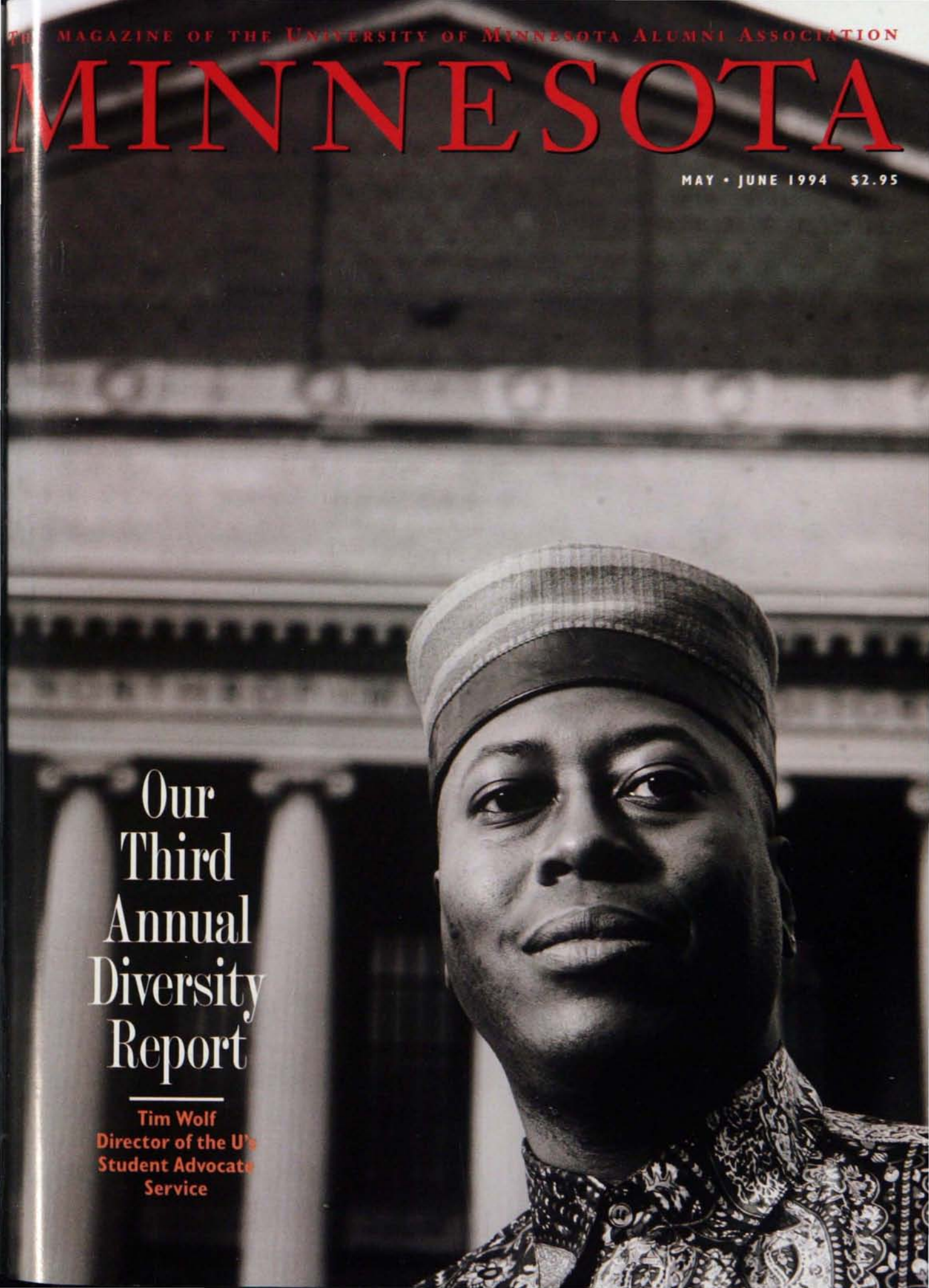


THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

MINNESOTA

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Third
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Diversity
Report

Tim Wolf
Director of the U's
Student Advocate
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MINNESOTA

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Governing the Academy 16

A professor in the School of Public Health, Judith Garrard is current chair of the Faculty Consultative Committee. As FCC chair, she acts as the voice of 5,000 faculty members in advising central administration on important University issues.

By Maureen Smith

A Nobles Tradition 20

Minnesota's state legislative auditor, Jim Nobles, '73, thinks he was destined for a career in public service thanks to the influence of his great-great-grandfather, who served in the Minnesota Territorial Legislature, and of a high school classmate named Bill Clinton.

By Chuck Benda

Cold Climate 24

The University has done well in attracting students of color to the Twin Cities campus, but can administrators make the climate more temperate for them?

By Teresa Scalzo

Drawing on the Past 36

Three alumni architects discuss their award-winning designs and the everyday objects that inspire them—from hockey skates to model airplanes.

By Amy Ward

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It's not just for fishing anymore! University alumni, faculty, and staff share their favorite Minnesota vacation spots.

By Vicki Stavig

Gopher Goes Global 48

In 1991 five University of Minnesota computer programmers created Gopher, now a hugely successful program on the worldwide Internet.

By Steve Deyo

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SPORTS: A Coach for All Seasons 51

After 31 years of coaching the men's cross-country and track and field programs on the Twin Cities campus, Roy Griak still loves his job and his "kids."

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by Per Breihagen

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I N F O C U S

Running the U

HOW IS RUNNING the University of Minnesota unique? In the last issue, we presented alumnus Win Wallin's thoughts on how the task differs from running a Fortune 500 company. Wallin is in a good position to offer his perspective: He's chair of the board of Medtronic and is serving as an unpaid assistant to President Nils Hasselmo for reorganization of the health sciences.

In this issue, we present yet another view of running the University—that of Judith Garrard, chair of the Faculty Consultative Committee (FCC). The FCC is an elected group of faculty leaders who advise the president and administration, serve as the steering committee for the Faculty Senate, and serve, along with student representatives, as the Senate Consultative Committee and as the steering committee for the University Senate. As chair, Garrard is the person the administration often turns to for the faculty viewpoint. She offers advice and counsel and raises important issues. She spends, on average, from 36 to 42 hours a week on governance matters—and teaches in the School of Public Health. Fellow committee members average four to eight hours a week.

Our familiarity with the FCC comes via electronic mail in the form of scrupulously recorded minutes. The committee deals with issues of overwhelming complexity ranging from the core curriculum to budgeting, tenure, research, academic freedom, financial aid formulas, and facilities management. Currently on the FCC agenda are the University 2000 plan, the budget, responsibility-centered management (a proposal to give units credit for the income they earn and to charge them for the space and services they use), and the president's plans to reorganize central administration, among others.

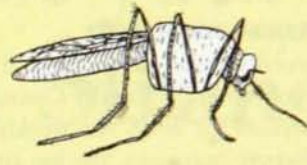
Like the state itself, the University is a populist entity that takes democratic governance very seriously. Besides the FCC and the senates, faculty participate in departmental and unit planning and governance. No one who has had any contact with the governance structure at the University would accuse faculty of sitting in an ivory tower.

So what is unique about running the University? What we've learned so far is that while the University, at latest count, has the third-largest number of employees in the state (33,641) and a \$1.6 billion operating budget, ranks third among colleges and universities in research and development funding and sixth in technology transfer, produced 32 patents and earned \$273.3 million in grants and contract research awards last year, and has been called the engine that drives the state, it's not a business. That the University, with its two senates, Board of Regents, 23 million square feet systemwide, and its own police force, hospital, and infrastructure, is not a city. That the University, the state's only land-grant university, which last year awarded 10,815 degrees, served 833,748 people through its extension service and 345,498 outpatients at its clinics, and has a statewide constituency of 250,000 alumni and a history older than the state itself, is not just another institution of higher education.

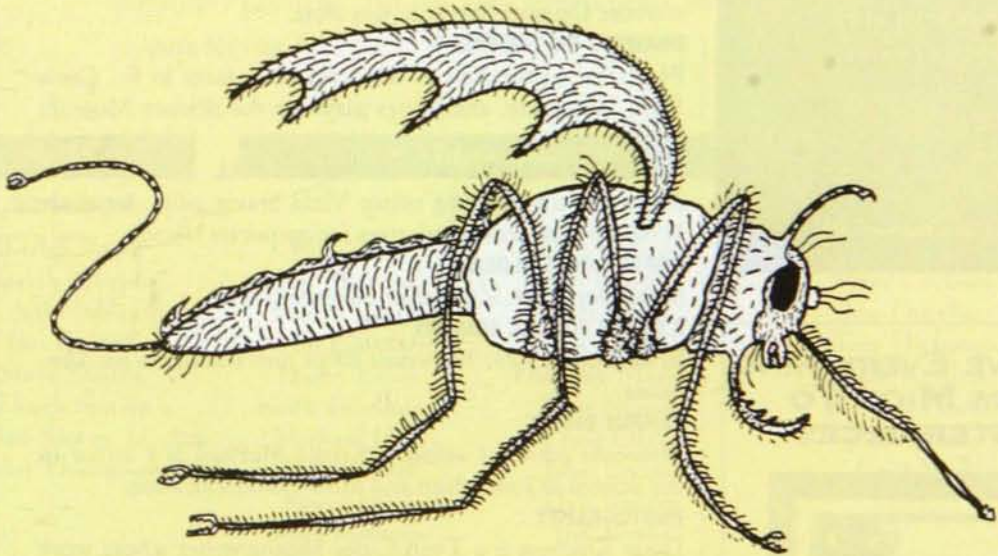
As we see it so far, running the University means balancing three missions; central vs. decentralized operations; profit vs. nonprofit motives; public vs. private funding; faculty, administrative, student, alumni, legislative, and public constituencies; due process and personal privacy vs. the public's right to know; and discipline vs. tenure.

Other than that, running the University is, as they say, a piece of cake.

—Jean Marie Hamilton



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GOVERNING THE ACADEMY

University Relations writer and editor Maureen Smith has been covering the Faculty Consultative Committee for eighteen years for *Brief*, the weekly news bulletin for all four University campuses. She has attended more FCC meetings than any faculty member on campus. She also edits the faculty-staff edition of the University's tabloid *Update*, and writes *Minnesota's In Brief* column.

A NOBLES TRADITION

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

COLD CLIMATE

Teresa Scalzo, '90, is *Minnesota's* associate editor. She also cowrote *Campus Digest* in this issue.

DRAWING ON THE PAST

Freelance writer Amy Ward lives on a farm in St. Croix Falls, Wisconsin, and writes plays for the Science Museum of Minnesota theater.

MINNESOTA'S SECOND ANNUAL VACATION POLL

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

GOPHER GOES GLOBAL

Steve Deyo, '89, is editor of *Computer User*.

A COACH FOR ALL SEASONS

Brian Osberg, '73, '86, writes about men's athletics for *Minnesota*.

CAMPUS DIGEST

Minnesota editorial assistant Kristie McPhail is a senior in the School of Journalism and Mass Communication.

PHOTOGRAPHY

Doug Knutson is a Twin Cities photographer whose work has appeared in *Forbes*, *Business Week*, and *Smart Money*. Twin Cities photographer Dan Vogel specializes in product, industry, and portrait photography. Formerly a biochemist, Twin Cities photographer Mike Burian specializes in industrial, leisure and fitness, and outdoor photography. His work has appeared in *Corporate Report Minnesota*. New York photographer Sigrid Estrada is an environmental, portrait, and travel photographer whose work has appeared in *Vanity Fair*, *HG*, *Redbook*, and *Travel Holiday*. Harold Sweet is a Los Angeles photographer whose work has appeared in *GQ* and *Us*. Per Breiehagen, '87, is a Twin Cities photographer whose work has appeared in *Time*, *Newsweek*, and other publications. Wendell Vandersluis is senior photographer for Men's Intercollegiate Athletics at the University. Bill Eilers is a graduate student in the School of Journalism and Mass Communication and *Minnesota's* staff photographer.

ILLUSTRATION

Linda Frichtel is a Minneapolis illustrator who has won numerous awards for her work. Pittsburgh-based illustrator Kate Brennan Hall is illustrating a cookbook, *International Finger Foods*, for Altamont Press.



Maureen Smith



Chuck Benda



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CAMPUS • DIGEST

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

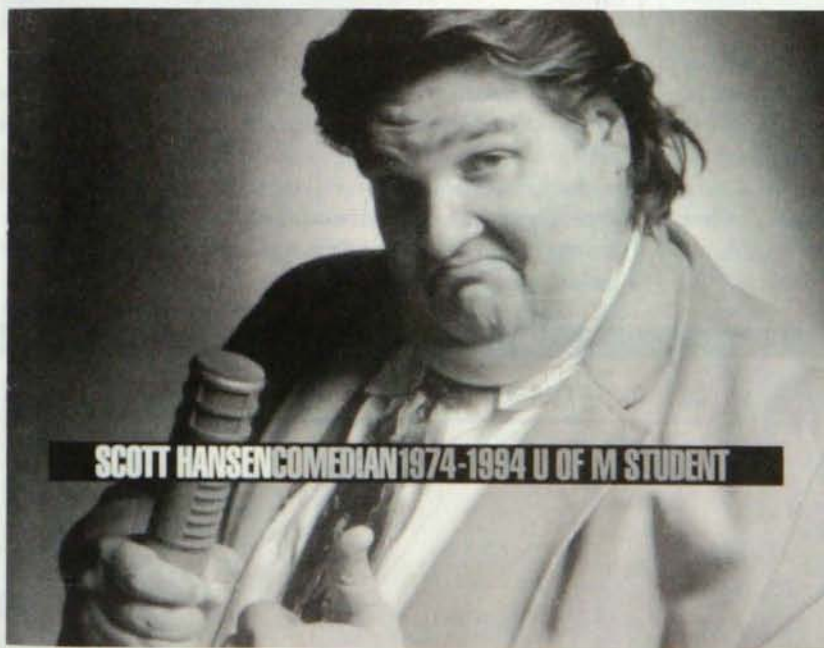
By Teresa Scalzo and Kristie McPhail

MAGIC BUS

Even celebrities ride the bus. Comedian Scott Hansen, U.S. Representative Pat Schroeder, '61, and San Francisco Giants pitcher Bryan Hickerson, '87, were among the University of Minnesota alumni and students praising University Transit Service's Route 52 in a recent advertising campaign. Minneapolis-based Melby Advertising and Public Relations produced the ads, which appear on bill-

boards throughout the Twin Cities, on the sides of Route 52 buses, and in the *Minnesota Daily*.

"We're enthusiastic about having alumni and students promote what a lot of us have known for a long time—Route 52 really is the best way to get to campus," says Paul Tschida, assistant vice president for campus health and safety.



SCOTT HANSEN COMEDIAN 1974-1994 U OF M STUDENT

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EDITOR'S PICKS

We know there is no shortage of great theater in the Twin Cities, but don't let the names Guthrie, Ordway, and Orpheum fill your dance card. **University Theatre** offers a mix of classic comedies, contemporary tragedy, and modern drama at prices ranging from \$3.50 for workshop productions to \$9 for general admission (\$7 for University of Minnesota Alumni Association members). And it's conveniently

located in Rarig Center on the West Bank with plenty of parking nearby. Spring performances include *Hedda Gabler*, Ibsen's powerful psychological study of a woman crippled by the repressive turn-of-the-century conventions of her family and culture, May 24-27. Call University Arts Ticket Office at 612-624-2345 for information.

What could be more inspirational for the artisti-



cally inclined than Minnesota's North Shore? Take an extraordinary vacation this year to the University's Duluth campus and the **Split Rock Arts Program**, which offers more than 50 intensive, week-long residential summer workshops in creative writing, visual arts, fine crafts, and creativity development taught by renowned artists, July 10-August 20. Call 612-624-6800 for information.

▶ RADIO FREE UNIVERSITY

The Flaming Lips and the Smashing Pumpkins have replaced Mozart and Bach on the Twin Cities campus airwaves. When administrators decided to merge the two campus radio stations, KUOM-AM and WMMR-FM, they turned over operation of the new station to the students who had run WMMR.

RADIO K, as it's called, broadcasts a mix of music, news, and talk shows in a format dramatically different from those of its parent stations. Student programmers have replaced classical music with local and alternative rock music and increased coverage of University news. Listeners also hear a wide range of



international music. And two talk shows, *Feet to the Fire* and *The Clashing of Ideas*, focus on University and world issues.

Students looking for broadcast experience are welcome at RADIO K, which now has about 75 volunteers. In addition to the three professionals retained from the KUOM staff, RADIO K employs ten paid student managers. University-allocated funds, student fees, and some

underwriting cover the station's operating costs.

RADIO K broadcasts on 770 AM from dawn to dusk, and on 96.3 FM (Paragon cable) and 106.7 FM (Continental cable) all day.

▶ OVERHEARD ON CAMPUS

“Bob Marley lives on. Everything he sings for was real; he sings of a life that everyone lives.”

Rita Marley, right, wife of late reggae Rastafarian Bob Marley and manager of the band Ziggy Marley and the Melody Makers, spoke to a crowd of about 100 people at the Cowles Auditorium in the Hubert H. Humphrey Center.



“Music and musicians are only as good as the education they have. Memory can only record what went on . . . intelligence makes things happen.”

KRS-ONE, socially conscious rap artist and founder of hip-hop label Boogie Down Productions, spoke to more than 400 people at the Cowles Auditorium in the Hubert H. Humphrey Center. KRS-ONE stands for Knowledge Reigns Supreme over Nearly Everyone.

▶ U GOPHER FACT FILE

TOP FIVE MAJORS DECLARED BY STUDENTS IN FALL QUARTER 1993

Psychology
698



Mechanical
engineering
642



Electrical
engineering
470



General
management
469



Chemical
engineering
435



Source: Office of the Registrar

▶ ACADEMIC COUNSELING UNIT TAKES TOP HONORS

The University's Intercollegiate Athletics academic counseling unit was named the number one institutional counseling program in the country by the American College Testing/National Academic Advising Association.

The statistics are impressive. Each year, the academic counseling unit serves about 600 University student athletes. Almost 50 percent of them earn a 3.0 grade point average or better in any given quarter. The graduation rate of student athletes has doubled from 27 percent to 54 percent since the counseling unit was formed in 1984, and is climbing yearly, while the University's overall graduation rate has remained constant at about 35 percent. There also has been a dramatic

increase in the number of academic all-Americans, all-District, and all-Big Ten team honorees among University athletes.

The counseling unit offers many services to student athletes from the time they enter the University until they graduate, including enhancement and freshman study programs, year-long curriculum planning, tutorial assistance, and computer labs.

“Every student comes in here with something to lend to other students,” says counselor Brian Berube, “so much of our tutoring is done in a group atmosphere. Rather than having a tutor instruct, we facilitate helping students help each other learn.”

Minnesota asked University students what course they took to fulfill the cultural pluralism graduation requirement, what they learned, and if the requirement is a good one.



Lynn Stangl,
21, senior majoring
in international relations.
Hometown: Wausau, Wisconsin
Introduction to World History. It was probably the worst class I've ever taken. It was too vague and not at all what I expected. I think [the requirement] gives [students] a good idea of what's going on elsewhere. The courses give us a better understanding of people in the world and the similarities and differences in their views.



Tedla Belayneh,
32, junior majoring
in medical technology.
Hometown: Awassa, Ethiopia
Islamic Art and Culture. I didn't know anything about Islamic civilization. The class was really enlightening. I think that the requirement is a good thing. Everyone should know about other backgrounds and cultures, how people lived, and how they operate today.



Janis Kerttu,
19, freshman
majoring in business.
Hometown: Farmington,
Minnesota
American Studies 1001. The class basically taught me that the white man has ruined everyone's lives—women in general, Native Americans, African Americans. It was white Protestant male-bashing. I guess the requirement is a good idea [to ensure] a well-rounded education, but it's not something I'm interested in.



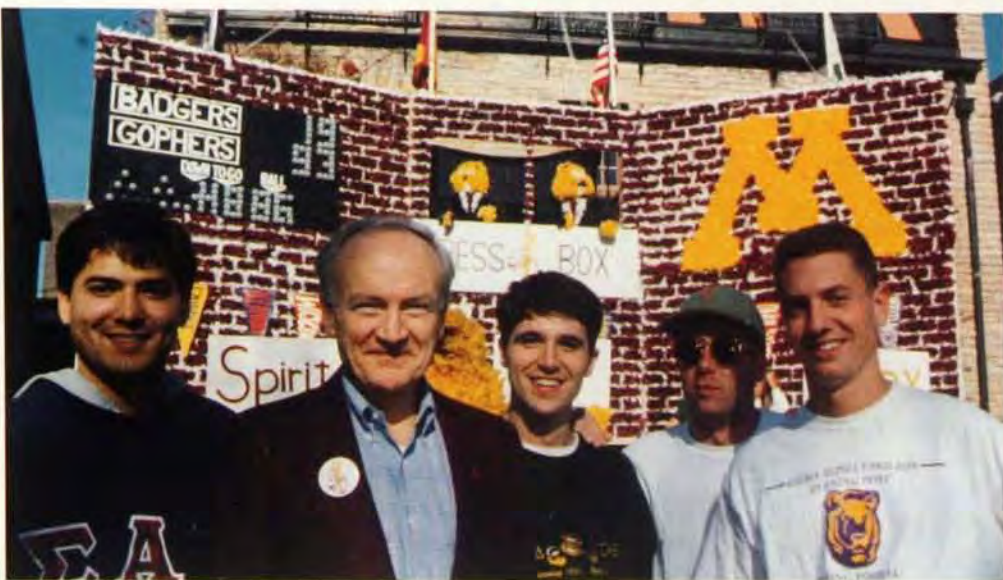
Tom Voigt,
21, junior designing
his own degree program.
Hometown: South St. Paul
Native Peoples of North America. I liked it. It dealt with Indian tribes, focusing on those in Minnesota. It was an interesting class, but I don't know if I would have taken it if it wasn't required. I think getting a liberal education is important, especially gaining a more global perspective.



Jenny Halverson,
20, sophomore majoring
in pediatric physical therapy.
Hometown: New Hope,
Minnesota
Scandinavian Literature. I'm three-fourths Scandinavian and my grandma used to tell me stories. This class was [an opportunity] to find out about my heritage [and how] people used folk tales to communicate their history and to pass it on. The requirement helps [present] another side to your education. Math and science are not enough.



Ernest Bryant,
41, freshman,
undecided major.
Hometown: Inver Grove
Heights, Minnesota
I'm a freshman in the College of Liberal Arts, just starting out, so I've only taken an introduction to computers course. I think a liberal education is a good thing. Knowing about another culture may not help me here [in the United States], but if I go into another culture and I do something that may be common here, it may be considered offensive there. I want to know that.



University President Nils Hasselmo has accepted an honorary membership in Sigma Phi Epsilon fraternity at the invitation of University and Sigma Phi alumnus Curtis Carlson, founder of Carlson Companies.

University administrators have pledged their support to the Greek system as part of a plan to build a stronger campus community. Their motivation to work with the Greeks stems partly from a 1991 study, "Students' Views of Community on the Twin Cities Campus," that found that students who belong to fraternities and sororities have a strong sense of belonging at the University and are more likely than other students to be involved in campus activities.

The Twin Cities campus Greek community—26 fraternities and 15 sororities—involves about 1,700 students. University officials say that students who participate in the Greek system are more likely to complete their degrees, which benefits the University in increased tuition revenues and higher graduation rates.

Administrators will work with Greek representatives to write a statement of the relationship between the University and Greek systems, determine how to help Greeks finance renovations of their houses, and support recruitment by giving fraternities and sororities more visibility in University publications. Recommendations will come next fall.

▶ MASKING THEIR AFFECTION

At virtually every game, they called for him. It began in the student section, but the momentum would pick up and soon the entire crowd was chanting: "Play Josea. Play Josea."

Josea Crittenden, 19, is a sophomore majoring in business management who plays guard for the Gopher basketball team. A graduate of Rosemount (Minnesota) High School, Josea has been a walk-on for the past two seasons.

The 5-foot-9-inch, 175-pound guard generally played only when the Gophers were leading by more than 25 points with less than two minutes remaining. Nonetheless, the students who held season tickets adopted Crittenden as one of their favorite players. Leann Baylor, director of promotions and marketing for men's athletics, thought it would be fun to play off of the students' affection for Crittenden, so she distributed 2,500 masks of his face to the student section at Williams Arena for a game against Penn State. The Gophers won 94-66, and Crittenden scored a three-point basket in the final minutes of the game. Says Chad Grimsrud, an Institute of Technology senior and season ticket holder: "Everybody likes Josea. He's the man."



▶ U MAKE A DIFFERENCE

Who: The Office for Student Affairs and the Minnesota Student Association (MSA) organized the first Thank U Community Food Drive, a University of Minnesota community service project.

What: Thousands of individual University employees and students donated food, money, and time to make the food drive a success. In addition, Gopher football coaches and players contributed \$2,500. Students in the residence halls participated in a fast that resulted in a \$1,500 donation from housing services. Members of Sigma Alpha Epsilon fraternity and Kappa Kappa Gamma sorority went door to door in the community collecting food, and the Triangle fraternity donated several hundred pounds of canned goods.

Where: Drop-off sites were set up in residence halls, fraternities and sororities, carpool lots, and work areas.

When: The food drive began in the midst of Homecoming festivities last fall and ended just before the Thanksgiving holiday.

Why: The student affairs office and MSA wanted "to unite the University community of students, faculty, staff, and alumni working toward . . . collecting 50,000 nonperishable food items."

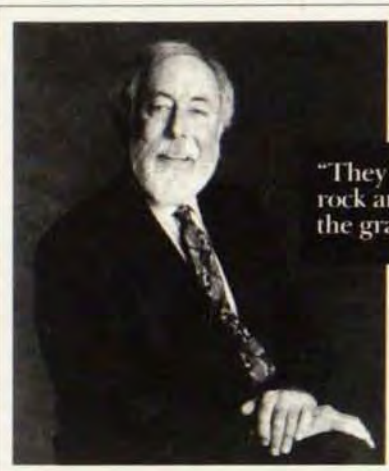
How: When the food drive was over, four Twin Cities food banks received more than 60,000 food items, including items purchased with monetary donations.



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"They rolled back the rock and let me out of the grave," says 53-year-old Victor Seiler, after University of Minnesota physicians brought him back to life for the second time in four years. Victor twice went into cardiac arrest during kidney dialysis treatment. The second time, it took four full minutes to revive him. Two weeks later, University physicians gave him a life-saving kidney transplant and, amazingly, he was back at work full time within thirty days.

Survival stories like Victor's are nothing new to the University of Minnesota Health System. We've seen more than our share of remarkable patients, many of



"They rolled back the rock and let me out of the grave."

physicians prefer to perform nonsurgical, often less costly procedures whenever possible. So when Benjamin Torkelson was born with a deformed

aorta, a catheter was threaded into his heart, widening his aorta without the risks and lengthy recovery of major

surgery. "It would have been heartbreaking to see my baby go through surgery," says his mother, Kris.

"I took seventh in the 100-yard breast stroke at the AAU Junior Olympics," exclaims Nyle Relay.

Not bad for

a kid who's lived his whole life with cystic



"It would have been heartbreaking to see my baby go through surgery."



"Mommy, tell those angels I'm not going no place."

them children.

Like Rae Lynn Bruhl, who at age four was stricken with leukemia.

Although she was given just two years to live and had lost her hair to

chemotherapy, Rae Lynn never lost hope. "Mommy, tell those angels I'm not going no place," she defiantly told her mother. She received a bone marrow transplant at our Variety Club Children's Hospital, and today she's a happy, healthy fourth-grade girl.

Despite successes like these, University

fibrosis. At age two, he was referred to

Variety Club

Children's Hospital, one of the country's top centers for treating the disease. And now, other than getting up

"pretty darned early" for treatments, Nyle leads a normal, healthy life.



"I took seventh in the 100-yard breast stroke at the AAU Junior Olympics."

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GOVERNING THE ACADEMY

When the president and his administration want to know what 5,000 faculty are thinking, they turn to Judith Garrard, chair of the powerful Faculty Consultative Committee

By Maureen Smith

When Judith Garrard was elected to chair the Faculty Consultative Committee (FCC) in 1993-94, she was already serving as vice chair and thought she had an idea what it would mean to be chair. Now she says that "until you've been there, you don't know what it's like."

Each year the FCC faces different issues. The current year—with the University setting out in a new strategic direction called University 2000, and people still reeling from a series of newspaper articles about problems in the Medical School—has presented huge challenges for the committee and especially for the chair. Garrard estimates that she spends from 36 to 42 hours a week on academic governance, committee members 4 to 8 hours a week.

The FCC is an elected group of faculty leaders with the dual role of advising the president and other central officers and serving as the steering committee for the Faculty Senate. The same faculty members, together with student representatives, meet as the Senate Consultative Committee and are the steering committee for the Uni-



versity Senate. The two senates constitute the University's academic governing structure.

The University Senate, with faculty and student members, meets once or twice a quarter to vote on policy resolutions, although final authority rests with the regents. Issues of concern just to faculty go to the Faculty Senate.

"When the administration wants to tell the faculty something, or ask the faculty something, they come to the FCC," says Garrard, who is a professor in the Institute for Health Services Research in the School of Public Health and is the second faculty member from the health sciences to chair the FCC. "They cannot possibly reach out and touch 5,000 faculty members."

As FCC chair, Garrard says she is guided by four principles: "We will be honest, we will be firm, we will represent the faculty, and we will work together with the administration for the good of the University provided that we don't violate the first three."

University President Nils Hasselmo and others in his administration want to work with faculty, and they are "tolerant when I scold them that they aren't paying enough attention to what faculty say," she says. "They're aware that I'll continue to scold them and hold them accountable for their actions as well as their words. I frankly don't mince words."

Along with telling the truth to President Hasselmo and his administrative team, she believes in open sharing of information. "I'd be remiss if I kept things from the administration for reasons of protecting them, or protecting the University's image," says Garrard. "I wouldn't be doing my job."

"I really do fundamentally believe that secrets are insidious and destructive. I believe that the greatest amount of information in the greatest number of hands results in the healthiest organization," she says.

Two Thursdays a month, the FCC meets—sometimes with Hasselmo, sometimes on its own—to talk about the pressing issues of the day. Discussions are often lively and wide-ranging. Other committees have designated areas of concern, but any University matter that's important is a topic for the FCC. In addition to the nine faculty who are elected to

the FCC by their colleagues, chairs of several other key committees meet with the FCC as nonvoting members.

"Most of the major issues of the University come through that committee," says political science professor W. Phillips Shively, a former FCC chair. "It has as its purview everything that's going on at the University."

"I see myself as representing the faculty, all 5,000 of them, who seem to have 7,000 opinions," Garrard says. "Of course I can't go out and talk to every one of them." One of her initiatives this year was to set up an electronic forum for faculty, called FacultyWrites. She also organized FCC members to go out in pairs to meet with faculty senators in different colleges to get their views on University 2000.

Committee minutes are now available to faculty throughout the University on electronic mail, and the recent popularity of those minutes, written with great detail and subtlety by executive assistant Gary Engstrand, has given the FCC new visibility. "People can all but see the facial expressions reflected in Gary's minutes," Garrard says.

Not surprisingly, FCC members disagree on many topics, including even the role of the FCC itself. "Some members seem to take it for granted that they are supposed to lobby for faculty interests, or at least make sure that a faculty voice is heard," says geography professor John Adams, FCC vice chair. "That's appropriate, but I sometimes find myself instead looking at all-University issues from a faculty perspective.

"You get different answers depending on how you define your mission on the committee," Adams says. "Sometimes certain faculty prerogatives, it seems to me, work at cross purposes to the institution's meeting the needs of the state." As a native Minnesotan with deep roots in the state, Adams says, he tries to balance his concerns: "What's good for me, what's good for my department, what's good for the University, what's good for the state."

Even when they disagree, FCC members express respect for each other. "The FCC has some awfully good people on it," Adams says. "They're thoughtful and informed, and they work hard. I'm proud of how well they handle their job."

The elected members, besides Gar-

rard and Adams, are Mario Bognanno of industrial relations (last year's chair), Robert Jones of agronomy and plant genetics, Karen Seashore Louis and Geoffrey Maruyama from the College of Education, Toni McNaron of English, Shirley Zimmerman from the College of Human Ecology, James Gremmels from the Morris campus, and Harvey Peterson from the Crookston campus.

Typically the faculty who serve on the committee have distinguished records and "are people who have independent

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standing," Shively says. "They are in a good position to speak freely and frankly to the administration. It's that independent critical voice that's so important."

Shively chaired the committee in 1987-88, the year President Kenneth H. Keller was forced to resign because of controversy over the cost of remodeling Eastcliff, the University president's home. "It was such a terrible year," Shively says. "For the first half of the year, we were working with such great hope, and then in the second half, we were taking care of the political crisis." Keller himself, as professor of chemical engineering, chaired the FCC in 1976-77.

Faculty members who watch the FCC from a distance sometimes think the committee is too easy on the administration. "It's so much easier to see things in black and white when you know very little about the issues," Garrard says.

"For some of the faculty, the committee might appear sometimes to be too timid," says Warren Ibele, professor of mechanical engineering who was 1989-91 FCC chair. "I think maybe administrators in Morrill Hall sometimes may have found the committee a

bit too strident. On the major issues, generally it has been effective."

Working closely with administrators does give faculty an understanding of how tough the issues are, Ibele says. "You can't help but get a little educated. You see that the administrators are trying to do their best to advance the interests of the University."

"I have a very high regard for the present administration," Adams says. "The job is terribly, terribly difficult. I'm a little surprised that they're able to maintain their enthusiasm and good humor."

Serving on the FCC is "an on-the-job training process regarding the issues faced here at the University," Garrard says. In addition to frequent meetings, committee members must keep up with a heavy reading load of committee reports, budget documents, and policy analysis. "You can't just pluck somebody out of their laboratory or classroom" and expect them to have all the knowledge they need, she says.

The time commitment is huge, for all FCC members and especially for the chair. "It comes out of their hides, it comes out of their teaching, it comes out of their research," Ibele says. "It's generally appreciated, but it's a big sacrifice."

"It was almost a backbreaking job, to be honest about it," says Mike Bognanno, last year's chair. "I'm sure that Judy's running into the same thing this year."

Administrators have to make decisions every day, and the FCC doesn't meet often enough to be consulted about everything, Bognanno says. Instead of calling together the whole committee, Hasselmo and other administrators may consult just the chair. "The chair is there on the firing line pretty much on a day-to-day basis," he says.

More frequent meetings is one of the ways the committee has changed over the years. Open meetings is another. Ibele, who was on the faculty but not the committee in the early years, says his impression is that instead of holding regular meetings the committee "kind of stood at the ready" and was called together when the president wanted advice. "The president didn't want advice, and the committee didn't meet," he says.

The FCC, originally called the Faculty Committee, began in the 1952-53 academic year, when James Lewis Morrill was president. Regents' Professor Emer-

it is Alfred O. C. Nier recalls that he introduced a motion in the Faculty Senate asking for creation of the committee because there was a feeling that the president was not in touch with the faculty.

"Mr. Morrill was not anxious for more committees and bureaucracy, which I can understand. He said, 'I have my deans.' We told him we didn't think deans were a very good avenue and he needed to hear what real faculty were thinking." Morrill agreed reluctantly to the formation of the committee, Nier recalls. "Morrill was decent, but he wasn't enthusiastic."

Nier himself chaired the committee from 1963 to 1968, when O. Meredith Wilson was president. "Working with Wilson was a happy experience. He really consulted. I remember one Saturday afternoon in spring he called. A crisis had come up and he wanted to talk. We all came over in our blue jeans."

The committee back then also had regular meetings with a prepared agenda, he says, but only a few a year. "There wasn't that much activity that warranted any more. It was a happy tranquil time."

Today the time is not tranquil, and the mood among many faculty is not happy. "There is a great sorrow in the problems that the University has had over the past several years," Garrard says. "It's almost a grieving for the excellent reputation we had, and also a grieving for all the excellence that is still here and not known. The public doesn't realize what a jewel the University and its faculty and staff and students represent."

In the Conversations with Minnesota about the University 2000 plan, a number of Minnesotans expressed support for the plan but feared that it would be stalled by faculty resistance to change. Is Garrard concerned about that perception?

"I'm very concerned about that," she says. "There's a great eagerness for change among the faculty. People are very eager to participate in the new things that are going on." New possibilities with telecommunications and computers are thrilling, and "you can't help but be excited if you can just keep from drowning in the misery of discouragement," she says.

"Every human being wants to keep some part of his or her world stable, and change is happening so fast. It's happening in industry, it's happening at the country level, and it's happening here.

There's both excitement and also a bit of concern about, 'But what happened to life in the past, the traditions?' In academia we have centuries of traditions. We go back to the Greeks."

Another of Garrard's concerns about how the public views University faculty is that people may think faculty are so wrapped up in their research that they don't care about teaching undergraduates. "Faculty do care very much about undergraduates," she says. "They really represent the foundation of the University."

