

MINNESOTA

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The Human Side
of Medical
Breakthroughs

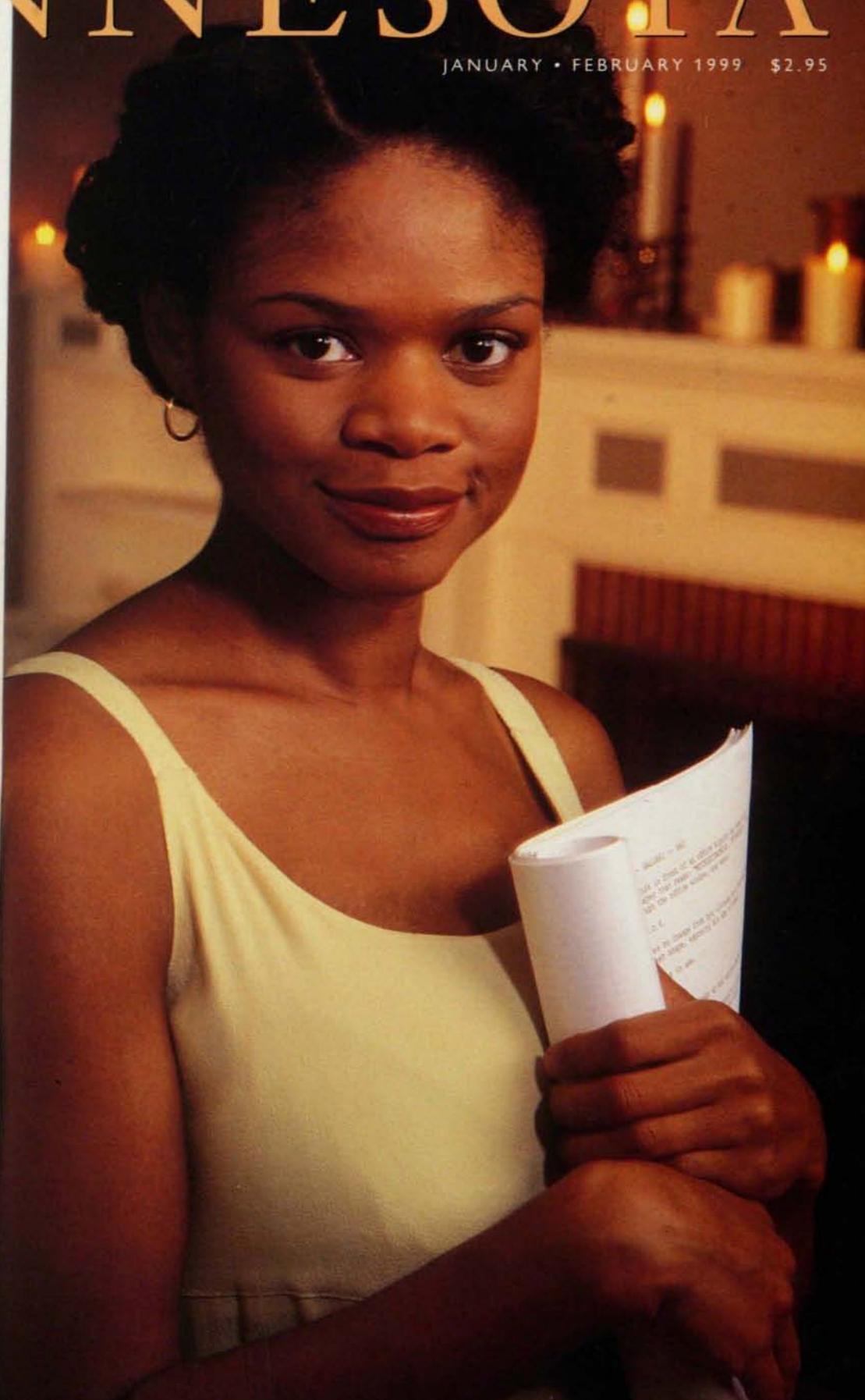
Remembering
Former U President
Met Wilson

