

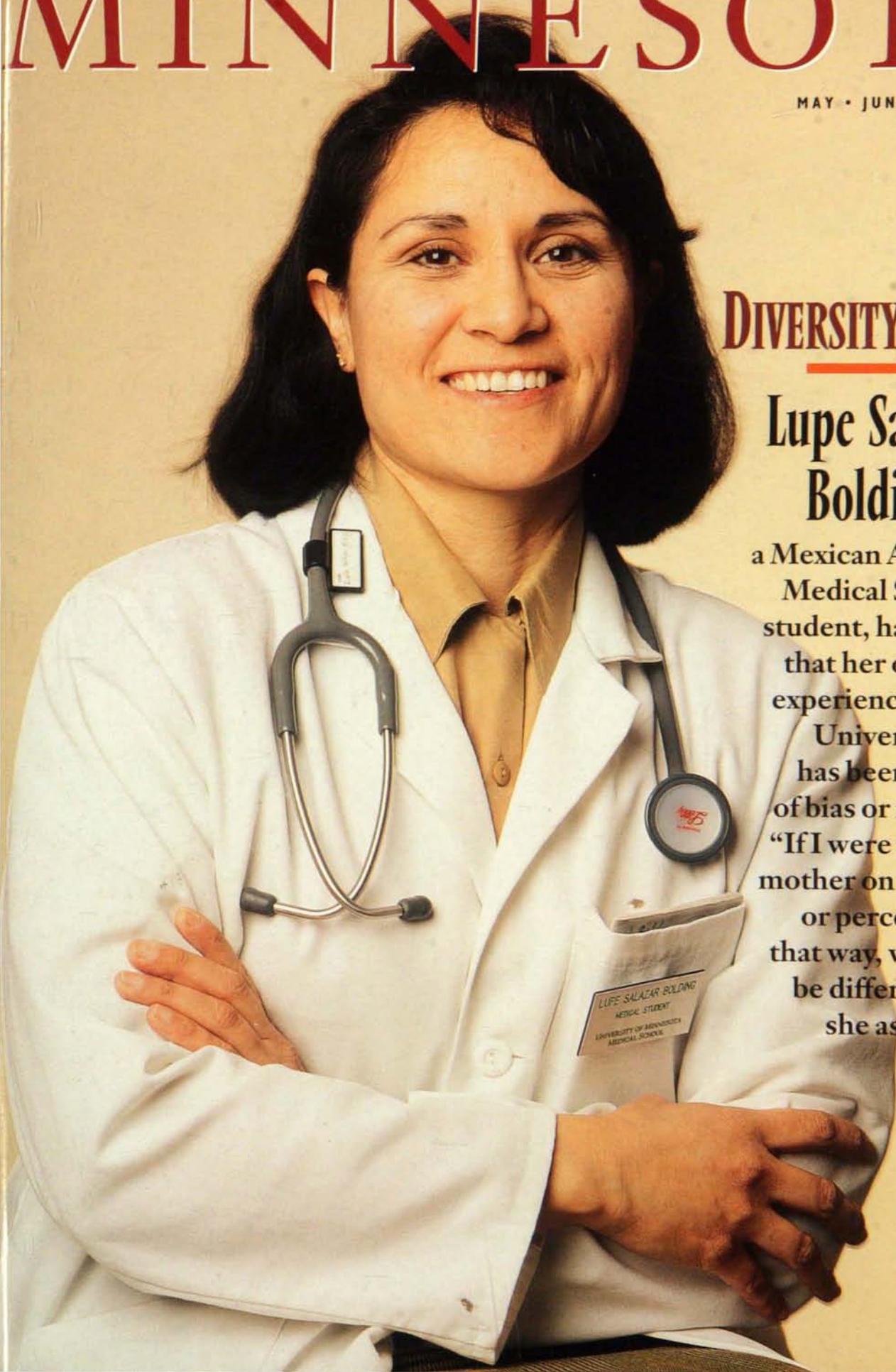
MINNESOTA

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DIVERSITY REPORT

Lupe Salazar Bolding,

a Mexican American Medical School student, has found that her overall experience at the University has been free of bias or racism. "If I were a single mother on welfare, or perceived that way, would it be different?" she asks.





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MINNESOTA

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

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By Jennifer Juárez Robles

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By Teresa Scalzo

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By Toni McNaron

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COVER: Photograph by Per Breichagen

Walker Art Center



SIGMAR POLKE: ILLUMINATION

Opens May 6 — Using an array of materials and techniques, German artist Polke has expanded the definition of painting. On view are prints, multiples, large-format paintings, and the largest installation to date of his innovative, double-sided "Magic Lanterns." (above: Detail from *Mrs. Autumn and Her Two Daughters*)

CHANTAL AKERMAN: FROM THE EAST

Opens June 18 — This unique multimedia installation deconstructs filmmaker Akerman's stunning feature work, *D'Est*, a haunting chronicle of the daily lives of Eastern Europeans after the break-up of the Soviet bloc.

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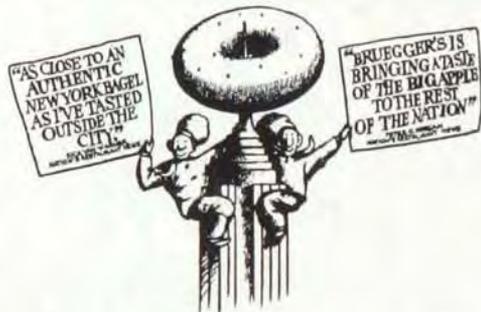
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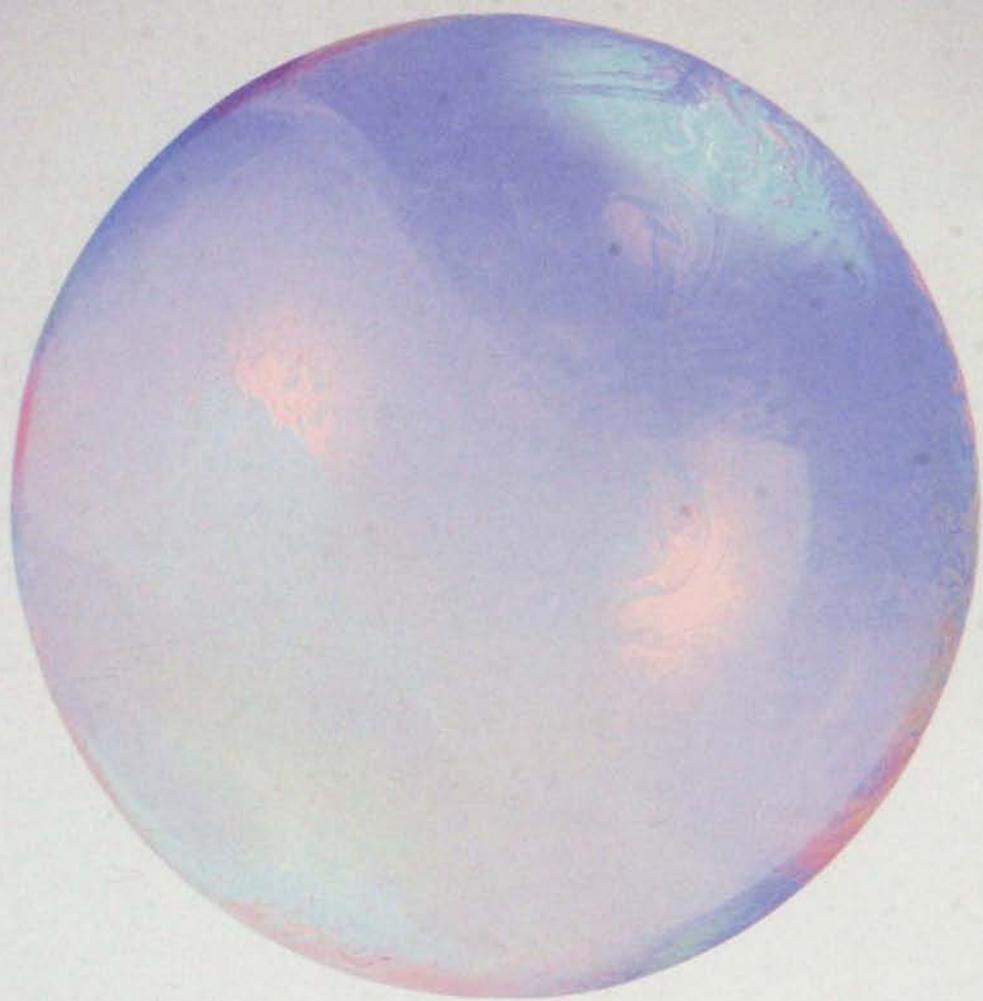
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C O N T R I B U T O R S

A PERSPECTIVE OF COLOR

A native of Kansas and a first-generation Mexican American, Jennifer Juárez Robles moved to the Twin Cities in 1991. She was an editorial writer for the Twin Cities *Star Tribune* before becoming editor of *Colors*, the opinion journal by writers of color, in 1994.



Jennifer Juárez Robles

THE REUNION

Twin Cities freelance writer Richard MacPhie, '90, is an enrolled member of the Leech Lake Band, Minnesota Chippewa Tribe. He majored in German and minored in business management at the University of Minnesota and has written previously for *Colors* and for the *Twin Cities Star Tribune*.



Teresa Scalzo

NEW ALUMNI REVIEW

Minnesota senior editor Teresa Scalzo, '90, edited this issue.

MINNESOTA TRAVELER

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



Vicki Stavig

THINGS YOU SHOULD KNOW: IN THE CARDS

Regents' Professor Emeritus Willem Luyten died in November 1994. He joined the astronomy faculty at the University of Minnesota in 1931 and retired in 1967.



Willem Luyten

VOICES: THAT WAS THEN, THIS IS NOW

Toni A. H. McNaron is a professor of English and women's studies at the University of Minnesota. She has written or edited four books, including her recent memoir, *I Dwell in Possibility*, and won four awards for outstanding teaching.

FAIR WEATHER

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



Brian Osberg

CAMPUS DIGEST

Chris Coughlan-Smith, '86, is an editor in the communications department of the University of Minnesota Alumni Association. Formerly *Minnesota's* editorial intern, Kristie McPhail, '94, is a Twin Cities freelance special events and communications consultant.



Kristie McPhail

IN BRIEF

University Relations writer and editor Maureen Smith edits *Brief*, a weekly news bulletin for all four University campuses, and is co-editor of *Kiosk*, a new publication by and for faculty and staff.



Sal Skog

PHOTOGRAPHY

Per Breiehagen, '87, is a Twin Cities photographer whose work has appeared in *Time*, *Newsweek*, and other publications. Twin Cities photographer Dan Vogel specializes in product, industry, and portrait photography. Sal Skog, '82, specializes in portraiture and corporate photography. Her work has appeared in *Corporate Report Minnesota* and *Minnesota Monthly*. Larry Roepke specializes in corporate and editorial photography. Charissa Uemura, whose work appears regularly in *Colors*, won a McKnight Fellowship for photography in 1993. Bill Eilers, '93, specializes in corporate, public relations, and portrait photography. A post-graduate student at the University of Minnesota, Charlie Gesell, '94, is *Minnesota's* staff photographer.

ILLUSTRATION

Andrew Powell's illustrations have appeared in *Minnesota Monthly* and *Atlantic Monthly*.



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I N F O C U S

Colors at the University

DIVERSITY. LOVE IT? Hate it? Ignore it? Fear it?

The University of Minnesota has chosen to embrace it, celebrate it, and work to eliminate the fear that sometimes surrounds it. For ten years, diversity has been a stated priority of the University. More recently, the regents and President Nils Hasselmo and his administration have made it one of six strategic areas of U2000, the University's plan for the 21st century. Their intention is "to not only aggressively increase the presence and participation of minorities and women at the University but to go beyond equal access to create an environment that everyone finds humane, hospitable, and conducive to learning and working."

The University of Minnesota Alumni Association (UMAA) has also chosen to make diversity a priority. Four years ago, the national board adopted diversity goals and objectives and charged *Minnesota* to report annually on the progress the UMAA and the University have made in meeting them. Enough plans had been written, concluded the board; it was time to hold someone accountable for action and results.

Minnesota took up the charge, and each year since has issued a diversity "report card." But each year our all-white staff decided which story angles to pursue, whom to talk to, which measures of success or failure to include. This year we decided to ask *Colors*, the highly respected journal of opinion by writers of color that is published bimonthly in the Twin Cities, to report on what it's like for students and faculty of color at the University.

Colors editor Jennifer Juárez Robles came to the University to write the story.

It was not easy for an outsider to gain access to the institutional bureaucracy, she says, although it was easy to find students to talk to. Her personal conclusion: "I think the U is a terrifically difficult place for minorities, especially nonnative minorities. Yet I think the school does a lot that it doesn't get credit for. Still, 50 percent of all new high school graduates in the Twin Cities will be minority. The U could do more to work with these students to help them become Minnesota college graduates."

Minnesota senior editor Teresa Scalzo, who assumed editorial responsibilities for this issue, had asked Juárez Robles to write a story that would not leave the reader saying, "Who cares? Just more money being spent on programs for 10 percent of the University population." Juárez Robles says that is precisely the prejudice and ignorance that exists throughout the campus culture. "Even though white people know intellectually the reasons for spending money on creating a diverse climate, white people still won't care because that's the prevailing attitude—everything must revolve around the needs of whites." She concludes: "If more people could make the leap to care even though the University's diversity effort may not directly affect them in ways they can see, the U would be a much easier place for the people I talked to."

That, we believe, is what both the University and the UMAA are committed to doing: improving the student experience and building a sense of pride, community, and spirit so that every single person who sets foot on campus—to teach, to learn, to earn a living, or just to visit—will benefit.

Jean Marie Hamilton



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CAMPUS • DIGEST

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

By Teresa Scalzo

▶ EDITORS' PICKS

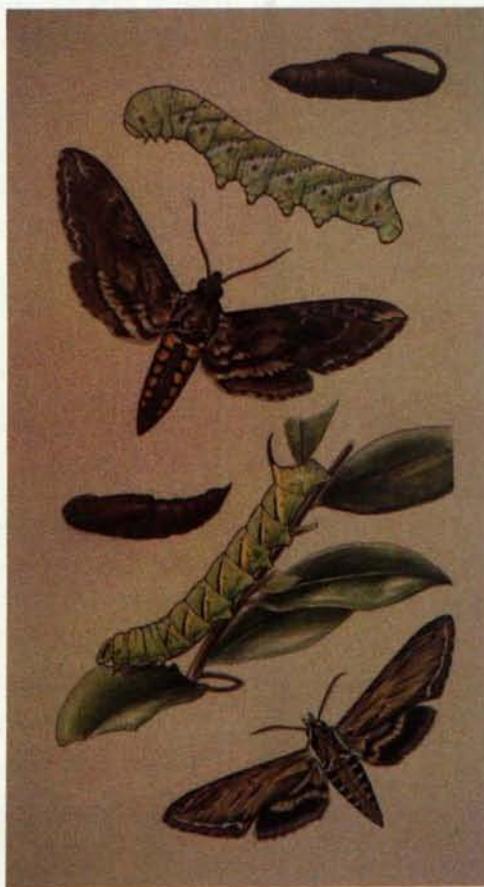
One of summer's many pleasures is watching butterflies flit among the flowers in a garden. The intricate beauty and amazing biology of butterflies and moths have inspired artists and scientists throughout the ages. In celebration of these winged wonders, the James Ford Bell Museum of Natural History on the Twin Cities campus will host **Beauty and Biology:**

Butterflies and Moths in Art and Science from June 17 through December 30. Visitors will enter the exhibit through a live butterfly garden, enjoy interactive displays of butterfly biology, see a wide array of artwork, and learn about collecting and conserving butterflies and their role in art and culture. Call 612-624-7083 for information.

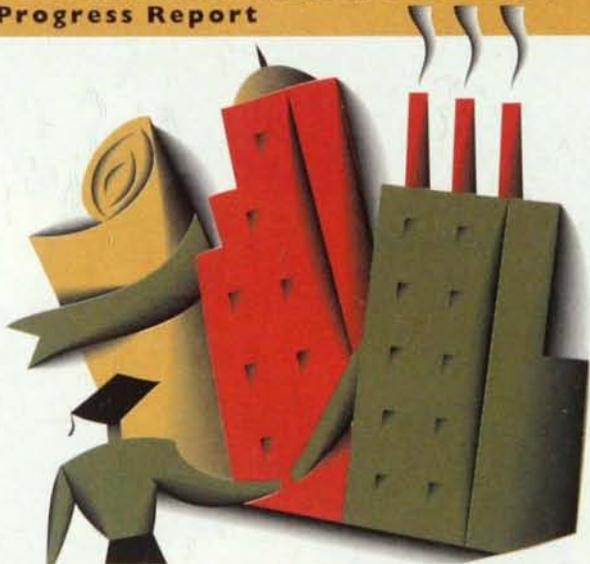


Above: *Visage*, mixed media, 1995, 8 1/2" x 11" by University graduate student Tamara H. Fox.

Right: *Sphinx Moths: Manduca sexta sphinx kalmiae*, watercolor, 1992, 10" x 6" by Amy Bartlett Wright.



▶ GOPHER FACT FILE: A Good News Progress Report



■ Students are arriving at the University better prepared; as of fall 1993, 79 percent of freshmen entering Twin Cities campus colleges met the University's preparation requirements, compared to only 17 percent in 1986.

■ While the overall size of the incoming freshman class has decreased in the past five years, the number of incoming students of color has increased by 34 percent.

■ Important initiatives in undergraduate advising and counseling have been implemented. Since 1987-88, the student-to-adviser ratio has been cut in half for premajor advising in the College of Liberal Arts, where a faculty mentor program has also been established.

■ The 40 largest classes on the Twin Cities campus were 27 percent smaller in 1993 than in 1986. The average lower division class on the Twin

Cities campus has 27 students, down 25 percent since 1986.

■ Systemwide, the average University of Minnesota faculty member attracts more than \$100,000 per year in grants and contracts for research—more than the cost of an average faculty member's salary and fringe benefits.

■ University faculty members were awarded \$263.6 million in grants and contracts from government, industry, and foundations last year. That money created 5,000 to 6,000 jobs.

■ From 1986 to 1992, the University of Minnesota ranked fifth among all American universities, public and private, in patents issued to faculty members. More than 150 new technologies have been licensed, and more than 22 new companies have been created to bring University of Minnesota inventions to the marketplace.

▶ SAVING THE NORTHPROP ORGAN

One of the glories of the University sits inside Northrop Auditorium, but most of today's students don't even know it's there.

If the Friends of the Northrop Organ have their way, though, future generations of students will be able to enjoy this treasure, one of the finest examples of late-romantic concert-hall pipe organs in the United States and the largest of its kind in Minnesota.

The organ was installed in the early 1930s and became a well-loved feature of campus life. For more than 30 years, it was used at convocations, in radio performances and weekly concerts, and during free noon-hour concerts.

But the organ, built by the Æolian-Skinner Organ Company, had fallen into disuse by the 1960s, in part because the School of Music had problems scheduling practice and teaching time around other Northrop users, and because minor changes in the physical structure of the building diminished the instrument's clarity. When famed organist Virgil Fox arrived for a recital in the early 1970s, he was so appalled by the state of the instrument that he performed instead on an electric organ and railed against the University for its neglect.

The embarrassing publicity from Fox's visit led to some stopgap repairs, and the organ again was put into use. The University could not afford to revamp the whole thing, however, and that turned out to be a blessing in disguise. Until recently, refurbishing an organ meant updating with modern technology, and much of an instrument's character was lost. Fortunately, the Northrop organ has been largely untouched.



Dean Billmeyer

"We have a unique opportunity," says Jim Robertson, a member of Friends of the Northrop Organ. "We are fortunate that the organ is in its original state. It's a unique American instrument."

A group of University alumni, friends, and School of Music representatives, including University organist Dean Billmeyer, met for the first time in April 1994 to discuss renovation. The group has devised a plan to restore the organ and talked about how it can be used by students and enjoyed by the public.

The group is seeking \$1 million to \$1.2 million to rebuild the organ and establish an endowment to cover continuing maintenance.

"It's a very big, very complex machine," says Peter Mansfield, another Friends of the Northrop Organ member. Leather gaskets and seals, cracked wooden pipes, and many other parts have to be replaced, and nearly the whole thing needs to be taken apart, cleaned, and refitted properly. With chambers up to 32 feet tall, the process will require much expert time and effort.

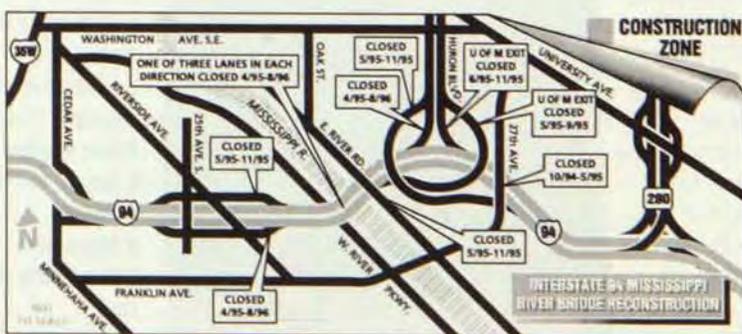
The Friends of the Northrop Organ are looking for alumni who have specific memories of the organ, who are interested in attending performance fund-raisers, or who would like to see the organ for themselves. For more information or to get on the group's mailing list, write to Friends of the Northrop Organ, School of Music, University of Minnesota, 2106 4th Street South, Minneapolis, MN 55455.

—Contributed by Chris Coughlan-Smith

▶ ROAD BLOCK

Throughout May and June, key ramps and bridges on Interstate 94 that link motorists to the University of Minnesota Twin Cities campus will close for repair in a major rehabilitation project.

During reconstruction, I-94 traffic will be restricted to two lanes in each direction between Highway 280 in St. Paul and Cedar Avenue in Minneapolis. Eastbound and westbound ramps between I-94 and the University will be closed, as well as



the Riverside Avenue ramps. The Dartmouth, 27th Avenue, Franklin Terrace, and East River Road Bridges will also be affected.

Minnesota Department of

Transportation (MnDOT) officials expect work to be completed in fall 1996. The Dartmouth Bridge will be widened to provide an additional lane in each direction.

Motorists also will enjoy improved merge areas, full shoulders through the University interchange and on the Dartmouth Bridge, and landscaping and other aesthetic improvements, say MnDOT officials.

For an Interstate 94 Mississippi River Bridge Reconstruction Ride Guide that includes a project timetable and information on road closures and transit options, call the I-94 Hotline at 612-582-1539.



Lana Palmberg

Who: Lana Palmberg, a 1984 graduate of the University's program in mortuary science.

What: Since January 1994, Palmberg has been the eye bank liaison for the Minnesota Lions Eye Bank, a nonprofit facility located on the University's Twin Cities campus that has provided corneas and other eye tissue to surgeons, researchers, and educators since it was established in 1960.

Where: Palmberg's primary responsibility is traveling throughout Minnesota and North Dakota to train and certify volunteers to remove eyes from donors.

How: Palmberg worked as a mortician in North Dakota and Minnesota for more than four years before accepting a position as an academic adviser in the University's mortuary sci-

ence program. Five years later, Palmberg was told that her job was likely to be eliminated because of budget cuts. Fate intervened when the director of the eye bank called to ask Palmberg's supervisor to recommend someone for the liaison position. Palmberg's background in mortuary science and her extensive contacts with morticians made her an obvious candidate. She is also a former president of the Mortuary Science Alumni Society and active in the Alumni Society for Allied Health Professionals.

Why: Most enucleators—people trained to remove eyes from donors—are morticians. "It's a natural choice," says Palmberg. "They're the ones who are getting up in the middle of the night to take the body away, meeting with the families, doing the embalming and restoration." Palmberg also trains nurses and other health care professionals in enucleation.

When a person dies, there is a twelve-hour period in which the eyes can be removed (it takes about 30 minutes) and transported to the eye bank in Minneapolis. Minnesota State Highway Patrol officers deliver them to campus. A transplant is usually performed within three to seven days after donation, depending on the method of preservation that is used.

If the donor is older than 75 or younger than two, or if the eyes don't meet certain biological criteria, they are used for teaching or research.

The Minnesota Lions Eye Bank is one of the largest in the United States in terms of the number of donations it receives, yet the need for donors is still great. More than 90 percent of cornea transplants are successful in restoring vision, and more than 38,000 eyes are used annually in the United States for research and education.

For more information about becoming a donor or a volunteer enucleator, call the Lions Eye Bank weekdays at 612-625-5159 or 800-937-4393.

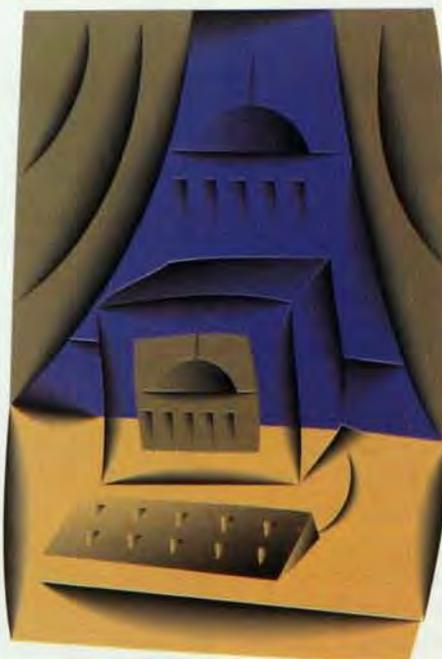
▶ TRAVELING THE INFOBAHN

There's a new stop in cyberspace: the University of Minnesota Alumni Association (UMAA).

Low-cost access to the Internet, a worldwide collection of computer networks, has become one of the UMAA's most popular member benefits. More than 2,500 members are signed up through the association, and many more alumni have access through work or other sources. In response to the number of alumni cruising the Internet, the UMAA now has its own server.

Located in the University's Gopher system, the UMAA site offers information on upcoming events, articles reprinted from alumni publications, the latest news on UMAA activities and benefits, and meeting minutes.

There are two paths to reach the UMAA server. The simplest is this:



University of Minnesota Home Gopher Server
 ▶ **University of Minnesota Campus Information**
 ▶ **Department and College Information**
 ▶ **University of Minnesota Alumni Association.**

You can also reach the UMAA site through this path:

Other Gopher Information and Servers
 ▶ **North America**
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 ▶ **University of Minnesota Alumni Association.**

What would you like to see on the server? Send your suggestions to Chris Coughlan-Smith at cough003@maroon.tc.umn.edu or at 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455.

Minnesota asked University students who their mentors are ■ By Kristie McPhail



Kris Stacy
23, senior majoring in family social science. Hometown: Plymouth, Minnesota

My mom had a really difficult childhood. She was pregnant at eighteen and has been through a lot, but she's tough. She went back to school when she was 43. I think if I'd gone through what she [has], I wouldn't have done as well.

Mani Nease
19, sophomore majoring in psychology. Hometown: Parsippany, New Jersey

My mother. She's a good role model—independent and strong. She doesn't fit the mold of a stereotypical female. She has shown me that we don't have to follow the standards that society [sets for women]. She has made me think that I can be successful in what I want to do.



Colin Nagengast
19, sophomore majoring in statistics. Hometown: Minneapolis

Professor [Morris] Eaton is a statistics professor who taught an introductory course that I had last quarter. He made it interesting for me and I enjoyed it. I learned a lot in that course. I may take another course from him next fall. I've never talked to him personally, not yet at least. He seems like the type of professor who would like to talk to students and help them out.

Brian Bandelin
18, sophomore, undecided major. Hometown: St. Paul

For me, it's really not one person. I take the best qualities of many different people. My dad is one. He's very successful and financially comfortable. I respect a lot of my teachers for their ideas. I have a lot of discussions with them because I like to make an impression. My friends are very successful. There is a lot of pressure to do well. It's nice to be respected by your friends. Seeing how hard they work motivates [me] to work harder.



Ying Ko
25, graduate student in chemistry. Hometown: Hong Kong

All of the professors that I've been working with since my junior year in college. I'm working right now with Professor [Thomas] Hoyer in the chemistry department on organic synthesis problems. He's really outgoing and helpful. Before that—and the reason I came here—I was working for a chemistry professor at the University of California-Davis. He was a University of Minnesota alumnus and recommended that I come here for graduate work.

Susan Ross
26, senior double majoring in art history and journalism. Hometown: St. Paul

My mentor is Professor Gabriel Weisberg in the art history department. He's an unofficial mentor. He taught a seminar I took and I worked very closely with him on a paper. He helped me make decisions on graduate school and what to study. He is a very, very helpful person.



Jae Soltis
21, sophomore majoring in English. Hometown: Minneapolis

I'd have to say a guy named Craig Swanson. When I was younger, I ran away from home. He convinced me to come back, get my life back in order, finish high school, and even to come [to the University of Minnesota]. I can't help but think of where I'd be without him. He made my life what it is today.



James Deleon
19, freshman, undecided major. Hometown: Stillwater, Minnesota

I'd have to say my father. He's a good person and he got me where I am today. He came from a tribe in the Philippines to a white, suburban city and made a good living. He lived in the Philippines for about 30 years, came here and went to school, went back [to the Philippines] and started a clinic, and then came back and worked in Stillwater for about 25 years. He became pretty [successful] as a surgeon. He passed away this past December.

A Perspective of Color

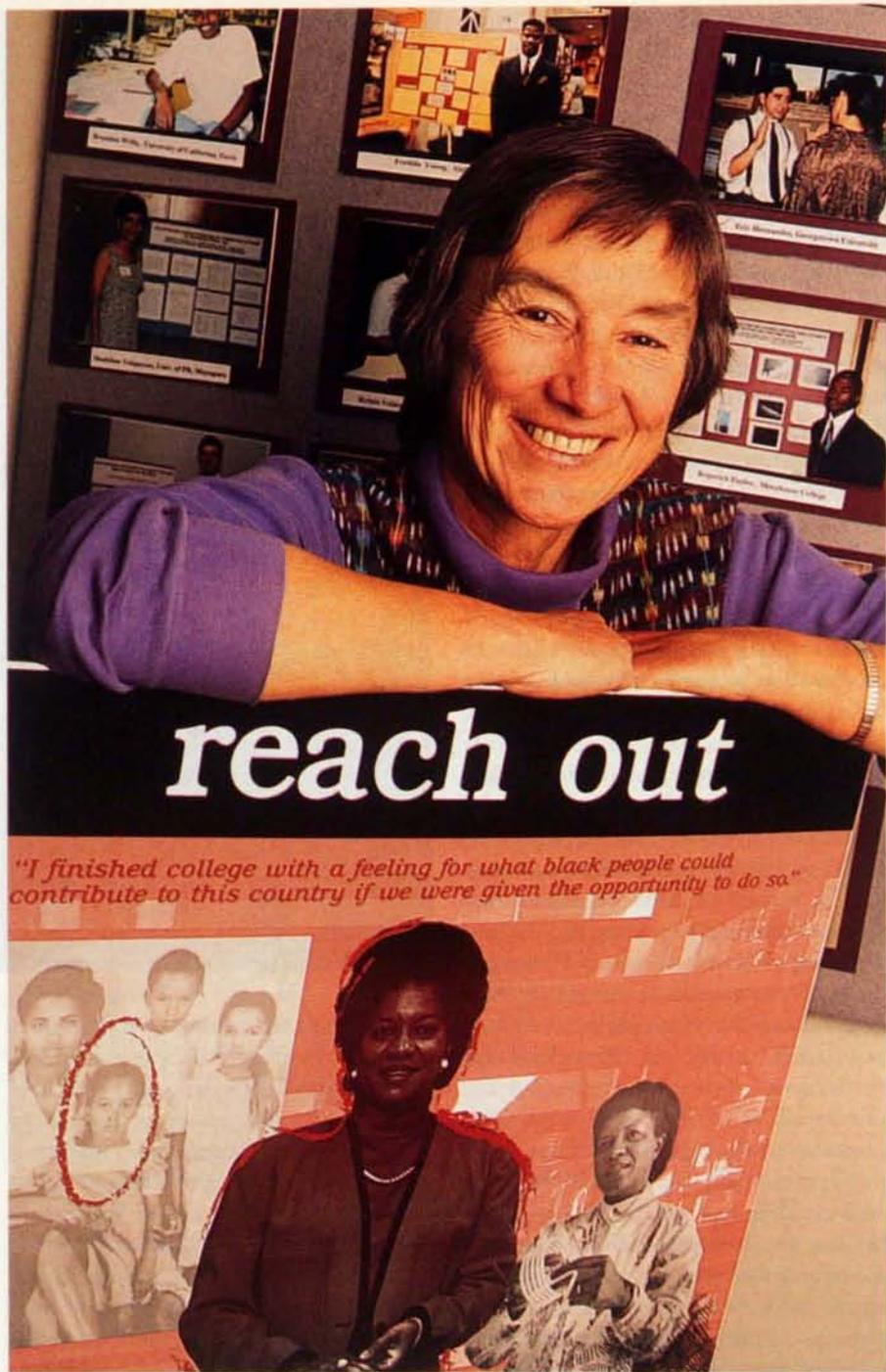
Colors editor Jennifer Juárez Robles visited the Twin Cities campus to see how people of color feel about the University and its efforts to increase diversity

Photographs by Per Breiehagen



Jennifer Juárez Robles

AS UNIVERSITY OF MINNESOTA women basketball players fought for and lost a loose ball, I couldn't help but overhear one fan's reaction. "Jeez. We're going to lose this game if we can't play any better than that," grumbled the fan, a self-identified alumnus. "When are we going to get more black players? We need more black talent." The racial nature of this remark disturbed me at the time, and has stayed with me for a host of reasons: Did the fan think an athlete had to be black to be a good player? Didn't it draw on the most base stereotype of blacks as worthwhile to society only if they can dribble a basketball? Did the individual have a genuine commitment to recruiting and graduating athletes of color? ¶ I've often wondered about the answers to these questions and what would have happened if I had queried the fan. But because I had been indoctrinated recently to Minnesota's cultural ethic, which frowns on confrontations, I let it pass. I wish I hadn't. So when I got a call from *Minnesota* magazine asking if I could help write its annual report on diversity at the University, I saw it as a chance to find out more about that kind of fan and the climate from which the "black talent" remark sprang. ¶ *Minnesota's* editors also had a mission. They didn't want people to finish reading this article and say, "Who cares? Just more money being spent on programs for 10 percent of the student population." That seemed like an appropriate focus. But I wondered whether an outsider, a native Kansan and first-generation Mexican immigrant, could presume to know the University well enough in a short amount of time to provide the definitive reason for a commitment to diversity. ¶ When I took the assignment, I had lived in Minneapolis for three and one-half years; I moved from Chicago to join the *Star Tribune* as an editorial writer, a job I kept until last summer. Some of my first University experiences occurred in sports arenas and at the Hubert H. Humphrey Institute of Public Affairs, where I participated in forums and eventually became a member of the former Mondale Policy Forum, now the Humphrey Institute Policy Forum codirected by former congressmen Vin Weber and Tim Penny. ¶ My University experience was stimulating and entertaining, as academic life should be, but I also found its monolithic pallor numbing. I knew instinctively that life on campus had to be very difficult for students of color. Fortunately, I found that they had allies.



Sally Jorgensen, coordinator of life sciences in the College of Biological Sciences

Sally Jorgensen, coordinator of life sciences in the College of Biological Sciences, meticulously tracks the progress of 400 or so student researchers, many from underrepresented minorities, who each summer constitute the University's greatest hope for diversifying graduate science classes, the faculty, and—ultimately—the profession itself.

From her Snyder Hall office on the St. Paul campus, Jorgensen tracks student progress with the zeal of Marie Curie in

pursuit of radium. She reels off the percentage of summer alumni who have finished an undergraduate degree and are now in a graduate or professional program here or elsewhere. Her files enumerate each student's name, gender, race or ethnicity, year of summer research participation, type of degree, and graduate university.

Jorgensen and her colleagues are determined to help the University succeed where others have failed—and failed miserably, according to a 1993 report in the journal *Science*, which found that despite thousands

On some days, Rodney Gayle rides the Route 13 bus to get around campus.

And on some trips, a strange thing happens. The door opens, passengers scurry for a seat, the bus fills and the loaded bus pulls away.

But Gayle sits alone.

Students are often reluctant to sit with him, he said, because he's black.

"It's like they think that I'm going to rape them in broad daylight or something," the microbiology major said. "It's bothersome to me because I don't have any hatred toward them, so I don't understand why they treat us like this."

Many students consider the campus an unfriendly place because of its enormous size and long registration lines. But some students of color, like Gayle, say they have to deal with subtle forms of racism wherever they go: on elevators, in campus cafeterias—even on buses.

"A lot of white people think they are special if they have one or two black friends, like they're immune to being racist," Gayle said. "But these same people would treat a black man like a thug if he wore baggy pants or had a hood on."

Nehrw Abdul-Wahid, an African American scholarship recipient, frequently encounters stereotypes when buying his texts at a campus bookstore.

"When I tell them I'm on scholarship they always assume it's an athletic scholarship," said Abdul-Wahid, a University engineering student.

University senior Aki Yoshino knows how stereotypes affect experiences on campus every day.

Yoshino, a Japanese American student, said people ask her where she's from every time they hear her name.

"I think that's a form of racism," Yoshino said. "It's assuming that people who look like them have a place here and that those who don't, don't fit in or don't belong here, as if you aren't a part of this country's history. And that's not true."

—*Minnesota Daily*, April 3, 1995,
Kaana Smith, staff reporter

Strong cultural support programs are essential to the success of minority students. Glorily Lopez, a senior psychology major who came to the United States four years ago from Puerto Rico, said the Chicano/Latino Learning Resource Center has been integral to her success.

Such centers are especially important at a large university. "You need that kind of smaller community where you can find your niche. Those are the little things that let you continue," [said Rachele Menanteau, a senior biology and physiology major].

Minority students do not consider the University a race-relations paradise. Many said they see themselves in an essentially unfriendly or, at best, indifferent white environment.

"My experience here is that I've developed a heightened sense of my skin color... and the color of skin of people around me," said Sylvia Tamale, a doctoral student from Uganda.

This perception produces a sink-or-swim feeling for many minorities, even ones who are very successful.

"I have always felt that I have to do especially well to be equal, to measure up. I've felt that for years here," Lopez said.

—*Minnesota Daily*, February 20, 1995,
Jules Reinhart, staff reporter



Joy Mincey-Powell, right, and Derek Veerkamp

of programs and billions of dollars devoted to increasing the number of minority students in science between 1970 and 1990, students of color still earn only a fraction of science and engineering Ph.D.'s.

The most common reasons for failure included a lack of oversight, especially if funding had not been tied to results, and little real commitment from department heads and most faculty. Yet those criticisms can't be made of Jorgensen's programs, some of which include workshops for incoming freshmen that help raise students' math and science grades and teach them good study habits. "If we're to have any hope of succeeding," Jorgensen says, "We've got to get to them as soon as they arrive on campus."

Jorgensen exemplifies the sense of altruism that still characterizes the University's traditional efforts to move underrepresented minorities, primarily African Americans, Chicano/Latinos, and Native Americans, into the collegiate mainstream, where currently five of every six University undergraduates are white. If Asian American students are excluded from the minority total—though to exclude them may erroneously perpetuate a stereotype that they are a model minority and always do well academically—the percentage of University students who are African American, Chicano/Latino, or Native American becomes quite small. In 1992, just 166 undergraduate degrees, 3 percent of all awarded that year, went to African Americans, Chicano/Latinos, or Native Americans.

Yet numbers tell only part of the story. *Minnesota's* fourth "report card on diversity"—a review of such efforts as increasing the recruitment and retention of students and faculty of color at the University—won't be complete without recognizing the volatile climate facing institutions of higher education in America today. Diversity efforts, especially affirmative action programs, are coming under more fire than anyone could have predicted only a few years ago. Critics contend that the kind of attention to race that distinguishes diversity efforts prevents true interaction among students and faculty.

"I see it [political correctness] everywhere on the campus," Chris Brown, former Minnesota Student Association vice president, told the *Minnesota Daily*. "Students are more worried about what to call people than finding out who these people are."

At issue is whether an emphasis on

racial differences may be fostering a separatist ethic that ultimately weakens common bonds and intensifies racial and cultural tensions. Some think the "cult of ethnicity," a term coined by historian Arthur M. Schlesinger Jr. in his 1992 book, *The Disuniting of America: Reflections on a Multicultural Society*, poses a threat to the common values of democracy that should transcend all groups. Even a noted scholar like the University's Harry Boyte, a senior fellow at the Humphrey Institute of Public Affairs, believes that the most effective social policy in the coming years will promote a citizenship ethic that emphasizes common ties rather than group differences.