"You can't help but get a little educated. You see that the administrators are trying to do their best to advance the interests of the University."

"We are concerned not only about what they learn but also how they learn and what happens to them, how we can help young people create themselves into mature young adults. We can't teach them everything they need to know. In many cases, we teach them how to learn what they need to know."

Garrard worries, too, about the rift between faculty on the two sides of Washington Avenue—Medical School and other health sciences faculty on one side and the rest of the faculty in Minneapolis on the other. Hurt and angered by recent news stories, some Medical School faculty believe they are all unfairly perceived inside and outside the University as greedy or unethical, while some faculty on the other side of the avenue feel that dishonor has fallen on their University because of misdeeds in the Medical School.

Garrard, whose academic degrees are in psychology and whose whole career has been in the health sciences, may be just the right person to be chairing the FCC this year. "I got a heavy dose of liberal arts education in my formative years," she says. "The health sciences represent something of a different culture in many respects. Knowing what I do, and having lived in this culture all my academic life, makes it more complex than if I were blessed with ignorance."

"My job is to represent all of the faculty. I can understand where different faculty groups are coming from."

One problem in the health sciences, she thinks, is that faculty haven't chosen to participate more in the University governance structure. Garrard has taken the lead this year in organizing health sciences senators to form a governance body similar to the College of Liberal Arts Assembly.

One issue on which faculty on both sides of Washington Avenue were united was their anger with an article in the *Star Tribune* about the fish research of two Medical School faculty, Anthony Faras and Leo Furcht.

At the January 6 FCC meeting with President Hasselmo, Karen Seashore Louis thanked him for a letter he wrote to the newspaper in support of the two faculty members. "I do not know them. I do not know the circumstances," she said, but they were treated unfairly in the article and it was important for the president to defend them. Other FCC members echoed her words: "Agree! Agree!"

At the same meeting, Hasselmo thanked the FCC members for their role in leading the Faculty Senate to a 116-14 vote in favor of a resolution that "strongly endorses the need for a strategic plan" and endorses the five strategic directions outlined in University 2000. "It wouldn't have happened without you," he said.

When the regents voted unanimously for the University 2000 plan in January, Hasselmo again acknowledged the contribution of faculty leaders. "This plan would not be here today if it were not for very active and strong faculty leadership."

Faculty and staff have gone two years out of three without raises, and faculty have been subjected to "a lot of mindless bashing," he said. "We have to make sure that we express our appreciation." ◀

A Nobles

Tradition

State legislative auditor Jim Nobles follows a family tradition of public service

BY CHUCK BENDA

When Jim Nobles dons his hat as Minnesota's state legislative auditor, he elicits a wide range of emotions from those with whom he comes in contact. Envy is seldom among them. As the person responsible for ensuring that more than 180 state or state-supported organizations toe the line when it comes to fiscal and programmatic accountability, Nobles often draws a welcome comparable to that afforded a visitor from the Internal Revenue Service or a dentist with a drill in one hand and a needle in the other.

"There is often a good deal of nervousness and tension in the air when we show up," says Nobles, who earned a master of science degree from the University's Hubert H. Humphrey Institute of Public Affairs in 1973. "People seem to equate our appearances with something very dramatic happening. In fact, a number of high officials have sort of 'taken their exit' after we've showed up to do our work. But it's not as if every time we do an audit somebody takes a fall."

The more common scenario, according to Nobles, is that he and his staff forge a cooperative working arrangement with whatever program or institution is being evaluated in order to identify and resolve problems. Occasionally, however, situations Nobles and his staff uncover

become newspaper headlines. With the pressure on, people under investigation often look for someone to blame for their troubles, and Nobles is generally fingered as the bad guy.

At first glance, Nobles seems to wear the black hat rather well. With his neatly trimmed beard and wire-rimmed glasses, he can appear a bit aloof. But beginning with a firm handshake, he is quick to make visitors feel at home in his St. Paul office. Articulate and clever, Nobles spices his conversation liberally with anecdotes that tend to lead him on a circuitous route toward his final destination.

"I've always been interested in government," says Nobles, "but I didn't want to get involved in politics per se. I'm not interested in running for office. This job lets me make a contribution to good, efficient government. That's very satisfying. We see results from the work we do. Our reports don't end up on a shelf somewhere collecting dust. We see organizations becoming more responsible and making better use of the resources they have."

"It's especially rewarding to do this kind of work in Minnesota. The people here care about accountability and efficiency. You don't have people trying to intimidate you and convince you to steer clear of certain programs because they are run by parochial interests. People in Minnesota care about good government. That's not true everywhere."

Though he's not a native Minnesotan, Nobles has lived and worked here for some 22 years—and his family ties to the

state go back to his great-great-grandfather, William Remington Nobles (name-sake of Nobles County in southwestern Minnesota), who settled in Minnesota in the 1840s; an inventor, expedition leader, and jack of all trades, he served in the Minnesota Territorial Legislature.

"He was the sort of man who seemed to like to get on his horse and ride west," says Nobles of his great-great-grandfather. "His son followed in his father's footsteps, tinkering, inventing, traveling. He became an engineer working the mines in Colorado."

Nobles's great-grandfather eventually settled in Hot Springs, Arkansas. His grandfather became a prominent citizen there, active in civic affairs, prompting Jim Nobles's own interest in working in government. While he was growing up in Hot Springs, Jim Nobles met someone who may have helped solidify his interest in public life:

"I went to high school in Hot Springs with Bill Clinton," Nobles says. "He was a year ahead of me in school, but he really served as kind of a role model. He was doing a lot of things I admired."

After finishing high school in Hot Springs, Nobles enrolled at the University of Arkansas. Though he was not a Mormon, Nobles transferred to Brigham Young University after his freshman year



and completed his studies there, earning a bachelor's degree in political science in 1971. When he began to look for a graduate school, the program at the University of Minnesota caught his eye.

"The University was doing some reorganizing at the time," he says. "John Brandl had come here and established the Institute of Public Affairs [now the Hubert H. Humphrey Institute of Public Affairs], and they were offering a program with an economic orientation toward policy analysis that appealed to me. Besides, returning to the U of M presented a nice opportunity to come back to an area where my family had some roots."

While he was in graduate school, Nobles landed an internship in the research department of the Minnesota Legislature. When he graduated in 1973,

he took a full-time job as a legislative researcher. In 1979, he became head of the program evaluation branch of the state legislative auditor's office.

"I began to sink my own roots in Minnesota," Nobles says. "I felt very much at home."

Part of that process of sinking roots was helping to develop an active alumni society for the Humphrey Institute. "We especially wanted to work with students," says Nobles, who served as one of the early chairs of the board of directors. One of the society's first projects was linking students with alumni mentors.

In 1983 Nobles was appointed state legislative auditor by the sixteen-person bipartisan legislative auditor's commission.

"How could you not love this job?" Nobles asks. "The intensity of the issues

and the ever-changing nature of what we get into is incredible. Literally within a week I deal with issues that can range from supercomputers to sex offenders to how we are doing with the institutionalization of the mentally ill to how we are doing in road repair. And I have a very vibrant staff of some 70 people who are always challenging to work with and deal with. Having interest and passion is not a problem."

Many of the staff members—roughly 45 financial auditors, 15 program evaluators, and 10 support staff—were also trained at the University, according to Nobles. The demands placed on them require a capable, educated group.

"We're a lot like the General Accounting Office [GAO] at the federal level," says Nobles. "We have to have very skilled people who can focus intensely for

a period of six to eight months in order to gather the necessary information to evaluate the wide range of programs we cover." Just like the GAO, the legislative auditor's office is charged with program evaluations that go far beyond traditional financial audits to place the information in a meaningful context.

In recent years, Nobles's job has brought him back to the University under circumstances rather less pleasant than his graduate school days or his involvement with the Humphrey Institute alumni society. The auditor's office had followed an informal hands-off policy toward the University until the controversy over the remodeling of Eastcliff. "Eastcliff really opened the door for this office to be more involved at the University," says Nobles. Subsequent questions about management of the physical plant, the Supercomputer Institute, and, most recently, the Medical School have kept Nobles and his staff busy identifying challenging problems for University administrators to resolve. Although this would seem to make Nobles an adversary of his alma mater, he doesn't see it that way.

"I know it might seem to some people that it would put me in an awkward position and create some conflict, but it really doesn't," says Nobles. "I think you can be both a supporter of the University—even feel affection for the University—and still audit the University and be a critic. What we do is much broader than a financial audit, but we respect the autonomy of the University and the need for intellectual independence. We don't evaluate the performance of academic departments. I think that would really be inappropriate. But I think it's very legitimate for us to ask questions about efficiency and effectiveness and the use of resources."

Although Nobles's presence may still make people at the University uneasy, his approach to doing the job has helped ease the difficulty.

"Jim Nobles is an extraordinary asset to the work of the legislative audit commission," says Senator Phil Riveness, commission chair. "While it's always uncomfortable to be the subject of an audit, Jim's style is less confrontational and accusatory than it is educational and supportive. His approach is to ask the question 'How can we use this process to make changes we all agree on?'" Nobles's work on the physical plant issue at the University is an excellent

"A person would have to be blind, quite frankly, not to see how important the University is to this state."

example, Riveness says.

Sue Markham, associate vice president for facilities management, continues to work with Nobles in an effort to resolve problems with the physical plant. "We went through a period of time during which there was a great deal of anger at the legislative auditor," says Markham, who assumed management responsibilities for the physical plant after the initial controversy arose and has played a crucial role in initiating change. "The business systems here had failed, not the people, but the people wanted to blame somebody for what had happened. It was very easy to say, 'We're angry at Jim Nobles and he's wrong.'"

"But Jim has surrounded himself with an outstanding staff and together they have shown they are truly committed to seeing positive changes. Because they wear auditors' hats, they must identify problems, but they have shown continued interest in resolving those problems and have created a positive, supportive approach to getting results."

Despite the occasional adversarial encounter, Nobles remains a staunch supporter and even an advocate of the University.

"A person would have to be blind, quite frankly, not to see how important the University is to this state," Nobles says. "The University is important as a center of technological development and economic development, but it is much more than these things."

"I really believe in education in a very idealistic, almost romantic way. The University is the repository of our greatest hopes and ideals. The same character-

istics that are important to an auditor—being objective, seeking the truth and letting the chips fall where they may—are all ideals that are upheld in a university. It's the notion of learning, of self-improvement, of overcoming our ignorance. The University, more than anywhere else, is where those ideals are held in highest esteem.

"In my job I get caught up in issues of how well the University is being managed—the physical plant, the accounting systems—and all those are important. But we should not lose sight of the fact that the University is supposed to be a place where young people go to be transformed into brighter, better, more civic-minded, more responsible, more mature human beings. And that's taking place in the classroom. Every day, in hundreds of classrooms across campus, the real work of the University goes on."

Furthermore, Nobles points out, the University has responded well to criticisms he and his co-workers have raised. Nobles cites the changes and improvements in the physical plant as one of the most rewarding results of his job: "I think my office walked into the University at a time when the governing structure was really in a state of crisis. That's changed a great deal. My sense is that President Hasselmo has a lot of support from the regents. I think it is particularly encouraging that in the midst of the recent controversy over the Supercomputer Institute and the Medical School, Hasselmo took the initiative for restructuring the academic endeavors of the University. It was reassuring to me that the president and a lot of other people were still making time to think about the academic mission of the University."

"I sense a strong willingness now on the part of the University to dig out its problems, face them center stage, and find solutions. As long as the University continues to move in the direction of greater accountability, that satisfies us."

Now just past the halfway point of his second six-year appointment, Nobles has served ten years as legislative auditor. His well of enthusiasm for his work doesn't appear to be running dry.

"I still have a lot of passion and fire for this job," he says. "My greatest fear is that, if it was just based on my interests and my passion, I could do this forever. That's a scary thought."

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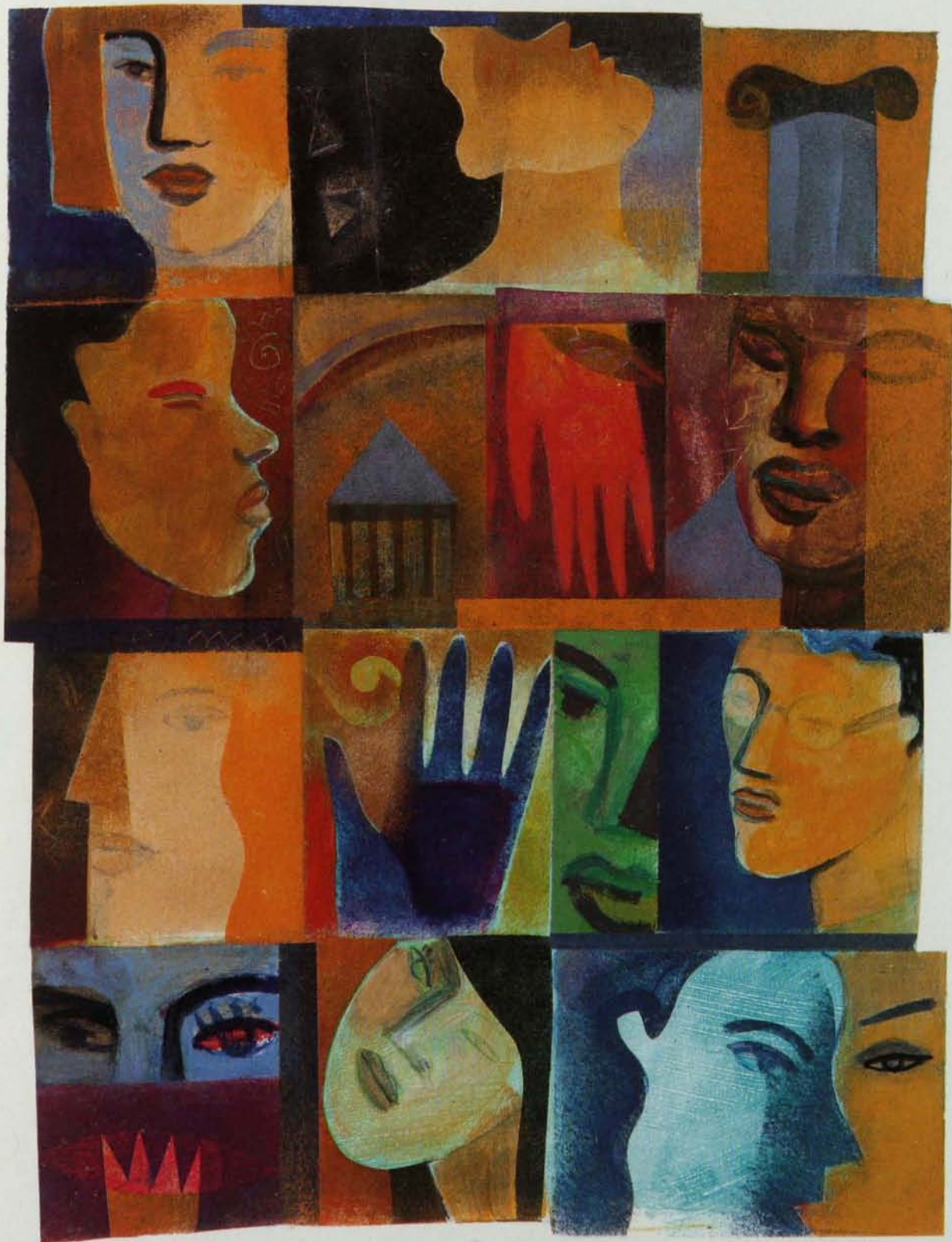
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Cold Climate



In our third report on diversity at the University, Minnesota examines the climate for students of color on the Twin Cities campus and reports on what administrators are doing to improve it

BY TERESA SCALZO



Sticks and stones may break my bones, but words will never hurt me. Generations of children have recited that rhyme in response to taunts by playground bullies, but everyone knows that words *can* hurt. And sometimes words make the University of Minnesota a very unpleasant place for students of color.

Perhaps no one knows that more than three graduate students in the geography department on the Twin Cities campus. Last year, David Maralack and Udesch Pillay of South Africa and Sarvar Kothavala from India received several threatening anonymous letters. Hatred dripped from the pages: "America is for Americans, you lowly colored humans. Take your black dog guru [a reference to the group's faculty adviser] and get out of here." Another memo was overtly threatening: "Kothavala—QUIT that offensive attire. You are asking for misery. Maralack—you lowly hybrid, stop creating trouble. THIS is your last chance. Pillay, you will leave anyway. . . . We will traumatize you in ways that you cannot imagine. All of you. GET OUT OF HERE."

Several weeks after the letters were sent, someone opened the locked door of the office Kothavala and Pillay share as teaching assistants and ransacked and vandalized their desks. Papers and books were scattered, drawers were emptied on the floor, a computer was overturned, and at least 40 of Kothavala's computer disks—representing five years' worth of work—were stolen. Later, a note that read "go away" was left with human feces and one of the stolen computer disks by the office door.

Police have not identified the person or people responsible, though they believe it was likely to have been someone in the geography department who had keys to the offices and knew the students' routine. "I feel very angry and frustrated," Pillay told the *Minnesota Daily* after his office was

vandalized. "Our privacy and our freedom have been violated."

Other instances on the Twin Cities campus in the past year include:

- Photographs of African American counseling psychology graduate students were stolen from a bulletin board in Burton Hall; photos of white students were not touched.

- A Jewish resident of Bailey Hall found a swastika on his door.

- Someone wrote "nigger" in human feces in a fourth floor bathroom in Bailey Hall.

- Also in Bailey, a white student called a black student "nigger," and subsequently was arrested for disorderly conduct.

- A week after school began last fall, someone posted an unofficial sign in the St. Paul Student Center saying African American and gay students could not use the center.



Racist behavior on campus is not typically as threatening as that in the geography department, but it is always disconcerting for the students who are its target.

In the Campus Diversity Survey conducted last year by the Office of the Vice President for Student Affairs, 58 percent of students of color who responded said they have felt discriminated against or harassed on the Twin Cities campus.

Rachel Paulose, a twenty-year-old double honors major in political science and history, skipped her senior year of high school and moved from Ohio to Minnesota to attend the University. She is a National Merit Scholar, a Truman Scholar, and chair of the student representatives to the Board of Regents, and has been active in student government since her second year at the University. On a recent visit to the Minnesota Book Center on the Minneapolis campus, she noticed an employee sitting on a stool while several

students searched nearby bookshelves for textbooks. When Paulose approached the shelves, the employee immediately stood up and followed Paulose around as she shopped. Paulose is Asian American. She was born in India and moved to the United States when she was eighteen months old. "These things still happen," she says. "Sometimes it's hurtful. Sometimes it's annoying. But I always notice it. I'm not treated the same way as others. Sometimes it's just looks I get from people. Or when I go to a restaurant, I get a table way in the back. What I've found [on campus] is that racist actions are not overt."

Although Amelious Whyte, 25, was accepted by his first choice for graduate school—Harvard's John F. Kennedy School of Government—he chose instead to attend the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota. He was impressed by the programs offered at the Humphrey Institute and he decided that Minnesota would be a good place to study government because of its history of innovative public policy. Perhaps most importantly, he was offered an attractive financial aid package. Whyte, who is African American, grew up in New York City and attended college at the University of Southern California, so he was used to a more diverse environment. But initially, he felt welcome in Minnesota. He saw that the Humphrey Institute was making an effort to recruit a diverse pool of students, and he found the faculty supportive and welcoming—for the most part. Then he took a course from a professor who frequently said things that Whyte found offensive. For example, the professor used the terms *ghetto*, *slums*, and *projects* interchangeably. Whyte grew up in a housing project and doesn't consider his old neighborhood to be a slum or a ghetto. When Whyte protested, the professor accused him of being defensive and wanting to start arguments. "There were days when I did not go to class because I just didn't feel like



G. Bruce Meyers

Even if we hired ten counselors and kept our doors open eighteen hours a day, we would still be unable to meet the demand.”

being in the same room with him,” says Whyte. “Throughout the whole [quarter] he would say things that people viewed as insensitive and I just don’t think that he understood why.”

There are judicial processes at the

University for students who want to make formal complaints relating to faculty or student conduct, denial of employment or scholarship opportunities, or environment, but many students hesitate to do so. “There are times when challenging the system really doesn’t help and actually hurts you,” says Paulose. “And it hurts all the people who are in the same category as you. There have been times when I know if I challenge a situation, I’m going to go through character assassination. I’m going to have people challenge my motives and question me instead of the person who committed the act. I realize it is selfish of me, but I have to think about how [challenging someone] will affect me long term, whether it will actually change the person in question, and whether it will produce benefits not just for me, but for people of color in general.”

Support mechanisms for students of color are in place at the University and administrators are working constantly to improve them. The Office for Minority and Special Student Affairs (OMSSA) was established in 1977 to address academic, historical, and environmental barriers to students’ success in higher education. Included under that office’s jurisdiction are four ethnic learning resource centers and four student cultural centers, for African American, American Indian, Asian/Pacific American, and Chicano/Latino students. The learning resource centers certify for the OMSSA program students who meet two of the following criteria: (1) member of a minority group, (2) an academic disadvantage, (3) a financial disadvantage. Students who are OMSSA-certified are eligible to receive a variety of support services, including academic advising, personal and financial aid counseling, tutoring, career guidance and counseling, advocacy, and cultural programs.

“This is a very complex university and it could be easy for minority students to just get fed up and say, ‘I’m leaving. It’s not for me. It’s too impersonal,’” says Nobuya Tsuchida, director of OMSSA. “A lot of people don’t understand that minority students who come with varying degrees of disadvantages really need additional help to understand the system. It’s not just your intellectual ability. To survive, you have to know the system and take advantage of it. That’s why it is very critical for the University to provide ser-

vices for students of color who have culture-specific needs that are not easily met by existing services.”

G. Bruce Meyers, director of the American Indian Learning Resource Center, recounts a recent four-week period in his office. One student didn’t receive the tribal funds to pay his tuition and buy textbooks until almost three weeks into the quarter. Rather than do poorly in his classes, he dropped out. Another student had an outstanding loan on his record, which prohibited him from registering for classes. Unable to pay off the \$500 loan, he dropped out to earn the money. Meyers also had to intervene on behalf of a student whose car had broken down, leaving her with no way to get her children to day care and herself to classes. “We advocate for students in these instances,” says Meyers. “I know we’re not a social service agency, but these extenuating circumstances, problems within the community, getting adjusted, knowing where the resources are, really take a toll on our students.”

To help meet students’ needs, Meyers has hired an extra counselor but, he says, “even if we hired ten counselors and kept our doors open eighteen hours a day, we would still be unable to meet the demand.” Thus, Meyers has begun recruiting American Indians from the Twin Cities to serve as mentors to the students. “Right now we have matched 23 mentors with students. That’s 23 extra people we have helping our students, making sure they feel connected, making sure they know where the resources are, taking them out to dinner once in a while, stopping by to say, ‘How are things going?’”



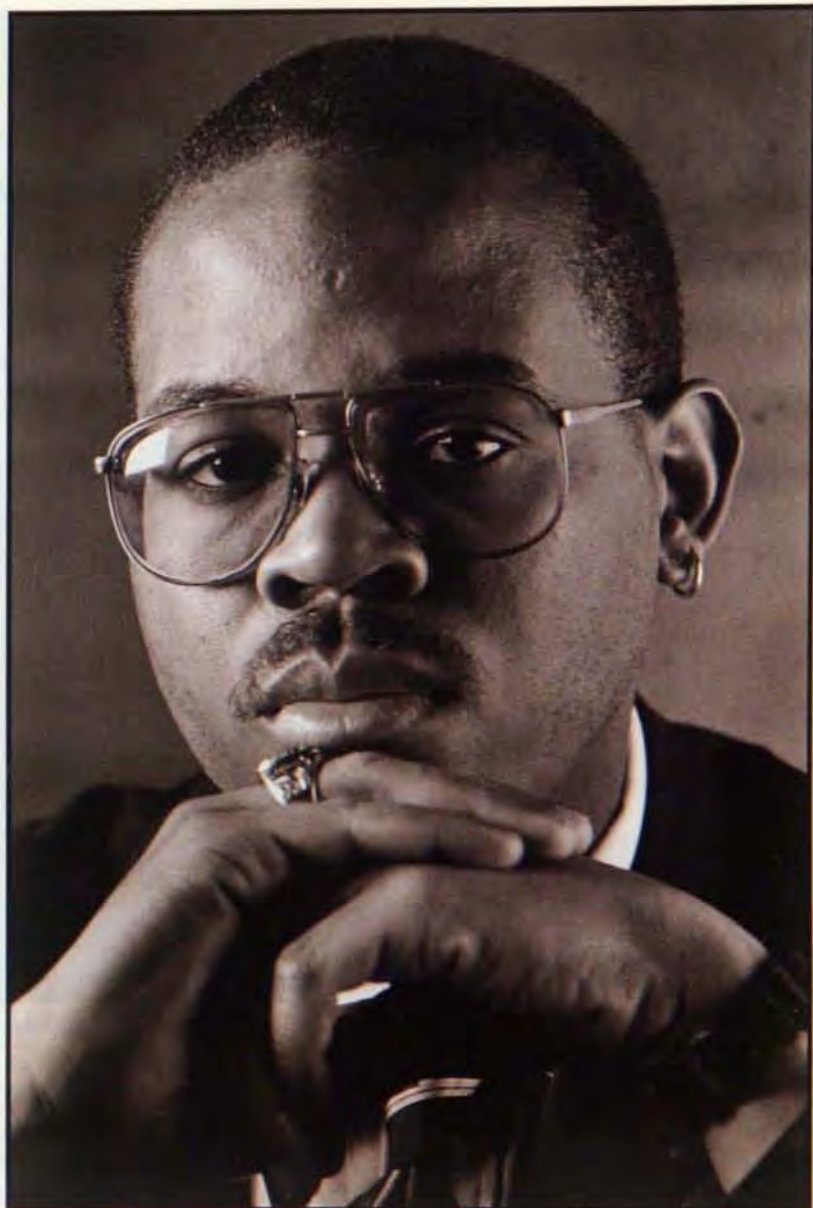
Overall, lack of financial resources continues to be a major problem for students of color at the University. As the number of students has risen, the amount of available aid in the form of federal grants and other applied-for money has been shrinking each year. And the rules for applying for financial aid may cause hardship for students of color as well. For instance, many Asian students’ parents do not live in the United States, so if they are held to the standard procedure for applying for financial aid, which includes providing copies of their parents’ tax returns, they are unable

to complete the application packet. In addition, while many students can rely on family support if they need a few extra dollars until the next aid check arrives, many students of color do not have this option and must drop out of school if they can't meet their financial needs.

In a study titled "A Report on the Status of Students of Color" that Josie Johnson, associate vice president for academic affairs and associate provost with special responsibility for minority affairs, submitted to the Board of Regents last December, she wrote, "Adequate financial aid alone may not guarantee the minority students' satisfactory progress. However, the removal of the financial barrier is a precondition for their academic success at the University of Minnesota."

To that end, the President's Minority Task Force on Strengthening Excellence through Diversity, formed in 1989 by University President Nils Hasselmo, issued a series of recommendations to improve the academic experience for faculty and undergraduate and graduate students of color. In the area of financial aid, they recommended that financial aid estimates be guaranteed upon acceptance to all first-year minority and high-ability students, and that funds be reserved for minority students whose applications are received closer to the starting dates of the quarter. The task force also recommended that college deans explore the potential for private donors to sponsor additional scholarships for students of color at the University, which is being done already in some colleges. Finally, the task force suggested that the University provide financial aid for students of color who attend school part time, beyond what is available through Continuing Education and Extension. Currently, part-time students are not eligible for OMSSA funding, federal and campus dollars, and most department funds. Only the first two of these recommendations have been implemented so far.

Another barrier is the current shortage of work-study grants. Work-study is a form of financial aid that qualifies students to apply for certain jobs, usually on campus. "Work on campus is really critical," says Johnson. "You get to know [the University]. You understand how it functions. We really want that experience for our students of color as a way of integrating them in the community."



Amelious Whyte

“**T**hroughout the whole [quarter] he would say things that people viewed as insensitive and I just don't think that he understood why.”

“You have to have people interact with others and get to know them, understand them, see them. And our students will only do that when they feel comfortable, and when they see that the playing field is level and everyone has an equal opportunity.”

Josie Johnson

Three faces of the University. These students, left to right, are from Trinidad, Laos, and the United States.



In addition to money worries, some students feel that the curriculum does not adequately represent people of color. “In some classes, when we were talking about political involvement, it was assumed that everyone would have an equal shot at impacting the process,” says Whyte. “But people of color may not feel that they can go to their [representative] and that they will be listened to.”



Colleen Chung

Johnson decries the absence at the University of materials written by minority scholars. “The materials are out there,” she says, “they’re just not here. The assumption that students make, or that faculty imply, is that the materials don’t quite fit the University of Minnesota’s curriculum.”

Another curriculum issue is courses the University requires students to take before they can graduate. Paulose is a member of the Council for Liberal Education, which Anne Hopkins, the University’s vice president for arts, sciences, and engineering, created in 1992 to formulate new graduation requirements. “I think the University has taken positive steps,” says Paulose. “We have discussed mandatory cultural pluralism courses for all students at the University because many students who come [here] haven’t had exposure to other ethnic groups. Taking those courses helped me understand what diversity means. But I’m also concerned that if we have cultural pluralism courses, then people think it’s all taken care of

when really we should make more of an effort to integrate issues surrounding people of color into every course when it’s relevant.” Nonetheless, beginning fall quarter 1994, all students will be required to take a course dealing with human relations and cultural awareness.



Also critical is the lack of teaching assistant opportunities for graduate students of color. A recent University study of female graduate students showed that minority female graduate students are less likely to get teaching assistantships. “Faculty would say pretty deliberately, ‘I can’t work with her. I’m just not comfortable,’” says Johnson. “They would take a white woman graduate student, but not a graduate student of color. All graduate students need that kind of mentoring in order to assist them in their academic work: presenting papers, having joint authorship in



Paul Yang

critical work, getting those experiences that prepare them for employment and tenure-track positions.”

It’s not just faculty who are hostile toward international and graduate students of color. Whyte, who is now an assistant to the vice president for student affairs, recalls a recent conversation he had with an undergraduate student who came to his office to complain about international “teaching assistants who don’t speak English.” The student was also upset that these students were receiving scholarships that he believes should go to Americans. Whyte told him that the students wouldn’t be teaching here if they didn’t speak English, and that students choose to attend the University because this is where they want to get their education. “A lot of people think there are too many of this or that group and that the University is going out of its way to recruit these people and thereby lowering its standards, but that is just not the case,” says Whyte.



Han To

The President’s Minority Task Force recommendations for graduate students include providing peer group support to help new graduate students acclimate to their respective colleges, convening a half-day workshop at least once a year for directors of graduate study and appropriate faculty and staff from professional schools to discuss ways to assist graduate students in completing their programs, and guaranteeing full funding for the four to six years it may take students to complete their programs. Implementation of these recommendations is under way, and a staff position is being established in the Graduate School for recruiting and retaining students of color.



The Campus Diversity Survey found that positive changes are occurring in how students view one another. In response to a question asking students if their attitudes toward peo-

ple of different races, sexual orientation, or religious backgrounds had changed since they arrived on campus, students reported feeling more accepting toward every group except men, in general, toward whom they feel less accepting. “We represent a mirror of the larger society,” says Marvalene Hughes, vice president for student affairs. “To expect our students to arrive at the University with a different set of values than the society from whence they come is not to be fair to students. Students arrive with little experience with diversity, particularly if they are from Minnesota, unless they are from certain communities in Minneapolis or St. Paul. Our research shows that as students gain more experience in college, they become more tolerant, and that’s also true nationwide. We probably represent the norm but, frankly, I have higher standards than that. I would like to create the ideal community at the University of Minnesota.”

Toward that end, Hughes created the Student Diversity Institute, which is

designed to "actively promote the multicultural development of students at the University of Minnesota." Unique to postsecondary education in the United States, the institute provides training, workshops, consultations, advocacy, internship and research opportunities, and small grants in an effort to combat oppression based on human differences. Since the institute opened in 1992, its staff has conducted more than 200 individual training sessions on diversity for more than 5,000 faculty, staff, and students. During the 1992-93 academic year, sixteen students participated in the institute's Diversity Connections Internship Program, which includes a day-long retreat and weekly seminars aimed at raising awareness of differences and developing skills to create a better campus climate. In the same year, five students received grants of \$500 for participating in "extended immersion experiences" to help them see the world from a perspective of those who are different from themselves.

Beyond this, says Hughes, "it's just important that we be available to students. I have open hours every Friday afternoon for two or three hours. I usually see about six students who ordinarily would not have the opportunity. Some have complaints or are seeking advice, others just drop in because they know I'm there."

Johnson believes that the best way to improve the campus climate is to involve students of color in the community. More than half of the students who responded to the Campus Diversity Survey said they either do not experience a sense of community at the University at all or experience it only to a small extent. Because of the racial makeup of the student body, it is not uncommon for students of color to find themselves alone in a class of white students taught by a white professor. "Our ethnic students have to put up with a lot of isolation in many of the courses they take," says Johnson. "For example, seldom will students of color be invited to join a study group. It's one way that prevents them from becoming full-fledged members of the community. You have to have people interact with others and get to know them, understand them, see them. And our students will only do that when they feel comfortable, and when they see that the playing field is level and everybody has an equal

“ **W**e've got to create an atmosphere [at the University] that says, 'We're glad you're here.' ”

—**Tim Wolf**

opportunity. Until we can do that, our students will continue to feel isolated, and the old attitudes toward people of color will remain."

The students and staff who were contacted for this article generally agree that responsibility for changing the campus climate does not lie solely with the administration. "Just to take a potshot at the administration without giving them a clue how to do things differently wouldn't be fair," says Meyers. "We have to tell them what we want and then suggest some new programs and policies to achieve it. A mentoring program is one way that we can help meet [the University's] goal of retaining Indian undergraduate students. So this year we'll start a mentoring program and next year we may come up with a proposal to provide more services to graduate and professional students."

Tim Wolf, who received his bachelor's degree in urban studies from the University in 1993 and is now director of its Student Advocate Service, says, "It is not the responsibility of the white [population] to lay out the red carpet and wine and dine people of color, but you can certainly make us feel welcome. We've got to create an atmosphere [at the University] that says, 'We're glad you're here.' We're not asking for a handout, just let people of color know that if there's anything you can do to assist us, you're there.

If someone is not willing to go out to dinner with you or be your friend, at least when you first get here, your chances of survival are minimal. But I'm not going to disappear. That's what [people of color] do—they disappear."



The harassment of the students in the geography department stopped suddenly in May 1993. Administrators and faculty in the department say they felt helpless to do anything other than relieve the students of their assistantship responsibilities and give them enough financial support to continue their research and studies at the University unhindered.

"It was really out of our control because we had no idea who was doing it," says geography professor John Adams, who was the department's acting chair at the time of the attacks. "We spent a lot of time making sure that the people who were under attack were supported. They were given financial support to help minimize the obstacles that the incidents had caused. We have had a lot of foreign students in this department and never had this problem before. Overall, I would say we are a more heterogeneous department than most on campus and that it is a friendly place."

The graduate students did not respond to *Minnesota's* request that they comment on the incident, but all three have vowed to continue their studies at the University.