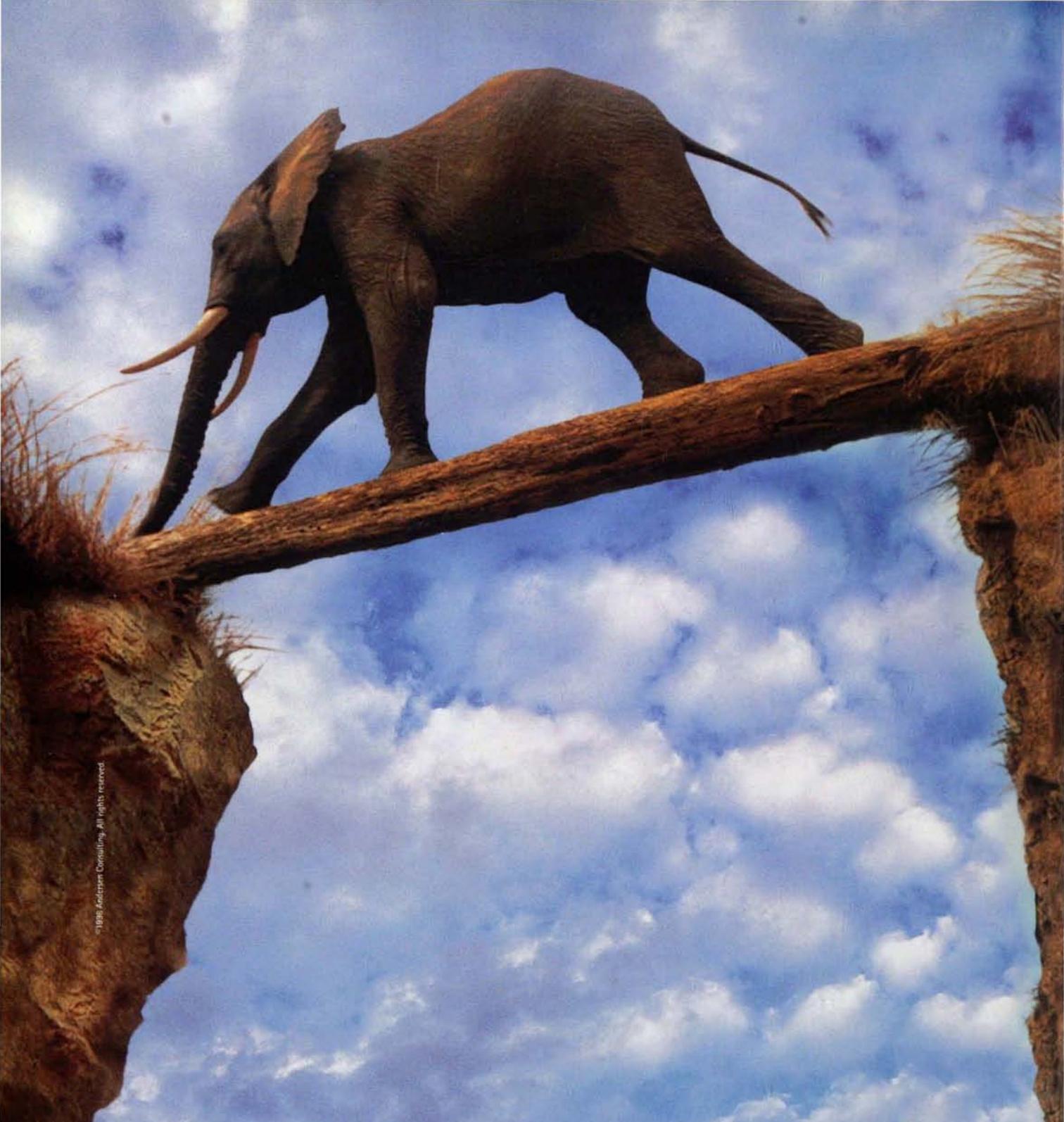
Hastening
Hot Ideas to the
Marketplace

On the Wild Side:
Managing
2 Million Acres
in Alaska

Hollywood Observer

Kimberly Elise,
of the film *Beloved*,
takes her acting cues
from everyday life





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Alumnus Kimberly Elise—actor, director, and highlight of the film *Beloved*—is one of Hollywood's rising stars. But for an actor who learns acting lessons by quietly observing others, the rush of attention has blown her cover.

