world that isn't going to treat you particularly fairly. So, yeah, I do get a little testy. I'm not a let's-slap-along-with-Tom writer.

Gruchow: Wendell Berry says that if you can't laugh, you're not serious enough.

King: I really do want you laughing and looking over your shoulder at the same time, or laughing but not feeling really comfortable doing it.

Gruchow: You manage to be irreverent but generous at the same time. There doesn't seem to be the bitterness that so often accompanies irreverence.

King: There is, but I keep that to myself. The first rule of storytelling is that you need to be entertaining. You have to speak to your entire audience. The humor and the pathos, if you will, have to be communal. When Lionel's mother has to substitute for an artichoke omelet because she hasn't got artichokes, and she substitutes moose, she knows what she's doing, and she knows the full ramifications of that. We can laugh because we understand that she laughs with us.



One of King's characters is a man whose ambition in life is to



play Indians in B-grade Hollywood movies, and who, because he doesn't have what producers consider a classical Indian profile, plays his parts in a rubber nose.



King: Even when Portland Looking Berry is up on stage dancing in the burlesque house, he does it, is there, because he makes that decision. Society may have forced him into a situation where he has only a certain number of decisions to make, but nonetheless he makes those decisions for himself. He wants to be a Hollywood Indian. Nothing wrong with that, in the end, because that's what he wants. He makes a damn good Hollywood Indian, as it turns out, even with a rubber nose.

Gruchow: It's a dark piece of the book.

King: Somebody may say, "Oh God, he's a lousy Indian. He's sold out." But the point is, Indians are in all walks of life, and to cut out certain areas because we think they're more traditional, or that they're more proper for an Indian to be part of, to me is crazy, it's limiting, and it's dangerous.

Portland's a very strong character. He survives the death of his wife, he raises his son. He does what he wants to do, and he makes those decisions on his own. He's not pushed to them. He's beaten up by the system that won't

let him back into Hollywood—for a while, at least—but by the time you get to the end of the book, you realize that Portland's in this movie, with the rubber nose, and somehow or other he's managing. He's still down there in Hollywood hacking away.

That sort of tenacity is important to me. It talks not just about the tenacity of a single character but about the tenacity of the culture itself.

Gruchow: You didn't grow up in a native culture, did you?

King: I didn't. I grew up in about three or four different churches. My father, as far as I know, had no really well established religion. The family was sort of Greek Orthodox and Presbyterian or Methodist at one point or another. I was baptized two or three times. I went to Catholic boarding school for a while, hung out with everybody from Baptists to the whole range of traditions. Then from my late teens on, I encountered a lot of native material from a lot of different traditions. Everything sort of combined until I hit 40 or so.

I was in Lethbridge [Alberta] at that point, living right off the reserve, the Flat Ridge Reserve. That really is where a lot of things came together for me. Ten years playing native basketball with a Friendship Center team . . . that whole notion of puns and the fun of language, even

though it seems silly—one of my characters is Joseph Hova, the head of the hospital, so you've got Jehovah—that kind of silly punning stuff, that comes right off the reserve, too. That's reserve humor, that play with language. Most of the reserve people are bilingual, so they can play with language in that way. We don't do that anymore.

Gruchow: We've really lost the sense that writing is still basically oral.

King: I wanted to try to recreate an oral voice in *Green Grass, Running Water*. I wanted those voices to come off the page at you, to where you were never unsure, once you got into the characters, who was talking, that you could hear them clearly, that you might even want to read the book out loud.

Gruchow: Water goes through the book in a hundred ways: Where does that come from?

King: Most native creation stories, if they're what we call the earth-diver type, have water as the basic medium of creation. And water is important to me just because there's a timelessness to it—its ability to persevere even though you push it in different channels, even though you dam it. As Eli says in the book, you can't hold back forever. All those dams they're building, like the dams along the Colorado, they're all silting up. Those dams are going to be useless, in my lifetime perhaps. There's a certain power of water and a certain ubiquitousness to water. Water is associated with human bodies: 98 percent of our bodies are water. The way children are born has something to do with water. So water becomes for me a universal metaphor that talks about the permanence and tenacity of native culture as well as a great many other things. It's just a powerful symbol for me.

Gruchow: It happens consciously?

King: Everything happens consciously in the book. There's not a word there that I don't write. Now it may speak to a larger audience in a larger way than I intended to, and it may speak to the audience in a different way than I intend. But I still control what I do. When I'm talking about writing or working with students, I pick up the biggest book I can find, and I say, "If you want to write a book of this size, you have to write every word on every page at least once, and you damn well better be aware of what you're putting down." Sure there will be times when I'll go back and read a passage and say, "Wow, I wrote that? That's wonderful." Those are pleasurable times. But I did write that, that's the whole point. I just forgot that I wrote it.

Gruchow: You wrote the first draft of this book in a month?

King: That's right. Thirty days. But you haven't seen the draft. It was god awful. I had 330 pages worth of real junk. But at that point I had Lionel Red Dog and the four old Indians. I had an idea for those characters. The rest of it I threw away completely. If you read the first draft and

the final book, you'd say, "God, how did he get from here to there?" It was just a test to see if I could do it, if I could set my butt down to the typewriter and just get it done. And I was able to do that. But it was awful, awful, awful, just awful. It wasn't even worth looking at, except somebody'll buy my papers one day, right? They buy those by the inch.

Gruchow: You've written about the Blackfoot community, and you're not Blackfoot. Do you have any temptation to go back to the Cherokee tradition?

King: I don't have the resources. I wasn't raised Cherokee, I've not spent any time out in Oklahoma. Most of my work with native people and most of what I know about native America comes from Navahos, Utes, northern California tribes, and the Blackfoot in particular. I think I would have to live in Oklahoma among my father's people again in order to write as well about the Cherokee.

Something about the Blackfoot community in southern Alberta has stayed in my imagination. For fiction, it's been just a wonderful, rich mother lode. I don't know why that is, I really don't. I suspect I'll write about non-natives at some point, but not right now. And I'll probably write about that Greek community that I was in as a young child at some point, but again, not right now.

The ten years I spent in Lethbridge happened at a special point in my life.

Gruchow: Maybe an intellectual coming of age?

King: I certainly was a late bloomer, let me tell you. Boy, my mother's so happy I've got a regular job, not incarcerated someplace. I don't know what makes that happen in life. I don't know how it happens to some and not to others, or why it happened to me, but it did. I just sort of kicked over as a writer. For some reason, all of a sudden I began to understand language when I was there at Lethbridge. Why that happened or how that happened—if I knew, I could bottle and sell it.

Gruchow: You didn't, when you were growing up, think of yourself as a novelist in the works?

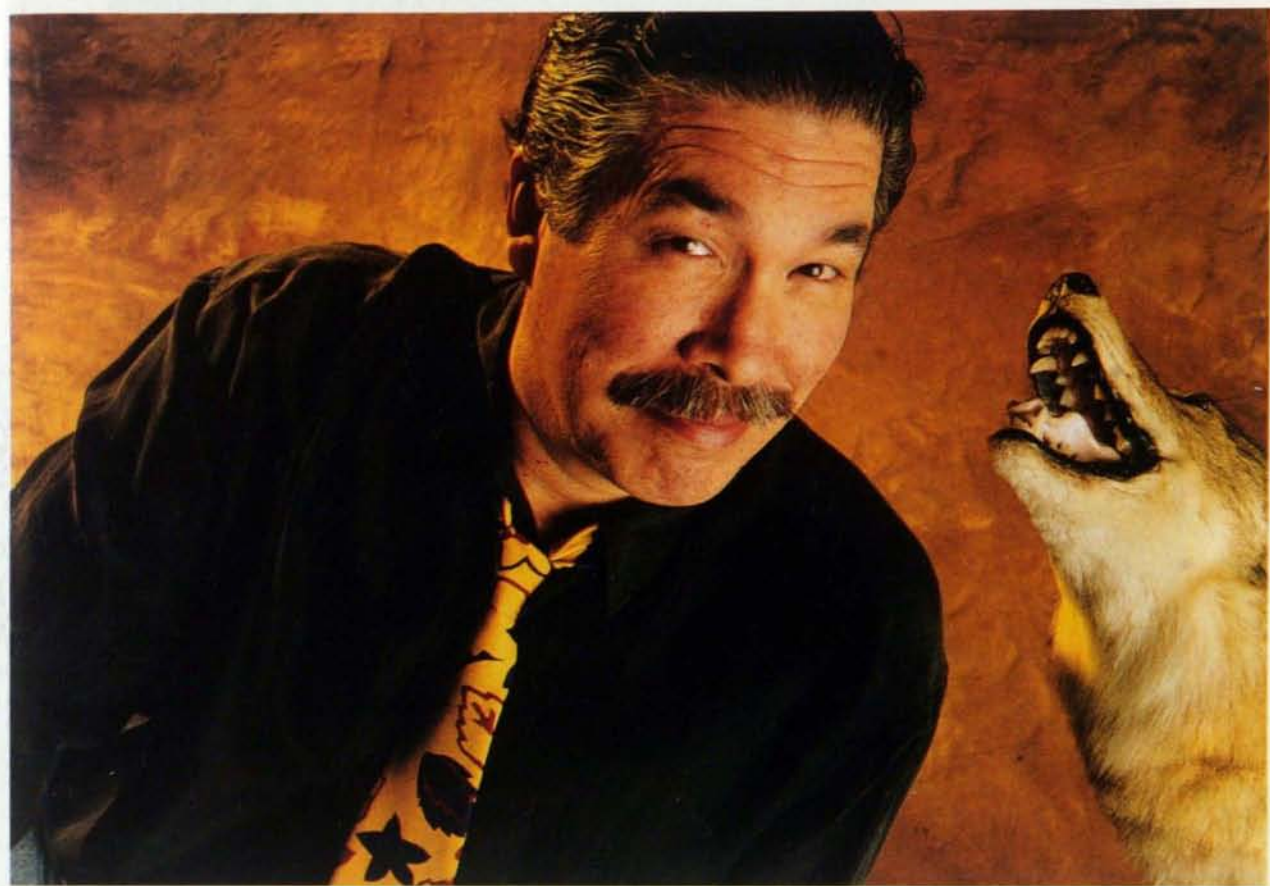
King: No. I was the kid in school who did poetry. I thought of myself as having nice handwriting. I could write a clever sentence, but I can't say I thought of myself as a novelist. I didn't think of myself as anything when I was growing up, particularly. Just cruising through life, for the most part.

Gruchow: It's almost the case that Minneapolis and your career as a novelist coincide.

King: Actually, it coincided more with Lethbridge, because that's where I really became a writer. I took up writing seriously in about '84 to impress my partner. I had nothing else to impress her with, so I thought maybe I could impress her with my writing. And I did.



The woman, Helen Hoy, herself a writer, is now King's wife.



King: She's a wonderful critic. She's a wonderful editor, really has an eye and ear and does not coddle me. Good editors shouldn't coddle you.

There's no value I can place on that kind of ability. She loves me, she likes my work, and yet she'll go in there and she'll just chew it to pieces. She did that for *Green Grass*, really gave me some good ideas and some good reads. That's invaluable, because as you get a reputation they stop editing you at the publishing houses. They do very little, anyway. You have to have a good editor. I got lucky. She has helped me make *Medicine River* and *Green Grass* what they are, no question in my mind about that.

A teaching assistant has arrived with papers to be read and graded, King has an appointment with his doctor, the telephone rings persistently.

Gruchow: Why should anybody believe that books matter in this culture?

King: Because storytelling matters in this culture.

Because good stories are worth keeping. We don't have many good stories, and the one thing we love is for people to tell stories. I'm talking about natives and non-natives. You hear a good story and you save it, don't you? You pass it around to friends, a good joke, a good story—good stories are even better. And good stories are well-told stories. It's not that they're funny or intrinsically good all by themselves, it's that they're well told.

One of the reasons Garrison Keillor's radio program is so successful is that Keillor has a sense of story. Those stories are well-told stories, and they're fun. Even if you don't believe in the society that has produced them, or you don't want to be a part of that Midwest, conservative echelon, nonetheless those stories are precious things.

I don't think we'll ever get over our need for good stories. I think if you took all the books away, if you took all the means of writing books away from us, we would revert to oral literature in a minute. If you took away our houses or whatnot, we'd end up sitting around campfires telling stories. It's just part of what humans do.

Perhaps we are not a tool-making society or a tool-making species. Certainly we've demonstrated conclusively that chimpanzees use tools. Perhaps we are a storytelling species. Maybe that's what marks us off from everything else. I cannot imagine a world that has humans in it without stories. I can't imagine it. ◀

HOURS

Three perspectives on faculty workload at the University of Minnesota

By Joe Moriarity

IT'S NO SURPRISE THAT QUESTIONS ARE arising both in Minnesota and across the country about how university faculty members spend their time. "It's a national concern stemming from questions about accountability, about how state funds are spent, about the balance between teaching and research, and about the quality of education our students receive," says Anne Hopkins, University of Minnesota vice president for arts, science, and engineering. "In an era of ever tighter money, state legislators and the tax-paying public want to know what they're getting for the hundreds of millions of dollars spent annually for higher education."