Paulose believes that change must occur at an individual, as well as an institutional, level. "I realize that's a big challenge," she says, "but when I think about how deeply [racism] has affected people and how it has hurt so many people. . . . It makes me sad to think that we still have this problem and that we can't treat each other kindly or equally or even civilly just because of skin color or ethnic background. So I think it's a change that comes with a personal conviction and a sense of what's right and wrong. Obviously, President Hasselmo and others can provide leadership and moral guidance, but unless more people interact with people of color and gain a personal understanding of this issue and how it affects people, we will never overcome it." ◀

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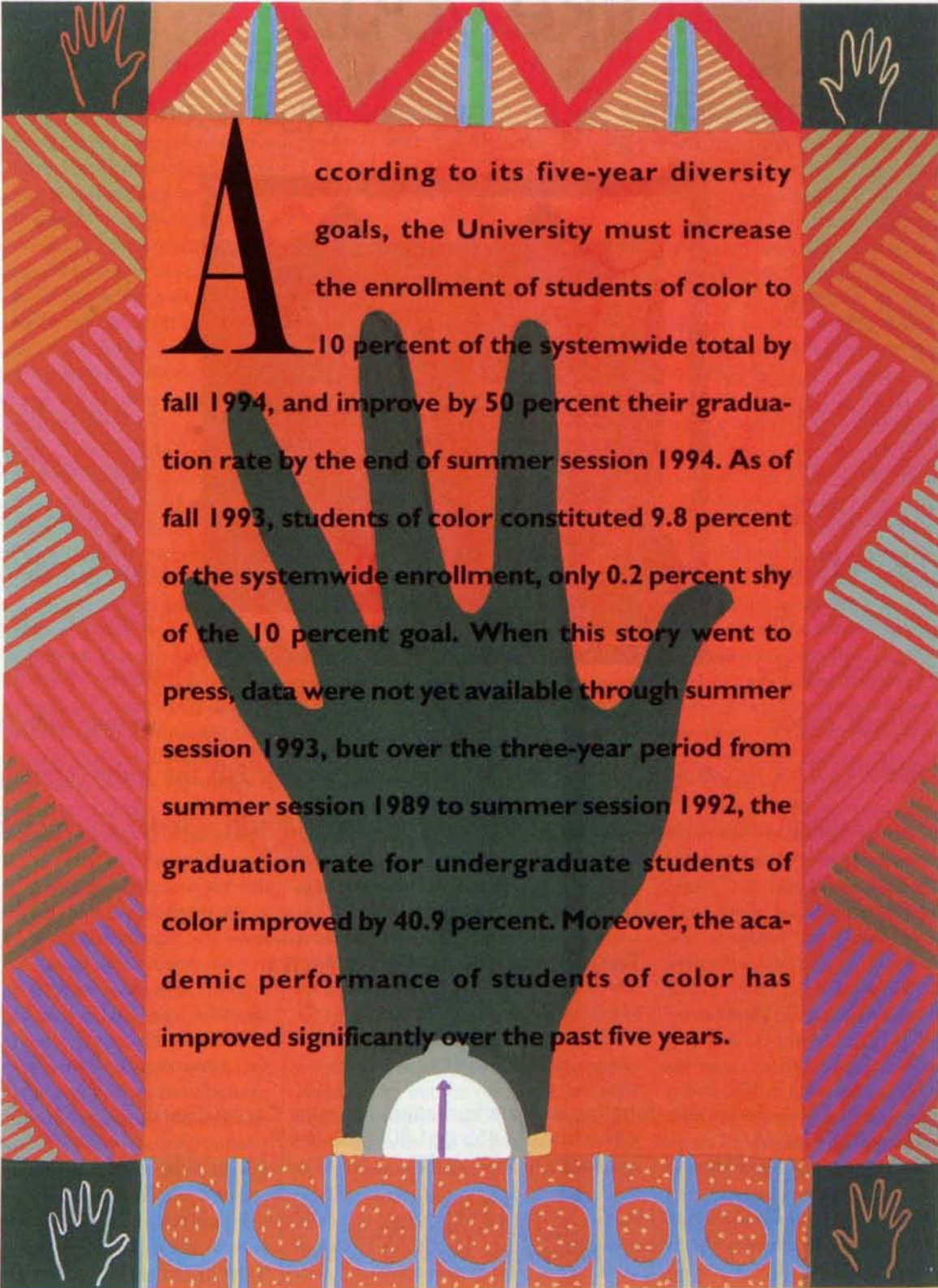
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For the Record



According to its five-year diversity goals, the University must increase the enrollment of students of color to 10 percent of the systemwide total by fall 1994, and improve by 50 percent their graduation rate by the end of summer session 1994. As of fall 1993, students of color constituted 9.8 percent of the systemwide enrollment, only 0.2 percent shy of the 10 percent goal. When this story went to press, data were not yet available through summer session 1993, but over the three-year period from summer session 1989 to summer session 1992, the graduation rate for undergraduate students of color improved by 40.9 percent. Moreover, the academic performance of students of color has improved significantly over the past five years.

Systemwide Minority Student Enrollment by Ethnicity and Percent of Total Enrollment

		%
American Indian		
Fall 1988*	377	0.7%
Fall 1992	399	0.8%
Fall 1993	428	0.9%
Chicano/Latino		
Fall 1988*	534	1.0%
Fall 1992	640	1.3%
Fall 1993	679	1.4%
African American		
Fall 1988*	956	1.7%
Fall 1992	1,075	2.2%
Fall 1993	1,175	2.4%
Asian/Pacific		
Fall 1988*	1,803	3.3%
Fall 1992	2,266	4.6%
Fall 1993	2,501	5.2%
All Minority		
Fall 1988*	3,670	6.7%
Fall 1992	4,380	8.9%
Fall 1993	4,786	9.9%

* Includes University of Minnesota, Waseca

Note: The data include all full-time and part-time minority undergraduate, graduate, professional, and unclassified students, and exclude international students.

Source: Office of the Registrar

Minority Undergraduate Enrollment in Fall 1992, Minority Recipients of Bachelor's Degrees in 1992-93, and Percent of Total Enrollment and Graduates, Twin Cities Campus

	Fall 1992	%
American Indian		
Enrollment	183	0.8%
Graduates	27	0.5%
Chicano/Latino		
Enrollment	379	1.5%
Graduates	56	1.0%
African American		
Enrollment	700	2.9%
Graduates	83	1.5%
Asian/Pacific		
Enrollment	1,593	6.5%
Graduates	240	4.4%
All Minority		
Enrollment	2,855	11.7%
Graduates	406	7.4%

Source: Office of the Registrar

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

		%
American Indian		
October 1988	6	.2%
October 1992	11	.3%
October 1993	13	.4%
African American		
October 1988	25	.8%
October 1992	35	1.1%
October 1993	42	1.4%
Chicano/Latino		
October 1988	35	1.1%
October 1992	39	1.2%
October 1993	38	1.2%
Asian/Pacific American		
October 1988	146	4.5%
October 1992	186	5.8%
October 1993	184	5.9%
All Minority		
October 1988	212	6.6%
October 1992	271	8.4%
October 1993	277	8.9%
Total Faculty		
October 1988	3,228	100.0%
October 1992	3,196	100.0%
October 1993	3,111	100.0%

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

Source: Human Resources Information System, Counts of Regular Faculty by Sex and Race

Systemwide Minority Academic Executives and Percent of Total Academic Executives

		%
American Indian		
October 1988	3	.5%
October 1992	5	.9%
October 1993	4	.8%
Chicano/Latino		
October 1988	3	.5%
October 1992	6	1.1%
October 1993	5	1.0%
Asian/Pacific American		
October 1988	5	.9%
October 1992	12	2.1%
October 1993	12	2.3%
African American		
October 1988	13	2.4%
October 1992	15	2.6%
October 1993	15	2.9%
All Minority		
October 1988	24	4.4%
October 1992	38	6.7%
October 1993	36	6.9%
Total Executives		
October 1988	546	100.0%
October 1992	567	100.0%
October 1993	522	100.0%

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

Source: Human Resources Information System, Counts of Administrative Academics by Sex and Race

Office for Minority and Special Student Affairs (OMSSA) and Non-OMSSA Minority Students' Academic Performance During the 1992-93 School Year

	OMSSA Students of Color (2,220)	Non-OMSSA Students of Color (1,987)	All Students of Color (4,207)
Average number of credits earned per year	28.8	31.0	29.8
Average annual grade point average	2.64	2.68	2.66
Percentage of students making satisfactory progress	54.2%	57.1%	55.7%
Number of graduates	235	194	429

Source: "A Report on the Status of Students of Color," Office of the Associate Vice President for Academic Affairs and Associate Provost with Special Responsibility for Minority Affairs, December 1993

Average Loan Indebtedness upon Graduation for 1992-93 Academic Year

Office for Minority and Special Student Affairs (OMSSA)-Certified Students	
African American	\$ 15,786
American Indian	6,431
Asian/Pacific American	9,262
Chicano/Latino	12,811
Average OMSSA Students of Color	\$ 10,610
Average for Non-OMSSA Students of Color	\$ 7,889
Average Indebtedness for Undergraduate Seniors (all races)	\$ 8,761

Source: "A Report on the Status of Students of Color," Office of the Associate Vice President for Academic Affairs and Associate Provost with Special Responsibility for Minority Affairs, December 1993, and the Office of Student Financial Aid

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"...a fabulous place to encounter art."

The Star Tribune
November 21, 1993

"...five of the most gorgeous galleries on earth."

The New York Times
December 12, 1993

"The Weisman is destined to become the Twin Cities' most recognizable building."

The Portland Oregonian
January 1, 1994

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USA Today
January 12, 1994

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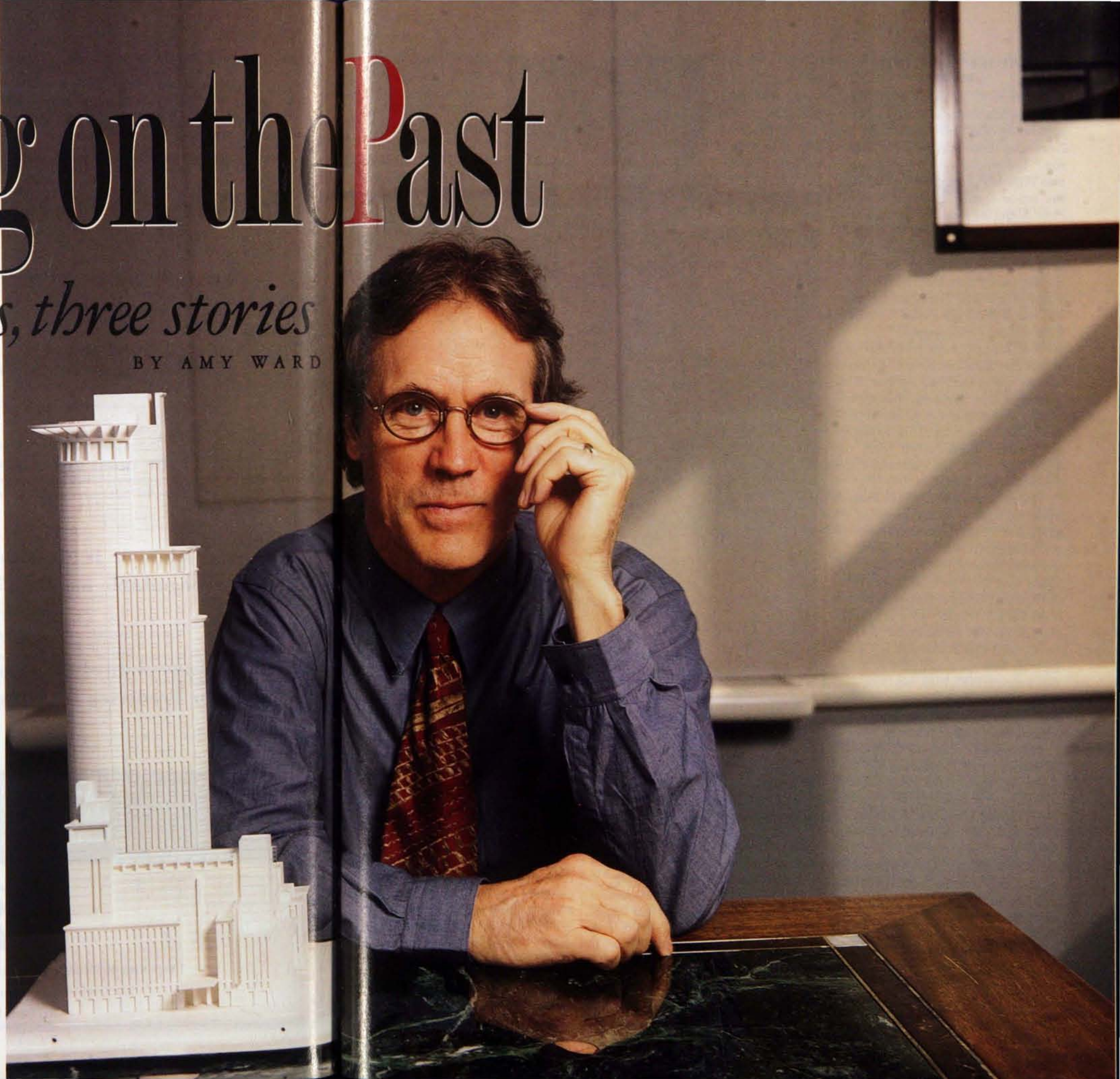
Drawing on the Past

Three architects, three stories

BY AMY WARD

Their paths to design careers began at the University of Minnesota but have diverged markedly. From New York, William Pedersen has built high-rises that shape city silhouettes across the country. In California, William Adams creates habitats between the mountains and the sea. And in the Twin Cities, Loren Ahles designed a cultural center that honors the past and the present of Minnesota and the people of the state.

William Pedersen



THE SKY'S THE LIMIT

Petersen!" growled legendary Gopher hockey coach John Mariucci, intentionally mispronouncing the Norwegian surname as Swedish. "Take a rest." The reproach—aimed at defenseman William Pedersen during a break in the action against Michigan Tech—came during the young player's self-professed worst game. He'd been up all night working on an architecture project when he should have been resting up for the big game. Trouble was, he wasn't doing very well in architecture, either. He was skating when he should have been working on his designs.

Pedersen quit hockey soon after and, thoroughly discouraged, would have quit architecture as well, had not one of his professors, Jim Stageberg, seen a glimmer of promise in one of the sophomore's designs and urged him to continue. Pedersen graduated from the University in 1961 and went on to earn a master's degree at MIT in 1963.

His early promise has been realized again and again as he has carved out the skylines of urban centers across the country. Recognized as a major influence in the evolution of high-rise buildings, Pedersen won the American Institute of Architects National Honor Award in 1984 for 333 Wacker Drive in Chicago and again in 1987 for the Procter & Gamble General Offices Complex in Cincinnati. He won the Progressive Architecture Award in 1987, 1988, and 1989.

Oddly enough, hockey—at least the curve of his skate blade—had more than a little effect on his architecture.

"My aesthetic sensibility tends toward an elegance that I'm looking for," says Pedersen. "If you think about the blade of one of my hockey skates, you'll be pretty close to what I hold as an ideal. . . . I was obsessed with having Packaberry skates, not because they were more functional—although they were—but because they were far more beautiful. I couldn't afford to buy both the shoe and the blades so I bought the blades and had the shoemaker put them on my old skate shoes. [My] need to have the blades for their physical, aesthetic characteristics was so strong that I should have known that I had some inclination toward this profession."

Pedersen is noted for creative and aes-

thetically innovative design of major commercial works that complements their urban environments. One of his first high-rise buildings, 333 Wacker Drive in Chicago, bears out his design aesthetic. A greenish glass tower on a granite and marble base, the high-rise stands at a bend in the Chicago River on a triangular site, which struck him as a fan opening up to the river. "We established the primary gesture of the building—a large curving glass wall, which faced the river. The building is very simple, very minimal," says the architect. "And I like it very much to this day."

Before cofounding the New York firm of Kohn Pedersen Fox, Pedersen worked for I. M. Pei on the National Gallery in Washington, D.C., and, as head of design for John Carl Warnecke, built the Aid Association for Lutherans building in Appleton, Wisconsin. The huge 1,200-acre Wisconsin site, recalls Pedersen, "was so vast and so flat that it was almost like we were building on the ocean. So we tried to create a sense of inner containment. The building, which is a very large two-story rectangle, has a circular courtyard carved out inside of it. It is an exterior courtyard and becomes the entry court for the entire building."

Understandably, the clients wanted the building itself to represent Christianity, so Pedersen flooded it with nature's own light. "Everybody works under skylights, which are on the roof of the building," he says. "Because you don't have to bring light in through the outside wall, the building is capable of growing out laterally, horizontally, a lit-



Mainzer Landstrasse 58
Frankfurt, Germany

tle bit like a tree grows as it adds new layers to the outside."

It's fortunate that Pedersen is still satisfied with what he calls the building's internal biology, because he is now at work on an addition.

In retrospect, he's not pleased with everything he's built. "It's part of an architect's development to go up a blind alley," says Pedersen, describing a period when his work was sentimental and nostalgic. The Mainzer Landstrasse 58 in Frankfurt, Germany, which he designed in 1988, marked a turning away from that historically based period. Now his work "acknowledges the past but is very much focused on the present and the future," he says.

Pedersen's work includes the World Bank in Washington, D.C., and the St. Paul Companies building in his native St. Paul. His firm was recently

selected to design the new federal courthouse in downtown Minneapolis.

"We learned to draw very well at Minnesota," says Pedersen of his days at the University. "We were given an ethic that the profession was really a religion and something that you completely dedicated yourself to. . . . It is still very important to me what Leonard Parker thinks of my work," he says of the Minneapolis architect who was his mentor, teacher, and first employer.

Pedersen draws by hand "with a blue china marker on absolutely anything I can find." His best days are those "spent doing nothing but drawing, when you get physically exhausted and get a lot on paper. . . . Sometimes I draw to find out what I am thinking. . . . Frank Lloyd Wright said that he had it completely formulated in his head and it just pours out. For me, it's usually a matter of lots of drawing."

Because meetings torment him at the office, he does his real design work at his Shelter Island, New York, home and studio. Saturday afternoons find him drawing as he listens to the Metropolitan Opera on the radio. By the time fellow alumnus Garrison Keillor, one of his cultural heroes, comes on the air, Pedersen,

skates, he finds delight in the aesthetics of sailboats, including his own Luder's L-16, which he sails off Long Island. He muses about the contrast of heavy hulls to light sails and about the geometry of straight versus curved lines: "The taut athletic quality that sailboats have is something I've always held as an ideal in

to the people one designs it for and the resources that they have.

"You have to adjust to different conditions and do very different things under different circumstances. That's when it becomes meaningful."

MODEL HOMES

"I've always felt that the activity of architecture—of being alone and imagining—is very similar to the things I was doing as a kid," says William Adams. "I was in training but I didn't know it."

First he made model planes and cars. Next, motorbikes and go-carts. Then it was antique cars, painstakingly taken apart and rebuilt. "I did that right up until the moment I entered architecture school, then I stopped completely," says Adams. "I had to sell the 1931 Ford I was working on in pieces because I didn't have the desire to put it back together."

Today Adams heads William Adams Architects and is professor of architectural design at California State Polytechnic University in Pomona. (He teaches with other University of Minnesota alumni Patrick Sullivan, Brooks Cavin III, whose father taught Adams at Minnesota when Adams was a student, and dean Marvin Malecha.) Adams designs habitats that range from single-family dwellings to condominiums and apartment houses, as well as commercial spaces—stores and film studios.

Last spring the cover of *Architecture* magazine featured Adams's Kippen Condominiums in Santa Monica, for which he won both state and Los Angeles American Institute of Architects (AIA) awards.

Adams graduated from the University of Minnesota in 1968, and interned with Ron Goldman in Los Angeles. After finishing his internship, he built a house in Topanga Canyon outside Los Angeles. The house triggered a network of referrals that has kept Adams busy ever since. "Just about all of the interesting work I've done, I'm able to trace to that house," says Adams, although present clients may not know about the house itself. "It was a geometrically ordered design derived from a cube, and a half cube, and a half of a half cube. It was a mountain house that had some sloped, angled walls and similarly angled roofs."

His architectural ideas often come to



like any good Norwegian on a Saturday night, is in the sauna.

Pedersen is moving away from high-rises—"I think I've done about as much as I can" right now, he says—and focusing on the more traditional architectural practice of designing smaller buildings. He's also designing a line of furniture, using carbon fiber with a balsa wood core, the same materials used to build *America Cubed*, the winning sailboat of the last America's Cup race. "It's very light and the sculptural characteristics that I'm able to achieve with it are very interesting."

Now that he's hung up the hockey



William Adams, top;
O'Brien house, Malibu, above

my work," he says.

What draws Pedersen to the sea also draws him to his work. "When you sail, you're constantly facing different conditions and you have to adjust to them," he says. "And that's what's interesting about architecture. It's only meaningful in relationship to its place and context and



Loren Ahles

him when he's engaged in some form of contemplation, like his 50-mile commute between Pomona and his Santa Monica office. "If I have a design problem to solve, I can sometimes solve it better driving in my car than any other place," says Adams.

The problems themselves seed the solutions. When a client wanted to put a seven-unit apartment building on a long, narrow lot in Malibu, with a view of the ocean on only one end, Adams "stacked the seven units up next to each other and then rotated them slightly, maybe fifteen degrees, so that each one had an exposure to that end view." The Zuma Mesa apartment building garnered Adams an AIA Honor Award from the Los Angeles chapter.

Adams draws with a pencil on paper, eschewing the computers he finds all around him. "I start out soft, with broad strokes, and work toward hard line. I also start out on a very small scale, with a plan that's as big as a postcard. You can keep track of the big ideas a little better that way. I find you get too sucked into little problems when you try to draw the building at a larger scale."

In rudimentary design explorations, Adams can surprise himself. "You think you know what you're drawing, but then you see something you didn't intend to draw.

You can capitalize on that, on the experience of designing or model building."

When he was building a film studio inside a warehouse for television commercial director Joe Pytko, Adams created the studio offices as entirely different buildings. Since these rooms were covered by the warehouse roof and he didn't have to deal with "roof reality," Adams played with office rooflines, varying them from a flat, Japanese-style top to one reminiscent of the Parthenon. (Pytko had earlier bought an Adams house in which the different rooms were also expressed as nearly individual buildings.)

When Adams gets close to the architectural solution, he says, he indulges himself in "producing something pretty—a pretty drawing or a pretty model. I can fall back and not think for a little while and let it happen in front of my eyes." But teaching and running his practice leave little time for such rewards. "It's hard these days to get to doing any architecture—with a pencil and paper. Most of what I do is talk to people about what we're doing."

To counter the resulting frustration, Adams is building himself a house. Says Adams, "The views [of downtown Los Angeles], privacy issues, topography, and . . . trees on the site generated lines of force," triggering the design: a series of

tall structures that seem to collide with each other and have portions opened up to the view.

Adams the client insisted that all the primary spaces be up high for the view and made some budgetary restrictions that Adams the architect found difficult. "I think it's a good experience," says Adams, unconvincingly, of having himself for a client. "But as the architect, I wished that the client would make up his mind . . . and as the client, I had the same complaint about the architect."

Could the client's problem with the architect have anything to do with the architect's reflexive response to built things? "I find myself almost passionate about every building on one level or another," says Adams. "Even dumb, simple, stupid buildings have a special place in my mind." Perhaps this acute, all-encompassing perception—which appreciates inherent, even unrealized possibilities in a structure—is what drives Adams to design not cultural monuments, but dwelling places destined to hold individual lives.

"I am much more interested in common-man architecture than I am in the glorious achievements," says Adams.

ABBEYS AND ITALY

Minnesota History Center visitors nosing through genealogy records, lunching in the cafeteria, or standing in the sunlit vault of the Great Hall—a splendid view of the State Capitol before them—come face to face with the work of Loren Ahles, design director and a principal at Hammel Green and Abrahamson in Minneapolis. Ahles was the senior designer on the firm's team that won a national design competition to build the 143-year-old Minnesota Historical Society's new \$60 million home, hailed as the state's "most impressive work of monumental architecture since the Capitol itself."

The center fits seamlessly into its site as

the third point in a triumphant triangle connecting it to the Capitol and the Cathedral of St. Paul. "We tried to design a building that did not seem new, that seemed to have been there and wanted to be there, next to the Capitol and the cathedral," says the architect. The context was especially important, says Ahles, because St. Paul "has a history you can feel. You can feel St. Paul as a place. . . . It is substantially different from Minneapolis in that respect."

Blame Ahles's love affair with Italy for the generous vestibule and the loggia-like hallway to the lower level of the Great Hall. After earning a bachelor's degree in 1975 from the University of Minnesota and a master's degree in 1977 from MIT, Ahles won the Roche Traveling Fellowship and studied architecture abroad, including in Italy.

Visitors expecting an oppressively dark and brooding book-lined mausoleum had best bring sunglasses. In order to preserve artifacts, exhibit halls and research areas could not let in natural light. "So our only recourse was to fill the public spaces with light so you could orient yourself to the world," says Ahles. From the Great Hall and both of the two gallerias bisecting the building, visitors can see outside, often in two directions.

Designing a structure with the necessary functional capabilities on a particular site and within a budget is just half of the architectural process, says Ahles. "It's easy to solve the problem and create a facility. You have to go beyond that. You have to create architecture. . . . So an architect is always searching for the soul in the project—what it is that will make people want to experience the building. . . . Buildings have to have soul to be great buildings. . . . and when it happens, it's tremendous."

It's the shift from practical to aesthetic issues that marks the transition to architecture. "It's not a lightbulb-goes-on kind of sensation," says Ahles, "but if you work on the problem long enough, you feel as if you're in control of it. . . . Then you can create the architecture."

When that happens, Ahles generates multiple architectural solutions, each of which can stand alone. "It's great to be

able to pick the best of a batch of good ones. . . . There isn't one great one and five dumb ones."

Ahles doesn't try to impose his preconceptions on a structure. A case in point is his riverfront addition to the Minneapolis Post Office. By sidestepping the architectural pitfall of trying to one-up the original structure with a markedly different addition, Ahles created a new whole instead of a two-part



Minnesota History Center
St. Paul, Minnesota

structure. "We allowed the building to be more of what it was—a great 1930s art deco building," he says.

A good day for Ahles is when he is left alone in his cubicle and the ideas "flow down [his] arm and onto the paper." He draws freehand with black markers.

Architecture is hard work and requires a serious work ethic, says Ahles, but he doesn't force his designs on the days he's feeling blocked. "You have to keep working at it, but know when not to work."

As an adolescent visiting Marcel Breuer's Abbey Church at St. John's University in Collegeville, Minnesota, Ahles first realized "that a building could move you." Before that, his only architectural experience had been carving the Parthenon out of a bar of Ivory soap.

Now his designs are modeled in foam carved with a hot wire and clay and paper.

A cardboard model of the history center hangs cavalierly, vertically, from an office wall. Ahles and his team worked on the design from the outside in (from the limitations of the physical site) as well as from the inside out (to meet the functional requirements of the building). "Sometimes, working from those two directions, you can end up with an inherent conflict," says Ahles. "Either the internal function has to subvert itself for the sake of a site solution or vice versa. In this case, we struck upon a solution that really allowed both to work well. . . . You don't sense a conflict in the building.

"This isn't a boast, but, of all the projects I've worked on, the history center comes the closest to resolving all the issues and creating a place."

A building—with soul. ◀

IN THE TWIN CITIES

CityBusiness recently compiled a list of the top 25 architectural firms, ranked by billings, in the Twin Cities metropolitan area. Of the firms' administrators who were listed, 19 were University of Minnesota alumni.

- | | |
|---|---|
| 1. John Gaunt, '62, '64, Ellerbe Becket | 13. Lauren Larsen, '56, LHB Architects & Engineers |
| 3. Mark Swenson, '71, '73, and Donald Hunt, '73, '75, BRW Inc./BRW Architects | 14. Leonard Parker, '48, The Leonard Parker Associates, Architects |
| 4. Donald Lund, '60, Short Elliot Hendrickson | 15. Jon Pope, '73, Pope Associates |
| 5. Fritz Rohkohl, '55, BWBR Architects | 17. Jack Boarman, '70, Boarman Kroos Pfister & Associates |
| 6. Duane Prew, '66, Toltz, King, Duvall, Anderson & Associates | 17. Thomas Meyer, '70, Meyer, Scherer & Rockcastle Ltd. |
| 7. Richard Vasatka, '52, Setter, Leach & Lindstrom | 19. Robert Walsh Jr., '68, Ankeny, Kell, Richter, Walsh Architects P.A. |
| 8. Alexander Ritter, '68, RSP Architects | 19. Craig Lau, '78, Miller-Dunwiddie Associates |
| 11. Michael Cox, '74, Wold Architects and Engineers | 23. S. C. Smiley, '42, Smiley Glotter Associates |
| 12. Wayne Winsor, '54, Winsor/Faricy Architects | 25. David Runyan, '69, The Runyan/Vogel Group |

*Our
readers
pick their
favorite
Minnesota
vacation
spots*

BY VICKI STAVIG

Minnesota's SECOND ANNUAL VACATION POLL

Minnesota's not just for summer anymore. The state has become a year-round destination for travelers seeking everything from the call of the loon to a snowmobile run to a shopping spree at the Mall of America to an evening at a casino. Add to that Minnesota's cultural offerings, its 2.6 million acres of boating waters, and its professional sporting events, and the result is tourists arriving in record numbers. ■ In 1991, tourism contributed an estimated

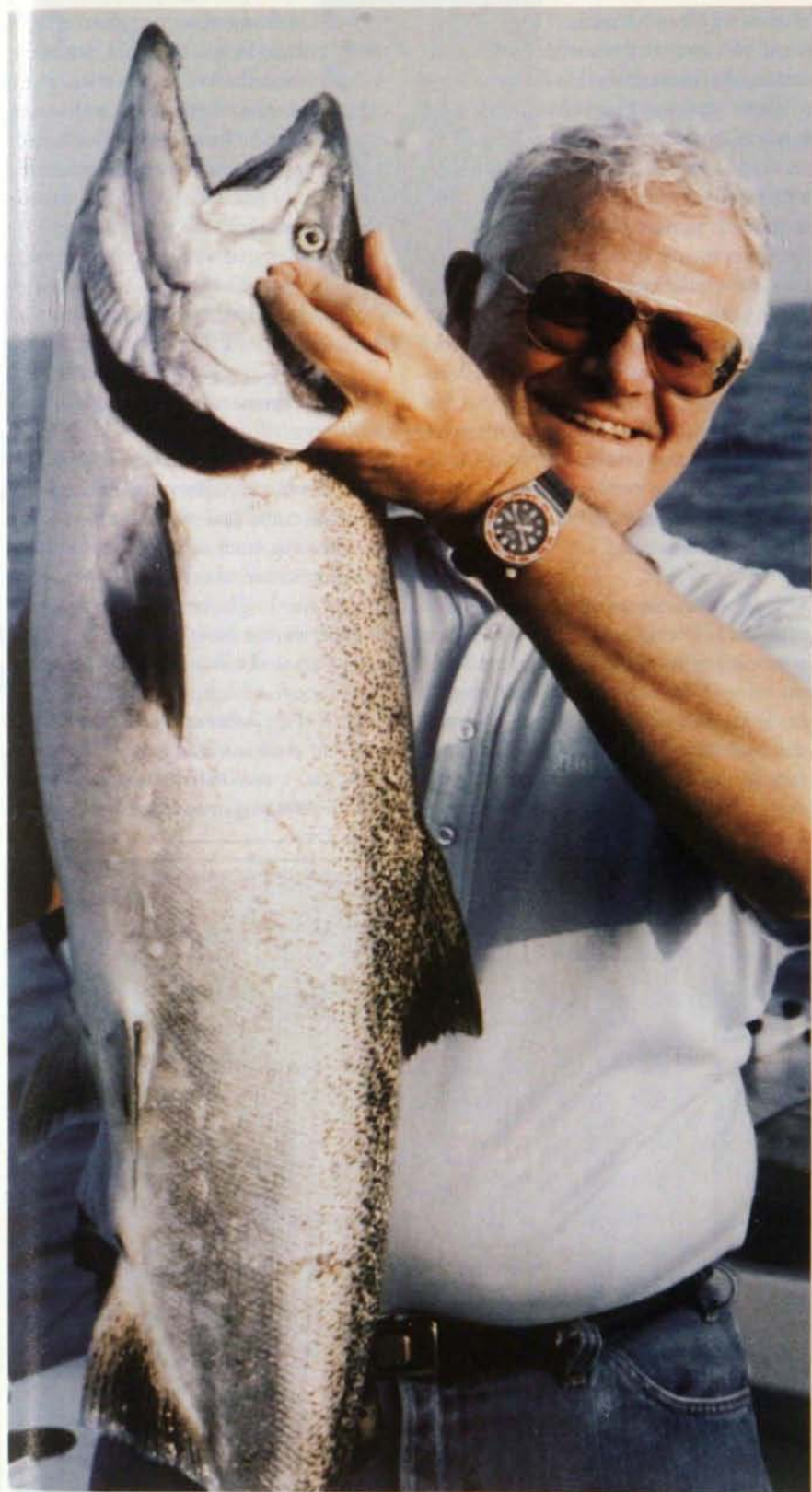
\$6.6 billion to the state's economy, says Art Adiarte, an industrial economist with the Minnesota Office of Tourism. In 1990 and 1991 the number of out-of-state and in-state travelers increased by 4.4 percent and 11.5 percent, respectively, says Adiarte. In 1992 out-of-state travelers increased 13.8 percent and in-state travelers increased 1.2 percent.

"This coincides with the opening of the Mall of America and the casinos," says Adiarte. "There's a growing trend in shopping and in group tours to Minnesota." ■



Above, Andrea Hjelm's favorite walleye spot at Big Sand Lake, Park Rapids.
Right, Judy Rikala and daughter Jenna at Gunn Lake.





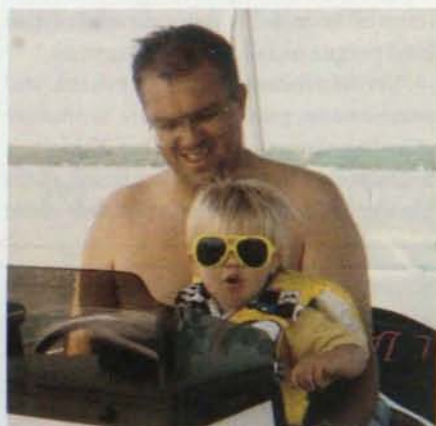
Pierson Grieve

William Gartner, director of the Minnesota Extension Service Tourism Center, headquartered on the University's St. Paul campus, also credits the boost in tourism to the Mall of America and the

casinos. "A recent study showed casinos are drawing people from out of state and keeping Minnesotans here, people who would have gone to Reno or Las Vegas," he says. Minnesota's hot spots, he adds,



Jerry and Jane Noyce



Robert Gandrud and grandson Joey

also include the North Shore, the Brainerd Lakes area, the Boundary Waters Canoe Area (BWCA), and the southwestern corner of the state. "The northern part of the state gets all the publicity," he says, "but I think the south will see a lot of tourism development in the coming years."

The Tourism Center conducts research and provides education, training, and advice to people in the tourism industry as well as to communities that want to get into, or increase their share of, the tourism market. The center recently published a book on rural tourism development, featuring tips and strategies from 60 tourism experts, and a book on festival and events management. It also produces a quarterly newsletter, a monthly lecture series, and myriad educational and resource materials. The U.S. Agency for International Development recently selected the center to help

Ghana promote tourism in West Africa.

Closer to home, Glenn Kreag of the Tourism Center in Duluth works with community business and civic leaders. "Communities and counties [are] looking at tourism as a way of diversifying the economy," he says. "The idea is to get some new industry in to minimize the impact of the downturn of any one industry like forestry or agriculture."

The Duluth area has seen a dramatic increase in the number of tourists drawn by the area's natural beauty, in part as a result of city officials' commitment to promoting tourism, says Kreag, who is also affiliated with Sea Grant, a federally funded program that focuses on the use of coastal resources. "A Sea Grant study a few years ago showed that the number one reason people came here was the scenic beauty," says Kreag. "That was unusual because in most surveys of this kind people usually list some activity."

Snowmobiling in the northern and northeastern part of the state is another growing attraction, says Dan Erkkila, a tourism and travel specialist based at the University's North Central Experiment

Station in Grand Rapids. "The Department of Natural Resources and county and local organizations have done a lot of work to develop the snowmobile trail systems up here. When we have good snow, Highways 65 and 169 are loaded with people coming up with their snowmobiles. It pumps a lot of dollars into the local economy. Previously, businesses that depended on tourism almost shut down in the winter; now they're busy."

In short, says Art Adiarte, "we've seen a remarkable growth in tourism in Minnesota, and it's continuing."

Minnesota asked several University alumni, faculty, staff, and volunteers where and why they vacation in Minnesota. Their answers are as diverse as the state's attractions.

"My favorite vacation occurred in the summer of 1990. We rented a 43-foot houseboat and traveled south on the Mississippi River to the Iowa/Minnesota border, on to Winona, and back. The boat didn't have a generator, so we had light when the sun was out, and when it went down we went to

bed. We'd motor about four knots, find a sandy island, beach the boat, barbecue, and play in the water. My son was a year old at the time and learned to walk on the boat, so now he has a little sailor lurch. I had never driven a houseboat before and was glad no one who knew me saw me. The next summer we bought an old 28-foot cabin cruiser, but have gone nowhere with it because the weather's been bad and I've spent most of my time fixing it."

—Bob Valente, '77 B.S.,
rheumatologist at the Mayo Clinic

"My favorite vacation spot in Minnesota is right at my house. I have a tennis court and swimming pool and live on a big tract of land. I don't like to drive anywhere to vacation; I have everything I need right here. When I do go, I like to visit the North Shore for a weekend or go to the Root River in southwest Minnesota or fishing in Rainy Lake."

—Pierson M. "Sandy" Grieve,
chair and chief executive of Ecolab
and chair of the Carlson School
of Management Board of Overseers



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“Once a year or more, I go to Green Lake near Spicer, where I attended nineteen consecutive Fourth of July parades. I like Green Lake because it’s a nice size; not big enough to be dangerous but big enough to have a few fish and calm enough to swim. I also go to Duluth once a year. I grew up in Milwaukee, and the air in Duluth is the same. When you work in the [Twin Cities], you don’t get to see people doing real work. In Duluth you see huge barges toting raw materials pulled from the earth. It’s so much less abstract than the work that gets done in downtown Minneapolis. It’s inspiring and evokes a sense of possibility and nostalgia. I also like the beer at Fitzer’s, but I can’t say that.”