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Meet five University of Minnesota medical researchers in hot pursuit of cures and treatments—for such diseases as diabetes, Alzheimer's disease, and congestive heart failure—that could change lives around the world.

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Under O. Meredith Wilson, University president from 1960 to 1967, the U enjoyed tremendous growth and progress in its quest for excellence. Faculty and friends remember Wilson, who died in November, as a respected scholar who forged strong relationships with faculty, students, public officials, and the community.

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Innovations by University researchers can lead to new products, companies, jobs—and revenue for the U. That's why plans are underway to smooth the bumpy route between the lab and the marketplace.

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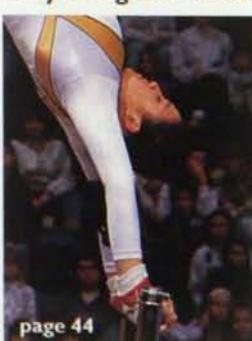


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In Focus

Fighting for Our Faculty

It's one of those moments editors dread. The ink's not even dry on a story and the information is out of date. A year ago in a column on research discoveries, yours truly reported that a University of Minnesota electrical engineering professor had pioneered a way to cram 800 times the information contained on a conventional CD-ROM onto a compact disk the size of a penny. An amazing discovery—to which the U still holds the patents—but one problem. The news was so hot that the professor was recruited away by Princeton even before our article appeared in print.



Tom Garrison

"It's a war out there," says Institute of Technology Dean Ted Davis, who is on the front lines of efforts to retain and recruit the best teachers and researchers for the University of Minnesota. "The private universities are waging war on the public universities." And public universities, it appears, are waging war on each other.