How the University responds to the unavoidable national debate on affirmative action and the growing public resistance to the cult of ethnicity will determine whether it can succeed in enhancing academic excellence through the concept of diversity, an active affirmation—even celebration—of difference.

LUPE SALAZAR BOLDING, a Mexican American Medical School student, embodies many aspects of diversity. Bolding, 35, is on her second career, having spent ten years as a registered nurse before leaving her native California with her husband and two children to come to Minnesota. She crosses many boundaries that typically define University students, especially medical students. "The only things I knew about Minnesota were that it bordered Canada and it was cold," she says. At first Bolding wasn't sure what the University would be like. After interviewing for admission to the Medical School in 1992, Bolding says she got "no encouragement" from the University, unlike Stanford University and other schools she had applied to. "I hadn't expected any special treatment, but they didn't even send a letter saying 'We hope you enjoyed your interview.'" Bolding says the neglect "probably turned off a lot of highly qualified minority students who decided to go to other schools."

Based on that experience, Bolding rec-



Mike Martinez, '90 B.A., '92 M.S., '95 Ph.D., is the first person to complete a Ph.D. at the University of Minnesota after being recruited through the Life Sciences Undergraduate Research program for students who want to major in science. Martinez says he hadn't considered a career in biochemistry until he participated in the program.

ommended some changes when she served on a dean's diversity committee. She advocated that the Medical School hire a full-time administrator to help recruit and follow the progress of students of color.

Aside from being continually mistaken for Native American, Bolding has found that her overall experience at the University has been free of bias or racism. Minnesota's appreciation of a strong work ethic and her status as a medical student have helped her win respect. Yet she hastens to add, "Minnesota has a pretty accepting culture, but if I was a single mother on welfare, or perceived that way, it could be very different." An African American male colleague has experienced a fear of blacks that seems prejudicial when people on campus move across the street to avoid passing him.

A former student at the University, a

Native American from Leech Lake, Minnesota, who asked that his name not be used, says he confronted racism daily. "It got to the point where it seriously disrupted my studies. That and financial burdens proved to be my undoing as far as Minnesota was concerned," he says. "I was able to transfer to the University of California at Berkeley where difference is no big deal. But if administrators had changed some fundamental things and taken responsibility for the climate in my department, I wouldn't have had to be the one who packed up and left. There's not enough power for systematic change in minority hands."

If I found one common element in questioning why some members of the University's population may not care about funding diversity initiatives, it was an abiding reluctance to talk openly about racism, sexism, ageism, and sexual orientation. From administrators, I often received a 30-minute sales pitch on the school's efforts, only to walk out of that person's office into an elevator where I'd get a student's stunned silence in response to a query about how those efforts improved the quality of his educational experience. "Look, around here all they want to do is add black people and call it stir fry," one student said in a rush. "All you gotta do is learn the lingo."

One faculty member said that the University was suffering from "intellectual ghosting," a term I hadn't heard before. She used it to describe what she saw as a bit of a con game: "Beyond a fixation on diversity statistics, there haven't been any paradigm shifts in consciousness away from a white-centered educational institution."

It was difficult for me to know whom to trust, whom to believe. I was coming to the conclusion that there were no simple answers. I knew that dedicated administrators like Jorgensen existed and had made a significant difference in the lives of students. She embodies the moral authority that should be convincing enough to non-believers who ask that rhetorical question, "Who cares about diversity? Just more money being spent on programs for 10 percent of the population."

Jorgensen understands the impact of racial change; she knows that an increasingly minority workforce needs professional and technical training for America to grow and prosper. Jorgensen knows, too, that the University could be in precarious financial straits as one of its main

Joy Mincey-Powell, 27, who uses a wheelchair, said she struggled for a long time to find a group identity.

She said she feels most connected with women, especially women in wheelchairs.

In fact, when she came to the University in 1990, she consciously sought friends in wheelchairs.

"There are times I want to be around people my age who are in wheelchairs because we have a lot in common—shared identities, shared convictions, shared oppression," she said.

Mincey-Powell said she seeks out people in wheelchairs because shared connections make it easier to communicate if they already understand each other's oppression in society.

"In a way, we talk in shorthand," she said.

But Mincey-Powell said most of her friend choices are based on other commonalities like gender and political views.

"It's not like every person with a disability I'm going to get along with or we're going to have potentially anything else in common except the fact that we have a disability and we're oppressed in this society," she said.

She said she is tired of others recognizing her by her wheelchair alone.

"I don't remember people, but people remember me because I stick out," Mincey-Powell said.

Many people with disabilities decided to come to a large campus like the University because they were tired of feeling like they had a "big whopping neon sign over their head" because of their disabilities, she added.

—*Minnesota Daily*, February 6, 1995,
Pratik Joshi, Genevieve MacLeod,
Ka Vang, staff reporters

client pools—Minnesota high school graduates—becomes more racially diverse. More important, her efforts fit into an endeavor said to be valued by the University's governing body and president.

Yet frustration levels are high. The feeling exists that the University has done fairly well in addressing the "body-count" issues of diversity and multiculturalism, of attempting to bring more people of color to the institution. But in my estimation, the University hasn't as effectively challenged its hierarchy. It's one feat, as that basketball fan suggested, to add more athletes of color to a team, but that changes the team in fundamental ways, requiring a new internal approach. The University often lacks follow-through, the ability to recognize it must do more than allow certain people access to the institution. In the vanguard for making this leap is the campus newspaper.

"It's time we talked honestly about how we're all going to get along," wrote *Minnesota Daily* editor Pam Louwagie in announcing a multiweek series on diversity called "Color, Culture & Conflict: Under the Surface of Minnesota Nice." For nearly three months the *Daily* devoted weekly articles to examining complex subjects such as political correctness, affirmative action, interracial dating, and religion.

What prompted Louwagie to devote time and space to the series was her concern that once students learned how to speak the language of diversity—for example, learned the importance of using *African American* as opposed to *black*—they forgot about it.

"A lot of what people talk about in Minnesota, at least for diversity, is very coded," explains Louwagie, a senior from Walnut Grove, Minnesota, a small town southwest of the Twin Cities. "People are afraid of saying something wrong and getting yelled at." She says *codes*, or politically correct terms, seem important when students need to demonstrate a superficial knowledge or support of minorities—in a classroom, for instance. But the series reported that people often revert to prejudicial behavior when they're with members of their own ethnic group and can drop any pretense about politically correct language. "There's a lot of stereotyping that takes place," says Louwagie.

She thinks the paper's diversity series and her year of leading the *Daily*, recently voted best student newspaper in the coun-

The Diversity Debate on America's Campuses

DIVERSITY IS ONE OF SIX focus areas—along with undergraduate education, graduate and professional education, research, access and outreach, and user-friendliness—identified in U2000, the University's strategic planning effort. So far, that commitment includes as many as 135 programs and services specifically designed to serve the needs of University students, faculty, and staff of color. It also includes an unprecedented accomplishment: reaching three five-year diversity goals established in 1989 to increase the number of students of color to 10 percent of total enrollment, to improve their graduation rate by 50 percent, and to double minority faculty hires.

The attainment of those goals is particularly impressive against the backdrop of the overall struggle for identity and community on college campuses. Bias incidents, political correctness, class and gender differences, homophobia, and proposed changes to affirmative action programs are some of the lightning-rod issues attracting fierce debate on America's campuses. In the past year, nationwide incidents include the following:

- Minority and other students at Rutgers University, New Jersey's 47,700-student state university, called for the resignation of President Francis Lawrence in early February 1995 after he was recorded telling a faculty meeting that disadvantaged students do not have the "genetic hereditary background" to do well on standardized tests. Lawrence apologized, saying he actually believes the opposite of what he told the meeting. The school's Board of Governors continued to support Lawrence, but directed him and his administration to come up with a "blueprint for multicultural life"—a way to better campus life for students of color.

But protests continued into the spring as students still pressed for Lawrence's resignation, a tuition rollback, and the abolishment of standardized tests as an entrance requirement.

- The first national study to examine student interactions across racial lines found that minority students frequently studied or dined with students of other races—and did so much more regularly than white students. The results of questionnaires administered to a nationally representative sample of 6,107 students by researchers at the University of Michigan and Arizona State University challenged perceptions of widespread self-segregation by minority students. It also found that minority membership in racially based organizations—such as black student groups—did not limit broader student interaction, as some critics have suggested.

- A federal appeals court ruled last October that the University of Maryland may not maintain a separate scholarship program for black students, despite evidence of past discrimination presented by the university itself. The all-expense-paid Benjamin Banneker Scholarship was a key component of the success Maryland has had recently in attracting—and graduating—black students. The school ranked first in a national survey two years ago on the number of degrees awarded to black undergraduates attending predominantly white schools. Civil rights attorneys now expect that many institutions across the country may retreat from similar scholarship programs out of fear of being taken to court.

- In one of the highest-profile challenges to affirmative action in the past fifteen years, a federal judge ruled last August that the University of Texas at Austin in 1992 unconstitutionally discriminated against four white law school applicants, but nevertheless

refused to order the law school to admit them. Many civil rights lawyers considered the case the most significant threat to racial quotas or admission policies since the U.S. Supreme Court ruling in 1978 on Alan Bakke, a white applicant to the University of California–Davis Medical School. In that case, considered a major victory for affirmative action because the court found that race could be used as a "plus" factor, Bakke was ordered admitted to the school.

- A black member of the University of California Board of Regents wants to scrap all affirmative action programs in admissions, perhaps replacing those policies with a lottery-based admissions policy. "Affirmative action in hiring, firing, promotion, compensation, admissions, contracting—I am saying the University of California should not take factors of race and gender and ethnicity into account in any of those transactions," said Ward Connerly, a Sacramento businessman appointed to the board in 1993 by Governor Pete Wilson, who also has called for an end to affirmative action. Connerly's move is independent of the California Civil Rights Initiative, written by two Oakland academics, which would ban all state affirmative action programs.

IN 1994 AND EARLY 1995, the University of Minnesota did not experience such glaring difficulties as the Rutgers controversy, nor were there direct blows to affirmative action programs. Yet the University was not immune to controversies sparked by diversity issues. At their roots, some of the clashes were about entitlement and power, and about wider concerns over the precariousness of the changing social structure. What is clear, too, is that students are concerned about economic problems—tuition increases, financing their education, getting their first career job—in an increasingly diverse

society. Prominent diversity-related incidents at the University of Minnesota in the past eighteen months include the following:

- A University Muslim student refused to pay the 26-cent portion of his student services fee that funds the Association of Gay, Lesbian, Bisexual, and Transgender Student Organizations and Their Friends because he said the organization violates his religious beliefs. In a case that drew national attention, the student ultimately was not affected by the University's policy to withhold transcripts

- Men's athletics director McKinley Boston turned down an opportunity at Florida State to become the first African American to head a Division I-A athletics department in the South after successful lobbying efforts by Minnesota Governor Arne Carlson and University President Nils Hasselmo convinced Boston to stay. Boston accepted a promotion to the reorganized position of vice president for student development and athletics, making Boston one of the few minorities to hold high administrative office at the University.

THE PUSH FOR GREATER EQUALITY and a stronger sense of community may be a matter of survival not just for college campuses but for a humane society.

for students who don't pay fees or tuition because the amount in dispute was too low. "I deducted 26 cents because it went to support behavior I could not support and there were no sanctions," Khalid Kader wrote in a letter to the *Minnesota Daily*. "All other students may now do the same without fear." John Q. Imholte, acting vice president for student affairs, countered in a *Daily* letter, "All students who register for more than six day-school credits are required to pay the fee in its entirety. . . . The University's position is clear. The goal of higher education is to support and encourage the sharing of a variety of viewpoints and perspectives. Providing fees to the gay/lesbian/bisexual/transgender association, as well as other groups, helps accomplish that goal. In addition, the University also holds that no student is ever asked to change his or her values or beliefs, religious or otherwise, since no one is forced to become a member of any group that receives funding." It's too early to tell whether Kader's religious objections were an isolated incident or the start of something bigger.

- The University made progress in hiring teachers of color, but a hostile campus environment made retention difficult, concluded a five-year report submitted in February to the Board of Regents. Between 1988 and 1994, the University achieved its goal of doubling its minority faculty hires to 162 persons of color—most of them of Asian descent—for tenured and tenure-track positions. But in a "revolving door" phenomenon, 91 minority faculty members left during the same time span.

These local and national incidents point to America's increasingly diverse cultural landscape (a diversity most evident in classrooms), which requires the concerted and considered efforts of all to achieve a semblance of social harmony. Among all these tensions, what stands to make a difference is the voice of students on the perplexing conflicts so prevalent on campus today. From one year to the next, University of Minnesota students showed confidence and character by battling the uneasiness, apprehension, and ignorance that many Americans feel about issues of race.

Anthony George,

a third-year African American student, said he does not have many white friends simply because he doesn't have much in common with them.

Part of the problem, he said, is the majority of the University is white. When he does meet another African American [student] in a class, there is an instant connection.

George spends a lot of his free time at the Africana Student Cultural Center.

African American students "can relate to me more," he said. "We as African Americans do things differently and have different types of music we listen to."

[University sociology professor Jeff] Broadbent said students spending time with people from their own culture does not necessarily spell racism. "It is the culture of ease, which prevents unnecessary misunderstanding with others," he said.

University sociology professor Barbara Laslett said students from the same race have more opportunities than ever before to socialize with each other because of student cultural centers and departments like African studies.

Rodney Gayle, a member of the Africana center, said color influences social relationships, despite the myth that Minnesota is a diverse place.

"Things have not changed as we would like to believe," Gayle said. "People who talk of diversity at the University are creating more categories."

African Americans still fight stereotypes about their [supposedly inferior] intelligence and [un]willingness to work, while the media creates a false image of Caucasian male dominance, he added.

Despite these problems, Gayle said, he doesn't choose his friends on the basis of their skin color. "I socialize with friends—people who give me respect and treat me as an equal," he said.

—*Minnesota Daily*, February 6, 1995,

Pratik Joshi, Genevieve MacLeod,

Ka Vang, staff reporters

try by the Society of Professional Journalists, has better prepared her for the workplace, where the issues aren't just academic. She understands, perhaps more than some of her fellow students, that after graduation, diversity issues still will command her attention. "I don't want to be told I'm getting a job because I'm a woman. I want a job because I can do it, but I want the same opportunity as everyone else."

Student views also came to the surface with the release last September of "Cam-

University needs to stop talking and start doing more in terms of diversity issues," wrote the student. "Attempting change requires action and the University of Minnesota seems more bent on words. Stop the words and start the changes."

That such discordant views can exist on campus has the potential for creating a constructive transformation. If the University can get beyond the politically correct language that even its most watchful observers say characterizes public discus-

THE UNIVERSITY and the larger community would do well to talk more directly about diminishing racial tensions while creating new agendas that continue to expand, rather than dismantle, opportunities for all.

pus Diversity: Student Life and the Classroom," a survey of 939 University of Minnesota undergraduates on the Twin Cities campus conducted during spring quarter 1993. The survey found that half of all undergraduates felt discriminated against or harassed; the most frequent form of bias they experienced was verbal sexual stereotyping by other students or professors and teaching assistants. Students pointed to classrooms and residence halls as the primary locations for discriminatory incidents.

The comprehensive analysis of undergraduate attitudes and actions led Marvalene Hughes, then vice president for student affairs and now president of California State University-Stanislaus, to write in the report's foreword: "It will be crucial to develop and improve the climate for all, not just for underrepresented populations. We cannot begin to address issues of diversity without thinking about everyone in the population. Diversity must include the majority; it must work for white males. It must be a level playing field for everyone." She concludes that "diversity is everyone's business."

Others aren't so sure, including a student who seemed reluctant to embrace diversity efforts: "People coming from diverse backgrounds cannot—and should not—be expected to not notice or ignore distinct cultural differences. Trying to save us—your customers—money would be doing a greater service than all the crap the U sponsors. Everyone is not the same. I did not feel this way until I came to the University. What does this tell you? I feel that with all the special programs, the reverse message is sent."

One respondent questioned the University's commitment to diversity. "The

sion, it might be able to instill a sense of civic and community pride among the divisions that currently exist. The ability to discuss lively and potentially explosive issues together should be a requirement for those who wish to reside in an academic community. The push for greater equality and a stronger sense of community may be a matter of survival not just for college campuses but for a humane society.

Jorgensen tells of a summer science student who asked to borrow her car. Ever responsive to her students' needs, she agreed, thinking that he would enjoy an afternoon off campus doing errands and learning something of the surrounding community. At the end of the day, though, he returned apologetic and concerned. He had attempted to fill the gas tank, but not finding the lever to open it, he realized that if he were to ask for help, as a young African American male he would undoubtedly be accused of stealing the car.

The University and the larger community would do well to talk more directly about diminishing racial tensions while creating new agendas that continue to expand, rather than dismantle, opportunities for all.

At the conclusion of this article, a reader or two may still be determined to say, "Who cares? Just more money being spent on programs for 10 percent of the population." The reasons for caring are both intellectual and emotional, but no amount of information seems to kill that "who cares?" bias. If more people could make the leap of faith to care, even though diversity efforts may not affect them in ways they can see, the University would be a much easier place for everyone. ◀

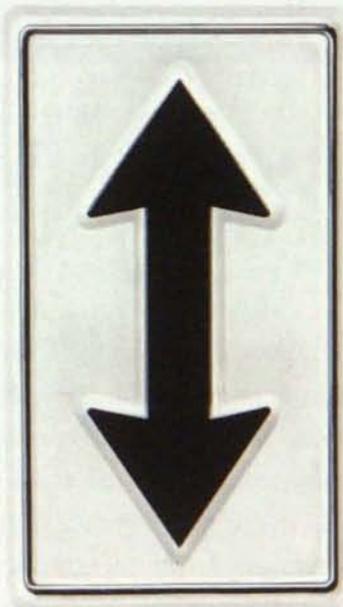


UNIVERSITY OF MINNESOTA
HEALTH SYSTEM

Taking Care of Minnesota.™

Because of our commitments to research and education,
the University has always attracted some of the top health care
professionals in the country – making the quality of care
we provide second to none.

This Way To Higher Quality.



This Way To Lower Costs.

Two years ago, we pledged to make University care more affordable to
everyone in the state. Today, our costs have fallen in line with those of other area hospitals.
Our financial health continues to be strong. And we are finding additional ways to lower
our costs while continuing to improve service and maintain our high quality.



UNIVERSITY OF MINNESOTA
HEALTH SYSTEM

Taking Care of Minnesota.™

The University of Minnesota met its five-year diversity goals in recruiting and graduating students of color and hiring more minority faculty. Here's how the numbers add up.



Diversity by Numbers

NUMBERS TELL only a small part of the story about the University's attempts to increase diversity among its students, staff, and faculty. Yet they remain the most tangible method of charting the efforts to recruit and retain people of color. ¶ In 1988 administrators established three five-year diversity goals to be achieved by fall 1994: to double minority faculty hires, to increase minority enrollment to 10 percent of the systemwide total, and to improve by 50 percent the five-year graduation rate of undergraduate students of color. ¶ In January 1995, administrators reported to the Board of Regents that the number of minority faculty members rose 34 percent, from 212 to 283, between October 1988 and October 1994. ¶ Between fall 1989 and fall 1994, the systemwide minority student population increased by 36 percent, from 3,686 to 5,007. ¶ Under the five-year diversity goal, 22.4 percent of the minority freshmen in the fall 1989 class should have graduated from the University by the end of summer session 1994. In fact, 23 percent of people in this group received their degrees within five years, representing a 55 percent improvement over the graduation rate of students of color in the fall 1984 freshman class.



Systemwide Minority Student Enrollment by Ethnicity and Percent of Total Enrollment

American Indian		
Fall 1988*	377	.7%
Fall 1993	428	.9%
Fall 1994	442	.9%
Chicano/Latino		
Fall 1988*	534	1.0%
Fall 1993	679	1.4%
Fall 1994	698	1.5%
African American		
Fall 1988*	956	1.7%
Fall 1993	1,175	2.4%
Fall 1994	1,235	2.6%
Asian/Pacific		
Fall 1988*	1,803	3.3%
Fall 1993	2,501	5.2%
Fall 1994	2,632	5.5%
All Minority		
Fall 1988*	3,670	6.7%
Fall 1993	4,786	9.9%
Fall 1994	5,007	10.5%

* 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 1993, Minority Recipients of Bachelor's Degrees in 1993-94, and Percent of Total Enrollment and Graduates, Twin Cities Campus

American Indian		
Enrollment	171	.5%
Graduates	23	.4%
Chicano/Latino		
Enrollment	399	1.1%
Graduates	53	1.0%
African American		
Enrollment	756	2.0%
Graduates	103	2.0%
Asian/Pacific		
Enrollment	1,783	4.7%
Graduates	261	5.0%
All Minority		
Enrollment	3,109	8.3%
Graduates	440	8.4%
Total		
Enrollment	37,548	100%
Graduates	5,209	100%

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 1993	13	.4%
October 1994	12	.4%
African American		
October 1988	25	.8%
October 1993	42	1.3%
October 1994	39	1.3%
Chicano/Latino		
October 1988	35	1.1%
October 1993	38	1.2%
October 1994	39	1.3%
Asian/Pacific American		
October 1988	146	4.5%
October 1993	184	5.7%
October 1994	193	6.2%
All Minority		
October 1988	212	6.6%
October 1993	277	8.6%
October 1994	283	9.1%
Total Faculty		
October 1988	3,228	100%
October 1993	3,228	100%
October 1994	3,102	100%

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 1993	4	.8%
October 1994	4	.7%
Chicano/Latino		
October 1988	3	.5%
October 1993	5	1.0%
October 1994	11	1.9%
Asian/Pacific American		
October 1988	5	.9%
October 1993	12	2.3%
October 1994	15	2.6%
African American		
October 1988	13	2.4%
October 1993	15	2.9%
October 1994	15	2.6%
All Minority		
October 1988	24	4.4%
October 1993	36	6.9%
October 1994	45	7.7%
Total Executives		
October 1988	546	100%
October 1993	522	100%
October 1994	582	100%

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

Minority Undergraduate Enrollment at Big Ten Institutions Fall 1993

Institution	Minority Undergraduate Enrollment	Percentage	Total Undergraduate Enrollment
University of Illinois-Urbana	6,431	24.4%	26,333
Northwestern University	1,831	24.3%	7,542
University of Michigan	5,344	22.9%	23,382
Michigan State University	4,301	14.0%	30,760
University of Minnesota-Twin Cities	3,109	13.0%	23,876
Ohio State University	4,558	12.3%	37,044
Purdue University	2,739	10.0%	27,490
Pennsylvania State University	2,856	9.2%	30,963
Indiana University	2,383	8.7%	27,480
University of Wisconsin-Madison	2,293	8.2%	27,907
University of Iowa	1,341	7.3%	18,441

Source: Office of the Registrar



The Reunion

In 1970, twenty young Native Americans began a University graduate program designed to help them blaze trails in Indian education. Several program alumni met recently in the Twin Cities to talk about the roads they have traveled.

BY RICHARD MACPHIE

Photographed by Dan Vogel



Back row, from left, Lionel Bordeaux, president, Sinte Gleska College, Rosebud, South Dakota; Van Mueller, professor of educational policy and administration, University of Minnesota College of Education, former group adviser; Will Antell, retired educator, now in business; Ken Ross, senior administrator, Bureau of Indian Affairs, Albuquerque, New Mexico; David Beaulieu, Minnesota commissioner of human rights. Front row, from left, Joseph Sahmaunt, athletic director, Oklahoma City University; Gwen Shunatona, president, Orbis Association; Chuck Ross, consultant and author; Lee Antell, director of affirmative action, Minnesota Community College System; Lowell Amiotte, administrator, South Dakota State University at Brookings.



Two and a half decades ago, 900 Native American educators came together in Minneapolis to discuss the state of Indian education in the United States. The gathering marked the foundation of the National Indian Education Association (NIEA), the first national organization to address the problems and issues of Indian education.

It was a time when many American Indian communities' view of educational institutions was less than positive. Educators' indifference to Indian customs, painful memories of Bureau of Indian Affairs boarding schools far from home, and a lack of Indian mentors, teachers, and trailblazers in the field of education all made *public school* and *education* suspect words among American Indians. Despite their apprehensions, however, those gathered knew that education would be the trunk of the tree from which the limbs of opportunity would grow.

One year later, twenty Native American students came to the University of Minnesota with hopes of becoming a new generation of educational leaders. They were from many tribes—Chippewa, Pueblo, Dakota, Red Lake—Ojibway/Oneida—and from many places: Minneapolis; Belcourt, North Dakota; Nespelem, Washington. With undergraduate degrees from colleges large and small, they had work experience that ranged from tribal operations officer to director of Indian Upward Bound to teaching instructor at the Institute of American Indian Art.

The students had been recruited to participate in an innovative graduate program funded by the U.S. Office of Economic Opportunity in the Department of Educational Administration in the University's College of Education. They received fellowships; took courses in educational administration, Indian studies, and related fields; planned research papers; took field trips; got help finding housing and part-time employment; and received guidance and moral support. Their level of academ-

ic achievement in the program equaled or exceeded that of all graduate students at the University. The program was funded again in 1971-72 and, except for a few who withdrew from the program early on for pressing personal reasons, the participants went on to distinguish themselves in high-profile careers in education, research, government, and communications.

Last fall about a dozen alumni of the program were reunited in St. Paul at the 25th annual NIEA conference. It was a time for backslapping, laughing, and reliving adventures and misadventures of years gone by. One theme rang out over and over: gratitude for the graduate program.

At some point, everyone I talked to at the reunion asked: "Have you spoken with Lionel yet? If you're going to talk to anyone you really need to talk to him."

Anyone who is even remotely involved in Native American education is familiar with Lionel Bordeaux. He has been actively involved in the NIEA, serving on its board for six years and as president for one. He has been to the White House to meet Presidents George Bush and Bill Clinton.

Although he never completed his doctorate, he has presided over Sinte Gleska College on the Rosebud Reservation in South Dakota for 22 years. The school began as a community college and under his guidance has become a model of self-determination in higher education for Indian educators across the country.

While others had a more clinical view of the goings-on at the reunion, Bordeaux seemed to have a spiritual outlook. "I really enjoy the camaraderie, the friendship, the feeling of the Great Spirit being here with all of us," he said, "and, of course, I'm sad for those who have journeyed on to the spirit world and couldn't be with us."

There are those who believe that it is nearly impossible to be a truly spiritual being practicing the old ways *and* be involved in the decidedly nonspiritual world of bureaucracy, that engrossing one-

paperwork and board meetings drains away reverence.

Bordeaux has handled both worlds with strength, wisdom, and aplomb. Not only has he presided over Sinte Gleska, he has been a strong leader in the Rosebud tribal council for the past ten years. While many of his peers have traveled the globe, he has made his indelible mark by staying on the reservation.

"This is where I'm from," he said. "This is where my ancestors are from. My blood runs here . . . this is home."

Bordeaux picked up an NIEA pamphlet and recognized a picture of a friend from years gone by. "Hmm," he whispered. "Missed a turn in Oklahoma one night nine years ago . . . *spirit world*."

David Beaulieu calls the graduate program "one of the most effective University programs of its type *ever!*" The service, research, teaching . . . all of it really represents the best and finest of what the U can be proud of."

For Beaulieu, the program provided a path to leadership: He was the first American Indian to be appointed a commissioner in Minnesota state government.

After completing his course work, Beaulieu taught at Moorhead State College (now Moorhead State University) while he finished his Ph.D., then directed Native American studies at the University of Illinois in Chicago. He was a vice president at Sinte Gleska College from 1979 to 1981 and from 1983 to 1984, and taught at the University of Minnesota in the interim. From 1984 to 1991, he was manager of Indian education programs for the Minnesota Department of Education. He has served on numerous boards and commissions and is the author or coauthor of many articles and books.

Beaulieu established himself as a passionate worker with a genuine interest in getting things done at the Minnesota Legislature. His reputation and his track record led Governor Arne Carlson to appoint him to the post of commissioner of human rights in 1991.

There are those who believe that it is nearly impossible to be a truly spiritual being practicing the old ways *and* be involved in the decidedly nonspiritual world of bureaucracy.

“You have to understand how destitute reservations were that something as fundamental as a public library wasn’t available. It’s really a great feeling, a feeling of tremendous fulfillment, to be a part of something that makes a dramatic difference in people’s lives.”

Among the issues that Beaulieu has addressed since taking office is a case that received national attention when an elementary school student in Chaska, Minnesota, sued the school district for sexual harassment she encountered on the bus ride to school. While some have derided the case as just so much political correctness, Beaulieu adhered to principle: “When someone, anyone, encounters harassment based on things like gender or race, it’s a violation of their basic human rights,” he says. “It’s just that simple. Particularly when it involves public institutions like schools, we hold them responsible and accountable when they allow a citizen’s rights to be violated.”

Beaulieu also was involved in a case in which seven firefighters claiming to be Native Americans had been promoted to the rank of captain by the Minneapolis Fire Department; only two of them could provide proof of tribal affiliation. The case, in large part as a result of Beaulieu’s efforts, was a catalyst for municipalities to start verifying applicants’ claims of American Indian heritage.

“It’s not a harmless thing to falsely claim heritage,” says Beaulieu. “Some institutions are eligible for certain grants or other considerations if they have a certain percentage of people of Native American descent. It’s also important to track the progression of Indian people in society accurately so we can assess the impact of education and other programs designed to assist them. And, of course, in cases like this, people claiming Indian heritage not only make fraudulent personal gains for themselves, they also deny others with legitimate Native American bloodlines access to meaningful employment opportunities.”

With his long silver hair cascading over a high-necked linen shirt and his deerskin vest with traditional beadwork, Chuck Ross is the very picture of an Indian elder. Retired from education for three years, Ross now writes and lec-

tures, mostly in Europe.

After completing the graduate program, Ross became a high school principal and later a superintendent of schools. He also did a stint as a college professor at the Community College of Denver.

Having published two books, Ross has acquired quite a following in Europe and is in great demand there, especially in Germany. He was jetting out of St. Paul after the conference for a series of lectures in Austria and Germany. “You know, they’re more interested in American Indians over in Europe than Americans are here,” he said.

A devotee of Carl Jung, Ross is still educating people about American Indian culture, but now his focus is on mysticism and metaphysics. One of his books, *Mitakuye Oyasin* (We are all related), is a best-seller in German, French, and Russian, according to Ross.

While his life has taken him off the beaten path, he hasn’t forgotten where the path started. “Looking back, I can easily see how everything I have and everything I’ve done . . . is directly related to my involvement in the NIEA back in the seventies,” he said.

Lee Antell was already interested in a career in education when he was selected to participate in the graduate program. After earning master’s and doctorate degrees at the University of Minnesota, he worked for the NIEA, creating libraries on Indian reservations where none had existed.

“You have to understand how destitute reservations were that something as fundamental as a public library wasn’t available,” said Antell. “It’s really a great feeling, a feeling of tremendous fulfillment, to be a part of something that makes a dramatic difference in people’s lives.”

After completing the graduate program, Antell was an assistant deputy commissioner of education for the U.S. Department of Education, Office of Indian Education, in Washington, D.C., overseeing 1,100 schools in 34 states (55 in

Minnesota) from 1973 to 1978. Next he went to Denver to participate in the Education Commission of States, researching aspects of Indian education for five states: Alaska, Minnesota, Oklahoma, South Dakota, and Montana. In 1988 he was awarded a Kellogg Foundation Leadership Fellowship and for three years traveled the world studying indigenous peoples in relationship to the American Indian experience. Today he is director of affirmative action and cultural diversity for the Minnesota Community College System’s 21 schools.

“The reunion,” said Antell, “is really wonderful. It brought everyone full circle on the silver anniversary of the organization and gave us a chance to celebrate accomplishments.”

Great strides have been made in Indian education in the 25 years since the small cadre of young educators set out with pride and a sense of purpose to distinguish themselves in their chosen profession. In 1969, fewer than 2,500 Native Americans were attending college in the United States. Today, it’s estimated that more than 30,000 tribally affiliated Native Americans are enrolled in colleges and universities across the nation. American Indian people are increasingly making their mark in all areas of society.

Back in 1970 the University gave a score of Indian students the chance not just to succeed personally, but also to blaze trails that helped shape the destiny of Indian education in America.

As one alumnus put it: “What more could you ask from a University program?”

Some of the graduate program alumni—like Chuck Ross—are already retired, and some of the other gray foxes aren’t too far behind.

“If I could say one thing to [University President] Nils Hasselmo and the Board of Regents, I’d tell them to start another program,” said one alumnus. “We need new blood to rise up and keep the momentum going.”

New Alumni Review

A UMAA survey prompts recent grads to look back on their University experience

BY TERESA SCALZO

EACH YEAR, almost 9,000 people earn degrees from the colleges on the University's Twin Cities campus. The University of Minnesota Alumni Association (UMAA) staff was curious about those graduates. Are they employed? Where do they live now? What did they like best about the University? And, perhaps most important, what can we do to improve the student experience for future generations?

"Here's my story," wrote Joseph Homrich, who earned a bachelor's degree in computer science, in response to a UMAA survey. "I used to be an engineer and returned to school at age 30. It took me only two years to get another bachelor's degree because I already had one in engineering from the University of Michigan. Compared to other universities, the University of Minnesota is most lacking in a campus community. Many students live off campus and there aren't any clubs, bars, or major social activities to enjoy on campus. This doesn't really apply to me, but [may] to incoming, younger students."

The UMAA surveyed about 2,000 Twin Cities campus students who received graduate or undergraduate degrees from June through December 1994; 97 people responded. Although the sample is small, we learned some interesting things.

 More than 25 percent of the respondents graduated from the College of Liberal Arts, the University's largest college; almost 20 percent graduated from the College of Education, 15 percent from the Institute of Technology, and 15 percent from the Graduate School.

 A big majority—83 percent—received a degree within five years of starting their studies at the University.

 Most people—60 percent—worked to finance their education, and 76 percent worked more than sixteen hours a week.

 Holding true to the nature of our urban commuter campus, almost 70 percent of respondents said they drove to campus each day in an automobile; 18 percent took a bus, 8 percent walked, and 4 percent rode a bike.





“It’s up to the individual student to seek what he or she needs. The U does not prepare a person. I prepare myself with the U’s resources.”

 Almost 65 percent said they rented an apartment off campus while they were in school. None lived in a dorm. Since graduating, 53 percent of these students are living in apartments, 34 percent own a home, and 13 percent live with their parents.

 We asked what activities they participated in at the University. Almost 25 percent volunteered at a community service organization; 23 percent had an internship; 22 percent participated in research programs; 22 percent were active in student organizations; 16 per-

cent were in a departmental or professional group; 13 percent joined an academic honorary society; 9 percent participated in athletics, including intramural sports; 8 percent studied abroad; and 4 percent participated in a mentorship program.

 University graduates are welcome in the workplace. Almost 90 percent of the respondents are employed, 83 percent full time. More than 66 percent have a job in their field of study, 71 percent are satisfied with their current job, and 78 percent say their job has career potential.

“Most dancers I know are waitressing. I am not,” wrote Hjordis Trygg, who earned a B.A. in dance and now is teaching in a local dance company.

 Almost 70 percent of these new grads are earning more than \$20,000 a year; 23 percent earn more than \$40,000 annually.

 Almost 30 percent found their current job through friends or family members. More than a fourth found their jobs through classified ads, and almost 10 percent are working at the University of Minnesota.

 How do employers feel about hiring University graduates? Mary Shulze wrote that her employer is a University of Minnesota alumnus who “feels good” about hiring other alumni.

Claudine Wullur, who has a degree in chemical engineering from the Institute of Technology, wrote: “[My employer] thinks U of M graduates—especially in chemical engineering—have been trained hard enough in the classroom that they are ready for the workplace.”

 Slightly more than half—53 percent—said they felt they were part of the University community while they were in school.

 Almost 60 percent said that if they were to start college over, they would attend the University, and 82 percent said they would recommend the University to a friend.

We asked people how well the University prepared them in several areas

	Extremely well	Very well	Not very well	Not at all
Think analytically and logically	18%	74%	7%	1%
Develop leadership skills	13%	53%	27%	7%
Write/speak clearly	13%	71%	13%	3%
Understand scientific/technical developments	11%	53%	29%	7%
Use computers	7%	34%	39%	20%
Function as a team member	15%	60%	14%	11%
Start my own company	6%	0%	31%	63%
Understand/enjoy literature, art	19%	48%	13%	20%
Learn about different philosophies	39%	31%	23%	7%
Develop international perspective on issues	24%	38%	25%	13%
Volunteer in the community	7%	26%	39%	28%

The graduates also rated the University in these areas

	Excellent	Good	Average	Poor
Teachers	26%	50%	22%	2%
Teaching assistants	9%	36%	41%	14%
Libraries	33%	48%	15%	4%
Study space	17%	33%	34%	16%
Classrooms	8%	28%	45%	19%
Laboratories	8%	38%	46%	8%
Overall academic experience	19%	59%	20%	2%
Overall campus experience	18%	40%	34%	8%
U of M overall	16%	52%	26%	6%



“Alumni should be able to take Extension classes for a nominal fee for no credit. Make it affordable to keep our minds active.”

 Almost 60 percent of the respondents said that it is important to graduate within five years. “[Required] classes can be completed in five years,” said one grad. “More is just procrastinating.”

“It hangs over your head if you don’t, [affecting] your sense of accomplishment and self-worth,” wrote Dawn Fitzgerald, who has a bachelor’s degree in English.

But College of Education grad Barb Ramsdell wrote: “I got more out of my classes when I had time to actually enjoy them. Taking four classes a quarter meant I couldn’t give at least one class the attention I needed to fully enjoy or learn from it.”

 We asked what the University could have done to better prepare the new alumni for life after graduation. Just over half of the respondents—52 percent—wanted more career counseling, 43 percent said they would have liked having a mentor, 33 percent wanted an internship, 30 percent would have appreciated help with interviewing and résumé-writing skills.

Lynn Keillor, who received a bachelor’s degree in journalism, had a different view: “I’m a firm believer that the University provides all of these services. It’s up to the individual student to seek what he or she needs. The U does not prepare a person. I prepare myself with the U’s resources.”

 Respondents also told us how the University of Minnesota Alumni Association could help new graduates. A career network was the most popular choice (57 percent), and continuing education discounts was a close second (56 percent). Career counseling (45 percent) and Internet access (43 percent) also scored high.

“Alumni should be able to take Extension classes for a nominal fee for no credit. Make it affordable to keep our minds active,” suggested a respondent with a bachelor’s degree in English and studio arts who chose to remain anonymous.

 Are they optimistic about their future? An impressive 83 percent said yes. “I feel I can find a job anywhere,” wrote Russ Runck, who has a master of education degree.

In an open-ended question, we asked people to tell us the highlights of their University experience. Here’s a sample:

“Access to resources at the University and individual contact with professors.”

—*Marleah Jex, master of public health, Robbinsdale, Minnesota*

“Conducting directed research with a faculty member.”

—*Anonymous, B.S., College of Biological Sciences*

“Being mentored by a renowned scholar.”

—*Lori Kaplan, Ph.D., family social science, Arlington Heights, Illinois*

“Meeting a cross-section of health care professionals, practitioners, and administrators.”

—*Elsa Brisson, master of public health, Salinas, California*

“Meeting new people and learning to be open-minded.”

—*Anonymous, B.S., College of Education*

“Campus jobs with other students, student organizations.”

—*Anonymous, B.A., theater*

“Marching band, friends, experience, teamwork, leadership skills, sense of belonging to the University community.”

—*Kristin Juergens, B.S., College of Natural Resources*

Finally, we left a blank space for the respondents to write any additional comments. Here’s what some of them wrote:

“They say the U is a large, impersonal place. Once I found my major in political science, I found that the level of services in the classroom and access to staff was as good as or better than in a private school. I always received feedback on my performance that helped me to improve.”

—*Roger Hallman, B.A., political science, St. Paul*

“Computer access is the key to higher learning. Twenty-four-hour [access] to computer labs is not available to everyone at present. Make the computer labs free.”

—*Stan Henderson Jr., B.A., American studies, St. Louis, Missouri*

“My experiences at institutions in other states made me realize the U of M is pretty darn good.”

—*Judy McKee, B.A., studio arts, Topeka, Kansas*

“The U is good for students in very specific, technical fields or for do-it-yourself students who are interested in a lot of things. It is bad, however, for younger students who feel isolated in large classes and cannot [develop] the close teacher/student relationship they need to create an interest in learning. The U is still, in spite of tuition increases, the best deal in town.”