—Jay Novak, '77 M.A.,
editor, *Twin Cities Business Monthly*

“I love to go up to Park Rapids and fish for walleye. I learned to fish and hunt with my dad. We have a lake place on Big Sand Lake. It’s very peaceful and



Andrea Hjelm

beautiful going through the channels to other lakes and watching the loons nesting in the spring. There’s a solitude there, which is nice because in my business I’m meeting people and on the phone all the time. I’m getting better at fishing and am learning from one of my son’s friends, who went to a fishing camp. I watch him do

his leader and see what jigs he uses. When I catch fish, I clean them, bread them, and fry them in butter. It’s great.”

—Andrea Hjelm, '65 B.A.,
owner, *Eleanor Moore Model and Talent Agency*

“My favorite vacation spot is the northeastern part of the state. We have a cabin on Loon Lake north of Grand Marais and vacation there in the summer, fall, and winter and like it for its beauty and solitude. I go up there to fish. I’m an avid outdoorsman and canoeist, too, so I also take trips to the BWCA.

My second favorite spot is the Lanesboro area, [near] Rochester. It has beautiful rolling hills and rivers and miles of bike-ways. There also are some wonderful bed and breakfasts there, including a converted county jail in Preston.”

—Bob Bruininks,
dean, *College of Education*

“My grandparents settled in Madison Lake near Mankato. When I get back to Minnesota, I stay with either Charles Nolte [professor of theater arts] or a childhood friend. My aunt still lives in Mankato, and I spend a day with her. We go together to Madison Lake and look at the cemetery and at family houses. We have a lot of written history on our family, so I can walk around the town and know where things happened. I feel very strongly about Minnesota. If my life were different and if I had children, I would live there.”

—Marianne Muellerleile, '79 M.F.A.,
actress living in Los Angeles

“My favorite Minnesota vacation is driving to Duluth, then up the

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*Yep, Peter Jarvis found Gold Country (blue and gold) in South Bend. He graduated from Notre Dame.

North Shore. It's wonderful any time of year. We've gone in summer and in fall and would like to go in winter. Blue Fin Bay is a special place for us; so is Lutsen. I've been doing this as long as I've lived in Minnesota and normally go up twice a year for three or four days. The location and history make it an interesting area. If you start in Duluth, you can do urban things, then go up and do outdoor things on the North Shore."

**Sandra Gardebring, '73 J.D.,
Minnesota Supreme Court justice**

"I have three favorite vacation spots in Minnesota: Cragun's Resort; Red Wing, where we stay at the St. James Hotel; and Bird Wing Spa in Litchfield. We go to Cragun's once a year. We have a lot of great resorts in Minnesota, but we happen to like this one. I don't do anything there but sit. Red Wing is just our favorite little town in the state. We go antiquing and go to the wonderful T. B. Sheldon Theatre, where they will have classical music one night and maybe a spoon band the next. The Bird Wing Spa is wonderful, too. They teach you

how to exercise, which I avoid, but they also have superb, healthy food and massages. You can hike and swim, which I don't do, but I watch others do it. We go there once a year."

**Burt Cohen, '54 B.A.,
president of MSP Communications
and publisher of Mpls St. Paul**

"My favorite place to go is up north to our cabin on Gun Lake in Aitkin County, where I grew up. I love going up there for a readathon, picking blueberries, taking saunas, wearing my same clothes with no one bothering me about it, and praying my pager doesn't go off. We water ski, swim, sailboard, and walk. It's nice to be away from the phone. I go up twice a month if possible."

**—Joy Rikala, '75 B.A.,
chief of the University of Minnesota
Police Department**

"Grand View Lodge is about the only place we vacation in Minnesota. I love the golf course there, but I'm a little dangerous because I have a

high handicap. People are friendly, and the food is super. I play a little tennis up there, too. Last year I played in the Camp Confidence Tournament at Grand View. It's an area camp for physically challenged children. We usually go up for a long weekend. My wife's aunt and her husband have a place on Lake Shamana, and we go up there for a long weekend each summer, too. It's a neat place about 40 minutes from Brainerd."

**—Jerry Noyce, '67 B.S.,
director, Northwest Racquet,
Swim and Health Clubs**

"My favorite vacation spots are Minneapolis and Lutsen's; we go north or south. Lutsen's is a cozy vacation. We just walk around and enjoy the scenery. It's a wonderful place to do nothing, to sit and read. We also love driving to Minneapolis and going to the Guthrie and Orchestra Hall and living it up at Dayton's and Saks. We're culture vultures. We also take the bus down for a day to St. Paul for the Minnesota Opera or the Ordway. And we enjoy the Children's Theatre and the Minneapolis Institute of

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As, because it has such wonderful collections and lunches. In the Twin Cities we sit around. At Lutsen's we sit around."

—Ann Anderson, '57 B.S.,
music professor on the Duluth campus
and president of the UMD Alumni
Association Board

"We like to go up to northern Minnesota. We get a good fishing guide, so we're sure we'll catch fish, then have a shore lunch. We go for a week; a couple of days isn't long enough. We like Crane Lake, which is north of Duluth and Hibbing, almost on the Canadian border. I really enjoy fishing and have been very successful in outfishing the governor each year at the Governor's Fishing Opener. I especially like to catch walleye because they taste so good."

—Joanell Dyrstad,
lieutenant governor of Minnesota
and University of Minnesota Foundation
Board of Trustees member

"We have a cottage on Ottertail Lake, west of Detroit Lakes. I love the beauty of the lake. It's a place to get away from the activity of the city, to watch the water and enjoy the sunsets. It's time to sit back and reflect. I get out in the boat, and I do a lot of walking, reading, bird watching, and visiting. Ottertail Lake is huge and beautiful. I've been going up there for the last 30 years. It's a place to relax and forget the stress of day-to-day business."

—Sister Bernice Ebner, '68 B.S.,
president and chief executive officer,
St. Therese, Inc.

"I grew up in Glenwood, and we built a lake home four years ago on Lake Minnewaska near there. I go there and play with my toys. I go boating, fishing, cross-country skiing, and snowmobiling. It's a year-round home, where we gather with the kids and the grandkids. In the summer I like to get up there and putz outside and fish; in the fall it's hunting. Glenwood has a summer celebration called Waterama in July, which is fun and brings a lot of people home. We have a wildflower garden, too. I enjoy putting my hands in the soil."

—Robert Gandrud, '65 B.A.,
University of Minnesota, Morris,
president and chief executive officer
of Lutheran Brotherhood

"I enjoy the woods and quiet lakes—the emphasis is on quiet—in any of the state parks or on private property. I like the gentleness of the Minnesota terrain. I like St. Croix State Park, Gooseberry Falls, and Itasca State Park. I camp or stay at a nearby bed and breakfast. Minnesota has a great bed and breakfast system. For me, a Minnesota vacation is real down-home, as Garrison Keillor would say; a time of gentle solitude."

—Maria Cheng, associate professor and
head of the University's dance program ◀

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GOPHER GOES GLOBAL

The Information Superhighway Starts Here

BY STEVE DEYO

Five programmers from the University of Minnesota's Microcomputer Center—Mark McCahill, Farhad Anklesaria, Dave Johnson, Paul Lindner, and Bob Alberti—have put Minnesota on the global map, electronically speaking. In 1991 they wrote a computer software program called Gopher that has become an extremely popular tool for people who want to find and access information on the worldwide Internet.

Millions of Internet citizens use Gopher to burrow into electronic libraries on every continent to find documents, pictures, animations, sounds, and video clips. Once it's located, any bit of information of any size can be "downloaded" at once—and Gopher enables users to run many search and download sessions at the same time.

Like everything in the vast data storehouses spread among the thousands of schools and institutions on the Internet, Gopher is copied freely, so it's unknown just how widely it is in use among the Internet's 2 million or so networks (they increase by 7 to 10 percent per month). Network analyses show, however, that Gopher is the seventh most highly used protocol for information transfer

(among more than 200).

The University of Minnesota programmers designed Gopher and wrote versions of it for Macintosh and UNIX and PC-compatible computers. Others have since followed Minnesota's lead and created versions of Gopher for nearly every computer platform in existence, in addition to versions in many human languages.

How did Anklesaria, Johnson, Lindner, Alberti, and their supervisor, Mark McCahill, come to make such a contribution to the developing information highway? "I hired them," quips McCahill. Before that, Lindner, Alberti, and Johnson were in computer science, Anklesaria was a geneticist, and McCahill was a chemist.

McCahill started at the University ten years ago as a junior programmer—a lowly position, Johnson jokes, "like the mold on a pizza box." Johnson himself did contract programming for various University departments but "hung around" the computer-support operation so much that in 1989 he was "hired so he'd stop asking us questions," McCahill says. "As punishment," adds Johnson.

Anklesaria came to the Microcomputer Center six years ago after working for a



The Gopher team, clockwise from left: Farhad Anklesaria, '80, '84, '85; David Johnson, '87; Paul Lindner, '91; Mark McCahill, '81; and Bob Alberti.

Midwest software company and teaching at Macalester College.

Lindner was a student employee who administered an Institute of Technology computer lab. As he explains it, one day he said to McCahill, "Mark, I'm bored. What can I do for you?" He was hired in April 1991, and, he adds, "I haven't been bored since."

Alberti's business ran aground in 1990 after back-to-back incidents with lawbreaking employees. Today he's

happy in academe.

Unofficially, the Minnesota team wrote Gopher with a "very selfish motivation," says McCahill. "We were getting a lot of questions on the help line and we were getting behind," Alberti says.

"You can't really convince someone to get more out of the system by teaching them [about it]," McCahill explains. "They just want to solve a problem. But by having a lot of fun stuff out there" and providing easy access to it, computer users can learn to expand their horizons, he says.

Officially, the team wrote Gopher to give faculty, staff, and students access to University information from their homes as well as from campus. "The U is

essentially a commuter campus, and you have to provide a lot of the same access" to information and services for everyone, McCahill says.

The first information that went into the University's Gopher-accessible data banks were answers to common computer problems, recipes, and job-placement notices. Now that the University community has seen its usefulness, McCahill says, "it's not a hard thing to get people to put [more offerings] on the electronic net."

Computers aren't "stand-alone boxes, they're communication tools," McCahill says. "The University has a real need for communication tools, and we're in the business of moving information around."

Team members defined a strict protocol that could get Gopher up and running on a number of platforms, then developed a version for the Macintosh, the University's computer of choice, within ten days. After a month or so, the team had produced "something I was actually willing to let other people see," says McCahill.

Many of the people who use the Internet are researchers, so it has the strong feel of a campus setting. It's that collegial give and take that helped Gopher gather momentum and take the Internet by storm.

"We wanted more people who weren't at the University to be testing Gopher," McCahill says, so the team placed the program on the Internet with an open invitation for others to try it out. McCahill says it was a thrill to discover that, "hey, they're actually using it!"

The team works well together, if their easy rapport is any indication. "There are [only] a few of us," says Anklesaria. "We can do things informally and just walk into each other's office and bounce ideas off each other. If [an idea is] bogus, it gets shot down. And if it doesn't work," says Anklesaria—"we change it," says McCahill, finishing the thought.

"[It's] a different philosophy from [developing] the grand design that will solve all things," says McCahill. "With the computing world moving as fast as it is, there's a real sense of 'I'd better get this done fast or it won't get done,'" he says.

"Turning Gopher onto the Internet has been a huge boon for the U," McCahill says.

"And sometimes [others on the Internet] even send in fixes for the bugs," says Lindner.

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A Coach for All Seasons

Roy Griak goes the extra mile for his student-athletes

BY BRIAN OSBERG

COACHING IS ROY GRIAK'S job, hobby, and obsession. For 31 years, he has been the head coach of the men's cross-country and track and field programs on the Twin Cities campus. "You do what you love to do," says Griak. "It's really not a job. You look at it in a different way. I never regret coming here in the morning, working on Saturdays or Sundays. It's really a seven-day-a-week job." And with three seasons—cross country in the fall, track and field indoors in the winter and outdoors in the spring—it's also a year-long job. "I think that a lot of people don't realize that a track and field coach goes the whole year," he says.

Griak doesn't have much time for other interests, but he doesn't seem to mind. "When do you go hunting, or fishing, or play golf? On your weekends. We don't have the weekends. I forgot about fishing. I forgot about hunting, golfing, and anything else. But I've been blessed by being with all those kids, helping them all," says Griak. "We have to look at it that way.

"It's different in basketball and football, where you have so damn much pressure from your critics every time you turn around. If you lose the game, you're criticized, if you win the game, you're great. You have to win, and if you don't fill the stadium, you're out looking for another job. You create your own pressures in track and field when you want to excel, but that other pressure is not there."

Griak is as proud of the academic performance of his "kids" as he is of their athletic excellence, and the lack of pressure allows him to recruit students who are top-notch both on and off the field. "It's nice if you have a combination," says Griak. "Martin Eriksson, a senior, is about a 3.8 student in computer sci-



In his 31-year career, Roy Griak has coached 41 cross-country and track and field all-Americans and three NCAA champions.

ence. He's also a national champion. Two or three years ago, our cross-country team had a straight 4.0 average for sixteen kids. That's never happened at the University before or since, and it may never happen again. Year in and year out, the cross-country team is generally around 3.2 or 3.4.

"It's kind of hard work to work with the kids because you have to watch what you say to them because they're so damn smart. They're going to be physics majors or engineers or computer science experts. It's fun to be with people like that. You don't have to push them to do their schoolwork—they're pushing you to give them more time to study.

"A lot of times people ask, 'What do you do to motivate kids to be good students?' You don't motivate kids to be

good students, you get good students to begin with. I always tell the kids that there are 24 hours in the day. You have to sleep about 8, eat about 2, go to class for about 4 or 5—if you have labs, you might be in class for 6. You have to work out for a couple hours, and you have to study. So in essence, you squeeze a 30-hour day into about 24 hours. You don't have time for a lot of things that the other students may do because you are working out, go-

ing to class, and you have to keep the lines of communication open with your family, your brother, sister, mother, grandpa.

"When I was going to high school, I worked in the steel mills in Duluth. You put a lunch bucket under your arm and you went to work. It's the same for school except instead of that lunch bucket you put the books under your arm. You've got to put in your time if it's going to work. It's not convertibles and blond cheerleaders and all that you see in magazines. Going to school is hard work."

Griak has assembled an impressive coaching résumé. After taking over the reins of the Minnesota program in 1963, he promptly led the Gophers to the 1964 Big Ten cross-country title, the school's first in the sport since 1914.

Under his guidance, the track and field program won the league title in 1968. The 1968 cross-country squad finished second at a Big Ten meet and then went on to place fourth at the NCAA championships. In 1969, the cross-country team wrapped up another conference title and then finished seventh at the national meet.

Griak's cross-country teams have recorded an overall dual meet record of 159 wins and 42 losses, winning an impressive 79 percent. Overall, he has coached a total of 41 cross-country and track and field all-Americans, including three NCAA champions: shot putter Ron Backes (1986 indoor title), runner Garry Bjorklund (1971 outdoor six-mile title), and pole vaulter Martin Eriksson (1993 indoor). His athletes have collected 53 Big Ten conference individual titles as well.

Griak is very emotional when he talks about all the student-athletes he has coached over the years. He continues to be in touch with his "boys." "One wonderful thing about being a collegiate coach is you develop unique relationships with your athletes," says Griak.

"When they leave college and go out in the world to make a living, you keep in touch with them. I can tell you where a lot of the boys are—in Alaska, Colorado, Florida, North Dakota. They come back to the University, too. They cement those ties.

"It's always fun to win championships, but I think my fondest memories are of the kids," he says.

Much has changed during Griak's 31-year career. "Competitions are much too long now," he says. "Years ago we would start at 12:00 and were through at 3:00. Now we have a lot of competitions where both men and women compete. I think that something has to be done to reduce the time that it takes to conduct a competition. People get bored. Nobody wants to sit out there for six hours and watch a track and field meet."

Griak recalls the days when a school like UCLA had 36 scholarships. "When the NCAA set the number of scholarships for track and field, I think there were some misguided individuals who said you could have 14 scholarships and have a good program. Now that we're down to 12.5 scholarships, it's impossi-

ble. That's all there is to it. That's the way the situation is at the present time. It's gone from bad to worse, in my opinion.

"When I first started at the University, we would have a dual meet with Wisconsin and Iowa," says Griak. "Now, with the reduction of scholarships, you just can't do that anymore unless you get a lot of walk-ons. We don't have any sprinters in our program. Seniors Chris Darkins and Omar Douglas came over from the football team to help us out, otherwise we would not have anybody in that event who is a Big Ten-caliber competitor."

The Gophers are not as competitive in cross country as they once were—for various reasons, according to Griak. "We have chosen to spend our scholarship monies in other areas. We don't have a separate allotment for cross country and for track and field. We have 12.5 scholarships for cross country and for track and field. We have to distribute them equally.

"And now it's much more competitive than it was when we won the Big Ten championship in cross country. I remember that we were third or fourth in the nationals one year, all of the kids were from [within] 150 miles of Minneapolis. You can't do that anymore and be competitive.

"Iowa State has seven guys from Kenya. Providence has four guys from Ireland. Alabama has six guys from Bahrain. Iowa State has a couple from Russia. Well, for goodness sake, you can't compete. You can't take a seventeen-year-old kid from Minnesota who was a state champion and expect him to compete with some twenty-year-old guy from Kenya who has already been in the Olympic games."

Despite the obstacles, Griak is optimistic about the program. For the third straight year, the Gophers finished in fourth place at the Big Ten indoor championships this winter. Omar Douglas, who set a career record in receptions for the football team, won the 55-meters with a clocking of 6.29. Eriksson finished a disappointing second and went on to place sixth at the national meet.

The Gophers compete for the outdoor championship on May 21 and 22, and Griak believes they have a chance to win it all. "We're going to be hard-

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pressed next year," he says. "We're losing some key individuals. We lost some key kids last year but we managed to replace them a little bit. It all depends on the kind of recruiting year we have. Some people have made verbal commitments to us, providing everything works out in school and they are accepted."

One thing Griak doesn't miss about the old days is the old field house with its dirt floor—the old dust barn, as Griak calls it. He recalls recruiting Garry Bjorklund to come to the U. "I remember telling Garry, probably one of the finest athletes this state has ever produced, that we were going to get a new indoor facility. He came to school here, and one year went by, then two, and then three, and he graduated, and we were still running in the dirt. About six or seven years later, he said, 'Hey coach, you always told me you were going to get the field house fixed and you never did.'

"We'd go in there every day in that dirt bin, year after year. Central administration wasn't too concerned about the conditions. They'd give us words of encouragement, but nothing else. They had a priority list of facilities that they were going to fix, but that had to be the worst facility on this campus. Even the cattle over on the St. Paul campus had it better than we had it, but nobody ever seemed to care. Finally Paul Giel [then athletic director] found money, and it took about \$600,000 to get that place fixed up. Now we have beautiful facilities. It took a long time for it to happen, but it did happen, and I guess all good things come to flourish sooner or later if you're around long enough."

For all of his 31 coaching years, Griak's inspiration has been his 91-year-old mother, whose philosophy he adopted. "She's an old country lady," he says. "My mother saw me play basketball once. She never cared if I ran or jumped or threw, whatever. But her hard work ethic is something that I stuck to, and it's something that I've gotten from her."

"When I was a kid, we just played and did things because we loved to. It wasn't organized. We pounded nails in our bat when it broke and sewed up balls when the seams came out. That's the big difference. Kids today get everything ready made for them."



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Pharmacy alumnus Frederick Chomilo, a therapeutics outcome manager for Diversified Pharmaceutical Services, a division of United Health Care Corporation, received Peters' scholarships in 1982-83 and 1983-84.

"The scholarships I received helped me to receive my bachelor's degree and doctorate in pharmacy from the University of Minnesota," says Dr. Frederick Chomilo, '85 B.S., '86 Pharm. D. A native of Cameroon, Dr. Chomilo is one of more than 120 students who have received scholarships contributed by Mildred and William Peters, a University alumnus.

"The scholarships were timely. I had just gotten married and my wife had just had our first child. Today I have a good job and satisfying family life and am able to contribute to society. By educating young people like myself, the Peterses invested in the community."

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EDITED BY MAUREEN SMITH

THE UNIVERSITY administration's budget plan for 1994-95 went to the Board of Regents in April. A strategic investment pool of \$8.5 million includes items in each of five strategic directions in the University 2000 plan. More than half of the total (53 percent) would go toward building a more user-friendly University community. The plan includes \$10 million in internal reallocation, but does not call for closing any academic unit.

The budget plan calls for an overall tuition increase of 4.2 percent, with all of the money beyond a 3 percent increase targeted for specific quality improvements. A guaranteed tuition plan on the Twin Cities campus will be offered as a pilot program. Students will pay tuition higher than the current rate but guaranteed for five years. A rebate will be given to any student who finishes in four years.

A report on the proposed **University College** was also presented to the regents. The proposal has evolved since it was introduced, in response to feedback from stakeholders in the Conversations with Minnesota discussion series. The name University College is still open for discussion. The plan now calls for more integration of day and evening programs.

Legislative strategy for 1995-97 was one topic discussed when University President Nils Hasselmo met with the Faculty Consultative Committee (FCC) in March. Funding in the 1995 session will be central to the success of University 2000, President Hasselmo said, and because he has observed that legislators' eyes glaze over when a case is based on general statements, he is considering building a case around specific examples.

Most FCC members responded positively, but some expressed concern that the examples would be units with identifiable constituencies and economic benefits that would be easy to sell. Physics professor Ken Heller said the University has "strong centers on the periphery and in the midst a core that's decaying rapidly." President Hasselmo said the legislative case might include an argument for the English department (for example) as the heart of the University.

An alarming national trend for private universities to outdistance public universities in **faculty salaries** and thus quality was outlined for the FCC by Dave Berg, assistant to the president. "We are headed for something very different than we've had in the past or than any of us want," he said. Tuition has increased in both public and private schools, said Berg, but in the public schools the money has gone to make up for loss of legislative funding.

The regents voted in March to **close the ALG program**, after no company came forward with an offer to purchase rights to the antirejection drug. Negotiations between the University and a major drug company fell through in February. The drug has not been sold since August 1992, and estimates are that it would take four years and \$8 million to \$10 million to complete testing and bring the drug to market; by then, it is not clear that there would be buyers.

Bob Erickson, senior vice president for finance and operations, who recommended shutting down the program, said the problem was one of the most difficult he has ever dealt with. In light of the scarcity of dollars and the uncertainty that ALG could be marketed successfully, he could not justify continuing the investment. He said the University will make the technology available on a nonexclusive basis to anyone who wants it.

The largest bequest ever made to the University will go to the **College of Pharmacy** in the form of a \$13.5 million gift from the estate of Mildred Peters. She and her husband, Bill, a 1910 pharmacy graduate, were owners of Lowry Hill Drug Store in Minneapolis from 1915 to 1948. Bill Peters died in 1979, and Mildred Peters died last December.

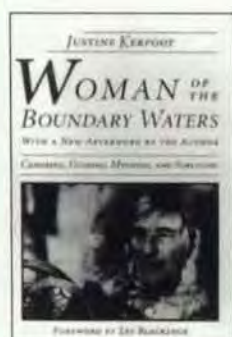
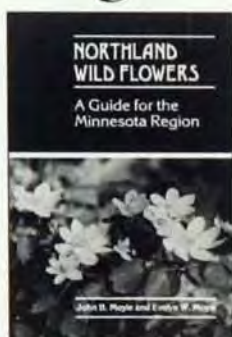
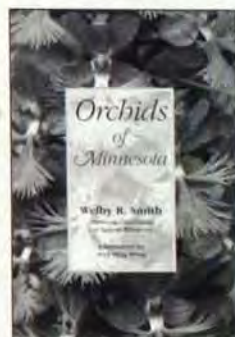
Regent Ann Wynia resigned her seat February 21. She said her husband's illness and her running for the U.S. Senate forced her to leave the board. President Hasselmo said, "All of us will miss Ann Wynia's thoughtfulness and effectiveness as a regent" and we "owe her thanks and best wishes."

The Faculty Senate voted without dissent in February for a new **conflict of interest policy** for faculty and other academic employees.



University student and professional boxer Tory Scales (top) gets help adjusting his belt from his sparring partner. Leah Sanders, University Sailing Team alumnus, hoists the mast as team member Michelle Sorenson tightens it down.

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REPORT



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

National President

A few months ago, I attended the University of Minnesota Foundation (UMF) Board of Trustees' meeting at the new Sports Pavilion. Carol Ann Shudlick, recently named the nation's most outstanding senior woman athlete, spoke to the group, as did Chris Voelz, Twin Cities campus women's athletic director. I came away impressed and feeling so proud of our University. The pavilion, Shudlick, and Voelz all embodied the role I have always thought athletics should play in an educational setting: accessible to all, supported by all, and yet not the be-all and end-all.

Let me explain.

Growing up during the 1950s and 1960s, girls in my generation had virtually no access to organized sports. Interestingly, it didn't start out that way. In grade school, we had it pretty good. What sports we played were confined to gym, which all boys and girls participated in together during the school year, and the games we could devise in the neighborhood with whatever girls or boys we could find when school was out. Kickball, trench (do you remember trench?), croquet (my mom's flower beds were out of bounds; a hit into the rose beds resulted in a one-hoop penalty), and softball at the school playground—these were our staples. We even created our own mini-golf course in my next-door neighbor's backyard to practice our prowess at pitching and putting. Park board sports played no role in our neighborhood. Either they didn't exist in St. Paul in those years or we just weren't aware of them.

Looking back, what was interesting about this time was that not only did boys and girls have equal access to and support for athletics, but kids of the same age seemed to me to be pretty equal in abilities, regardless of gender. I know I could throw a ball "like a

boy"—after all, with my ancient mitt and a hardball, I played catch with my dad nearly every night—and it seemed like the girls were picked for teams as often as the boys. We weren't saved for last.

By high school, access, support, and, ultimately, ability changed dramatically. Boys had their varsity and intramural teams in numerous sports throughout the school year. Participation by girls in varsity sports was limited to cheerleading, the dance line, or watching the boys play; eventually, we had intramural volleyball, basketball, and softball. Girls' sports simply took a nosedive. Of course, in those years, as was true in college, we didn't even know that something was wrong with this picture. While we knew we were being treated differently, we didn't feel like we were being deprived. The term *discrimination* was not part of our vocabulary.

Now, we do know differently and we are envious. Today, elementary and high schools, colleges and universities, and park boards offer a variety of sports for girls and women. I love hearing my friends talk about their daughters' latest successes in softball, skating, or gymnastics, or how mom or dad is off to coach their daughters' teams. It was for this very same reason that I was so thrilled and proud to hear Shudlick speak at the UMF board meeting.

Here was a young woman who had set numerous national records in women's collegiate basketball: third in the nation in scoring, all-time leading scorer at Minnesota for men and women with 2,097 career points, and Big Ten Player of the Year. To top it off, Shudlick will graduate in four years and has a 3.13 grade point average. The University gave Shudlick the opportunity and the means to succeed, and she has done so in

every sense of the word.

I know that women's athletics has not reached its full potential. Funding and scholarships for female athletes are still wanting (for example, only 15 percent of recruiting dollars go to women's programs, and only 30 percent of the scholarships are available to women athletes), availability of desirable locations and times to practice remains an issue, and media coverage and public attendance at women's sporting events is an up-and-down affair. Nevertheless, whether it is the result of vision, of guilt, of twisting the arms of University administrators, the men's athletic program, private donors, or the taxpayers of Minnesota, or of the force of legislation and court intervention, gender equity in athletics has come a long way, and I am proud of the role the

University has played in the change.

What I like best is that women's athletics at the University is being touted as a component of the educational experience. For a long time, it seemed like we perceived our athletes as athletes first and as students second. The athlete was measured by success in sports, not academics. Voelz's program is clearly committed to a different model: the student scholar-athlete who graduates, is a good citizen, and can contribute to society. And it works.

Since 1988, women's athletic teams have achieved six Big Ten championships. Last year female student athletes carried a 3.07 grade point average—compared to 2.9 for the undergraduate student body as a whole—and 82 percent graduated compared to 35 percent for the student body.

At the pavilion, grade point averages and the athletic accomplishments of players are flashed on the scoreboard. To me, that says it all: Scholarship and athleticism need not detract from each other, but rather can and must work together hand in hand.



Janie Mayeron

WORKING FOR DIVERSITY

In 1991 the University of Minnesota Alumni Association (UMAA) National Board approved a series of recommendations of its University Issues Committee that included monitoring and periodically reporting on both UMAA and University progress in achieving diversity and pluralism. This is our third annual UMAA report.

While the UMAA has given a high priority to increasing diversity within its own ranks, perhaps none of its efforts is likely to have greater payoffs in the long run than the mentoring programs it has helped establish and those with which it has ties.

"Advice and encouragement from an alumni mentor can make the difference between success and failure to a student who is struggling to meet the academic and cultural demands of studying at the University," says Margaret Sughrue Carlson, UMAA executive director. "And the successful students of today are the alumni of tomorrow—the UMAA members, leaders, and staff."

The UMAA currently works with fourteen collegiate-based mentoring programs in which students are paired with alumni mentors. It coordinated a mentoring program for the University Scholars program and is working to establish ties with the Twin Cities campus learning resource centers for African American, American Indian, Asian/Pacific American, and Chicano-Latino students.

The American Indian Learning Resource Center recently matched 23 student-mentor pairs in response to recommendations made last fall by the President's Twin Cities American Indian Advisory Council, composed of University people and community representatives. The group focused on combating racism and recruiting and retaining American

Indian students and faculty members.

"We have undertaken to act on our own recommendations," says resource center director Bruce Meyers, "and we have chosen retaining undergraduate stu-



Mentors Josie Johnson (left) and Jacqueline Cottingham-Ziert

dents as our first priority." The initiative was begun essentially without funding, though a donor has now provided seed money. Even at a university with a high overall dropout rate, the rate among American Indian students—60 to 92 percent—is cause for concern, Meyers says.

The resource center is concentrating on retention of all incoming American Indian students, whatever their academic background, Meyers says. "Our message to students is that they *can* get an education, they *can* graduate—and that they're not alone," Meyers says. "We call it 'your American Indian family on campus.' It is part of the Indian tradition for

the elders to help young people. We can draw on this cultural strength to help students combat discrimination and to succeed in a competitive, institutional system." To "approach the elders for wisdom and knowledge," not to "stand by the trail and complain," is the Indian way, he says.

Of the 23 mentors, at least half are University of Minnesota alumni, and all of them are Indian people. "We don't rule out anyone with the heart to understand where our students are coming from," Meyers says, but the understanding that comes from a shared cultural background is hard to beat. There is often a match in career interests between student and mentor, too: A mortuary science student was hoping to get a mentor when an article appeared in the newspaper about an American Indian mortician. The mortician was contacted by the resource center and was happy to become a mentor.

Collaborations between the center and UMAA mentoring programs are just beginning. At an upcoming joint training session for the mentor group and UMAA program directors, "we'll all be able to sit down together," he says.

"There's not much awareness of cultural differences at the University," says Sandi Goulding, a graduate student in sociology who volunteered to help Meyers with the mentoring program, in keeping with the Indian custom that "wherever you are, you contribute to an Indian community." Goulding, whose Indian heritage is from her mother, praises the UMAA for its assistance: "The alumni association has been cooperative and helpful. We felt very supported."

"We encourage all American Indian alumni to step forward and volunteer for the mentoring program—to join the American Indian family on campus," says Meyers.

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UNIVERSITY
OF MINNESOTA



S P E A K O U T

What can the UMAA do to help build a stronger University community and improve the climate for diversity?

R. C. Johnson

'72 M.Ed., '82 Ph.D.

*Vice president, College of Education
Alumni Society*

The alumni association can assist the University in achieving greater diversity in the student body and the faculty by meeting with the leadership of the various minority business and social groups in the Twin Cities area. These groups could be asked to host a meeting of the societies, where we could get input from them and society members. For instance, during a meeting, we could pass out various items related to the College of Education and ask for their assistance in recruiting.

Jackie Looney

'79 B.A.

University Issues Committee

Education is the key to ending the burden of ignorance within us. It allows us to go beyond our lack of understanding to reach out to others who are different from us in ethnicity or disability or gender. The University needs to challenge students to go outside their boxes, to be aware of differences—and to be aware of our similarities as human beings as well. Students should graduate from the University not just with knowledge of their academic field but also with a higher level of understanding of other people, which makes them better citizens, better contributors to the University community and to the community at large. And it is important for alumni to give back to the University what I call the three T's—their time, talent, and treasure.



Terri Mische-Riebel

'78 B.A., '81 J.D.

UMAA program director

The University and the UMAA need to recognize, celebrate, and make use of difference. All organizations are being challenged to incorporate diversity. The alumni association is broadening its programs to draw a more diverse group of alumni, in age as well as in all areas of diversity. We are beginning to focus more on students as alumni of the future and on inviting recent graduates to participate. Their interests and needs are quite different from those of people who have been out of school for many years. I would like to have more alumni of color involved, not simply because they are people of color, but for the different perspectives and energy they bring.

Tim Klinkner

'81 B.S.

Owatonna Chapter

College of Agriculture Alumni Society board

In my opinion, the future of the agriculture industry depends in part on diversity, since our traditional student base—farm kids—is smaller now. You can make a conscious effort to move toward diversity; you grow into enlightenment. People in rural Minnesota gen-

erally have limited exposure to people of color, but the survivors in the industry are those who pay attention to changes in the world. Last summer at Farmfest in Austin, two black women were talking to a white man about a piece of farm machinery. When I spoke to one of the women, I found that she was with a large chemical company, had grown up in Minneapolis, and was a graduate of the University of Minnesota College of Agriculture. It's great to see theory happen in reality.



Laura Langer

'76 B.S.

UMAA National Board

The most obvious and strongest ways the alumni association can support diversity are by providing a role model for the University and giving different groups a voice. By actively involving all kinds of groups, we gain the perspective of those groups and we increase our ability to attract more people from those groups. The University is not a microcosm of the community—I think it's more diverse than the community—so a diverse alumni association board is an appropriate representation of the University.

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BOARD BRIEFS

The University of Minnesota Alumni Association (UMAA) National Board voted January 22 to begin strategic planning. Larry Laukka, UMAA first vice president, proposed a strategic planning retreat for association staff and volunteers. UMAA planning efforts will parallel the planning process now under way within the University 2000 initiative, Laukka said.

The UMAA was called to action by Carla Maxwell, legislative network coordinator, who asked board members to join the network, to recruit other alumni to the network, and to call, visit, and write their legislators. Maxwell and board member Kati Sasseville urged the board to attend precinct caucuses to talk about the importance of education and the University.

Janie Mayeron, UMAA national president, is serving on the search committee for a University vice president for external relations, to whom the UMAA executive director will report.

COMING SOON

For more information on upcoming events, call 612-624-2323 or 800-UM-ALUMS.

Detroit alumni are planning a picnic on Saturday, June 4.

A reception for Veterinary Medicine seniors and their parents is scheduled for June 10.

School of Dentistry Honors Day will be held June 16.

Alumni will gather in Madison, Wisconsin, October 22 for a pregame pepfest.

ON THE ROAD

New York City: Alumni heard University President Nils Hasselmo speak at a March 3 event planned jointly by the UMAA and the University of Minnesota Foundation. Margaret Carlson, UMAA executive director, met with alumni March 2 to plan a New York City UMAA chapter.

Detroit: University President Nils Hasselmo spoke on "The Future of the University" at a gathering of alumni March 4.

Rochester, Minnesota: Gopher football coach Jim Wacker spoke to the chapter March 9. His topic was "Success Is an Attitude: In Academics, in Athletics, and in Life." The chapter also awarded its first annual scholarship to a second-year Rochester Community College student planning to attend the University's Twin Cities campus, Sofya L. Gruman. Gruman and her parents immigrated from Russia two years ago.

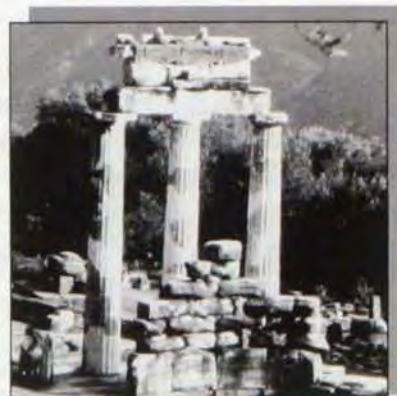
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FACT FILE

People of color on the UMAA staff and national board

	1993-94	1992-93
Staff.....	3	3
Student Staff/Interns.....	0	1
National Officers.....	1	1
National Board.....	7	7
Alumni Society Boards.....	3	3
Human Ecology.....	2	1
Education.....	1	1
Institute of Technology.....	1	1

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BENEFITS FOR (ALMOST) ALL

IT SADDENED me to read in In Brief [November/December 1993] that the regents have decided to extend benefits to same-sex domestic partners of faculty and staff members. To me, it's one more sign of the erosion of common sense and moral verity that is destroying our nation as a whole, and the University of Minnesota in particular. The taxpayers of Minnesota, of whom I am fortunately no longer one, must be thrilled to know that they are paying for lifestyles that many of them consider wrong. Furthermore, it's not logical to pay for the choices made by homosexuals when at the same time we refuse to pay for the choices made by heterosexuals who can get married, but choose not to. Are we on the road to legitimizing same-sex marriage? God, I hope not.