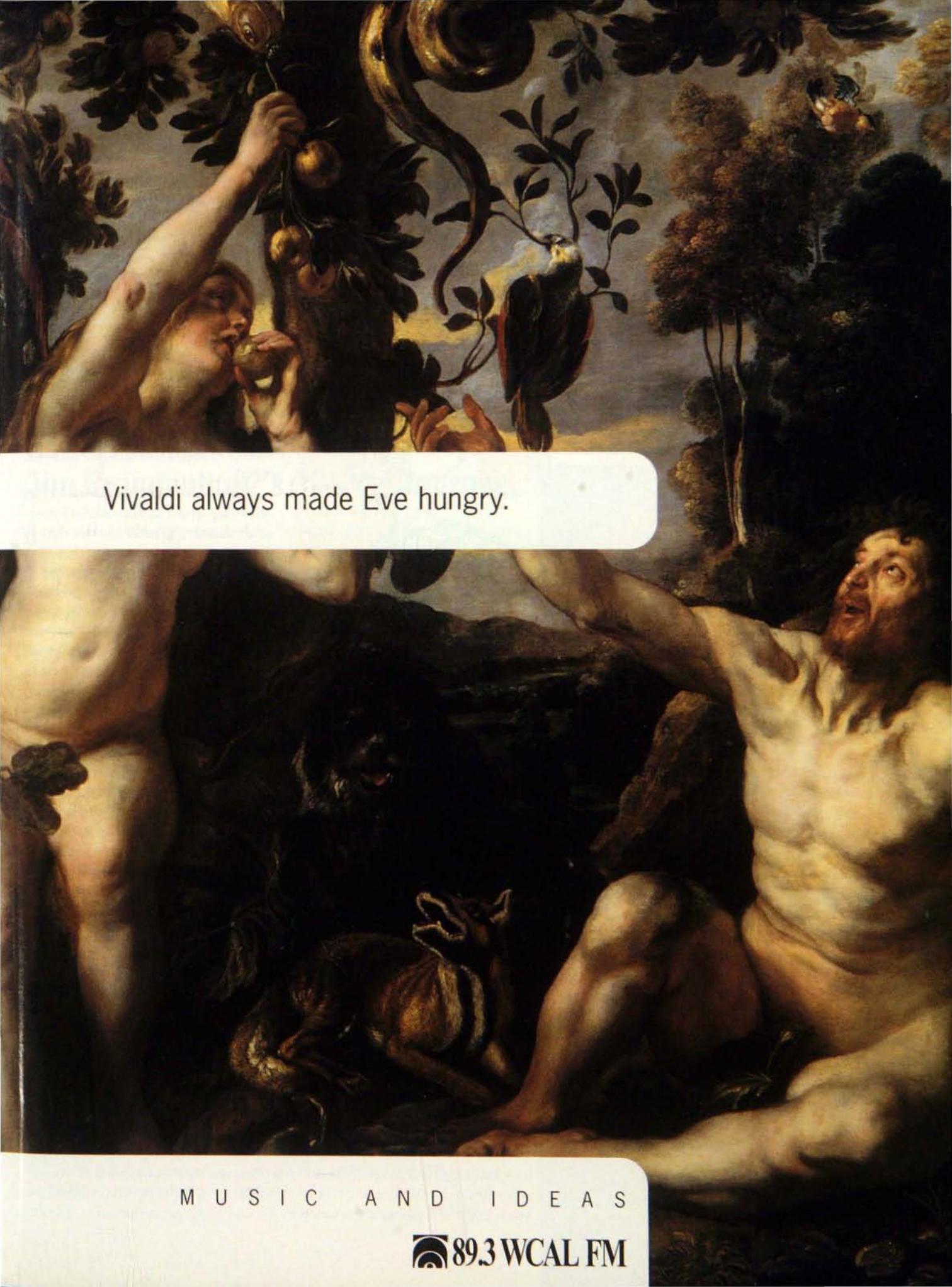
In early 1998, the University of Texas hired away Paul Barbara, a chemistry superstar who held the 3M Alumni Chair. His offer from Texas included a 40 percent salary increase, and then there was the newly renovated lab space, the state-of-the-art equipment, more research assistants, and a total package said to be "off the scale." Isolated case? In 1997, the University of Washington recruited away one of Minnesota's top ecology professors and Princeton tried very hard to land yet another professor from the U's top ranked ecology program. Minnesota recently beat back challenges from the University of Chicago for one of our brightest mathematicians. Skilled teachers in psychology and gifted researchers in cancer and macular degeneration have all been heavily recruited. Penn got Minnesota's well-known medical ethicist, Dr. Arthur Kaplan, in 1996. And it's not just the senior superstars but also the rising stars who are targets of raiding parties.

College of Liberal Arts Dean Steven Rosenstone figures that, of the 28 recent retention cases, CLA has been able to keep 19 talented professors. But we've lost three to other schools, and six cases still hang in the balance. Targeting those professors deemed critical to a program's future and retaining them is the strategy of the College of Biological Sciences, according to Assistant Dean Kathryn Hanna. "We can't afford to wait for [recruiters] to wave an offer from University X." By then it's too late. But Hanna acknowledges that retaining talented staff takes money.

That's why the University is asking the legislature for \$95.9 million for competitive faculty compensation, hoping to move to the midpoint of the top 30 universities (public and private) with which Minnesota is compared. Current estimates are that Minnesota ranks only 23rd of 30 schools for salaries of full professors and 20th of 30 for salaries for associate and assistant professors. Didn't the University receive millions of dollars from the legislature last year? Yes, but that money was largely for facilities, not faculty, certainly no less important. In 1996, the last University study to look at the problem found salary offers to retain faculty members lagged 11 percent behind outside offers.

What's at stake for citizens of the state is strategic spending now to keep our most talented teachers and researchers in Minnesota. There is a direct connection between the quality of those educating Minnesota's future leaders and our state's ability to foster new jobs, new technologies, new companies, new products, new medical treatments—in short, better opportunities for its people.

—The Executive Editor
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Vivaldi always made Eve hungry.