To answer such questions requires a closer look at the workings of the University and its role as one of the top teaching and research institutions in the country. "The biggest misconception among legislators and the public involves faculty responsibilities," says Virginia Gray, a political science professor who is the legislative liaison for the Faculty Consultative Committee. "Many people don't understand that University faculty are responsible for three missions: teaching, research, and service to the community." Not all faculty members divide their time among these missions in the same way. "Some faculty will have no classroom teaching responsibilities in a given quarter," says

Hopkins, "but carry a heavier load in subsequent terms. In other cases, the teaching loads of younger faculty will be reduced to allow them to establish research programs, with more senior faculty taking on a heavier load to assist them in doing so. To get an accurate view of a faculty member's workload, you have to look at it within the context of the department as a whole and over a period of years." Hopkins emphasizes that while faculty trade off tasks, there are no job tracks—faculty who teach and others who only do research. "It's not good for universities to compartmentalize staff in that way," she says. "Many staff are excellent researchers and excellent teachers, and they're the kind of people we look for when we recruit."

And the impression that research takes faculty away from teaching is inaccurate, says Gray. "Not only do the two overlap anyway," she says, "but outside funding actually increases the pool of available teachers at the University because many faculty are working at least in part from grant money rather than state money. Rather than research robbing teaching, research grants actually make more faculty, classes, financial support, and other educational opportunities available to undergraduate and graduate students."

"It's also very important to recognize that faculty teach not only in classrooms," says Hopkins, "but also in research labs, in seminars, during their office hours, when they are critiquing



Catherine French

papers and correcting exams, preparing lectures, and in informal meetings with students."

A recent workload study, mandated by the Minnesota Legislature, shows that faculty at the University work an average of 57 hours per week, 33 of them spent on instructional activities. Looking solely at structured classroom teaching time, faculty teach an average of 9.55 hours per week on the Twin Cities campus, according to the study. Compared to other public research universities, which are averaging 6.6 hours per week, the University ranks 45 percent higher. Faculty at other types of American colleges and universities report different patterns, according to Gray. "Public comprehensive universities [such as Minnesota's state universities] report a 46-hour workweek with 28.5 hours spent on teaching and related activities," she says.

Gray likes to use an analogy when she's talking about the teaching mission. "Faculty members are viewed like ministers," she says, "in the sense that many people see their minister work only two or three hours a week. What they don't see are the hours of preparation a minister undertakes before a service. Nor do they see the myriad counseling, administrative, personnel, and management tasks ministers regularly carry out."

Facts, figures, and explanations by administrators can give at best only a fragmented picture of the way the University's triple mission of teaching, research, and community service is realized

by its faculty. To better understand the whole, *Minnesota* talked with three University professors, Catherine French, Sara Evans, and Robert Jones.

Catherine French

CONCRETE. FOR MOST OF US, IT'S A substance we notice only occasionally—when we're shoveling snow from it, for instance, or avoiding potholes on the freeway, or repairing cracks in our sidewalks, driveways, and home foundations. But spend a professional career studying it? ♦ As an international expert in structural and earthquake engineering, civil and mineral engineering associate professor Catherine French finds concrete endlessly interesting.

French's excitement and enthusiasm fuel a regular 50- to 60-hour week of teaching, advising, and experimentation in the structures lab. Last winter quarter, she taught an undergraduate concrete design course with 75 students. French spent six hours a week in class with these students, time that was divided

between one large group lecture and several smaller recitation classes. In addition, she taught a graduate research seminar in which students gave presentations on either their own research or on an assigned topic.

"I enjoy both levels of teaching," says French. "The undergraduates ask a lot of questions and challenge me a lot, but it's tough work. My graduate students are fun, too, and their work is closer to my own research interests. They, however, require a different kind of assistance."

French was also part of the Institute of Technology's new student advising program, with responsibility for a group of 50 sophomores and juniors. "There's a lot more to going to the University than sitting in a class," she says, "and students regularly need the advice and guidance of an adviser they can count on." That advice covers a range of topics. During the two to six hours she dedicated each week to this task, French found herself guiding students who were having trouble with their classes, making suggestions for better study habits, and helping with class registration. Because many students are unsure about their career goals, French talks to them about the pros and cons of various choices, and she'll help them meet with a professional in their area of interest, or find an internship or part-time job. And sometimes, she says, advising means "just turning a sympathetic ear to someone who's having trouble in their personal life."

French also had ten additional structural engineering undergraduate advisees, as well as a number of graduate students with whom she worked on research projects.

Much of the debate on faculty workload centers on "blackboard time" and assumes that such activities as advising, grant writing, research, participation in professional organizations, and service to the University are only tangentially related to teaching. A look at French's myriad activities demonstrates that the distinctions aren't nearly so clear.

To every professor's profound dismay, grants don't just magically appear like the rabbit from the hat. Someone has to work for grants, too, and that someone is the professor who wants them. "Grant-writing to fund future projects is a regular, ongoing task," says French, who is involved in writing four to five each year. "The process requires a tremendous amount of background work—two weeks per grant, minimum—in order to produce a proposal that the grant committee will believe to be a viable project, and one that you can, in fact, do."

In one current research project, French and some of her students are studying connections between precast elements designed for use in buildings and bridges in the world's earthquake zones. "We take components of structures, or structures themselves, and subject them to loading to observe their behavior under anticipated conditions," says French. "As a result, engineers who design structures will have a much better idea what details they should specify in order to achieve a safe and serviceable structure that will perform well under everyday conditions."

Her work and that of other researchers brings steady change and innovation to the structural engineering field. Professional organizations such as the American Concrete Institute (ACI) act as conduits to speed new information to other professionals. French serves on four ACI committees, which meet regularly throughout the year. "Our work includes gathering research, writing state-of-the-art reports on particular issues, and organizing workshop sessions for conferences," says French.

These committees then write state and national design codes for reinforced and prestressed concrete structures based on research discoveries and developments. French returns to her students to convey how the codes will change by the time they begin working in their field. "It's important that our students know about current research and impending changes. We don't want to merely give students a recipe book for building. We want them to understand why codes are as they are, to know what to do when an architect gives them a nonstandard design, something they haven't seen in a book, to receive cutting-edge instruction. My involvement in research and outside professional activities helps us accomplish these goals."

Membership in professional organizations also offers the opportunity for research contacts and ideas. "The input I get from the many designers involved makes my future research projects more applicable to everyday work situations," says French. "My participation with the local ACI chapter also serves as a link between area professionals and my students. I encourage them to participate and take the opportunity to meet professionals already in the field."

French has another, more personal reason for attending local professional meetings: "Now that I've been teaching for ten years, invariably it seems that I run into former students who have graduated and are working in the profession. It's fun to hear how they're doing and gratifying to know I played some role in their education. It's another reason I find teaching so rewarding."

Sara Evans

WINTER QUARTER BREAK HAD BEGUN, and the only things moving outside the building were a few snowflakes blown by a cutting north wind. Professor Sara Evans's office phone, nearly buried under to-do lists and sundry paperwork, was nevertheless ringing regularly. "Now that the quarter's over, I'm trying to

catch up on some of my departmental office work," sighed Evans, who is chair of the history department and an adjunct professor in American studies, women's studies, and the Hubert H. Humphrey Institute of Public Affairs.

Since 1991, when she accepted the responsibilities of chairing a department of 45 faculty who teach approximately 10,000 students each year, Evans has carried a half-time teaching load of one course per quarter. Teaching activities, however, still take much of her time.

During winter quarter, Evans taught a women's history graduate seminar whose fifteen students had been assigned large research projects. Early in the quarter, Evans helped her students develop their research topics and taught several workshops covering general research methods and oral history methodology. She then set them loose to rummage on their own in the arcane world of archive work. "For several weeks, the class didn't meet as a group, but instead I held extended office hours," she says. "I spent a great deal of one-on-one time helping them develop strategies to solve their problems, redefine



Sara Evans

topics, and rethink the questions they're asking in light of what they were discovering. This is very different from any other kind of teaching I do, and it requires an enormous amount of time, but I enjoy it very much. The progress of my students is very clear, and because I come to know them very well, my help can be tailored to their individual needs."

Evans's spring-quarter teaching responsibilities could hardly have been more different from the winter seminar: She cotaught a new freshman-level course on post-World War II world history for 200 students. Her work on the course began during the previous summer when she developed its outline and syllabus. "We chose three case studies—Argentina, South Africa, and China—to illustrate and develop the themes of human rights, authoritarian governments in the Third World, environmental concerns, and global changes such as ozone depletion, pollution, deforestation, and desertification," she says.

While University surveys show that professors spend a minimum of five hours preparing for each hour of classroom teaching, Evans says it took her two to three full days to write each lecture. In addition, Evans met weekly with the course's eight graduate teaching assistants during the fall and winter to develop writing assignments, critique lectures, and order books.

During fall quarter 1992, Evans found herself on more familiar territory again, teaching Intellectual History of Femi-

nism, a women's studies graduate seminar that met weekly for two and a half hours.

Evans stresses the importance of recognizing the different types of faculty teaching relationships. "Especially at a research institution, there's an enormous amount of teaching that's off the books in the sense that it's not classroom time. My half-time teaching load doesn't count all the graduate students I'm working with, nor my advising load, which is really very large, too. I'm not like a lawyer who writes down every five-minute increment of student contact time, but if I did, it wouldn't look at all half-time."

Evans is also charged with carrying out research. Her current and primary project deals with the experiences of unwed mothers between 1918 and 1948 in Minneapolis. The idea grew out of a seminar on illegitimacy she taught a few years ago in which the class looked at the literature on this topic. "We found that there was very little," says Evans. Working from social worker case records on microfiche, Evans gathered boxes full of material, enough to raise a lot of questions. "I want to know more about the choices that women who became pregnant while unmarried faced in this earlier time period."

Evans has already discovered that there were no Murphy Browns back then. "The idea of the independent, self-supporting woman who chooses to keep a child didn't exist because it was not economically possible to do so," she says. "Child care

was too expensive, so these women boarded their kids, often for years. And virtually all of them married."

Research grants awarded to Evans enabled her to hire graduate students to help with the project. They learned research skills, experience the excitement of discovery, and also have a starting point for their own research papers. "Ultimately," says Evans, "what we find here will become course material, the new knowledge we teach to the University's students and publish for others in our society to learn."

Finding time for her research projects has been difficult since she took over as history department chair. "The University is an enormous organization that has to be run by someone," says Evans, "and the faculty take the bulk of the load. The history department can't be well run by outside people. We have to do it. We can't expect administration to do everything."

Evans is clearly carrying her share. In addition to her role as chair, she serves on the Senate Research Committee, the College of Liberal Arts (CLA) Executive Committee, and the advisory board of the Immigration History Research Center, and she chairs the CLA Council of Chairs. She spent countless hours serving on the University's Faculty Workload Task Force.

Beyond the walls of the University, Evans has more professional responsibilities. Most grants undergo peer reviews, and Evans must take her turn in this process. She serves on the national board of the American Studies Association and the Organization of American Historians—which sponsor the major publications in the field of American studies—as well as on the board of editors for the *Journal of Feminist Studies*.

While one might expect her intense workweek to take its toll, Evans still clearly maintains great enthusiasm for her work. "It's a wonderful, albeit busy, life. My daughter will occasionally act as my conscience, however, and demand that I take more family time."

Robert Jones

MY PHONE JANGLED AT 6:45 A.M. On the line was Professor Robert Jones, confirming our appointment. When I arrived at 8:15, Jones was in a meeting room next door to his office. A small blackboard was already filled as Jones and one of his students dug for potential solutions to a Ph.D. thesis research problem. ♦ Jones, a plant physiologist

who came to the University's agronomy department in 1978, fits the category of a professor whose teaching load comes under fire: He teaches one graduate course every other year. Jones's original appointment was solely to research corn physiology, but in 1983 his department asked him to take over the plant physiology course he currently teaches, which is now offered only every other year because of a decline in the number of graduate students in the department.

Does Jones meet his responsibilities in the areas of teaching, research, and service? Unquestionably, but seeing how he does it requires more than a cursory glance at his course load. There's a misconception outside the University, Jones believes, that all

faculty should teach the same amount every quarter. "But the deeper misunderstanding," he says, "has more to do with a too narrow view of when and how teaching takes place. My research programs provide excellent teaching opportunities—but they're in my lab or my office, not with me standing in front of a class of 30 or 60 students writing on a blackboard for two hours at a time, three days a week."