CYNTHIA DEWES, '54
Bainbridge, Indiana

GIFT TO A BADGER

I TRULY ENJOYED reading "Dog Day" on the Letters page [November/December 1993]. Our family are [University of] Wisconsin alumni and I will send the copy of *Minnesota* to my mother in Redington Beach, Florida. She graduated from Wisconsin in 1921 and will take *Minnesota* to bridge club, [which] consists of four ladies, all 93 years of age. This will be her show-and-tell contribution.

THOMAS H. SCHMITT
Alexandria, Minnesota

IN THE NAME OF THE FATHER

THE LEWIS REMELE you have listed in your magazine ["A Law Alumni Who's Who," Novem-



ber/December 1993] is my father, who is not a lawyer. I was recognized in *Best Lawyers in America*, but unfortunately did not attend the University of Minnesota.

LEWIS A. REMELE JR.
Minneapolis

THE BITTER WINDS OF WINTER

AMONG THE GOOD things that arrived [in the mail] with a plethora of gimme letters was the current issue of *Minnesota* [November/December 1993]. At a time of grave difficulty for an institution most of us respect and toward which we feel both loyalty and affection, the balanced, candid evaluations between [*Minnesota's*] covers should help us all to view our academic roots more objectively. From the letter by President Nils Hasselmo to the superb piece by Margaret Carlson—thoughtful, balanced, and insightful—it seems to this

reader a superb issue, leaving only a minuscule number of areas untouched, yet with a dispassionate tone of reasoned insight.

To one who has devoted a significant part of his professional life to [the University's] objectives, [I think] you have caught, with singular insight, the things that those of us who have become alumni, at whatever level, might wish to have scrawled upon the bitter winds of winter.

E. W. ZIEBARTH, '47
Former interim president
University of Minnesota
St. Paul

LESSONS TO LEARN

I COMMEND Margaret Carlson for her essay "Life's Lessons" [November/December 1993].

As an alumnus of the University, I find her thoughts well put. We are all saddened and disappointed by events that have tarnished the good name of our Medical School. The cleansing and rebuilding may be painful, but [they are] necessary. President Nils Hasselmo has been and is right. The Medical School faculty could well read and follow the four lessons that [Carlson] outlined. Health care institutions and faculty must be accountable for their actions. All of my colleagues I have recently talked with are of the same opinion.

MANCEL T. MITCHELL, '32 B.S.,
'34 M.B., '35 M.D.
Bloomington, Minnesota

WHERE ARE THE WOMEN?

AS A UNIVERSITY of Minnesota graduate (School of Journalism), I have enjoyed reading [*Minnesota's*] articles on fellow graduates who are making a difference in our world.

As I was skimming the November/December issue, the "Law Alumni Who's Who" caught my attention. Scanning the list, I was at first proud of the big names mentioned, but I became increasingly disturbed by the lack of females mentioned. In fact, I counted [the females], on only one hand.

I am not questioning the admittance policies of the University of Minnesota Law School, [but] I am wondering if the sheer scarcity of "Who's Who" female lawyers isn't a story waiting to be told. Why aren't there more females included in this obviously prestigious list? Who are Minnesota's [prominent] female attorneys and where did they receive their training? What is the female-to-male ratio at the Law School these days and how does it compare to graduating classes of years gone by? And of the five (count them) females appearing on this published list, how did they rise through the ranks and how difficult was that journey?

GINNY WENNEN-HOGAN, '77
Columbia Heights, Minnesota

CORRECTION

WE INADVERTENTLY omitted Phillip H. Martin's name from "A Law Alumni Who's Who" [November/December 1993]. Martin, who specializes in tax law and is a partner with Dorsey and Whitney in Minneapolis, was included in the 1992-93 edition of *Best Lawyers in America*. We regret the oversight.

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(cont.)

Making the Student Connection

IF THE UNIVERSITY of Minnesota Alumni Association (UMAA) had all the resources it needed, what one service could we provide that could make the biggest impact? I asked myself that question recently as the UMAA began the University 2000 strategic planning process. Like other University units, we had been asked to do an in-depth analysis of our mission, functions, and services.

Surprisingly, the answer came quite easily to me: mentoring programs.

I'm not sure that mentoring would have been my top pick a few years ago, but my firsthand experience with Katie Tram has opened my eyes to the potential that a commitment to caring can have on both alumni and students.

While many of the UMAA's collegiate alumni societies have sponsored mentoring programs for some time, last year the National Board of Directors made mentoring a top priority, approving additional funding to expand this important activity in a number of creative ways. We began working with the University's learning resource centers and other groups such as University Scholars, a student-run organization for academic honors students, and we are also piloting a unique community-based alumni-student partnership program.

I met Katie Tram last winter when I volunteered for the University Scholars mentoring project. A sophomore majoring in business management, Katie indicated that an ideal match for her would be someone in administration who could help her see what things are really like and who would be easy to talk to.

After being introduced at the orientation session, we met over dinner at Grandma's restaurant on the West Bank. When Katie shared her life story with me, I was moved and awed by how much this young woman had experienced in only nineteen years. She was born in Vietnam, and her family fled the country in two groups when she was eight years old. After a two-year saga, she and her father were finally united with her mother

and sisters in the Twin Cities. Although she was in a new country, with a new culture and language, Katie persevered and graduated with honors from Anoka High School.

Our mentoring program was officially only one quarter long. We scheduled a number of activities, which included Katie shadowing me on a day that I had a meeting with University President Nils Hasselmo and other staff and alumni volunteers.

Cheryl Jones, my administrative assistant, worked with Katie on her application for a Carlson School of Management scholarship, and I helped her practice for the interview through a mock question-and-answer session. Following the interview, Katie confided to Cheryl that she had not done as well as she had expected. We tried to cheer her up and reassure her.

Katie and I also had conversations at different times about preparing for tests, grades, extracurricular activities, and even dating. So that Katie could be a part of the other side of my life, she had dinner in my home—meeting Julie, my 24-year-old daughter who lives in Minneapolis, and Bailey, the cat. This summer, she will meet my 21-year-old daughter Elizabeth.

Our mentoring partnership is meeting a need for Katie, and it has brought a depth of meaning to my life that I didn't anticipate. No matter how busy I am, I find that I want to make room for Katie.

I realize that our mentoring connection may not be typical in all ways. But nearly every alumnus and every student who takes part in the program and is willing to devote the time and energies to it believes that there are benefits for all concerned.

Ours is just one personal story. There is



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

room for so many more. With about 38,000 students on the Twin Cities campus—28,000 undergraduates and 10,000 graduate and professional students—and 150,000 alumni living in the metropolitan area, the University is geographically and demographically positioned to offer mentoring experiences to all of our students. And those outside the Twin Cities need not be left out. Our community partnership program, called U Partners, can provide alumni-student group activities and con-

tacts during the summer and holidays in Minnesota and in some metropolitan areas around the country.

Obviously, the UMAA will never be a one-service alumni association, but the U2000 planning process is a good exercise that is helping us and other units think about the major impact we can have on U2000 priorities. Through mentoring, the UMAA can have a direct effect on education, outreach, and creating a user-friendly community. My experiences with Katie have also helped me realize that no other group is so uniquely positioned to bridge the gap between a student's need for professional, personal, and life advice and an alumnus's ability to share and care.

When Katie was visiting with me about her upcoming scholarship interview, I asked her to think about the question, "What will you do if you learn that you have won?" Without hesitation, Katie replied, "I would call my mother and godmother." And then she added, "And next I would call you."

Well, Katie did get the scholarship, and I couldn't be more proud of her if I was one of her relatives.

By Margaret Sughrue Carlson

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THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

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Defending the Devil

Ted Bundy's
Defense Attorney
Polly Nelson





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MINNESOTA

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New associate Polly Nelson, '76, '84, was researching ice cream regulations for her prestigious Washington, D.C., law firm when she blindly accepted "a little pro bono project" that became a three-year fight to keep one of America's most abhorrent serial killers off death row. <i>By Teresa Scalzo</i>	
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A Ph.D. candidate in the University's School of Nursing, Miriam Cameron spent a year talking to 25 people with HIV-AIDS about dying, health care, the stigma of the disease, and how they could live out their days with meaning and integrity. Her findings appear in the recently published book <i>Living with AIDS: Experiencing Ethical Problems</i> . <i>By Paul Froiland</i>	
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Minnesota has a long tradition of socially responsible corporate citizenship, with the likes of Curt Carlson, the Daytons, and the Pillsburys setting a national standard. Norman Bowie, University professor and holder of the Elmer L. Andersen Chair in Corporate Responsibility, wants to instill those values in a new generation of CEOs. <i>By William Swanson</i>	

COLUMNS

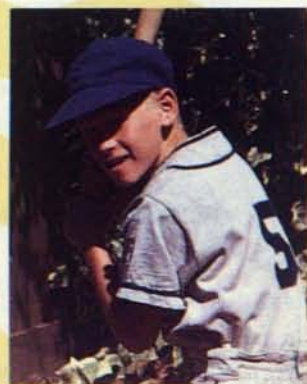
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COVER: Photograph by Judy Olausen



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Dr. Scott Stenstrom
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And then there's Dr. Barbara Bonkoski, who packed up her children and her husband after medical school and headed north to become a family physician in Moose Lake. She says, "The moment you deliver a baby out here in the country, you remember why you got into this in the first place."



Dr. Barbara Bonkoski
MOOSE LAKE

many of those same physicians, he ventured away from the hustle and bustle of the Twin Cities to practice medicine in small-town Minnesota. Today, Scott is a general internist practicing in his hometown of Hibbing, which

gives him the chance to renew some old relationships with patients who are former teachers, schoolmates, neighbors and friends of the family.

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I N F O C U S

Mission Accomplished

The University of Minnesota Alumni Association (UMAA) connects alumni to the University, advocating and supporting excellence in education and building pride, spirit, and community.

It sounds so simple, so obvious. If you want to improve your service, effectiveness, and ultimately your image, ask your customers what they think.

University President Nils Hasselmo did just that when he took University 2000, the University's strategic plan for entering the next century, to 67 groups—including the UMAA National Board of Directors—and asked them to tell him what they thought about the proposal. In the process, those who spoke out not only helped shape the University of the future, they became stakeholders with a real interest in making the plan work.

Listening to the people worked so well that all collegiate and support units on all campuses were asked to include their customers—students, faculty and staff, alumni, and friends—in their own planning.

The UMAA began its U2000 planning by analyzing the organization's strengths and weaknesses and drafting a revised mission (which begins this column) and five-year goals, then took them to its customers. We conducted two focus groups of alumni from the Twin Cities area—one made up of UMAA members, the other of alumni who aren't members—to find out what they thought of the UMAA and its proposed plans. *Minnesota* proved to be a common link to both groups.

Members told us they like *Minnesota* but are busy people who pick and choose articles according to their interest and available time. Even though they read the magazine, they

had little knowledge of specific UMAA programs, activities, and accomplishments. If they knew about our network of collegiate-based alumni groups, most did not associate them with the UMAA. Other than the magazine, most said they never heard from the UMAA once they joined or renewed. They said the association should build stronger, more personal connections with them.

Those who aren't members were also surprisingly familiar with *Minnesota* and think it is a good publication. (They had received a complimentary copy or had seen it at their parents' home.) They believe the quality of the University today affects the value of their degree, making it important for them to work to support and improve the University. They recognize the value of the UMAA but have not found a personal, specific reason for joining.

Both groups enthusiastically supported the UMAA's four proposed five-year goals: enhancing the student experience; continuing advocacy efforts; increasing the visibility of the UMAA, including building a campus alumni center; and growing a vibrant organization of 50,000 members.

In all, more than 75 alumni, board members, collegiate and geographic chapter representatives, and the University Alumni Council participated in the UMAA's strategic planning process.

The UMAA asked its customers to tell it like it is, and they did. Those who participated in the process were impressed by the honesty of the answers we heard and by the pride in and concern for the welfare of the University that alumni expressed.

Judging by their reaction, the new mission, which was approved by the national board May 7, is right on target.

—Jean Marie Hamilton

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

THE DEVIL'S ADVOCATE

Teresa Scalzo, '90, is *Minnesota's* associate editor. She also edited "A Reader's Digest" and cowrote *Campus Digest* in this issue.

LISTENING TO THE PAIN

Twin Cities freelance writer and editor Paul Froiland is an adjunct faculty member in the University of Minnesota School of Journalism and Mass Communication.

A READER'S DIGEST

Minnesota editorial assistant Kristie McPhail graduated in June from the University's School of Journalism and Mass Communication. She plans to work for a year at a Colorado ski resort before attending graduate school or law school.

EASTCLIFF REVISITED

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

SAVING THE SR CEO

Twin Cities freelance writer and editor William Swanson is a frequent contributor to *Corporate Report Minnesota*, *Minnesota Monthly*, and *Mpls. St. Paul*.

A WINNING TOUCH

Formerly a development editor for the University of Minnesota Foundation, Karen Roach is a freelance writer based in the Twin Cities.

IN BRIEF

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

ILLUSTRATION

Andy Powell's illustrations have appeared in *Minnesota Monthly* and *Atlantic Monthly* and were selected for the *American Illustration Annual 11* and *12*. Linda Frichtel is a Minneapolis illustrator who has won numerous awards for her work, including three for *Minnesota* from the Council for the Advancement and Support of Education. Julie Delton graduated from the College of St. Catherine in St. Paul and studied illustrative arts at the City and Guilds of London Art School. Merle Nacht is a Connecticut illustrator whose work has appeared in the *New Yorker* and other magazines. Twin Cities freelance illustrator Mary Worcester works for a number of corporate clients and local and national publications.

PHOTOGRAPHY

Judy Olausen, '67, is an award-winning Twin Cities photographer whose work has appeared in numerous publications including *Time*, *Fortune*, *Ms.*, and *Life*. She was named one of the ten best photographers in the world by Hasselblad camera manufacturer Viktor Hasselblad Aktiebolag. Twin Cities photographer Dan Vogel specializes in product, industry, and portrait photography. Charlie Gesell is a student in the School of Journalism and Mass Communication who begins his duties as *Minnesota's* staff photographer with this issue.



Teresa Scalzo



Maureen Smith



William Swanson



Vicki Stavig



Karen Roach



Kristie McPhail



Judy Olausen

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UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

CAMPUS • DIGEST

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

By Teresa Scalzo and Kristie McPhail

▶ EDITORS' PICKS



A whimsical illustration from *Strega Nona Meets Her Match* by Tomie dePaola, who will host the first-ever Kerlan Collection Benefit and Silent Auction this fall.

Fix a picnic lunch and head to the Minneapolis campus—or buy a bratwurst and soda when you get here for the Summer Session-sponsored lunchtime **concerts on Northrop Auditorium plaza**. The concerts, held almost every day from noon to 1:00 p.m. through August 24, feature local musicians, dancers, and the Minneapolis Pops Orchestra.

Call 612-624-2345 for more information and a schedule of performances.

Mark your calendar now for the first-ever **Kerlan Collection Benefit and Silent Auction** on October 15 to aid the Kerlan Col-

lection of Children's Literature at the University of Minnesota. The evening will feature a silent auction of art by children's book illustrators, inscribed first editions, children's literature memorabilia, and items not related specifically to children's literature but tied to an appropriate book. Children's book author and illustrator Tomie dePaola will host the event at the Minnesota History Center in St. Paul.

If you have an item related to children's literature that you'd like to contribute to the auction, or for ticket information, call the Kerlan Collection at 612-624-4576.

▶ PARTING WORDS OF WISDOM

“You young people have reached an important stage in your lives, and I hope for you the things that are usually wished for in this tribal ritual. I hope that, over the past years, you have had your curiosity stimulated and your analytical skills sharpened so that you can continue your education on your own. I hope that your experience in the College [of Liberal Arts] will enable you to chart your way along paths you have never trod before.

But I hope for you much more than [this]. In days when pressures toward vocationalism are so strong, I hope that you have been trained, not so much for a job, but for life in enriched form.

When you no longer wear your caps and gowns, remember this: Some studies suggest that educated people do not exert as much influence on public policy and the political scene as one might expect. This must not be.

Don't cast aside your ability to think and care; if you do this, you become captive to the prejudices of parochialism, as though you have never had the benefit of a university education. To remain voiceless is to be powerless. To realize that you can make a difference is the first step toward becoming empowered.

Around us is an abundance of evidence—both locally and nationally—that individuals with wisdom, vision, and

courage can make a difference in the struggles for improving our society and bolstering the economic structure. . . . It is possible to nurture a more altruistic, concerned public opinion that will encourage the political authorities to turn their faces toward the future. The challenge is yours.”

—from the *College of Liberal Arts commencement speech delivered by John E. Turner, Regents' Professor Emeritus of Political Science*

Who: Ron Libertus, '65, lecturer in American Indian studies on the Twin Cities campus, describes himself as a teacher, art curator, art historian, and Minnesota Chippewa. He is best known for his work on two American Indian art shows at the Minneapolis Institute of Arts: *Visions of the People* in 1992 and *American Indian Art: Form and Tradition* in 1972.

What: Each spring quarter, Libertus takes a group of University students to reservations in New Mexico and Arizona. In addition to working on their own projects (studying pueblo architecture or Navajo speech patterns, for example), the students spend a week with each of three Navajo and Pueblo Indian families and learn firsthand the skills of pottery making, kachina (dolls that represent Hopi religious spirits) carving, and rug weaving.

Why: "Students learn not just the method to create the art and the form to describe and recognize it on a slide," says Libertus, "they also learn the creative process, which is very important to Indians. It's the *process* that involves the entire culture, the philosophy, everything that Indians have, in the making of an object." He also wants students to learn respect for American Indians and their culture. "Students see people who are on the lowest economic rung, [who are] impoverished by any standard, yet they are the richest people on earth. The power of the course is what the people and the southwest region teach the students."

How: "In many cases we live with the families we have workshops with. We camp outside their houses, use their bathrooms, showers, and kitchens. They cook for us, we cook for them." Kachina makers Raphael and Pauline Sarracino share food and kitchen facilities with the students. Bertha Stevens, a Navajo weaver,

provides a hogan (a traditional Navajo home) for a week. Potter Mary Lewis houses students in a pueblo. "Students see the environment and hear the language and speech patterns," says Libertus. "They become part of [Lewis's] extended family because they're making pottery with her. Mary has a different approach to art. She won't make a pot for just anybody. It's a whole different process, and it's a rewarding process. Students go down there and learn about themselves."

When: Libertus was a visiting professor at many colleges, including Yale, Temple University, and the University of California,

Berkeley, before coming to the University of Minnesota in 1980. He has been taking students to the southwestern United States each spring for ten years. Libertus joined the Minneapolis Institute of Arts staff in 1969. "[I told the art institute that] if I took the job I wanted to do an Indian *art* show because Indian [objects] had never been considered as art before. They'd always been in the hands of anthropologists. I wanted to do an art show where an object is looked at in and by itself, discussed and admired. I don't care about the artist's name, because Indians don't care, but I want the object to be [regarded as] art. I thought this would be a good way to educate, to bridge cultural gaps. I still believe that." His first show, *American Indian Art: Form and Tradition*, filled the institute and Walker Art Center three years later. "Doing the show was a great time for me, and where I really developed my academic reputation. I helped write and edit the catalog, which was a series of scholarly articles about different kinds of Indian art. And in the process, I decided to teach a class."

—Contributed by Lydia Rennie



Ron Libertus

STUDENTS SHOOT

Paul Owen, 26, a junior double majoring in studio arts and humanities, shot this photo of a street musician on the Washington Avenue footbridge. "I always thought photography was really cool, but I didn't do anything with it until about five years ago," says Owen. "I didn't even have a camera. But when I started to play around with photography, I really liked it. And so in an effort to get away from fast food jobs and restaurant jobs, 'cause I'd done a million of 'em, I decided to find a job in photography." Owen is a photographer at the *Minnesota Daily* and an assistant to professional photographers in the Twin Cities.



We asked University faculty members to describe the book they'd most like to write.



David Born
American Indian studies

I would do some research into my own family history. My ancestors came over in the middle to late 1700s. I grew up in Tuscarawas County in Ohio and am related to a lot of people who live there. I carry a strong emotional bond to that particular geographic place, and I am very interested in the sense of place that people have and how that shapes who we are.



Ken Heller
physics

I'm sure the book would be about physics. It would be a textbook for introductory level [students]. The ones we have are not as good as they could be. They don't take into account how students learn.



Marcia Eaton
philosophy

I am working on a book right now about the connection of aesthetic and ethical value. It deals with questions such as, If you are an animal rights person, can you look at a fur coat and see it as beautiful? Can there be beautiful pornography?



Herbert Scherer
art librarian

I'm actually writing a book now called *Streamline Dreams: Movie Theaters and American Life in the 1930s*. It's about the history of the architecture of movie theaters and the social phenomena of the 1930s.

► GOPHER FACT FILE



Alisha Waller
mechanical engineering

Honestly, if I could write a book, and had all the time and resources at my disposal, it would be about how engineering students learn engineering. Conventional wisdom has said that certain people can learn engineering and certain people can't. We've found that that's just not true.



Five most expensive textbooks at the Minnesota Book Center and the fields that require them

- *Nonlinear Elyptic and Parabolic Equations of the Second Order*, N. V. Krylov, \$163: math
- *Concepts of Organic Synthesis: Carbocyclic Chemistry* (paperback), Bradford Mundy, \$99.75: chemistry
- *Principles of Combustion*, Kenneth Kuo, \$95: mechanical engineering
- *Pasajes* (package), Bretz, \$93.85: Spanish
- *Aerosol Technology*, William Hinds, \$84.95: mechanical engineering

Five (unranked) best-selling books at the Minnesota Book Center

- *Bridges of Madison County*, Robert James Waller
- *Like Water for Chocolate*, Laura Esquivel
- *The Way Things Ought to Be*, Rush Limbaugh
- *Women Who Run with the Wolves*, Clarissa Pinkola Estes
- *The Firm, The Client, The Pelican Brief, and A Time to Kill*, John Grisham



Retired U.S. Supreme Court Justice Harry Blackmun (left) and University music professor Murry Sidlin.

As a child in northeast Minneapolis, I lived next door to a boy who played the violin. He was older than I and had a later bedtime. I remember lying in bed next to an open window on hot summer nights listening to him practice.

I am reminded of that now as I sit in the Ted Mann Concert Hall on the West Bank of the Twin Cities campus, listening to the string section of the University of Minnesota Symphony warm up. The dark blue and maroon ceiling of the new concert hall recalls the pink and blue evening sky of those long-ago summer evenings.

The schoolchildren for whom this concert is being staged file in with their teachers and a few parents who are along to help herd the children from bus to auditorium and back again. The younger kids hold hands, forming a long human chain, while the older ones saunter in more confidently, showing off their independence. Three girls, their arms intertwined, giggle as they try to walk down the aisle without letting go of each other.

Just as the kids are starting to squirm, Murry Sidlin, music professor and director of the University's conducting program, walks on stage. He describes the four selections on today's program, the first three to be conducted by University students and the last by Sidlin: Mozart's overture to *The Magic Flute*, Brahms's *Variation on a Theme by Haydn*, Mendelssohn's Symphony no. 5 (*Reformation*), and Aaron Copland's *A Lincoln Portrait*, featuring a narration by native Minnesotan and U.S. Supreme Court Justice Harry Blackmun.

The student conductors take the stage in turn. Before the

music begins, each explains the background of the selection we will hear and special things to listen for, relating musical themes to everyday activities. "The musicians will pass the music from one to another, just like basketball players passing the ball," says William Intriligator, an animated student who conducts the Mozart overture.

Overall, the children are well behaved, if a little unsure of when to applaud. Some dance in their seats, others sit up straight and listen intently, and others chat with their neighbors, oblivious to their teachers' dirty looks. One little boy cannot sit still. First he sways and bounces in his seat. Then, at one particularly exhilarating part of the Mendelssohn symphony, he jumps from his seat, arms waving furiously as he "directs" the musicians in front of him. It is too much for his harried teacher and, after whispering a reprimand sternly in his ear, she yanks him away from his classmates and moves him several rows behind the group, where he sits alone, head hanging dejectedly, for the rest of the concert.

Sidlin returns to the stage to introduce Copland's *Lincoln Portrait*, written in the 1940s when America was at war and patriotic music was popular. He says that Blackmun (who has since retired) sits on the Supreme Court and "issues judgments that define the way we must live." Blackmun is an American hero in the way that Lincoln was, Sidlin tells these students, who are probably more likely to choose their heroes from pop music charts and the rosters of professional athletic teams.

But Copland and Lincoln could not have asked for a better man to deliver these inspirational words to a group of schoolchildren in 1994. Blackmun's deep, firm voice is a perfect match to the strong, patriotic music. "Fellow citizens, we cannot escape history," intones Blackmun. "We of this Congress and this administration will be remembered in spite of ourselves. . . . The fiery trial through which we pass will light us down in honor or dishonor, to the latest generation." The children seem mesmerized. We adults are struck by the timelessness of Lincoln's words.

The performance passes quickly and the children file out, one boy declaring loudly that he has to go to the bathroom. I think maybe some day they will recall this place and this music with the same fondness that I have for a young violinist, practicing on warm summer evenings many years ago.

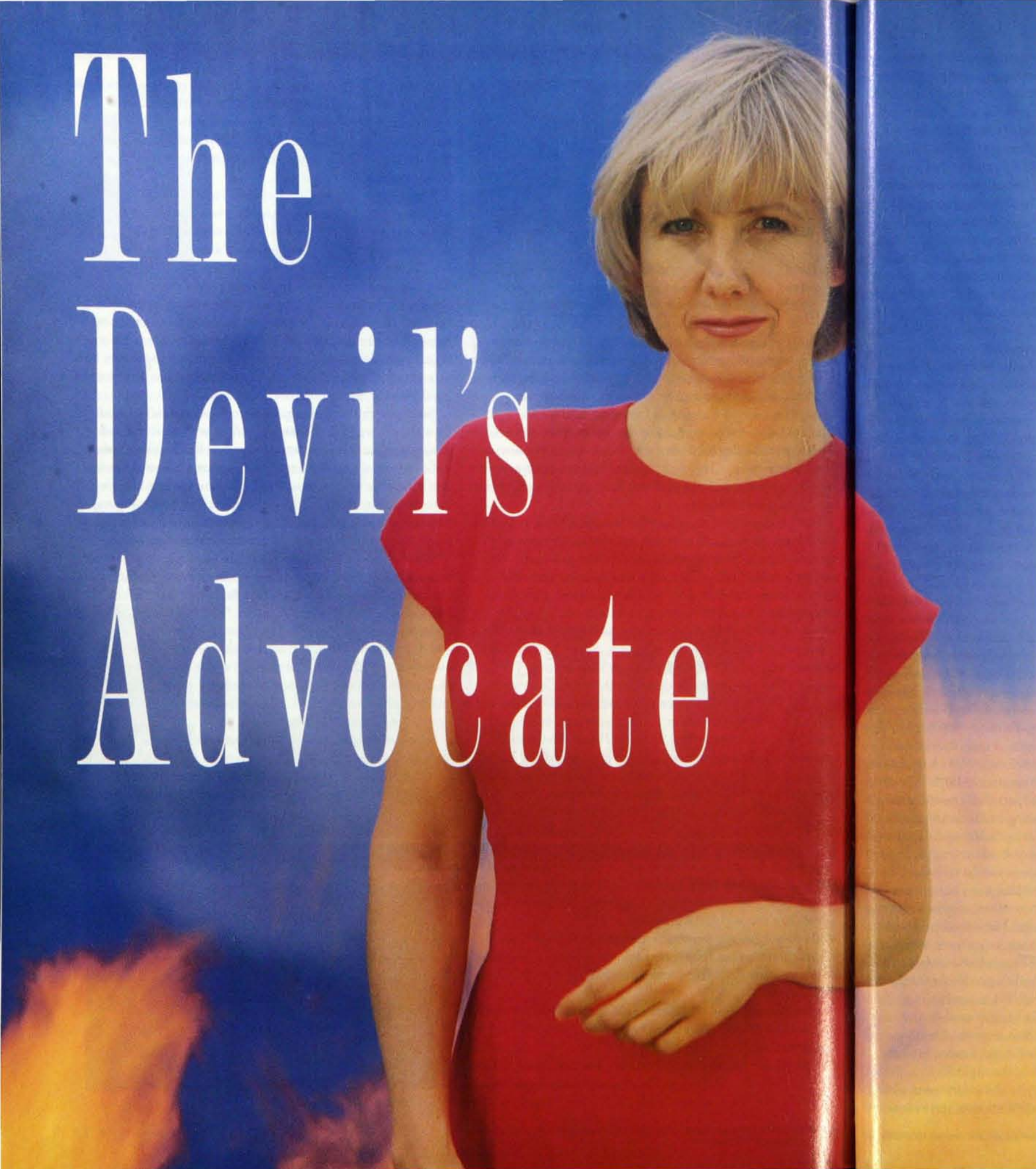
STUDENTS WRITE: Poetry

I was standing over my Grandfather's fresh grave

on the day that we buried him
and I remember not wanting to throw
a handful of dirt but I did it anyway
in the same way I used to throw him a ball
and the dirt
made a hollow sound as it hit
the box and echoed off him and I never
accepted this
day for what it was and my grandfather has never died.

—Steve Jacobs, 22, senior majoring in English





The Devil's Advocate

NAIVE AND IDEALISTIC, POLLY NELSON TRIED TO SAVE ONE OF AMERICA'S MOST NOTORIOUS SERIAL KILLERS FROM THE ELECTRIC CHAIR—AND ALMOST LOST EVERYTHING

By Teresa Scalzo

Lawyer Polly Nelson met her client for the first time at the Florida State Prison in Starke, where he awaited her arrival in a holding cage the size of a phone booth. Holding on to the bars overhead, the man hung in the cage like a chimpanzee. "It was very animal-like, the setting," recalls Nelson.

"It was sort of dark. I saw him from across the room and we looked at each other, but it was such the wrong place to be introducing ourselves."

These are not the usual circumstances of a first client meeting, but then, this was not an ordinary client, and it most definitely was not an ordinary case.

Born in 1952 in Bloomington, Minnesota, Nelson is the oldest of five children. Her parents were unhappy together, and Nelson stepped into the role that would haunt her for the next several

decades: caretaker. She took care of everyone and everything, from her younger siblings to worms she found stranded on the sidewalk after a rain.

In 1976 she graduated from the University of Minnesota with a degree in child psychology. Unsure what to do next, Nelson took every civil service test she qualified for, and eventually was hired as a social worker for Marshall County, Minnesota, near the Canadian border. Although she felt deeply responsible for her clients, most hadn't asked for and weren't receptive to her help. The child abuse cases were worst of all. "Those seemed to always end up in removing the child from the home," says Nelson. "All the measures I'd take short of that wouldn't work. That was very hard for me, but I couldn't risk leaving the child [in the home]."

Nelson spent two years in this small farming community, where fortunes fluctuated

tuate with the weather and many of her clients lived in shacks without running water or electricity. She started to drink. "It was a relief from the feelings of responsibility and the frustration," she says.

Two years later, Nelson left Marshall County, thinking a change of environment would help. She was hired by the Department of Welfare in St. Paul to license day care centers. She stayed for five years, but the noncommittal nature of the work—the very thing she'd sought—was unsatisfying. And she'd discovered that she could find a drinking community wherever she lived.

Without any particular plan in mind, she took graduate school and law school qualifying exams. "The law school [exam scores] came in the best," says Nelson, "so that's what I did."

Nelson chose the University of Minnesota Law School simply because "it was the best of the three law schools in Minnesota." Although she hadn't really thought through her decision, she flourished there. "I loved law school," Nelson says. "That gave me a leg up because a lot of people go sort of grudgingly, but for me it was like a vacation because I wasn't responsible for anyone; it was just for me." It also gave her the distraction she needed to temper her drinking habit—temporarily.

In choosing her courses, Nelson deliberately avoided family law and criminal law, determined never to get involved in people's personal lives again. At first, her long-term expectations were modest. She thought she might become a supervisor in the welfare department's licensing department. When Nelson's grades qualified her for a staff position on the *Law School Review*, the school's prestigious scholarly journal, she was suddenly on a different track. Of the 30 or so first-year students chosen for the *Law School Review* staff, only about half make the cut to appointments on the journal's board in their second year; Nelson was elected president. Now she could write her own ticket. Her options included judicial clerkships, positions with large law firms, and teaching appointments down the road.

"It really opened my world up," she says. "I had an offer to work for the chief justice of the Minnesota Supreme Court, but I felt an obligation to leave Minneso-

ta. [Because most Law School graduates] stay in Minnesota, the school doesn't have much of a national reputation. I was focused on leaving the state."

She got her law degree in 1984, spent one year clerking for an appeals court judge in New York City, then accepted an offer from the prestigious and politically connected Washington, D.C., law firm



Wilmer, Cutler & Pickering.

Nelson had arrived. At 33, she was a first-year associate in what she describes as "one of those Washington law firms that major corporations turn to when they are in really big trouble." She was earning \$40,000 a year—a sizable income in 1985—and she moved into a fabulous six-bedroom townhouse that she shared with only one other woman. Indulging herself, she bought the first brand-new mattress she'd ever owned, and she signed up for regular facials.

Nelson was assigned to the firm's PIER group: products liability, insurance, environmental, and other regulation. Her first assignment was to determine if the new low-fat ice cream flooding the market violated any regulations for frozen dairy products. "I told my mother that if I had known I was going to be doing ice cream law, I would have gone to law school a lot sooner," she says with a laugh.

After a lifetime of pushing aside her own needs to take care of others, Nelson hoped her new job would provide the feelings of self-worth and the dazzling personal life that so far had eluded her. "It didn't work out that way because I was still drinking," she says with a heavy sigh. "I had to drink every night, and so every

morning I was hung over. I became really concerned that my drinking was going to make me lose my job. Not so much because my work was suffering, but because I would go to the firm happy hours and not be in control of what I was saying to people. And I couldn't imagine what I would do if I wasn't at the firm, or what I could hope for in terms of something great coming and saving me."

The last straw was a cocktail party that Nelson threw at her home shortly after she joined the firm. One of the firm's partners remarked casually, "You're drunk and you were drunk the last time I saw you."

In early 1986, Nelson quit drinking, cold turkey, thinking she would go to Alcoholics Anonymous when she got the shakes. The tremors never came, and she didn't contact AA until several years later. With her drinking habit under control, Nelson was finally ready for Real Life to begin.

Instead, she says, "I got Ted Bundy."

In *Defending the Devil*, the recently published book Nelson wrote about her experiences as Bundy's last lawyer, she recalls with the clarity we reserve for life's pivotal moments the evening she was offered his case: "Although eventually I realized I was born to represent Ted Bundy, when I first got the case it seemed quite accidental. It was sometime after eight o'clock on Tuesday evening, February 21, 1986. I'd come to that dreaded part of the now familiar pattern of working late at the office when I'd run out of delay tactics and would finally have to face the tedious task at hand. I'd already eaten my usual take-out Chinese dinner (Szechuan green beans, extra spicy, no meat) ordered through the firm's spectacularly helpful services department, and it was too soon to go stare at the snack machine. I didn't know anyone to call locally—I hadn't yet developed that rich personal life I'd expected. And I had already talked to my mother on her toll-free phone line at work. There was only one thing left to do: I turned to gaze out the window in the night."

Her reverie was interrupted when an associate, Jeff Robinson, stuck his head in

Ted Bundy waved at reporters as his indictment for the Chi Omega murders was read.

her doorway. "Want a little pro bono project?" he asked simply.

Wilmer, Cutler & Pickering's policy on representing clients for free had appealed to Nelson's caretaker personality from the beginning. The rules—before the Bundy case changed everything—were that the firm's lawyers could accept pro bono cases at their discretion.

Jumping at the diversion from the mundane assignment at hand and flattered that Robinson thought she could handle a case on her own already, Nelson accepted without hesitation. She soon found out that her office was merely the first stop on Robinson's walk down the hall to offer the case to any lawyer he happened upon. (He'd been asked by a friend in a Florida firm to take the case, but had to refuse because he already had a death penalty case.) Nelson would not figure out for a very long time that her casual acceptance of this case would saddle her firm with an unsavory, million-dollar matter and make her an unwilling partner in Florida's frenzied drive to execute Bundy.

Instead, Nelson imagined herself the great vindicator. As Robinson explained the case—obtaining a stay in the U.S. Supreme Court to halt Bundy's execution, which was scheduled to take place in three weeks—Nelson pictured Bundy alone and trembling in his prison cell. Finally, she could help someone who truly needed and appreciated her.