MUSIC AND IDEAS

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

By Chris Coughlan-Smith, Jake Kapsner, Stacy Herrmann, and Shelly Fling

Campus Digest



Blood Hounds

A group of furry, four-legged blood donors has saved the lives of hundreds of patients at the University. A stable of dogs and cats donate their blood on a regular basis to help patients in the University Veterinary Teaching Hospital.

The animal blood-donor program uses about 20 greyhounds, usually retired racing dogs donated by local trainers. "Greyhounds are usually universal donors. Their blood is such that they can safely give to a great number of dogs," says Janice Parrow, principal veterinary technician at the hospital. Since greyhounds are

bred to run fast for short periods, they have a greater number of red blood cells than most dogs. And because this large breed features long legs and necks and good access to veins, a full unit of blood (one pint) can be collected without causing any harm to the animal.

The cat blood donors are strays that otherwise would be destroyed. Domestic short-hair cats make the best donors because of the easy access to their skin and veins. But cats, which can give two ounces of blood at a time, have two basic blood types, and so, as in humans, blood must be checked for compatibility.

About 65 percent of the donated blood goes to patients with anemia or a lack of protein in their blood. The blood is also used in surgery or if a patient loses blood from an accident, such as a car collision.

Only a handful of the cats and dogs in the blood donor program are housed in the veterinarian hospital on the St. Paul campus. The others, about 15 greyhounds and 11 cats, live with foster families in the metro area. In return for their blood, the animals in foster homes receive free food, medical care, vitamin and mineral supplements, and vaccinations while in the program.

The donors, usually between ages 2 and 5, participate for only two years so that their bone marrow doesn't become depleted. "We want them while they are young and healthy. Then, when they are done with the two-year program, they have a long life to look forward to," Parrow says.

—Stacy Herrmann



J.B. Eckert, who works in University Relations, played the part of former Regent John Sargent Pillsbury at the unveiling of five heritage trail markers on the Twin Cities campus.

Giving students and visitors a taste of history is the goal of a new heritage trail at the University. The five heritage markers—located on the Knoll, near Cooke Hall, the lawn of the St. Paul campus, Northrop Plaza, and the West Bank near the Social Sciences tower—highlight major campus landmarks and historical regions. "The heritage trail is a way for people to learn about points of pride on the campus," says Tom DeRanitz, associate director for marketing at University Relations. The five markers kick off a series of 30 that should be completed in time for the University's sesquicentennial in 2001.

Each marker includes photographs and text relating to the University's history, buildings, and people. The text describes, among other subjects, the beginnings of the University, the history of athletics, and the development of the West Bank. "People want to know why the University looks the way it does and



Editor's Pick: Jim Brandenburg's 90-Day Journey

In the fall of 1994, photographer Jim Brandenburg set out to push the limits of his photographic skills. "I had set a challenge that for 90 days between the autumnal equinox and winter solstice I would make only one photograph a day. There would be no second exposure, no second chance. . . . The constraints I had chosen would force me to examine myself and my art in a manner I'd never before attempted," Brandenburg wrote, explaining how three rolls of film that began as a personal project later turned into a book and are now a traveling exhibit. *Chased by the Light*, the result of Brandenburg's 90-day project, visits the Bell Museum of Natural History on the East Bank of the Minneapolis campus February 6 through May 16.

The 90 images—all shot within walking or canoeing distance of Ravenwood, Brandenburg's studio in Ely, Minnesota—were first published in the November 1997 issue of *National Geographic*. NorthWord Press published them, along with some of Brandenburg's journal entries, in a 105-page book released in September. Brandenburg will appear at a gala reception and book signing at the Bell on February 11. Tickets are \$25; call 612-624-9050.

Brandenburg, who studied studio art at the University of Minnesota, Duluth, but is a self-taught photographer, has been featured in *National Geographic*, the *New York Times*, *Life*, and *Smithsonian*. He has twice been named Magazine Photographer of the Year by the National Press Photographers Association and has written several books.

where the University has come from historically," says Peg Wolff, a public relations representative in University Relations.