Jones's research focuses on global climate change. "We're already seeing temperatures that are higher than they should be," says Jones. "We're trying to understand how the biochemical processes in corn plants are disrupted when they're exposed to high temperatures, as crops may well be in 50 years as a result of global warming. We want to know the limitations to grain yield in this part of the world."

As their understanding grows, Jones and his students are also trying to modify plants genetically to develop strains that are better able to withstand high temperatures. "We're trying to help ensure that we as a country can continue not only to feed ourselves, but to provide food for others throughout the world, too," he says.

Jones works closely with his students, reviewing their research progress and their course work. "We have a real exchange of ideas here. I enjoy teaching very much—both its formal and informal aspects," he says. "These students are very sharp, and they push and challenge me, too. What's more, it's a tremendous opportunity for them to have practical experience doing the kind of work they'll do when they graduate."

The crop physiology course for master's and doctorate students is taught from current literature and covers the cutting-edge areas of research in the field. "Obviously," says Jones, "I can't go in each year and teach from my previous notes." That means he has to begin preparing his course in July, and he spends most of his time for two months poring over journal articles and research papers from around the world.

Because the course is team taught, Jones's teaching role is finished by November, although he still has overall responsibility for the remainder of the course. At this point, he focuses his attention on writing grants. "Many of the granting agencies, especially the U.S. Department of Agriculture, have deadlines in late January and early February," he says. "Between November and early February, I spend about 80 percent of my time chained to my computer working on proposals."

In addition to his research and teaching responsibilities, Jones holds a part-time administrative appointment as director of the President's Distinguished Faculty Mentorship Program. "The University had a problem not so much in recruiting high-ability minority students, but in keeping them," says Jones. "[The students] told us they felt lost and overwhelmed, that the University was too large and impersonal. By linking the 280 participating students in a one-to-one relationship with a distinguished faculty member, we can foster a sense of belonging and give them the opportunity for educational experiences outside the classroom."

Jones accepted the appointment because he wanted more opportunities to work with undergraduates. In addition to directing the program, he is a participant in it, mentoring three students this year. "We spend a lot of informal time together," he says. "We talk about school, their career opportunities and choices, family, internship plans, whatever comes up. I also bring them in to work in my lab, where I give them a research



Robert Jones

project of their own. It's a great chance for them to learn firsthand about research techniques and philosophy."

Beyond all this, Jones contributes to numerous University committees. "As with most faculty, I think I spend too much time in committee meetings," says Jones, "but the more I've served over the years, the more I realize how important they are." He is on the Senate Research Committee and the Council on Liberal Education, both "key to the University," he says. "Take the council committee. The University wants to ensure that every graduate, regardless of college or department, will receive a broad liberal arts education. To that end, the council is working to develop a set of courses based in various disciplines—art, literature, science, ecology, food, and so on—that all students will be expected to take. The council members have spent countless hours during the past year on this project, and we continue to meet regularly."

Even a partial list of the organizations in which Jones participates indicates the breadth of his community contributions. He works with the national Minorities in Agriculture, Natural Resources, and Related Sciences, edits the journal of the Crop Science Society of America, and serves as a peer reviewer for numerous organizations, including the National Science Foundation. Jones works as an educational consultant for the South Africa Education Program chaired by Archbishop Desmond

Tutu, which chooses 250 black South Africans each year to study at U.S. universities. He was appointed to the Minneapolis Environmental Commission and has served on the board of the Minneapolis Urban League since 1987.

"In addition, I spend a lot of time every year talking to elementary and high school students about the fields of science and engineering," says Jones. "It's something I really enjoy doing."

He long ago gave up keeping track of the number of hours he works, but when I tell him that the average University professor works nearly 60 hours a week, he chuckles and says, "Yes, I can relate to that! As a professor, you find yourself being an administrator, teacher, manager, accountant, lab scientist, mentor, counselor, and more. If you walk in here on a Saturday morning, it's just like any other day—most of the faculty are here and many graduate students, too. This is no 8:00-to-5:00 Monday-to-Friday job for me. But that's by my own choice. I could have taken a job in industry, but I decided on an academic setting instead. I love research, I love working in academia, and I love working with students. If I didn't, I wouldn't be here."

Somehow Jones also manages to find time to sing with the Grammy award-winning gospel group Sounds of Blackness. "I make time to sing," says Jones. "It's a kind of therapy for me. It enables me to stay healthy and sharp, to appreciate what I do here at the University, and to do a better job, too." ◀

BUSINESS MASTERS *of the* LIBERAL ARTS

*When
you get
down
to business,
it pays
to have a
liberal arts
degree*

BY VICKI STAVIG

K NOW HOW TO SUCCEED in business without really trying? Get a liberal arts degree. It has worked for myriad University of Minnesota College of Liberal Arts (CLA) alumni. ■ Of course, a liberal arts education doesn't guarantee success—nothing does—but combined with healthy doses of curiosity, flexibility, tenacity, persistence, and perspicacity, it certainly increases the odds. ■ Julia Davis, CLA dean, sums it up this way: "A liberal arts education is designed to produce a well-rounded person who can think critically. If you look at the major issues that face just this country—health care, drugs, child and family abuse, economics, law enforcement—who do you want thinking about those issues? What kind of mind do you want grappling with these issues? You want someone with a broad view, who knows about trends, the future, demographics, someone who can look at data, understand it, and bring it to bear on those issues." ■ Stephen Klein, director of the CLA Career Development Office, agrees, as do many of the corporate recruiters with whom he works. "Employers aren't necessarily saying, 'I want someone who has a direct focus,'" he says. "They're looking for broad-based people who have an understanding of their own interests, skills, personalities, and how they fit into the business world. The strength of liberal arts is that it gives you the ability to work with ambiguity."



Myron Kunin

M yron Kunin attributes his success to his liberal arts education and to his own stubbornness. Kunin, who earned his degree in 1949 with five minors, including philosophy, psychology, and geology, is chief executive officer of Regis, a worldwide chain of some 1,200 beauty salons with sales of approximately \$350 million. "I was not a good student," he says, "but I was a pretty bright person. I learned to use my wits. I was a very rebellious, stubborn kid, and I couldn't be pushed into anything. I didn't want to focus."

But focus he did, once his father challenged him to run the family's beauty salon business. Kunin not only ran it, before he turned 30 he bought it from his father. "If you want to know the truth, I'm successful because I'm a very stubborn, hard-working person who knows where I'm going," Kunin says. "I think very broadly. I have a broad vision. I knew what I wanted to accomplish and worked to get it done. I'm not exceptional at anything, but I'm as stubborn a man as you'll ever find."



Judith Corson

For David Patten, a liberal arts degree also provides the ability to cope with rapid change, a skill that has benefited him during his 31-year career with Merrill Lynch. Patten, who majored in philosophy and history and earned his degree in 1958, is manager/director of Merrill Lynch Capital Markets, the world's largest investment banking firm, with 11,000 salespeople and 500 branches. "If you are educated in the liberal arts system," he says, "it teaches you how to live, not how to make a living; the living will take care of itself. Liberal arts is understanding people and understanding life. The problem with the focus of a technical education is that everything changes so fast it's hard to keep up."

Patten finds that his knowledge of history is a plus in dealing with businesses around the world and the people who want to invest in them. "I'm faced with a globalness," he says. "I understand the process of change. We have a lot of people investing in foreign companies, and

"If you are educated in the liberal arts system, it teaches you how to live, not how to make a living; the living will take care of itself."

David Patten,
manager/director,
Merrill Lynch Capital Markets

understanding history enables me to understand how these companies developed into what they are today."

It was more chance than planning that put Judith Corson on a career path that led to the formation of her own company. Shortly after earning her degree in 1964 with a major in English, Corson heard from a friend about a job opening for a project director at Pillsbury. "I got the job, and it changed my whole life," she says.

Ten years later, after developing Consumer Research Associates, a new profit center for Pillsbury, Corson left to start her own company, Custom Research. Today it is one of the top 30 research companies in the country with clients that include AT&T, Coca-Cola, Ford, and several other Fortune 500 corporations.

"If you think about management," she says, "the higher up you go, the more general knowledge you have to have. When

you first start a position, you learn all the specifics. If you're good, you move up and interact with clients. As you mature through your career, how you deal with people becomes very important. Liberal arts gives you a broad-brush approach to education, the same broad-brush approach you often need in a management position."

That's not to say, however, that Corson didn't focus on specifics. She has attended the advanced management program at Harvard's graduate business school and is now a sought-after speaker on entrepreneurship.

Andrew Greenshields earned his degree in 1962 and says he "didn't have the foggiest idea" what he was going to do with it. "I just wanted to get a job," says the founding partner and chief executive officer of Edina-based Pathfinder Venture Capital. Greenshields, who majored in history and minored in economics and math, got into the field in a rather unorthodox manner.

"I had met some venture capitalists, and one guy said he was going to put a manufacturing company into Chapter 11," he says. "I said, 'I think I can help you turn that company around.' He said if I got the deal turned around, he would give me a shot at venture capital." Both men upheld their ends of the bargain and, after nine years in the business, Greenshields and several associates formed Pathfinder in 1980.

"This is a people business," he says. "You've got to be able to understand people. Often, a liberal arts degree makes you curious because you tend to read a lot. In this business, you have to have a large dose of curiosity. Having a very highly focused degree without some broadness is a huge mistake. That first degree should broaden your view of the world. When I tell people how I got into the venture business, that I don't have an M.B.A., they say it's an improbable and unlikely story, and I have to agree."

Eugene Frey earned his degree in 1953 with an interdepartmental major that included several areas of study. His goal was to get into business and work toward a senior management position in a large corporation. Today Frey is co-owner, chair, and chief executive officer of Waldorf, a St. Paul-based company that manufactures folding cartons and paperboard and has more than 2,000 employees and facilities in seven other states and Canada.

"I thought that once I was involved in business I would learn it from within," says Frey, whose first job after graduation was as a management trainee with Waldorf. "I wouldn't claim today that it's the only way to go, but we all do what we have to do. I'm a strong advocate of a liberal arts education. The downside of getting a highly specialized edu-

"I've been in business for 24 years, and no one has asked me for my transcript since my first job."

Michael Masterson, vice president of sales, Individual Division, Northwestern National Life, president, Washington Square Securities

you do that well, it can be the key to success in your business or organization."

Michael Masterson intended to major in business, but didn't do well and switched to liberal arts. Today he is vice president of sales for the Individual Division of Northwestern National Life and president of its subsidiary, Washington Square Securities, managing a field network of 52 regional offices with approximately 5,000 agents who sell insurance, mutual funds, stocks, and bonds.

"My career has been in sales and marketing," says Masterson, who earned a degree in political science in 1969. "In those disciplines, and in life in general, your success depends to a large degree on your ability to relate to a broad range of people. When you come out of school in liberal arts, you might not have specific training in an individual discipline, but you have the opportunity to be more mature in your ability to create relationships with people. The thing that benefited me was the broad education. I took a little of everything. I really feel that having a broad background and exposure to different disciplines and concepts has helped me tremendously in business."

Masterson says he has remained "educationally aggressive," taking several courses through industry education programs, studying business at Harvard, and attending the Minnesota Executive Program.

"I'm a strong advocate of a liberal arts education. The downside of getting a highly specialized education is you can be very good in one area, but business encompasses all sorts of influences."

Eugene Frey, co-owner, chair, chief executive officer, Waldorf

"My basic premise was that, if you earned a degree from a prestigious institution, which I consider the University of Minnesota to be, that degree would help you get that first opportunity, and after that you're on your own. Once you got that first job, then you were judged on performance. I've been in business for 24 years, and no one has asked me for my transcript since my first job."

Roxanne Givens not only manages her staff at Legacy Management and Development, she also uses her skills to help the thousands of people who turn to her for



David Floren

housing. Givens earned a degree in social work in 1974. A year later, she took over the reins of Rainbow Development following the sudden death of her father, Archie Givens, Sr., the company's founder. (In 1989, she changed the name of the real estate development firm, because, she says, Rainbow had become a common business name and "my father's dreams have now become my dreams.") Today the company manages about 1,400 housing units throughout Minnesota and specializes in specific market segments: senior citizens and families and individuals who need affordable housing.

Givens continued her education at the University while she was running the company and in 1978 earned a master's degree in administration and gerontology. It was her liberal arts background, however, that she credits with much of her

"The liberal arts education exposed me to a variety of disciplines and prepared me to be a more effective manager, because I had the capacity to view the picture more broadly."

Roxanne Givens,
president,
Legacy Management and Development

success. "The liberal arts education exposed me to a variety of disciplines and prepared me to be a more effective manager, because I had the capacity to view the picture more broadly," she says. "It has contributed to my willingness to take risks because I see things more universally. I can bring more to the table in making an informed decision because liberal arts allows me to analyze, plan, evaluate, and take the steps to minimize risk."