Bundy, says Nelson, is to serial killers what Kleenex is to disposable handkerchiefs: the brand name that stands for all others. He is believed to have killed 35 young women during the 1970s. When Nelson got involved in his case, Bundy was sitting on death row in Florida, having received the death penalty in each of two cases tried in Florida District Court six years earlier.

"The first was for the January 23, 1978, murder of two college students in the Chi Omega sorority house at Florida State University," says Nelson. "The second was for the kidnapping and murder a few weeks later of a twelve-year-old girl who had been walking between two classroom buildings at Lake City Junior High School when she was last seen alive. It was the Chi Omega death sentence for which Ted was to be executed at this time. I didn't even won-

March 6, 1986

Dear Polly,
Again, I want to thank you and Jeff and Jim for your exceptional efforts in my behalf. I am very grateful for your involvement. You deserve special praise. You were introduced to my case under some very difficult circumstances and you were just outstanding. My wife, Carol, and I and our family are deeply appreciative of your help. I am looking forward to meeting you.
Love Ted

"People ask me how Ted could live with himself because he seemed to have this other side that wasn't violent. He mostly *wasn't* able to. He was horrified that he had done those things."

der about the status of the Lake City case. No one mentioned it."

Nelson's first task was to file a motion for a stay of execution with the Florida Supreme Court, wait for its inevitable denial ("Florida in those days was vying with Texas to be the state with the most executions," says Nelson), then file another motion with the U.S. Supreme Court.

As expected, the Florida Supreme Court denied and the U.S. Supreme Court granted Nelson's motion, "not because I was so brilliant," she says, "but because [Bundy] had been scheduled for execution

a bit prematurely in his legal process, so the Supreme Court had never seen any of his cases, and they generally will allow at least one shot at review."

The legal maneuverings that took place over the next three years fill more than three-fourths of Nelson's 336-page book and present a fascinating look at the death-row appeals process. Most remarkable is that Nelson's main adversaries were not the prosecuting attorneys, as one might expect, but the state and federal judges who were intent on executing Bundy and, in their haste, issued several decisions that were at best unfair and at worst unconstitutional.

Nelson's appeal to the Supreme Court to overturn Bundy's death sentence in the Chi Omega case was based primarily on whether he was competent to represent himself at trial, as he had insisted on doing, but there was no shortage of issues on which to build her claim. In the stay motion Nelson had prepared for the Florida Supreme Court, she cited 22 issues, some of which the court had pondered already during the two years it took to decide the original appeal. (Murder convictions are automatically appealed.) They ranged from the simple claim that the judge should have declared a mistrial after repeatedly acknowledging a sleeping juror to the more complex matter of whether a perpetrator can be positively identified through a photograph of bite marks on the victim's body.

While she was drafting the Chi Omega appeal, Nelson learned that Bundy had also received the death penalty in the Lake City case, for which Florida's then governor Robert Graham could sign a death warrant at any time. In her first year as a lawyer, working for her first real client, Nelson found herself fighting two active death penalty cases.

As in the Chi Omega case, serious legal issues were raised in the handling of the Lake City trial and original appeal, most notably the admission of testimony by Clarence "Andy" Anderson, a witness who claimed he had seen the victim with Bundy the day she disappeared. Anderson had changed his story several times under hypnosis.

Because appellate decisions set prece-

dent for all future cases that raise the same legal questions, the Florida Supreme Court took four years to decide the Lake City appeal. "They were not going to overturn Ted Bundy's conviction no matter what," writes Nelson in *Defending the Devil*, "but they clearly were disturbed by the alteration of Andy Anderson's testimony under hypnosis conducted by the police and prosecutors. Without overturning Ted's conviction, they finally issued an opinion ruling that it had been okay in his case, but then thereafter, in any other case, such hypnotically altered testimony was not constitutionally admissible as evidence. Not that the Constitution had changed in the meantime."

After three years of frenetic brief filing and court hearings in both cases and three last-minute stays of execution, the U.S. Supreme Court announced at 10:00 a.m. on January 17, 1989, that it would not review the Lake City case. By noon, Florida Governor Bob Martinez had signed a death warrant—the second in the case—and scheduled Bundy's execution for an unprecedented seven days later. Nelson had been preparing for an evidentiary hearing the following week in the Chi Omega case, but the judge quickly cancelled the hearing, lest Nelson try to argue that Bundy be kept alive to attend. Suddenly, nothing else mattered. Despite the numerous sound arguments for overturning Bundy's death penalty in both cases, he would die in the electric chair for the kidnapping and murder of twelve-year-old Kimberly Leach. "We had been robbed," Nelson writes in her book. "We had proved our case and had still lost."

In addition to fighting Bundy's legal battles, Nelson faced some agonizing personal conflicts. As Bundy's lawyer, she was thrust repeatedly into the media spotlight. Throughout the three-year ordeal, reporters would demand to know: "What about the victims?"

"For the most part, I didn't think of the crimes or of Ted as a murderer at all," says Nelson. "Not that I was thinking that he

was innocent, it's just that I was thinking of him as a human being about to be killed and it wasn't the time for judging. I'm coming to see that that is more of a Minnesota quality than I thought. I expected everyone to feel that way and, of course, nobody else did. And that was a problem because I could not comprehend that anybody was actually considering [killing



A Florida State University fraternity celebrated Ted Bundy's execution with a cookout, serving "Bundy burgers" and electrified hot dogs. Bundy killed two Chi Omega coeds on the campus in 1978.

Bundy]. It seemed so utterly immoral for the government, after they have someone in custody and he is no longer harmful, to kill him."

Five years after Bundy's death, Nelson still sighs heavily when people ask about the young women he killed.

"All I can say is that most of the time I had the case, the victims weren't real people [to me]. Every once in a while they would sort of pop up as real people and I would push them back down." She waits a moment and, speaking very hesitantly, continues: "Now . . . I . . . would . . . feel that they are flesh and blood, but they are *all* flesh and blood, the victims, Ted, everybody."

Legend holds that Bundy was handsome, smart, and charming, which somehow made him more terrifying because he didn't look and sound like the monster we imagine would rape, kill, and dismember young women. But Nelson disputes the Bundy myth. "He wasn't as smart as people say. He was glib. He reminded me of a certain kind of salesman who has the lines, but then when you ask him a question, he's baffled. Ted was developmentally like a twelve-year-old who knows the vocabulary and such, but can't use it with any judgment. He had the worst judgment about what we should be doing with the

case. He had shown bad judgment in his legal case from the beginning, but he fooled people because he could talk. And people usually think if you can talk, you can think. It wasn't true in his case."

Bundy had repeatedly sabotaged his legal proceedings. Originally, the prosecutors in the Chi Omega case had offered Bundy a plea agreement: In exchange for pleading guilty, he would get a life sentence. After lengthy consultation with his lawyers, Bundy agreed to the plea, then went into the courtroom and presented a motion to the judge to have his defense team relieved as counsel. The judge granted the motion and the prosecutors withdrew the plea agreement. Nelson would eventual-

ly discover that Bundy was under the influence of antidepressants that day, provided by the prison's physician and unbeknownst to anyone else—including Bundy's attorneys.

One of the central issues in Nelson's fight to overturn Bundy's two death penalty sentences was whether he was mentally competent to stand trial. Dorothy Lewis, a psychiatrist that Nelson arranged to have examine Bundy while he was on death row, diagnosed him as manic depressive, which explained the irrational behavior that had characterized his whole life. But by then it was too late. The appellate and state Supreme Court judges, afraid of the political ramifications of letting Bundy live, rejected Nelson's claim of incompetence despite the strong testimony of Lewis and other witnesses to the contrary.

During the last days of Bundy's life, Nelson gradually stopped seeing herself as Bundy's lawyer and started to become his friend. "There was nothing else important for me to do other than to help make Ted's last days meaningful for him because that's sort of why I [took the case] in the first place," she says. "I had imagined this terrified person in his cell awaiting his execution, and now it was happening."

Nelson, who visited Bundy in prison 22 times during the three years she served as his lawyer, spent several hours with him on the last day of his life. She and Lewis listened as he recounted the events that led him to commit such heinous and

often random acts. Lewis recorded the conversation, and Nelson includes part of the transcript in *Defending the Devil*, allowing the reader a rare glimpse into a serial killer's psyche.

During that last interview, Nelson first held Bundy's handcuffed hands and later cupped his head in her hands as he spoke. Although she had felt responsible for saving Bundy's life from the time she accepted his case—she was the ultimate caretaker—Nelson says her relationship with him had been strictly that of a lawyer representing her client. But "he needed not everyone on his last day to think he was a sleazeball," she says. "People just didn't think he was a human being anymore. [They thought] he was like a dog or a wolf or something. It seemed pretty obvious to me that he was still a human being and that's how I thought of him and that's how I treated him.

"People ask me how Ted could live with himself because he seemed to have this other side that wasn't violent. He mostly *wasn't* able to. He was horrified that he had done those things. And he still thought he was a very good person. One reason I can understand that is because of my alcoholism. When you're an alcoholic, you do a lot of things that you don't try to incorporate into your self-image. You still think that you're a good person and an honest person."

Nelson had planned to sleep through Bundy's execution. She asked the supervising partner from her firm, who became involved in the case when it appeared that Bundy would be killed, to attend should something happen. But she awoke on the morning of Tuesday, January 24, 1989, at 7:06—the exact moment of the execution.

Three weeks later, back in Washington, Nelson was called into the office of one of the firm's managing partners. First he congratulated her on a job well done in the Bundy case. Probably no other lawyer in the firm would have been able to handle a case like that, he said. But, he continued, we'll have to discuss some time frame—three months, six months. You should be able to find another job by then.

Nelson understood why she was no longer welcome at the firm. The Bundy case had cost the partners more than \$1 million, and Nelson had been unavail-

able to work on any other case for almost three years. Worse, "Ted Bundy's case had not saved my life as I had hoped," says Nelson. "To the contrary, I was becoming less and less functional. Although I never drank again, I grew more and more depressed."

Two months after Bundy was executed, Nelson left the firm and didn't work again for three years. At first, she could

December 13, 1988

Dear Polly,

*How are you?
Going home for Christmas?
Wherever you are, I hope you
have the best Christmas
Thank you for all you've done
for me.*

*peace
Ted*

barely function. "Ted was still completely alive for me that first year after he was executed," says Nelson. "I could feel his presence. I didn't feel any gradual diminishment of it. It was still just as strong. And I grasped onto the idea of writing the book as a way of saving myself now that I wasn't at the law firm, but I felt extremely disloyal because he was so present. It had been such an unbelievable experience to have a person I knew deliberately killed. That was always on my mind. I finally eked out a book proposal and my agent shopped it around and nobody bought it. At that moment, I knew life as I knew it was over. I didn't feel capable of working, so I couldn't go back to practicing law, and this one thing I thought was going to keep me looking like a success had failed. And it was a great sense of relief. It was sort of like panic, panic, panic all year until I actually didn't get [a book contract] and then I thought, 'Good. I can give it all up.' That's when I asked someone to be my AA sponsor and I got into therapy and Ted started to fade away. It took a very long time. I couldn't talk about him in therapy for two years. And writing the book was essential for me to get back to normal."

William Morrow and Company eventually gave Nelson a book contract, with only a nominal advance, which forced her to think about her future. She began to design "little work therapies" for herself,

including writing for a vegetarian newsletter and working on the campaign of Washington mayoral candidate Sharon Pratt Kelly. When Kelly won the election, she appointed Nelson to the Washington, D.C., Board of Parole. As a member of the parole board, Nelson decides when people get out of prison, or if they've violated parole and must be sent back. At first, Nelson

worried that she would fall back into her arduous role as caretaker, because once again she is responsible for people in desperate situations.

"That hasn't been the case at all," says Nelson. "It's been a very different experience for me. I feel that they committed the crime and they are responsible for their actions. [The Bundy case] was definitely the peak of my caretaking and my feelings of being overly responsible. I followed that path as far as it took me and I didn't go back."

Ironically, Nelson says, her only remaining nightmare is that none of this ever happened and she is still practicing corporate law. "I'm very pleased at how this all worked out," she says. "The parole job miraculously combines my otherwise disparate background in that it's a combination of social work and law—exactly. It has made me see that criminal justice is the place for me. I don't know if I want to be reappointed to the board or go on and do something else in criminal justice, maybe teaching or research or administration."

The story of Nelson's experience as Bundy's last lawyer accomplishes many things. For its readers, *Defending the Devil* presents previously unknown and fascinating facts of Bundy's crimes and subsequent trials, shows that even the most notorious psychopath has a human side, and documents Nelson's personal struggle to reconcile the horror of what her client had done with her steadfast belief that he should not be killed. For Nelson, it simply saved her sanity.

"The experience of representing Ted Bundy was intertwined with my identity and I had to unravel them both at the same time," explains Nelson. "This was definitely one of those books that had to be written, so I could put all of this into perspective.

"No longer was it just between me, God, and the devil, which is what that case felt like. Instead, it became just another case."

LISTENING
TO THE PAIN

*Miriam Cameron's master's thesis
on living with AIDS turned into
a lesson in dying the good death*



BY PAUL FROILAND

P

erhaps the most remarkable thing about Miriam Cameron is her compassion. Anyone who has spent a year listening to 25 people with HIV-AIDS, most of whom are now dead, and more of whom will be dead by the time you read this article, is an expert in the arena of compassion.

§ Since the publication of her book *Living with AIDS, An Ethical Perspective* by Sage Press last fall, Cameron has been deluged with requests—more than 50 at last count—to speak on ethical approaches to AIDS. So obliging has she been that she has reached a continuous state of laryngitis, what she calls “the Bill Clinton syndrome.” After talking for an hour, she sounds like a second soprano trying to speak through a mouthful of gravel.

Cameron's book is actually her thesis for a Ph.D. in the University of Minnesota's nursing program. She is currently working on a master's degree in philosophy at the University to go with her R.N., M.S., and doctorate degrees.

For her research, Cameron tried to assemble a diverse group of persons with AIDS, or PWAs, so that her study participants would not fall into any easily categorizable group, such as gay white males. She had to seek out ten different agencies in the Twin Cities to accomplish this, but she was able to come up with a balance of gender, race, social class, age, sexual orientation, and means by which people contracted the disease—whether by unsafe sex, intravenous drug use, or blood transfusions in the days before blood products were screened for the virus. In addition to the 25 PWAs, Cameron's study included interviews with five “significant persons”: a mother, spouses, lovers.

One of the reasons Cameron undertook this study, she says, was that she believed that the current consensus approach to AIDS prevention, educating everyone about the way AIDS is contracted—and intensely educating high-risk groups—was not in fact leading to a decline in the number of people who were contracting the disease. The elements of meaning and integrity were missing, she believed.

“Probably the most important finding

of the research,” Cameron says, “is that all of [the subjects], no matter if they were homeless or drug abusers, all wanted to live with meaning and integrity. Meaning was seeing their life as part of a bigger, purposeful picture, and integrity was living in harmony with their best values.”

Cameron believes that because she is a nurse she was able to get them to reveal startling truths about their lives and draw on deep feelings that all of them had about dying, health care, society's attitude toward them, the stigma of having the disease, and how they felt they could live out their days with purpose and principles. She practiced what she calls “ethical listening”: “listening nonjudgmentally, without trying to give any advice, and just assuming that the person wants to live with meaning and integrity, encouraging the person to resolve the ethical conflict in the way that he or she finds is right.”

She discovered that, in most cases, the

people were extremely grateful to have someone listen to them, and they were willing to open up at a level that many of them, lacking a caring listener, had never approached before. Sometimes Cameron was shocked. She recalls the case of a twenty-year-old man who looked like a football player and attended a Christian college.

“On the one hand,” Cameron says, “he volunteered as an AIDS educator: He'd go out to speak to groups and say, ‘Be careful whom you have sex with, because they may look like me, and they may actually have AIDS and you don't know it.’ And looking at him, you wouldn't have known he had AIDS.

“At the same time, he had a long-term relationship with a girlfriend, and she thought it was a monogamous relationship. He used condoms inconsistently with her and at the same time engaged in unsafe sex with other women without telling his girlfriend. He was out doing AIDS education and pretending to be monogamous.”

At other times, Cameron was overwhelmed with sympathy. A university professor, who has since died, poured his soul out to her for three hours. “He was just like a fountain,” she says. “He didn't want anyone else to know that he had AIDS, and it almost broke my heart because he was so lonely. He went to one pharmacy for his AIDS medication and another pharmacy for his other medications. He was trying so hard to keep it a secret.”

Cameron was present at the death of one of her subjects, a gay man who died at home with his lover caring for him. “The approach that those two took was that death was a part of life,” she says. “They weren't happy that he was dying, but [they wanted] to treat it in a more natural way. So he made the decision to stop technology and die at home.”

His choice illustrates a problem that Cameron sees in our society: “So often in this culture, death is something to be avoided at all costs, even if you have to go through two years of technology and hell. If we can think in terms of what can I do not only to live a good life, but to have a good death, we will be likelier to have a good death, and we'd also save a lot of health care dollars.”



The NAMES Project AIDS Memorial Quilt, viewed by 5 million people, has 27,000 individual panels.

The reason people are willing to go through so much, Cameron says, is that our society values acquisition more highly than finding meaning in life. She thinks that part of the problem with our health care system is that "people are so much into acquisition: How can I get as much as I have a right to get? Therefore people at the end of life may insist on having all kinds of technology to prolong life. But I don't know if it gives them more of a meaningful existence. Whereas, if my research is accurate, meaning and integrity are what we all want to live with anyway. [If so], the focus would be more on what do I need to do, and how do I need to take on more individual responsibility, and less on what you should be giving me since I have the right to acquire as much as possible."

Some of the study participants came to embrace this point of view before they died, Cameron says. "The meaning of life [comes from] relationships, love, and developing oneself, not [from] making money or any number of other ways of acquisition."

Since more and wider AIDS education has not stanching the epidemic, Cameron has concluded that knowledge about how the disease is contracted and methods of prevention is not enough; education about how to seek ultimate happiness may be the answer instead. This is what Plato and Aristotle called "virtue ethics," Cameron says.

"I think if people know what makes them happy in a Platonic and Aristotelian sense—things like [developing] human excellence and functioning well—they're likelier to act with meaning and integrity," says Cameron. They see happiness in terms of a lifetime instead of moments of pleasure that come from, say, getting drunk or eating chocolate. "It's almost like [Abraham] Maslow's hierarchy of needs: How can I be a self-actualized individual and live up to my human potential? One of the participants said that as [acting with meaning and integrity] becomes a way of life it becomes easier. For example, when someone first gets into Alcoholics Anonymous, it's extremely difficult. Once you've been going to meetings for five or ten years or whatever it takes, then it becomes a way of life and you don't have to be choosing at every particular moment what you're going to do. And then when you come to an ethical problem, you can use logic or rational means to say, How do I resolve this in such



a way that I live up to my values?"

Ultimately, Cameron says, the people in the study who were able to achieve this plane of meaning were the ones who died "good deaths." The subjects who didn't know what would make them ultimately happy would think, for example, that they could find happiness in getting drunk or using drugs—or, in the case of teenagers, both gay and straight, having unsafe sex, because at that age they still thought they were immortal.

Cameron also found a wide variation in discrimination against PWAs by society and the health care industry. The people she talked with were discriminated against by class, race, gender, sexual orientation, and how they had contracted the disease: You are "innocent" if you got AIDS through a blood transfusion. You are "guilty" if you are gay or an intravenous drug user. Additionally, they faced discrimination from ignorant people who did not want to be in the room with them because they weren't sure how one contracts AIDS.

One of Cameron's subjects, a white, married, middle-class nurse, contracted the virus through a blood transfusion. She and her husband kept her condition secret for two years. Then they began to travel around to rural churches in the Midwest, giving lectures about HIV-AIDS and urging people not to discriminate against those who had it. A gay person or an intravenous drug user who tried to do this would probably not be let in the door, Cameron says.

Another form of discrimination is based on race, class, and money. White, upper-middle-class people with private insurance had better relations with their physicians, often were given better means of pain con-

trol, and were able to get better information about how to die. People of color, people on medical assistance, and people who didn't speak English well didn't fare as well.

"People of color often felt very alienated from the health care system," says Cameron, "so if they were going to speed up their death or get enough pain control at the end, they'd have to use street drugs, and with street drugs you never know what you're getting."

While the number of gay white men with HIV-AIDS is gradually receding, people of color are an increasing proportion of the HIV-AIDS population. The result,

Cameron says, is that the issue of AIDS seems to be becoming less important to society. "White gay males who have health insurance are often well-educated, articulate, and more likely to be organized than inner-city people of color and their sexual partners [and] IV drug users," Cameron says. "And this latter group has neither money nor political clout. So AIDS is getting more and more on the back burner."

Cameron felt a deep sympathy for all those she interviewed. "I always felt grateful that they talked to me," she says, "and I felt such love for them, [especially] after I got to know them. Even the twenty-year-old man who was lecturing on safe sex while he was practicing unsafe sex—I couldn't judge him after I had heard his story. It's easy to judge people if you don't know their stories."

"And they just loved it. Over and over again they expressed gratefulness for this opportunity to tell what it was like for them. No matter how painful it was, I tried to go deeper. When they cried, I would never say, 'Don't cry.' Lots of times we think we have to say that because we feel we have to fix things, and I didn't want to fix anything, I just wanted to understand. I wanted to go as deep as they were willing to go, and they were just so grateful, because even good friends usually don't do that."

Above all, Cameron saw the common humanity in people, saw that AIDS is a disease that people just happen to have. What is evident in reading between the lines of her book, and directly evident in a conversation with her, is her compassion, even—perhaps especially—for those on whom society has turned its back.

Clearly, by observing people who died a good death, Miriam Cameron has made some profound discoveries about life. ■

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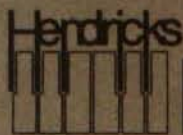
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A Reader's Digest

“I CAME TO THE UNIVERSITY from Anoka High School in the fall of 1960 and I became a writer here. This is where my world began,” said Garrison Keillor, speaking at the University of Minnesota Alumni Association annual meeting a couple of years ago. § For a hundred years before Keillor came to the University—and in the 30 years since he has left—the University has guided numerous students to literary greatness and counted among its faculty no less than poet Allen Tate, Pulitzer prize winners John Berryman, Robert Penn Warren, and Saul Bellow, and memoirists Patricia Hampl and Carol Bly. § *Minnesota* has compiled a selection of excerpts from University writers. And, for the third year, we present an updated list of recently published books written by University alumni and faculty. Whether you prefer mysteries or Melville, you’ll find something here by an old favorite or a great new writer.

Edited by Teresa Scalzo and Kristie McPhail

Paper Boy

Momo had the face of a twelve-year-old; he was forty-three, in fact. Every morning in the summer, his mother drove him into town and Momo went to all the trash disposal cans in St. Aidan, recovered *Minneapolis Tribunes* from them, and sold them up and down the one street of the town, shouting, “Paper! Paper!” All the business people sent someone out, a receptionist or whoever was nearest the door, to give Momo a nickel and take a paper. When he had gone the whole length of the street, from the Canon Funeral Chapel at one end to the Rocky Mountains Prospectors’ office at the other, he would find more papers lying on top of the trash cans, so he sold them again—this time to the other side of the street.

“The Dignity of Life”

Backbone, short stories by Carol Bly, lecturer in English
Milkweed Editions, 1985

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Wrench

His given name is Clinton Daniel Gladden III, which suggests high tea, impeccable grooming, trust funds, and Little Lord Fauntleroy.

Dan Gladden is none of the above. In a baseball locker room, his name is "Wrench," a name given to him by former Twins teammate Kent Hrbek. Like an auto mechanic, Gladden gets dirty playing baseball. "Wrench" is his trademark. The license plate on Dan's car reads "WRENCH," and his wife proudly wears a gold medallion wrench given to her by Dan.

When Dan was six years old, while playing with some of his brothers and friends on a family outing, he chose the wrong way back to the family campsite. It was late afternoon on a cool November day, and young Dan was hopelessly lost in California's Portola State Park. He walked aimlessly for half an hour, then attempted to cross a creek by walking on some logs. He slipped and fell into the cold water, breaking his arm in the process. Cold, wet, scared, and hurting, he pushed on. He found a spot next to some big logs, where he curled up for the night. Meanwhile, his frantic family enlisted the help of the park rangers, who sent out a search party that included 75 prisoners from a nearby minimum security prison. In the morning one of the prisoners found Dan.

Dan Gladden is one tough guy. He is a survivor.

The Game behind the Game
Ron Simon, '54, '57
Voyageur Press, 1993



A Long Ride

The men in the car remained silent, apparently lost in thought, paying little attention to him. He rested his head on the seat cushion, closed his eyes, and wondered where and when this trip would end. He needed the money, that was for sure, and there was little in his young life he hadn't done for money. But this gig seemed so elaborate, so out of the movies, that he wondered what the final payoff would be. Wait and see, he told himself.

They had been driving for what Rick guessed to be ten minutes when his backseat companion reached into a small compartment at his feet and pulled out a bottle of Chivas Regal. He poured a finger of the whiskey into a glass and handed it to Rick, then helped himself.

"Go ahead, drink up. We're going to have to put the blind-

fold on before long." They were the first words he had spoken, and they were said gently, almost kindly. Rick did as he was told.

Rick sipped the liquor, feeling the warmth of it spread through his body, matching the heat of the car. They wound their way around the lakes of south Minneapolis, past the Calhoun Towers, the bandstand on Lake Harriet, the grand homes along Lake of the Isles. There seemed to be no destination, just a meandering path that eventually led them alongside Minnehaha Creek. Rick felt as if he ought to say something, to make conversation, to fill the void. Instead, he just sipped, watched, and waited.

Savage Justice

Ron Handberg, '60

Harper Paperbacks, 1992

An Emotional Response

In so far as a response to an emotional stimulus occurs, it is to be dealt with like any other response, but the response does not define the stimulus as emotional and is only the accompaniment of the central emotional change. The changes in strength induced by the same stimulus provide practical criteria, and they are the commonest data in the field. I know that a man is angry, not because he is secreting adrenaline or because his blood pressure is increasing, but because he greets me dully, shakes hands slowly and weakly, responds to my remarks curtly, and avoids me if possible. All the responses which he is accustomed to make in my presence have undergone a significant change, and that change is the primary datum upon which I base the statement that he is angry. Similarly, I know that a companion on a dark road is afraid, not because he is secreting adrenaline or because his blood pressure is increasing, but because he starts easily, speaks in a whisper if at all, keeps his eye on his surroundings, and so on.

The Behavior of Organisms

B. F. Skinner, associate professor of psychology, 1930 to 1945

D. Appleton-Century Company, 1938



No Place Like Home

St. Clair Park was (and still is) set on a bluff of the city, the back yards of the Crocus Hill houses and mansions—I called anything with more than three bedrooms a mansion—rising even higher behind it, and the lowland that fell sharply below the park lying beyond, with its broad plain of working-class houses. From the height of the park I looked down on my grandmother's neighborhood. It had also been my own neighborhood—I was born "down there," baptized at St. Stanislaus, the Czech church. My father still worked there; his greenhouse was only two

blocks from where I'd been born, in a house owned by an old Czech couple, our landlords, who hunted mushrooms with Moravian cunning and passion. They gathered them in suburban woods (they took the streetcar) and brought the sinister things—as my mother thought—home to dry. It did not occur to me, when I sat on my park bench, to write about this.

A Romantic Education

Patricia Hampl, professor of English
Houghton Mifflin, 1991

Hallowe'en

This Hallowe'en goes out my baby then
for tricks or treats alone: I dump here
dealing out treats
She's almost seven. She insisted. Alone.
Two or three other little girls climb with her.
That's the end of our feats

when we scrambled, father & daughter, up long steps,
Daddy lagging behind. Beautiful, she got many.
Her costumes was superb.
This is the end of Daddy, the shallowing of the depths
of her childhood, when bearded Daddy was any.
Daddy, parked at the curb,

will watch his baby, muttering in Latin,
scrambling up the steps of Smith or Vassar saying
'I want a Yale man with a yacht
after my degrees, whereon, me in satin,
my Daddy can spend his last years without paying,
revising his works or not.'

Henry's Fate & Other Poems, 1967-1972

John Berryman, Regents' Professor of English, 1954 to 1972

Farrar, Straus & Giroux, 1977



The Wolves

There are wolves in the next room waiting
With heads bent low, thrust out, breathing
At nothing in the dark; between them and me
A white door patched with light from the hall
Where it seems never (so still is the house)
A man has walked from the front door to the stair.
It has been forever. Beasts claw the floor.
I have brooded on angels and archfiends
But no man has ever sat where the next room's
Crowded with wolves, and for the honor of man
I affirm that never have I before. Now while
I have looked for the evening star at a cold window
And whistled when Arcturus spilt his light,
I've heard the wolves scuffle, and said: So this
Is man; so—what better conclusion is there—
The day will not follow night, and the heart
Of man has a little dignity, but less patience
Than a wolf's, and a duller sense that cannot
Smell its own mortality. (This and other
Meditations will be suited to other times
After dog silence howls his epitaph.)
Now remember courage, go to the door,
Open it and see whether coiled on the bed
Or cringing by the wall, a savage beast
Maybe with golden hair, with deep eyes
Like a bearded spider on a sunlit floor
Will snarl—and man can never be alone.

Poems, 1922-1947

Allen Tate, Regents' Professor of English, 1951 to 1968

Charles Scribner's Sons, 1948



Pack Lightly

Of course, I lost my clothes. That was the first thing. . . . I was jumped by a gang of women and divested of my trousers. They might easily have asked me to remove them. The story given out is that they have decided my wool trousers needed mending at the cuff and a dry cleaning. Dry cleaning takes them two weeks. Then I was awarded a bathrobe. But since the only top I have is a shirt and sweater they have decided these must be worn over the bathrobe rather than under. Otherwise, since I

have no pajama bottoms, the bathrobe might open to reveal my legs, a dreadful thing. So with my long Aran sweater over a bathrobe I troop about now far more eccentric than the other ladies. And I therefore have an even smaller chance of getting out, since clothing and appearance are everything in a nuthouse.

The Looney-Bin Trip

Kate Millett, '56

Simon & Schuster, 1990

To a Romantic

To Robert Penn Warren
 You hold your eager head
 Too high in the air, you walk
 As if the sleepy dead
 Had never fallen to drowse
 From the sublimest talk
 Of many a vehement house.
 Your head so turned turns eyes
 Into the vagrant West;
 Fixing an iron mood
 In an Ozymandias' breast
 And because your clamorous blood
 Beats an impermanent rest
 You think the dead arise
 Westward and fabulous:
 The dead are those whose lies
 Were doors to a narrow house.

Poems, 1922-1947

Allen Tate, Regents' Professor of English, 1951 to 1968

Charles Scribner's Sons, 1948



Tradition, Tradition

Coached by Fielding Yost, the "Point-a-Minute" Wolverines (as they were called since they had racked up 600 points in 600 minutes over a four-year period) had not lost a game in more than three seasons when they came to Minnesota in 1903, but the Gophers battled the mighty Wolverines to a 6-6 tie. As the Wolverines returned to Michigan, they left behind a water jug they had purchased that day in Dinkytown. Oscar Munson, a Norwegian custodian who later became the Gophers' equipment manager, took the jug to Dr. Louis Cooke, who headed the athletic department. Legend has it that, with his heavy Scandinavian accent, Munson reported to Cooke that, "Jost left his yug."

Rather than return the jug, Cooke announced that Michigan would have to come and win it back. He painted the words, "Michigan Jug, Captured by Oscar" on one side of it and the 6-6 score of the game on the other, then hung the jug over his desk. It stayed there for six years, since Minnesota and Michigan did not meet on the gridiron again until 1909. The Wolverines won that game to finally get their jug back and it has switched back and forth ever since.

Golden Memories
Ray Christensen, '49
Nodin Press, 1993

Measured Success

According to one of his colleagues, and colleagues are generally the last to say such things, Benn was a botanist of a "high level of distinction." I don't suppose that this will cut much ice with most people. Why should they care about the histogenesis of the leaf, or adventitious roots? I wouldn't myself, if it hadn't been for Uncle. Scientists? Unless they do cancer research or guide you through the universe on television, like Carl Sagan, what is there to them? The public wants heart transplants, it wants a cure for AIDS, reversals of senility. It doesn't care a hoot for plant structures, and why should it? Sure it can tolerate the people who study them. A powerful society can always afford a few such types. They're relatively inexpensive too. It costs more to keep two convicts in Stateville than one botanist in his chair. But convicts offer much more in the way of excitement—riot and arson in the prisons, garroting a guard, driving a stake through the warden's head.

More Die of Heartbreak

Saul Bellow, associate professor of English, 1947 to 1949, 1956 to 1959

William Morrow, 1987



Sore Loser

"I'm proud of you for trying hard right to the end," said Grandpa.

"We lost," said Elliot.

"Winning isn't everything," said Grandpa.

"It is to me," said Elliot. Without waiting for the prizes, he left his bike beside the pool and headed for home. Grandpa picked up the bike.

Jim rode home beside Grandpa, but Elliot got there first.

Elliot stayed in his room the rest of the morning.

He sat on the steps in the afternoon.

Jim came over with a smudge of peanut butter on his chin. "Do you want to play marbles, Elliot?"

"No."

"Do you want to play robots?"

"No."

So Jim rode his bike up and down, back and forth, alone. Elliot stepped on ants.

Wheels

Jane Resh Thomas, '67, '71

Ticknor & Fields, 1986

Noisemaker

Automatically he recalled the Captain's obsessional hatred of noise, particularly noise at night, particularly noise in the area of his cabin. He went down to the cabin deck and found what he wanted. It was a gangway stanchion, about the size of a baseball bat, and solid lead. He went up to the port wing of the Captain's bridge and calculated. The Captain's bedroom was just inside, and the Captain slept athwartships. The head of his bunk was right against this bulkhead. Roberts figured: it was about three feet off the deck; it was right about here. He swung the stanchion with all his strength against the bulkhead. Then he swung a second time and a third. The blows shook the house like an explosion. Next morning every single officer confessed to having been awakened, and Ensign Moulton, who lived just aft of the Captain, said he had been knocked almost out of his bunk. Roberts placed the stanchion carefully at the Captain's door, walked calmly down the ladder and around the house, and returned to his own room by the starboard ladder. He undressed carefully and got into bed.

Mister Roberts

Thomas Heggen, '41

Houghton Mifflin, 1946



The Life Giver

There was Miss Lily Mae Littlepaugh, whom, after five weeks, I tracked down to a dark, foul-smelling lair in a rooming house on the edge of the slums, in Memphis. She was a gaunt old woman, wearing black spotted and stained with old food, almost past the pretense of gentility, blinking slowly at me from weak red eyes set in the age-crusted face, sitting there in the near-dark room, exuding her old-fox smell, which mixed with the smell of oriental incense and candle wax. There were holy pictures on the walls on every spare space, and in one corner of the room, on a little table, a sort of shrine, with a curtain of faded wine-colored velvet hang-

ing above it, and inside not a Madonna or crucifix as you would expect from the other pictures, but a big image made of felt and mounted on a board which I at first took to be a sunflower pincushion swollen to an impractical size, but then realized was an image of the sun and its rays, *The Life-Giver*. And in that room. Before it, on the table, a candle burned fatly as though fed not merely from the wax but from the substance of the greasy air.

All the King's Men

Robert Penn Warren, English professor, 1942-1950
Harcourt, Brace and Company, 1946

Alumni Authors

Jose Barreiro, '88, *The Indian Chronicles*. Historical novel recounting the Taino Indians' first encounters with Europeans, as told by Diego Colon, who at age twelve was taken captive and became Christopher Columbus's primary interpreter (Arte Publico Press, University of Houston, 1993).

Emilie Buchwald, '71, Pamela Fletcher, '83, and Martha Roth, editors, *Transforming a Rape Culture*. Collection of writings based on the belief that sexual aggression, violence, and fear can be overcome (Milkweed Editions, 1993).

Christopher Cardozo, '77, editor, *Native Nations: First Americans as Seen by Edward S. Curtis*. Magnificent distillation of the best of photographer/ethnographer/adventurer Edward S. Curtis's landmark twenty-volume study of the Indians of North America (Little, Brown, 1993).

Ray Christensen, '49, with Stew Thornley, '81, *Golden Memories*. Autobiography of Christensen, the legendary Minnesota sportscaster; covers the historic highlights and the drama behind the rise and fall of great teams from an insider's perspective (Nodin Press, 1993).

Brian Croone, '79, *White-Man-Runs-Him*. The story of one of General George Custer's Crow scouts (Evanston Publishing, 1993).

Millard J. Erickson, '53, *Evangelical Interpretations: Perspectives on Hermeneutical Issues*. Six essays on central issues in contemporary Bible

interpretation (Baker Book House, 1993).

Stephen Frantzich, '70, *American Government: The Political Game*. A look at how technology has changed American politics and government (Brown and Benchmark Publishers, 1993).

Kate Green, '72, *Black Dreams*. Professional psychic Theresa Fortunato and Los Angeles Police Department detective Oliver Jardine, first teamed in Green's novel *Shattered Moon*, which was nominated for an Edgar Award, are back working together on two mysteriously connected cases involving an abducted child and a murdered antiques dealer (HarperCollins, 1993).