The markers, unveiled on the University's second annual Beautiful U Day, connected the beautification efforts around campus with the upcoming sesquicentennial. University President Mark Yudof is working with University Relations to commission a group of faculty, staff, students, and alumni to solicit ideas for the next markers. "For the remaining heritage markers we want to make sure they reflect a diversity of people and a diversity of accomplishments," DeRanitz says.

The \$2,000 markers were made using 3M Scotchprint, a weatherproof vinyl with digital graphics printed right into it.

—Stacy Herrmann



Far left,
Frosty sedge
meadow;
Tuesday,
November 1
(7:42 a.m.)

Left,
Boundary
Waters loons;
Sunday,
October 2
(7:10 a.m.)



Black ducks
and mallards;
Friday,
October 14
(2:30 p.m.)



Maple leaf
in pond;
Saturday,
October 15
(6:05 p.m.)



Poacher-killed
deer;
Friday,
November 18
(9:25 p.m.)

Overheard on Campus

"We've been taking the wrong people to lunch."

—Sande Gardebring, vice president of Institutional Relations, after Jesse Ventura beat both Norm Coleman and Skip Humphrey in the race for governor

"The root of question is quest. Questions should be links that bring us together in a common search. Answers divide us."

—Elie Wiesel, Holocaust survivor, author, and Nobel Peace Prize winner who was the Distinguished Carlson Lecturer November 3

Commuters Connect

Aiming to bridge the gap between on- and off-campus experience, University administrators have created a hub-away-from-home for first-year commuter students. Housed in a ground-level nook in Centennial Hall, the office is less a clubhouse than a resource center stocked with maps, bus schedules, and information about student organizations and services.

"Connecting to fellow University students can be a problem for freshmen who commute,"



explains senior CLA student Jordana Whyte, one of two commuter assistants who coordinate the program. Whyte should know, since

nothing like the current program existed when she commuted to campus during her first year, she says. Now students have a place to find not only information but support from the assistants and each other. While the office doesn't get frequent visits, a core group of about 15 students meets in Coffman Union on Wednesdays for lunch.

For commuters who visit campus for a couple of hours and leave feeling less than maroon and gold, an on-line community called Gopherville awaits them on the Web. Gopherville lets students take virtual campus tours and links them to a plethora of University Web sites and other students via more than 90 chat rooms. Unlike text-only chat rooms, Gopherville allows students to sport individualized comic characters as representational images whose conversations appear in a bubble beside each character.

The Web site is geared not only for fun and information but also accessibility. For people with a visual impairment, free software that synthesizes text into speech is available, notes Fay Choban, Gopherville's designer and a computer specialist in the Office of Housing and Residential Life. Choban and Whyte gather Tuesday nights with a dozen students in a Gopherville chat room for a "Virtual Gopher Get-Together." But the Web site has some untapped possibilities, Choban says. The next step is to encourage other campus groups to meet in chat rooms to discuss their programs. Some professors have already opened password-protected chat rooms as places for continued class discussion. "We're not promoting that people live in cyberspace but that it's a different, additional way of communicating," she says.

Gopherville is located at www1.umn.edu/housing/go4ville.htm.

—Jake Kapsner

The Cost of Semester Conversion

The semester—a trend that has swept over 80 percent of the nation's colleges and universities—comes to the University of Minnesota on September 7, 1999.

Teams of administrators have assessed and assigned tasks, faculty have pored over curricula to revise courses and devise new guidelines for degree programs, more advisers have been hired, transition

guides have been printed, Web pages have been designed, \$4 million has been spent—and the change hasn't even happened yet.

"The bureaucratic conversion is done," says Ann Waltner, associate dean of academic programs in the College of Liberal Arts. For three years she has worked on the transformation of her college's curriculum. "I think we're in terrific shape now. Whole days go by where I don't have to think about it."

"This is a change that affects absolutely everything and absolutely everyone in various ways," says Peter Zetterberg, director of the Office of Planning and Analysis and chair of the eight-member steering committee called the Change to Semesters Coordinating Group.