—*Joel Van Valin, master’s degree, scientific and technical communication, St. Paul*

“I found the University very user-friendly with convenient times and locations of extension classes.”

—*Ann Mitchell, master of education, Somers, Wisconsin*

“The quality was there, but I did not take advantage of it early on.”

—*Dawn Fitzgerald, B.A., English, Bloomington, Minnesota*

“I feel optimistic about my future. I’ve completed my first step.”

—*John Tonsager, B.A., Spanish, Elko, Minnesota* ◀

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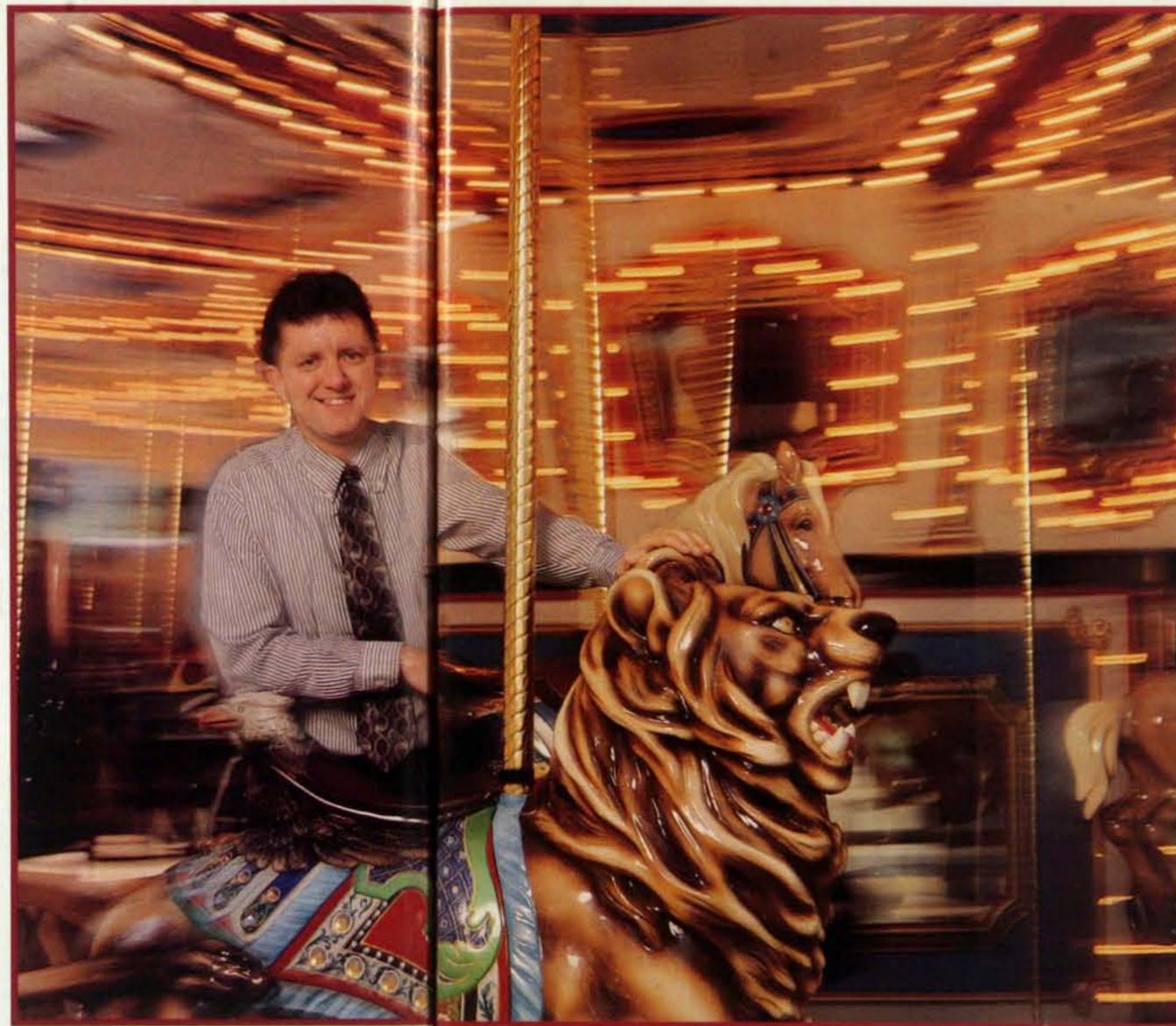
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Minnesota Traveler

Where to go—**ideas**
from **University alumni in the know**

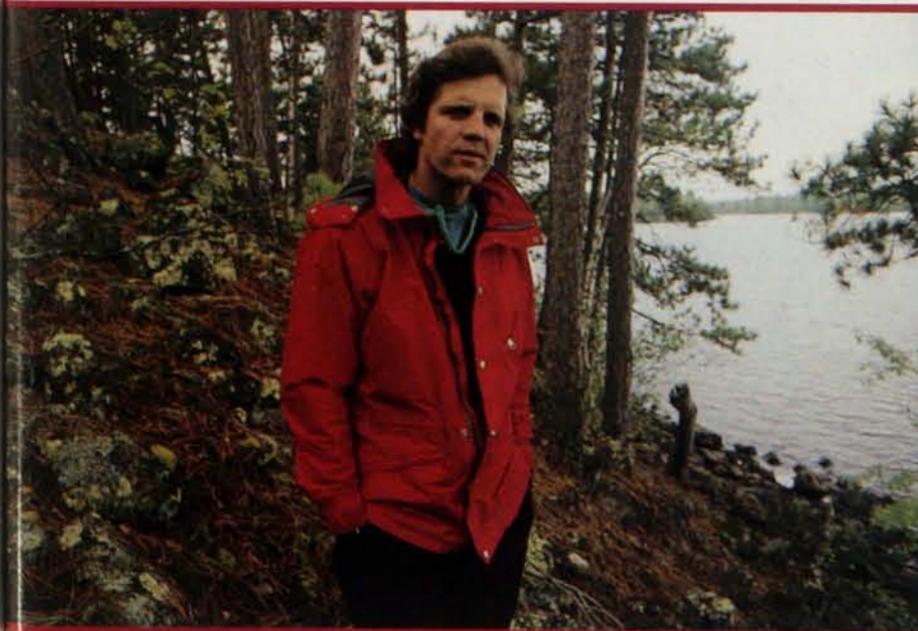
BY VICKI STAVIG

Contrary to what the temperatures might indicate, it's hot in Minnesota year-round. Hot, that is, as a destination for tourists from around the world. From backpacking to body wraps, shopping to dogsledding, animals to amusement rides, Minnesota offers visitors myriad attractions and activities. In 1993, 14.6 million travelers headed to Minnesota, contributing to the state's \$6.3 million tourism industry. ¶ Not surprisingly, **Lake Superior's North Shore** remains one of the most popular spots for people vacationing in Minnesota, says Art Adiarte, an industrial economist with the Minnesota Office of Tourism. Minnesota has 25,000 miles of rivers and streams and an estimated 15,000 lakes, with more shoreline than California and Oregon combined. ¶ **Natural beauty combines with casinos** around the state to offer tourists two very different types of vacation activities. "In 1993, we estimated that about 14 percent of the people who visited the casinos were from out of state," says Adiarte. "They come from adjoining states and from Canada." ¶ **The Twin Cities metropolitan area** also is seeing an increase in tourism. "In terms of contributions to the state's economy, the metro area accounts for more than 50 percent of all tourism," says Adiarte. **The Mall of America** is the nation's third most popular tourist destination, behind only Disney World and Branson, Missouri, according to the American Automobile Association. *Adventure Road* magazine has dubbed it "Minnesota's answer to the Taj Mahal." The mall, which has created 12,000 new jobs since it opened in August 1992, drew more than 60 million visitors from around the world during its first twenty months of operation. ¶ Minnesota's tourism industry currently employs approximately 124,000 people, many of them University alumni. We talked with several of them about their jobs and Minnesota vacation attractions.



▲ Doug Ohman, '84

Paul Shurke, '80 ▶



OHMAN PHOTOGRAPHED BY DAN VOGEL;
SHURKE BY LARRY ROEPKE

DOUG OHMAN, '84

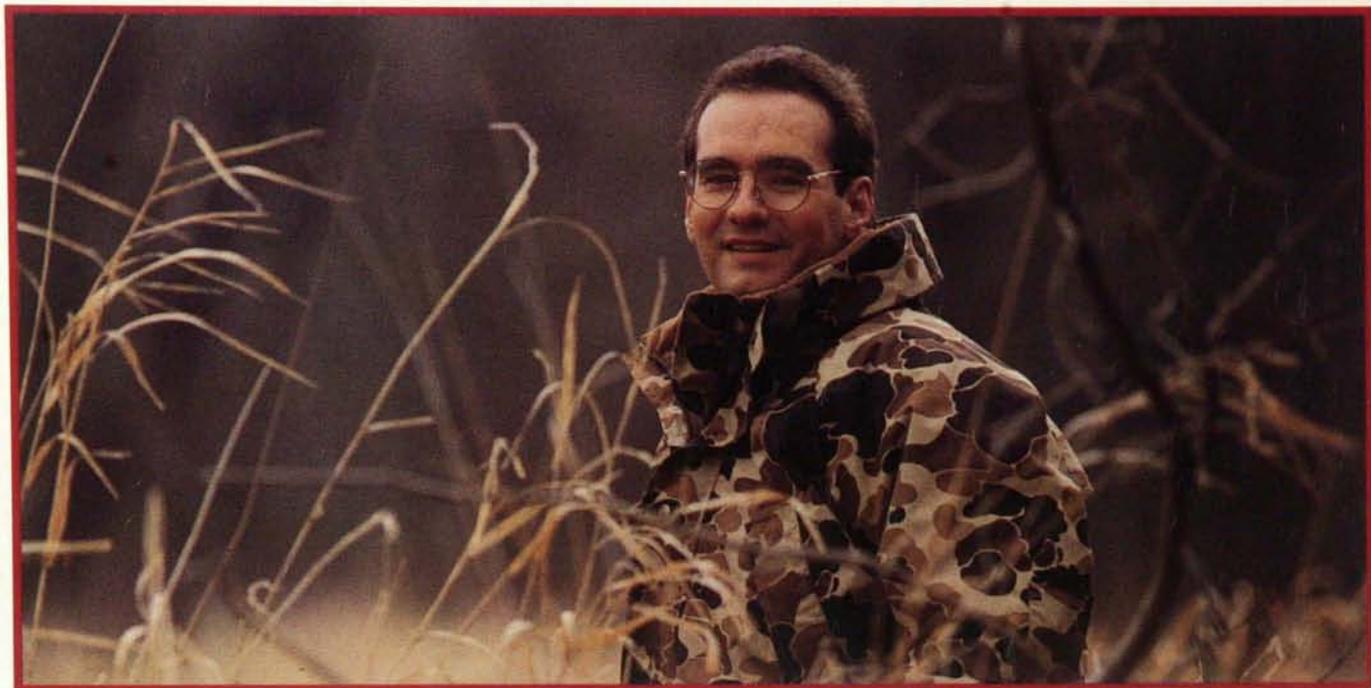
operations supervisor,
Camp Snoopy amusement park,
Mall of America, Bloomington

I've been with Camp Snoopy since June 1992. We opened August 11 that year. I supervise about 150 employees during the camp's peak time, which is summer. That's when the tourists are out. I think our big push is from around the state and tri-state area, where Camp Snoopy is only a day's drive. In the summer, there are 40 to 60 tour buses lined up outside. We get a lot of groups from Japan and other places Northwest Airlines flies. Snoopy is very big in Japan; they like the Peanuts characters. They eat it up, no pun intended. Camp Snoopy is located on seven acres and cost \$70 million to build. We currently have seventeen rides with the addition of a new Ferris wheel this spring. On a busy Saturday we have 7,000 to 10,000 people in the park. It's hard to know for sure, because we don't have an admission gate. Ridership on a busy day can be about 40,000 or more. The three most popular rides are Paul Bunyan's Log Chute, the roller coaster, and the Mystery Mine Ride. Two of the questions most frequently asked by visitors are "Where is Met Stadium's home plate?" and "Where is the stadium seat that [Minnesota Twins slugger] Harmon Killebrew hit the 520-foot home run to?" [Camp Snoopy was built on the former site of Met Stadium.]

PAUL SCHURKE, '80

director of
Wintergreen Lodge, Ely

I started Wintergreen in 1986, just after Will Steger and I led the dogsled expedition to the North Pole. My wife, Suzie, and I bought a 40-acre peninsula outside Ely, where we have the lodge and our home. When we first started, we were the only game in town. Now there are at least two dozen people offering some kind of dogsledding trip up here. Wintergreen is an outdoor program. We get about 500 people from across the United States and other parts of the world, including Germany, Russia, Ecuador, New Zealand, and China. They spend from three nights to two weeks with us and learn orienteering skills, how to dogsled, snowshoe, back country ski, build shelters, and start a fire in the snow and ice. We have a return rate



▲ Chris Niskanen, '88

Julie Lee, '78 ▼



of about 30 percent. There are 6,000 lakes around Ely, and every year we try to pioneer some new routes. Some of our people camp in the Boundary Waters Canoe Area; others [participate] in our lodge-to-lodge tours along the Canadian border. Travel by dogsled is absolutely magical. It makes winter wilderness accessible to a wide range of ages and abilities. It's overwhelming—so unique and empowering. I love it. I get to play in the woods with people who quickly become friends, and I get paid for it. I can't ask for more than that.

CHRIS NISKANEN, '88

outdoor editor,
St. Paul Pioneer Press

I write two columns a week, as well as other outdoor-related stories. It's a wonderful job; I spend a lot of time out in the hinterlands. I probably put 40,000 miles on my car and the company car driving around the state last year. Last winter I went ice fishing with a friend on Lake Superior, the world's largest freshwater lake, for the first time. It was incredible. My friend caught a fourteen-pound lake trout, and I caught lots of eelpout, which is called "poor man's lobster." They're good if you boil them and dip them in butter. I [also] went dogsledding on the Gunflint Trail. This summer, I'm going on a sea kayaking trip on Lake Superior. A lot of people say this is the best job at the *Pioneer Press* because I get paid to go hunting

NISKANEN PHOTOGRAPHED BY LARRY ROEPKE;
LEE BY DAN VOGEL

and fishing. But it's much more difficult than that because I do a lot of interviewing and a lot of research.

JULIE LEE, '78

**director of marketing,
Minnesota Zoo, Apple Valley**

I've been with the Minnesota Zoo for five years and am responsible for public relations, advertising, special events, marketing, and special promotions. I also make a lot of appearances with our animals on local and national television. Our visitors are primarily from within a 150-mile radius of the zoo. In the summer we have visitors from all over the United States and foreign countries. Some are visiting family in the area, and some are coming to [see] the Mall of America. The day the mall opened [in 1992], we had the highest weekday attendance. People used to say the zoo was so far away [from the metro area], but they don't think so anymore. It's only ten minutes south of the Mall of America. The mall has put Minnesota on the map and, by association, the Minnesota Zoo is now on the map, too.

We've had record-breaking attendance for the past four years. Last year we had 1.3 million visitors. We have 500 acres here and about 3,000 animals. We try to get at least one new exhibit a year. During the past two years, we've added Sun bears and a coral reef exhibit. This spring we'll add an exhibit of fishing cats from Southeast Asia. This is a species of cat that actually fishes; it will be a fun animal to watch. We're also getting a pair of Komodo dragons. They are ten-foot lizards from Komodo Island in Indonesia and are allowed out of the country only as a gift of state from the Indonesian president.

NINA SIMONOWICZ, '86

**owner of Simo Productions,
a Grand Marais marketing firm,
and author of
*Nino's North Shore Guide:
Big Lake, Big Woods, Big Fun***

One of the biggest changes in tourism here is that it is becoming more stable throughout the year. People are coming in all seasons. Maybe originally they came to downhill ski, then returned

in the summer to enjoy our beautiful rivers. The tourism focus in this area of the North Shore is the natural beauty. There are eight state parks between Duluth and the Canadian border. People come here to get out of the city, to be by Lake Superior, to be in the woods, to explore the rivers, to go fishing and canoeing. Our main market is the Twin Cities metropolitan area. We basically have two types of visitors: people from outside the region who are going to come one time, and regional visitors who return many, many times over the years. Most resorts have a variety of accommodations, so you can come and stay for one night or seven nights and spend from \$49 to \$400 a night. That gives you an idea of the different types of people who visit here.

WALTER WITTMER, '67

**vice president and general manager,
Valleyfair amusement park,
Shakopee**

I started Valleyfair with a partner. We started work on the park in 1972 and opened it in 1976. It has grown beyond my wildest dreams. We originally built it

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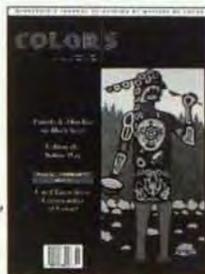
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▲ Alexandra Keats, '87

for the Twin Cities metropolitan area, but we're marketing to North and South Dakota, Montana, Iowa, Wisconsin, and parts of Canada. Eighty-seven percent of our visitors are repeat customers. During the past ten years, we've averaged over 1 million people a year; before that it was roughly 800,000 a year. Our biggest day was about 25,000 people. We had signed [an unknown] gentleman for a concert. His name was Weird Al Yankovich, and by the time he appeared here, he was a national phenomenon. As long as the market conditions dictate, we will continue to grow and expand. The park encompasses 70 acres, but we own 240 acres. We have about 30 rides and attractions. Valleyfair employs 70 to 75 full-time people, and we hire about 1,200 seasonal employees. Part of the fun of this business is seeing people having a good time.

DICK CARLSON, '64

owner of Birdwing Spa,
Litchfield

We started the spa concept in Minnesota ten years ago. We have guests from every state in the country and from seventeen foreign countries, including Saudi Arabia, Japan, Singapore, Indonesia, Canada, Mexico, France, England, Germany, Spain, Honduras, and the Canary Islands. I'd say 60 percent of our business is out-of-state guests, 40 percent in-state. In-state guests come for a day or a weekend, out-of-state

for a week or two. A lady from Alaska came for two and a half months for weight loss; she lost 41 pounds. Sometimes people come for health reasons or they are going through a divorce or changing jobs and need to get away and have some space to think. We have about 300 acres of magnificent countryside. We're right in the flyway, so we get thousands of swans, white pelicans, eagles, hawks, and ducks. In the winter, we'll have 30 to 40 deer in the yard. We have guests who have been [coming] here ever since we started. Two ladies from the Twin Cities have come for a day every month for years. Up until five years ago, our guests were mostly women. Then men started to come with their wives or girlfriends, but our clients are typically working women. People come here for mental relaxation, fitness, or pure pampering.

ALEXANDRA KEATS, '87

senior program director,
Voyageur Outward Bound School,
Minneapolis

Isupervise the program directors at all our sites. We have one site in Minnesota, one in Manitoba, two in Montana, one in New Mexico, and one in Texas. Outward Bound is a school with educational courses for people age fourteen and up that are designed to increase self-esteem, self-reliance, compassion for others, and care for the environment. Our oldest student was 72. During the summer, about 900 students from all over the

country come through our Minnesota site, with another 150 to 200 during the winter. During the summer we go backpacking and canoeing in the Boundary Waters Canoe Area, and backpacking and sea kayaking on Lake Superior. In the winter, we go dogsledding and cross-country skiing. We camp out in summer and winter. A lot of people come from Florida, have never been in winter weather, and do wonderfully. It's incredibly beautiful in the north woods in the winter. Courses are from one week to three months for a college credit course. Our students want to do something that has some substance to it, to learn something. One student said, "I could have gone to [a resort] and gotten a tan and a hangover; here I will learn something and feel good." A lot of enjoyment comes from knowing you accomplished something. One of the most significant changes is that there are many more women coming to the school. In the 1980s it was one or two women out of a group of ten students; now it's three to five or more. Another change is the youth who come. They are dealing with more violence, more drugs, and different pressures, and are given fewer resources to [cope] with them.

ROB AMUNDSON, '85

director of sales and marketing,
Hotel Luxeford Suites,
Minneapolis

I graduated from the University of Minnesota, Morris, with a degree in physical education and ended up in this business. We draw from North and South Dakota, Iowa, western Wisconsin, and parts of Canada. Chicago, New York, and Los Angeles are good corporate feeders for this market. Leisure travelers tend to be more regional. They come to do the Mall of America, Valleyfair, and the Minnesota Zoo. When the mall first opened, people booked out in the suburbs because the mall was the total experience for them. Now they stay downtown and do other things, too. Our typical leisure traveler is someone in the upper 30s or 40s who likes to stay downtown and has an interest in the arts and the theater. They can walk to fine restaurants and nightclubs; everything is convenient. I love the variety of this job. We might have a convention of orthopedic surgeons one week and farm implement dealers the next. It's challenging and exciting.

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Daniel Whitlock, M.D.
Vice President, Medical
Affairs
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Graduate, 1993



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WENDY WILLIAMS, '82

associate marketing director,
Mall of America, Bloomington

Sponsorship and events are the two areas that fall under my jurisdiction, but because this is a small department, I also deal with tourism and public relations. We do close to 300 events a year and have fifteen corporate sponsors, including US West, Pepsi, Ford, and University Health Systems, as well as some short-term sponsors. We also have a 30,000-square-foot event center that is open for events, most of which take place in the mall's 5,000-square-foot rotunda. Last October we had a Gopher basketball practice there. We put in a basketball court and had the team, the cheerleaders, the mascot, and the band. We had thousands of spectators for that. Whenever I travel and people find out where I'm from, they ask, "Have you been to that big mall?" Usually, when people come to the Twin Cities, the Mall of America is one of the places they want to visit. We try to keep our events new and fresh, because we want those people coming back again and again.

J. MARK LUDLOW, '65, '71, '74

owner of Ludlow's Island Lodge
on Lake Vermilion

I am a second-generation owner of the resort. I bought it in 1972, when I was teaching business at the University. In the '50s and '60s, there weren't many options for a family vacation, so most people went north. Now, with air travel so popular and affordable, there are a million vacation options: the whole world. We also are seeing a world where people don't have time to take extended vacations, so they are taking lots of shorter vacations. The old, regular customer has changed and, although Ludlow's might be an anchor spot, they might come every other year and intersperse it with a trip to Disney World or skiing in Colorado. We do have lots of second-generation vacationers. Our oldest returning guest has come here 31 years without missing a beat. We're on an island in Lake Vermilion and have tennis, racquetball, children's activities, fishing, sailing, kayaks, pontoons, and paddle boats. Families today are looking for a time to be involved with their children, doing those kinds of things.

ED NELSON, '76

director of the history education
research division of the Iron Range
Research Center, Chisholm

I'm in charge of the research center, the library, and the archives at the Iron Range Research Center. The center is a place to preserve and interpret the history of the region. People who have roots on the Iron Range come back here to reconnect with the past. Some people who come to northeastern Minnesota for the fishing and the resorts like some background on the region. We also work with the Northern Lights Tourism Alliance to develop heritage tourism. The ambassador from Slovenia came to look for relatives who had settled here years ago. We've also had some Japanese tour groups. During the summer months, 150,000 people from all over the country come through the center, which includes an amphitheater, exhibits, restored buildings, and a small mine pit people can walk into. The polka festival is a big event. We also have ethnic celebrations, popular entertainment, and summer theater.

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EDITED BY MAUREEN SMITH

A PUBLIC REPORT WAS RELEASED IN March on the University's investigation into the **diversion of federal grant funds** within the Department of Surgery when John Najarian was chair. The report says that handwritten, off-ledger "tradesheets" were kept, resulting in "a double set of books for the traded salary and supply expenses"; they were unknown to the University administration "or to almost all of the surgeons whose grants were subjected to trading."

The largest diversion, from the National Institutes of Health POSCH grant, totaled about \$1.8 million. Henry Buchwald was the principal investigator, and much of the money went into his implantable pump project. The findings are "extremely serious because they strike at the integrity of the University's research enterprise," said University President Nils Hasselmo. Fraud was committed by "a very small number of individuals," he said.

Former surgery department administrator **Bernard Ley pleaded guilty in federal court** in March to both conspiracy counts in the indictment against him and promised to continue cooperating with the government. He will testify against others.

One count charges Ley, the late James Coggins, and unnamed others with conspiring to divert federal funds earmarked for other programs. The other count alleges a seven-year conspiracy to embezzle funds from the University and defraud other organizations by double billing for business and travel expenses.

Najarian resigned from the University in February, putting an end to the tenure termination process. His resignation came just as the findings of two internal investigations were to have been delivered to faculty in the surgery department.

McKinley Boston, men's athletic director on the Twin Cities campus for the past five years, has been named vice president for student development. His decision to stay at Minnesota came a day after he returned from Tallahassee, where he was the leading candidate for athletic director at Florida State University.

The vice presidency has been redesigned to focus on student development and the creation of a more user-

friendly campus for students, and will include overseeing the men's and women's athletics departments. President Hasselmo said he considered Boston's accomplishments and "quiet charisma" and decided to offer him the job. Boston told the Faculty Consultative Committee in March that his emphasis as athletic director was on academic success, character building, graduation, and life beyond graduation and that he looks forward to extending that commitment to the student body.

C. Eugene Allen, vice president for agriculture, forestry, and home economics, has been named provost of professional studies, effective immediately. He has responsibility for the Agricultural Experiment Station, College of Agriculture, College of Architecture and Landscape Architecture, Carlson School of Management, College of Education, Humphrey Institute of Public Affairs, College of Human Ecology, Law School, Minnesota Extension Service, and College of Natural Resources.

At least for now, President Hasselmo told the regents, Allen will have primary responsibility for outreach. For financial reasons, a proposed outreach vice presidency is on hold. Allen told the regents that his blood type is "LGU for land-grant university."

The top 30 universities, not the Big Ten, should be the **comparison group for faculty salaries**, Professor Carl Adams said in a report to the regents in March. Four Big Ten schools are not on the top 30 list. If the University aspires to be in "the surviving 20" research universities, it must be careful what comparison group it selects.

John Costalupes, a disgruntled former University researcher, shot and wounded his former boss, Mario Ruggero, now at Northwestern University, in March, then returned to Minnesota and killed himself on campus the next day. He was recognized when he appeared in the Medical School asking to see the dean. Jo Ann Benson, a University Police detective, was at the dean's office when Costalupes arrived. After Benson chased him, Costalupes put a handgun to his head and fired. No one else was injured. Ruggero is recovering.

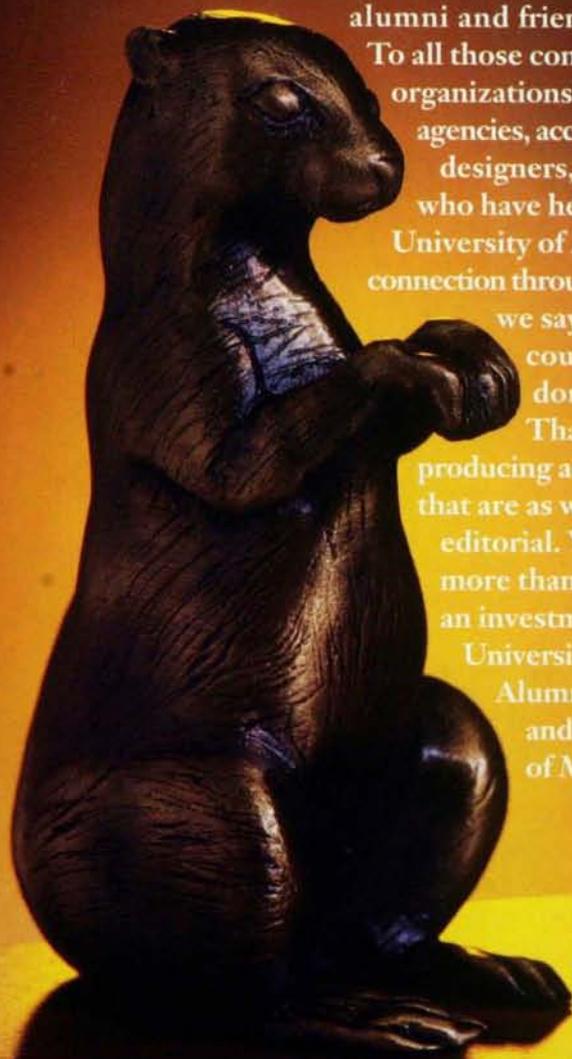


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In the Cards

How the calendar and religion influenced the origin of playing cards

BY WILLEM J. LUYTEN

ACCORDING TO LEGEND (and early editions of the *Encyclopædia Britannica*), Jacques Gringonneur, court jester to the mad King Charles VIII of France, invented the game of cards one night when the king told him to come up with something amusing—or else.

Two things lead me to believe this isn't true. If you were the court jester to a manic-depressive king in the Middle Ages, would you invent a game in which the central number was thirteen—the unlucky number? I think the results would have been “or else.” Likewise, if you had to please a mad king who was not a southpaw, would you depict him with the sword in his left hand? Not on your life. Yet three of the four kings on face cards are represented in this manner.

Samuel Zovello, a renowned magician and international student of the history of playing cards, discovered that Gringonneur had a significant influence on the design of the cards, but the cards themselves originated thousands of years earlier in Egypt. Writing in the *Journal of Calendar Reform* in 1935 and in a monograph published the same year, Zovello makes the case that playing cards are based on the ancient Egyptian calendar, which was under the strict control of religious leaders of the day. The cards were introduced into France centuries later when Gringonneur developed and revised them into their present form.

This is a story I adapted from the writings by Zovello. I used it for several decades in my elementary astronomy classes at the University of Minnesota when I discussed the calendar—always with great success. I am grateful to my former students Carl S. Benson, professor emeritus at the University of Alaska, and Robert F. Benson, a space scientist at the NASA Goddard Space Flight Center, and to my friend Robert Quast, who all encouraged me to publish this lecture and provided valuable suggestions.

THE NILE IN EGYPT overflows its banks as regularly as clockwork once a year—high water in Cairo always is reached within the same week each year. In the old days (4000 B.C.) the priests were the only ones who had access to astronomical knowledge, and only they could predict when the floods would come. With this knowledge, they wielded great power, coming to control the scheduling of the festival days and the coronation of the pharaohs and branching out to make predictions of personal fortune, first for the pharaoh, then for the nobles, then for anyone



who could pay. Information was engraved on huge stone slabs kept in the temple. All went well until some fool invented papyrus (paper), and some renegade priest copied all the data, rolled up the piece of paper in his wide sleeve, and walked out of the temple. The next day he was selling predictions at a discount price downriver.

This cut into the revenues of the temple, so the priests did the only thing possible—the same as any three characters with a map of buried treasure and not trusting each other would do—they cut their map into sections that could be reassembled when necessary. The priests cut the information into 52 pieces, or cards, one for each week. These weeks were then organized into thirteen groups because the ancient Egyptians knew that the year could be divided into thirteen lunar months of 28 days each. Four symbols were chosen because these 28-day months were divided into four seven-day weeks, each week represented by a special symbol—that is, one symbol for the first week of each month, another for the second week, and so on. (The thirteen-lunar-month calendar was later rejected by the Egyptians in favor of the more scientific and easily divided twelve-month calendar, but that is, as they say, another story.)

The priests also knew that the length of their thirteen-lunar-month year adds up to only 364 days (13 x 4 x 7) but that the actual length of the year is 365+ days. Thus, they added a card—the Joker—to represent the extra day and one more (the second Joker we used to get before playing card companies got stingy), which represents the leap-year day. There is more: If you count the ace as 1, 2 through 10 at face value, the jack as 11, the queen as 12, and the king as 13, then all the cards add up to 364, which when the Joker is added equals 365—the number of days in a year.

The Egyptians made a sharp distinction between day and night. The color for day was red (the color of the setting sun); the color for night was black. So we have two red suits to represent day and two black suits to represent night. All face cards and the even-numbered cards are symmetrical; one-half for the day, one-half for the night.

The four symbols, or suits, represent the four elements of antiquity: earth, water, air, and fire.

Water: In the ancient religions, all of which evolved in the desert, holy water was kept in the temple in a chalice that looked somewhat like a gravy boat. The French word for this object is

chorur, which through mispronunciation became *coeur*, the French word for *heart*—both having nearly the same shape. The symbol for water became the heart.

Air: How would the ancient Egyptians symbolize air? They chose the spear point, “which cleaves the air.” Later, this symbol evolved into the more refined form and shape of the diamond.

Earth: The priests were in the prediction business. They were firmly convinced that the stars and planets held the key to our future and fortunes—if we could only read them. The symbol for the earth became the stars, represented by the pentacle, that age-old emblem (the U.S. Army still uses it on its generals). The star symbol for earth became the club when Jacques Gringonneur cleverly converted the five-pointed star into the fleur-de-lis, the emblem of the French royal house, with a deeply cut stem. On nineteenth-century cards, the club often still has the cut stem in order to maintain the original five points.

Fire: Early humans relied on lightning to make the first fires. All religions preserved fire by keeping a holy fire burning in the temple. With the discovery of flint, the once-crucial holy fire became merely symbolic. The symbol for fire derives from the fuel shortage in Egypt. With no coal, oil, or trees, the only fuel available for building fires was dried camel dung. The royal priests were compelled to use this fuel as well, and a small silver shovel was crafted to keep the holy fire smoldering in the sacred temple. Hence, on the old Egyptian cartouches the shovel often is the emblem of fire. Eventually, the silver shovel, blackened by constant use, evolved into a more rounded version of a tool for digging, the spade.

All of the ace cards represent the energy of the Holy One or the Divine Being. This means that the ace must signify the Monad or Number One and the beginning of the deck. The ace is also marked with the letter A for *alpha*, the first principle from which all living things are born. Thus, it is logical that the ace is seen as the most important card and as the card that can make or break the player's hand.

The face cards also trace their lineage to Egypt.

Egypt is one of the only countries in the world that has a natural cycle of three seasons. Once the lunar calendar was separated into cards, the three seasons were assigned royal guardians in order to preserve and protect the agricultural economy with good fortune. The long, dry summer season was presided over by Osiris, the sun god. The growing season was kept under the watchful eye of Isis, goddess of fecundity and birth, and wife of Osiris. The short season of floods and inundation was ruled by Horus, son of Osiris and Isis.

The kings in the deck of cards, of course, represent Osiris. The King of Diamonds holds his hands up, as in prayer. This design undoubtedly reflects the Christian influence. The other three kings, however, hold an orb in their right hands and a sword in their left hands. Osiris, you see, was not only the chief god, he



was also the lord chief justice, and the emblem of justice was the sword in the left hand—just in case. All the kings also wear wigs, the attribute of a judge, which British justices still wear. That the rest of the apparel worn by the face cards is medieval court dress is another indication of Jacques Gringonneur's savvy: He had all the court nobles on his side right away.

LOOK AT THE QUEENS! All four queens were adorned with a lotus flower, an accoutrement of the goddess Isis. In Egypt the lotus was connected to purity and virginity, but the French Christians replaced the lotus with the red rose, which symbolizes the blood of Christ. It was adapted later to a simplified flower.

The four jacks represent Osiris and Isis's son, Horus. One of Horus's jobs was to keep track of time (the words *hora* in Spanish and *hour* in English reflect this still), so the Jack of Spades carries a stylized hourglass. But Horus's principal job was to see how high the Nile would get—on this depended whether there



would be food or famine. The job was so important that Horus needed two eyes for it. Thus the Jacks of Diamonds and Clubs have two eyes. Still today, one can see at the edge of the Nile a Nilometer, a simple graduated stick that tells how high the river is. These two jacks have always had Nilometers—one on each side—but lately the jacks have been resembling beatniks and hippies and they no longer watch the Nile. Since Horus was only a child, he was promised that as soon as the first lotus leaf pushed its way up through the waters of the Nile, he could run to his mother and she would take over his watch. The Jack of Hearts has a lotus leaf.

In 640 A.D. the Islamic armies of the Moslem Empire swarmed across Egypt, conquering the Egyptian dynastic state that had ruled for 30 centuries. The old religious orders were destroyed, and their priests were driven from the temples, causing mass migration to other parts of the Middle East, Russia, and Europe. These priests became nomadic gypsies and the primary inheritors of the treasured playing card decks. Historically, the gypsies became known for their mystical powers and their special gift in using the cards to tell fortunes.

Today, from the glittering world of gambling casinos in Reno, Las Vegas, and Monte Carlo to Saturday-night get-togethers where friends gather to play endless hands of bridge, poker, and gin rummy, playing cards still work their magic.

Regents' Professor Emeritus Willem Luyten died in November 1994, shortly after submitting this story.

That Was Then, This Is Now

University professor Toni McNaron speaks out about coming out

IN 1964, WHEN I BEGAN WORK at the University of Minnesota, there were no publicly defined lesbian or gay faculty members. Perhaps on a few campuses in California or New York City such academics could declare their sexual orientation, but in an overwhelming majority of cases, we were silent, reluctant to risk credibility and jobs by announcing our gayness or lesbianism. This self-monitoring, based on homophobic displays such as those exhibited by Senator Joseph McCarthy's House Un-American Activities Committee and routine police raids of gay bars, allowed universities and colleges to keep their heads in the sand. Administrators

could avoid even thinking about the needs or concerns of lesbian and gay faculty since none of us ever publicly voiced any needs or concerns.

When I arrived at the University, there were two unmarried women and one unmarried man in the English department. While one of the women seemed asexual, the other lived with another woman in a secluded river house an hour and a half from the University. The man was elegant in all regards, had three or four close friends in other departments who, like him, were "single" and traveled to England or Europe once a year for a more relaxed and open life.

Efforts to make friends with the tenured woman living on the river were singularly daunting. Since neither of us was capable of publicly acknowledging our lesbianism, our social moves were opaque at best. Rather than reaching out to me, she seemed threatened by my presence. Much later I would come to understand that this woman worried that I might somehow encroach on the ground she had won for herself. She was accepted by the departmental patriarchs because she cast herself as "one of the boys," drinking more old-fashioned than they during extended lunch hours at downtown hotels, cursing at least as vividly, and winning often at

weekly poker marathons.

Though I felt genuine kindness and understanding coming my way from the elegant man, his carefully imposed silence about his own life, together with our combined terror of being "found out" by colleagues, left us with powerful lacunae conversationally and emotionally. Aside from these tortuous encounters, I was convinced for years that there were no other lesbians or gay men at the University of Minnesota. None of us could "find" one another because we were in hiding, making heroic attempts to pass for heterosexual, usually being thought of as pathetically neuter.

In my early years, socializing within my mostly male department was confusing enough. If I stayed with my colleagues, their conversation became so stiff as to make all of us distinctly uncomfortable. For many of them, making small talk with a female colleague seemed too large a challenge. If I retired to the kitchen to talk with my colleagues' wives, conversation again ground to a halt. Those women's lives in the mid-sixties often revolved around children or their homes—subjects that certainly interested me. But in front of me such topics seemed to become boring in their speakers' eyes, so we were left with little to talk about except what we had just eaten or were about to eat.

Because my partner and I were entirely closeted, I never took her to these social events. Because I denied my private life, I prevented anyone from asking about me as a human being. I remember with a wince any number of painful conversations between me and an older colleague or his wife. They usually went something like this:

"Well, Toni, and how are you finding Minneapolis/your students/the winter/our art galleries/the symphony/your neighborhood?"

"Oh, just fine, thank you," gulping my drink or sandwich in a frantic attempt to buy some time while I thought about what I could say next to the person trying so hard to set me at ease.

"Are you making friends, meeting people, or are you lonely for someone special back in Madison?" The tone behind the last phrase was always hopeful, encouraging, reminiscent of my mother's queries each holiday visit during college as she became increasingly uneasy with my failure to present some nice young man for her to meet.

Utter panic. My "someone special" was at home studying the MMPI or



Toni McNaron

Rorschach blots or theories of personality development. So how was I to answer so innocuous a question? "No, I'm not meeting people. It takes all my spare time to manage my secret life, thank you."

During my first decade at Minnesota, my closet deepened, as did my dependence on alcohol. I believe it is the rare person who can sustain a central secret about themselves without resorting to some numbing agent. But rather than enumerate the waste from that period, I want to leap into the present.

Thirty years after my arrival on campus, I am in the midst of a sabbatical devoted to writing an ethnographic and narrative study of lesbian and gay faculty from across the United States who have been in the academy for at least fifteen years—a project for which

I have been awarded a salary augmentation, enabling me to complete it within a year. Professionally, I am asked to contribute to many lesbian scholarly publications; I teach lesbian literature or culture when I'm not offering Shakespeare, Milton, or Woolf courses; and I serve on editorial boards for several feminist and lesbian journals and presses.