Roger Hammer, '73, *American Woman: Hidden in History, Forging the Future* (The Place in the Woods, 1993).

Ron Handberg, '60, *Cry Vengeance*. Set in the same Twin Cities television newsroom as *Savage Justice*, Handberg's best-selling first novel, *Cry Vengeance* bristles with the excitement and terror of the hunt for a rapist's killer (Carol Publishing Group, 1993).

Henry Holt, '71, and Will Weaver, *Striking Out*. Children's book about a young man who begins to understand what he may accomplish and the choices he may have to make (HarperCollins, 1993).

Garrison Keillor, '66, *Book of Guys*. Says Keillor: "Guys are meant to be lovers and artists and adventurers. . . . It's time for women to take over the world so that guys can do this." Keillor's deepest venture

into satire (Penguin, 1993).

Harvey L. Klevar, '70, *Erskine Caldwell: A Biography*. The events, people, and values that coalesced first to fuel Erskine Caldwell's literary respectability and, later, to erode it (University of Tennessee Press, 1993).

M. D. Lake (aka J. Allen Simpson), '86, *Murder by Mail*. Return to college with fictional campus cop Peggy O'Neill, whose current investigation revolves around hate mail sent to an interracial couple on O'Neill's campus police force, a dead graduate student, and an old man found burned to death in his house (Avon, 1993).

Don Larson, '62, *Medical Cost Crisis: A Common Sense Solution* (Bond Publishing, 1993).

Caroline Lazo, '78, has written a series of biographies of men and women who have contributed to the peace movement. Titles released in 1993 and 1994 include *Lech Walesa*, *Eleanor Roosevelt*, *Martin Luther King Jr.*, and *Rigoberta Menchu* (Macmillan Publishing).

George Levine, '59, editor, *Realism and Representation: Essays on the Problem of Realism in Relation to Science, Literature, and Culture* (University of Wisconsin Press, 1993).

Mary Louge, '75, *Still Explosion: A Laura Molloy Mystery*. When Laura Molloy, a 35-year-old journalist for the *Twin Cities Times*, sets out to write a feature on abortion, she doesn't stop to think about the possible consequences (Seal Press, 1993).

Julian Markels, '57, *Melville and the Politics of Identity*. An exploration of the ideological transaction between *King Lear*, Shakespeare's most philosophically political play, and *Moby Dick*, America's most philosophically political novel (University of Illinois Press, 1993).

Bruce Merrell, '77, editor, *Letters from Alaska*. Original versions of letters written by explorer John Muir in 1879 and 1880 as he traveled the waters of southeastern Alaska in a Tlingit Indian dugout canoe. Rare accounts of Alaska in its early days: gold mines, rogue towns, Fort Wrangel, the infancy of the tourist industry, and the native Tlingits' struggle to retain their culture (University of Wisconsin Press, 1993).

John S. Adams, professor of geography, planning, and public affairs, and Barbara J. VanDrasek, instructor in geography, *Minneapolis and St. Paul: People, Place, and Public Life*. Comprehensive, up-to-date look at the metro area and its unique social, economic, political, and physical environment; includes maps, photographs, and graphs (University of Minnesota Press, 1993).

Pauline G. Boss and William J. Doherty, professors of family social science, editors, *Sourcebook of Family Theories and Methods: A Contextual Approach*. Comprehensive presentation of the evolution, current progress, and future avenues of research in family studies (Plenum Press, 1993).

Daniel Brewer, associate professor of French and Italian, *The Discourse of Enlightenment in Eighteenth-Century France: Diderot and the Art of Philosophizing*. How Denis Diderot pushed Enlightenment critique to its limits (Cambridge University Press, 1993).

Miriam E. Cameron, service fellow in natural resources, *Living with AIDS: Experiencing Ethical Problems*. Real-life problems and solutions as told by people living with AIDS; moral difficulties revolving around relationships, sexuality, personhood, chronic illness, death, and discrimination (Sage Publications, 1993).

T. K. Chang, associate professor of journalism, *The Press and China Policy: The Illusion of Sino-American Relations, 1950-1984* (Ablex Publishing, 1993).

Kevin Cwayna, community program specialist, *Knowing Where the Foundations Are: Stories and Stark Realities of Homeless Youth* (Deaconess Press, 1993).

William Doherty, professor of family social science, *Medical Family Therapy: A Biophysical Approach to Families with Health Problems*. A new approach to psychotherapy that addresses the psychological and interpersonal problems that arise with an illness, accident, or intractable medical problem (Basic Books, 1992).

Kate Millet, '56, *An Essay on the Literature of Political Imprisonment*. A new theory of politics for our time, offering a harrowing view of the modern state based on the practice of torture as a method of rule (W. W. Norton, 1994).

Joe Paddock, '59, *Boar's Dance*. A collection of the author's poetry (Holy Cow Press, 1993).

Joan Pohl Pasiuk, '81, *Adventures in Careering—A Twin Cities Field Guide*. Guide to the Twin Cities job market for the unemployed, underemployed, or restlessly employed (Basswood Press, 1991).

E. Lakin Phillips, '49, *Permissiveness in Child Rearing and Education: A Failed Doctrine? New Trends for the 1990s*. The need for structuring a child's social activity, emphasizing an authoritative (versus authoritarian) parent/teacher style (University Press of America, 1993).

Karen Ritz, '81, *A Picture Book of Anne Frank*. Illustrates the story of Anne Frank, the Jewish girl who hid with her family in a secret apartment in 1940s Amsterdam to avoid persecution by the German army (Holiday House, 1993).

Ron Simon, '54, '57, *The Game behind the Game: Negotiating in the Big Leagues*. Sports attorney Simon describes his experiences with teams—mostly from Minnesota—and the players he represents, including Lou Nanne, Dan Gladden, Kevin McHale, Paul Molitor, and Jim Kaat (Voyageur Press, 1993).

Joel Strangis, '70, *Grandfather's Rock*. Four children try to sway their father's decision to send grandfather to a nursing home; based on a traditional Italian folktale (Houghton Mifflin, 1993).

Nancy Earle Wild, '38, *Allie*. Wild tells the story of her sister, who had a rare physical disability but made a happy, rewarding life for herself (Vantage Press, 1993).

Carrie Young, '44, *Prairie Cooks: Glorified Rice, Three-Day Buns, and Other Reminiscences*. Growing up in a Norwegian American community imbued with the customs and foods of the Old Country, Young recalls in this funny memoir how her mother and her neighbors skillfully blended Scandinavian with what they called the American style of cooking. Recipes are included (University of Iowa Press, 1993).

Faculty Authors

Barbara A. Hanawalt, professor of history and director of the University's Center for Medieval Studies, and Kathryn L. Reyerson, professor of history, *City and Spectacle in Medieval Europe*. The use of ceremony as a statement of political power, pleas for divine intercession, and expressions of popular culture in medieval Europe (University of Minnesota Press, 1994).

M. Janice Hogan, professor of family social science, and James Maddock, associate professor of family social science, editors, *Families in the U.S. and Russia on the Threshold of the Twenty-first Century*. Collaborative publication with the Soviet Academy of Science (Guilford Press, 1993).

Ruth-Ellen Boetcher Joeres, professor of German, and Elizabeth Mittman, '86, '92, *The Politics of the Essay: Feminist Perspectives*. The work of women essayists from various nations over the past two centuries; gender, race, class, and national identity as axes of analysis (Indiana University Press, 1993).

Joyce Lyon, associate professor of art, *Conversations with Rzeszow*. A dialogue of places, both in the present and in the author's father's past in Poland, that investigates her Jewish heritage (Joyce Lyon, 1993).

David J. Merrell, professor emeritus of genetics, ecological and behavioral genetics, and evolution, *The Adaptive Seascape: The Mechanism of Evolution*. Exposition and critique of the modern synthetic theory of evolution—its history, present difficulties, and future—from the perspective of ecological genetics (University of Minnesota Press, 1994).

Maria Paganini, department chair and professor of French, *Reading Proust: In Search of the Wolf-Fish*. How and why Proust's work continues to attract and fascinate readers (University of Minnesota Press, 1994).

Harvey Sarles, professor of cultural studies and comparative literature, *Teaching as Dialogue: A Teacher's Study*. (University Press of America, 1993).

EASTCLIFF REVISITED

THE BROOKS FAMILY RECALLS LIVING
AT 176 NORTH MISSISSIPPI BOULEVARD.

PAT HASSELMO TELLS
WHAT IT'S LIKE TODAY

Edward (Ted) Brooks Jr. was just ten when his parents, Edward Sr. and Markell, decided to remodel their home on the east bank of the Mississippi River. As a special treat, the senior Brooks, a successful St. Paul lumberman, told his two eldest sons, Ted and Conley, that he would build a hiding place in each of their bedrooms.

"When the house was remodeled, our rooms were paneled," Brooks recalls. "Conley's was done in white pine, mine in cyprus. Father said we could pick out someplace in the room where a board would be movable, could be pulled out, and would give access to a space behind it. I had two above the bookcase. They were supposed to be hiding places, but everyone knew about them."

So what did young Ted keep in his hiding place? His appendix, which had recently been removed and placed in a small bottle; he would proudly remove it from its hiding place and display it to his friends. "I don't know where the appendix is today," he says. "It could still be there."

It could indeed. Edward Brooks Sr. died in 1954, and Mrs. Brooks gave the house (named Eastcliff because of its location) to the University of Minnesota in 1958. Since 1960, it has been the offi-

cial residence of five University presidents and their families. Several years ago, while Conley Brooks was visiting with then-president Peter Magrath, Brooks asked Magrath if he knew where the hiding places were in the house.

"No," came the reply, so Brooks took Magrath upstairs, opened two closet doors, and showed him several secret drawers. Those drawers still contained items placed there by the Brooks children. In another hiding place by a window in what had been Conley Brooks's bedroom was a bottle labeled "Water from the Atlantic," by then empty.



By Vicki Stavig

Eastcliff, a two-story, twenty-room house built in 1922 on two acres of land overlooking the Mississippi River, was home to the Brooks family for more than three decades. It was a home filled with love, laughter, and constant activity as the Brookses' four children—Conley, Ted, Markell (Binky), and Dwight—went about the everyday business of growing from toddlers to adults. A succession of family dogs added to the hub-bub. Rusty, an Irish water spaniel, was a particular favorite.

"He was fond of running around the neighborhood and going up to [the Uni-

versity of] St. Thomas on Cretin," says Conley. "He would find his way into the swimming pool area and was befriended by several members of the swimming team. They would get him into the pool whenever the coach wasn't around."

Ted picks up the story. "One day the head of St. Thomas, Father Murphy I think his name was, called mother and said, 'Mrs. Brooks, this is very difficult for me, but you have to control Rusty; he's upsetting our swimming schedule.'"

From 3,000 to 4,000 guests a year visit Eastcliff, the home of University President Nils Hasselmo; his wife, Pat, pictured above; and their daughter Anna.

If that telephone call had not been made, Ted laughs, Eastcliff might now belong to St. Thomas. The side yard at Eastcliff bears testimony to the Brookses' love of their dogs: Two wooden headstones mark the final resting places of Rusty and a

dachshund named Weenie. Brooks Sr. had a wonderful sense of humor but also was a disciplinarian. Although the family employed two maids, a cook, a groundskeeper, and a part-time laundress, the children were

responsible for mowing the lawn, shoveling snow, and polishing the brass ladder in the swimming pool. "Father was quite a taskmaster," says Ted.

But when it was time to play, Brooks usually had a hand in that, as well. One year, he built a toboggan slide on the south side of the house, then enjoyed the antics of his children and their friends as they held racing competitions.

Eastcliff was remodeled in 1931 to include a garage with living quarters above it and a new swimming pool. The old swimming pool, which ran east to west, was filled in and replaced with the current one, which runs north to south.

While the house itself has changed little over the years, today Eastcliff is the site of two to three University functions each week, with 3,000 to 4,000 people passing through its doors each year.

Excavation and construction of the new pool provided countless hours of entertainment for the Brooks children and their friends. "It was fascinating to watch," says Ted. "It was quite an event. Life was simple in those days. There wasn't much variety, but we had a lot of fun."

For the most part, the Brookses' entertaining at Eastcliff consisted of high school graduation parties, Christmas get-togethers, and an occasional masquerade party when the children were young and in dance school. "We had three masquerade parties in the amusement room downstairs," recalls Ted. "We invited about 50 boys and girls and dressed up in costume."

Conley recalls Christmas at Eastcliff as being a special occasion. Mrs. Brooks decorated the house from top to bottom with fresh pine branches that emitted a woodsy smell throughout the house. On Christmas Eve, the family got into the car and drove up and down Summit Avenue, marveling at the Christmas lights.

It was tradition to have grandfather Dwight Frederick Brooks share breakfast with the family at Eastcliff on Christmas morning. "We could hardly wait to finish breakfast and race down to the amusement room where the Christmas tree and presents were," says Ted. "Grandfather would sit at the head of the table in the dining room, taking his time,

enjoying himself while we were champagne at the bit to get downstairs. I think he did it on purpose. Mother would get nervous and father thought it was funny."

Since then, five other families have enjoyed Christmases at Eastcliff. O. Meredith Wilson and his family became the first University residents in 1960. They were followed by presidents Malcolm Moos, C. Peter Magrath, Kenneth Keller, and Nils Hasselmo, who currently lives at Eastcliff with his wife, Pat, and their daughter Anna.

"We feel very much at home here," says Pat Hasselmo, "but we're conscious of the fact that Eastcliff is a public facility

so that there are always people around being entertained or caring for the house." While the house itself has changed little over the years, today Eastcliff is the site of two to three University functions each week, with 3,000 to 4,000 people passing through its doors each year.

On a sunny spring day, however, Eastcliff is fairly quiet. Stefan, the Hasselmos' cat, is asleep on a chair in the family breakfast area, undisturbed by the drone of a vacuum cleaner. In the living room, sunlight streams across Scott Joplin and Chopin music books resting on a baby grand piano that was a gift from the School of Nursing. In a small office at the rear of the house, Linda Fox, Eastcliff events coordinator, quietly goes about her work, which also involves overseeing the household staff—a part-time cleaning person and a seasonal groundskeeper.

Seated in a small room, dubbed the Red Den, off the foyer, Pat Hasselmo talks about life at Eastcliff and fund-raising efforts to keep up the house. "The Board of Regents decided that work on certain aspects of the house should be financed through private fund-raising," she says. "Eastcliff should be treated like any other University facility for basic maintenance; the fund-raising is for any of those things that are special and out of the ordinary and have extra cost implications."

To that end, the Friends of Eastcliff

Committee (formed by regents mandated to explore alternate funding sources for these special projects) created the Eastcliff Legacy Fund last year. A master plan was developed by the Eastcliff Technical Advisory Committee of volunteer consultants from several University departments, including architecture and facilities management, whose charge is to seek out and implement cost-effective house repairs, maintenance, and improvements.

Among the first Legacy Fund projects will be making the entryway accessible to wheelchairs and redoing the dining room ceiling with a sound-absorbing material. "When we entertain large groups, it gets very noisy," says Hasselmo.

The master plan also calls for some landscape and redesign of the yard, a Legacy Fund project. Hasselmo hopes that the work can be coordinated with the University Landscape Arboretum and that plants developed by the University can be used.

The most recent renovations and repairs, made in the late 1980s, included upgrading the electrical and heating systems, improving insulation, adding a catering kitchen and kitchen and dining space for the family, enlarging the dining room, and painting the house and fence. "Before that expansion," says Hasselmo, "only 12 could be seated in the dining room, so tables were often set up throughout the main floor. Now we can seat 48 in the dining room and host receptions for up to 75 people quite easily, which is an enormous advantage in accommodating our volume of event requests."

Future restoration projects will be undertaken as funds become available. To date, the Friends of Eastcliff Committee has raised \$130,000; \$100,000 was contributed by the Brooks family. "We are delighted with the way the University has carried on the traditions of Eastcliff," says Ted Brooks. Adds Conley Brooks, "We think our contribution is for a worthy cause and hope it might help to raise more money."

The University and the Hasselmos are appreciative of the Brookses' generosity, past and present. "We have had significant gifts to Eastcliff from many people, and we want to acknowledge that support and thank them for it. And we are especially grateful to the Brooks family for their continuing interest in and involvement with Eastcliff," says Hasselmo.

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UNIVERSITY OF MINNESOTA
ALUMNI ASSOCIATION

Saving the SR CEO

Has the Socially Responsible Chief Executive Officer gone the way of the dinosaur? Not yet, says Norman Bowie of the Carlson School of Management, but a world of global competition and corporate takeovers is making for some dangerous habitat
by William Swanson

Norman Bowie tells the story of the former Twin Cities chief executive who looked out over south Minneapolis from a downtown office tower not long ago and said, "You know, we have no choice but to take some responsibility here." To Bowie, a University of Minnesota faculty member who teaches courses involving corporate responsibility, the comment was a small but powerful statement of hope. It was evidence that Minnesota has not yet become, well, New Jersey, proof that even in these pressure-packed times, local corporate leadership can see beyond the bottom line.

In the next breath, however, Bowie concedes two important points about the anecdote. First, the socially responsible speaker was a *retired* CEO, which raises the possibility that his views may not reflect an up-to-date consensus. Second, the fact that any such statement is remarkable in a community that has long taken enlightened corporate leadership for granted is noteworthy in its own right. All of our executives have social consciences; they all speak out for the common good, and they put their



money and their muscle behind their beliefs. *Don't they?*

Bowie shakes his head and smiles ruefully. He is by training and practice both an ethicist and a philosopher, a person who can articulate both what ought to be and what is. Holder of the Elmer L. Andersen Chair in Corporate Responsibility at the University's Curtis L. Carlson School of Management, Bowie is in a good position to judge which way the winds are blowing, not only because of his perch on the eighth floor of the Management and Economics building near downtown Minneapolis, but also because of his access to upper management of local business and industry.

"There's still the kind of environment here that makes [corporate good works] seem appropriate," Bowie says. "But, frankly, I worry about it. That environment is not as strong as it used to be. There are so many factors working against it today. Globalization, competitive pressures, greater and greater demands on resources, downsizing. The demands on management's time alone—these people just don't have enough time anymore."

On the face of it, say Bowie and other observers, the local environment does not seem hugely different from the way it was twenty years ago, when the likes of Curt Carlson, the Dayton brothers, and the contemporary generation of the Pillsbury family were establishing a nationwide standard for socially responsible corporate citizenship. Civic task forces still draw members from diverse local industries and interests, and corporate charitable giving, at least to mainstream institutions, con-

Norman Bowie, holder of the **Elmer L. Andersen Chair in Corporate Responsibility,** Carlson School of Management continues at comparatively high levels, according to many sources. But the old guard of movers and shakers is undeniably older. Elmer Andersen is 85 this year,

Curt Carlson 80. Winston Wallin, approaching 70, has retired from active management at Medtronic, has nearly completed his temporary assignment with the University's health sciences operations, and would like to play more golf. The Pillsbury Company is owned by a British multinational, and the last Dayton left the local department store enterprise a decade ago.

While several younger CEOs like Michael Wright, '63, of SuperValu,

Michael Bonsignore of Honeywell, and William George of Medtronic are making a mark with their own civic-mindedness and generosity, observers wonder if the torch is likely to burn as brightly among the leadership yet to come. Unlike their locally born and educated elders, many of the new breed are outsiders, without family roots or loyalties in Minnesota, and they may not be as likely to share their predecessors' passion for hometown cares and causes.

Asked for their views on the subject, some of the elders, including Carlson and Wallin, express guarded optimism about the future of corporate social responsibility in Minnesota. So does David Kidwell, dean of the Carlson School of Management, who points to University grads and contributors like James Watkins, 46-year-old founder of Golden Valley Microwave Foods, as heartening examples of young entrepreneurs who have created successful businesses and give generously to the community. But former governor Elmer Andersen, long-time chair of H. B. Fuller Company who retired from Fuller's board in April, says he believes too many companies have grown myopic in recent years and are no longer able to envision the long-range benefits of socially active behavior both for themselves and for their communities. "The priorities have gotten confused," he says. "There's too much emphasis on money, on short-term earnings."

Ten years ago, an article by Carol Pine, '67, and Susan Mundale, '65, in *Corporate Report Minnesota* asked if a "new generation of corporate leaders [would] support the community in the style to which we have become accustomed." The answer, of course, was, we'll just have to wait and see. According to Pine, who advises local businesses on matters of corporate culture and values, the question is still pertinent and the answer remains unclear.

Meanwhile, Charles Mundale, '71, executive director of the Minnesota Center for Corporate Responsibility, an organization formed by local business leaders back in 1978 and now affiliated with the University of St. Thomas in Minneapolis,

The motive for doing the right thing is or at least should be—doing the right thing. But, as a matter of fact, if you do the right thing, in a lot of cases it will also have a positive effect on the bottom line.

admits he's not very optimistic about business's role in community problem solving. He notes an attitude among some chief executives that since they've "professionalized" their civic and philanthropic obligations, they need not do more. Ironically, he says, professionalization has in many cases amounted to CEOs delegating civic responsibilities to corporate departments that have since been cut during economic downturns and belt tightening.

Admitting to a streak of "old-fashioned Lutheran gloom," Charles Mundale posits the image of himself, Bowie, and Kenneth Goodpaster, who holds the Koch Chair in Business Ethics at St. Thomas, as modern Jeremiahs crying out against complacency and hard-heartedness in trying times. He jokingly suggests that the presence of two endowed chairs in corporate responsibility located in the Twin Cities, rather than providing evidence of continuing enlightenment, may only mean that there are at least a couple of wealthy individuals in town who still have a social conscience.

Norm Bowie neither looks nor sounds like an Old Testament prophet or a public scold. At 52, he's a plain-spoken, friendly-faced fellow whose low-key manner belies his self-assessment as "a hard-nosed guy" on the issue of corporate ethics.

Bowie came to Minnesota in 1989 from the University of Delaware, where he'd spent a dozen years as director of its Center for the Study of Values. With a Ph.D. from the University of Rochester (New York), he has taught either philosophy or business courses (sometimes both) for 25 years. At Minnesota, he teaches in both the philosophy department and the Carlson School, where he's chair of the strategic management and organization department.

Following David Kidwell's arrival as Carlson School dean in 1991, Bowie helped reshape the school's M.B.A. program, which now includes a new "leadership core" of courses emphasizing "soft"

issues like environmental responsibility and business ethics. "American business schools are the very best in the world at teaching students how to analyze and crunch numbers," Kidwell explains. "There is, however, a crisis of leadership as changing corporations try to deal with the information age. In our new M.B.A. program, we're trying to strike a balance between the quantitative and qualitative sides of business." The demand for balance came from the local business community itself, he says. "From all of our surveys, we received a strong sense that students needed to understand something about ethical behavior."

Both Kidwell and Bowie point out that ethical behavior in today's corporation often involves questions much more complicated than the common example of paying a bribe to do business in a foreign country. "We can't tell students how to behave," says Kidwell. "What we try to do is help them identify ethical problems and provide a framework for analyzing and handling those problems." The problems may be as mundane as dealing with a shop-floor employee who punches somebody else's time card as a favor, or as potentially explosive as blowing the whistle on the management of a company that's polluting a local waterway.

Then there's the question of what the company can and should do on behalf of its community. Bowie walks his students through two competing theories on the subject. "On the one side," he says, "the economist Milton Friedman argues that the job of business is to maximize profits for stockholders, period. On the other, the so-called stakeholder theory says business has obligations to all of those affected by business decisions, including not only stockholders, but also customers, employees, suppliers, and the community."

Bowie stands foursquare behind the stakeholder approach, a position he says is not shared by all of his colleagues at the Carlson School—and one he has not always embraced himself. In an extensive examination of the issue three years ago, he wrote, "The orthodox view is that a socially responsible corporation pursues



David Kidwell,
dean of the
Carlson School
of Management

profit while respecting the moral minimum. I have been an adherent of that position, but I now think the position is mistaken. Part of what it means for a corporation to be socially responsible is cooperation with other corporations and with nonprofit social and government agencies to help solve social problems."

It's not only right for a corporation to help solve social problems, it's wise, says Bowie. In the long run, most companies do well by doing good, and he doesn't have to reach far to provide a memorable example. When the Dayton Hudson Corporation was the object of a hostile takeover attempt by an out-of-state suitor in 1987, Minnesotans were riled up enough to support legislative protection for the hometown retailer. The emotional local reaction was due in part, Bowie says, to the

goodwill the Dayton operation had accrued as a highly visible "good neighbor" over several decades. A more recent and personal example is Northwest Airlines CEO John Dasburg's decision this spring to return a large—and well-publicized—bonus. Bowie suspects that both Dasburg's and Northwest's public-opinion stock rose as a result. "I do think there are advantages in sacrificing short-term self-interest and taking a leadership position," Bowie says. "I think Dasburg's move was a smart one."

Moreover, one socially responsible turn deserves another, says Bowie: The community owes the local corporation its loyalty in return for the corporation's concern. Again drawing on a backyard example, he points to the Dayton Hudson

Corporation's Target stores, whose history of hiring disabled workers, providing discounts for the elderly, and giving 5 percent of pretax profits to charity far outstrips the philanthropic activities of their competitors. "I maintain," he has written, "that Target's superior social performance creates an obligation for members of the community to shop at Target." Indeed, he says, "If we are to have a truly comprehensive theory of corporate social responsibility, we must develop a theory for determining the appropriate reciprocal duties that exist among corporate stakeholders."

"Look," he says, "I make the argument that ethics is a part of strategy. The motive for doing the right thing is—or at least should be—doing the right thing. But, as a matter of fact, if you do the right

thing, in a lot of cases it will also have a positive effect on the bottom line.

"I'm much more hard-nosed about the strategic advantages of ethical practices than I used to be, probably because of a more cynical younger generation. You have to show a payoff." You also have to understand "the real costs" of your actions, pro and con, he adds, countering, for instance, the impulse to lay workers off with arguments about employee loyalty, product quality, and community sensibilities. "I don't think we've seen the true cost of a lot of corporate downsizing yet—the cost of a workforce that has no incentive to be loyal, that may be very angry about the way colleagues have been treated. There's a knee-jerk mentality that says instead of increasing productivity, let's cut employees. An employer may say, 'Gee, if I'm producing 1,000 widgets with 100 employees, I could save money by producing the same amount with 50 employees.' What the employer doesn't understand is that it would be better to use 100 employees to produce 2,000 widgets." That, says Bowie, would be a winning situation for everyone.

Pick up a textbook on the social responsibility of modern management, Bowie says, and you'll find numerous examples of positive activities in neighborhood development, support for the arts, health care, labor relations, environmental protection, and the like from the Twin Cities. On many such matters, he says, we are way ahead of the rest of the nation, thanks in large part to the role played by local business acting in concert with other private and public organizations. Times are changing, though. The world is shrinking, the stakes are getting bigger, and many corporations are in quite a different situation now than they were in only a decade ago: They are global competitors struggling for their lives.

It's one thing to do business in Minnesota, Bowie insists, and quite another to do business in New Jersey, where corporations aren't so famous for their beneficence. "Move that out farther still—think about doing business in Hong Kong or Singapore—and we're *really* talking about

a different culture. We need to figure out strategies that will make New Jersey more like Minnesota instead of making Minnesota more like New Jersey." Toward that end, he cites the Minnesota Principles Project of the Center for Corporate Responsibility, which seeks to stimulate a global interest in locally tested "ethical systems." "There are people in this community who are willing to stand up and say we ought to try to get others to consider our standards on these issues," he says.

"The big challenge for local businesspeople is deciding what they're willing to do beyond simply doing the right thing in their own companies," Bowie continues. "This community has given a lot to the arts over the years, but I wonder if we're spending our resources so wisely today. We've got new problems now—problems of the core cities, for example—and we need to decide what role business can play in dealing with those. I've become much more optimistic about business addressing our social problems than I am about government. I've had my gutful of government. I think business working with other institutions can find better ways than

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government can through legislation and regulation."

The willingness and ability of the upcoming generation of executives to extend themselves and their companies' resources beyond corporate confines is a key factor, Bowie says. He senses a pervasive uneasiness among the young managers he deals with in the Carlson School's executive education programs. "They feel intense pressure to perform, to do more with less," he says. "Many of them believe they have to put in twelve- or sixteen-hour days, and so they don't have time for a lot of the personal volunteer and community-service activities the previous generation might have done in the past. Some companies, like H. B. Fuller, reward their employees for their community service—make it part of the corporate culture—but most companies aren't like Fuller."

And there are, he believes, significant differences between today's youth and their parents. "The bottom line, I'd say, is that in terms of business ethics, young people are less moral than older people. Maybe that's because they're pretty cynical about institutions. I ask students, 'How many of

you, if you were asked by your employer to do something you consider immoral or illegal, would do it?' About half the hands go up. These kids are just getting into the job market. They figure that everybody's out to get everybody else, that it's a jungle out there."

Is the University doing enough to prepare a new generation of community-oriented business leaders? This is an especially salient issue in light of recent Carlson School figures showing that almost 80 percent of the school's 30,000 alumni have remained in Minnesota after graduation; more than half of all Carlson School alumni, according to its studies, hold management or supervisory positions in the companies where they work. Bowie's reply is, "Probably not, given the resources we have to work with. However, I believe we do more with what we've got than anybody. We now have the most coherent executive ethics program in the country, bar none. You won't find what we offer at Harvard, Northwestern, or Chicago."

Bowie says he senses no hostility to his message in today's fast-changing, high-pressure business community—"though I

sometimes feel ignored." He believes that in addition to educating the community's future leaders, he could provide a valuable service to current CEOs as a "storyteller," as a conduit of information from other communities. The Twin Cities, for instance, could learn important lessons in race relations from Atlanta, where Bowie has spent time observing and talking to executives. "Part of my job is knowing what's going on around the country, around the world," he explains. "I could perhaps see problems coming that our local businesspeople may not see. I could help them anticipate and prepare for problems. I've lived and worked out East, so I can see things coming this way. I think the University could serve as a clearinghouse of information and therefore a catalyst for change."

It's a role that many concerned businesspeople and social activists, both young and old, would welcome. "Given all the uncertainties and the temptation [for business leaders] to revert to the survival mode, the need is greater than ever," says Charles Mundale. "Our job is to make people think." ◀

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EDITED BY KRISTIE MCPHAIL

COLLEGE OF AGRICULTURE

'57 **W. Richard Dukelow** of East Lansing, Michigan, has received the Distinguished Faculty Award at Michigan State University, where he is a professor in the departments of animal science and physiology and director of the Endocrine Research Center. Dukelow is an internationally known expert on the reproductive physiology of nonhuman primates and is credited with the research breakthrough that made in vitro fertilization safe for humans.

COLLEGE OF LIBERAL ARTS

'67 **Sue Bennett** of Deephaven, Minnesota, has been elected to the Metropolitan State University Foundation Board of Trustees. A consultant for area foundations, Bennett served as president of the University of Minnesota Alumni Association National Board in 1990-91.

'68 **Thomas Gorey** of Bloomington, Illinois, has been named vice president of logistics operations and integration at Sears Merchandise Group. Gorey began his career at Sears in 1968 and has held a variety of positions within the company.

'77 **Michaela Diercks** of Mound, Minnesota, has joined Harmon Glass as director of marketing, including national marketing for Harmon's Glass Depot. Diercks was previously with Moore Data Management Services.

'87 **Scott Pries** of Richfield, Minnesota, has been promoted to account supervisor from senior executive at Miller Meester Advertising.

'89 **Tara Cole** of Eden Prairie, Minnesota, has been named account executive at Miller Meester Advertising. Cole was previously an account manager for Wilken Promotion and Advertising.

'91 **Christine Liebgott** of Shoreview, Minnesota, has been named production coordinator/traffic manager at Creative Resource Center in Eden Prairie, Minnesota.

CARLSON SCHOOL OF MANAGEMENT

'58 **Fred Friswold** of Edina, Minnesota, has been named Outstanding Community Volunteer of Minneapolis Rotary Club 9. Friswold is chief executive officer of Tonka Equipment Company.

'61 **Jerry Figenskau** of Austin, Minnesota, has been named a vice president at Hormel Foods, where he is director of specialty products. Figenskau has been with Hormel for 32 years.

'70 **Daniel Schultz** of St. Louis, Missouri, has been named tax partner-in-charge for Coopers & Lybrand's Midwest region. Schultz has been with the company since 1970.

'75 **Mark Arnold** of Apple Valley, Minnesota, has

been awarded the Aerial Achievement Medal from the Air Force Reserve based on meritorious achievement in Operation Provide Promise, the United Nations humanitarian relief effort in Bosnia-Herzegovina. Arnold is a major in the 934th Airlift Group, a C-130 instructor navigator with the 96th Airlift Squadron, and a civilian pilot with American Eagle.

MORTUARY SCIENCE

'71 **Russell LeBarron** of Canterville, Ohio, has assumed command of the Defense Distribution Depot in Ogden, Utah. An army colonel, LeBarron was previously chief of staff of the Defense Electronics Supply Center in Dayton, Ohio. His decorations include the Legion of Merit, Defense Meritorious Service Medal, and the Bronze Star.

'78 **Steven Brandstad** of Minneapolis has been promoted to vice president, secretary, and treasurer of Gill Brothers Funeral Chapels.

COLLEGE OF NATURAL RESOURCES

'70 **Jack Blackwell** of Washington, D.C., has been named deputy regional forester for the United States Department of Agriculture Forest Service's Inter-

mountain Region. Blackwell has been with the Forest Service since 1970, most recently as staff assistant to the deputy chief for programs and legislation in Washington.

SCHOOL OF PUBLIC HEALTH

'62 **Scott Parker** of Bountiful, Utah, has been named chair of a national panel that will help the American Hospital Association mount grassroots support for health care reform measures favored by the 4,900-member organization. Parker is president of Intermountain Health Care in Salt Lake City.

'83 **Sherry Fletcher** of Miami has received the Northern Illinois University Outstanding Young Alumni Award. Fletcher is coordinator of the health sciences recruitment and retention program at Florida International University in Miami.

INSTITUTE OF TECHNOLOGY

'67 **Thomas Eggum** of St. Paul has been named one of the Top Ten Public Works Leaders by the American Public Works Association. Currently director of public works and city engineer, Eggum has served St. Paul in several roles since 1964.

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'81 **Ross Mayer** of Minnetonka, Minnesota, has completed CONTECH Construction Products' sales orientation program at company headquarters in Middletown, Ohio. Mayer joined CONTECH in October 1993.

COLLEGE OF EDUCATION

'68 **John Prin** of Minneapolis produced a documentary video that was awarded a Bronze Plaque at the 41st annual Columbus International Film & Video Festival. Prin's video, *Bringing Light to the Shadows*, was one of 800 entries from 38 countries.

'77 **John Clementson** of Sioux Falls, South Dakota, has been granted tenure at Augustana College in Sioux Falls, where he is an assistant professor in elementary education.

DEATHS

Ralph Backlund, '40, Washington, D.C., April 1, 1994. Founding editor of *Smithsonian* magazine, Backlund was a special assistant for the arts in the Education and Cultural Affairs Bureau of the State Department and a former radio journalist with CBS in New York.

Grace Chapman, '26, Alexandria, Virginia, February 4, 1994. A retired Food and Drug Administration (FDA) information specialist, Chapman was a technical abstractor with the National Academy of Sciences from the late 1940s until joining the FDA in the late 1960s.

Jane Childs, '47, Manchester, Connecticut, April 15, 1994. Childs worked as a reference librarian at the Mary Cheney Library in Manchester.

Wilson Foote, '48, Corvallis, Oregon, December 15, 1993. A professor emeritus of crop science at Oregon State University and secretary-treasurer of the Agricultural Research Foundation, Foote had a lifelong interest in agriculture. He was active in many committees and research projects involving agricultural development.

Sherman Kieffer, '50, Boca Raton, Florida, February 13, 1994. Kieffer was chief of psychiatric service at U.S. Public Health Service hospitals in New Orleans, Baltimore, and Lexington, Kentucky. He was assistant surgeon general with the National Institute of Mental Health from 1966 until 1971, and from 1971 until his retirement in 1984 was vice chair and professor in the Department of Psychiatry and Behavioral Science at the State University of New York, Stony Brook, School of Medicine.

Rolf Larson, '56, Fairfax, Virginia, February 28, 1994. Larson was director of the National Council for Accreditation of Teacher Education when he retired in 1978. Earlier, he was an assistant professor of education at the University of Connecticut and dean of the School of Education at Western Illinois University.

Lloyd Nelson, '40, Sun City, Arizona, March 13, 1994. Nelson was a clinical assistant and professor emeritus of pediatrics at the University of Minnesota. A major in the Army Medical Corps, Nelson

was a past national president of the University of Minnesota Alumni Association and a past president of the Sun City West Minnesota Club.