The impact from the change to semesters reaches beyond University students, faculty, and staff. Earlier start and end dates (in 2000, the last day of finals is May 13) affect the local business community, 12 fewer school days mean less revenue for parking and food services vendors, and bookstores stand to lose 20 percent of book sales with two semesters instead of three quarters, Zetterberg explains. "But our business is educating students, and they know this," he says.

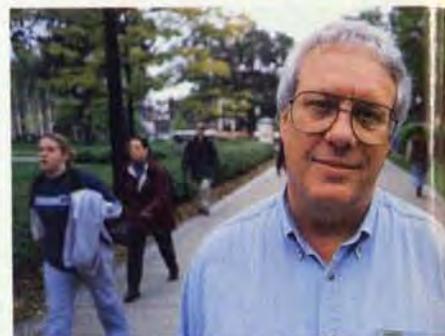
The University initially had a semester system but changed to quarters during World War II to train service people more quickly, Zetterberg says. Debate over the systems' pros and cons has raged for 25 years, and the process of converting the academic calendar to semesters began in 1995 when the Minnesota legislature mandated that state colleges and universities make the change this fall. The University Board of Regents voted to follow suit a year later to simplify the process for students transferring among Minnesota's various public and private institutions. Of the 11 Big Ten schools, the University will become the ninth on semesters. (Northwestern and Ohio State do not use semesters.)

The \$4 million conversion price tag covers all four University campuses and paid for Semester Transition Course Catalogs and accompanying handbooks, released in April, and for extra advisers to guide students confronted with new degree requirements.

Waltner says organizers of the change needed the four years to do the bureaucratic tasks right. But revising more than 4,000 courses in CLA alone took time as well. "The real work of the transition was done by faculty members, course by course," she says.

Zetterberg says the transition was eased by two factors: having supportive staff and faculty and having an electronic medium that made communication and management incredibly effective. "If we had to keep track of changing over 14,000 courses with paper files, it would have been much more difficult. Instead, doing it electronically, the end result was this," he says, pointing to a CD-ROM on his desk.

—Jake Kapsner



Peter Zetterberg, chair of the Change to Semesters Coordinating Group

The Five-Minute Fix

The wait in line to go on-line decreased this fall with the arrival of a free Public Internet Station in Coffman Memorial Union. Four iMac computers were installed in a former video rental site in the east corner of the ground floor. Another public computer is upstairs at the Coffman information desk.

Students eager for a between-class e-mail fix have mobbed all five terminals, which have a self-policed five-minute limit. The College of Liberal Arts, which teamed with Coffman to provide the computers, paid to create software that lets students reserve a two-hour slot in two campus computer labs, provides maps of lab locations, and even shows how busy a lab is, seat by seat. The University hopes to connect the software to all 13 Twin Cities campus labs and to open another kiosk in a West Bank skyway soon.

Like most students who use the iMac kiosk, junior Mike Shay drops by mainly to check his e-mail a few times a week, but he also makes stops on the University's "Class Web," where he gets updates on course assignments, test grades, and study hints.

The Coffman Memorial Union Board of Governors had long wanted a public e-mail station but only recently found the space, explains Bill Vadino, Coffman's assistant director. He adds that the sleek, translucent turquoise iMacs seem tailored to fit the color-coordinated counter space. Besides looks, the low price, speed, and easy on-line connections played a role in the decision to purchase the Macs.

While waiting to check his e-mail, CLA junior Conor Donnelly said he appreciates the easy on-line access but isn't impressed with the iMac: "There's nothing too revolutionary about it, other than the transparent case and alien-head shape."

—Jake Kapsner



PHOTOGRAPH BY JOHN NOLTER



The Prez Says . . .

University President Mark Yudof answers questions posed by alumni and friends of the U of M

Q: What are your plans for courting the new governor?

—Deborah Hopp ('75), Minneapolis

Governor-elect Jesse Ventura visited the Minneapolis campus recently, and we got along just fine. It's a natural affinity, I suppose, since we're fellow members of the hirsute-challenged community. Back in high school, we were both named "Most Likely to Recede."

But seriously, the fortunes of the U and the state will rise or fall together, so forthrightness in the relationship we develop is essential. Governor-elect Ventura's congeniality and openness are very welcome, and I hope to establish a bedrock foundation of integrity and mutual trust.