When David Floren earned a degree in advertising in 1964, he was recruited by General Electric for its advertising and public relations training program. Today Floren is chair and chief executive officer of Martin-Williams, a Twin Cities advertising agency with annual billings of \$125 million to \$130 million. The firm, which employs some 200 people, provides advertising, public rela-



Dianne Morris

tions, and retail image management services for international clients, including divisions of 3M, Ciba Geigy, Marigold Foods, Federal Cartridge, Control Data Systems, and Marvin Windows.

"A liberal arts background for someone in my kind of business, which combines elements of art, business, and a sprinkling of science and ethics, is essential," says Floren. "The broader the background, the greater the advantages. In advertising, you're dealing with mass audiences. I took a lot of psychology classes, which certainly helps you understand human nature, and that's what advertising is all about. It's the art of communicating in a manner that is pleasing and memorable."

Puzzled is the best way to describe Dianne (Beaudoin) Morris's state of mind when she earned her degree in English in 1966. She wasn't sure what she was going to do to make her way in the world. After passing a federal government qualifying test, she took a job with NASA as a contract negotiator. An entrepreneur at heart, Morris left five years later to start a fashion jewelry company, which she later liqui-

dated. In 1980 she launched Miraflora Design, which designed, produced, and distributed hotel amenities; six years later she sold it.

Now living in New York, Morris has since acquired two Manhattan companies: Bay Linens, a home furnishings company, and China Seas, a decorative fabrics firm. Together they employ 25 people and have annual sales of between \$8 million and \$10 million.

Morris studied art, French, psychology, sociology, and journalism at the University, and she says each has contributed to her success. "The kind of cultural background you get with a liberal arts education is extremely important," she says. "It's hard to do business internationally without it. I import fabrics from all over the world and, through China Seas, operate a large licensing operation in Japan. Another thing that helped was that I had to do a good deal of writing at the University, and I think that's very helpful in making sure my thoughts are logical. I write a lot of complex proposals and the advertising copy for my packaging, and I enjoy it. I know what I'm trying to say, what I'm driving for." ◀

The River Runs Through It



ON JUNE 17, 1930, seventeen-year-old Eric Sevareid and his friend Walter C. Port left Fort Snelling in Minneapolis by canoe for York Factory on Hudson Bay. Fourteen weeks, 2,250 miles, and 60 portages later, they arrived at their destination barely ahead of the fall freeze. Sevareid, who returned to Minneapolis where he worked at the *Minneapolis Journal* and attended the University of

Minnesota, recorded his account of the journey in his book, *Canoeing with the Cree*, from which we have excerpted a portion. After graduating from the University in 1935, Sevareid went on to become an award-winning broadcaster for CBS television.

ON JULY 13, 1993, with the waters of the Mississippi River on a rampage that left some 10,000 homes flooded and billions of dollars' worth of crops lost, ABC-TV's "Nightline" interviewed Americans whose lives have been shaped by the Mississippi River, including University of Minnesota professor and author Patricia Hampl and University of Minnesota alumnus and essayist Garrison Keillor. We have excerpted Keillor's remarks from "Nightline" and included the Hampl essay on which her comments were based.



Run River Run

BY ERIC SEVAREID

We became expert at running rapids of all descriptions, and there are hundreds of varieties. We *had* to become expert. Searching for the faint portages, unused for months, or hacking out a new portage as we did several times, took hours and hours of valuable time. So we ran most of the rapids.

The roar would come to our ears shortly before the maelstrom came into view. The stern man, who must assume the greatest responsibility, would rise to his feet as we drifted swiftly toward the leaping white water. He would choose the best route among the rocks, the best line of kicking riffles to follow. He would give his directions and then, paddling with all of our might, to get up more speed than the current itself,

we would drive the *Sans Souci* (poor, worn-out old boat that hadn't hoped to die in such wild surroundings) straight at the dashing foam.

The daily drizzling rain and the foggy mist that accompanied it made the always dangerous task of running rapids still more dangerous. Often we were forced to put into shore, then get out to examine carefully a mist-hidden rapid, stumbling and slipping on the rocks which were sheeted with frozen sleet.

A hundred times we scraped with sickening sound on the black boulders, a hundred times the canoe shuddered violently as though about to fall in pieces when we rammed into shallow ledges, a hundred times the bobbing prow was submerged and a rush of icy water flooded our outfit. A whirling gash in the water meant a rock any-

where from five to fifteen feet up stream from it. We learned to judge the size and depth of rocks by the nature of riffles they caused.

Your speed must be greater than that of the current, or you will have no leverage to twist and throw the canoe from one angle to another. The bow man must slip to one knee and lean forward, paddle poised, in readiness to get the blade between the boulders and the frail craft.

We had not paddled long one morning when a far-distant rumbling like thunder reached our ears. Half an hour went by and the noise increased to a great roar but still we had not come upon its cause. At each bend we almost dreaded to look down the ensuing stretch of water, afraid of what we were going to see. At length we came to it,

and when we did we were forced to shout in each other's ears in order to compare observations.

The God's River had amazingly narrowed to about one-quarter of its normal width and was pouring with raging force like a horizontal cataract through a narrow gorge, between huge slabs of granite.

There was no possibility of portaging around the place with the canoe without spending at least two days clearing a path. But our packs we could take, and did—after struggling with the underbrush for two hours. Then we removed all our heavy outside clothing and unlaced our boots so they could be

slipped off in a moment if necessary. In the middle of the emptied canoe we placed a flat rock, weighing about one hundred pounds. We were ready to try it.

Into the gorge we shot, tossed like a feather on the five-foot riffles. We were helpless to do anything but try to keep the canoe straightened out. Thrusting a paddle into those waters was like offering a toothpick to Niagara Falls. Spray struck us like a rain squall. In five seconds we were through the worst, but still going at incredible speed, and straight ahead loomed a wall of rock which shunted the river to right angles. Sideways we swirled toward the wall, paddling desperately to follow the

current before we hit.

"Can't make it!" Walt gasped. "Your paddle!"

The wall was upon us. Crack!

The canoe shook as though hit with a catapult. It tipped precariously, swung upright. It was the copper tips of our paddles that had struck the wall. Had the gunwale hit, the boat would have crumpled like matchwood. My heart was pounding wildly and my legs shook under me as we stepped out on shore again. I looked at my paddle. The stout copper band on the end was twisted and torn, ruined for further use. Walt's was somewhat the same, but our paddles had not broken.

River Rats

BY PATRICIA HAMPL

Commercial barge traffic starts—or ends—in the Twin Cities. Just north of St. Paul, the Mississippi ceases to be Twain's river and becomes the older, hidden river of the headwaters. It leaps back, past Twain's nineteenth century and its memory of the great three-tiered paddlewheels which brought the Swedish and Norwegian immigrants here before the railroad was laid.

Our river, the river of the headwaters, recedes all the way back to the seventeenth century of the explorers and missionaries, the voyageurs and outlaws who followed the passages already developed by the Indians. Just north of here, the river returns to the canoe.

The Mississippi's inexorable will begins with apparent modesty in the streams and rivulets of the wildwood of the tamarack and pine forests of Itasca. Downriver, we

only see its terrible willfulness in those rare years when the river swells from the overflow of its gushing streams and breaks the confines we have built for it and have come to trust more than we trust the river itself.



"It's not a river anymore," a towboat pilot running barges between St. Paul and Minneapolis told me last year when the river was low and slow. He spoke

with some annoyance. "It's a wet conveyor belt. This is a big warehouse on water. That's what they've done to it—turned it into a conveyor belt."

"They," of course, were the Corps of Engineers. "They" were also the company he worked for and to which he owed his job. "They" were—him. But the true river rat remains forever loyal to the will of the river, not to those who attempt—and appear for a time—to control it. For the river's will retains the secret core of its wildness, the last of its terrible beauty.

This has been a chastening summer for all of us. But after the devastation and destruction of the flood are acknowledged, there remains in these river rats the undeniable satisfaction of seeing the Father of Waters claim its rights again at last, even against their own interests. As if they knew, no matter what, a river has to rage.

The Source

BY GARRISON KEILLOR

I grew up on the banks of the Mississippi and spent every minute that I possibly could by it, even though our mothers warned us against the river and told us how dangerous it was, which of course made it all the more attractive to us. To me, the Mississippi was why Minnesota existed—to be the source of the most wonderful river in the world, up here at the top and the center of the United States. And we used to spell the name over and over in our heads, because it sounded so pretty. M-I-S-S-I-S-S-I-P-P-I.

One spring when I was ten years old the river was at flood, and a boy I knew drowned by our house. We heard sirens during supper. And I wanted to go and look, but mother wouldn't let me go. My mother didn't believe that you should look at a disaster unless you could do something to help. She did not believe in journalism, my mother. But I went down to the riverbank afterward, and I looked at the place where he'd fallen in. It was a sandy bank. The river was high, the current was strong by shore, and he'd slipped and gone in. It seemed to me, looking at it, that it

was a tragedy that could not have been avoided. You could not possibly stay away from something as majestic and wonderful and peaceable as a river.

A river cannot be controlled or it would not be a river. I remember working on sandbagging crews during the big floods in the '60s, and there was nothing as heroic or so hopeless as trying to hold back the river with sandbags. The Army Corps of Engineers has been trying to manage and control this river for over a century, and every so often, as it did this year, it reminds us that it will not be controlled. ◀



Benched

Football. Law. The University of Minnesota Board of Regents. The Minnesota Supreme Court. What makes Alan Page run? BY TERESA SCALZO

ALAN PAGE IS AN ENIGMA. ▶ Consider, for example, his chambers at the Minnesota Judicial Center. The walls are richly paneled in cherry; the huge desk is mahogany. Floor-to-ceiling bookshelves hold a collection of books befitting a legal scholar. A collector's stamp commemorating Robert F. Kennedy hangs on one wall. ▶ And then there are the trucks. The newest member of the Minnesota Supreme Court collects toy trucks, which are scattered throughout his office. A large pickup serves as his "in" basket. "I collect the toys that I couldn't have as a child," says Page. ▶ He grew up in Canton, Ohio, one of four children of a country club attendant and a bar manager. A skilled athlete who would go on to a remarkable career as a defensive lineman with the Minnesota Vikings

and the Chicago Bears, the young Page did not fantasize about a career on the gridiron, as many boys do.

"I had dreams of being a lawyer," he says. "I didn't really understand what lawyers did, [but] the few lawyers I saw had big homes and drove fancy cars and didn't seem to work all that hard. Those are the kinds of things that appeal to a child growing up in an environment where friends and neighbors and family work in a steel mill every day. It seemed to me there had to be some alternative. That, coupled with the belief that there is some value in being able to solve problems. And at the time, 'Perry Mason' was on television, and as people watch 'L.A. Law' today, I watched 'Perry Mason.' He made [practicing law] look like a lot of fun. He always won, made it look easy. It's never quite that easy. Sometimes it's that much fun."

At first glance, Page's story seems like the typical rags to riches Horatio Alger plot, but it has a few twists. His journey away from the Canton steel mills began with an athletic scholarship to the University of Notre Dame, where he received a B.A. in political science in 1967. That same year he was drafted by the Minnesota Vikings. He became one of Coach Bud Grant's indestructible Purple People Eaters and was the first defensive player in NFL history to be named Most Valuable Player (in 1971). He left the Vikings in 1978 to play three seasons for the Chicago Bears.