How did I get from there to here? The three most important factors in my metamorphosis are the flowering of women's studies in academe, sobering up, and coming out at work. Within women's studies, I finally found an intellectual and emotional "home," a place that valued strong women with new ideas and questions. I remain committed to feminist academic pursuits because I admire, love, and enjoy work-

ing with and for women.

My personal health and productivity depend as well, however, on factors outside myself. For instance, in 1973 the American Psychological Association removed homosexuality from its catalog of diseases, reducing it to a potential neurosis rather than an inevitable psychosis. Since 1980, student activists have been asking for greater inclusion of lesbian and gay material in relevant courses, for space and support services for gay/lesbian/bisexual concerns, and for coherent clusters of courses if not full-fledged programs focusing on gay and lesbian studies. Scholars inside and outside the academy are generating, with dizzying speed, new knowledge based on gay and lesbian research. The concomitant presentation of such research at conferences held by virtually every professional academic discipline fosters a growing context within which younger faculty members may feel freer to teach courses and conduct scholarship focusing on lesbian and gay issues. The legal recognition of sexual orientation as a potential target for bias and harassment, together with the recent upsurge in hate speech on campuses nationwide, are forcing many top-level administrators to come to grips with the virulence with which homophobic attitudes can be held and expressed even in such supposedly accepting environments as their own.

These factors converge to the consternation of those who object to a more tolerant attitude toward lesbians and gays. But the changes they prompt are consistent with academic rhetoric that promises an open exchange of ideas as one of the centerpieces of scholarly discourse.

For some time now, theorists have argued that invisibility is one of the mainstays in preserving prejudice and injustice. I can keep my prejudices intact as long as I think I don't know anyone who fits some category I find offensive. If I learn that someone with whom I work, someone more or less like me, is a member of this offensive group, I have several options. I can automatically and unthinkingly reject a person I admired, liked, and associated with easily only moments before. Or I can extend my definition of

acceptability to include this representative of the offending group as an "exception." Or I can begin to question culturally received constructs that depend upon groups of people being marginalized, stigmatized, and discriminated against.

Recently I was asked to participate in a panel at a training session for University of Minnesota staff. In the question period, I was asked what heterosexual co-workers can do to make my working environment friendlier. Here are my responses:

■ Ask me about what my partner and I did over the weekend, for a major holiday,

on our vacation.

■ Once I've told you my partner's name, file it away the same way you do the names of co-workers' spouses so you are able to refer to her specifically rather than having continually to resort to some distancing and mildly insulting generic: "And how is your partner?"

■ Think of me, my partner, and our cherished animals as a family that enjoys the same activities and feels the same stresses as your own, compounded by our not being legally defined as a family.

■ Speak out when you hear antilebian

or antigay jokes. Let the teller know that you do not find them funny, that you have friends, relatives, and co-workers who are gay or lesbian so you don't like to hear unfair and denigrating remarks about them.

■ If you're an affectionate person, extend your usual physical and verbal contacts to me when the occasion warrants.

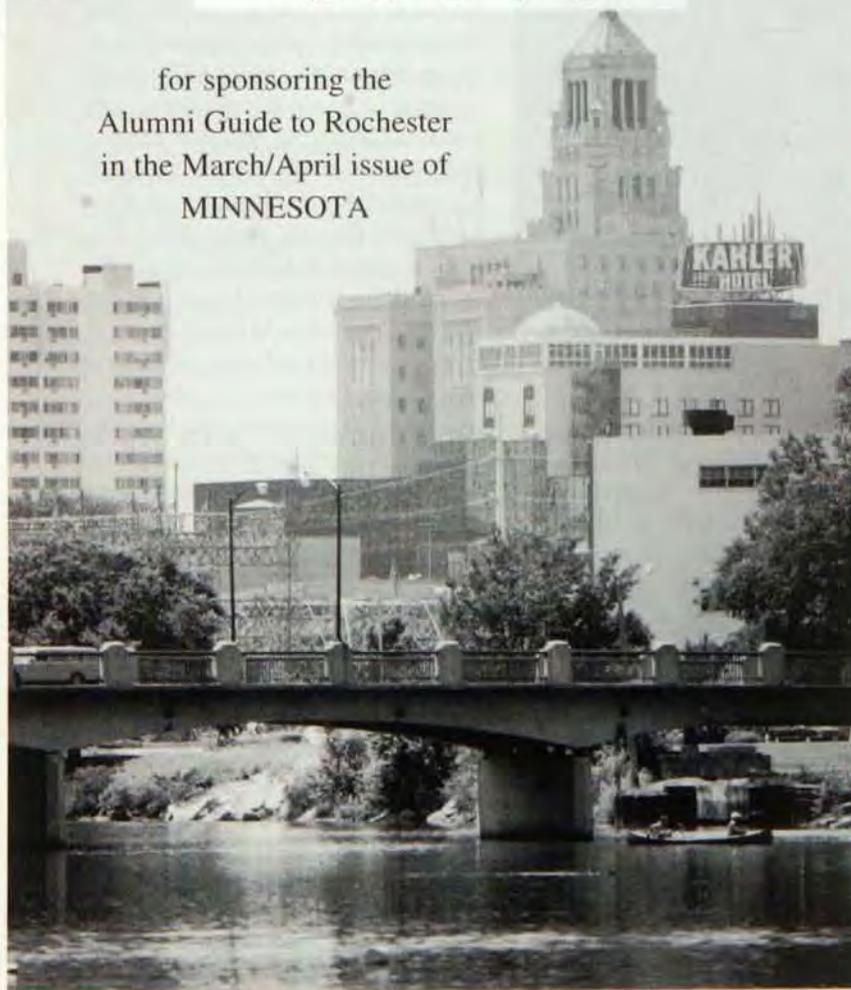
When I consider the latest generation of lesbian and gay faculty, teaching, publishing, writing dissertations, and organizing conference sessions, I feel a rush of excitement. But I also feel a little like Thomas Gray, the late-eighteenth-century English poet who wrote about his feelings as he stood on a rise overlooking students at his old school, Eton. From his vantage point, their flamboyant play was shadowed by knowledge gained from bitter experience. I want to warn my colleagues that our gains are dangerously fragile, that history can repeat itself unless we all work very hard to prevent it.

For their part, these wonderfully assertive individuals sometimes look at old-timers like me with a mixture of indulgent sufferance and sentimental trivializing, sure within themselves that the world has indeed changed permanently. If they could read some of the 300 questionnaires I have collected for my sabbatical project, they would understand graphically that progress in gay and lesbian studies has come in distinct pockets and that the extraordinary window of opportunity within research and publication that I currently celebrate could be closed by the same people who have opened it.

I begin my fourth decade at the University full of hope and gratitude to all who labor to remember that I and my lesbian and gay colleagues do indeed exist. We teach hard and well, we conduct lively and important research, we serve on the panoply of committees that help make the University function. We are eager to be included in all academic networks, including the alumni association. And, most important, we want to do all these things as visible lesbians and gays who are valued not in spite of our sexual identities but in part at least because of them. This is my wish for the future here at Minnesota. With the active support of heterosexual allies, it will materialize. Without that support, too many of us will feel it necessary to remain in closets that shut out the light of human companionship and shrink the spirits confined within them. ◀

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Fair Weather

Successful Gopher golfers break the northern-weather rule

BY BRIAN OSBERG

CAN GOLFERS EXCEL in a northern state with only six months of golf weather? The University of Minnesota golf team is closer than ever to answering yes. After a fast start—they won all four tournaments they entered last fall—the Gophers have been rated as high as eighth in the country.

In spite of the weather, the University has a strong golf tradition dating back to 1929. Over the years, the Gophers have produced twelve all-Americans, most recently Joe Gullion, a 1993 standout. Led by senior captain Jon Kelly, senior Mark Hanson, and junior Aaron Barber, the golf program, under the direction of coach John Means, has improved steadily over the past few years. After a twenty-year absence, the team has made two straight NCAA appearances. "We are very happy with the progress the program has made," says Means. "But we are in no way satisfied with it. We have the talent to win the Big Ten title and finish in the top three in our district. We just have to go out and get the job done."

Two Gopher golf alumni and former all-Americans who make the northern-weather rule look like a bad forecast are John Harris (1974), 1993 national amateur golf champion, and Tom Lehman (1981), who placed second in the Master's in 1994 and is one of the top money earners on the pro circuit today. The two recently were presented distinguished service awards from the Department of Men's Intercollegiate Athletics.

Harris is a native of Roseau, Minnesota, where the golf season is even shorter than it is in the Twin Cities. "It was a four-month season," says Harris. "It really didn't get going until May 1, and we played through August. The city let all the kids play for free whether their parents



IN THE SWING: Former Gopher all-Americans John Harris, left, and Tom Lehman are 1993 national amateur golf champion and second-place finisher at the 1994 Master's, respectively.

were members of the club or not. On Saturday morning, it was first come, first served. Actually, golf was more popular than baseball, so we had an opportunity to play, compete, and practice."

But it was hockey, not golf, that drew Harris to the University. He was a four-year hockey letter winner and a member of the 1974 national championship team. "I was busy the entire school year," says Harris. "I went to a practice of one sort or another every day for the four years that I was here. I had my first hockey practice before school started in September and played in the NCAA golf tournament after my school year ended as a senior."

A two-time all-American and all-Big Ten golf selection in 1973 and 1974, Harris won the individual Big Ten golf title in 1974 and qualified for the NCAA tournament three times—a Gopher record. He led the Gophers to a Big Ten title in 1972, the last time Minnesota won

the conference championship.

Harris has fond memories of those years, and especially of legendary coach Les Bolstad. Bolstad, himself a two-time all-Big Ten selection in the 1920s, coached at the U from 1947 to 1976. "He was one of the finest gentlemen I've ever known in the game of golf," says Harris. "The thing I remember most is his undying dedication to helping me and every one of his players become a better player. He was the consummate teacher, whether you were a beginner in one of his phy-ed classes or a member of his team. I think he wanted me to be a better player more than I wanted to improve my game."

Harris hasn't followed a conventional course to success as a golfer. He played a year of professional hockey for the New England Whalers in the World Hockey Association before playing pro golf.

"I made it through the qualifying school of the PGA [Professional Golf

Association] tour in 1976," says Harris. "I didn't have any success and became a little bit intimidated by the atmosphere before I gained enough experience to really be comfortable out there. I played some mini tours and some international golf, also quite unsuccessfully, at least [according] to [my] standards. By 1979 I had decided if I couldn't do it at a high level, I didn't want to do it at all. I got into business with a fellow golf team member and have been in the insurance business in Minneapolis for the past sixteen years."

The crowning achievement of Harris's golf career—the U.S. amateur championship—came in 1993 when he was 41 and one of the oldest golfers to win the title. "Winning the U.S. amateur championship was a great, great thrill for me," says Harris, who was a member of the prestigious U.S. Walker Cup team, which defeated the European team the same year. "It's something that I've been aspiring to, and yet not many people in the game of golf are able to realize their dreams."

Today, Harris has a four-year exemption for the U.S. amateur championship

tournament and is looking forward to competing for years to come. He has thought about joining the senior tour. "I still have eight years until that will be a possibility," he says. "But I look at it as an option. I would have to be in good health, have a good game, and have the financial independence to give it a try. Those players are very, very good."

For Harris, golf is a family affair. "My father was instrumental in getting [my friends and me] started, giving us a bit of instruction, getting us entered into tournaments, and letting us compete," says Harris, whose sixteen-year-old son, Chris, has been traveling with him as his caddy for the past couple of years. "Chris and I really have fun. He's not only a great caddy, he's a real nice young person and we enjoy the time together." Katie, Harris's fifteen-year-old daughter, "is a good basketball player and a good student, and not really enthusiastic about golf," he says. "She does have some ability. I'm just kind of waiting patiently for the bug to bite her." He adds that his wife, Jennifer, is "not really a golfer, but she knows a lot about the game and is very supportive."

Alumnus Tom Lehman, after ten years as a struggling pro, is at the top of his profession. In 1994, his best year to date, he finished second at the Master's and won the Memorial Tournament in Muirfield Village, Ohio, earning a total of more than \$1 million.

"Contrary to what many people say, you don't have to go to college in the south to be successful in golf," says Lehman. "You have to go somewhere where you will get the opportunity to compete all the time against all the opponents. The University of Minnesota program provided a good opportunity for me, and it continues to do so today for many aspiring young golfers."

Lehman almost didn't make it to the University of Minnesota. A native of Alexandria, Minnesota, he was prepared to enroll at St. John's University in Collegeville, Minnesota, when he played in the Resorters Tournament with Gopher golf coach Rick Ehrmantraut, who asked him if he wanted to play for the U. "That was it," says Lehman, who went on to become a three-time all-American and was named to the all-Big Ten team in 1979, 1980, and 1981.

The decision paid off in "a great education and great memories," says Lehman. A Gopher sports fan, he recalls fondly the 1977 Gopher win over Michigan in football, the Big Ten championship basketball team led by Kevin McHale and Osborne Lockhart, and other memorable games and players.

Over the years, Lehman has discovered that to succeed you need a set of values, the will to win, drive, and determination. He learned that, he says, from his father and his family, and from his "closest friend," Tom Barron, head of the Williams scholarship fund, who died of cancer in 1994.

"My senior year, on a rainy day in September, I was out practicing on the driving range," says Lehman. "Tom was driving by, and he saw me. He stopped and came out with an umbrella and held it for me for two hours. He told me I could do it. I really miss him."

The University of Minnesota will host its first annual golf tournament in September at the Dellwood Country Club. For information, call the men's golf office at 612-625-5863.

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Letters

A Lesson from the Greeks

I suggest that we put up statuary on the Northrop Mall to honor some of the great teachers, students, regents, and administrators of our alma mater. At the high point of their civilization, the Greeks had one of every three workers making statues or caring for them. We have many world-famous sculptors living right here in Minnesota. Let's get started! Let's begin by considering the teachers listed in "Minnesota's Teachers Hall of Fame" [September/October 1994].

*Harold Dorland, '60
West St. Paul*

Giving Credit Where It's Due

In "United by Design" [*Minnesota*, January/February 1995], an article reviewing our work at the University's Design Center for American Urban Landscape, author Karin Winegar states that [William Morrish and Catherine Brown] "have dared to suggest that a Phalen Park shopping center revert into a wetland." The paragraph that contains this statement summarizes a broad discussion about community building, neighborhood revitalization, and ecology. Unfortunately, the statement is ambiguous and may suggest to some that it was our idea to convert Phalen Park Shopping Center to a wetland park. I would like to clarify Winegar's statement. During my interview, I used the Phalen Park project as an example of an excellent collaborative environmental reclamation project, one of many now under way in the Twin Cities and nationally. The Design Center [did not conceive] the Phalen wetland restoration park project. The article should have credited the hard work of these collaborators:

■ Professor Joan Nassauer and research assistants Ross Martin, Colston Burrell, and Vera Westrum, Department of Landscape

Architecture, University of Minnesota;

■ Sherri Buss, John Pauley, Larry Gates, and several staff [who served] as technical advisers, State Department of Natural Resources;

■ Clifton J. Aichinger and staff, Ramsey-Washington Metro Watershed District;

■ Allen Torstenson and staff, City of St. Paul; and

■ Paul Gilliland and Karen Swenson, Phalen Small Area Plan Task Force.

Additional research on the idea of transforming Phalen Village into a pedestrian-oriented community was conducted by Harrison Fraker, professor and dean, College of Architecture and Landscape Architecture, University of Minnesota; Dan Marckel, Mark Tambornino, and Joe Lambert, research assistants, University of Minnesota Department of Architecture; and Allen Torstenson, Paul Gilliland, and Karen Swenson.

*William R. Morrish
Dayton Hudson Professor in Urban Design
University of Minnesota*

Support for Voelz

Thanks for providing coverage of so many different areas that make up our University. The articles covering the various sport programs have been especially informative. I have been disappointed to see how other Twin Cities media have misrepresented [women's athletic director] Chris Voelz's outstanding leadership. I don't understand how the [department's] strongest leader ever can get crucified daily [by the media]. The University is fortunate to have Voelz, who is a great leader and role model for student athletes and staff. I have worked in the women's athletic department for 22 years and have never been more aware of what a strong leader can do for a program and a com-

munity than I have in the six years since Voelz came to the University. Her accomplishments include the following:

■ Voelz knows each of the student athletes by name, sport, and hometown; meets with all of the teams for orientation; and attends competitions of all ten sports.

■ Voelz started, attends meetings of, and encourages student leadership of our Team Council, which meets once a month with representatives from all ten teams.

■ Voelz has reached out to the community through Hometown Days and Inner Circle breakfasts and dinners, which give athletes, coaches, and alumni a chance to meet once a month.

■ Voelz has brought several national sport events to campus, allowing University students to see the best athletes in the nation and providing role models for all ages.

■ Voelz has encouraged strong support for the academic side of our program, and has continued to treat all ten sports in a fair manner.

■ Voelz has provided professional advancement for her staff as no other athletic director has done at this university.

I have enjoyed my experiences as a student and an employee at the University and I am proud that our department is a leader in the nation. The University community needs to put an end to bashing Chris Voelz and create an environment for great leaders to grow.

*Jean Freeman, '73
University women's swimming coach*

Correction

Due to an editorial error, James A. Hamilton, former professor and director of the program in hospital administration in the School of Public Health, was misidentified in "The Call to St. Marys" ("Hats Off to Rochester," *Minnesota*, March/April 1995). We regret the error.

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REPORT



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

A Grassroots Effort

Students, seniors, and scoundrels. That's the unofficial budget theme for this legislative session in Minnesota. Translated, it stands for education, retirees, and prisons: three very powerful issues driven by highly organized constituent groups or by political promises to lock up all the bad guys.

There is a long queue at the education funding trough, and the University of Minnesota is not near the head of the line. This is a reality I faced after a number of personal meetings with key legislators. I noted that the Capitol Office Building's hallways and elevators were always jam-packed with K-12, community college, technical college, and state university lobbyists and constituents. These are grassroots folks dealing with grassroots issues—a force that those of us who come to the Capitol to discuss “the flagship” fail to equal.

There is no mystery to politics, parochialism, or pork. Our system of representative government works—especially for those who are prepared to work. You and I need to work harder if we wish to see our University successfully sustain its mission. Consider this fact: Minnesotans support 64 public higher education campuses. This is a per-capita phenomenon that may be unprecedented in the United States. I'm told, for example, that California—a state with a population four times ours—has 139!

Add it up. In Minnesota there are working local constituents and alumni from 60 other campuses, plus those from all of the K-12 school districts throughout the state, shouting for attention and support—all vying for the same limited capital pool. We have created a hungry higher education monster in Minnesota. There are clearly more demands for public resources than there are resources, and the Univer-

sity is simply outnumbered.

The University has sent strong messages to this legislature about its broad-based self-help efforts: reallocating resources (budget and department cuts), closing a campus (Waseca), eliminating majors, terminating 1,000 employees, deferring maintenance, increasing tuition fees, freezing salaries, and designing a future for the institution that will keep Minnesota competitive. Regardless of all these important considerations, the University does not come to the table with a hometown persona and the compelling pleas that accompany fired-up “local” interests.

Your alumni association has also been working hard at the Capitol: Members of our Alumni Legislative Network, which has grown to more than 2,000 alumni and friends since fall, have been making calls or visits to their legislators on the University's behalf. We helped send 3,000 postcards to the governor in support of the University's legislative requests. More than 150 alumni came to campus for a legislative briefing, and 20 national board members hosted their legislators at an on-campus meeting.

In spite of having fewer voices, the lobbying efforts of University President Nils Hasselmo, his executive staff, some faculty, and a number of alumni have been noticed. Many of the legislators I've met said that they *are* hearing the University's message—more persuasively this year than in the past—but not to the extent that they hear from all the others. Their message to us is clear: If we wish to succeed and to compete for the limited dollars available for higher education, we must involve more grassroots folks who talk “University.”

Who are these folks? They are you and

me—alumni—the Dicks and Janes of River City—the very people who have benefited and continue to benefit from a public education at the University of Minnesota.

Governor Arne Carlson's funding recommendations for the University, announced in January—\$60.8 million—came close to the U's request formulated under the Partnership Proposal. (The proposal called for \$87.7 million in new investments from the state, \$28.2 million from the University's reallocation efforts, and \$26.3 million in tuition increases.) The governor recognizes the signifi-



Larry Laukka, '58 B.A.
National President

cant role the University plays in the state's economy, its social fabric, its health and welfare—its impact on the quality of life that we Minnesotans so proudly proclaim. He also recognizes that the University, its students, and its faculty have gone further than the extra mile. I believe that most of our legislators also know this, but they march to a different drummer.

The legislature's decision regarding this biennial budget may already have been made by the time you read this. Whatever the outcome, it is likely that we will come up short again. But we can reverse this trend if we wish. That will happen when more and more alumni advise their “local” representatives that they do have a constituency that cares very much about the University and its ability to continue to foster Minnesota's well-being. We will have to do better or . . .

If you are moved to pitch in and help, contact me at 612-896-1971 or the alumni office at 612-626-0913 for assistance. Or better yet, call your legislator and then ask a friend to call, too. We are woefully short of “grass roots,” but with some help and more effort, we could move up in the queue.

Community Connections



Maria Perez, left, and Jackie Dahl

Diversity is often measured in current numbers—students, faculty, staff, alumni. Another way to look at it is in terms of the future: What connections are being established now that will lead to greater diversity in the coming years? “The University has made progress on its diversity goals, but rather than pat ourselves on the back, we still need to be asking where we *should* be,” says Margaret Sughrue Carlson, executive director of the University of Minnesota Alumni Association (UMAA). “One avenue to greater diversity is through the community.” Alumni volunteers are participating in both UMAA- and community-sponsored programs that have the common goals of supporting young people’s educational aspirations and introducing them to the University or helping them succeed here.

A BETTER CHANCE

A Better Chance (ABC) is a national program that offers students in inner-city schools in big metropolitan areas an opportunity to study somewhere else—including the Minneapolis suburb of

Edina, where ten boys and nine girls in the program are going to school this year. The goal is twofold: a good education that will prepare them for college, in an environment that is conducive to study. When UMAA board members learned about the

program they suggested that alumni get involved as community mentors for the students, and alumni volunteers are now paired up with the girls.

Teachers and guidance counselors in their home schools offer students the opportunity to get involved in ABC. The girls at Edina came to Minnesota from Los Angeles, Oakland, New York City, and Cincinnati and Dayton, Ohio.

“Many have come from harsh environments where they were surrounded by drugs and gangs,” says Gianna Bari, mentoring program director for the UMAA. “They are incredibly dynamic young people, and they’re highly motivated and extremely strong academically.”

Bari matched the alumni/student pairs, who got together for the first time at a dinner at the house where the girls live with a resident director. Beyond that, Bari says, the pairs plan activities on their own. (The girls also have host families and are involved in ABC-sponsored events.)

“A high percentage of the ABC students go on to college,” says Jean Fountain, ’74 M.B.A., a UMAA board member and one of the mentors. “They’re ambitious academic achievers. Most of them don’t go back home but go away to college—like other students do—and we encourage them to consider the University of Minnesota.”

Fountain was paired with April Conrad of Los Angeles—perhaps, Fountain suggests, because she has a daughter in medical school and Conrad plans to become a doctor.

FACT FILE

People of color on the UMAA staff and national board

	1994-95	1993-94
Staff	3	3
Student staff/interns.....	2	0
National officers.....	1	1
National board	6	7
Alumni Society Boards.....	17	not available

Now a junior in her third year at Edina High School, Conrad is on the girls' varsity basketball team and works part time at a realtor's office. She came to Minnesota as a ninth grader after a counselor told her about the ABC program. It was hard to leave her family, she says, but she goes back at Christmas, during spring break, and in the summer.

"It's not easy for the students—or their families—to make this kind of commitment," says Fountain, who was affiliated with the ABC program even before the UMAA got involved. "They're very courageous. The people in this program are unique."

Conrad's busy schedule of work and basketball hasn't left much time for other activities, but "she knows she can call me if she needs help with anything," Fountain says.

U PARTNERS

UPartners is a UMAA program that "connects community, alumni, students, parents, and friends of the University through University-related activities," says Travelle Evans-Vann, '85 B.A., the association's director of prospective student programs.

Four Minnesota communities—Edina, Minneapolis (South High School), Rochester, and St. Paul (Central and Highland Park High Schools)—are involved during the 1994-95 academic year, the program's first. The goal, says Evans-Vann, is to introduce University students from these communities to each other and to "hometown" alumni and bring them together into groups that offer the students support and opportunities for growth. Parents are encouraged to participate, too.

Most of the 55 students now in the program are college freshmen or sophomores. High school seniors who are interested in the University will soon be included (the four communities were chosen because of the number of alumni who live in them



Gianna Bari

ABC ALUMNI/STUDENT PAIRS

Mentor	Student
Marilyn Bankole, '85 M.S. Burnsville	Aisha Barnard New York City
Jackie Dahl, '90 B.A., '94 M.D. Richfield	Maria Perez New York City
Jean Fountain, '74 M.B.A. Edina	April Conrad Los Angeles
Sandra Hall, '91 Minneapolis	Felisha Griffin Cincinnati
Harriett Hayes, '65 M.S., '79 Ph.D. Maplewood	Amber Childress Oakland
Reki Lawal, '90 B.S. Minneapolis	Latoya Bagley Dayton
Piyang Lu, '86 M.S., '91 Ph.D. Minneapolis	Eaza Wong Los Angeles
Merideth McQuaid, '91 J.D. Minneapolis	Deanna Andrews New York City
Rosario Neri-Fuents St. Paul	Antoinette Ortiz New York City

and because their schools traditionally send a lot of students to the U), and the program will expand to include juniors and seniors as the students who are in the program now work their way through the ranks at the University.

The metropolitan-area groups include a number of students of color and students who bring an international outlook to their studies at the University. Whether the program will encourage greater diversity at the University remains to be seen, says Terri Mische-Riebel, '79 B.A., '81 J.D., who hosted a reception of the Minneapolis group before classes started last fall. But "we know that the University needs to go to the community to be seen, to ask questions, and to solicit feedback," she says. In addition to her role as an alumni volunteer, Mische-Riebel is a UMAA program director.

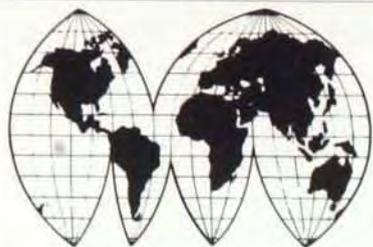
The U Partners program puts a human face on a big institution: "It shows that the University is made up of people," Mische-Riebel says. "And we think that people are more likely to go to an event at a home in their neighborhood. The community connection is the important thing."

DIVERSITY HAS MANY FACES

Travelle Evans-Vann, coordinator of the U Partners program, was reminded that diversity comes in many forms when the U Partners groups attended a Gopher women's basketball game together in February.

At a party in the Sports Pavilion club room after the game, Evans-Vann approached a man he took to be the father of a participant and introduced himself. "Who is your student?" Evans-Vann asked.

"I *am* the student," replied Paul Harmon Jr. of Minneapolis, who is indeed a student in the Institute of Technology.



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**LEARNING RESOURCE CENTERS LAUNCH
MENTORING PROGRAMS**

The African American, American Indian, Asian/Pacific American, and Chicano/Latino Learning Resource Centers on the Twin Cities campus all will have mentor programs by this summer, says Gianna Bari of the University of Minnesota Alumni Association (UMAA).

The American Indian Learning Resource Center program, called the FAMILY (Faculty and Alumni Mentoring Instruction and Learning for You) program in keeping with the cultural tradition of seeking wisdom from elders, has joined forces with the UMAA. Bari acts as a resource for the program, providing the names of alumni who might want to sign on as mentors.

The Asian/Pacific American mentor program was launched at the end of March with fifteen student-mentor pairs, Bari says, and the Chicano/Latino and African American centers will have pilot programs this summer. The centers find the students and Bari matches them with mentors.

"We're conducting surveys of the students to see what will help them the most," says Bari. Besides one-to-one mentoring, the UMAA can provide workshops or information on virtually any topic, she says.

SPEAK OUT

We asked Twin Cities participants in the U Partners program—now freshmen and sophomores at the University—how alumni can help students of diverse backgrounds succeed at the University.



Bernetta Green

Bernetta Green

College of Liberal Arts

The transition from high school to the University is a hard time. Alumni can help during that period—and by being a role model.



Omodele Masha

Omodele Masha

College of Liberal Arts

Alumni can help by providing information and support. They know the system. They can help students out and direct them where they need to go.



Thanh-Que Lam

Thanh-Que Lam

Institute of Technology

Alumni can help by being mentors and by just being there when I have questions—which I usually do.



Mark Deputie

Mark Deputie

General College

Alumni can help by getting involved in activities. They help promote the spirit of higher education, and they help make me a better person for tomorrow.

BOARD BRIEFS

University President Nils Hasselmo spoke to the University of Minnesota Alumni Association (UMAA) National Board at its March meeting. He told board members that he had enjoyed and appreciated the enthusiasm of alumni he met recently in Texas and the Pacific Northwest on visits to Dallas, Austin, Seattle, and Portland. He will travel to the Pacific Rim to meet with international alumni in October.

Regarding headlines about the Department of Surgery, Hasselmo told the board that he is relieved that all of the facts are being put on the table by the grand jury indictment. This is not a case of sloppy paperwork, he said: A small group of people intentionally set out to systematically defraud the University.

COMING SOON

For information on upcoming programs, contact the University of Minnesota Alumni Association at 612-624-2323 or 800-UM-ALUMS unless otherwise noted.

Boston alumni will gather June 18 for Big Ten Night at the Pops. For information, call Bob Peterson at 508-358-7478.

The **Rochester (Minnesota) Area Alumni and Friends** are planning the Roger Hagberg Memorial Williams Fund Golf Tournament and Banquet June 19. For information, call Ardell Brede at 507-289-4221 (home) or 507-284-1041 (work).

The **College of Biological Sciences Alumni Society's** 1995 Itasca Weekend will be September 29-October 1 at the University's Lake Itasca Forestry and Biological Station. Activities for adults and children include hikes and canoeing.

ON THE ROAD

Alumni got together from coast to coast February 28 to watch the Gopher men's basketball game against Wisconsin. There were TV parties in Austin, Texas; Chicago; Dayton, Ohio; New York City; San Diego, California; St. Louis, Missouri; and Washington, D.C.

The **Washington, D.C., Chapter** hosted a University of Minnesota information booth at a college and career fair in McLean, Virginia, March 4.

The **Austin and Albert Lea (Minnesota) Chapter** recently sponsored University information sessions at local high schools.

Julia Davis, dean of the College of Liberal Arts, visited Albert Lea March 6; Austin alumni treated students to pizza April 12.

AT THE U

Mentor program kickoff events were held in January and February by the following collegiate alumni societies: Agriculture, Biological Sciences, Human Ecology, Liberal Arts, Medical School, Natural Resources, Nursing, Pharmacy, Public

Affairs, Institute of Technology, and Veterinary Medicine. More than 900 students are currently matched with alumni mentors.

The **Pharmacy Alumni Society** annual meeting and banquet was held May 5 in conjunction with the Minnesota Pharmacists Association convention. Thomas M. McKennell received the Distinguished Pharmacist Award. He is an associate professor and director of continuing education in the College of Pharmacy. ◀

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THE PHONES HAVE BEEN ringing off the hook at the College of Liberal Arts (CLA) ever since First Lady Hillary Rodham Clinton accepted an invitation to be the keynote speaker for the school's 125th anniversary spring commencement. With many more families, alumni, and friends wishing to attend the ceremonies than it can accommodate, CLA is gearing up for a crowd of 10,000, plus the Secret Service, in Williams Arena.

The First Lady's appearance has added excitement to an already exciting time at the University of Minnesota. This year nearly 11,000 students will graduate from the University of Minnesota. Of those, about 4,000 undergrads and graduate and professional students will receive their diplomas at twenty different ceremonies on the Twin Cities campus this spring.

To prepare for these celebrated rites of passage, nearly 3,000 students headed to Coffman Memorial Union in April to visit Gradfest '95. Billed as a "one-stop shop" for all a student's graduation needs, Gradfest featured 55 University and commercial exhibitors who rolled out the maroon and gold carpet for the soon-to-be alumni, offering them "no hassle for your tassel."

Launched in 1994, Gradfest is the brainchild of Kari Weidling, an executive assistant with University Bookstores. The University was already offering graduating students many benefits, including assistance with résumé writing through the CLA Career Development Office, health benefit extensions through Boynton Health Service, student prices for athletic tickets for the first year after graduation, assistance bringing disabled family and friends to graduation ceremonies, and more. But few students knew about the services. And Weidling saw how frustrated they were by having to go from place to place to put together their graduation plans.

With background information from the University of California-Irvine, the University of Southern California, and Western

Kentucky University, which sponsors a Senior Salute, Weidling set out to make the process more customer friendly, and Gradfest was born. The initial organizing team of Weidling and Jeff Sturkey and Sue Eastman of University Relations shoehorned the new program into a full slate of other graduation duties. The trio deviated from the model the other schools had followed by deciding that University exhibits would be as important and visible as the commercial exhibits. With the blessing of their supervisors and the freedom to be creative, they have made Gradfest a great example of the U2000 goal of creating a more user-friendly campus.

I went to the Great Hall in Coffman to see what the program was all about. The exhibits offered an opportunity for information, memories, and some self-indulgence. Students could order graduation announcements; pick up a cap, gown, and tassel; and order a class ring or pendant. Students with loans were offered the chance to complete their obligatory "exit interviews." And what would graduation be without photographs? With an array of caps and gowns to select from, the graduates posed with a diploma, with Goldy Gopher, or with friends.

Businesses representing everything from potato chips to micro chips filled the Great Hall. Rainbow Foods was giving away samples of graduation cake decorated appropriately in maroon and gold, as well as discount certificates for nearly every party need. The Radisson Metrodome, Days Inn, and Econo Lodge offered special packages for out-of-town family and friends. With new jobs on the horizon and disposable cash soon



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

to be in their pockets, the graduates were tempted with cellular phones, pagers, computers and software, and new automobiles.

For those who are thinking about more education, the Graduate School answered questions about admission and financial aid, and Kaplan Test Prep touted higher test scores and better preparation. International travel opportunities tempted those who wanted some adventure before settling into the routine of

employment.

To help students make the University of Minnesota connection for a lifetime, the University of Minnesota Alumni Association was offering a discount rate for access to the Internet, a low-interest-rate Visa credit card, and a free one-year membership for those signing up during Gradfest or through a special spring mailing to new graduates. Students signing up for a second-year membership at only \$10 received a complimentary copy of Harvey Mackay's latest book, *Sharkproof*.

It's fair to say that Gradfest has passed the user-friendly test with flying colors. "Gradfest is a great example of how the U of M can meet the needs of its students," said one happy student. "This event saved me several trips. I was able to get a cap and gown and join the alumni association all at the same time," said another. A student leaving Gradfest summed up the experience: "Oh my gosh, it finally seems real."

We hope that, with this innovative Gradfest send-off, students will want to continue a lifetime association with the University through the alumni association.

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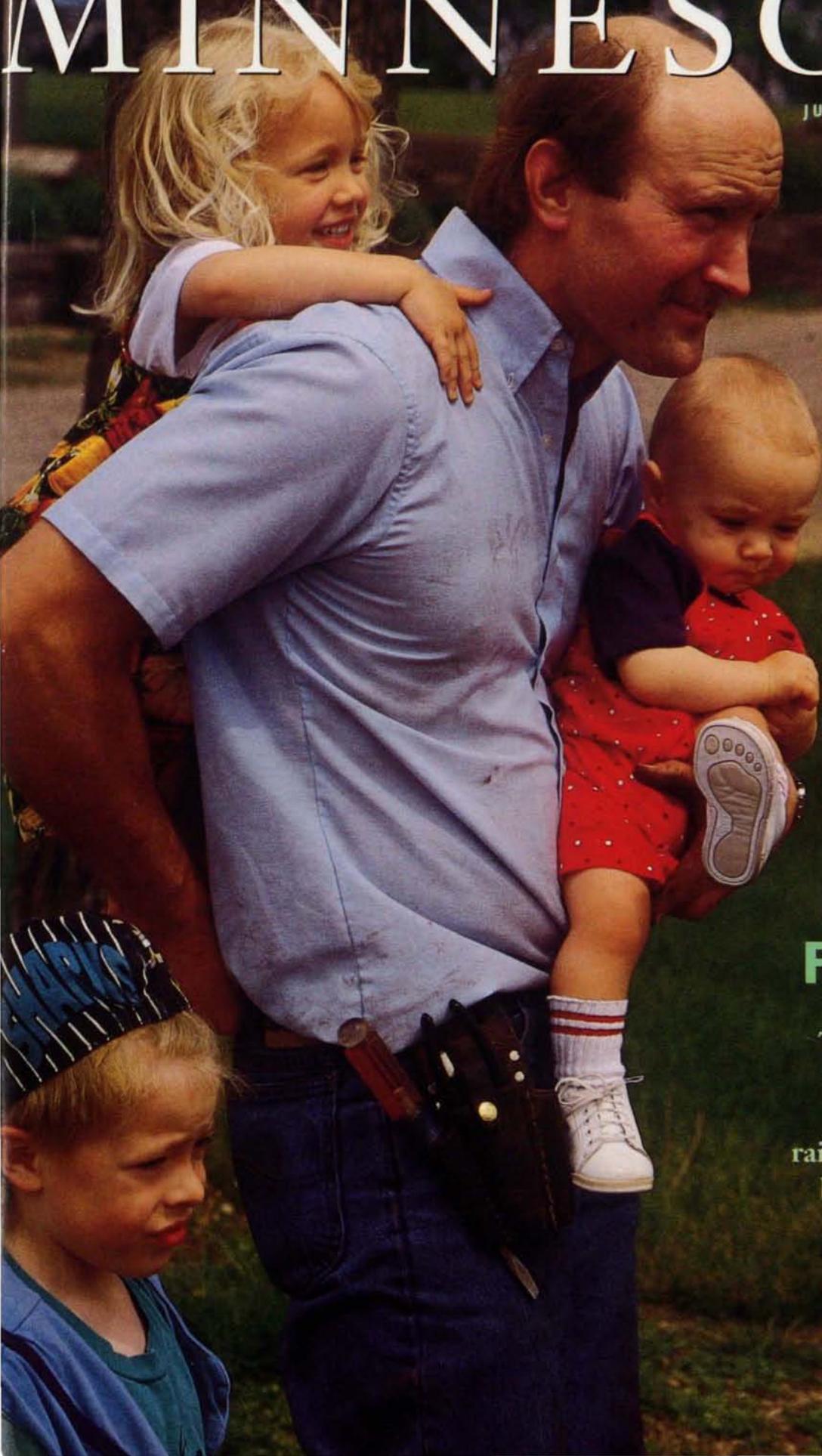
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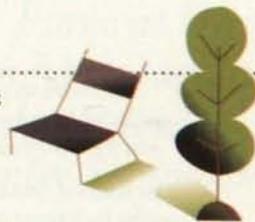
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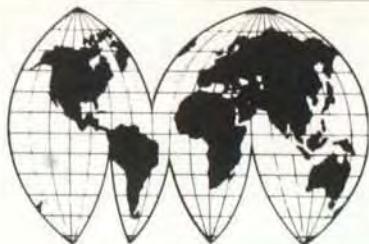
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Chris Coughlan-Smith, '86, is a writer and editor for the University of Minnesota Alumni Association. Previously, he was editor of the *East Side Review*.



Chris Coughlan-Smith

SHADOWS OF FREEDOM

Louise Erdrich is an award-winning novelist whose books include *Love Medicine*, *The Beet Queen*, *Tracks*, and *The Bingo Palace*.



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BRAVE NEW WORLD

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



Chuck Benda

A PRAIRIE PRIMER

Camille LeFevre, '81, is a St. Paul freelance writer and essayist whose articles on ecology, land use, and gardening appear in numerous publications. Her dance criticism is broadcast on Minnesota Public Radio and published nationally.



Camille LeFevre

NISEI MEMORIES

Minnesota senior editor Teresa Scalzo, '90, also co-wrote and edited *Campus Digest* and *Book Report* in this issue.

WAR REFLECTIONS

Twin Cities freelance writer Terry Andrews has written previously for the *Twin Cities Star Tribune*, the *St. Paul Pioneer Press*, *Minnesota Monthly*, and *Mpls. St. Paul*.