Tom Olofson, '53, Annandale, Virginia, February 26, 1994. An Air Force colonel, Olofson retired in 1984 as program manager of strategic petroleum reserve at the Defense Fuels Supply Center in Annandale. His 31-year Air Force career included service as an aircraft navigator, duty in Vietnam in 1967 and 1968, and study at the Industrial College of the Armed Forces.

Richard Powers, '29, Bethesda, Maryland, March 31, 1994. Powers covered congressional delegations from Minnesota, Wisconsin, Michigan, North Dakota, and South Dakota as a Capitol Hill correspondent for the Associated Press.

Persis Richter, '37, Alexandria, Virginia, March 31, 1994. Richter was a reporter for the former *Minneapolis Journal* and editor of a daily newspaper in Holdrege, Nebraska. She also wrote for the Office of War Information during World War II.

Charles "Bud" Wilkinson, '37, St. Louis, Missouri, February 9, 1994. Best known as the coach who built Oklahoma's football program into a dynasty during the 1940s and 1950s, Wilkinson played guard and then quarterback for the University of Minnesota on the three national championship teams coached by Bernie Bierman in 1934, 1935, and 1936. He was a member of the National Football Coaches Hall of Fame, a college football analyst for ABC-TV and ESPN, and a former director of the President's Council on Physical Fitness.

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A Winning Touch

Volleyball coach Stephanie Schleuder takes risks on and off the court

BY KAREN ROACH

EYEBROWS WENT UP when then new Gopher volleyball coach Stephanie Schleuder pitched her idea for the team's 1983 media guide. "Killers on the Court" was the theme that Schleuder proposed to help liven up the usual coach and player profiles, endless statistics, records, and schedules. For the cover photograph, Schleuder donned a black dress and posed by a Model T Ford, team captains wearing fedoras and slinging violin cases by her side.

"I had to do quite a sales job the first time," she recalls. "Now I get a call from the sports information office asking, 'What are you going to do this year?'"

Ten years later and according to plan, Schleuder's unconventional media guides have generated considerable attention and publicity. "Home Improvement" was last year's theme, both playing on the popular television series and signifying the team's impending move to the new Sports Pavilion. Schleuder and the players are pictured wearing hard hats.

Schleuder believes the guides reflect her personality and her approach to the game. "You have to laugh at yourself," she says. "People can get way too serious." She wants her teams to play with spirit, joy, and enthusiasm—to be "the kind of team people in the stands like to watch."

Her attitude is contagious. Some 6,000 fans watched the Gophers battle Notre Dame in an NCAA regional semifinal match last December, the third-largest volleyball crowd in the nation last season.

The volleyball season finale was in many ways the program's finest hour. The team's 22-9 overall, 14-6 Big Ten record included victories at the end of the season over ranked Penn State and Ohio State, which provided a confidence



Coach Stephanie Schleuder encourages her athletes to play with spirit, joy, and enthusiasm.

boost. In the opening rounds of the NCAA tournament, they beat Mid-American Conference champion Ball State and upset the nation's fourth-ranked University of California-Santa Barbara, and became the only unranked team to advance to the regional semifinals.

The volleyball match against Notre Dame lasted a grueling five games and three hours. It nearly came to a tragic end when, in an emotional last play of the match, Gopher setter Sue Jackson of Kalamazoo, Michigan, dove head first off the raised Williams Arena court. Jackson left on a stretcher, her teammates in tears, the fans watching in stunned silence.

Jackson emerged with a stiff neck and great memories of an impressive four-year career with the Gophers, during which she played in every match ex-

cept one and tallied 5,120 assists, second on Minnesota's all-time list, and 1,161 digs, fourth on the all-time list.

Perhaps an even greater asset was the leadership Jackson gave the team. "Right from the beginning, Sue had the talent and was a natural leader," recalls Schleuder. "The team will be different. She will leave a huge hole."

"In my twenty-some years as a coach, this was the most amazing team," Schleuder says. "They complimented each other emotionally and physically, they liked and respected

each other; they were not the most talented team, but they played extremely well together."

Stepping up to the net this fall are 5-foot-11-inch junior Heidi Olhausen of Apple Valley, Minnesota, and 6-foot-2-inch sophomore Katrien DeDecker of Bredene, Belgium, who both joined Jackson on the all-region second team. DeDecker's 520 kills were just two shy of the freshman record, one of the reasons she was named Big Ten Freshman of the Year.

Also returning are seniors Jean Schintz of White Bear Lake, Minnesota, whom Schleuder says "caught fire" when they switched her position to middle hitter, and Gretchen Dahl of Prior Lake, Minnesota, who set a new school single season record in 1993 with 125 block assists.

Rounding out the lineup are two more

Minnesotans: sophomore outside hitter Sarah Pearman of Apple Valley and junior setter Kate Callahan of Lakeville. The Gophers also anticipate a bonus with the transfer of senior Brigette Lourey, a starter for the University of Wisconsin.

The Gopher volleyball program is known for an aggressive playing style with strategies that include back row attacks and jump serves. "To be a winner, you have to play offensively and put pressure on your opponents," says Schleuder. "Sure the jump serve is risky, but hopefully you'll get some points out of it."

For the past several years, Schleuder has relied on psychology to help her team move beyond the physical aspects of the game. Last season, the players took the Myers-Briggs personality evaluation test, which helped the teammates get to know one another better and appreciate their differences. "One of the biggest battles as coach is convincing your players that each person contributes," says Schleuder.

If mental training sounds weighty, Schleuder also tries to have a good time with her largely Minnesota-grown team.

The players call her Steph. "They're comfortable with me, not intimidated by me," she says, "and that's the way it should be."

A native of Richfield, Minnesota, Schleuder began her athletic career at the University of Minnesota, Duluth (UMD), where she lettered in five sports and was inducted into its Athletic Hall of Fame in 1991. Schleuder coached volleyball and basketball at Bemidji State and at UMD before an eight-year coaching stint at the University of Alabama that produced four state titles and three trips to the national championship. She joined the Gophers in 1982, engineering Minnesota's first trip to the NCAA tournament in 1989. With her 21-year career record an impressive 538-269, she is the eighth-winningest coach in Division I volleyball.

"Minnesota has treated me well. I hope to end my career here," says Schleuder. "I still feel excited, still enjoy coaching, and still would like to reach the Final Four."

Twenty years after Title IX, Schleuder believes women are approaching another hurdle. Professional women

coaches are still not getting the financial rewards they deserve. "It all comes down to values," she says. "I believe that people want their daughters to be provided the same opportunities as their sons."

"It can be tough to coach and have a life, particularly for women. You have to have balance in your life and get away once in a while," she says, noting the high burnout rate for women coaches. "At my age [44], men coaches are thought to be just entering their prime."

Schleuder's idol is Billy Jean King, because she has fought a lot of battles that have helped women be recognized for their athletic ability, and because she is feisty and competitive. Schleuder likes to coach that kind of athlete, one who "doesn't care what other people think of her, is competitive, and enjoys life."

She recruits with those characteristics in mind. "We don't just recruit athletic talent," she says. "We look for attitude, individuality, leadership, and she's gotta be a personality."

And with Schleuder's touch, she won't finish last.



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HOTEL METRODOME

THE REGENTS VOTED without dissent in May to approve the **1994-95 budget** that was presented by the administration, including an average tuition increase of 4.2 percent, an average salary increase of 6 percent, internal cuts of \$10.3 million, and a strategic investment pool of \$8.4 million.

Under a pilot project, 250 freshmen will be offered a new **guaranteed tuition plan**, in which students will pay a higher rate—\$90 per credit instead of \$70.77—in return for assurance that the rate will not increase for five years.

The University's **newest regent**, Hyon Kim of St. Anthony, founder and president of Juno Medical & Trade, was officially sworn in at the May meeting. The first Asian American to serve on the board, Kim is a native of South Korea who moved to the United States in 1970 and became a citizen in 1974.

The 1994 legislative session ended with a **bonding bill** that includes \$68.7 million for the University. The bill includes \$15 million for health and safety items, \$9 million for facility renewal, \$25 million for the Carlson School of Management, \$2.7 million for library archives, \$13 million for mechanical engineering, and \$4 million for the Duluth School of Medicine.

Both houses of the legislature voted for **supplemental funding** of \$9.1 million for the University 2000 plan, but Governor Arne Carlson vetoed the bill.

William Brody, professor and director of radiology and professor of biomedical engineering and electrical and computer engineering at Johns Hopkins University, has been named provost of the University's academic health center. He is expected to begin September 1 and will report directly to President Nils Hasselmo. Brody said he is "very excited about this opportunity" and will work to ensure that health sciences units "remain preeminent centers of teaching, research, patient care, and service."

Melvin George, who retires as president of St. Olaf College June 30, will become vice president for institutional relations. Because of prior commitments to his family and the National Science Foundation, George will work half time at the University from July 1 to October 1, when he will be-

gin full time. "I'd planned to stop and smell the proverbial roses after leaving St. Olaf, but the roses are going to have to wait," George said. He said he wants to help strengthen the University for the year 2000.

Mario (Mike) Bognanno, industrial relations professor and director of the Carlson School's Industrial Relations Center, has been named associate to President Hasselmo. He succeeds Kathy O'Brien, who left to join Minneapolis mayor Sharon Sayles Belton's administration. Bognanno said he welcomes the opportunity to work with Hasselmo "to assure the people of Minnesota that their University remains one of the nation's leading land-grant institutions well into the 21st century."

Marvalene Hughes, vice president for student affairs, has accepted the presidency of California State University at Stanislaus, a 6,000-student campus about an hour's drive south of San Francisco. She will assume the new position August 1.

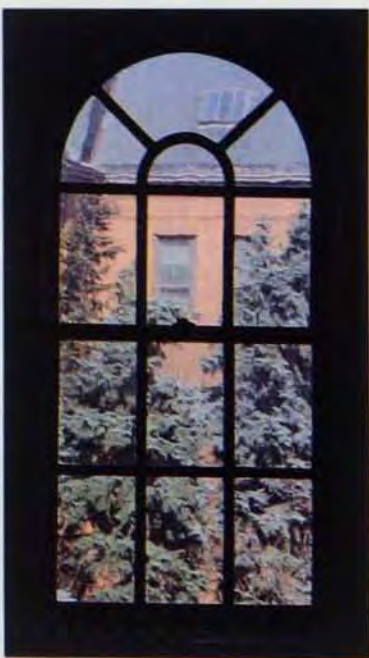
Anne Petersen, vice president for research and dean of the Graduate School, has been nominated by President Clinton as the new National Science Foundation deputy director, and she has said that if she is confirmed by the Senate she will take the job.

Barbara Muesing has left her position as executive director of the Board of Regents to accept a job as director of outreach for the Crookston campus. She will begin there in August.

Geography professor **John Adams** will be chair of the Faculty Consultative Committee next year, and Carl Adams of information and decision sciences will be vice chair.

Alfred O. C. Nier, Regents' Professor Emeritus of Physics, died May 16, following a car accident May 4. Nier, 82, was widely regarded as one of the most brilliant scientists ever to work at the University.

Representative Tim Penny (D-Minn.) and former representative Vin Weber (R-Minn.) will direct a **public policy forum** at the Hubert H. Humphrey Institute of Public Affairs. They will become Humphrey Institute senior fellows and continue the public policy issues forum started in 1990 by former U.S. Vice President Walter Mondale and directed by former senior fellow Geri Joseph.



Hats Off



To the Radisson Hotel Metrodome, Our Annual Meeting Team and the Best Events Team on Campus!



WHEN IT COMES TO BIG EVENTS, nobody does them better than the Radisson Hotel Metrodome, food and service donor for our May 10, 1994, University of Minnesota Alumni Association 90th Annual Meeting. A special thanks to (from center, counterclockwise) Bill and Christine Maddux, Matt Monchamp, Chris Larson, Melinda Ewing, Mary Wilkes, Keith LeBreche, Kevin Blaeser, Lise True, and Dee Ann Cameron.

REPORT



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

National President

This year the University of Minnesota Alumni Association (UMAA) is celebrating its 90th year of connecting alumni to the University, advocating and supporting excellence in education, and building pride, spirit, and community. Across the state and country alumni have been making the University of Minnesota connection in hundreds of important ways, a few of which are outlined in the following pages. As this is my last column, I thought I'd share with you a few personal stories about what "making the connection" has meant to me.

The first event I want to tell you about is Homecoming. One of my duties as president was to ride in the Homecoming parade. I will be honest with you. I didn't want to do it. But I went. (You have to understand, as a University student I had never attended a parade.) And I almost hate to admit it, but I had a great time.

The day of the parade it was sunny and about 75 degrees. I rode in a big yellow Cadillac convertible with UMAA treasurer Ezell Jones and his son. Rollerbladers, bands of dogs, and great floats that I hadn't seen since I was a little girl all made the parade special. But the best part of all was the thousands of people on the street waving and yelling and just having a great time. Even Wisconsinites in bright red sweatshirts (we were playing Wisconsin) came to our parade. We razzed them. I told them to turn their sweatshirts inside out because they were in Minnesota. They just laughed and so did we. I have to say I really did feel the spirit and it felt so good.

Then there was my role as a mentor for a student from University Scholars, a student-run organization for academic honors students. Fourteen of the UMAA's col-

legiate alumni societies have mentoring programs; University Scholars was a new initiative this year.

I was assigned to Cheryl Jorgensen, who, like me, was in sociology and wanted to go to law school and then become an attorney. Only she has even greater aspirations: She wants to be a judge.

I told one of the judges I know, Judge Jim Rosenbaum, who's on the federal bench, about Cheryl, and he suggested that I bring her to his courtroom to watch a criminal trial. We watched for part of a morning, were reprimanded by the bailiff for passing notes (I was trying to explain what was going on), and then we got a note from the judge's clerk inviting us into the judge's chambers during a recess. We talked about what had taken place and Judge Rosenbaum asked Cheryl if she had any questions. She wanted to know what the clerk did. The judge explained that a clerk is a law school graduate who is hired for one or two years to work with a judge, researching the law and helping write opinions, and in the process receives a wonderful opportunity to watch attorneys in action. You could see the light go on in Cheryl's head.

On the way back to work, we talked more about the value of clerking for a judge. Later that day, I sent Judge Rosenbaum a letter thanking him and telling him that I thought that Cheryl's brief encounter had just added another step in her career path. I was right. When I asked Cheryl about it, she told me she wanted to go to law school, clerk, be an attorney, and then be a judge.

That brief encounter brought home to me the power of mentoring, of helping a young person who is examining issues of school, career, and "what do I do with my

life?" No wonder so many alumni say yes to our requests for mentors.

The last experience I want to tell you about is my trip to Wadena, Minnesota. Earlier in my tenure as a UMAA national officer, I had promised my cousin Tom Paper, who is president of the UMAA's Wadena Chapter, that if I ever became president I would travel to Wadena to be the keynote speaker at a chapter meeting. After all, what are relatives for?

So, on a wonderful April day, I drove to Wadena for the annual meeting. What an event it was. More than 60 people joined us for dinner. Not only the very best and brightest high school students in the area attended (the chapter was recruiting them), so did their parents and high school counselors and alums of all ages. The best part for me was raffling off a University of Minnesota T-shirt, which was won by a high school junior. He just beamed he was so excited. You would have thought we'd given him a car or a trip—something of real value. As I thought about it later, it occurred to me that maybe we had given him something of real value—a symbol of the University. I was very proud.

Each of these encounters has brought home to me again and again the same message—the alumni association is really about people. Whether it be mixing with crowds in a parade, helping a young woman choose a career path, or giving a young high school student a symbol of the University—it's about making connections with people.

People have asked me if it's been hard being the president of this association. I have to tell you in all honesty that the answer each and every time was no. To the contrary, it has been a real pleasure because every time I got back more than I gave.



Janie Mayeron

SCENES FROM THE ANNUAL MEETING

Janie Mayeron, University of Minnesota Alumni Association (UMAA) national president, welcomed 1,776 alumni, students, faculty, friends, and Regents William Hogan II, Jean Keffeler, Darrin Rosha, and Stanley Sahlstrom to the 90th Anniversary Celebration and Annual Meeting May 10.

In a short business meeting, new officers and board members for 1994-95 were elected, and Mayeron turned the gavel over to incoming president Larry Laukka, '58, president of L. A. Laukka Development Company. Laukka spoke briefly on "signals society is sending to educators and to those being educated" that short-term interests are taking precedence over the long-range values of education. One example: the Minnesota Legislature approved funds to purchase the Target Center. "I am concerned when we applaud an expenditure of \$42 million of public resources to buy a basketball court and just prior to that act refuse to invest \$9 million to kick-start our University's U2000 long-range strategic plan. The purchase of the basketball court was considered a priority and a good investment—they concluded that there will be a sufficient return on the investment to afford the risk."

Clearly determined to lead an effort to make the University a high priority again, Laukka takes office in July.

University President Nils Hasselmo—filling in for hospitalized keynote speaker and alumnus Harvey Mackay—expanded his annual report to alumni on events at the University and later took questions from the audience.

Calling the U2000 strategic planning effort "a blueprint, a concept that is being filled out," Hasselmo said it is "building on the University's proud heritage" and "pulling together strands in [its] development."

"This community, this state, cry out for a world-class university," said Hassel-

mo. U2000 is intended to ensure that the University of Minnesota is and remains such an institution.

The formal goals of the plan, Hasselmo said, are to:

- Sustain and improve the University's position as one of the world's premier research universities.
- Sustain and improve the quality of education (undergraduate, graduate, professional, and outreach education).
- Maintain and enhance the University's commitment to service and outreach

programs ("in the land-grant spirit").

- Provide the best possible environment for all students by treating them as valued customers (students "first and foremost").

- Continue and expand the University's commitment to diversity.

- Establish and use criteria to monitor and measure success in meeting U2000 objectives.

The concept "must be given life," Hasselmo said, and he called on alumni to join in the effort to help the public understand



Music by band alumni greeted the people streaming down Fifteenth Avenue to the indoor football practice field for the University of Minnesota Alumni Association (UMAA) 90th Anniversary Celebration and Annual Meeting May 10. Inside, a number of colleges and other groups—including the College of Liberal Arts, Continuing Education and Extension, the health sciences, and the University of Minnesota Federal Credit Union—had set up displays.

"16,000 of whom are not funded by the taxpayers of Minnesota."

- Reaching out to prospective students with a hotline, early information on financial aid, and three-week turnaround on applications for admission.

- A new core curriculum that is tied to real-world issues: cultural diversity, an international perspective, environmental concerns, and citizenship and ethics.

- Partnerships that make the University's resources available to students in other Minnesota higher education systems—for example, a new applied business degree at Inver Hills Community College for which students can take specialized courses at the University and a partnership with North Hennepin Community College in information networking.

- Good news on graduation rates: in just three years, a 41 percent improvement in the four-year graduation rate. The improvement is a result of actions taken in the late eighties and carried through in the University's undergraduate initiative. "It's still too low, but we're on the way," Hasselmo said.

- "Contributions to the community—funded by the University's own efforts, with no tax dollars": the Weisman Art Museum, described by the *New York Times* as "five of the most gorgeous galleries on earth"; the aquatics center, home of "310,000 splashes"; the new Mariucci Arena, where 60,000 people have already attended events other than hockey games; and the new Masonic Cancer Research Center, which is applying to the National Institutes of Health to be designated a national cancer center.

the University's "self-help, bootstrapping efforts," its productivity, and the "essential nature of what the University produces."

President Hasselmo's report to alumni included some recent University activities and accomplishments. *USA Today* ranked the University of Minnesota tenth in the nation in athletics, he said, "and that's where we belong—in everything." In his sketch he also talked about:

- 50,000 day students, 25,000 evening students—and 24,000 faculty and staff

Fielding questions from the audience after his talk, Hasselmo was asked how the University can keep its commitment to diversity in a time of economic hardship. He replied that scholarships, programs in the Minneapolis and St. Paul schools, and other efforts "do cost money" but are "a necessary, strategic investment." The University recently joined the Minority National Graduate Feeder Program, which connects research universities to historically black colleges.

Another questioner wanted to know what University College as proposed in

the U2000 plan would offer that the University does not now have. Describing University College as "a concept in the land-grant spirit," Hasselmo said that it would offer students "the same high-quality education"—along with counseling and other student services—on evenings and weekends and forge partnerships with community, state, and private colleges so that students who are getting their degrees elsewhere can take specialized courses offered by the University.

Before his speech, Hasselmo presented the University's Alumni Service Award to UMAA past president Michael Unger.

NATIONAL OFFICERS 1994-95

- Larry Laukka**, national president; president of L. A. Laukka Development Company
- Linda Mona**, first vice president; owner of Creative Environments
- Bruce Thorpe**, second vice president; independent marketing consultant
- Laura Langer**, secretary; marketing and sales manager of Barrett Moving and Storage
- Marvin Trammel**, treasurer; senior vice president of Minneapolis YMCA
- Janie Mayeron**, past president; partner at Popham, Haik, Schnobrich, and Kaufman

NEW BOARD MEMBERS 1994-95

AT LARGE

- Jean Fountain**, owner of Fountain Associates
- Carol Johnson**, assistant to the associate superintendent of the Minneapolis Public Schools (reappointed)
- Dale Olseth**, president and CEO of Bio Metric Systems
- James Stirrat**, executive vice president of Dayton-Hudson Department Stores Company

GEOGRAPHIC REPRESENTATIVES SOUTHWESTERN MINNESOTA

- Mary Flinn**, Redwood Falls (reappointed)

NORTHWESTERN/CENTRAL UNITED STATES

- Richard Lindgren**, Bloomfield Hills, Michigan (reappointed)

S P E A K O U T

Why did you attend the UMAA annual meeting?
Who would be a good speaker for next year's meeting?



David LaVine

'49 B.A.
Minneapolis

I've attended in the past and really enjoyed myself. I am a supporter of the University and love to partake in its activities. It's important that we support the University at functions such as this. I don't really know [who would be a good speaker]—another distinguished Minnesota graduate, I guess.



Joe Driscoll

Senior majoring in speech communication
Hutchinson, Minnesota

It never hurts to hang out with some of the alumni, run into some big names and great faces. The annual meeting [attracts] a pretty prestigious crowd. It's tough to get students to come. The alumni association needs to get the word out. Harry Reasoner would have been a cool speaker but, of course, Loni Anderson wouldn't be bad either.



Xiao Liu

Graduate of Northern Jiaotong University,
Beijing, China
Postdoctoral associate, civil and mineral
engineering

I'm interested in getting familiar with this activity and its organization. I read about it in the *Minnesota Daily*. [The annual meeting] is a celebration to get members together to communicate and exchange information. Somebody famous would be nice [for next year's speaker].



Julie Johnson

'81 B.S.
1993-94 president, College of Pharmacy
Alumni Society Board
Shoreview, Minnesota

I've attended every year for the past four or five years. It's fun to see people and there is usually a high-profile University of Minnesota alumnus speaking. It's also a nice evening out with my husband. The annual meeting serves to identify societies and generate support and recognition for the different schools. The University is a high-quality institution. For instance, the pharmacy school is ranked third out of 75 schools in the nation. It's good for the col-

legiate units to get some recognition for their individual achievements. Yanni would be a great speaker—or if not as the speaker, then at least as the entertainment.



Courtney Jaren

'82 B.A., '88 J.D., Ph.D. candidate in
American legal history
Assistant to the dean, College of Liberal Arts
Minneapolis

Laura Jaren

Junior majoring in Scandinavian studies
and film studies
Minneapolis

We wanted to spend some quality time together to reflect on our many past and future experiences in the College of Liberal Arts—it's kind of a generational thing. [The annual meeting] is a chance for people to understand what's happening at the University now compared to [when] they attended. It's also a chance to network. You never know who you might find at the annual meeting. We ran into some friends and fellow alumni. Hillary Rodham Clinton—anytime I can see her is great—or [Minnesota Supreme Court] Justice Alan Page would make a good keynote speaker.



Laura Jaren

THE SHOWBOAT PLAYERS PRESENT *Charley's Aunt*

SHE'S COMING TO TEA JUNE 24-SEPTEMBER 4!

Or is she? Find out when you enter the high-brow, slapstick world of that perennial hit, *Charley's Aunt*. Full of mistaken identities, impersonations, and lively physical comedy, *Charley's Aunt* remains a hit for the entire family. It's no wonder that Brandon Thomas's classic has played to packed theatres throughout the world—including the Minnesota Centennial Showboat—since its London debut in 1892.

And that's why the Showboat Players have invited *Charley's Aunt* back in 1994. For just \$7-9 per ticket—even less before the Fourth of July—you can bring your entire family—friends, children, even your own missing aunt—to meet *Charley's Aunt* in air-conditioned University Theatre.

Shows begin June 24th and run through September 4th. See you there!

TAKE A CRUISE ON RARIG'S OUTDOOR DECK

Rarig's outdoor deck facing Fourth Street South will be the scene of music and refreshments before *Charley's Aunt* and during intermission. The Showboat Players' old-fashioned Olios—spirited theatrical songs featuring singing,

dancing, and high spirits—will accompany you as you enjoy the evening and our light refreshments.

Inside Rarig Center, the lobby will provide a cruise down Memory Lane with a display of turn-of-the-century-style sets and scenery used in previous Showboat performances.

HELP THE SHOWBOAT AND THE SHOWBOAT PLAYERS THROUGH ROUGH SEAS!

This year, after decades of splendid successes, the University's most valued vessel is in deep water: needed structural and electrical repairs are forcing the boat into drydock for costly renovations.

But the show will go on! While the Showboat Players' riverbound home is being renovated as a fully accessible, improved performance space, the Players will temporarily dock themselves in Rarig Center's air-conditioned Experimental Theatre, bringing you the same energy, fun, and brilliant Olios you've come to love.

Anchor yourself at the Rarig Center this summer for *Charley's Aunt* and help support the Showboat so we can get it back on the river in summer 1996.

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Tues through Fri, 8pm
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Special family rate before July 4: families of 4 or more, price per ticket...\$6

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Group discounts available for 15 or more...\$6
For group sales, call Eve at University Arts Ticket Office (625-0074) for details.

Payment

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To save the Showboat \$ _____

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Tickets by Phone? Just call University Arts Ticket Office at 624-2345 (8:30-5pm, M-F). \$1.50 surcharge per ticket.

Tickets in Person? Just stop by either the East or West Bank Arts Ticket Office. East Bank: Northrop Auditorium, M-F, 8:30-5pm. West Bank: Rarig Center, one hour before each Showboat performance.

SAVE OUR SHOWBOAT!

I want to help save the Minnesota Centennial Showboat! My tax deductible contribution is listed above.

Please put me on the mailing list for keeping updated on efforts to restore the Minnesota Centennial Showboat!



THE YEAR IN REVIEW

In 1994 the University of Minnesota Alumni Association (UMAA) began celebrating its 90th year of involvement at the University by reaffirming its mission of connecting alumni to the University to support excellence in education and to build spirit and community. In 1993-94, the UMAA:

STUDENT EXPERIENCE

- Utilizing unused endowment money, initiated 24 \$1,000 scholarships for incoming freshmen based on leadership, and 4 \$1,500 leadership scholarships based on leadership and demonstrated financial need.
- Expanded mentoring programs in 14 of the 17 collegiate alumni societies; began working with University Scholars and the 4 campus learning resource centers; held 17 training programs; involved 544 alumni and 548 students.
- Mobilized alumni support in communities across the state for 18 student recruitment activities attended by 655 students and parents; wrote to 367 students.
- Held a College of Liberal Arts phonathon to call 272 prospective students; involved 85 alumni, 26 U staff members, and 14 current students.
- Initiated U Partners, a community-based partnership program connecting alumni to students and potential students in their hometowns in the pilot cities of Rochester, Edina, Minneapolis, and St. Paul.
- Continued to fund the Horace T. Morse-Minnesota Alumni Association Award to faculty members for outstanding teaching of undergraduates.
- Hosted the REACH phoning program to new students; involved 100 students, staff, and alumni.
- Donated 10 Macintosh computers to student organizations when the UMAA upgraded its computer hardware.

COMMUNICATIONS

- Began producing *U Alumni Connection*, a 4-page insert in *Update*, the U's tabloid that is sent to nearly 300,000 alumni.
- Sent the Fall Preview Issue of *Minnesota* to 100,000-plus households.
- Sent 6 issues of *Minnesota* to a total of 300,000-plus alumni, including 140,000 alumni who weren't members, inviting them to join the association.
- Began surveying 100 *Minnesota* readers each issue.
- Published the third annual report on diversity at the U/UMAA (*Minnesota*, May/June 1994).

ADVOCACY

- Mobilized the Alumni Legislative Network to support the U's legislative requests; 850-plus participants received 6 alerts/calls to action; held 23 briefings and training sessions.
- Encouraged alumni to write letters and opinions to the press on a number of U issues, including Nils Hasselmo's leadership (*Twin Cities Reader* and the *Minnesota Daily*), the Medical School (*Daily*), University 2000 (*Star Tribune*), and legislative funding (*Daily*).
- Renewed involvement in the regent selection process in collaboration with the Regent Candidate Advisory Council.

SPIRIT AND COMMUNITY

- Cosponsored and organized 4 NCAA playoff pep rallies (in South Bend, Indiana; Nashville, Tennessee; Sacramento, California; and St. Paul) for women's and men's basketball and for hockey; 1,250 alumni and fans attended.
- Promoted Maroon and Gold Days with the help of WCCO Radio; employees of 360-plus organizations wore school colors and were saluted in a full-page UMAA ad in the *Minnesota Daily*.
- Hosted 1,776 alumni, friends, students, and U staff at the UMAA's 90th Anniversary Celebration and Annual Meeting.

24 GEOGRAPHIC CHAPTERS AND 17 COLLEGIATE SOCIETIES

- Hosted 184 special events, projects, and activities attended by 15,949 alumni and friends.
- Cohosted 5 events with the University of Minnesota Foundation (UMF).
- Held 102 board meetings, 468 planning committee meetings (includes 68 geographic and 400 collegiate society committee meetings).

MEMBERSHIP/MEMBERSHIP BENEFITS

- Added the Internet computer benefit, attracting 700-plus new members.
- Began a Visa affinity credit card, attracting 6,000-plus users.
- Moved the Alumni Club to the Minneapolis Athletic Club.
- Hosted 4 What's New at the U? meetings in Minneapolis companies/organizations.

VOLUNTEER ASSOCIATION

- Completed comprehensive strategic planning; rewrote mission and goals; extensively involved volunteers in 2 alumni focus groups, 8 meetings.
- Formed a U/UMAA/UMF Joint Task Force to explore ways of working together more effectively.
- Formed the University Alumni Council to establish direction and strategies for alumni relations.
- Held 6 national board meetings, 29 board standing committee meetings.
- Restructured the staff.
- Upgraded the office computer system.
- Began in-house financial accounting.

COMING SOON

The **College of Agriculture** Alumni Society is planning a Homecoming pig roast October 15 on the St. Paul campus. For more information, call Mark Allen at 624-5419 in the Twin Cities or 800-UM-ALUMS.

The **Sun Cities** (Arizona) Chapter has planned its 1994-95 calendar: a picnic October 14; fall luncheon November 18; annual meeting January 27; day at the races February 11; and spring luncheon March 31.

ON THE ROAD

Alumni teamed up with Redwood Valley Community High School counselors to bring University representatives, including a current student, to talk with prospective students and parents in **Redwood Falls**, Minnesota, April 6.

Mapleton, Minnesota, area alumni and friends, along with the Maple River High School Ecology Club, hosted staff and raptors from the University's Gabbert Raptor Center at the high school auditorium April 9. A planning meeting for a new alumni chapter was held after the raptor presentation.

Janie Mayeron, UMAA national president, spoke at the **Wadena** (Minnesota) Chapter's annual meeting April 17. Carla Maxwell, Alumni Legislative Network coordinator, also spoke. An information session for prospective students and their parents was held earlier in the day.

Alumni met in **Cincinnati** and **Columbus**, Ohio, in April to talk about forming UMAA chapters, and the **Dayton** Chapter, one of the alumni association's oldest, celebrated its 30th anniversary. UMAA program director Rachel Pocras was at all three events.

C. Eugene Allen, University vice president for agriculture, forestry, and home economics, spoke to the **Martin County** Chapter in Fairmont, Minnesota, April 26 about the U2000 plan for the future of the University.

Margaret Sughrue Carlson, UMAA executive director, was the guest speaker at the April 27 meeting of the **Austin-Albert Lea** Chapter in Austin, Minnesota. Carlson also spoke to the **Grand Rapids** Chapter and the Grand Rapids Rotary Club May 23.

Otter Tail County alumni and friends played host to Gopher football coach Jim Wacker at a May 11 luncheon in Fergus Falls, Minnesota.

Ron McCurdy, associate professor of

music, conducted jazz workshops and talked with students about the importance of education and the value of music in education May 18 at two **St. Louis**, Missouri, high schools. McCurdy also performed with local jazz artists for Minnesota alumni and the St. Louis community.

Julia Davis, dean of the College of Liberal Arts on the Twin Cities campus, spoke to the **Washington, D.C.**, Chapter at a May

19 dinner meeting.

Professor Robert Veninga of the School of Public Health spoke on "Thriving on Change" at a dinner meeting of the **Chicago** Area Chapter June 14.

AT THE U

The **School of Nursing** annual meeting was held in April at the Radisson Metrodome Hotel. ◀

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The Freshman Class of 1999?

WHenever anyone asks me about my job, I tell them that I have one of the best jobs in the state: I meet and work with the talented graduates of the University of Minnesota. What more could I ask for? Not much—but I have always wanted to try my hand at teaching.

I was a bit envious when I read in the *Minnesota Daily* that McKinley Boston, Gopher men's athletic director, makes time to team teach American Culture, a four-credit course. Given his demanding schedule, I am impressed.

While I haven't sought out a teaching experience, the door to teaching opened to me through the Minneapolis Rotary Club, where I serve on the board of directors. Historically, our club has been generous in philanthropy but has been minimally active in hands-on community service. As a new initiative, the Rotary Club joined with the Minneapolis Public Schools and Junior Achievement to teach "the economics of staying in school" to seventh graders.

Besides my desire to teach, I said yes to the project for another compelling reason: I truly believe that my college education has opened up incredible avenues for me and is a gift for which I should always be thankful. I wanted to give something back. As a bonus, I would meet students who are the same age as the University's freshman class of 1999.

The facts of my volunteer assignment were straightforward: 25 or so students, 45-minute classes, six weeks, teacher preparation guidebook and materials provided, and team teaching with a fellow Rotarian. On February 4, Tom Burton and I were introduced to Joe Gondek's third-hour geography class at Anthony Middle School in Minneapolis. Joe, '64, '72, a veteran educator with 30 years of teaching experience who earned a B.A. and an M.A. from the University, had prepared us for the world of seventh graders. He also urged us to set realistic expectations. If we reached only one student who was probably going to drop out—and didn't do so because of what he or

she learned from us—we would have been successful.

The unbridled honesty of teenagers immediately took over. After Tom and I told the students about our families, education, and jobs, their first question was, "How much money do you make?" Since the object of the lessons was to reinforce the lifetime advantages of completing a high school degree and going on to college, we gave them straightforward answers. And that degree of candor continued through the final lesson, which dealt with the more insidious barriers to completing high school—drugs, eating disorders, pregnancy, family problems, depression.

The major eye-opener for the students was a lesson on choosing a job and planning a budget. They selected a job from the newspaper classified ads that did not specify that a high school degree was required. They were impressed by all the money they could earn—until they worked through the expenses of living. The high cost of taxes and insurance were foreign to most of the students; they underestimated rent, utilities, transportation, clothing, and entertainment costs—how could food cost so much for one person? To make income match the expenditures, the students had to make some choices—another roommate, using the bus rather than a car, secondhand clothes? Then the class reviewed the list of jobs and salaries that would be open to them with high school and college degrees. This wonderfully designed lesson brought the reality of dropping out of school into clearer focus. It was worth weeks of lecture time.

As we bid farewell to the students, I asked if they would write Tom and me a letter about



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

what they had learned. And they did.

Karl wrote to say, "I thought that it was interesting that you didn't tell us what to do, but showed us our choices and the consequences connected to them." Rebecca wrote, "For a long time I've thought that it would be great to drop out of school. I thought that I could get a job at McDonald's and still have enough money for an apartment and everything. But now I realize that unless you are born a million-

aire, you're not getting anywhere without a high school education." Emily was pragmatic: "I always thought that if you went to college that automatically you got a job. Not so. Maybe not right away, but in the long run college education will pay off."

My teaching days ended some months ago, but I can't get the experience out of my mind. I've asked myself what it all has to do with the University, and I realize now that the answer is everything. By the year 2000, we're hoping that the University will be a more diverse and welcoming place for the best and brightest of the state's students. Yet it may not be an option for a whole generation of students if we—people like you and me—do not reach out to them today. We must start recruiting our students earlier than high school. And it is so easy to make a big difference. The children, so full of bravado, are so eager, so trusting, so needing of attention.

Part of our responsibility as educated alumni is to pass on what we've learned. I can't think of a better way to do that than by reaching out to the freshman class of 1999 today.

By Margaret Sughrue Carlson

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