But Page, who would be elected to the NFL Hall of Fame in 1988, chose not to capitalize on his pro football fame or

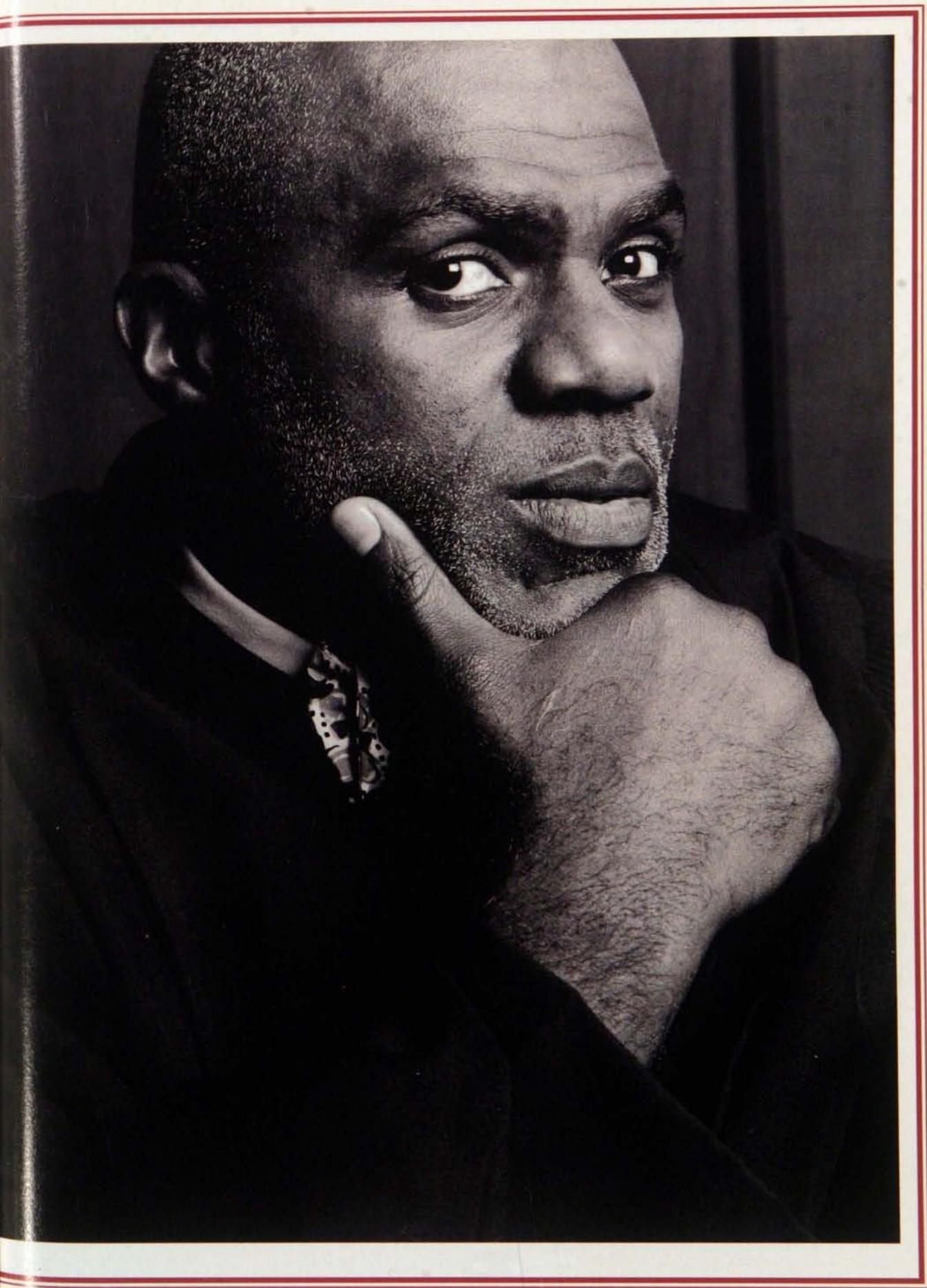
rest on his laurels. Anticipating the day his career as a professional athlete would end, Page enrolled at the University of Minnesota Law School in 1975 and graduated in 1978.

Was it difficult to go to law school while he was playing football? "Not a whole lot different from anybody else who goes to law school and works," he says simply.

Page is solidly unimpressed with his accomplishments as a professional athlete. "I tend to look forward," he says. "What have I done *lately*? Back then was back then. I enjoyed every minute of it. Well, not *every* minute. There were parts of it that I wouldn't stand in line to do again." He laughs. "The reality is it was a job that was a lot of fun, that allowed me to express my athletic talents, and that paid me reasonably well. But it was a job nonetheless. Being a football player is what I did, not who I was."

Stephen Boros, a professor in the University of Minnesota Department of Pediatrics and director of newborn medicine at St. Paul Children's Hospital, has known Page for more than twenty years. "When people think about Alan as a former football player—he was one of the best to ever play the game—they're missing most of him," he says. "He's a very complex, dedicated, thoughtful man."

He is also very determined. After graduating from law school, Page became an associate with the corporate law firm Lindquist & Vennum in Minneapolis. In 1985 he joined the



Minnesota attorney general's staff, specializing in employment and labor litigation. And he dreamed of serving on the state Supreme Court.

In Minnesota, Supreme Court seats are ostensibly won by election, but historically, most justices have been appointed by the governor in nonelection years and later run uncontested. That's legal. But when Governor Arne Carlson extended the term of Justice Lawrence Yetka so Yetka wouldn't have to run again before his impending retirement, Page took the governor to court—the Minnesota Supreme Court.

"I concluded that [suing the governor] was the only way that I was going to have the opportunity to serve," says Page. "I wanted to serve. I have the ability to serve and to serve well. All I was seeking was the opportunity to have my name placed on the ballot. There weren't any guarantees."

The entire court recused itself. The seven retired justices who heard the case invalidated Carlson's appointment, prompting Yetka to retire early and clearing the path for a venomous race between Page and Hennepin County prosecutor Kevin Johnson.

Johnson misjudged his opponent and Minnesota voters from the get go, repeatedly portraying Page as a dumb jock. The Minnesota bar endorsed Johnson, inciting *St. Paul Pioneer Press* columnist Nick Coleman to write: "I believe the lawyers' recommendation should be given consideration by the voters. When lawyers endorse someone, the public is wise to vote for the other guy."

The "other guy" won the election in a sweep of almost two to one. But the campaign stung Page. According to Boros, Page hated drawing attention to himself, hated being defined by political pundits who don't really know him, and, especially, hated getting caught up in the mire of the political process. Despite the nasty campaign—or perhaps because of it—Page remains an idealist. "I am not a friend of the governor, whichever governor," he says. "To the extent that I am tied to anybody, it is to the people of this state who elected me."

Although he is the first African American to hold a seat on the state's highest court, Page refuses to be pigeonholed as the court's black justice. "I obviously am a person of color and I bring that background with me," he says. "But am I here to represent some specific group? No. Just as I am not here to represent football players. I'm here to exercise my judgment based on the law, the facts, and my personal experience. To the extent that that experience includes being a person of color, it will be different from other perspectives [on the court]."

His independence has prompted some African Americans to accuse Page of not being passionate enough about issues affecting people of color—criticism his friends say is unfair. Boros says people are merely confusing Page's "cool reserve" for disinterest. Former NFL safety Tim Baylor, who has known Page for seven

years and is also African American, says some of his friends have criticized Page for everything from where he lives (near the Minneapolis lakes) and shops for groceries (the upscale Lunds) to what they perceive as his failure to help the African American community.

The latter attack couldn't be more misplaced, but Page has eschewed the celebrity approach for a quieter way. In 1989 he founded the Page Education Foundation, a scholarship program for minority students. "The foundation is Alan," says Boros. "It is solid, committed. It does stuff and it's personal. But it's not flashy."

"It was an opportunity to make an impact," says Page. "If athletes are the only role models that children see, then we're in deep trouble. It occurred to me that students pursuing postsecondary education would make great role models for young children. So we came up with the idea of awarding grants and requiring recipients to work in community-based programs with young children—kindergarten through eighth grade—to encourage them in their education and work with them as tutors and mentors. It's one way to create role models and to get people involved in solutions to some of the problems we face in our society."

Page's commitment to education is evident in other ways, too. He speaks passionately about the University of Minnesota, crediting its law school with preparing him for where he is today. And although he doesn't excuse malfeasances, he does defend the institution. "There are a lot of people who work [at the University] who do their jobs in a way that people of this state can be proud of, who provide a service that nobody else does or has the ability to," says Page. "Unfortunately, the bad things that happen are far more visible than the good things. It's like any other large organization. You have some good employees and some bad ones."

Although he can't remember or won't say who presented the idea to him, Page was pleased to serve on the University's Board of Regents for almost four years, resigning in January 1993 after winning election to the Supreme Court. He is characteristically modest when he is asked about his accomplishments as a regent, but Jean Keffeler, who served with Page on the board and is currently its chair, remembers an instance that demonstrates his dedication to students and to fairness and equality.

"Early on in our work on the Board of Regents, a lot of concern was raised—and still is—about the graduation rates of athletes and what could be done to improve [them]," recalls Keffeler. "Alan was asked to chair what became known as the Page Merwin Commission. They brought back a report not on how to improve the [academic] performance of student athletes, but on how to improve the undergraduate experience. Their reasoning was that if you improve that experience, you are going to create the opportunity and support that will help *all* students."

Keffeler speaks of Page's patience and his tendency to sit silently through long hours of tortured discussion before

offering a summation that "cuts to the quick" and then end with a statement of urgency to expedite action on the matter, whether it be achieving gender equity in University athletics or finalizing a new grievance policy—two of his concerns while he was serving on the board. "[He has] unending patience that's a curious mix with a man who wants to get on with the task," says Keffeler.

Everyone mentions Page's dedication to—no, his obsession with—running. "[Running] is a form of religion for him," says Boros. "It's meditation time, I think."

"He is a highly disciplined person," says Baylor. "He runs every day. *Every day.*"

But contrast the zealous runner (he was the first NFL player to complete a 262-mile marathon) with the man who plays a sousaphone for a hobby and is recognized for his collection of funny little stocking caps, ear muffs, and knitted skull caps. Compare the Supreme Court aspirant who challenged the political machine with the family man who speaks proudly of his four children and lovingly describes his wife, Diane, as "my best friend in all the world." And consider this statement from the legendary athlete who now holds a seat on the state's highest court: "Long before I was a football player and certainly long before I was a Supreme Court justice, I was an average Joe, and it's not something that one forgets. So from that standpoint, I'm not a whole lot different from the average person. Simply because you have the

ability to perform on an athletic field doesn't mean that you're really different from anyone else."

That ability to put his personal accomplishments aside and relate to the average citizen may mark his tenure on the court. When the Supreme Court ruled recently that the state can give public schools different levels of funding, Page wrote an eloquent dissenting opinion stating that all students, rich or poor, black or white, deserve equal access to education.

His friends say that a strong sense of fairness coupled with the characteristics that made him a star on the football field—preparation, focus, discipline, persistence, and thoughtfulness—will make Page successful on the bench and in whatever else he undertakes in the future.

What the future holds remains unclear. Page, who admits to always looking ahead, will say only that six years (the length of his term on the court) is a long time and he is enjoying where he is now. Some people speculate that he'll sit on the Minnesota Supreme Court for many years to come.

"He will serve with distinction," says Boros, "and people will remember him 20, 30, 40 years from now as a great justice who used to be a football player, kind of like Whizzer [Byron] White [former all-American halfback]. The Hall of Fame thing will be secondary to what he does on the court. And I don't think what he does on the court will be flashy. But it will be methodical and it will be consistent." ◀

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A Law Alumni Who's Who

Over the years, University of Minnesota Law School alumni have made their marks in several areas, from prosecution and defense to prestigious appointments. Consider some current examples:

Michael Ciresi, '71 J.D., of Robins, Kaplan, Miller & Ciresi won a \$96 million judgment for Honeywell against Minolta. A jury found Minolta guilty of infringing on Honeywell's auto-focus technology.

James Hayden Clark, Jr., '73 J.D., was appointed by Minnesota Governor Arne Carlson to the Second Judicial District trial court bench in St. Paul. Clark has twice received the NAACP Legal Defense Fund Scholarship and has been a member of the Minneapolis Urban League since 1988.

Patrick Garry, '83 J.D., has written his third book, *An American Paradox: Censorship in a Nation of Free Speech*. He is a visiting scholar at Columbia University School of Law and a fellow at the Freedom Forum Media Studies Center at Columbia University.

Edward Glennon, '48 J.D., was a member of a three-lawyer Lindquist & Vennum team that won a judgment of \$572,000 for Charles Wessel, who had been fired from his job after he was diagnosed with terminal brain cancer. The lawsuit, filed on Wessel's behalf by the Equal Employment Opportunity Commission in November 1992, was the first suit brought by the federal government against a private employer under the new Americans with Disabilities Act.

Scott Herzog, '63 J.D., led a two-man team from Moss & Barnett in winning the largest compensation judgment ever awarded in Minnesota. A Hennepin County jury in late spring of 1992 awarded \$7.2 million to Steven Erickson, who as a result of malpractice became a quadriplegic.

Natalie E. Hudson, '82 J.D., has been named to the Metropolitan State University Foundation Board of Trustees. She is an attorney for the City of St. Paul and previously was assistant dean of student affairs for the Hamline University School of Law and an attorney with Robins Kaplan Miller & Ciresi.

Edward Isidore Lynch, '73 J.D., was elected chief judge in the seven-county Twin Cities area First Judicial District. He has been praised for his ruling on the complicated issue of DNA blood-test accuracy while hearing *State v. Robert Guevara*, his first murder case, last spring. Guevara was acquitted of charges that he had kidnapped, raped, and murdered five-year-old Corrine Erstad.

Daniel H. Mabley, '74 J.D., has been appointed to Minnesota's Fourth Judicial Dis-

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trial court bench. Mabley had served as chief of the criminal division of the Hennepin County attorney's office since 1980.