Terry Andrews

VOICES: PASSAGES

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

INTERNATIONAL FLAVOR

Karen Roach is a Twin Cities freelance editor and writer.



Karen Roach

CAMPUS DIGEST

A University senior majoring in English, Sara Hauber is *Minnesota's* student editor. A freelance special events and communications consultant, Kristie McPhail, '94, also co-wrote *Book Report*.



Sara Hauber

IN BRIEF

University Relations writer and editor Maureen Smith edits *Brief*, a weekly news bulletin for all four University campuses, and is co-editor of *Kiosk*, a new publication by and for faculty and staff.

PHOTOGRAPHY

Twin Cities photographer Dan Vogel specializes in product, industry, and portrait photography. Twin Cities photographer Eric Miller, '87, worked previously in New York City as a photographer for the Associated Press. As a student at the University, Miller worked for the *Minnesota Daily* and for the Department of Men's Intercollegiate Athletics. A postgraduate student at the University of Minnesota, Charlie Gesell, '94, is *Minnesota's* staff photographer.

ILLUSTRATION

Dugald Stermer is an illustrator based in San Francisco. James O'Brien is a Twin Cities illustrator who has received an Award of Excellence from the American Institute of Graphic Artists. Andrew Powell's illustrations have appeared in *Minnesota Monthly* and *Atlantic Monthly*. Linda Frichtel is an award-winning Twin Cities illustrator.

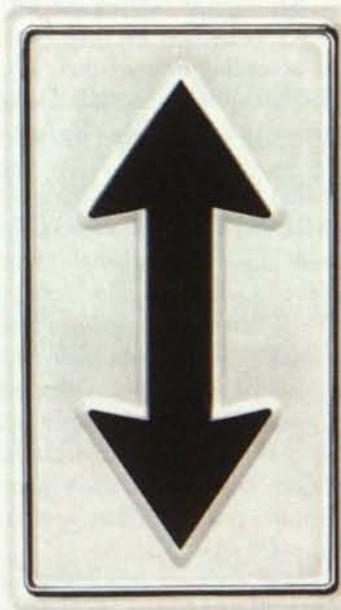


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- Access Minnesota: information superhighway to counties
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- Managing Woodlands for Wildlife

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I N F O C U S

The Farm Report

ON A CLEAR DAY, I swear you could see Crookston, Minnesota—ten miles away. Ten miles of nothing but flat, black Red River Valley land, the richest soil in the world, according to my father. We were city folk living in Fisher, population 326, known today for the state's busiest tourist info stop on Highway 2, for the café purchased by the city when it was about to go under, and for June Sorenson, who was recently declared national champion yodeler on Garrison Keillor's radio show. But back when I was growing up and listening to "Sons of the Soil Are We" introduce the farm report every noon on KILO radio, Fisher was known mostly for farming. When Russian dignitaries, state legislators, or ag researchers wanted to see farming at its best, they were trucked to Fisher for a visit.

As I recall, everyone grew wheat and sugar beets and success was measured by the number of grain bins and combines you owned. If anyone raised dairy or beef cattle, I don't remember it. The University's Crookston campus was just the ag school, extension agents were staples, and our whole school was excused for the Winter Shows.

During harvest, my best friends, Diane and Janet Haug and Colleen Tinkham, drove the trucks from one end of the field to the other or ran the seemingly unending meals out to their fathers, brothers, and uncles, and I would ride along admiring their skill. For the Haugs and the Tinkhams—and the Wagners, the Rosses, the Hannahs, the Engels, the Rutherfords, and just about everyone—farming was a family affair, with two or three or more families of relatives farming the land.

My mother's father was a farmer. My father and his father ran the hardware store,

but they were farmers, too. They owned land just outside of town—the Sprague farm, they called it—farmed for them by the Tinkham brothers. Today it's farmed by a Tinkham son.

I am always surprised by today's media accounts of farming, written by journalists who rush to farms twenty miles outside the Cities assuming that every farm and farmer throughout the state is suffering the same plight—whether it be drought, flooding, falling prices, or infestation. The fact is that there are nearly as many varieties of farms in the state as there are corn seeds—and many of those farms are very successful.

Since my first day as editor of *Minnesota*, I've wanted to report on the farms of the Red River Valley. When I was introduced to Pat Duncanson—a farmer from Mapleton, Minnesota, who represents the College of Agricultural, Food, and Environmental Sciences on the University of Minnesota Alumni Association National Board—last year, I realized that farming in the Red River Valley would have to wait. Chris Coughlan-Smith, a native Californian and a talented member of our staff, agreed to visit the Duncanson farm to write a firsthand report. I think he's done himself and farming proud, producing a down-to-earth, enlightening account of a kind of farming that I've seen written about only in the pages of *The Farmer* magazine.

It nearly broke my father's heart when his sisters and brother sold the land they had been given by my grandfather. Never sell the land, he told us, it's the richest soil in the world. Before he died, he and my mother left their land to me and my two sisters. Today we are farmers, too. And proud to say we are.

Jean Marie Hamilton

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Office of the Dean

*College of Agricultural, Food,
and Environmental Sciences*

*277 Coffey Hall
1420 Eckles Avenue
St. Paul, MN 55108-1030*

*612-624-3009
Fax: 612-625-1260*



Dear Alumni and Friends of the College of Agricultural, Food,
and Environmental Sciences,

As you know by now, our college (formerly the College of Agriculture) has been in the midst of significant change. Along with the change of our name, we have undergone structural change associated with downsizing and refocusing our programs. As we proceed, we'll need your help and support more than ever.

We remain deeply committed to the core values of a land-grant university. Our college, your college, will continue to offer excellent instruction for both undergraduate and graduate students, we will do research aimed at solving real problems, and we will conduct outreach programs to carry the results of our research to the citizens of the state.

One way you can be actively involved in the college and the University is through the University of Minnesota Alumni Association. I urge you to join and to participate in the Agricultural Alumni Society.

Sincerely,

Michael V. Martin
Interim Dean

CAMPUS • DIGEST

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

By Teresa Scalzo and Sara Hauber

▶ SHALALA SPEAKS OUT

An excerpt from the keynote address given by Donna Shalala, U.S. secretary of health and human services and former chancellor of the University of Wisconsin-Madison, at the symposium held recently in celebration of the University of Minnesota School of Public Health's 50th anniversary.

[The Clinton administration] was terribly disappointed that the 103rd Congress could not pass health reform, and we remain committed to working in a bipartisan way with the Congress this year to expand insurance coverage,

make insurance portable, and banish preexisting conditions to the annals of history.

The race to improve American health care is a marathon—not a sprint—and one of the things we are doing for the long run is to overhaul this country's approach to public health. I challenge you to hold our feet to the fire, to tell us what's working and what's not in your communities, and, above all, to bring the health perspective to bear on every single issue taken up by government.

Too many citizens take health promotion activities for granted until they go away. It's clear that for the next few years, at every level of government, every budget battle will be tougher than the one that came before. And it's clear that the know-nothings who want to slash budgets even at the expense of the common good will always have receptive audiences if we don't have a



Donna Shalala

health-literate population.

The best way to build the constituency we need is to give back to the public what they are demanding from all of us—demonstrable results—clear evidence that our work and their tax dollars

are making a difference.

And with . . . the public on our side, we'll make sure . . . every family in America has the chance to live healthy and productive lives.

▶ SHALL WE DANCE?

While other dance crazes seem to surge and fizzle, ballroom dancing has remained consistently popular, says Kathy Gamble, '79, cofounder of and instructor for the University Ballroom Dance Club.

One reason, she says, is that ballroom dancing is a noncompetitive activity where people can learn to dance while they get to know one another. Michael Coyne, current club president and a University graduate student, says, "Obviously, both sexes will be present," making it an ideal opportunity to meet people in a comfortable social setting.

Established in 1976, the club has 200 members—the largest active Recreational Sports club on campus—and



offers ballroom dance lessons and regularly scheduled dances.

"Most of our members are juniors, seniors, and graduate students," says Gamble. "But we do have quite a few alumni and some University staff and faculty as well."

Gamble encourages alumni to get involved in the club's dances and activities. "I would like alumni to know that there is still a huge element of students out there who are wholesome, nice people," she says. "Teaching ballroom dance here gives me a good feeling and keeps me involved with the University. It makes me feel like the University is still like it was when I was here in the 1970s."

▶ EDITORS' PICKS

Visit the University's **St. Paul campus** this summer. Stroll through the gardens, listen to music on the terrace of the St. Paul Student Center during free noontime concerts, or take in a movie.

Roxy Films and Worldspan Intercultural Programs present a **free summer film series**, including *Night on Earth* (August 11) and *Pee Wee's Big Adventure* (August 18). Showings are every Friday at 7:30 p.m. from July 14 through August 18 at the St. Paul Student Center Theatre.

Summer classes are almost over, fall's not here yet, whatever the reason, here's one last chance to celebrate summer. On August 16, head over to the St. Paul Student Center terrace at noon for **All-American Summer Fun Day**. Enjoy corn on the cob, watermelon, and summer fun activities.

For more information on these and other summer activities on the St. Paul campus, call 612-625-8266.



▶ Q&A WITH PAUL ROSENBLATT

Paul Rosenblatt, professor of family social science, began studying grief in the mid-1960s when little had been written about sorrow and its effects on people. He continues to study this important emotion and how society and culture shape it.

How have you studied grief?
I have read about grief in nineteenth-century diaries and in anthropological literature, and I did some research on grief in Indonesia. Most of my recent research has been conducted through interviews with bereaved people. A few years ago, I did a study of farm families who have lost a relative in a fatal farm accident and how that played out economically and in the family in terms of their relationships with each other and with the community. Right now I'm interviewing couples who have had a child die.

How do you find couples to interview?
We ran a news item about the research and asked for volunteers. Some people read it and volunteered, and some people's mother-in-law or aunt or sister read it and told



Paul Rosenblatt

them to about it. We've done 24 couples so far.

What have you learned?
The simple idea I had that some people divorce [after a child dies] and some people manage to stay together just doesn't work. Many of the couples that are still together are in terrible shape by my standards. They may not be talking to each other or they're furious with each other. Some have split up and come back together several times.

What about the surviving siblings?
That's complicated. Early in the parents' grief process, it's pretty common for surviving children to be neglected.

When people are bereaved, it's hard to be there for anybody else. But as things unfold, surviving children may be overly protected. Once you know a child can die, it's easy to feel that every child is vulnerable. Also, for better and for worse, surviving kids sometimes get more responsibility at an earlier age than their playmates. Bereaved parents may not be on top of household chores, so these kids have to take on some of that.

What can people say or do for bereaved parents?
A lot of bereaved people I talk with say that people just disappear from their lives.

You lose some friends immediately, and many of those who are there for the funeral aren't there after that. In my own experiences dealing with bereaved friends and relatives, I try to be careful not to add to their pain or overburden them. So some of that avoidance, I think, is out of good intentions.

Aren't most people just afraid of saying the wrong thing?
Oh, that's part of it. Death builds a chasm. When I've had a loss in my life, I'm in a different place in the world than everybody else and something has to be done to bridge that. But even after it's bridged, I'm still a different person, and maybe that's not what people want.

I never know what to write on a sympathy card, either.
Avoid saying *I know how you feel*. You don't. *Let me know if you need anything* is vague and may sound insincere. Personalize the condolence message. You can share a specific memory you have of the deceased, and tell what he or she has meant to you, or send relevant photos. I always try to follow up with a call.

Few of us could identify a gopher in a lineup of rodents. Oh, we know that they are tan, run on all fours, and usually are skinnier than they are wide; but still, few of us could describe one in any detail. It seems that this was just as true 55 years ago when my grandfather, George Grooms, was commissioned to design a mascot for the University of Minnesota.

In 1940 my grandfather worked as an artist for a small manufacturing company in Ames, Iowa, that made novelty merchandise for colleges around the country. My grandfather's responsibilities included drawing college seals and mascots.

One day, a representative



of the University of Minnesota contacted my grandfather's boss to say that the University needed a *new* mascot. I emphasize new because before this time, a few renderings of the gopher did

exist, but they seldom were used in association with the University because of their unattractive appearance. The assignment had my grandfather worried. Iowa had no gophers and he wasn't quite sure what one looked like.

Soon thereafter, my grandfather drove to Minneapolis for this assignment. His concerns were quickly relieved when he saw what he thought to be an abundance of gophers at rest stops along the way. He pulled over, relaxed a little, and made sketches of the furry critters that scampered about the area. (A few years later, my grandfather would discover that these weren't gophers at all, but chipmunks.)

The next morning, he brought his sketches into the office of Harold Smith, then manager of University bookstores. Smith, who my grandfather said must have been "equally ignorant as to the parts of a gopher," loved the design and approved it immediately.

The Goldy of this era wasn't redesigned officially until 1986, when he was replaced by the more macho animal we see today. The new Goldy bears some genetic similarities to my grandfather's version and therefore should be regarded not as a purebred, but as a mutt. Our Goldy is part gopher and part chipmunk.

—Contributed by Steve Kubl

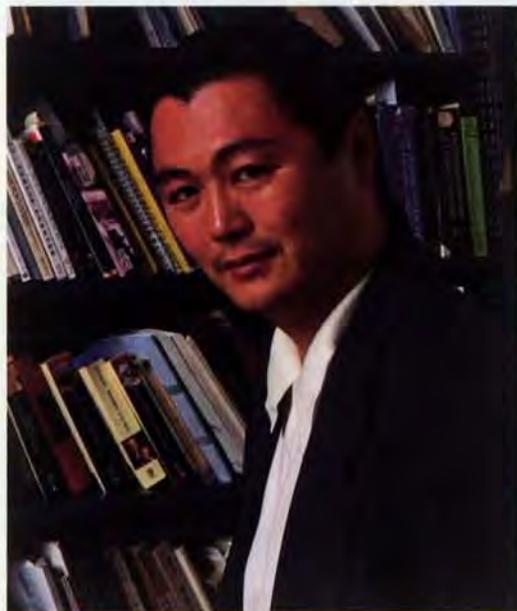
► TURNING JAPANESE

"In the simplest form, I see myself as a writer and a performance artist," says David Mura.

In a more complex form, Mura, 42, is a poet, critic, playwright, teacher, writer of creative nonfiction, and performance artist. He has written four published books and has won numerous awards for his work, most recently a Lila Wallace-Reader's Digest Award. Although Mura is better known for his published work than for his midquarter exams, he is currently the Edelstein-Keller writer-in-residence at the University of Minnesota. He taught a spring course on creative writing in mixed genres.

Mura's most recent book of poetry, *The Colors of Desire*, is in part the legacy of Japanese Americans who were interned in camps during World War II. Gordon Hirabayashi, one of four Japanese Americans who took the case of the internment camps to the Supreme Court, was an important influence. "Unlike my parents, Gordon spoke very openly about [the camps]," says Mura, referring to a lecture by Hirabayashi that he attended. "I had never thought about those issues before, so this poetry tries to explore all of that."

Turning Japanese: Memoirs of a Sansei, probably Mura's best-



David Mura

known work, won a 1991 Josephine Miles Book Award. It is a memoir of the author's first trip to Japan, ten years ago. "The book is about me going to Japan as a third-generation Japanese American who knows little Japanese, little about Japanese culture, and, up until I went, had very little interest in Japanese culture," says Mura. He describes the book as a sort of rethinking of his own identity through the lens of his experiences in Japan; it is also a travelogue.

The Lila Wallace Award allowed Mura to designate an arts organization to receive \$10,000 of the \$105,000 prize money. He chose Asian American Renaissance, a Minneapolis cultural organization that works to build a sense of community and history among local Asian Americans. Mura wants to use the money to bring prominent Asian American writers to the Twin Cities to teach creative writing to local Asian writers who

then will share their skills with Asian American high school students. "We hope to culminate [the project] with a small publication," Mura says.

What will he do with his portion of the award? "Just write," Mura replies. "In the past few years, I have been able to make it as a writer without doing a lot of [other work]. This award will allow me to continue to do that."

Mura's second memoir, due next spring, expands on his experiences in Japan and examines more closely the aftermath of the internment camps.

What is your favorite outdoor spot on campus?



Waseem Azizi,
20, junior majoring in
civil engineering.
Hometown: Minnetonka,
Minnesota

My favorite spot is the volleyball courts over by the Rec Center. I have cousins who go to the University and we get together every once in a while to play. It's fun in the summer because you can play all the time. I like just hangin' out in the summer heat.



Mauricio Mora,
18, freshman majoring in
psychology.
Hometown: Costa Mesa,
California

Northrop mall is fun. There's lots of grass and open areas, almost like a park. I Rollerblade with friends along the mall because the concrete is so smooth. I like Northrop plaza, too. The picnic area looks really cool.



Shane Schreckberg,
19, freshman,
undecided major.
Hometown: Scotchburg,
Sweden

Down by the river at the flats. It's a very quiet place to get away from the city while you're still in it. I go with friends, but sometimes alone if no one's around. The area is really nice, especially in the evening. It's not as dirty as a lot of other river areas.



Christine Artmann,
19, freshman majoring in
natural resources.
Hometown: Chaska, Minnesota

I'd have to say the mall on the St. Paul campus. It's beautiful over there with all the trees and grass. It's a relaxing, more laid back atmosphere than in Minneapolis. It's easier to study there. I normally go alone because most of my friends are on the Minneapolis campus.



Jason Cwik,
19, freshman majoring in
electrical engineering.
Hometown: Maple Grove,
Minnesota

I like Northrop mall. It's really open and you can do whatever you want. My friends and I go there after dinner to play football and softball. I live in Comstock [Hall], so it's nearby. We also go to the river flats behind the dorm to play sports.



Heidie Thompson,
19, freshman majoring in
clinical psychology.
Hometown: Los Angeles

I love Northrop mall because it is so beautiful. The grass is wonderful. I like to read, watch people, play football. Sometimes I go alone, but sometimes I go with friends to chat about stressful events and what's happening. It's a good place to relax—and look at guys.



Janelle Jacques,
20, sophomore majoring in
biology.
Hometown: St. Paul

I would probably say the echo spot behind Northrop [the Church Street plaza]. I like the area because it's different. There's not a lot of nature because it's sort of in the middle of a walkway. It's an intersection, so it's fun to watch people there. I usually go alone, just to hang out.

For three Duncanson families, taking care of business means taking care of the land they've farmed and the values they've followed for more than four generations

BY CHRIS COUGHLAN-SMITH



Farm Journal

IT IS JANUARY OF 1994, and the land around Mapleton, Minnesota, lies under a quiet blanket of snow after the wettest, worst farming summer the Upper Midwest has ever experienced. For Pat Duncanson, a 1983 graduate of the University of Minnesota College of Agriculture and full-time production farmer, it is a season of worry. "I've never been so nervous," he says. "We didn't think it was possible to have a harvest as bad as we had in 1993. The safety net was lowered considerably." The harvest had been dreadful, with yields one-third of normal—about half what Duncanson and his older brother and partner, Karl, thought was their

worst-possible scenario. "We honestly thought we'd be all right until we got the combines in the fields," Pat Duncanson says. "It looked good, but there was just nothing there, field after field."

For some family farmers it meant disaster. For others, including the Duncansons, it was one more trial in a complex business.

TO CITY DWELLERS, there is something at once alluring and frightening about farm life. Certain assumptions tell us it is a simple life, in tune with the beau-

ty and rhythms of nature and immune to many modern worries. At the same time, we hold images of farm life as physically demanding and dirty, financially risky, and maybe isolated or uninteresting.

While there are grains of truth in all these ideas, farming in the 1990s is as complicated in reality as it is simple in stereotypes. "In a lot of ways, it's a mirror of society," Pat Duncanson says. "Farmers are a lot busier [than they used to be]. Our profit margins are smaller so we need more acres and bigger equipment, but then the loans are bigger. . . . The process kind of snowballs."

Fortunately, "farmers are hugely adaptable," says Duncanson. Producing plentiful and cheap food "has been an ongoing success story that has been very much undersold."

The Duncanson farm supports three families: Pat, his wife, Kris, and their three children; Karl, a 1980 University graduate in agricultural economics, his wife, Jackie, and their four children; and Pat and Karl's parents, Dale and Mary. Although they're retiring from active production farming, Dale and Mary still follow the activities closely, relay information by radio, and provide the wisdom, capital, and advice only a lifetime of farming can offer. A third Dun-

The Duncanson clan, from right: Mary, Pat, Claire, Ben, Kris holding Sam, and Karl. Not pictured are Karl's wife, Jackie, and their children, Kameron, Justine, Karson, and Jordan, and Mary's husband, Dale.

canson brother, Tom, who earned a two-year agricultural degree from the University of Minnesota, Waseca, in 1975 and an accounting degree at Mankato State, is an accountant in nearby Waseca. He works nights, weekends, and some vacation days on the farm during busy seasons. The only Duncanson sister, Joan, who earned an elementary education degree from the University in 1974, lives and works in the Twin Cities, but she still has a tie to farming: She raises horses part time.

"We consider the farm to be two entities—the crop farm and the livestock farm," Pat Duncanson says, "and we try to keep them as separate as possible to make sure they are viable on their own."

The crop farm consists of about 3,000 acres, most of it leased from others.

"That's a very large crop farm for south-central Minnesota," says Kent Thiesse, a Minnesota Extension Service educator. "But when you look at three families earning a living, it becomes much closer to a typical farm situation for this area."

According to the Minnesota Department of Agriculture, the number of farms in the state has dropped from more than 200,000 in 1935 to 85,000 last year. In the same period, the average size of a farm in the state has grown from 161 acres to nearly 350 acres, but those figures include more than 12,000 part-time farmers who operate on fewer than 50 acres. A recent economic study found that a farmer needs to operate about 1,800 acres to be able to make a "normal family living of about \$38,000 a year," says Thiesse.

The Duncanson crop farm employs a fairly straight corn and soybean rotation—about an equal number of acres in each, alternating fields each year—that is typical for south-central Minnesota. The 50-50 rotation helps to reduce pesticide use and increase crop yields. In 1994, after looking over market forecasts, the Duncansons decided to plant about 80 percent feed corn and about 20 percent waxy corn, which is processed into many food products. More than half the feed corn usually goes to the Duncansons' own feedlot, and money is transferred back and forth between the two operations at market rates.

The feedlot houses 1,500 head of cattle, almost all being fed for others on contracts that, barring unforeseen circumstances, yield a small profit. In earlier years, the cattle were owned by the Duncansons themselves, which meant more financial

risk. "You can store crops and hope prices go up," Duncanson says. "You can't store livestock. When they're ready to be sold, you have to take the price being paid. . . . It depends on the market; we may go back to owning the herd ourselves in the future."

Feedlot manure is spread on crop fields to provide natural fertilizer and to prevent runoff into ditches and creeks leading to the nearby Cobb and Minnesota Rivers. Again, accounts are settled between the two halves of the farm.



FEBRUARY 1994 is a time for planning, for repairing, for concentrating on the livestock farm, and for family. As the family sits down to a noon meal, Duncanson hugs his five-year-old son, Ben, into his lap. "The most important thing we grow here is kids, and that's the case with many, many farms," he says. Three-year-old Claire giggles over her sandwich.

"A big part of why we do what we do is to be involved with our families. In the winter, I try to schedule meetings and do repairs only Monday through Friday."

Amidst the disappointment and worry following the disastrous 1993 harvest, Pat and Kris find out that a third child is on the way, due in midsummer.

Kris and Pat met in Washington, D.C., where Kris, who was raised in a Minneapolis suburb, was working on agriculture policy for then-senator Rudy Boschwitz. Pat became a University student intern for the senator, with Kris as his boss.

"After four years [in Washington] I was ready [to leave]," says Kris, who graduated from Luther College in Decorah, Iowa. "It was an interesting life, but I needed a

reality hit. It's not real life." She returned to Minnesota and worked on Boschwitz's 1984 campaign, then took a job with Hubbard Milling of Mankato.

Pat, meanwhile, had returned to the farm after graduating. "Lots of thought went into that," he says. "I haven't got a real good answer for why I came back. I thought about a lot of careers, but I never found anything else I wanted to do more than production farming. I don't want to say it was a process of elimination, but it sort of was."

In high school, Duncanson was a standout football player and also played other sports and participated in musical groups and other extracurricular activities. Of his high school graduating class of 55 students, most of whom were farm kids, he says, "I think there are four of us farming full time. The unusual student from Mapleton is the one who went away to college and came back to live and work."

What Duncanson came back to is a long tradition. "My grandfather was here, on this farm, in 1932," he says. "Before that, he farmed around the Truman area. We've traced farmers in our family back to the 1880s. As far as I'm concerned, our family has been farming forever." The house that Pat, Kris, and the children now live in just west of Mapleton has been in the family for three generations. Pat's parents live just beyond, next to the feedlot, and a few miles down the road is Karl's family.

Kris says coming to the farm was not a difficult decision for her. "This is Pat's life; it came with getting married." She adds, laughing: "In retrospect, I maybe didn't know what I was getting into." Kris continued to work at Hubbard Milling, bringing in a steady income, as many farmers' wives do today. When she was pregnant with Ben, however, a bigger decision had to be made. "Being home on the farm with kids is different from being home in the Cities. You can get very isolated unless you work really hard [against] it," she says. "I was traveling a lot for work, and Pat doesn't exactly have a job where he can pick up kids from day care at five."

Despite the challenges, Kris knows they made the right decision. "There are so many wonderful things about raising the kids on the farm," she says. "They see a work ethic and they see us feeding the world. It's a real celebration of life out here, constantly."

IN MARCH, the Duncansons switch from planning and paperwork to prepara-



tion for the "100-yard dash" of planting. Feedlot manure is spread in the fields, lease agreements on farm land are completed, and "we finish all the jobs we've been putting off all winter," says Pat. The weather has been good, dry and warm, following the wet year. In mid-March, Pat begins to prepare himself mentally. "There's a weekend mixed curling tournament in town around St. Patrick's Day," he says. "Right after that we start getting the machines out and ready."

Mapleton has a distinct personality, linked closely with the town's Scottish heritage and the sport of curling, in which a heavy stone that looks something like a tea kettle with a rounded bottom is slid across ice toward a target. Players sweep the ice in front of the stone to get it to turn, speed up, or slow down.

That the population of Mapleton has held steady at about 1,500 is largely due to its proximity to Mankato, a booming regional retail center twenty miles to the north. "Almost everyone our age now drives to Mankato to work," says Kris. As odd as it may sound, Mapleton has become a commuter community. "A lot of people, even here in our small town, don't know what we do out here," Pat says.

While much has changed over the years, Mapleton is still a farm town. The grain elevator, the church spire, and the water tower make up the town skyline. An overturned pass at the high school football field may end up in a corn field.

A MONTH LATER, semis arrive at the farm and drop thousands of bushels of seed. Duncanson watches and waits until soil moisture and temperature conditions are just right, usually in late April for corn, a little later for the soybeans. A warm, dry spring brings the soil temperature to the 50 degrees corn needs for germination by mid-April. Although it is early, the Duncansons decide to go ahead. "All of a sudden things are literally going 24 hours a day," Duncanson says. "April 18—it's the earliest I can remember."

Corn is dropped at a measured rate in exactly spaced rows by computerized planters, preset to the size of the kernels being planted. Corn seed is measured by weight rather than volume because the size of the kernels is so variable. Each acre takes roughly 32,000 seeds. Two drivers and support workers take almost seven days to plant more than 1,500 acres of corn. "It's

a pretty good year for the corn," Duncanson says. "If it gets to May 1, we push pretty hard. Because it has such a long growing season, there's rapid yield loss if corn isn't in the ground by May 10."

The soybeans follow, again in exacting



measurements, a bushel of seed—about 170,000 beans—per acre. In addition, one field is planted with canning peas on a contract with a nearby canner. They will mature in midsummer, giving the Duncansons an open field in which to spread the unending supply of manure. A small amount of fertilizer is dropped with the seeds, although most of it was applied before planting.

In late April it snows again, and now the early start means replanting some fields. Planting is finished on May 10.

The Duncansons continue to work in the fields after planting. Cultivating—turning over the soil—turns weeds under and loosens the soil so the corn can push through more easily. Weed control with herbicides is also a priority in late May.

IN JUNE the corn and soybeans look as if they are ahead of schedule. "We start guessing what yield we've got the day we plant," Duncanson says. "We really can't tell much that early, but we still guess." Controlling weeds is the main concern, as good crop weather is also good weed weather.

Duncanson watches for insects and, although he doesn't use insecticides heavily, he needs to use some. "If they're used

properly, pesticides are safe," he says. "My family and I are the first to suffer if I'm doing something wrong." With Kris seven months pregnant, he says he wouldn't use any pesticide he felt was dangerous.

In recent years farmers have been under attack for creating pollution, particularly the runoff from livestock feedlots like the Duncansons'. "We've been following University recommendations, but now the county regulates it," Pat says. The county inspector looks over the Duncanson feedlot, makes recommendations, and then charges a regulatory fee. "It's really just raising costs, adding a layer of bureaucracy, and it's not going to improve the water quality," he says. "We're being called on to defend what we've done and being accused of not doing things in the right way. We're always keeping the future in mind. Past practices affect our land and water today, and today's practices will affect it tomorrow. Caring for the land sounds like a cliché, but it's our production plant, our factory. It's a biological entity and it needs constant care."

From the farm's command center—a room in his parents' house with big windows looking out over fields and the feedlot—Pat keeps a watchful eye on satellite-dish reception of up-to-the-minute weather service radar and forecasts, crop prices, farm advisory services, and more. He can run crop price numbers in the farm's computer—the third generation the farm has owned—and see if it makes sense to consider calling his futures broker. Mary Duncanson recalls that in the 1940s "we planted with a horse and wagon and shucked corn by hand. It really wasn't that long ago, but you have to keep up."

As Pat watches corn prices take a dip on the Chicago futures market, he comments, "It must be raining there. Traders think if it's raining there it's raining everywhere." Good June crop weather—which to traders means rain—means more crops and, in the supply-and-demand commodity market, lower prices. An unexpected rainstorm appears on the weather monitor. "I just mixed a tank of herbicide that requires dry conditions," he says. "It'll start to degrade in a few hours if not applied to the weedy fields." Rain hits the window. "It was dry this spring, but we've actually had enough rain lately."

IN JULY there is less to do in the fields. "Until the Fourth of July, we're analyzing, watching for diseases and insects, and



looking at what the neighbors are doing," Duncanson says. "But by July and August, we're pretty much done tinkering with the crops. It's all up to the weather then." A few cool and wet spells come in midsummer, but they are rare. The weather is mostly warm and sunny, with rain coming in good quantity.

The Duncansons turn their attention back to the feedlot, giving the animals and buildings a thorough cleaning and inspection, making repairs, and "hauling a lot of manure."

There is much more to do. House renovations have been going on much of the summer, and the Duncansons rush to finish before their new child arrives.

On July 25, thoughts of farm work, crops, and cattle are left behind as a new son, Sam, is born. One of the advantages of farm life is the flexibility certain times of the year offer. Pat is able to spend more time with Ben and Claire while Kris recuperates and Sam settles in.

IN AUGUST there are county fairs and farm shows to attend.

Training and educational events are sponsored largely by the Minnesota Extension Service, an arm of the University of Minnesota that is dedicated to carrying University research results and expertise to state residents. Thiesse says his role as an extension

educator is to "sift through the research and help farmers adapt it to their operation. There is just too much information out there for them to do it themselves."

Duncanson says Thiesse is one of his best allies. "One of the unsung successes of the University is the extension service and how it has changed over the past five to ten years," Duncanson says. "People who use it have a lot of renewed respect for the University."

University of Minnesota College of Agricultural, Food, and Environmental Sciences interim dean Michael Martin believes that Duncanson himself is one of the real success stories of the University. "Pat's the kind of systematically curious citizen the college wants to help create," Martin says. "He's a good farmer who's looking to the future, but he's also a real leader, both in the industry and in the community."

As for his University education, Duncanson admits that he didn't learn a lot about the nuts and bolts of production farming on the St. Paul campus, but it was a valuable



experience nonetheless. "It definitely taught me to think, to analyze new things as they come along," he says. Continuing involvement in agriculture alumni groups "keeps my world a little bit bigger," he says.

"Real production farming is something you almost have to grow up doing," Duncanson says. Kris Duncanson, a Wayzata native, agrees. "I'm trying to learn most of it from scratch. There's so much to it. There are things Pat knows about farming that he doesn't even know he knows."

On the farm in August, the Duncansons tend to the cattle, start moving stored grain out of bins to make room for the coming harvest, and keep guessing about the crops. "It looks really good," Pat says. Despite losing some soybeans to hail in late August and early September, "overall we know we're looking at a really good year."

IN SEPTEMBER the Duncansons get busier. "Right after the State Fair, we make sure the cattle are taken care of and the machinery is ready," Pat says. "September 20—Karl's birthday—like most years, we start in." Harvesting takes longer than planting because of the sheer volume of material to be trucked out of fields to storage areas. It also takes more people, because trucks are constantly moving grain from the combines to dryers to storage areas, while a tilling machine, which works stubble back into the earth, lags behind. There are two teams in the field, each operating one of the farm's combines, one of them four years old and the other fifteen. "The four-year-old combine is still being made and probably costs, with all the equipment, about \$160,000 to \$170,000," Duncanson says. "Some people laugh about today's air-conditioned cabs, but cabs need to be sealed because of the noise and the dust anyway, and an air conditioning unit only adds about \$500."

In a year or two, the Duncansons plan to add a computerized monitor in the combine to record the amount of corn harvested and its moisture level. The figures will help the Duncansons verify yields and will be an integral part of what is known as site-specific or precision farming, a trend Duncanson and University experts see as a way to increase profits. "With satellite calibration, we'll be able to pinpoint small sections of fields, then keep track of our input and what we get out," he explains. "From year to year, we can make adjustments and see how they pay off. Eventually, we'll be farm-



ing each small section a little bit differently instead of farming the average."

For 1994, the early harvest numbers look good, although not quite as good as the Duncansons had hoped. "It looks like we're off by about 10 percent," Pat says. "Growing conditions kind of fell off toward the end of the year." Crews move from field to field as the crops are ready. As usual, corn harvest begins first, although a close watch is kept on the soybeans. "Soybeans have a very small window, about eight to ten days, in which they mature and have to be harvested," Duncanson explains. "We drop everything when the soybeans are ready and go 24 hours a day."

Just as the soybeans are ready, hailstorms hit the area. "Whole crops were wiped out to the south of us on the day they were ready to be harvested," Pat says. "It just missed us."

Corn is hardier, and the crop is left in the field while the soybeans are harvested. "Corn can stand some cold and even some snow," he says. "It just makes it miserable to work in."

IN OCTOBER, the one-third to one-half bushel of corn planted per acre results in an average of 145 bushels of crop. Soybeans, which took a bushel of seed an acre, yield 45. "It's a good, above-average crop, not a bin-busting crop, but our best in three or four years," Pat says.

The Duncansons' mixed strategy—leasing land back and forth, feeding live-

stock on contract, and other measures—takes some of the risk out of what is, at heart, an annual gamble on weather and markets. Yet the economics of crop farming—with myriad buying, selling, and financing options—are dumbfounding.

The Duncansons are offered a bid to sell the just-harvested crop at a higher price if they will deliver it in July 1996, nearly nineteen months away. "We have to figure out where we can store it, how much it will cost, how much we might lose to spoilage, how to transport it, and then whether we will still come out ahead," Pat explains. "Then I have to convince the banker it will make sense for him to give me a loan to do it."

Credit to a farmer today is like any other tool. "Most young farmers use it," he says, "although it does bring risk. I might have ideas, but to get the capital for them, I have to risk the farm and my family."

On the Duncanson farm, both crop expenses and sales can top \$1 million in a year. "We handle tremendous amounts of money every year," Pat says. "Unfortunately, we don't get to keep very much of it. It has to be a very frugal way of life."

A U.S. Department of Agriculture census of Minnesota in 1992, a year without weather catastrophes, showed the average farm turned a \$16,000 profit. Federal farm policy, one of the most controversial aspects of farming, is in part designed to take a little of that risk away.

"The federal government has pursued a policy of producing a small surplus of food," Pat explains. In some years that means encouraging more production with price supports and in others paying some farmers to produce less. "The policy has been a consumer success. We have the best quantity, quality, safety, and prices in the world. I'd hate to see what would happen in this country if we ever had real food shortages."

Unfortunately for farmers, a regular small surplus means it's always a buyer's market. "Even with the government involvement, it's a huge market," Duncanson says. Minnesota farm exports alone earn about \$12 billion a year, according to the University—more than the total the federal government spends nationally on farm subsidies. "It's probably as close to a real supply-and-demand-driven market as we have in America," Duncanson says.

HARVEST is usually over by Halloween, but rain slows things down and the com-

binning isn't finished until November 7. Tilling, which takes longer, is finished about a week later. During the rest of the month, the machinery is cleaned and stored and the feedlot is prepared for winter.

Kris Duncanson makes a few trips to the Twin Cities to give in-school presentations on farming as a volunteer for the Minnesota Department of Agriculture's Agriculture in the Classroom program. She is dedicated to educating Minnesota about the importance of farming and brings a half-dozen families from Mankato and the Twin Cities to the farm several times a year.

There are at least as many stereotypes about farm wives as there are about farmers. Neither Kris nor Karl's wife, Jackie, fits most of them. Both attended college and are very active in agricultural groups, in their community, and as support people for the farm.

"I do a lot of running for the farm," Kris says. "Jackie and I used to help with the

office work, but with kids and everything else, there just isn't time." "Everything else" includes writing an editorial for the *Mankato Free Press* on Minnesota River issues, keeping up on changes in the law through the Minnesota Legislature's *Session Weekly*, serving on the board of and helping raise money for a Mapleton community day care center, raising three small children, and "doing a lot of volunteer work," she says. "It's part of my commitment to living in this community. After years in politics and in corporate America, I'm glad to stay home with my kids for a few years."

Jackie, with four children in school, is more active in public affairs, serving on the Minnesota Beef Council and on the Minnesota Pollution Control Agency Citizens Board.

Kris and Jackie are also helping investigate sites for a second feedlot a few miles from the current one and nearer fields that

would benefit from the natural fertilizer it would create.

Pat and Karl head back into the fields, this time for drain tiling, a process of digging trenches and laying pipe in wet areas to move water to dryer areas or ditches. Drain tiling, including work they do for others around the area, continues until the ground is frozen too hard to dig. The mild fall allows them to work until the holidays.

IN LATE DECEMBER, a warm spell leaves the wet black fields around Mapleton striped with white snow in the furrow bottoms and yellow stubble at the peaks. The Duncanson farm ends the year where it started—catching up with family, verifying the harvest, getting paperwork in order, and making decisions on selling, financing, and the coming year.

The outlook for 1995 is much brighter. ◀

AT THE U: NEW NAME, RENEWED MISSION

Over the past 50 years, technology—from mechanization and chemicals to hybrids and bioengineering—has created a new kind of farm. In 1987 the College of Agriculture launched Operation Sunrise to address this new reality. The college was restructured, cross-departmental majors were created, an international component was added, and efforts were made to increase diversity and reverse the college's shrinking enrollment.

Although agriculture remains the college's primary focus, "we've pursued fairly significant redirection internally," says interim dean Michael Martin, a Minnesota native who earned a Ph.D. in agricultural and applied economics at the University in 1977. "Operation Sunrise showed that a big institution like this can change."

Now, after two years of discussion among faculty and staff, the college has a new name, too: the College of Agricultural, Food, and Environmental Sciences. "We felt it was time to redefine ourselves, to restate who we are," and the new name reflects the evolution of the college, says Martin.

Throughout its history, the college has embodied the University's land-grant mission of teaching, research, and outreach.

The college's alliance with the Minnesota Extension Service (MES), a University department that underwent its own restructuring a few years ago, helps maintain its vital research/outreach link. MES has offices in every Minnesota county, and dozens of faculty with extension appointments work in the college. "Almost a third of our effort is in extension," says Martin. "Extension is used to deliver the new discoveries we make and at the same time bring back to us what farmers and citizens are seeing and needing."

Teaching remains a top priority. Because of the shrinking number of people employed in the farm sector, the college saw its enrollment sink by several hundred to about 700 students during the farm crisis years of the early-1980s. Since the creation of the interdisciplinary majors in 1987, however, enrollment has risen steadily to more than 900.

In trying to reach a broader and more diverse range of people, the college is seeking to touch city dwellers and make them aware of agriculture in their daily lives. "The Twin Cities is the second-largest agribusiness community in the United States, and that includes everything from Bachman's Floral to General Mills," Martin says.

The college's revised mission statement declares its intent is to provide students with varied educational experiences, professional competence, and a sense of social responsibility.

Social responsibility is vital, Martin says. "I'm concerned that universities are oversold as places to prepare for careers. We need to see that we're creating the next generation of leaders. It's more than job training. . . . But it's hard to respond to legislators without [employment] numbers."

With several departments ranked in the top five nationally, alumni such as 1970 Nobel Peace Prize-winner Norman Borlaug, and bragging rights to the development of crop varieties that make up 80 percent of Minnesota's \$12 billion a year in farm exports, the newly named College of Agricultural, Food, and Environmental Sciences is leading the way to the future.

"We have a top-notch faculty, and all of our eleven departments are in the top ten nationally," says Martin, who taught at Oregon State University for fifteen years before returning to the U two years ago. "There's a Minnesota inclination to not want to look like a show-off, but we need to celebrate these successes. When you've been away and come back, it's amazing to see what a great University this is."

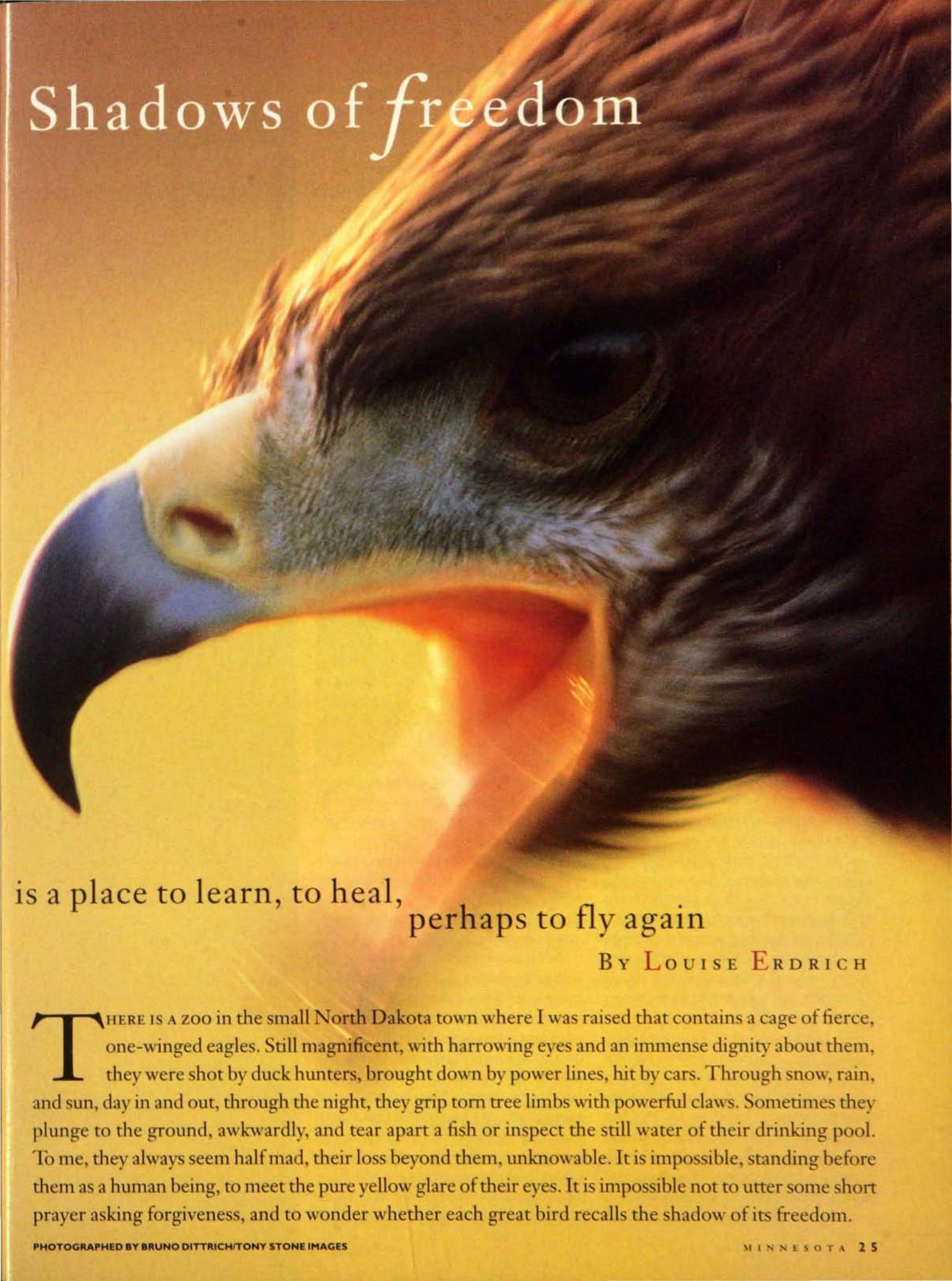
P E R E G R I N E F A L C O N



Falco peregrinus

STERMER

The Raptor Center



Shadows of freedom

is a place to learn, to heal,
perhaps to fly again

BY LOUISE ERDRICH

THERE IS A ZOO in the small North Dakota town where I was raised that contains a cage of fierce, one-winged eagles. Still magnificent, with harrowing eyes and an immense dignity about them, they were shot by duck hunters, brought down by power lines, hit by cars. Through snow, rain, and sun, day in and out, through the night, they grip torn tree limbs with powerful claws. Sometimes they plunge to the ground, awkwardly, and tear apart a fish or inspect the still water of their drinking pool. To me, they always seem half mad, their loss beyond them, unknowable. It is impossible, standing before them as a human being, to meet the pure yellow glare of their eyes. It is impossible not to utter some short prayer asking forgiveness, and to wonder whether each great bird recalls the shadow of its freedom.

Eagles are designed to fly. No other purpose is understandable. Grounded, they seem to experience a crushing depression, yet at the same time they have about them an almost magnetic sense of thwarted purpose that draws a watcher to stand with them in quiet meditation.

The shattered eagles in my hometown zoo make me grateful for the existence of the University of Minnesota Raptor Center. Dedicated not only to healing and returning injured raptors to the wild, but also to preventing environmental injury and educating humans, the center has had enormous and inspiring success.

FROM THE 1940S ON, worldwide use of DDT began to thin the shells of birds' eggs, nearly wiping out birds high on the food chain—raptors. Their consumption of pesticide-laden food concentrated the poison in their systems, a danger that continues to this day. Although use of DDT is now banned in the United States and in England, it is common in other parts of the world. In addition, declining forest habitat and a worldwide human population explosion have endangered other species, the Venezuelan harpy eagle, for instance.

The Raptor Center was started in 1974, when eagles, peregrine falcons, and ospreys were on the endangered species list. Since then, the center has become a worldwide center for the treatment and rehabilitation of these wounded birds. Its efforts to prevent further harm to bird-supporting ecosystems and to educate people of every age to the special qualities of raptors make it an extraordinary place.

The building itself, half indoors and half outdoors, invites visitors to stand with the birds who live there permanently. Human beings come to learn, to experience the uncanny presence of these birds. In a downstairs healing room where they are fed by hand, trumpeter swans, shot in Wisconsin and transported to the center for treatment, hiss and feint with their necks. Upstairs, in a great, light room overlooking the courtyard, a pair of ospreys are tethered by leg straps to low perches.

Ospreys are a nervous bird, difficult to keep in captivity, and these are the first two that the center will house for educational purposes. All of the birds that live permanently at the center cannot, for one reason or another, fend for themselves in the wild. These two ospreys, nicknamed

Stan and Ollie, seem reassured by each other's presence. They watch humans with studied nonchalance but react swiftly, with alarm, to any quick motion.

Beside them, on its own perch, a South American spectacled owl regards each visitor with spooky intelligence. Most of the owls housed at the Raptor Center are imprinted on humans, that is, they have been found young (as new down-covered hatchlings, they are irresistible) and raised by well-meaning humans who don't understand that the grown owls will thereafter seek humans when they're hungry, or that an owl must feed on an entire animal—including bones and hair—or suffer the permanent physical damage of softened beak and bones. When owls that have been tamed and hand fed with bits of chicken are set free upon adulthood, they may swoop humans, inadvertently gashing people's heads in their misplaced affection. Other imprinted birds, including one falcon at the Raptor Center, long to mate and raise young with humans, and react jealously and possessively to their caregivers in the spring.

There is an aura about the birds, says one volunteer who works with Kaleb, an imprinted barred owl born in 1974 who has lived at the center longer than any other bird. Like many of the center's volunteers, she has become especially tuned in to the birds' psychic identities. She has the habit, she says, of thanking them after they have allowed themselves to be shown to strangers.

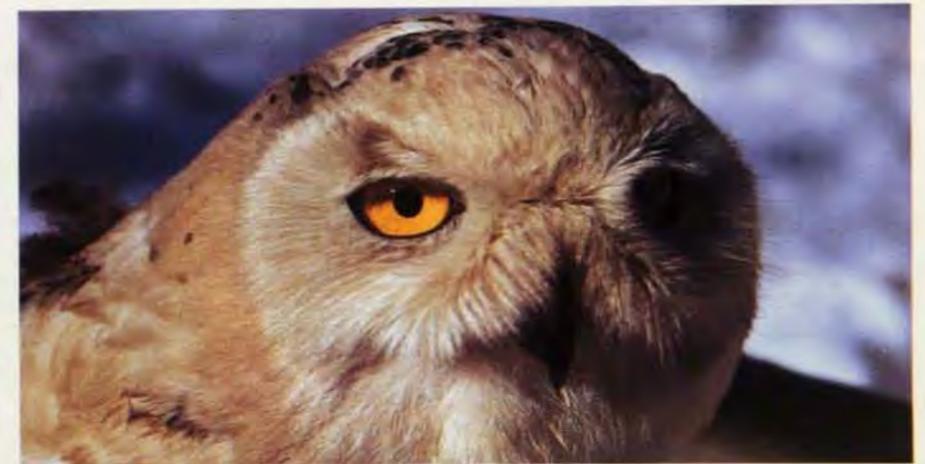
There is something very attractive about the Raptor Center volunteers' attitude of casual reverence and affection for the birds they save. They are not worshipful, merely practical and respectful. In the truest sense, that is the attitude that native people have had toward the land and its inhabitants, upon which they've utterly depended.

In Ojibwa tradition, Kokoko the owl is an uneasy harbinger of night and death, but when I am allowed to hold Kaleb, jesses in hand, upon my wrist, I am reminded of my Ojibwa grandfather's respect for the owl as a helpful predator. During my mother's childhood on the Turtle Mountain reservation in North Dakota, my grandfather and grandmother kept a truck farm with milk cows housed in a pole and mud barn. My grandfather left a hole in the wall for the resident owl, who kept down the mice in the animals' feed. Kaleb is probably the same type of owl who lived



there, fairly common in those parts.

Soft gray with deeper slate shadowing each feather, Kaleb has huge dark eyes of a penetrating depth. When this bird's wings brush against my hair, soundless and intense, I feel more connected than frightened. Owls aren't clever like crows, playful or adaptive like ravens, but they are perfectly designed for what they do: The sides of their heads are all ears to pick up the slightest rustle of prey. Their digestive systems welcome whole mice, extracting every benefit while winding bones and nails into a convenient coughball. Their powerful claws and beaks are strong enough to open metal cans, their feathers so soft there's no sound of a flap or whistle as they swoop from a perch. And owls are singularly beautiful, large-eyed creatures questioning the night.



CHILDREN QUAIL IN DELIGHT, their hair floating loose in the powerful wind that an owl raises as its wings beat during a visit to a Minneapolis school. Yankee, a bald eagle who broke his wingtips when he was trapped, weighs 8 pounds, not the 350 that a fourth-grade child estimates. If released, the great bird would seek light, a window, and dash itself against the pane.

How fast can a falcon fly? What do you do when you find a wounded bird? What do birds see, hear, eat? The children, mesmerized by the golden stare of a great horned owl, hush one another to find out the answers to these questions.

I am sitting in the audience, too, among many children who have never seen such large birds. Their excitement is hard to contain. They gasp as the birds are removed from their traveling cages and crane forward. Some of these inner-city children have never seen a bird other than

a sparrow or a pigeon. And yet, as a center volunteer explains, everyone in the city lives within a couple of miles of a raptor. They can be great horned owls, or city birds like the peregrine falcons that nest on rooftops, or red-tailed hawks that hunt along suburban roads. Even bald eagles are seen occasionally circling the Minneapolis lakes or flying along the Mississippi River as it flows through St. Paul. Raptors, since their slow recovery from near extinction, are adapting to urban life. Even the spectacular, tiny, nattily feathered rust and slate gray American kestrel has begun to find sparrows a source of urban food and can be seen hunting near backyard bird feeders in deep winter.

To show children, at this impressionable age, what a carelessly aimed shotgun or sheer ignorance can do to an extraor-

dinary creature is to teach a rare lesson. Hearing stories, seeing the shattered wings, the X rays of lead pellets, children experience these birds' lives in an immediate and meaningful way. The Raptor Center's educational program deepens their understanding of the birds' magnificence and vulnerability. The awed, curious faces of fifth- and sixth-graders tilt toward more than the one bird displayed on the volunteer's wrist. These children are being educated to assume an attitude, a way of being that embraces and respects nature rather than destroys it. It is a slow, hard-won, difficult road for our society, but it is in places like the Raptor Center, where volunteers commit their time and effort, and where scientists devote their lives to studying the best way to save these birds, that the future of a varied and marvelous world filled with extraordinary creatures is being made, of small efforts and triumphs, day by day. ◀



*What a thousand acres of Silphiums looked like
when they tickled the bellies of the buffalo
is a question never again to be answered, and perhaps not even asked.*

—Aldo Leopold
A Sand County Almanac



A Prairie Primer

A guide to discovering, understanding, restoring, and planting prairies

By Camille LeFevre

*I believe a leaf of grass is no less than
the journey-work of the stars.*

—Walt Whitman

Late in the seventeenth century, the first French explorers left the dark forests of America's eastern settlements to venture westward. Canoeing across the Great Lakes and down the Mississippi River, they were astounded when the country opened up into sun and fields of grass. *Prairie* they called this new world, using the French word for their meadows back home—grassy parks with scattered trees. What

they were looking at was actually oak savanna, a transitional landscape between tallgrass prairie and forest comprised of grasslands dotted with burr-oak trees.

Still to be discovered was the extent of the Great North American Prairie—an area of more than a million square miles stretching from central Canada in the north to near the Mexican border in the south, from Indiana in the east to the Rockies in the west. On the eastern edge of the prairie, in a band extending from Manitoba to Texas (including southern and western Minnesota), oak savanna gave way to tall-

grass prairie, featuring big bluestem, a grass that grew up to twelve feet high. Farther west, tallgrass prairie was relegated to lower, moister areas, while shorter grasses like little bluestem flourished in drier areas, resulting in a mixed-grass prairie. In the far arid west, now known as the Great Plains, short wheat and buffalo grasses grew. Minnesota, with soil conditions varying from dry to mesic (slightly moist) to wet, had all these prairie types.

A vast and varied ecosystem, the prairie contained up to 300 species of grasses and flowers that changed in height, shape, den-

sity, blossom, and color from March through November and supported an abundance of life. Legendary herds of bison thundered across the grasslands, and up to 90 other species of mammals—including elk, pronghorn antelope, and the now-extinct buffalo wolf—thrived. Flocks of waterfowl summered around prairie pot-holes, darkening the skies during migration. Raptors picked off mice, ground squirrels, and snakes. Hundreds of species of songbirds fed on thousands of species of insects. Fire, drought, wind, scorching sun, and bitter cold worked their magic.

Prairie was arguably our largest tract of unbroken wilderness when the first European settlers arrived in the mid-1800s with their guns and plows. Prairyerth, tremendously fertile soil produced through centuries of self-composting, proved a bonanza for growing crops. And prairie wildlife was mercilessly hunted for sport and for food. What the settlers began, agribusiness and suburban development are finishing.

"Today," writes John Madson in his book *Where the Sky Began: Land of the Tallgrass Prairie*, "it is easier to find virgin groves of redwoods than virgin stands of tallgrass prairie."

In many Plains states, including Minnesota, less than 1 percent of the original prairie exists, usually in remnants near railroads, in pioneer cemeteries, or in areas too rocky, dry, or steep for farming. Preserved prairie parcels can be found in national grasslands and state parks, but there is no federally protected native tallgrass prairie; it's the only U.S. landscape missing from the National Park Service system. In presettlement Minnesota, 18 million acres of prairie flourished. Today, 75,000 to 150,000 acres remain, only 31,000 of them protected.

Since World War II, however, a fringe fascination with prairies (heretofore dominated by the odd prairie ecologist and weekend prairie-hunting hobbyist) has been gaining mainstream momentum. These days, Midwestern parks with prairie remnants hold celebratory Prairie Days. Business is booming at Midwestern native-plant nurseries that cater to the demand for prairie plants and restoration services. And organizations like the Nature Conservancy are stepping up efforts to buy and preserve tracts of prairie.

"Part of the prairie mystique is the pure Americana embodied in things that most

people have never seen before, and will see nowhere else," Madson writes, explaining this renewed affection for prairie. "Then, too, the appeal of tallgrass prairie may lie in the fact that it's about as close to being a fountain of youth as anything some of us will ever know." The seasonal cycles of death and rebirth in other landscapes, he continues, are "nothing to the rich, summerlong bursts of life to be found on tallgrass prairies that arise, phoenix-like and full-grown, from the ashes of their autumn burnings."

IN THE BEGINNING

I would be converted to a religion of grass. Sleep the winter away and rise headlong each spring. Sink deep roots. Conserve water. Respect and nourish your neighbors and never let trees gain the upper hand. Such are the tenets and dogmas. As for the practice—grow lush in order to be devoured or caressed, stiffen in sweet elegance, invent startling seeds—those also make sense. Bow beneath the arm of fire. Connect underground. Provide. Provide. Be lovingly and do no harm.

—Louise Erdrich
Heart of the Land

Millions of years ago, geologic forces changed the face of North America and set the stage for the evolution of prairie. Glacial activity during the Pleistocene period resulted in the creation of loess, a powdery, highly permeable soil common in the world's grasslands. During the Cretaceous period, a massive upheaval of the earth's crust created America's western mountain ranges, causing an alteration in weather patterns. Previously, rain had fallen across the landscape in a fairly uniform fashion; now rain clouds would cool and drop nearly all their moisture before reaching the eastern edge of the Rocky Mountains. Such changes were enhanced by an overall warming and drying trend. All of this favored grass.

Even so, forest always threatened to march across oak savanna and gain a foothold on the prairie. And it did so, when conditions were right. In *Where the Sky Began*, Madson contends that "forest was retaking grasslands long before white men arrived" because of a later climate shift toward cooler, moister weather. Still, a takeover of long-established prairie would

have been extremely tough, a process requiring eons. Prairie evolved to withstand rigors that forest cannot overcome.

Like drought, for instance. Prairie plants spend their first two years establishing root systems designed to capture what little water falls on the prairie or exists underground; then the plants send up shoots. The roots of a full-grown plant spread throughout the top six inches of soil for several feet in a dense tangle. Half a square meter of big bluestem sod may contain thirteen miles of rootlets, according to Madson. Prairie plants sink deep taproots as well, sometimes up to sixteen feet long. The roots of prairie plants also decompose quickly (especially when water is scarce), thus fertilizing the soil.

Because their biomass is largely underground, prairie plants are actually rejuvenated by fire, which was a common occurrence on the prairie. Lightning strikes could spark wildfires that wind-whipped across the prairie for miles with flames 40 feet high. Native Americans also set prairie fires to use as a weapon of warfare and to drive bison into kill areas. Fires fed on dead, dry plant litter—as well as tree saplings and shrubs—while prairie roots stayed cool and protected underground. Afterwards, plant shoots popped up, stimulated by increased light, warmth, and moisture. Ash added nutrients to the soil.

The grazing of bison, elk, and pronghorn antelope also encouraged prairie health by inhibiting tree growth. Tree saplings, with all their tender growing apparatus above ground, were tasty treats. Prairie grass, which grows from its base, not its tips, provided native ungulates with nourishing grass without biomass. Waste left behind by herbivores fertilized the soil. And grazing altered the height and density of prairie grasses, diversifying habitats for other animals and birds.

The prairie was a unique and hearty ecosystem, sustaining a variety of species rivaling our now-vanishing rain forests. But with the settlers came "the Great Dying," as Madson calls it. The continuous expanse of prairie was divided up, later fenced. Plows tore up the prairie sod. One crop, usually corn, replaced the lush assortment of grasses and flowers. Eventually, ponds and sloughs were drained. Once habitat was eliminated, fowl and fauna were shot, the spread of fire was halted, and the Great North American Prairie in all its greatness was no more.

CORPORATE RESTORATIONS, EMPLOYEE PERCEPTIONS

When prairie and savanna preservation and management become part of the personal history and daily experience of people, there is a greater chance that the ecosystem at large can survive and perhaps begin to thrive.

—Pauline M. Dornbey,
biologist,
Walnut Creek National
Wildlife Refuge,
Prairie City, Iowa

"Prairies are one of the least understood and least liked of all landscapes, according to my research," says Susan Maag, a landscape architect with the Minnesota Department of Transportation, who has a master's degree in landscape architecture from the University of Minnesota. "The most-appreciated landscapes include water, or they're forested, or they're mountainous. Prairies were largely flat. And people initially perceive prairie as being messy, unkempt in appearance, weedy."

For her 1994 paper "Perceptions of Prairies in Corporate Settings: A Study in Adaptation," Maag surveyed employees from two Minnesota corporations with prairie restorations to see how well they accepted prairie. H.B. Fuller in Vadnais Heights restored about seven acres of its property to prairie ten years ago. After employees complained that prairie plants near entrances looked too "messy and ugly," the seven acres were reduced to three. Cray Research in Eagan restored 35 acres to prairie two years ago. Cray's four-building campus is situated in an oak savanna; most of the tallgrass restoration starts at the edge of the main road and extends to the woods.

Maag discovered that employees at both corporations began to accept the prairie within two years after installation. "Since it generally takes three years before a prairie restoration starts to look like a native prairie, this was a surprising finding," she says. Restoring prairie begins with killing off existing vegetation and disturbing the soil, then sowing prairie-grass seed and planting flower plugs. During the first two years, while prairie plants are establishing roots, weeds dominate the area and need to be pulled regularly. For a while, a new prairie restoration does look like a weed patch.

But Maag found that with age a prairie

becomes more attractive to people, and that attractiveness is enhanced by exposure—whether the prairie is visible through windows or accessible via walking paths. By the second or third year, people also believe that a prairie restoration is ecologically sound and improves the overall health of the environment. Those who hunt, fish, or are members of environmental organizations, Maag learned, accept prairie more quickly. And almost all consider prairie a relaxing and inspirational element in the workplace.

"Our work at Cray is pretty intense and intellectual," says Eric Lindahl, director of corporate real estate for the computer research and development company. "Through our prairie restoration, which includes park benches and walking paths, we've created an environment supportive to employees, where they can get outside and experience a bit of relief from the intellectual efforts they're involved in."

When Cray bought the property—originally prairie that had been farmed over and then abandoned—in 1987, Lindahl says he was "determined that we weren't just going to level everything and build a lot of standard buildings with traditional landscaping. I wanted something that really fit into the topography and overall feel of the property."

Economic factors also drove the restoration, which was done by Prairie Restorations Inc. (PRI), of Princeton, Minnesota, the largest and oldest restoration company in the Midwest. "The idea of laying down 35 acres of sod, then irrigating, mowing, and fertilizing it forever was crazy," Lindahl says. "Prairie is a little more costly than sod on the front end. But after three to five years, prairie comes into its own. You don't have to water, fertilize, or mow. Every other year, we do a controlled burn. But that's it in terms of maintenance. Plus, it's absolutely stunning in the spring when it's blooming."

When Cray's new campus opened, Lindahl conducted employee information sessions on the restoration, pointing out such features as the 15,000 flower plugs planted near one entrance. If people complained about the young prairie's "scruffy look," Lindahl stressed economic and aesthetic benefits and explained the prairie growth process. When nearby residents called municipal weed control authorities, Lindahl and PRI president Ron Bowen explained the process to the neighbors and

the weed-control representative. When portions of the restoration were torn up by the city during road repair, the two men approached the city about reseeding with prairie grasses instead of the usual rye mixture, and they succeeded.

"I don't receive any negative comments anymore," Lindahl says. "The prairie is now part of the background of where we work. A prairie restoration requires education and patience. But I'll tell you, once the prairie's in full bloom you never regret it."

PLANTING A PRAIRIE GARDEN

*To make a prairie it takes a clover
and one bee,—
One clover, and a bee,
And revery.
The revery alone will do
If bees are few.*

—Emily Dickinson

The notion of planting a prairie garden is alluring to many homeowners. Almost anyone can simulate prairie for less cost and maintenance than a lawn requires. Prairie gardens also have unique aesthetic appeal. An established prairie-style garden usually contains a dense mass of 20 to 30 different grasses and flowers. Spring through fall, a prairie garden blooms steadily, changing color and form from week to week.

In the spring, amid the dry litter of fall mowings or the ashes of a fall burn, pasqueflowers begin to bloom, along with delicate blue-eyed grass. In summer, purple coneflowers and blazing stars rise up among the grama grass and bluestem, along with silvery rattlesnake master, the orange turbans of turk's-cap lily, and the fiery clusters of butterfly weed. Fall brings a variety of daisylike asters as the grasses turn wine and russet colors.

Once birds, butterflies, and bees discover a prairie garden (which they seek out for seeds, insects, and nectar), a third benefit of prairie gardening becomes clear: Reintroducing native plants in a yard has a positive impact on the whole environment.

"It's important to think about the benefits of a prairie-style garden in a global sense, too," says C. Colston Burrell, president of Native Landscape Design and Restoration Ltd. in Minneapolis and another master of landscape architecture alumnus of the University of Minnesota.

"With a little effort, you can create a beautiful landscape and provide an environment other creatures—like tropical migrants whose habitat is rapidly disappearing—can use."

However, cautions Deb Brown, a horticulturist with the University's Dial U Clinic and the Minnesota Extension Service, "people need to not get carried away with a romantic idea about establishing a prairie. It's not all positive. There are other things to take into consideration."

First, says Brown, think about how you use your yard and where prairie plants would work best. Prairie gardens flourish in dry areas with full sun and are useful in reducing lawn size, stopping erosion on slopes, and providing transitions between traditional landscaping and nearby woods or wetlands. But, in addition to attracting a variety of birds and butterflies, prairie gardens can also be a haven for mice, snakes, and ticks. Plant prairie gardens several feet from the house to keep unwanted varmints away from the foundation, Brown says. And consider keeping a section of mowed lawn near the house for chairs and a picnic table, or as a play area for children.

Next, talk to your neighbors about your plans for a prairie garden. "It makes sense not to spring this on neighbors," Brown says. "If they think it's going to spoil their property values they're going to squawk, and they may have a legitimate concern." Lawsuits based on misunderstandings have been brought against homeowners for unkempt "weed patches."

"By stressing to your neighbors what you're going to create and how interesting it's going to be—with more butterflies and birds—you can enlist their interest and tacit approval, if not enthusiasm," says Brown.

Also, call your city hall and request a copy of its municipal weed ordinance. While specifications on "rank vegetation" are often vague, some ordinances okay native-plant communities if they're part of a planned landscape with mowed perimeters. Decorative fences, paths, signage, and extra flowers also indicate that a prairie garden is deliberate and well-kept.

Research conducted by Joan Nassauer, professor and head of the University's Department of Landscape Architecture, has shown that the public recognizes that a prairie garden is purposeful, cared for, and created in a neighborly fashion through these extra touch-

es, which she calls "cues to care."

Finally, "if you know how to plant a petunia, you can plant a prairie grass or flower," says Burrell. On the other hand, a professional garden designer specializing in native plants can help you comply with ordinances and plan a prairie garden that looks neat and purposeful. Either way, the steps in planting a prairie garden are the same. Site preparation requires appli-

cations of a nonselective herbicide to kill off existing vegetation. Planting is easy but time consuming. And quite a bit of spot weeding is necessary the first two years, so be patient. By year three, a colorful and robust prairie will begin to appear. After about five years, once a prairie garden is fully established, mowing or fall burning keeps the weeds out and the prairie healthy. ◀

WHERE TO FIND PRAIRIE IN MINNESOTA

The Minnesota Department of Natural Resources (DNR) and the Nature Conservancy manage more than 25 prairies throughout the state. Call the DNR at 612-297-3288 or the Nature Conservancy at 612-331-0762 for a complete list and more information.

METRO AREA

Bennett/Johnson Prairie, Minnesota Landscape Arboretum, 3675 Arboretum Drive, Chanhassen; 612-443-2460. A three-mile drive circles around this restored prairie, which features walking paths, a prairie pothole, and various species indigenous to Minnesota and adjacent prairie communities.

Upland Garden, Eloise Butler Wildflower Garden, Wirth Park, Minneapolis. A recently restored parcel of oak savanna.

Afton State Park, nine miles east of St. Paul on I-94, seven miles south on County Road 15, three miles east on County Road 20; 612-436-5391. Two hundred acres of tallgrass prairie and oak savanna restored in the early 1980s.

Lost Valley Prairie, two miles north of Hastings on Highway 61, one mile north on Highway 95, two miles east on County Road 78, half a mile north to the edge of the prairie. One of the largest remaining prairies in the metro area; dry to moist upland prairie on limestone ridge and swales.

Helen Allison Savanna, Highway 65 in Bethel, one mile east on County Road 24, south and east four miles on County Road 26. Eighty acres adjacent to the University of Minnesota's Cedar Creek Natural History Area and within the Anoka County Sand Plain. Excellent example of dry prairie with sand-dune plant succession and blowouts. Also contains oak savanna and sedge marshes.

SOUTHEAST

Weaver Dunes, six miles southeast of Kellogg in Wabasha County. A 697-acre sand prairie whose most famous residents are the protected Blanding's turtle, the endangered rough-seeded flame flower, and the threatened Ottoo skipper butterfly.

NORTHWEST

Blazing Star Prairie, southeast of Felton, near the Zimmerman Prairie Preserve in Becker County and Bluestem Prairie Preserve in Clay County. Home to blazing star, prairie chickens, upland sandpiper, marbled godwit, and loggerhead shrike, the 160-acre prairie features a bison rubbing rock.

SOUTHWEST

Chippewa Prairie, located in Chippewa and Swift Counties, between the towns of Milan and Appleton. A 1,102-acre tallgrass, mesic prairie featuring diversity of grasses and flowers.

Blue Mounds State Park, six miles north of I-90 and Luverne; 507-283-4892. Moist upland prairie with tallgrass ecosystem; features Sioux quartzite outcroppings, rock pools with rare aquatic plants, and bison herd.

Brave New World

Biotechnology explored:
on the road with thistle blowers;
into the soup with seed sowers

BY CHUCK BENDA

For the past 40 years, "weed scientists" have been searching for biological weed control methods to supplement and perhaps even replace the heavy-handed methods currently in vogue: regular, expensive—and often environmentally hazardous—applications of chemical herbicides. "Despite all the effort put into biocontrol, there are virtually no biological agents being used for weed management in the United States," says Don Wyse, a University of Minnesota professor of agronomy for the past 21 years.

Wyse, who counts himself among the ranks of those weed scientists, began his personal war on weeds nearly 30 years ago, when he spent the summers of his undergraduate days at Ohio State University mowing roadside ditches for the Fulton County Highway Department. To counter the tedium of the hot summer days spent in dusty ditches, Wyse began to collect plants, amassing some 200 species for his herbarium. He also began to notice how other organisms—insects, deer, fungi—affected the various plants. Little did he know that his habit of "noticing" weeds in roadside ditches would lead him to the brink of a startling breakthrough in biological weed control.

During his commute to the St. Paul campus from his home in Wyoming, Minnesota, Wyse typically scans the roadside ditches. In about 1985, he began to pay closer attention to some patches of Canada thistle just off Interstate Highway 35 near Lino Lakes. Canada thistle is a particularly hardy perennial broadleaf weed that spreads both through rapid growth of its root system (a cubic foot of Canada thistle roots can mushroom into a patch of thistle more than fifteen feet in diameter in a year's time) and through wind-borne reseeding. The Canada thistle chokes out desirable plants by hogging sunlight, nutrients, and water.

While Wyse expected patches of Canada thistle to get bigger year after year, he noted that in some patches the leaves turned yellow one summer, and the next year the size of the patches diminished. He got permission from the Minnesota Department of Transportation to mark the patches of thistle to ensure that they weren't mowed or sprayed while he determined if his casual observations would hold up under the scrutiny of a controlled experiment.

"We watched the patches for two years," says Wyse. "Those patches that showed substantial yellowing one summer disappeared the following year."

With his curiosity piqued and preliminary results in hand, Wyse was able to secure funding from the Legislative Commission on Minnesota Resources to find out what had happened. He began work with the assistance of his graduate students in 1988, and in 1990 enlisted the help of another weed scientist, Dave Johnson, who was just completing Ph.D. work in plant pathology.

"It should have been a relatively straightforward matter to isolate the causal agent, but it didn't work that way," says Wyse. "In all, it took us more than two years."

"I had my pet theories when I started working with Don," says Johnson. "I thought it was a bacterium, but we couldn't

prove it. With most bacterial diseases on plants, you simply cut up some plant matter from the infected plant, use a selective culture medium and sterile techniques, and you can isolate the bacterium right away."

Wyse and Johnson had no such luck in isolating the bacterium they believed was infecting the Canada thistle. As it turned out, the thistle plants have a self-defense mechanism in the form of phenol-based compounds that rapidly killed off the bacteria when Wyse and Johnson attempted to prepare plant materials for cultures. Thistles in the wild could still become infected because, according to Wyse, the phenolic compounds exist in compartments within the thistle's cells. Every time they tried to prepare a plant tissue culture, however, the required preparations broke down

Like two plant detectives, Don Wyse, left, and Dave Johnson isolated a naturally occurring bacterium that kills Canada thistle and nearly two dozen other broadleaf weeds.

the cells, released the phenols, and killed off the bacteria.

They tried inoculating a plant with the suspected bacterium—*Pseudomonas syringae* pv. *tagetis*—and the thistle showed the symptoms of the disease, but that didn't really give them the kind of proof they needed.

"We finally isolated the bacterium by transferring it to sunflowers," says Johnson. "We ground up pieces of naturally infected thistle in a buffered antioxidant solution to keep the toxic plant juice from destroying the bacteria and then inoculated sunflowers with the supposedly infected material. When the sunflowers became infected, we knew we had isolated the proper bacterium."

Since they isolated the culprit in 1991, Wyse and Johnson have been busy testing the efficacy of the bacterium on weeds and developing application methods, as well as watching for any negative impact on crop growth. Preliminary test results have been extremely promising. Thus far it looks like the bacterium will control Canada thistle and nearly two dozen other broadleaf weeds, including common ragweed, giant ragweed, and Jerusalem artichoke. The bacterium does not appear to have any negative effects on corn, soybeans, and other common cash crops, with the exception of sunflowers. (The fact that it will kill sunflowers may be a bonus, since farmers who plant sunflowers one year and then switch to another crop such as soybeans find volunteer sunflowers growing in the midst of their soybeans, diminishing the yield.)

Application of the bacterium is relatively straightforward. It is "grown" in fermenters and then freeze dried. The freeze-dried material—which is a powder—has a shelf life of about six months. It readily mixes with water and can be applied using conventional crop-spraying equipment. Wyse and Johnson discovered, however, that when the bacterium is mixed only with water, it isn't very effective at infecting the weeds.

"The secret was to add a surfactant, or detergent, to the mixture to reduce the surface tension in the water," says Johnson. "Plants have waxy leaves and, without the surfactant, the spray tends to bead up like drops of water on the hood of your car. The surfactant allows the drops to spread out, and the bacteria can then enter the plants through the stomata in the leaves."

Wyse and Johnson have begun working with a California firm, Mycogen Corporation, as they continue to test and refine their product for the marketplace. *Pseudomonas* is a naturally occurring bacterium that is common and widely distributed, so there is little danger that it will run rampant like something out of a bad script for a Hollywood movie, but prudence—and the Environmental Protection Agency—dictates that they be thorough in their testing. During the summer of 1995, they will be conducting field tests on a twenty-acre plot in Minnesota. In

addition to testing the bacterium's efficacy and safety, Wyse and Johnson will test the performance of the surfactant. Currently they are using a .01 percent solution of an organo-silicone product that breaks down rapidly and appears to present few or no environmental problems. Wyse is also interested in developing a surfactant from soybean oil.

A proprietary agreement will benefit the University, Wyse and Johnson, and Mycogen should a profitable product evolve out of this work. The potential is substantial: A lot of money is spent on weed control.



"Canada thistle is the primary broadleaf weed problem in all crops in Minnesota," says Wyse. "The average amount spent on weed management is approximately \$25 per acre. If you look at soybeans alone—some 4 million acres are planted in Minnesota—you are talking about astronomical sums of money."

Pseudomonas obviously won't supplant all the chemical herbicides now in use, but it appears that it can effectively control a number of weeds in a manner that seems to present fewer environmental hazards. A key to its success will be whether or not it proves to be cost-effective in comparison to other herbicides. Wyse also sees potential among organic growers: "They have nothing but tillage to rely on now," he says. "Here's a biological agent that may fit into their system."

Wyse and Johnson are the first scientists anywhere to develop a bacterium as an effective biological agent for weed management. Prior efforts generally focused on various fungi, and although some of them had an impact, they proved to be successful only under a very narrow range of conditions.

"They were all difficult to grow, difficult to spray, and it was difficult to get them to infect the weeds," says Johnson. "Success usually depended on special environmental conditions, such as several consecutive hours of 100 percent humidity following application. Using *Pseudomonas* mixed with the surfactant, you can spray it on in heat, in rain, at any time, and under almost any conditions. As soon as it hits the leaf, it penetrates and infects the weed."

Wyse is hopeful that researchers both at the University and elsewhere will soon develop additional effective biological control agents. And he wants to take the development of this bacterium even further.

"I want to take this well beyond the concept of putting our bacteria in a jug, pouring it in a spray tank, and treating the fields every year," he says. "This bacterium occurs naturally only in areas like roadside ditches that aren't disturbed by tillage. I want to make the breakthrough that allows these biological agents to act naturally within our agricultural systems, to survive year after year, to thrive within our agricultural systems and suppress weed growth. That would eliminate the need for herbicides and tillage, and save tremendously on erosion and the pollution and expense of driving the machinery for tillage and the application of herbicides."

The carefully balanced system he envisions is obviously far removed from learning to take advantage of the weed-killing properties of a single bacterium, but others may build on Wyse and Johnson's success. "Sometimes it only takes one breakthrough to get the ball rolling," says Wyse. "Maybe *Pseudomonas* is that breakthrough."

Fred Schendel is playing the flip side of Wyse and Johnson's tune. Schendel, who received his undergraduate training in biochemistry at the University of Minnesota, spends a good deal of his time trying to figure out the best way to infect plants with bacteria (and with fungi as well). But Schendel is not trying to kill the plants. He's trying to make them grow bigger, better, and faster. Schendel is the manager of research and development—in fact, Schendel is the *department* of research and development—for the Twin Cities-based firm Encore Technologies.

"Our number one product at the moment is AZO-KOTE," says

Schendel. "It's used to coat or inoculate grass seed with an elite strain of a common soil bacterium, *Azospirillum brasilense*, that helps grass plants fix nitrogen and develop improved root systems for better nutrient uptake."

Grass seed inoculated with the bacterium has a higher germination rate, sprouts faster, and produces individual plants with more leaves or tillers, and better root systems. Independent testing has shown increases in the weight of clippings at 22 days after planting varying from 29 percent for intermediate wheat grass and 37 percent for hard fescue to 221 percent for Kentucky bluegrass and 268 percent for sheep fescue.

Despite their success, Schendel and Encore are not positioned to make a killing in the marketplace, however.

"Inoculating grass seed is never going to be a billion-dollar operation," Schendel is quick to point out. "If you treated every pound of grass seed used in the United States in one year, you're only talking about a \$12 million market. And, although it only costs a few cents a pound to treat the seed, with many of the low-end, cheap grass seeds, it simply doesn't pay."

Grass seed treated with AZO-KOTE is not yet available through retail outlets, although Encore is working with several companies that are interested. The primary use so far has been treatment of seed for forage grasses used to seed grazing areas in the Western United States and for grasses used in reclamation of areas that have been strip-mined. The treatment is especially effective in those applications, according to Schendel. A two- or three-day decrease in the length of time it takes the seed to germinate sometimes saves thousands of dollars worth of seed and labor from washing away in a rainstorm. And in the nearly sterile soil at reclamation sites, the treatment helps new grass seedlings become established and makes them more tolerant of drought.