Walter F. Mondale, '56 J.D., is U.S. ambassador to Japan. The former vice president had been practicing law in Minneapolis with Dorsey & Whitney before he was asked to join the Clinton administration.

Allen Saeks, '56 J.D., was honored during the American Bar Association's 1993 annual meeting in New York for his work in promoting the association's Interest on Lawyers Trust Accounts Commission. Interest earned on the funds is used to provide legal aid to the disadvantaged and for related programs. Saeks is a senior partner with Leonard, Street and Deinard of Minneapolis.

Robert J. Sheran, '39 J.D., a former Minnesota Supreme Court chief justice, is the new dean of Hamline University School of Law.

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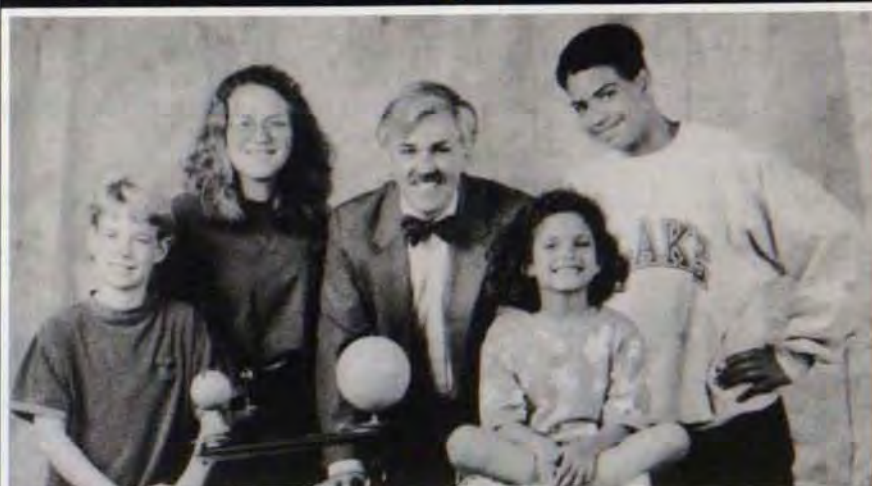
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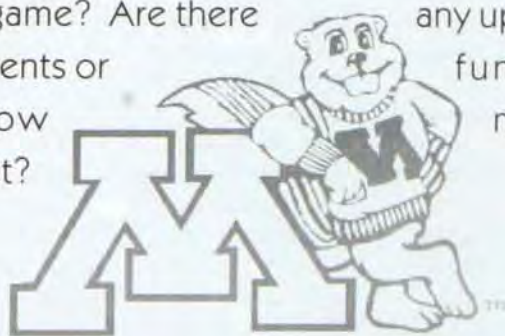
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Making History

Sue Montagne is building the Gophers' first soccer program from the ground up

BY ANN BAULEKE

As SUE Montagne scanned the *NCAA News* last December, an ad caught her eye. The tiny print called for a women's soccer coach at the University of Minnesota, where a brand new soccer program was about to be launched. But Montagne could not meet the deadline: Her résumé was a mess, she was heading home to Virginia for Christmas in a couple of days, and she was just too busy as assistant women's soccer coach at Colorado College to follow the nudge north. Two days later fate gave a shove. Minnesota women's associate athletic director Donna Olson phoned to tell Montagne that she had been nominated for the position and asked her if she was interested in the job. She was.

In January, after a day-long interview with women's athletic director Chris Voelz, Montagne knew what she wanted. The program, which was added to meet gender equity requirements, had a budget of approximately \$300,000, plus eleven full-ride scholarships; it provided a great field and athletic facility; and the Division I game schedule was already set. Voelz had interrupted dinner with Montagne to phone a recruit. "All of that told me they were devoted to this program



Experience as assistant coach at two schools and as cocaptain of the 1988 University of Massachusetts national championship runner-up soccer team are proving valuable to new women's soccer coach Sue Montagne.

and that they would make something happen," Montagne recalls. She returned to Colorado believing that Minnesota's new soccer program would be a leader among the competing Big Ten schools.

Also in the running for the job was a friend of Montagne's who had more coaching experience. When five days passed with no word from Voelz, Montagne presumed she was out of the running, but as it turned out, she began

her new job as University of Minnesota women's soccer coach March 1.

"With Sue, we got a person who has experienced the Final Four in soccer as a player and as a coach," says Voelz. "She has managed many aspects of a collegiate program and has the interest and energy to establish a fine program here."

Women's soccer is the fastest-growing college sport. By the start of the 1993 season in September, five Big Ten schools had teams. Two more will follow in 1994. Montagne, who is 26, was the assistant coach at the University of Maryland before her two years at Colorado College. She has been play-

ing soccer since she was seven; at the University of Massachusetts, she was cocaptain of the 1988 national championship runner-up team. Her view of the game makes her ideal to pioneer Minnesota's program. "It's an aggressive sport," she says, "and it's also a form of art. It takes athletic ability, skills, and brains. But I love the competition the most."

A converted darkroom in Bierman Field Athletic Building serves as Mon-

Sports Pavilion Dedication

Join us Sunday, December 12, as we celebrate the opening of the new Sports Pavilion (formerly the old Mariucci Arena). The Sports Pavilion is the new competitive home of women's basketball and gymnastics, and volleyball in '94!



The hardwood floor was installed the week of October 4, 1993

Schedule of events for Sunday, December 12

- 1:00 p.m.**
Dial Classic
Consolation Game
- 3:00 p.m.**
Dial Classic
Championship Game
- Half-time
Women's Gymnastics
Exhibition
- Postgame
Dedication
Ceremony

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- \$6.00** Courtside theatre-style seating
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- Free** 6 & under

Season tickets also available.

No admission charge for cross country, golf, and tennis.

For ticket information, call the Gopher Ticket Office

(612) 624-8080

Mariucci Arena, 4 Oak Street SE
Minneapolis, MN 55455

For results and updates call the

Pepsi Gopher Sports Hotline, 626-STAT (7828)

24 hours a day

University of Minnesota 1993-94 Women's Home Basketball Schedule

Nov. 21	Sun.	International	TBA
Dec. 11	Sat.	Dial Classic	
		Boise State vs. Maine	6:00 p.m.
		MN vs. Chicago State	8:00 p.m.
Dec. 12	Sun.	Dial Classic	
		Consolation Game	1:00 p.m.
		Championship Game	3:00 p.m.
Dec. 14	Tues.	WI-Green Bay	7:00 p.m.
Dec. 21	Tues.	Kansas State	7:00 p.m.
Jan. 9	Sun.	Wisconsin	2:00 p.m.
Jan. 28	Fri.	Michigan State	7:00 p.m.
Jan. 30	Sun.	Michigan	2:00 p.m.
Feb. 6	Sun.	Northwestern	2:00 p.m.
Feb. 18	Fri.	Indiana	7:00 p.m.
Feb. 20	Sun.	Purdue	2:00 p.m.
Mar. 4	Fri.	Ohio State	7:00 p.m.
Mar. 6	Sun.	Penn State	2:00 p.m.
Mar. 11	Fri.	Iowa	7:00 p.m.

All games are played at the Sports Pavilion (adjacent to Williams Arena). Use West entrance at University Avenue, and 19th Avenue, U of M campus

Montagne's office. By July, file cabinets still had not arrived. Stacks of papers grew from the top of her desk, on shelves, and on the floor along the wall. But twice during our interview she reached for an item and found it easily. In the midst of apparent chaos, Montagne is in charge.

Her shorts and T-shirt are Gopher maroon. She runs year round and plays soccer on Amateur National, Olympic Festival, and regional teams. Her presence suggests great physical strength. And yet, confronted with launching the new soccer program, she admits she sometimes feels overwhelmed.

In the beginning, much of her job was administrative: recruiting players; ordering equipment; creating a booster club; preparing a media guide (for a team with no history, stats, or player biographies to report); and blankly fielding hundreds of unanticipated questions ("What's a good half-time promotion?"). As she builds the program one block at a time, she draws on the discipline she has learned on the soccer field. She silences thoughts of defeat and tells herself, "This is the project at hand. I'll accomplish this, then move on."

Montagne expects her team to develop similar discipline. As part of a fledgling Division I team, most Minnesota players will meet a higher level of competition than they have experienced before. Perseverance will count as much as skill. "There are two 45-minute halves," says Montagne. "There's no time out when I can tell them to stay focused. It takes strong personalities on the field to regroup when they get scored on. They need to say, 'Okay, this is what we need to do. Let's pull it together.'"

A player's psychological profile is part of what Montagne evaluates when she scouts for recruits. The physical skills she seeks depend on the position. In a forward, she looks for the ability to sustain possession of the ball, even under siege from defenders. Defenders need balance, a good sense of their bodies. She looks for creativity at midfield. In general, she scouts for speed, toughness, and strength. "A lot of times," she says, "if a player is very athletic, you can develop in her the skills that are not altogether there."

Soccer is what Montagne refers to as a "free-thinking" sport—except in dead ball situations, there are no set plays

for advancing the ball, as there are in basketball and field hockey. "You have ideas about where you should move and why and how you should support your teammates," she says. "But there's no one yelling 'Plan A!' as you dribble up the field." The improvisational aspect of the game appeals to her. Establishing a soccer program from the ground up has the same allure: "Here, it's my way from the beginning," she says.

Montagne will gage her own and her players' success against a checklist of basic goals: "Simple things," she says. "I'll be happy if [the players] are learning, and everything is not going in one ear and out the other; if we develop as the season goes on and I see my individual players develop and do things in the game I taught them in practice; if by the end of the season I'm organized in every aspect. I'll be happy if my booster club gets off the ground and we get good fan support."

Survival does not depend on winning the first year. (Of the season's nineteen games, the team had won eight of eleven by the time this issue went to press.) "If I could come out of the season at .500, I'd be ecstatic," Montagne says. ◀



A Gopher Tail!

The Radisson Hotel Metrodome is proud to introduce to you the "Gopher Tail" - the first Minnesota Gopher hanky to be waved or worn at Gopher games. These 15" hankies will be available at the Biggest 'Tail'gating Party you've ever seen. Two hours prior to every home basketball game, we'll pump you up with food, Gopher spirit and colors. The "Gopher Tail" will be our gift to you after dining with us. After the buffet, just walk across the street to Williams Arena or use our free shuttle service if it rains. Remember, 'Tail'gate at Radisson, pick up your "Gopher Tail" and wave it at the games.

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TIME: Two Hours Before Game Time

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EDITED BY MAUREEN SMITH

REORGANIZATION and a new delivery system are needed to achieve a better experience for all undergraduates served by the Twin Cities campus, President Nils Hasselmo said in his **State of the University speech** October 4.

Hasselmo's strategic vision, called **University 2000**, has a twofold goal: to strengthen the campus as a leading global research university and to be "the University in the community" for the state. Reorganization is needed "to serve each type of student in ways that are suited to that student's needs," Hasselmo said. "The driving concern behind this proposal is to make it possible for our students to succeed."

The campus has always had **two distinct missions**, Hasselmo told the regents in September, and the reason for dividing them is to do both jobs better. Part of the proposal is to form a new unit, called University College, to serve students with nontraditional needs.

Teaching, research, and patient care are all important in the health sciences, the regents were told in September by Win Wallin, retired CEO of Medtronic who is now special adviser to President Hasselmo. "We must be good at all three, or we will be good at none of them. We must elevate the importance of patient care." The biggest challenge will be to compete in an intensely competitive market, he said.

Wallin presented an **organization plan for the health sciences** that includes a provost who reports to the president, a stronger Medical School dean, a University health systems president, and a chief financial officer. Increased costs will be covered by reallocation within the health sciences, President Hasselmo told a faculty committee in October.

The regents unanimously passed a plan in September to extend benefits to **same-sex domestic partners** of faculty and staff. Instead of health insurance, partners will get reimbursement of up to \$2,500. General counsel Mark Rotenberg said the University may be sued because it is not extending benefits to unmarried heterosexual partners, but the defense would be that heterosexual couples can get married while same-sex partners cannot.

Northern States Power Company officials presented the regents with an **oversized check for \$1.5 million** to symbolize the rebate earned from the University's investment in energy-efficient lighting on the Twin Cities campus. Completed this summer, the three-year project replaced 400,000 fluorescent lamps and ballasts with fixtures using 40 percent less electricity. The switch saved \$1.3 million in annual electricity bills in addition to the NSP rebates.

The University's **public radio station KUOM-AM** changed format October 1. The 770 AM frequency and studio facilities were turned over to the student-run cable station WMMR, and KUOM's talk and classical programming were switched to a modern-rock format called Radio K.