While the limited market for *Azospirillum*-treated grass seed puts a ceiling on sales, it also helps protect Encore from would-be competitors.

"Because we're going after a niche market, we don't have a lot of competitors," says Schendel. "We don't have to worry about trying to protect our secrets. We've got a head start on the rest of the competition and it's unlikely, given the size of the market, anyone could afford to attempt to displace us. By the time they do, we'll be moving on to something else anyway."

Ironically, Encore was started at the request of a group of East Coast investors who were hoping to make some serious green in the grass seed business. They knew about the characteristics of *Azospirillum*, so they bought up some grass seed companies, according to Schendel, and convinced Guy Miller—a microbiologist with a strong sales and marketing background—to start a company to develop a commercial product from *Azospirillum*. The investors soon decided the profits wouldn't come soon enough and wouldn't grow fast enough, so they divested themselves of Encore. Although he got little else out of the deal,



Miller retained the rights to the company's research data. Miller and a partner, Dave Goulet, kept Encore limping along on a part-time basis until they were ready to take the plunge. They decided they needed a third partner with a strong technical background, so they brought Schendel on board in 1993.

Although they still have plenty of room to grow in terms of market penetration with AZO-KOTE, Schendel and his partners are already looking to the future. "AZO-KOTE has been our bread and butter thus far," Schendel says, "but we don't expect it to be our number one product in the future."

Just what that number one product will be remains to be seen, but Schendel is currently developing and testing a product called MYCO-KOTE, an ectomycorrhizal fungus that affects trees much the same way AZO-KOTE affects grasses. It improves nutrient uptake, increases root mass, and, Schendel hopes, will improve the survival rate of transplanted seedlings.

"Most trees form a symbiotic relationship with some sort of fungus," Schendel says. "The question is, will they become infected with a beneficial fungus or a fungus that doesn't do any good?"

Whichever fungus gets there first will stay, according to Schendel.

del. So why not jump the gun and infect trees with a beneficial fungus before they leave the nursery? Schendel is currently working with Minnesota nurseries to test MYCO-KOTE on pine seedlings.

Another symbiotic relationship is the one between Encore and the University of Minnesota. Because it is a small company—essentially a three-man operation—Encore doesn't have the people or the financial resources to run the sort of laboratory it needs to grow its microorganisms and conduct much of its research. Encore has an office and a small warehouse in Eden Prairie—and that's it. The University's Biological Process Technology Institute (BPTI) has just the facilities Encore needs. At BPTI, which operates 36 fermenters and employs a staff of technicians to run them, Schendel cooks the bacterial soup that yields his valuable bacteria.

"I work out of BPTI," says Schendel. "I use their reactors. And many of our field trials are conducted at the University. Basically, we rent lab space here, like many other companies."

"Arrangements like this help us underwrite some of our costs," says Jeffrey Tate, special assistant to the BPTI director. "And part of our mission is to help develop a vigorous biotechnology industry in Minnesota."

Biotechnology is a wild, woolly, and wide-ranging discipline that runs the gamut from BPTI's cooking vats to the genetic engineering of exotic microorganisms that thrive on toxic chemicals to the fabrication of artificial organs that are part living tissue and part machine.

"I like to think of biotechnology as applied biology," says Tate. "It includes the exotic activities people typically link with biotechnology, such as genetic engineering, but it also includes generating bioprotective agents that eliminate potato scab. Biotechnology is virus production for use in vaccines, biopesticide production, bread baking, and gene therapy."

"There are three big areas of biotechnology—medical, agricultural, and environmental—and there are world-class research groups in each of those areas at the University of Minnesota. Our programs don't get as much attention as they should, partly because there is no 'front door' for biotechnology at the University. We don't have a single biotechnology center, as such."

What the University does have is some eighteen centers—from the BPTI to the Supercomputer Institute to the new Biomedical Engineering Center—that are involved in biotechnology research and education. The BPTI has worked with eight colleges and more than twenty departments within the University, and it has collaborated with some 30 companies in Minnesota and another 30 or so outside the state.

Like the BPTI, many of the other centers at the University collaborate with private industries. Because there is no central clearinghouse, there is no way to measure either the level of activity or the economic impact these activities have. In Minnesota alone, some 145 companies are involved in biotechnology.

One thing is clear, though: The work of Wyse, Johnson, Schendel, and the BPTI is just the tip of the biotechnology iceberg at the University.

War Reflections

In Sarajevo, the only difference "between them and me," says former *Minnesota Daily* reporter Tom Gjelten, was a city under siege

BY TERRY ANDREWS

TOM GJELTEN was a schoolteacher on a tiny island off the coast of Maine when he told some friends about a long-held dream. He wanted to be a foreign correspondent. "You could see their eyes roll," he says. ¶ But Gjelten's experience at the University of Minnesota—specifically his stint as associate editor of the *Minnesota Daily*—had given him a taste of the challenges and rewards of journalism. "I was determined to become a journalist," he says. "Being a schoolteacher was a detour."

¶ His decision to pursue the esoteric career of foreign correspondent would eventually take him thousands of miles from his Midwestern small-town roots to Europe, where—toting two tape recorders, a shortwave radio, and a laptop computer and wearing a bulletproof vest and living in hotels with bombed-out windows and no running water—he would become an award-winning commentator, reporting on the war in the former Yugoslavia in a measured, even tone for National Public Radio (NPR). ¶ It would also lead him to write a book, the recently published *Sarajevo Daily: A City and Its Newspaper under Siege*. Gjelten (pronounced Jelten) wrote the book to help Americans understand the subtleties and complexities of the war in Bosnia, which humorist P. J. O'Rourke has called "the war between the unpronounceables and the unspellables." ¶



Tom Gjelten

Gjelten, '73, has covered conflict all over the globe, but he saw himself reflected in the citizens of Sarajevo. "I identified with the people there," he says. "They listened to the same music I did. They read the same books. They were very well educated. They had ideas like mine. They spoke English. It was easy for me to imagine myself in their situation. The only difference between them and me was that their city was under siege." A review of the book in the March 1995 issue of *Washington Monthly* says that "Sarajevo, site of the 1984 Olympics, in its gritty way symbolizes modern anxiety about civilization's tendency toward collapse." ¶ The 47-year-old Gjelten covered the war for three years. His firsthand experience and in-depth research led to an informative and compelling account of what has transpired there. The book focuses on the cosmopolitan city of Sarajevo and its leading newspaper, *Oslobodjenje* (pronounced oh-slo-bo-JANE-ya). The name means *liberation*.



Oslobodjenje's news desk editor Zlatko Dizdarević goes to work every day, despite the fact that the newspaper's office is only 100 meters from the front line and that the Serbs have put a price on his head.

THE NEWSPAPER STAFF, made up of Croats, Muslims, and Serbs, reflects Sarajevo's ethnic diversity. This small but determined group—in an against-all-odds story—overcomes newsprint and fuel shortages and bombardment to produce a newspaper for Sarajevans every day. Gjelten describes how, after *Oslobodjenje's* modern office building was shelled and burned, reporters huddled in the basement bomb shelter to work. Later they gathered in temporary offices across town, where there weren't enough desks to go around and the phone worked intermittently. When newsprint was not available, the newspaper was printed on wrapping paper or another substitute.

Gjelten describes one particularly trying period in the following excerpt:

"For the next three days *Oslobodjenje* had no armed security staff at all. The newspaper workers decided that, in case of an assault from the Serb positions behind the building, everyone would escape through a hidden entrance on the front side. Between them they had eight pistols, each with eight bullets. Fahro Memic, the second editor on the news desk, stuck one of the guns in his belt and warned *Oslobodjenje* workers, only half-jokingly, that he would shoot anyone who abandoned his workstation prematurely. With his thick black beard and stern visage, Memic could be menacing when he wanted to, and he was determined that the paper would continue to publish. He organized some minimal protection for the building against a Serb infantry attack, sneaking out to the parking lot and driving the paper's big delivery trucks one by one into positions blocking the building entrances.

"Memic and his co-workers then gathered big bundles of old paper, stuffed them under the trucks and around the entrance doors, and soaked them with water to increase their density. Finally, they laid dozens of bottles on the floor behind the entrance doors, so that anyone coming in would stumble on them, make noise, and alert the staff to run for their lives."

Ever the careful observer, Gjelten aims for a just-the-facts approach. "I work hard at not allowing a whiff of opinion in my writing," he says. "I just describe what I see. Sometimes the more clinical you are in your writing the more powerful it is."

In its review, the *New York Times* called

Sarajevo Daily a "quietly eloquent book." Readers familiar with Gjelten's reports for NPR's *Morning Edition*, *All Things Considered*, and *Weekend Edition* will recognize the familiar voice and style. The pages are ripe with detail. History is given a riveting human dimension.

In his years at NPR, Gjelten has covered the drug trade in Colombia, the reunification of Germany, the war in the Persian Gulf, and the breakup of the Soviet Union. None of it affected him as profoundly as the war in Bosnia did.

"It's hard to explain what it's like to be under siege," he says. "Anytime you stepped outdoors there was the possibility you could be killed."

Despite the risk, Gjelten stopped wearing his bulletproof vest while he researched the book. "Every time I wore it, it reminded the people I was with that I was in a different category than they were," he explains. "I wanted not to put myself apart from them."

Gjelten camped out for a time on the sofa of *Oslobodjenje's* deputy editor and got to know her family; they are featured in the book. The family's seventeen-year-old son, Boris Knezevic, who was confined to the apartment in Sarajevo, has enjoyed the freedom of attending high school this past year in Minneapolis.

Gjelten has won several awards for his reporting. His coverage of the Yugoslav conflict earned him the 1991 Lowell Thomas Award from the Overseas Press Club and the 1992 George Polk Award for Radio Reporting. In April, he received the Robert F. Kennedy Memorial Award for Radio Reporting.

While he still follows events in Bosnia closely, Gjelten will no longer be reporting on the conflict there. "I feel I've said everything I have to say by writing the book," he explains.

GJELTEN grew up in Forest City, Iowa. He went to Concordia, a small liberal arts college in Moorhead, Minnesota, and then transferred to the University, where he found educational opportunities on a scale he had not encountered before. "It really excited me," he says. "I was

thrilled by the bigness and richness of it. It was perfect for me. I got a great education." During his junior and senior years, he was associate editor of the *Minnesota Daily*. "That was where I learned everything I know. It was an incredible training ground," he says. He admits to having



"It's hard to explain what it's like to be under siege. Anytime you stepped outdoors there was the possibility you could be killed."



neglected his studies, putting in up to 60 hours a week on the paper.

His years at the University as an anthropology major were "a very formative time," Gjelten says. He names three faculty members in particular who influenced him. Humanities professor Mischa Penn "taught about ideas and was very lively in the classroom," Gjelten says. Richard Currier, an anthropology professor, served as a mentor: "He was young, only five years older

than I was, and he had been a student activist at Berkeley." And economics professor Walter Heller, who had been chair of the Council of Economic Advisers under President John F. Kennedy, sometimes entertained his classes with anecdotes about the White House, Gjelten recalls.

After getting a master's degree in education from Antioch Graduate School in New Hampshire, Gjelten taught for five years, then wrote a guide to teaching in isolated communities that garnered him a reputation among educators and led to work as a consultant and writer. A friend suggested that he tape his interviews for NPR. The first piece he taped focused on parents in a coal mining town in West Virginia who were fighting for a better school for their children.

"They have a rich oral tradition," says Gjelten. "They speak so beautifully. It was easy to do a [radio] story with voices like that."

In 1983 Gjelten was hired as NPR's labor and education reporter. From 1986 to 1989 he was the station's Latin American correspondent, based in Mexico City. From 1990 to 1993 he was correspondent for Eastern and Central Europe, based in Berlin. Between 1992 and 1994 he made eight trips to Sarajevo, reporting on the war for NPR and gathering information for the book. Now, after eight years of being on the road, he is back in Washington, D.C., covering the State Department and international news from his home base.

On a national tour to promote *Sarajevo Daily*, in city after city, Gjelten saw bookstores sell out of the book quickly. Surprised by the strong response, Gjelten says he believes it is in part attributable to the fact that the reporters he writes about "epitomize what is good and heroic about Sarajevo."

Another factor is Gjelten's reputation among NPR listeners as a reporter who works hard to tell a story fairly, accurately, and completely. Sarajevo is not a story he was able to walk away from, like so many he had told before. "Sarajevo was different," he says. "I was so touched, frightened, impressed, and angered by what I saw there that I was moved to write a book about it." ◀

Nisei Memories

Tai Shigaki was among the 110,000 people of Japanese ancestry relocated to internment camps during World War II. Fifty years later she tells her story

BY TERESA SCALZO



Tai Shigaki
(far right)
with her brother,
Yoshio (sitting),
and sister, Toshi,
Los Angeles,
circa 1924.

TWO PIVOTAL EVENTS led Tai Shigaki finally to tell her story. When her niece, Rebecca King, went to Japan for a year in 1990 to teach English, she lived in the prefecture of Kumamoto. Shigaki's parents had immigrated to America from Kumamoto in the early 1900s. While King was there, she uncovered some previously unknown Shigaki family history. Then, in January 1991, Shigaki's sister, Toshi, died, and she knew that she must write her family history before it was too late. ¶ Shigaki's family was among the 110,000 people of Japanese ancestry, most of them U.S. citizens by birth, who were ordered to evacuate their homes on the West Coast during World War II and herded into makeshift inland camps surrounded by barbed wire and armed military guards. ¶ "The official name used by the U.S. government was 'relocation center,'" says Nobuya Tsuchida, director of the University's Office for Minority and Special Student Affairs. "They actually were internment or concentration camps. There were ten of them."

IN 1991, with the fiftieth anniversary of the Pearl Harbor bombing approaching, Ruth Tanbara, '53, decided the timing was right for Japanese Americans to tell their stories. She contacted more than 25 women, including Shigaki, all nisei (American-born children of Japanese immigrants), and asked if they would be willing to share their wartime experiences. They called themselves the Nisei Women's Book Project and met once a month until their project was completed.

Tanbara asked Tsuchida, with whom she was serving on the board of the Japanese American Society of Minnesota, to oversee the project and to serve as the group's editor.

"I was thinking of a simple project, but when I started meeting with these women, I realized that they had very interesting stories to tell," says Tsuchida. "They also had many original, rare photographs of their parents, and even some photos of the camps, where cameras were not allowed."

Tsuchida prepared an expanded outline for the group to follow, starting with their parents' background, their childhood, what they were doing when the war broke out in 1941, and what happened to them afterward. Fourteen women completed essays. The others dropped out because of poor health or scheduling conflicts, or because the memories were just too painful to recall.

The essays were published in a book titled *Reflections: Memoirs of Japanese American Women in Minnesota* (Pacific Asia Press, 1994). More than 800 of the book's original printing of 1,000 copies have been sold. The women agreed to turn over all proceeds from book sales, plus the honorariums they have collected from speaking to various groups about the book, to the University of Minnesota Foundation, which has established a scholarship fund in memory of Gladys Stone, one of the book's authors, who died in December 1994. The first scholarship was awarded this spring.

Tai Shigaki wrote her entire essay in one sitting: "Once I write something, that's it. I don't particularly want to go over it."

She was born in 1921 on a farm in Huntington Beach, California. Shortly after her birth, the family moved to Los Angeles and then to Venice, California, where her father died in 1927. Shigaki recalls a carefree, happy childhood with her sister and their brother, Yoshio. In 1928, the family moved to Gardena, California, where her mother worked as a seamstress in a department store

owned and operated by a Japanese family. The Shigakis lived in a neighborhood where Tai had many Japanese playmates nearby for the first time.

"This happy existence lasted for a few years until my mother remarried and we moved to an all-white neighborhood a few miles away," she writes in *Reflections*. "Our harmonious family of four was intruded upon by this strange man. But it wasn't too bad because he was a deep sea fisherman who went out to sea for weeks on end. . . .

"In 1937, my sister got married and established her own household. My brother went to trade school to learn the dry cleaning business. And I commuted to Los Angeles City College.

"The event of greatest significance in my life took place in my junior year in high school. It was my conversion to the Christian faith and the commitment I had made to full-time Christian service.

"So, on December 7, 1941, I was on my way to a Baptist Church in Los Angeles to attend the regional World-wide Guild Girls rally. I had heard the news of the invasion of Pearl Harbor, but didn't sense the impact of its significance at that time. I was surrounded by caring people who did not display any animosity, so I was protected from the general public reaction.

"It was my fortune that I had a number of very loving mentors at this stage in my life. They used their influence to get me transferred to the University of Redlands in January 1942. At this time, it was thought that inland California was safe. So I went to Redlands, rather oblivious of all the rumors of evacuation that were flying around. I was just thinking about how to get through my schoolwork, while being preoccupied at being a coed living on campus for the first time.

"Then letters started coming from home that my parents were moving to Salt Lake City. My brother had gotten married so as not to be separated from his girlfriend. My only regret was that it was not possible for me to attend his wedding due to travel restrictions. Then, the most disturbing word came that both my sister and brother were to go to the Santa Anita Assembly Center. I [was] oblivious that I would also

be affected. In May, however, the university administration advised us [Japanese students] to get ready to leave the campus and to report early in the morning with our belongings at the local railroad station.

"On May 23, 1942, seven of us boarded a train not knowing where we were going. Two of us who had parents living in inland states were assured that we would be reunited with our families soon. However, we were told that we would have to go to the relocation center first while arrangements were made. So our expect-



Tai Shigaki (back row, far right) served as a group worker at the International Institute for Japanese women married to U.S. servicemen, St. Paul, 1955.

We arrived
in Poston Camp I
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There was barely
a Camp I, because
we were the early
internees and the men
were used to build the
barracks.

tation was that our stay in camp would be very brief. We arrived in Poston Camp I in Arizona; there was no Camp II or III. There was barely a Camp I, because we were the early internees and the men were used to build the barracks.

"The brief sojourn in camp took four months. Being young, naive, and perhaps

a bit dramatic, I thought of this period in my life as a testing period akin to the Jewish people wandering in the wilderness with Moses as described in the Bible. Each day I had the hope that my leave clearance would come through, and that my incarceration would not last too long.

"In the meantime, my mentors were busy making contacts with the American Baptist Home Missions Society trying to get me transferred to one of the Baptist colleges in the East. [They] succeeded in arranging for me to transfer to Denison

University in Ohio. In September 1942, my leave clearance papers finally arrived and I was released. Since, however, it was too late for me to make the fall semester, I went to Salt Lake City to be with my parents until the spring semester. . . .

"En route to Granville, Ohio, I decided to visit my brother and sister, who by this time had been transferred to the camp in Rohwer, Arkansas. I took a Greyhound bus from Utah to Arkansas by way of Kansas and Missouri. The

problems I had on that trip were more a nuisance than anything very serious. There were a lot of military personnel on the bus, and these men were inclined to have wandering hands or would try to borrow my shoulder as a head rest. However, one night the bus stopped suddenly in the middle of nowhere, lights flashed on, awakening all of the passengers. Two or three military police marched down the aisle, and we all wondered what was going on. They came and stood over me and demanded to see my identification. It wasn't until after the incident that fear crept into my whole being. What would I have done if they had removed me in these Kansas wheat fields in the dark hours of the night? Whatever they wanted, I must have satisfied them with all the documents I had been carrying. On any of the international trips I have taken since, even to communist countries, this type of experience was never repeated."

SHIGAKI graduated from Denison in 1944 and worked on a Crow Indian reservation in Montana. She attended the Andover Newton Theological School in Newton Center,

Massachusetts, but was unable to find a job in New England when she graduated—because of her gender and ethnicity, she suspects.

In 1950 Shigaki moved to Minneapolis to be near her sister, who had moved to Minnesota when her husband was stationed at Fort Snelling. Shigaki established a community center in the Whittier neighborhood and worked at the Unity Settlement House in north Minneapolis and at International Institute in St. Paul, where she counseled Japanese war brides. Eventually she became director of the University of Minnesota YWCA and earned a master's degree in social work from the University in 1962.

After graduating, Shigaki became assistant superintendent of the Women's Reformatory in Shakopee and worked for the Minnesota Department of Corrections for 25 years. From Shakopee, she moved to the central office as director of staff training for all state correctional facilities. She retired in 1987 and today teaches English to Hmong immigrants and continues to be active in her church.

"My story is a little different [from the other essays in *Reflections*] because I wasn't in camp very long," says Shigaki. "Unlike some of the other internees, I owned only what I had on my back, so it wasn't a big loss for me economically. You see, I was just a college student."

Shigaki's brother has not said much about the book. After he was released from camp, he returned to his parents' house in Gardena, which had been maintained by the pastor of the family's church while they were interned. He still lives in the family house.

"My mother lived with him until she died because it is the son's responsibility to care for the parents, so he is much more traditional," explains Shigaki. "Whenever we get together there's sort of a culture clash. He doesn't understand me, and I have a difficult time figuring [him] out."

In Japanese culture it is impolite to discuss unpleasant things about oneself in public, says Shigaki, which may explain in part why it took 50 years for the nisei women to tell their stories. "People of my generation, you know, we were loyal Americans doing what our government thought was best for the country and we bought into that," says Shigaki. "It wasn't until the children and the grandchildren began to ask questions. They are the ones who really pushed us to start talking." ◀

Book Report

The latest from alumni and faculty authors of note

BY KRISTIE McPHAIL
AND TERESA SCALZO



Alumni Authors

Elizabeth Birmingham, '79, translator, *Powers of the Rational: Science, Technology, and the Future of Thought* by Dominique Janicaud. The menacing explosion of power in contemporary life. (Indiana University Press, 1995)

Gen Bluestein, '60, *Poplore: Folk and Pop in American Culture*. Bluestein advances the idea of poplore as more accurately reflective than folklore of the popular and commercial roots and traditions of American democratic culture. (University of Massachusetts Press, 1994)

Alex Boies, '79, illustrator, *Imani in the Belly* by Deborah Newton. Imani's faith helps her save herself and her children from the belly of the King of Beasts. Fiction for children. (Bridge-Water Books, 1994)

Sandra Butler and Barbara Rosenblum, '52, *Cancer in Two Voices*. A collaboration that began when Rosenblum was diagnosed with breast cancer, though it is a testimonial to both women. (Spinsters Ink, 1992)

Edward Cleary, '77, *Beyond the Burning Cross:*

The First Amendment and the Landmark R.A.V. Case. Attorney Cleary, assigned by the court to represent a juvenile accused in a St. Paul burning-cross case, outlines the course the courts took in resolving a case that challenged our ideas of civil rights and civil liberties. (Random House, 1994)

Marjorie Myers Douglas, '34, *Eggs in the Coffee, Sheep in the Corn*. The personal story of a city woman thrust for seventeen years onto a farm. (Minnesota Historical Society Press, 1994)

Michelle Edwards, '90, *Eve and Smyth: An Iowa Tale*. Smyth tries to think of a gift for his neighbor Eve, who gardens and paints pictures of Iowa. Fiction for children. (Lothrop, Lee & Shepard, 1994)

Patricia Foulke, '53, and Robert Foulke, *Colonial America: A Travelers Guide*. A walk through America's colonial past, complete with travel guides and historical narratives. (Globe Pequot Press, 1995)

Steven Grotty, '70, *Common Sense Business in a*

Nonsense Economy: The Entrepreneur's Guide to Avoiding Pitfalls and Maximizing Assets—in Good Times and Bad. Starting, operating, and growing any business, plus some deadly traps to avoid. (Pfeiffer & Company, 1994)

Judy Henderson, '81, *African-American Music in Minnesota from Spirituals to Rap.* A wide-ranging anthology of sacred and secular music performed in Minnesota by African Americans today and in the past; recording with book. (Minnesota Historical Society Press, 1994)

Mary Hirsch, '87, *A Treasury of Office Humor.* Jokes, definitions, song parodies, cartoons, quotations, maxims, proverbs—and even bathroom graffiti—reflecting daily life and strife in today's business world. (Lincoln Herndon Press, 1994)

M. D. Lake (aka J. Allen Simpson), '86, *Once upon a Crime.* Fictional campus cop Peggy O'Neill investigates the murder of a visiting Danish scholar who has come to conduct a symposium on Hans Christian Andersen. Things end unhappily ever after for the lecherous scholar when someone kills him with a bronze statue of one of Andersen's most beloved creations, the Little Mermaid. (Avon Books, 1995)

Neil Larsen, '86, *Reading North by South: On Latin American Literature, Culture, and Politics.* An examination of the misrepresentation of literature and culture that dominates Latin American studies in North America. (University of Minnesota Press, 1995)

Jeffrey Levine, '80, *Doing Business in Boston.* Concise, factual information regarding Boston's business community. (Boston Business Journal, 1994)

Patrick McGreevy, '84, *Imagining Niagara: The Meaning and Making of Niagara Falls.* Niagara imagined from afar and Niagara as a metaphor for death, as an embodiment of nature, and as a focus of future events. (University of Massachusetts Press, 1994)

Gerald Middents, '67, *The Canadian Health Care System: Lessons for the United States.* (University of North Texas, 1994)

Judith Modell, '78, *Kinship with Strangers: Adoption and Interpretations of Kinship in American Culture.* An examination of adoption as a way of thinking about who is related to whom and how. (University of California Press, 1994)

Joe Moriarity, '77, *John Lucas: Winning a Day at a Time.* The story of an NBA athlete's struggle with drug addiction, from his fall to his return to the game as a coach. (Hazelden Press, 1994)

Herbert Morton, '64, *The Story of Webster's Third: Philip Gove's Controversial Dictionary and Its Critics.* The origin and development of Webster's *Third Dictionary* and the man who shaped it. (Cambridge University Press, 1994)

Kent Nerburn, '68, *Neither Wolf nor Dog: On Forgotten Roads with an Indian Elder.* "The elder, identified only as Dan, leads us through Indian towns, white roadside cafés, and down forgotten roads that swirl with the memories of the Ghost Dance and Sitting Bull. Takes us past the myths and stereotypes to the heart of the Native American experience." (New World Library, 1994)

Janet Panger, '67, editor, *Reflections of a Schoolmistress.* A look at life in big- and small-town America and Europe during the late nineteenth and early twentieth centuries through the eyes of a teacher. (Aurinko Publications, 1994)

Steve Perstein, editor, *Gopher Glory: 100 Years of University of Minnesota Basketball.* Captures a century of tradition—from the first basket in 1895 to the 1919 national championship, Big Ten titles in 1937, 1972, and 1982, and trips to the Sweet Sixteen and Elite Eight. Oversized coffee-table book with 250 pictures. Foreword by Coach Clem Haskins, preface by Gopher Player of the Century and former Boston Celtic Kevin McHale. Special 500-copy limited edi-

tion numbered and signed by Haskins and McHale available. Portion of the proceeds goes to the Williams Scholarship Fund. (Layers Publishing, fall 1995)

Theophilus Prousis, '82, *Russian Society and the Greek Revolution.* A study of imperial Russian society, Russia's interaction with the Orthodox East and the Balkans, and Western philhellenism. (Northern Illinois University Press, 1994)

Maureen Reddy, '85, *Crossing the Color Line: Race, Parenting, and Culture.* A study of the many issues involved in raising a biracial family, and the politics of feminism and racism. (Rutgers University Press, 1994)

Greg Ryan, '70, and Sally Meyer, *The Twin Cities, Naturally: A Pictorial Tour of the Minneapolis-St. Paul Metropolitan Area.* A collection of 180 photographs celebrating the people and places of the Twin Cities. (Voyageur Press, 1994)

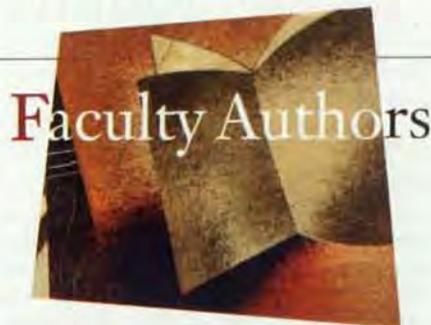
Henry Scholberg, '62, *Katie Luther: A One-Act Play about Luther's Wife.* On Katarina von Bora, Martin Luther's wife. (Fairway Press, 1994)

April Schultz, '91, *Ethnicity on Parade: Inventing the Norwegian American through Celebration.* Interdisciplinary study of how ethnic identity has been shaped and expressed in American culture. (University of Massachusetts Press, 1994)

Welby Smith, '84, and Vera Ming Wong, '84, illustrator, *Orchids of Minnesota.* (University of Minnesota Press, 1993)

Donald Westfall, '82, *Charles A. Lindbergh House.* A portrayal of the man, his family, his house, and his career. (Minnesota Historical Society Press, 1994)

Daniel Wovcha, '90, Barbara Delaney, '88, and Gerda Nordquist, *Minnesota's St. Croix River Valley and Anoka Sandplain: A Guide to Native Habitats.* The natural history of these popular tourist areas. (University of Minnesota Press, 1995)



Faculty Authors

Mario Bognanno, associate to the president, and Kathryn Ready, editors, *The North American Free Trade Agreement: Labor, Industry, and Government Perspectives.* (Quorum, 1993)

Maher Boulos, Pierre Fauchais, and Emil Pfender, professor of mechanical engineering, *Thermal Plasmas: Fundamentals and Applications.* (Plenum, 1994)

Veve Clark, Ruth-Ellen Joeres, professor of German, and Madelon Sprengnether, professor of English, editors, *Revising the Word and the World: Essays in Feminist Literary Criticism.* (University of Chicago Press, 1993)

Willard Cochrane, professor emeritus of agricultural and applied economics, *The Development of American Agriculture: A Historical Analysis.* (University of Minnesota Press, 1993)

Tom Conley, professor of French and Italian, translator, *The Year of Passages.* Fictional tale of a North African author living in the United States who has been condemned by religious fanatics after the publication of his book. (University of Minnesota Press, 1995)

Barbara Hanawalt, history department program director, *Growing Up in Medieval London: The Experience of Childhood History.* (Oxford University Press, 1993)

Karen Nelson Hoyle, '75, professor of library collections, *Wanda Gág.* An assessment of the

contribution to children's literature made by this respected artist of the pre-World War II era. (Twayne, 1994)

Gary Jahn, assistant director, Institute of Languages and Literatures, *The Death of Ivan Ilich: An Interpretation.* (Twayne, 1993, and Macmillan International, 1993)

Jeffrey Legro, assistant professor of political science, *Cooperation under Fire: Anglo-German Restraint During World War II.* (Cornell University Press, 1995)

Karal Ann Marling, professor of art history, *As Seen on TV: The Visual Culture of Everyday Life in the 1950s.* "The cake in the kitchen, the house in the suburbs, Mamie in her mink stole, Elvis in his Cadillac. It was America in the 1950s, and the world was not so much a stage as a setpiece for TV, the new national phe-

nomenon." (Harvard University Press, 1994)

Karal Ann Marling, professor of art history, and Jessica Foy, editors, *The Arts and the American Home, 1890-1930: Manifestations of Cultural Transformation at the Turn of the Century*. Ten essays that examine how the arts of the home manifested and reflected dramatic cultural, aesthetic, and technological changes. (University of Tennessee Press, 1994)

Ellen Messer-Davidow, associate professor of English, David Shumway, and David Sylvan, editors, *Knowledges: Historical and Critical Studies in Disciplinarity*. (University Press of Virginia, 1993)

Valerie Miner, associate professor of English, *A Walking Fire*. A novel about a young woman's struggle; based on *King Lear* and written from the point of view of Cordelia. (State University of New York Press, 1994)

Barbara Nelson, professor of public affairs, and Najma Chowdhury, editors, *Women and Politics Worldwide*. The complexities of women's political participation analyzed on a cross-national scale and from a feminist perspective. (Yale University Press, 1994)

Raymond Noe, Scott McConnell, associate professor of educational psychology, and Mary McEvoy, associate professor of educational psychology, editors, *Social Competence of Young Children with Disabilities: Issues and Strategies for Intervention*. (P. H. Brookes, 1992)

Katsuhiko Ogata, professor of mechanical engineering, *Designing Linear Control Systems with MATLAB*. (Prentice Hall, 1994)

Alexs Pate, lecturer in English, *Losing Absalom: A Novel*. "Like many of his generation, Absalom Goodman worked all his life to keep his family together, to create a home where his children would grow up with decent values and a solid future. With his impending death [from] brain cancer, the family must make their own choices." (Coffee House Press, 1994)

Gloria Goodwin Raheja, professor and chair of anthropology, and Ann Grodzins Gold, *Listen to the Heron's Words: Reimagining Gender and Kinship in North India*. An ethnographic exploration of the poetics of resistance in song, stories, and personal narrative. (University of California Press, 1994)

Maureen Reddy, '85, Martha Roth, and Amy Sheldon, professor of linguistics and women's studies, editors, *Mother Journeys: Feminists Write about Mothering*. Essays, stories, poems, and artwork investigating the dual issues of feminism and motherhood. (Spinsters Ink, 1994)

Patrick Redig, '80, associate professor of small animal sciences, John Cooper, J. David Remple, and D. Bruce Hunter, editors, *Raptor Biomedicine*. (University of Minnesota Press, 1993)

Ralph Rickgarn, '84, principal residence hall director, Housing Services, *Perspectives on College Student Suicide*. (Baywood, 1994)

Leon Satkowski, professor of architecture, *Giorgio Vasari: Architect and Courtier*. (Princeton University Press, 1993)

Joachim Savelsberg, associate professor of sociology, *Constructing White-Collar Crime: Rationalities, Communication, Power*. (University of Pennsylvania Press, 1994)

Sanford Schram, lecturer in social work, *Words of Welfare: The Poverty of Social Science and the Social Science of Poverty*. Questions the method by which welfare policy is developed in the United States. (University of Minnesota Press, 1995)

David Stern, James Stone III, associate professor of vocational and technical education, Charles Hopkins, professor and chair of vocational and technical education, Martin McMillion, and Robert Crain, *School-Based Enterpris-*

es: Productive Learning in American Schools. (Jossey-Bass, 1994)

Asha Varadharajan, assistant professor of English, *Exotic Parodies: Subjectivity in Adorno, Said, and Spivak*. Begins with the premise that postmodernism, poststructuralism, postcolonialism, and Marxism continue to present certain problems with the self/other distinction, and goes on to examine the work of three major scholars. (University of Minnesota Press, 1995)

Joel Weinsheimer, professor of English, *Eighteenth-Century Hermeneutics: Philosophy of Interpretation of England from Locke to Burke*. (Yale University Press, 1993)

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The Passages of Roger Swanson

*Tales from a farmer who went to sea
As told to Vicki Stavig*

MY GRANDFATHER went to sea at thirteen. He had started a model of a ship he was on in the Swedish Navy but never completed it. When I was in junior high school, the two of us spent two years finishing it. It was 30 inches long and very detailed. In doing that, I got to know my grandfather in a way I never had before and got interested in the sea.

I grew up in St. Paul. I was never around water or boats much, and I had trouble learning to swim. I got a degree in electrical engineering from the University in 1953, then got commissioned in the navy and served three years of active duty pretty much all over the world. I traveled in Uncle Sam's Yacht Club. I was enjoying it and learned a lot about people and about organization. I used to think on long night watches that it might be fun to do this on my own. It was the beginning of the germ. I got a little salt water in my blood, and it never really leached out.

I came back to southern Minnesota. Some distant relatives had land there and I had spent some summers on the farm when I was going to school. The independence of the farmer appealed to me, so I rented land and raised beef, corn, pigs, and soybeans. The idea of sailing the ocean seemed pretty remote. In 1960 I got my first boat, a C-Scow, and started sailing on a little lake in Fairmont, about twenty miles from the farm.

In 1966 I called a friend from the navy, a racing sailor who was living in Miami, and said I would like to try a little salt-water sailing: How should I start? I rented a boat and sailed with family and friends to the Bahamas. From then on, I rented boats and took my vacations on salt water. I found I

liked boats, I liked the sea, I liked the travel, and most of all I liked the people I met in the various places I visited and the people I took along as crew.

In 1977 I bought a 44-foot cruising boat and put it in the charter trade, which is like time-share condos. I kept it in the Bay Islands off the coast of Honduras, but I could use similar boats at other locations, depending on where I wanted to go. From 1976 to 1981, I was sailing four weeks a year. My wife had died by then.

On my 50th birthday, on March 4, 1981, one of my sons asked me, "When are you going to sail around the world?" I had never thought about it. I realized that if I was ever going to do it, now was the time. If I waited until I could afford it or had the time, I would never go. That night I made a decision; I didn't know if I was going to make it or not but I was going to try.

In August of that year, I bought *Cloud Nine*. I didn't name the boat; it was called *Cloud Nine*. I didn't know how to improve it, so I kept it. Also, it's considered bad luck to change the name of a boat. *Cloud Nine* was built in England in 1975; I'm the third owner. It's a 57-foot fiberglass Bowman ketch. It was more than I could afford, but when reason and emotion come into conflict, reason seldom wins.

The following July, I took off with my two sons and started around the world and kept going for 28 months, from Miami to Miami. We left in July 1982 and returned in November 1984. My older son, Steven, had graduated from architecture school at the University and my younger, Philip, was thirteen when we left, sixteen when we got back.

I had to come home for three five-day periods for business. I had a fiberglass business with 150 to 175 employees in southern Minnesota—we made fiberglass pickup tops, and we had fire, so I had to come back for a while. I was also president of a small bank, Dunnell.

During that first trip around the world, we visited 50 countries and we were attacked by pirates in the Straits of Malacca. A lot of pirates are part-time fishermen. All of a sudden, they came down on us at full speed. The tactic is to run alongside, jump aboard, and overpower the crew. There were eight of us, and we were well-armed. When they saw our weapons, they took off. The fact that we were well-armed saved our lives.

On other trips, we've been caught in a typhoon south of Okinawa and

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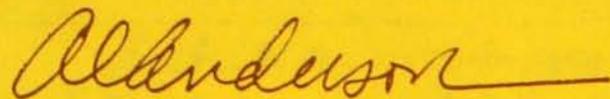
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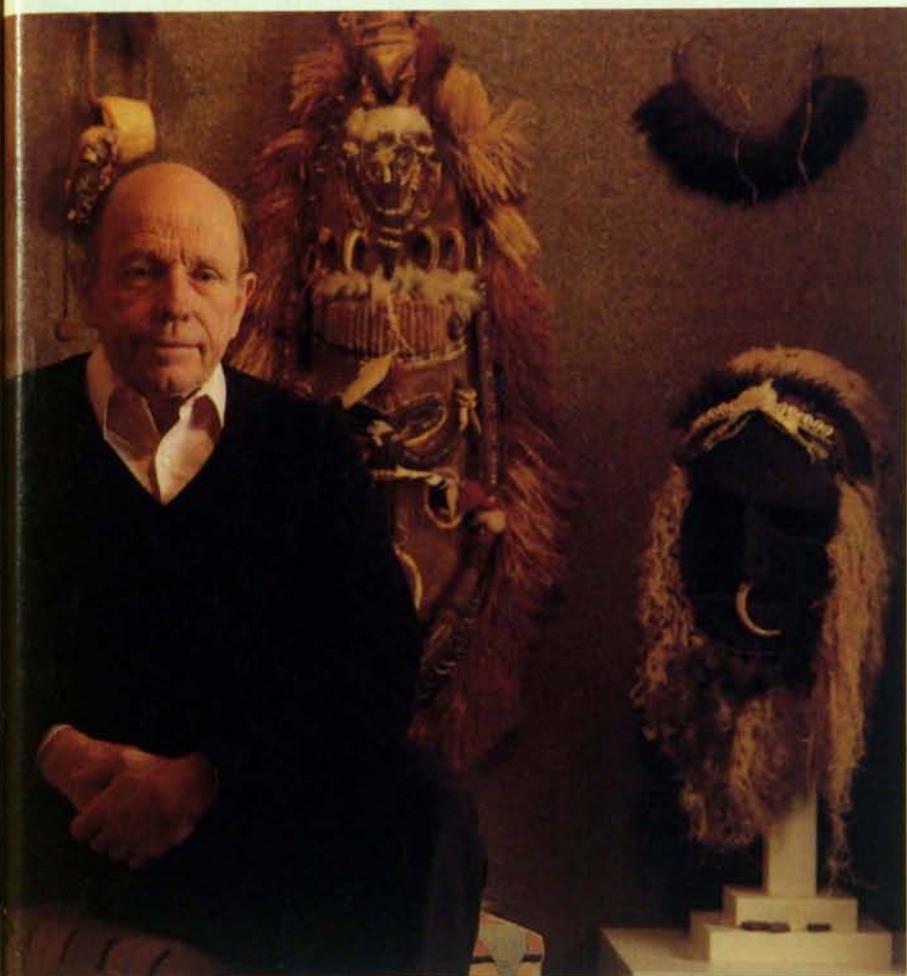
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Roger Swanson

caught by a rogue wave in the North Atlantic that bashed in our windows, flooded the boat, and nearly sank us. In the South Pacific, we were run into by a freighter. In Antarctica, we got caught in a bad storm and had three days of 40- to 70-knot winds. We were pretty concerned, but that's not what we go for. We go for the nice days, but you get a little bad with the good.