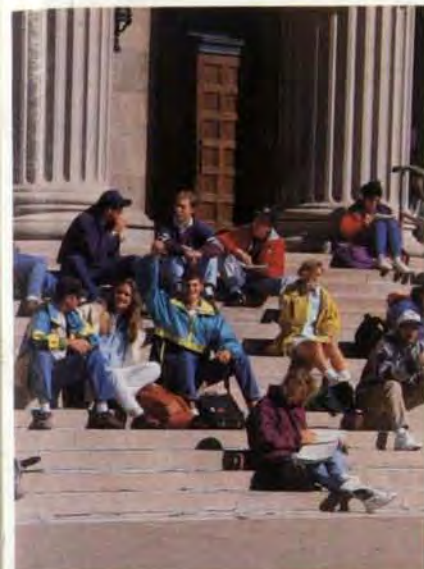
Barry Garfinkel, associate professor of psychiatry, was convicted August 5 on five counts of fraud: two counts of mail fraud and three counts of filing false statements. He was acquitted on eighteen similar counts. All charges stem from Garfinkel's study of the drug Anafanil.

Garrison Keillor, alumnus and host of "Prairie Home Companion," said in a talk to University employees September 15 that the University is "a public institution and as such comes in for criticism, and it ought to," but it is "basic to our state" and is "needed by this state more than at any time in history." Keillor said he ceases to be a satirist and becomes "a booster, plain and simple" when his University is in trouble.

Hillary Rodham Clinton spoke as a Carlson Distinguished Lecturer September 17 at Northrop Auditorium on the Twin Cities campus as part of a daylong conference on health care policy hosted by U.S. Representative Martin Sabo.

Joy Rikala, a high-ranking agent in the Minnesota Bureau of Criminal Apprehension, started in September as police captain and **head of University Police**. She is the first woman to head the department and is among the highest-ranking female police officers in the state.

The Twin Cities campus went **smoke free** August 2. Smoking is prohibited in all campus facilities except private resident rooms within the residence halls.





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(UMAA) can now use their personal computers — either IBM-compatible or Macintosh — to access Internet and E-mail for only \$70 per year.

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In addition to Internet access, membership in the UMAA brings you six issues of *Minnesota* magazine each year, borrowing privileges at all Twin Cities campus libraries, discounts on Independent Study and Management Advancement Program classes, discounts on University Theatre tickets, special travel programs, reduced greens fees at the University Golf Course, and much more.

To become a member of the UMAA and subscribe to the Internet E-mail service, complete the application at left, and send it to:

University of Minnesota Alumni Association
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Minneapolis, MN 55455-0396

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REPORT

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

National President

Not a day goes by without someone—or the media—reminding us of the failings of the University:

- The University has the lowest graduation rate in the Big Ten.
- The University is a big, amorphous institution that a person can get lost in.
- Student satisfaction is at an all-time low.
- Minnesota employers perceive that the reputation of the University's graduates is average and has not changed significantly recently.

The comment that usually follows is, "So what are they going to do about it?" Who is this unnamed "they"? The University? The legislature? The faculty?

Obviously, yes. The University may tackle the problem through the University 2000 plan. The legislature may allocate more money. The faculty may devote more time to teaching. But there's another "they" out there who can do something about it, who can join with the University, the legislature, and the faculty to change these statistics and improve the student experience. Who? *You*, the alumni of this university.

Now don't stop reading. This is not a pitch for your money. It is, however, a plea for your time, your knowledge, your experience, and your wisdom.

Over and over, students tell us that the greatest contribution alumni can make to improve the student experience and guide the future of the University is to act as mentors to students. Listen to how they put it:

"I realize that I am innocent of the knowledge of how a University is funded, but, whether it is naive or not, I still believe that actions and volunteer work are more effective than funding. If alumni

would return to the University to volunteer time as advisers, tutors, counselors—if they would serve as career mentors and role models—perhaps they could improve the student experience greatly."

"Alumni could develop a mentor program so incoming freshmen could feel grounded with someone who has gone through the mill, so to speak."

"Professors have stopped talking ethics, spiritual leaders have lost their appeal, and parents are sometimes thousands of miles away in body, spirit, or both. [Doesn't] it make sense that the average college student drinks to excess and is consumed in the race for the almighty dollar? Some group needs to stop this recycling of bad values process. What better group than the alumni? The same students who cared enough to commit their time when on campus should be willing to help to strengthen the base for future knowledge. What could be a more effective, worthwhile, and positive learning experience for all involved than a mentor relationship? This has no huge overhead. The main cost is time. For those with an open mind, it is an opportunity not to fight another generation, but to learn from it."

These are not my words. These are the words of students who are challenging you to introduce them to new areas of knowledge and expertise; to support and guide them when they need encouragement; to help them in decision making and career choices; to advise them on time management, stress management, and life skills, not to mention life's transitions.

Mentors can play many roles. They can act as advisers, teachers, sponsors, coaches, supervisors, hosts, guides, and role models. Better yet, mentors singular-

ly can play the role of the facilitator of the dream—the type of person students want to become, the vision they have of themselves—while at the same time providing a reality check for their hopes and values.

Mentoring can happen formally or informally, in an office, a restaurant, or a home. It can last a quarter, a year, or as long as the participants find the relationship mutually enjoyable and beneficial. It requires no special training. It merely involves sharing yourself and what you know with another.

The University of Minnesota Alumni Association (UMAA) is making it easy for alumni who wish to become mentors. All you need to do is call Jayné Caldwell at 612-626-0425. Currently, 336 mentors from the UMAA's college-based alumni societies have been matched with students. The program is expanding to include more students through collaborative efforts with other University offices, and even more alumni mentors are needed.

If the patterns of the past are any predictor of the future, of the 29,514 undergraduate students attending the University's Twin Cities campus in 1992, only 61 percent will be considered full-time students; fewer than 15 percent will graduate in four years; and fewer than 50 percent will graduate in seven years. The University needs your help to reverse these trends. It cannot accomplish this alone. Most significantly, it cannot teach what we, as alumni, are uniquely positioned to provide—real life experiences and wisdom to guide students in their quest to integrate the classroom with the outside world.

Students have asked you to share with them your special knowledge and your inspiration. Will you say yes?



Janie Mayeron

Speak Out

What has been your involvement in the Alumni Legislative Network?



Kris Bettin

Coon Rapids
'73 B.S.

I GOT INVOLVED in the Alumni Legislative Network through a training session in 1989. One of the speakers who had a lot of experience with the legislature told us what an impact we could have. The turning point for me was when she said that for a legislator to get two letters on a subject is considered significant; six letters is a firestorm. I contacted Senator Gene Merriam's office concerning funding for the new biological sciences building. One of his aides came to campus to see the old facilities and to listen to presentations on the need for a new ecology building. Recently, I wrote to Senator Merriam asking for his support of this year's University budget. His response was prompt and positive. Things went the way we hoped both times—with the biological sciences building then and with the University budget this year—so I guess every little bit helps.

Robert Rofidal

Edina
'69 B.A.

DEAN JULIA DAVIS [of the College of Liberal Arts] told the M Club [Gopher lettermen's club] that the University welcomes alumni involvement, so I volunteered. I work in marketing for a CPA firm, so I'm out in the business community all



the time. And I'm on the legislative affairs committee of the Bloomington Chamber of Commerce, so I know some legislators. I like to coordinate what I enjoy with what I do for a living, and I believe in the University. I get the Alumni Legislative Network newsletter, and there's a "Did You Know?" column in it with facts about the University. Well, people *don't* know those facts. It was easy to write to a number of legislators—I wrote to my own senator and representative and to others I know.

Gary Waller

Duluth
'72 B.A., UMD

AS ST. LOUIS COUNTY sheriff, I am the legislative chair for the Minnesota Sheriffs Association. During the legislative session, I spend a lot of time at the Capitol reviewing pending legislation for its effect on county corrections, so it seemed like a natural for me to help the University, too. I got involved in the Alumni Legislative Network through the UMD [Duluth campus] alumni board. When you go to a school, you should do what you can to help it. I wrote to all of the members of the St. Louis County legislative delegation—that's four senatorial districts, plus the representatives—and I received letters from almost all of them saying that they would support the University.



Margaret Matalamaki

Grand Rapids
1941-42 and 1972

MY INVOLVEMENT in the Alumni Legislative Network is rather historic. I worked with legislators when I was Itasca County commissioner. Then I was on the advisory council of the University's Institute of Agriculture, Forestry, and Home Economics for a number of years in the 1980s, and as chair of its legislative committee I met with legislators to talk about University issues. Naturally, then, I began to work with the alumni network. I like working with legislators, and I'm concerned about the University's relationships with them. Legislators need to understand the University. I see the network's role as informative, not critical. I invited all three of our district legislators to a coffee party with alumni and although only one of them was able to attend, there was good discussion of University needs and concerns—and fifteen alumni came.

Alumni Legislative Network:

Linking Alumni, Legislators, and the "U"

As MOLLY GROVE, legislative coordinator for the University of Minnesota Alumni Association (UMAA), walked the halls of the Minnesota Capitol last spring, legislators often said to her, "I heard from a lot of your folks."

Her folks—members of the association's Alumni Legislative Network—responded to seven or eight "action alerts" during the legislative session by contacting their state senators and representatives to express support for the University of Minnesota and discuss University issues.

Grove sent network members background information on the issues along with the calls to action. She called on members of the UMAA national board, too: At one board meeting last spring, she handed out quarters and legislators' phone numbers and asked each board member to make at least one phone call before she or he left the building.

Although many people are initially intimidated at the thought of calling a legislator, they often find that, on a particular topic, they may have inside knowledge or perspective that is important to the legislator's understanding, Grove says. It helps, she says, if volunteers think of legislators as "just regular people serving in irregular roles."

Alumni have a unique role to play in supporting the University's legislative requests, says Grove. As one professor pointed out, faculty members—who are themselves constituents of the legislators—can help explain the University's needs, but because they work at the University, they're not the objective advocates that alumni are.

The network was formed to organize and provide information to the many alumni who are willing to declare their support for the University to their elected officials. As Grove says, the point is "to let people—both alumni and legislators—know about the good things the University is doing," and to

identify the University's supporters among the legislators' constituents. Among the network's recent activities:

- Grove briefed sixteen of the seventeen UMAA alumni societies and three of its geographic chapters. The discussion varied according to the issues raised at the legislature, says Grove. During the 1993 session, for example, Governor Arne Carlson proposed dropping state subsidies to eight practitioner-oriented master's degree programs, including a nursing program—and this was the focus of the Nursing Alumni Society briefing.

- Alumni volunteers hosted fifteen get-togethers at which alumni and key legislators talked about University issues.

- Grove and network volunteers helped pass on information to concerned alumni and legislators. "We tell alumni, 'Here's what the legislature is doing, and here's what we need you to do,'" Grove says. Robert Rofidal of Edina simply passed on copies of one issue of the network newsletter to several legislators, writing that the newsletter "describes some of the problems [at the University]. Please give them every consideration when you decide on a budget for the school."

- A new network tactic was encouraging alumni to attend legislative hearings on campus; if the focus of the hearing was the health sciences, for example, Grove made sure there were health sciences alumni on hand to help field questions and provide perspective.

Network activities are important, but ultimately it is the actions of individual alumni that make the difference, says Grove:

- St. Louis County Sheriff Gary Waller, a Duluth campus graduate, wrote to more than a dozen legislators that "I have always prided myself on being a graduate of the University of Minnesota system and believe that much of my career success can be directly attributed to our University system and its dedicated teaching staff."

- Rofidal wrote to Senator William Belanger, Representative Sidney Pauly,

and Governor Arne Carlson: "I am a graduate of the University, my son graduated from Duluth, and a daughter will graduate from the Minneapolis campus in June 1994. [I can] attest to the difficulty of financing an education with significant tuition increases. Also, additional budget cuts will prevent students from receiving help in adapting to the University system." Rofidal wrote a followup letter after the end of the session to thank legislators who had supported the University. He also invited Grove to participate in a chamber of commerce event.

- Kris Bettin of Coon Rapids wrote to Senator Gene Merriam, a key player in Senate finance decisions who lives just

Dear Senator Merriam,

I HAVE BEEN CONTINUOUSLY employed in medical research for nineteen years. I have co-authored more than three dozen research abstracts and articles in scientific journals. My income is approximately twice the national average for working women. And there's a bonus—I still enjoy my chosen profession.

All these benefits are based on a B.S. in biology from the University of Minnesota College of Biological Sciences. I chose to attend the U of M in 1970 because it was the most *affordable* school in town. The *quality* of instruction was only truly apparent to me in retrospect and is reflected, I think, in my professional longevity and accomplishments.

I am asking you to oppose cutbacks in funding for this institution and to continue to give the University of Minnesota your utmost support. I would like to see the opportunity for affordable higher education continue to be available to all Minnesotans, as it was for me in 1970.

Sincerely,

Kris Bettin, Coon Rapids

three blocks away from her (see box).