I spend about two-thirds of my time on the sea and usually make two trips a year. Six months is the longest I've been home since 1982. I still have the farm—my younger son is running it—and have part interest in a manufacturing business in northern Minnesota. I finance my trips with great difficulty. Sailing is a rewarding, but expensive, mistress. I try to gain enough in my business efforts to do what I'm doing, and it's not easy. In my businesses, the important thing is to choose good people and delegate the responsibility. I don't try to control everything myself.

Cloud Nine is a pretty good-sized

boat. That makes it possible to share these experiences with other people, which is one of the highlights of sailing. Through the years, I've had over 200 people crew for me. One of the most gratifying things are letters from crew members who say spending a month or two on *Cloud Nine* has changed their lives forever by giving them a new outlook on their priorities.

People sometimes ask me how I choose my crew. The deciding factor is, Do they have the heart for it? Sailing knowledge is OK, but not everyone who goes with me has sailed before. I took one young woman who had never been on a boat in her life. We sailed 5,000 miles, from Chile to Tahiti.

Crews are made up of people of both sexes and a variety of ages. Usually I'm the senior member, but Geoff Pope from Excelsior, who went to the Arctic with me last year, is 81. My crews have come from all walks of life as well. I've had a nuclear physicist, a doctor, a farmer, a machinist, a retired

fireman, and secretaries. They all have that desire to be independent and are willing to give up security in search of new experiences and adventures.

We had a party in Minneapolis in February with 100 people; over 50 had sailed on *Cloud Nine*. Some I hadn't seen since they stepped off the boat on the other side of the world. We had a party six or seven years ago with people from all over the world who had sailed with me on *Cloud Nine*.

I've had enough ice for a while. Basically, I like tropical sailing, but we had to push the frontier a little to see what it's all about. I've been to the Antarctic twice, the last time in 1992, but had never seen the Arctic. It seemed the logical thing to do. One of the interesting things about sailing is you never know what you're getting into.

A very important part of the Arctic trip was choosing the crew. There could be no inexperienced people on this trip. Originally, we had only planned to go up the west coast of Greenland, but as we studied the Arctic, we got interested in the story of the

Northwest Passage. We knew our chances of getting through it were almost nil, but we thought maybe we'd get lucky. We didn't, but it was not a big disappointment, because our primary goal was to experience the Arctic. Getting through the passage wasn't important to me; not wintering up there *was* important to me. There is only one man who has ever gotten through on a sailing boat unassisted in one season: Willy de Roos in 1977. But we were the only sailing boat to make it to Resolute in 1994.

In 1988, when I was down in Chile getting ready to head for Antarctica, there was another boat at the dock and I started talking to the skipper. Geoff Pope walked up and I introduced him to the skipper, who said something about the Northwest Passage. Geoff said, "As far as I know, only one man has made it through unassisted." The man looked at us and said he was that man, Willy de Roos. Those are the kinds of people we meet sailing.

The ice in the Arctic very definitely got our attention; we were ice-locked for five days. Most of the icebergs are white; some are blue, probably because they came out of glaciers that are thousands of years old. Pack ice is floating slabs of ice. It can be more ominous than icebergs, because it can form an impenetrable sea of floating ice. Our greatest anxiety in the Arctic was getting out of the ice, because it looked like we might get pushed ashore. The highlight of the trip was when we left Greenland and were out of the ice forever—and seeing Devil's Thumb, an old whaler's landmark just above 74 degrees latitude. That was the point at which the whalers left the coast of Greenland and tried to cross Baffin Bay to the whaling waters.

I can't really tell you what the most beautiful sight I've seen at sea is, because things are beautiful for different reasons; it might be the wildlife, the experience of what is happening, the people you're with, the sandy beaches, or sheer, rugged cliffs. I found the Arctic and the Antarctic particularly beautiful, because they're so stark, so pristine, because we had to work so hard to see them. Arctic sunsets are spectacu-

lar and sometimes last for hours because the sun comes down at very low angles.

During the five-month Arctic trip, we had to plan and prepare for 1,800 meals. That didn't include breakfast, because we all make our own. Lunch and dinner were our formal, sit-down meals. Everyone but the captain has galley duty. That's my unwritten rule; it's the one area where I pull rank. But I have other duties to tend to, like navigation and general planning.

Cloud Nine is in England now, because I'm going to the Baltic in April, and we determined that England is a good jumping-off place. We'll leave for the Baltic on April 19 and expect to sail May 1 from England. I tentatively plan to be back home about October 1, but that's flexible. Why the Baltic? Because I've never been there and my family roots come from Sweden. I plan to winter in southern Portugal this year and, in the spring, go through the Red Sea and spend a lot of time in the interior of Africa. We don't generally make a fixed itinerary. We just go as the wind takes us, to some extent. If we find something interesting, we stay. On one trip we stayed in Turkey for five weeks and had only planned on two or three days.

I've been around the world twice. I've gone 150,000 nautical miles. I never thought I would get hooked like this. I've also gotten a little recognition. *Cruising World* magazine gave me a seamanship medal in January 1989 for the 1988 trip to Antarctica. In November of 1992, the Seven Seas Cruising Association, which has members in 40 countries, gave me its Sailor of the Year Award. The primary reason they gave it to me is that I have introduced so many people to sailing through my crews.

I think I have a natural curiosity to see more of the world; it's like, Why does the bear go over the mountain? I like to see what's on the other side; to see it, feel it, experience it, and meet people. Sailing gives me a broader outlook on people and the world and the cultures. I find that enlightening. It enriches my life.

I learned a great deal in the navy; that I could do things I never dreamed I could do. You just go do them. You set a course and go for it. Maybe things don't go as planned, but it's better than that nothing happens at all. The sins of omission are greater than the sins of commission. So get busy, go do it, follow your dreams. ◀

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International Flavor

The University of Minnesota has become a mecca for international student-athletes

BY KAREN ROACH

THREE YEARS AGO, Olga Splichalova of Znojmo in the Czech Republic wrote to the top swim programs in the United States, including the University of Minnesota's, to inquire about competing and studying at an American university.

When women's swimming coach Jean Freeman got Splichalova's letter, she contacted Marja Raikkal. A native of Finland, Raikkal was the first international athlete to compete with the Gopher women's swimming and diving team in the mid-1980s and today is Finland's national swim team coordinator. She gave glowing reports on Splichalova's potential, including her sixth-place finish in the 800-meter freestyle at the Barcelona Olympics.

Through letters and faxes, Freeman and Splichalova began the long process of bringing the swimmer to Minnesota. Their greatest challenge was convincing Czech officials that Splichalova needed an ACT score in order to be admitted to the University of Minnesota.

Several Czech students stopped by Freeman's office when they learned that Splichalova was considering Minnesota, so Freeman also learned about the Czech community in the Twin Cities. "Seeing that a support network exists here [for the students] is reassuring," says Freeman.

Splichalova took language classes at the University for one quarter to become proficient enough in English to pass NCAA entrance exams. She had to practice in a separate pool, apart from the team, until she was cleared to swim for the Gophers.

The chance to combine swimming with college, impossible in her country, attracted Splichalova to the United States. She was steered toward Minnesota by some of her initial contacts with staff and faculty, including a visit to her school in



Three-time all-American and GTE academic all-American pole vaulter Martin Eriksson of Sweden graduated recently from the University.

Znojmo from a University professor. "I was scared about not being able to speak English," she admits. "But now I'm proud of what I've done and I'm happy that I came here."

Any cultural differences and communications challenges are worth it, says Freeman, who points out that the majority of student-athletes come from the Midwest. "Olga and Kim Wilson [a freshman freestyler from South Bend, Indiana] have brought the team to a new level with their training ethic and dedication."

"I love the pool," adds Splichalova,

speaking glowingly of the University's Aquatic Center. "At home we competed in a little pool, with so many people in one lane."

Splichalova was also pleased with her performance at competitions during her first year. In the Czech Republic, 800 meters is the longest distance that women can race, and this year Splichalova added an event twice that distance.

At the NCAA women's swimming and diving championships in March, Splichalova earned all-American honors after finishing sixth in the 1,650-yard freestyle with a personal record time of 16:18.76. She was twelfth in the 500-yard freestyle, earning all-American honorable mention honors after setting a Minnesota school record in the preliminaries with a time of 4:48.14. Splichalova was Minnesota's high-point scorer at the championships with eighteen points and was named Gopher women's athlete of the month in April.

Her freshmen year now completed, Splichalova will train with her national team during the summer and return to Minnesota in the fall. Citing family and good friends as a primary reason, she predicts that she will return to the Czech Republic after her time as a Gopher.

Splichalova is part of a contingent of about twenty international student-athletes who have chosen the University of Minnesota for its educational and athletic opportunities. They come from Sweden, Norway, Germany, Belgium, Bulgaria, Greece, the Czech Republic, Australia, Nigeria, and Canada. About

two-thirds are men and about two-thirds compete in swimming and diving or track and field. In all, they compete on nine Gopher teams.

The swimming and diving programs have benefited recently from the extraordinary talent of seven-time all-American diver Laurie Nelson of Etobicoke, Ontario, and all-American swimmers Linda Oegema of Dedemsvaart, Netherlands; Uta Herrmann of Herne, Germany; and Bernie Zeruhn of Hamburg, Germany. Other standouts include three-time all-American and GTE academic all-American pole vaulter Martin Eriksson of Stockholm, Sweden; all-Big Ten gymnast Monika Juhasz-Nagy of Budapest, Hungary; record-setting tennis doubles player Sofie Olsson of Asmundtorp, Sweden; volleyball's 1993 Big Ten freshman of the year Katrien DeDecker from Bredene, Belgium; and Ernest Nzigamasabo of Bujabura Burundi, South Africa, a leader in career basketball games played at Minnesota.

For many international student-athletes, the process of applying to an overseas university, taking entrance exams, and translating transcripts is an arduous path

to athletic opportunities. Others literally walk right in the door. Omodele Masha of Lagos, Nigeria, walked into the women's swimming office last fall and asked Freeman if she could join the team.

"International athletes help us compete on a national level."

She and her older sister, Titilayo, had moved to Minneapolis in 1993. Omodele spent a year at South High School and Titilayo enrolled at the University of Minnesota, the alma mater of their parents, who remain in Nigeria. Titilayo also joined the swim team but had difficulty making the transition to Minnesota from Nigeria, where the sisters were top swimmers.

A string of international players have contributed to the men's tennis team's impressive record, including four consecutive Big Ten titles between 1992 and 1995. "International athletes help us compete on a national level," says David Geatz, head coach since 1988. "They're

great additions to the team and they tend to be good students, often ahead of Americans academically."

In 1993 Geatz signed sophomore Lars Hjarrand of Oslo, Norway, who was the 1992 Norwegian singles champion and ranked number one in that country. Hjarrand had written to 40 colleges and universities, mostly in Texas, Florida, and California, but he knew a student who was attending the University of Minnesota and decided to accept its partial scholarship offer.

In his freshman year, Hjarrand took the Big Ten by storm: He compiled a 10-2 singles conference record and won all three of his matches at the Big Ten championships. He was Big Ten Freshman of the Year and was named to the all-Big Ten team. His sophomore year has been hindered by injuries, but he played at the top three singles spots and at number one doubles with junior Erik Donley.

"This is the first time I've competed on a team," says Hjarrand, who played for a club and competed in individual tournaments in Norway, but he has meshed well with his teammates and with Geatz.

Hjarrand is fortunate; he is able to go home during winter and summer breaks, a luxury many international students cannot afford. He lives with an American teammate and says he hasn't been homesick. An economics major, Hjarrand tested out of some language requirements and expects to graduate after three years. "I'm not sure if I'll return [to Norway]," he says.

Several international student-athletes have made Minnesota their home. Hakan Almstrom, a University graduate from Sweden who played tennis in the early 1980s, is serving a second year as president of the M Club, whose 3,200 members focus on good citizenship as well as supporting U of M athletics.

To date, students from more than 110 countries have attended the University. For more than a decade, several Gopher teams have listed on their rosters at least one and as many as four international students per year. Coaches say benefits include cultural diversity and enhanced training and competition for all University athletes. "We all learn a lot," says Freeman. "We learn from them; they learn from us."

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I N B R I E F

EDITED BY MAUREEN SMITH

THE UNIVERSITY'S legislative appropriation approved by the state legislature for 1995-97 was nearly \$969 million, an increase of \$44.5 million over the amount needed to sustain the current year's appropriation for two years. The \$44.5 million is in nonrecurring funds and is not available for such items as ongoing salary increases.

Because of revenue shortfalls and cost increases, the University faces a **\$58 million deficit** for the biennium. Solutions might include phasing in or cutting original Partnership Proposal investments, central administration cuts, additional academic reallocations, higher tuition, or lower salary increases.

Strategic investments are needed even in a time of budget cuts, University President Nils Hasselmo said. "It's easy to get totally occupied with balancing the budget," he said, and it is "painful to pull money from programs that are good and valuable," but investments are imperative.

Jean Keffeler was reelected as the District 5 representative to the Board of Regents. New regents elected were Warren Larson, a beef farmer from Bagley (at large); Patricia Spence, a homemaker and former mayor of Little Falls from Rice, Minnesota (at large); and Jessica Phillips, a native of Virginia, Minnesota, and a sophomore from the Morris campus (student at large).

Robert Erickson, vice president for finance and operations for the past four years, announced in May that he would resign from that position June 30 to return to working with small businesses. President Hasselmo praised Erickson for his contributions "during a difficult time at the University." He cited Erickson's work in dealing with the effects of past management problems and designing systems to prevent future problems.

President Hasselmo said in April that he has **no plans to retire** soon. "There's much work to be done," he said. Regent Keffeler had been quoted in the Twin Cities *Star Tribune* saying that the regents had been talking about how to handle his retirement in an orderly way. Hasselmo will be 64 July 2. Several groups issued statements of support for Hasselmo.

A federal grand jury in April indicted **John Najarian** and former ALG program director

Richard Condie on charges of fraud, theft, and tax evasion. The indictment contains seventeen separate counts against Najarian, three against Condie, and one alleging a wide-ranging conspiracy in which both participated. U.S. attorney David Lillehaug said that "the citizens of the grand jury have told us once again that no people, no matter whether they wear white collars or, in fact, white coats, are above the law." Najarian and Condie pleaded not guilty.

W. Phillips Shively, political science professor, was named provost for arts, sciences, and engineering. The regents' vote was 6-5 and followed an unusual public debate. Some regents expressed concern about the predominance of white males and lack of any women on the executive cabinet. "It was a decision the president and the board had to make and they made it, and I am ready to go on with the job," Shively said. He said he was eager to carry the faculty banner into Morrill Hall.

Tzvee Zahavy was dismissed as a member of the tenured faculty, following a unanimous vote of the regents, who concurred with the declaration by President Hasselmo that a professor who holds full-time, tenured positions at two major research universities "without disclosing such employment to either, and who further misrepresents his activities, demeans the very character of the academy." Zahavy's lawyer said he will sue.

Former volleyball coach **Stephanie Schleuder** and the University reached a settlement allowing the University to complete its search for and hire a new volleyball coach. The University will pay Schleuder \$300,000, and both parties agreed not to discuss the matter publicly.

Frank Cerra, professor and interim head of surgery, has been named dean of the Medical School on the Twin Cities campus.

E. Thomas Sullivan, dean and professor of law at the University of Arizona, has been named Law School dean, effective July 1.

First Lady **Hillary Rodham Clinton** spoke at graduation ceremonies for the College of Liberal Arts June 11 and was awarded an honorary degree from the University.

Plans to change to the **semester system** are apparently moving forward. The most likely target date is fall 1999.



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REPORT



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

Call to Action

A year ago at the University of Minnesota Alumni Association (UMMA) annual meeting, I pledged myself to the task of further developing a large collective alumni voice and a cadre of alumni volunteers willing to give of their time, talent, and money to help reestablish the University of Minnesota as our state's preeminent institution.

The year has flown by—all too quickly—and I must admit that I underestimated the reality of the consequences of that pledge. It has involved much more personal effort and challenge—and proved to be much more personally rewarding—than I had imagined. It has meant meeting hundreds and hundreds of alumni, faculty members, deans, administrators, regents, legislators, students, journalists, and many others who are concerned about higher education in general and the University of Minnesota in particular.

I also underestimated the established preeminence of this university. My presumptuous pledge was to help *reestablish* its preeminence. I wish now to correct that term to read *reacquaint*, to help acquaint the people with the University. There is an important distinction between reestablishing and reacquainting.

Almost all of the folks with whom I met to discuss the University knew, without question, that it is, was, and will continue to be the heartbeat of our state and our Minnesota way of life. It is easy to confuse the current dilemmas confronting higher education—and much of the negative attention directed toward the University—to mean that the institution is failing in its mission. That perception is wrong and, once I understood that, I was determined to do what I could to acquaint people with the unequivocal role the University plays.

I, like so many other Minnesotans and

alumni, had come to take this 150-year-old institution for granted. There is little in this state—and few of us in it—that is not affected daily by the University's presence and contributions. This place, as Garrison Keillor said two years ago at our annual meeting, is "one of the glories of this state."

I thought I understood just how vital the University is before my watch began, but I wasn't even close. My many firsthand experiences as UMAA president provided me with an expanded and invigorating perspective of the significance of our school—a perspective influenced by my involvement.

Please note the term *involvement*—a key element in an alum's *reacquaintance* and in his or her ability to make a significant impact.

Without question, the issues confronting the University are many and they are complex. We often read and hear of its problems; we seldom read or hear of its glories. Our glimpses of the institution are colored by the prejudices and agendas of others. Unfortunately, this reality is one that we must learn to accept and do our best to obviate.

As alumni association president, I have had an opportunity to work, on your behalf, with many of the people who are key to the functioning of the University. This has been an enlightening and a gratifying experience.

Please be advised that this place is governed and administered well. It is governed by a competent, hardworking, diligent, and caring board of volunteer citizens—our regents. It is being administered by a competent group of professional educators and administrators. They simply cannot achieve the results expected of them without the involvement and support of the likes of you and me—the alumni who have benefited the most from the oppor-

tunities provided by the University.

We can make a tremendous difference if we will take time to understand the issues confronting the University. And we must take action. For example: We can do much

to persuade or to dissuade our legislators regarding their support or lack of support for our state's flagship university. We can support our University president and deans when they need help. We can reach out and mentor undergraduates. We can help recruit the diverse and competitive student body required to sustain the future of Minnesota.

There are programs that

need support if they are to succeed and become meaningful to our economy. There are facilities to build and maintain. There are students who cannot afford the rising costs of a public education.

There is much that alumni can do. We can be an army prepared to protect and to defend a cause or an audience that watches from afar. Which will we be?

You and I—the alumni—are a critical component able to support the mission of the University. We can be close to the action. The regents and the administration are our leaders, working together to guide the cause. And the faculty, in concert with our students, generates the energy that provides Minnesota with the tools needed to sustain our cause—our much talked about way of life.

It is important that we work to ensure that all three components are properly equipped and maintained if our university is to accomplish its mission. This responsibility, once we accept it, offers additional obligations: to be involved, to stand up and be counted.

It is our university, and it needs our help. Thank you for allowing me the opportunity to stand up and be counted.



Larry Laukka, '58 B.A.
National President

Celebrating 91 Years



Scenes from the annual meeting, clockwise starting from above: Larry Laukka, presenting the gavel to incoming UMAA president Linda Mona; UMAA Executive Director Margaret Carlson with Showboat cast members; Goldstein Gallery display; Regent Stanley Sahlstrom and Cindy Bigger.

“We can be an army, or we can be an audience,” said Larry Laukka, 1994-95 national president of the University of Minnesota Alumni Association (UMAA), issuing a call for alumni activism at the 91st UMAA annual meeting and anniversary celebration May 4. Laukka, '58, encouraged the 1,000 University alumni and friends present to support the University's regents, president, and deans; to contact their legislators on behalf of the University; and to become involved in UMAA programs. “The future of Minnesota is right here on this campus,” he said.

Among the meeting highlights:

- Keynote speeches by Tim Penny and Vin Weber, both former Minnesota representatives to Congress and now codirectors of the University's Humphrey Institute of Public Affairs Policy Forum.

- A report to alumni by University of Minnesota President Nils Hasselmo.

- Presentation of an Alumni Service Award to 1993-94 UMAA national president Janie Mayeron, a 1973 graduate of the College of Liberal Arts, a 1976 Law School graduate, and a partner in the Min-

neapolis law firm of Popham, Haik, Schnobrich, and Kaufman.

- Approval of the slate of new UMAA officers and national board members who take office July 1.

“The partnership between the University and the UMAA has never been stronger than it is today,” said President Hasselmo, encouraging alumni to contact their legislators to say thanks for their past support for the U and to lay the groundwork for the next legislative session. The president reported on meetings with alumni at

UMAA events in Washington, Oregon, and California and announced that he will be traveling to Korea, China, and Taiwan in the fall to meet with alumni there.

Linda Mona, a 1967 graduate of the College of Human Ecology, was elected national president of the UMAA at the annual meeting. Mona is owner of Creative Environments and co-owner of five Field of Dreams sports collectibles stores.

The slate of officers approved by the members also included: Marvin Trammel, '73, first vice president; Ann Huntrods, '76, '81, second vice president; John Bergstrom, '85, secretary; and Jim Stirratt, '66, treasurer. New to the board and filling open at-large positions are Steve Couture, '79, principal, Minneapolis South High School; Tom Moe, '60, '63, managing partner, Dorsey and Whitney; and Joe Tennyson, '81, chief financial officer, Michaud Cooley Erickson. David Beaulieu, '73, was reappointed to an at-large position; and Kati Sasseville, '73, Joe Gibilisco, '51, and Richard Whitney, '50, to open geographic positions.

ALUMNI MENTOR PROGRAMS



1995



UNIVERSITY OF MINNESOTA
ALUMNI ASSOCIATION

WHAT ARE THE PROGRAM'S GOALS?

- Helping improve the student experience through alumni contact.
- Linking students with professionals in their area of career interest.
- Giving alumni a chance to continue their connection to the University.
- Helping create a new generation of committed alumni to serve the University.

WHAT ARE SOME OF THE BENEFITS?

- For alumni, sharing their resources and experiences with current students.
- For students, developing networking skills and interacting with individuals in their career area.

HOW LONG ARE THE PROGRAMS?

The programs vary in length from one quarter to one academic year.

WHAT IS THE COMMITMENT?

Typically mentors and students meet or make contact with one another at least twice each month. Many also maintain their connection by phone and E-mail.

WHAT ACTIVITIES AND EVENTS ARE SCHEDULED?

Kick-off events are held for each program to facilitate the initial meeting of mentors and students. Pairs are encouraged to take advantage of activities offered through colleges and the University. Various types of training sessions are offered throughout the duration of the program. Evaluation sessions are held at the end of the program to get feedback on how it worked.

HOW DO I SIGN UP?

Complete and return the form at right, including either the student or mentor information section, and your application will be forwarded to the appropriate mentor program.

MENTOR PROGRAM APPLICATION

Name _____

Address _____

City/State/Zip _____

Home phone _____ Work phone _____

STUDENT INFORMATION

(PLEASE INDICATE YOUR COLLEGE ON REVERSE)

Major _____ Expected grad year _____

Student ID # _____

Immediate career interests _____

Long-term professional goals _____

MENTOR INFORMATION

(PLEASE INDICATE THE PROGRAM FOR WHICH YOU WISH TO VOLUNTEER ON REVERSE)

Employer _____

Job title and responsibilities _____

College(s) graduated from _____

Major(s) _____ Grad year(s) _____

UMAA MEMBERSHIP

You need not be a member to participate in the mentor program. However, dues help the alumni association pay for this and other initiatives.

Please sign me up for one-year:
__ Single (\$30) __ Joint (\$40) __ Student (\$10)

Second member name for joint memberships _____

Check (to UMAA) Visa MasterCard

Credit Card Acct # _____ Exp. Date _____

Signature _____

MNTR

Return to:

UMAA Mentor Programs, 501 CMU,
300 Washington Avenue SE, Mpls, MN 55455-0396

ALUMNI-SPONSORED AND COLLABORATIVE MENTOR PROGRAMS

PLEASE INDICATE YOUR CHOICE

ACADEMIC UNITS

- Agricultural, Food, and Environmental Sciences
- Biological Sciences
- Human Ecology
- Liberal Arts
- Medical
- Natural Resources
- Nursing
- Pharmacy
- Public Affairs
- Technology
- Veterinary Medicine

LEARNING RESOURCE CENTERS

- African American
- Asian Pacific American
- Chicano Latino
- Native American

STUDENT GROUPS

- University Scholars
- Minnesota Student Association
- New Student Programs (Freshmen)
- Council of Graduate Students
- Post-Secondary Enrollment Options
(Advanced High School Students)

COMMUNITY-BASED PROGRAMS

- Edina ABC Foundation
- Minneapolis Public Schools
(The Connection Center)

Face Off: Politics in the Nineties

Tim Penny and Vin Weber, codirectors of the Humphrey Institute Policy Forum, offered different perspectives on the changing face of American politics at the UMAA annual meeting.

Frustrated by partisan politics and gridlock, Weber, a Republican, left Congress in 1992. Democrat Penny followed in 1994, for the same reasons. (Penny noted that he had recently been introduced as "the former Tim Penny.")

Penny told the audience that he doesn't miss Washington, calling it a place of "oversized egos and undersized accomplishments." Surveying the current political landscape, he said that the Republican strategy of portraying the federal government as the problem and "abolishing a federal role on issue after issue" forces Democrats into the position of defending the government. Even though Penny doesn't think that people really want to abandon the majority of federal programs, he said that there are lessons for both parties to learn: The Democrats need to remember that people don't want to go back to the 1960s; Republicans need to consider the possibility that people don't want to go back to the 1950s.

Weber, who will be codirector of Robert Dole's 1996 presidential campaign, with tongue in cheek claimed a heritage of experience in public housing: His father was one of the first presidents at Pioneer Hall, and Weber himself was one of the first presidents at Middlebrook Hall. (Pioneer and Middlebrook are both student residence halls on the University's Minneapolis campus.)

Since the 1994 elections, people have been asking Weber whether the changes that have been taking place are real. "This is real," he said. "We just don't know yet exactly what it is or where it's going." Several previous elections showed evidence of "major unrest on the part of the voters," Weber said, citing Paul Wellstone's victory over Rudy Boschwitz in the 1990 Minnesota senatorial race. And in the 1992 presidential election—"tumultuous by any



Vin Weber, top, and Tim Penny

standard"—a third-party candidate got the largest percentage of the vote since Theodore Roosevelt's Bull Moose Party.

In the 1992 election, President Bush was seen as not active enough, and President Clinton was elected on a call for activism, Weber said. Even Ross Perot wasn't antigovernment in the sense of wanting to abolish it—he wanted to "get under the hood and fix it." In contrast, the Republicans who took control of Congress were elected in 1994 by "people lashing out against the government," Weber said. Their "indiscriminate" cutting of federal programs won't last long, he predicted. The real challenge, he said, is to find a new way of responding to public problems: to "reinvent the delivery of public services" and to "reactivate the citizenry."

"The real debate is just about to begin," Weber said. "If you're serious about the deficit, you have to confront the notion that most of the budget is benefits for middle-class people."

Following their presentations, Penny and Weber answered questions from the audience.

- *On Hillary Clinton:* Penny and Weber agree that she has been an asset to the president—though she didn't lay the groundwork for the spouse's role very well, Weber said, adding that there isn't likely to be much cookie baking in the White House in the years to come. He predicted that the 1996 Republican presidential nominee will be either Phil Gramm, whose wife is an economist with a Ph.D., or Robert Dole, whose wife has held two Cabinet posts and is currently head of the American Red Cross.

- *On a balanced budget amendment:* Both are for it, Penny "reluctantly" and Weber "ambivalently." Penny at first opposed the idea, while Weber supported it enthusiastically. Now Penny describes it as "a bad idea whose time has come" and Weber as a "necessary evil." They agree that it is necessary "to force Congress to do what needs to be done," Weber said.

- *On Social Security:* Will it be there when I retire? asked a recent graduate. No, said Penny. "Do you want it to be, in its present form?" Weber asked in return. "Can we at least discuss that?"

- *On Newt Gingrich:* Will he be the Republican presidential nominee in 1996? No, said both speakers. "He's already got the job he wants," Penny said. "The president should be more reassuring [than Gingrich]," Weber said.

- *On partisan politics and the public interest:* Partisanship is at an all-time high, Weber said. Partly the parties "don't agree because they don't agree," but the quality of civic debate has deteriorated. "Paradoxically, the decline of the parties has contributed to the rise of partisanship," Weber said. Control of Congress was never seriously in doubt in the 40 years the Democrats dominated, but from now on it will be hotly contested in every election, Weber predicted.

- *On polling:* Getting rid of opinion polls would "change the nature of American politics," Penny said. The polls encourage politicians to cater to popular positions—to follow rather than to lead. And ultimately, Penny said, it is up to the voters to hold their legislators accountable.

Speak Out

Why did you attend the UMAA annual meeting?



Mary Ellen Carlson and Wayne Carlson, '57, College of Agricultural, Food, and Environmental Sciences, New Brighton, Minnesota

We came as guests of the 4-H Foundation. I [Wayne] was employed with the state 4-H staff for 30 years as a youth development specialist and in administration. One of the unique things about 4-H is we're the only youth organization connected to the research base at the University. We take information from the St. Paul campus—in areas like livestock and clothing, for example—and transfer it directly to the kids.



Betty Smith Lewis, '75, General College; '77, College of Education, Minneapolis

I've been in the alumni band for twelve years. We were invited to come and play tonight. I usually play flute, but tonight I'm playing piccolo so I can be heard over the horns.



Peter Martin, 21, Junior majoring in English, Minneapolis

My mentor invited me to come see the speakers tonight and have dinner. I've had a mentor for a year. We were matched through the alumni association and the College of Liberal Arts. [Having a men-

tor] is a good way to network. I wanted to speak with someone in a professional position about some concerns I have with school and with working after graduation.



Jessica Phillips, 19, Sophomore majoring in speech-communication and political science at the University of Minnesota, Morris, and a newly elected member of the University's Board of Regents

Previously, I was a student representative to the Board of Regents and I was invited in that capacity. The alumni association held a regents' candidate forum recently for legislators and friends of the University. I got to meet some alumni and staff there and I was very impressed with the organization, so I wanted to come tonight.



Cheri Nau, 21, Senior majoring in biology, Minneapolis

I came with my mentor, who I got through the alumni association. I wanted a better idea of what people do who work in the biology field and the things they've accomplished.



Bob Jamieson, St. Paul

My wife, Marjorie Jamieson, attended the U. She runs Living at Home: The Block Nurse Program. She was invited to attend the national Conference on Aging, but she wanted to hear the speakers—especially Tim Penny—so I'm standing in for her.



Ker Moua, 17, and Maiying Moua, 19, Seniors at Humboldt High School, recipients of UMAA Freshman Leadership Scholarship, St. Paul

We were invited to come tonight. We received scholarships from the alumni association and will enroll at the University in the fall. I [Ker] am enrolling in the Institute of Technology to study chemical engineering and [Maiying] wants to study biology.



Bill Crutcher '76, Law School, Golden Valley, Minnesota

A friend of mine, Walt Bowser, invited me. We met in law school at the University. I want to get more involved with the University community and this seemed like a good way to start.

COME HOME TO THE ST. PAUL CAMPUS

Alumni of the College of Agricultural, Food, and Environmental Sciences, the College of Biological Sciences, the College of Human Ecology, and the College of Natural Resources have joined together to plan big Homecoming doings on the St. Paul campus October 14. During morning college programs, spouses and children will be invited to participate in a variety of activities. At noon everyone will get together for hayride campus tours, a treasure hunt, food from booths on the mall, and photos with Goldy Gopher. Entertainment and St. Paul campus personalities will highlight a 1:30 program. Then it's onto a shuttle to Minneapolis for the Homecoming parade and pep rally, followed by the game: Gophers vs. Northwestern.

For more information, contact Mark Allen at 612-624-2323 or 800-UM-ALUMS.

COMING SOON

The **Chicago Area Chapter** is planning a second annual Night at Ravinia with two outings to the popular concert event: to hear Judy Collins August 18 and Garrison Keillor September 3. For information, contact Jeff Schmitz at 312-482-9971 or Doris Bloom at 708-446-8084.

The UMAA and the Minnesota Medical Foundation invite alumni who live or vacation in the Bemidji area in **northern Minnesota** to a picnic August 19 from 2:00 to 5:00 p.m. at Stennes & Buhn Resort on Moose Lake near Blackduck. More than 60 people attended last year's picnic. The event is free, but reservations are required. Call Mark Marshall at 800-922-1663.

The **San Diego Area Chapter** will participate in an annual Back to the Big Ten football season kickoff in late August or early September. Video previews of all the teams are planned. For information, call Al Larson at 619-487-1659.

ON THE ROAD

The **Otter Tail County (Minnesota) Chapter** drew 31 people April 3 to hear College of Liberal Arts dean Julia Davis and history professor Sara Evans talk about the importance of a liberal arts education.

The **Wright County (Minnesota) Chapter**

MORE SCENES FROM THE ANNUAL MEETING

Two new members of the Board of Regents, Warren Larson and Jessica Phillips, were among the guests at the meeting. Elected to the board only the day before, they had spent the day in orientation activities at the University.

A solar-powered car designed and built by University students was a popular attraction at the meeting. Even with a 175-pound driver and 300 pounds of batteries, the car weighs only 750 pounds. The student car competed nationally in Sunrayce '95 in June.

Raptor Center representatives—a bald eagle, a great horned owl, an American kestrel, and a Krider's hawk—watched intently as their human companions described their habits, homes, and injuries to guests before the meeting.

After the social hour for greeting friends and colleagues and touring the exhibits, guests were called to a buffet dinner with a Cinco de Mayo theme prepared by University Food Services.

held planning meetings in April and May. Alumni in the Howard Lake/Annandale/Buffalo area are invited to help plan events. Call Jane Barton at 612-477-5799.

Gopher head baseball coach John Anderson met with **Omaha** alumni before the game with Creighton University April 19.

Psychology professor Thomas Bouchard told alumni in the **Bemidji, Minnesota**, area about his research on identical twins raised apart on April 19.

Mel George, University vice president for institutional relations, talked with **New York City Chapter** members about U2000 and other University issues April 24.

A first-ever gathering of Minnesota alumni in **Philadelphia** was held April 26.

History professor Hy Berman spoke to the **Mankato (Minnesota) Area Chapter** April 27 on the impact of the University on the state.

Hazel O'Leary, U.S. secretary of energy,

spoke to about 65 people at a May 2 **Washington, D.C., Area Chapter** dinner. Mel George, University vice president for institutional relations, presented the Distinguished Alumni Service Award to Deana (Dee) Peterson at a meeting preceding the dinner.

Gopher women's athletic director Chris Voelz spoke in **Fargo, North Dakota**, May 3 and participated in alumni chapter events. Along with Cathy Coyle, '72, and Robin Huebner, '84, both former Gopher athletes and now both anchors on Fargo TV stations, Voelz talked with high school students about the University.

McKinley Boston, former Gopher men's athletic director and now University vice president for student development, and Jim Wacker, Gopher football coach, joined the **Red Wing (Minnesota) Chapter** for a rally May 16 as part of the men's athletics March across Minnesota.

UMAA executive director Margaret Carlson attended the 30th anniversary celebration of the **Dayton (Ohio) Chapter** May 16.

The newly organized **Bay Area Chapter** joined other Big Ten alumni in and around San Francisco for a barbecue and golf tournament May 19.

AT THE U

The **Asian/Pacific American Learning Resource Center** kicked off its mentor program April 5 with sixteen pairs of alumni and students.

The **College of Education Alumni Society** presented awards April 19 to alumni Laura Langer, Scott Alan Sayre, R. Michael Paige, and Mohammad Ezzat Abd El-Mawgood, who came from Qatar to accept his award.

The **School of Public Health** celebrated its 50th anniversary April 27 and 28. Alumni participated in a symposium opened by Donna Shalala, U.S. secretary of health and human services, and attended reunions preceding a dinner at which Pulitzer Prize-winning columnist Art Buchwald was the featured speaker.

The **Chicano Latino Learning Resource Center** kicked off its pilot mentor program July 1 with 25 alumni/student pairs. ◀



Letters

A Second Chance

I sifted through my bills and obligations recently and decided that I could not afford to spend \$30 on sentiment [to renew my University of Minnesota Alumni Association membership]. Margaret Carlson's recent letter [asking me to rejoin] reminded me that the University of Minnesota gave me much more than sentimental memories. I received a bachelor's degree through the College of Liberal Arts as an older but motivated student in August 1974 and a master of social work degree in spring 1976. My trite but true assessment of my University of Minnesota education remains the same: My subjective world expanded far beyond any expectations and I will be forever grateful. I am also grateful to have a second chance to support my alma mater. I am enclosing my check for \$30.

Elizabeth Medelman
St. Paul

No Reason to Celebrate

As a loyal alumnus, I would like to take issue with the last *Minnesota* [May/June 1995], which celebrates ethnic diversity. A [recent] article in the *St. Paul Pioneer Press* states the problem cogently: "The more a country divides itself by language, culture, and ancient origins, the more that nation breaks down into a bunch of hostile, battling ethnic groups."

As an influential magazine, *Minnesota* could do much to combat political correctness and emphasize scholarship and integrity among all people.

John B. Brainard, '46, '55
St. Paul

Bring the Gophers Home

I am a former Gopher football season-ticket holder, an alumnus, and a fan. I am writing to express my support for an outdoor football stadium.

From the fans' perspective, college athletics is a different animal from professional sports. First of all, college athletes get scholarships and professional athletes get millions. Second, [college fans] have a different type of team spirit than professional team [fans].

As the Gopher football situation stands, that special team spirit is hard to come by. Some say it is because of the win/loss record. This may be true, in part, but the attitude of the students and the location and environment of the stadium is the key to the problem. If the students were behind the team, the public would follow.

I attended the University of Wyoming from 1967 to 1970. At that time, the school was one-fourth the size of the University of Minnesota, but we had twice the number of students going to games as we did at the U of M, where I had season tickets from 1970 to 1982. We need some sort of marketing campaign like they had at Wisconsin. We have enough experts around that we should be able to figure out a way to market the football program.

The other problem is the stadium. At the Hubert H. Humphrey Metrodome, the Gophers are nothing more than a tenant along with the Vikings and Twins. No amount of winning will ever make the dome home. Let's face it, there isn't any comparison between the University environment of fraternities, sororities, campus buildings, and fresh air, and the dome environment.

When I was a struggling student at the U, I asked my grandmother what I could do to get my life and my studies together. During that time, I had lived in various rooms and apartments around campus. She said, "Graig, you have to find a place that you can call home." I found a different apartment in a different environment and it did make a difference. My whole life turned around

when I found a spot where I wanted to be.

The students and the athletes need such a home. There is only one U.

Graig Gilbertson, '76, '82
Bemidji, Minnesota

To Boldly Go

Your article "That Was Then, This Is Now" [*Minnesota*, May/June 1995], featuring University professor Toni McNaron, was bold considering the political climate in the United States today. Her observations about a female coming out in the academic community were enlightening. Conditions have changed since 1964 when Toni began her career at the University. It is interesting to read her opinions about how much more needs to be done before diversity becomes more than just a buzzword. Thanks, Toni, for sharing your experiences with us.

Richard Evans, '69
Minneapolis

Still Standing

On May 21, 1995, the Minneapolis Talmud Torah celebrated its 100th anniversary and I, as the only surviving member of the first graduating class, was publicly awarded an honorary degree in the study of the Midrash. On being asked to say a few words to the 650 people at the dinner, I told the following true story.

When I attended the celebration of the 50th anniversary of the graduation of my class from the University of Minnesota Medical School, each attendant was asked to make a few remarks. The man sitting next to me rose and said, "I was glad to be here 50 years ago, but I am even more glad to be here now."

I was given a standing ovation.

Reuben Lenske, '24
Portland, Oregon

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