Alumni who wrote to their legislators report that they generally got replies, indicating that their voices were heard at the Capitol. And indeed, though the results of the 1993 session were far from spectacular for the University, they were much better than seemed possible at the outset. "It was a pretty good year," says Grove.

Next year the legislature will tackle "a lot of work on how the state pays for

higher education," and alumni will again play an important role, says Grove. For those with children attending the University, "the next session will really be a family affair," says Grove.

Expanding the network is a goal for next year. The number of active members has fluctuated between 700 and 900; the goal for 1994 is 1,000. A phone tree will be in place to make action alerts move more quickly than they do by mail

(and will help UMAA program directors spread the word about other activities, too). All of this will happen without Grove: She is now working as district director for U.S. Representative Bruce Vento, who hired her away from the University last summer.

Coming Soon

Karlis Kaufmanis, professor emeritus of astronomy, will give his talk on the **Star of Bethlehem** for several alumni chapters around Minnesota during the holiday season: Redwood Falls (December 5), Grand Rapids (December 6), and Austin/Albert Lea (December 13). Others may be scheduled. For information, call 612-624-2323 or 800-UM-ALUMS.

"I'd Rather Die Than Make a Public Speech" is the topic of the January 26 **luncheon lecture** sponsored by the College of Liberal Arts (CLA) and the CLA/University College Alumni Society. Speaker: Robert Scott, professor of speech communication. Cost: \$15. Location: 50th floor of the IDS Tower, downtown Minneapolis. Time: noon to 1:00 p.m. For reservations: Angela Pierce, 612-625-4324.

On the Road

Seattle: Former Minnesotans who live in the Pacific Northwest gathered in August for a potluck picnic and reminiscences about "the good old days in Minnesota."

Detroit: Area alumni played in a golf tournament September 11.

Lake Itasca, Minnesota: College of Biological Sciences alumni gathered October 1-3 for their annual weekend outing at the University's Lake Itasca Forestry and Biological Station. Larry Aitken, Ojibwe medicine man apprentice, tribal historian, and storyteller, was the Saturday-night speaker, and Guy Gibbon, professor of anthropology, led a trek to early Native American settlement sites nearby. Station biologist Jon Ross led a pontoon boat trip of Lake Itasca.

At the "U"

Public Health Nursing celebrated its 75th anniversary October 10-12 with a reunion and a continuing education seminar focusing on "epidemics of the 21st century."

Board Briefs

UNIVERSITY OF MINNESOTA Alumni Association (UMAA) national officers and executive director Margaret Sughrue Carlson met with top University administrators and University of Minnesota Foundation (UMF) representatives in April to discuss planning, collaboration, and UMAA and UMF contributions to the University. University President Nils Hasselmo and senior vice presidents Ettore Infante (academic affairs) and Robert Erickson (finance and operations) attended the two-day retreat.

Participants discussed the deep commitment to the well-being of the University that is shared by the association and the foundation even though they have distinct missions. Both groups have a keen interest in the 290,000 University graduates who are neither donors nor members of the association. Among the recommendations that came out of the retreat:

- Create a formal structure similar to the President's Development Council to advise UMAA officers and staff on University priorities.

- Provide cross-representation on the UMAA and UMF boards.

- Establish a joint task force of UMAA and UMF volunteers to discuss and resolve issues of mutual interest and opportunity.

Among the 1993-94 objectives presented to the board in June:

- To convey alumni opinion on

University issues, focusing on implementation of studies and recommendations from previous years. Student scholarships and recruiting are two important concerns.

- To increase the number of Minnesota chapters from ten to fourteen, to maintain the fourteen national chapters and continue development of new chapters in Los Angeles, St. Louis, and Chicago; to increase attendance at the events sponsored by the chapters and by the seventeen collegiate alumni societies; and to expand mentoring activities to fifteen of the societies.

- To expand the network of alumni around the state who support the University's legislative requests to 1,000.

New to the National Board



Concha Brown
Allied Health
Falcon Heights,
Minnesota
B.S. '89, nursing
anesthesia
Nurse anesthetist
at the Phillips Eye
Institute

Ross Toepel
Natural Resources
Edina, Minnesota
B.S. '91, natural
sciences/environmental studies
Sales representative
for Tech Sales
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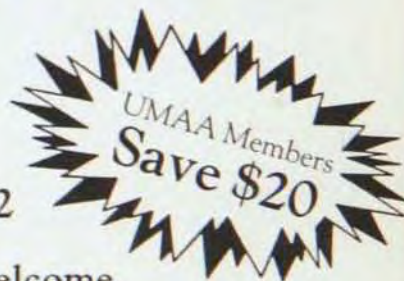
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DOG DAY

I WOULD LIKE to thank you for having a copy of the May/June 1993 issue of *Minnesota* in the waiting room at the University of Minnesota Small Animal Hospital. I was confined to the area for the day while my dog was being cared for.

Being a Macintosh computer buff, I particularly enjoyed the articles "ImageMaker" and "Computer Entrepreneurs." You have a wonderful alumni magazine.

THOMAS H. SCHMITT
Alexandria, Minnesota

ART GONE AWRY

I JUST RECEIVED the latest issue of *Minnesota* [September/October 1993] and, being an avid art fan, was excited to find that the Frederick R. Weisman Art Museum was the cover story. However, the article proved to be a huge disappointment when I discovered that copy was duplicated within the article and something was obviously missing. It seems to me that this is too big a mistake to simply have been overlooked. It did a disservice not only to the art museum, but also to your readers.

However, the cover and other pictures of the art museum are absolutely fabulous! Hats off to the photographer!

MIKE JOHNSON
Minneapolis

EDITOR'S NOTE: We apologize to our readers, to writer Pamela LaVigne, and to the Frederick R. Weisman Art Museum. Due to a computer error that should have been



caught before publication, page sixteen of the story "Both Sides Now" in the Fall Preview Issue is missing copy and includes copy duplicated from page seventeen. The story and issue have been corrected. If you would like a corrected copy of the issue, please write or call our office at 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455-0396; 800-UM-ALUMS (862-5867) or 624-2323 in the Twin Cities area.

MINNESOTA SPIRIT

IT WAS WITH some sadness that I noted the passing of Harrison Salisbury, University graduate, noted journalist and author, Pulitzer Prize and [University of Minnesota] Outstanding

Achievement Award winner, in early July. The tribute to him in the obituary published in the *New York Times*, his longtime employer, contained a paragraph worthy of note: "The contentious tone of Mr. Salisbury's writing was not surprising, given his Minnesota roots and his admiration for what he once called 'the Minnesota Spirit, skeptical, contrarian, often out of step, hostile to the Bigs.'"

I had this made into a sign that hangs in my office. Even 35 years after leaving the state, I can identify with those qualities.

MICHAEL J. MARTELL, '54, '58
Franklin Lakes, New Jersey

PASSING THOUGHTS

[REGARDING] George Arneson's winners and losers [Letters, *Minnesota*, July/August 1993]:

- Pat Schroeder gets an extra vote for VP in 1996.
- [Former University of Minnesota president Kenneth] Keller deserves kudos; his vice presidents of details deserved firing.
- We need both money and ideas, not necessarily in that order, as Roman Arnoldy pointed out ["Expressly Yours," *Minnesota*, July/August 1993].
- Our heartfelt joy for the

Minnesota leadership in many medical areas. Your writers should have checked their sources better, but one small error brought out facts that we laymen need to know more about.

• And, finally, how does Dale Stein [Letters, *Minnesota*, July/August 1993] get Michigan as number one? I rate Michigan and Ohio State number one in sports recruiting, and Michigan number one in producing bad Ohio lawyers.

Thanks for keeping us informed and inspired.

LYNN HOKENSON, '44
Springfield, Ohio

BAD CONNECTION

I WOULD LIKE to comment on the advertisement "We're All Ears" in the July/August 1993 issue of *Minnesota*.

As a young boy in Anoka, I was introduced to the "tin can telephone." It was explained to me that the spoken word caused the end of the can to vibrate like the diaphragm in a conventional telephone. The spring connecting the ends of the two tin cans must not be elastic and must be stretched tightly. In this way the vibrations of the transmitting diaphragm are mechanically coupled to the receiving diaphragm with excellent clarity. With the arrangement shown, you would not be able to hear anything.

I. L. McNALLY, '31
Sun City, California

Letters may be edited for style, length, and clarity. Send your letters to the editor, Minnesota, 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455-0396.

Creating the Future

UNIVERSITY OF MINNESOTA FOUNDATION



Rogers Elementary School teacher Deb Jirik with (left to right) Nina Weinzetl, Josh MacLachlan, and Jenny Lieder—students who were “Building a New World” through an Institute of Technology project made possible by private support.

Private support for the University of Minnesota reached \$59.2 million last fiscal year, a 15 percent increase over the prior year. During 1993, the Foundation received gifts from more than 62,000 donors and the endowment increased 26 percent to \$296 million.

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- As a result of top faculty, the University ranks sixth among all United States universities in patents granted. Endowed chairs, which support the University's most distinguished faculty, have grown from 17 to 238 over the past eight years.
- Investments in innovative academic and outreach programs, such as the “Building a New World” project which involved 8,000 school children, reap long-term benefits for our youth and our community.

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Life's Lessons

ALLEGATIONS AND ACCUSATIONS have swirled around the University's Medical School during the past year and a half like a fast-growing virus. There have been FBI and IRS investigations, endless press stories, resignations, tenure-termination proceedings, and dismissals. In the departments of surgery, psychiatry, obstetrics/gynecology, and urology the bad news has been more visible than the good news. And there undoubtedly will be more unpleasant news before all the issues are behind us. Mistakes have been made. People have suffered, and there is sure to be more suffering to come. The financial consequences are anybody's guess.

Like most University staff, I am heartbroken for the institution and for the individuals caught up in this web of pain and embarrassment. I am personally acquainted with many of the Medical School staff and know that they are talented, dedicated, ethical, hard-working professionals.

I didn't intend to speak up on this issue, but so many alumni and friends have asked my thoughts about what's happening at the Medical School that I've decided to answer them. With this column, I offer neither legal nor medical opinions, because I am not privy to the confidential information needed to reach conclusions. Rather, I share my personal perspectives on four major life lessons that all of us who work at the University should have learned during these difficult times.

- The first lesson is that true leadership is never popular and seldom comfortable. Although the problems of past decades were not of his making, University President Nils Hasselmo is the person in charge and has acted as such. He has agonized over every major decision, aware that lives and careers are on the line. At a recent press briefing, Hasselmo was asked if he could survive the politi-

cally charged tenure-termination proceedings against world-renowned surgeon John Najarian, and he quietly replied, "I don't know. Only time will tell." He has shown that he is willing to pay the price, both emotionally and professionally, of tough decisions.

- The second lesson is that a strong ethical and moral fabric is imperative if an institution is to survive. What's right and what's wrong does not change with the seasons; core values do not change. It is clearly the role of the person at the top to make sure everyone understands that the ends do not justify the means, regardless of the fame, glory, and income that may accrue to the organization.

To those who contend that there must be systems and administrative layers to prevent abuses, the reply is that no amount of checks and balances will prevent bad judgment and misconduct if the culture endorses personal power over institutional integrity. If this was the old standard in some sectors of the institution, it is no longer acceptable.

- The third lesson is that problems cannot be, and should not be, swept under the carpet. We are not saints or angels. Mistakes and problems are a part of life. The key is to identify them early and take corrective action—or better yet, to be on the lookout for problems all the time.

- The final lesson is that every one of us must be held accountable for our actions and the resulting consequences. In analyzing a problem, there are two sides to every story. But the person at the top—of an academic department, a service unit, a school—must bear the responsibility for the problems that



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

occur during his or her watch. No matter how busy they are, managers and leaders are responsible for the work of those who report to them. The most fatal flaw is to deny responsibility.

This column does not end with an easy conclusion. The Medical School is on a journey to first restore accountability and confidence and remedy the current problems. It is working tirelessly to find solutions. We can help in this effort if we do not paint all staff with

the same brush as those very few individuals who have brought problems to the institution and if we can resist the urge to choose sides. But equally as important, the race is on for the Medical School to redefine itself and its role in our competitive health care system. The Medical School faculty and staff are in the process of learning what needs to be done and how best to do it. It has taken courage and caused pain in the short run, but we have faith that their efforts will be restorative in the long run. The issues are complicated and the road is filled with potholes, but we should not forget the heritage of pioneering efforts that has resulted in one of the finest medical schools in the country.

When we are sick or hurting, it is the medical community that comes to our aid. Today, we as alumni and friends of the University and the Medical School need to be supportive as everyone works together to ensure a healthier future. We ask that you trust the University's leadership and give us constructive feedback on your thoughts and perceptions.

By Margaret Sughrue Carlson



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