I also hope to familiarize the governor-elect with our aspirations for the undergraduate experience. As I tell people at every chance I get, this is the centerpiece of my administration. Students are the very reason for the University's existence, and I want the University of Minnesota to offer the highest-quality, most hands-on, most humane undergraduate education of any comparably sized public research university in America. The elements of the undergraduate initiative (freshman seminars, annual new-student convocations, additional student housing, better student services, the Academy of Distinguished Teachers, and more) are critically important to students.

I've already begun discussing my views with Governor-elect Ventura and hope to engage him as a partner in solving our greatest problems. In these collaborations, I will focus the University's knowledge and skills on activities that promote economic development and other priorities of the state. The U, like highways and bridges, is part of the infrastructure of Minnesota, with the emphasis being on human capital instead of physical structures.

In short, I'm looking forward to a fruitful and enjoyable relationship. Somewhere along the way, maybe we'll even collaborate on a cookbook. Anyone who's flattened as many opponents as he has must have some great pancake recipes!



Jesse Ventura, sworn in January 4, shown here on election night.

Send your question for President Yudof to Shelby Fling, editor of Minnesota, at 501 Coffman Memorial Union, 300 Washington Ave. SE, Minneapolis, MN 55455. You may e-mail it to fling003@tc.umn.edu or fax to 612-626-8167. Questions may be edited for length and clarity. Please include your name and address and your year or years of graduation.

Unparalleled Minds

Outstanding faculty research

During homecoming week in October, more than two dozen University McKnight professors gathered in Coffman Memorial Union's Great Hall to share their research findings with students and faculty. "The elite group of professors," as University President Mark Yudof called them in his opening remarks for the half-day fair, showcased achievements that are paving the way to new electronic devices, improved health, better roads, a deeper understanding of human development, and more. Below are a few highlights of the Unparalleled Minds exhibit.

The Principal Psychoactive Ingredient in Marijuana Inhibits Neural Networks

Who: McKnight Land-Grant Professor Stanley Thayer

Department: Pharmacology

Research: Using a dish of rat brain cells, Thayer and colleagues performed tests to measure the effects of THC, the active ingredient in marijuana, on synaptic activity in the brain. Cells communicate rapid signals during healthy brain activity, but following an injury, brain cell signals are thrown off, sending an aberrant message and causing cell death that spreads out from the initial site of injury. Other researchers had shown that protecting the synapse can reduce the spread of damage.

Findings: THC inhibits synaptic activity

and thus could be used to decrease the spread of nerve cell damage.

Applications: Thayer's discovery, which comes at a time of intense national research into how and where THC works in the human brain, potentially affects an array of research fields. If the drug can influence brain cell communication, applications exist for treating not only brain cells affected by head injury, stroke or epilepsy, but other parts of the nervous system as well. In addition, doctors have used cannabinoids, a drug family that includes THC, to treat people with HIV and AIDS.

Next: Thayer hopes his recently published work will prompt other researchers to



Stanley Thayer

test the model in animals. The ultimate hope, he says, is that THC could be used to help treat traumatic brain injuries in human beings.

Interpreting the Archaeological Record via Study of Modern and Ancient Animal Bones

Who: McKnight Land-Grant Professor Martha Tappen

Department: Anthropology

Research: Meat eating played a focal role in human evolution, yet exactly when it began and whether it originated through hunting or scavenging remains unclear. The invention of stone tools, which left cut marks on bones, gives an indication of when humans began eating meat, but researchers believe carnivory predates even stone tools. Tappen scours both modern and fossil settings to compare ancient animal bones with bones butchered and eaten by hunter-gatherer tribes and animal bones chewed by lions and other carnivores. She deter-

mines "who ate what" by evaluating whether humans or animals left the bones at these archaeological sites.

Findings: Strong evidence indicates that meat eating, which saw a big increase about 2 million years ago, had a major impact on human development, such as food sharing.

Applications: In addition to showing how food-sharing *Homo sapiens* differs from animals that forage for themselves, Tappen's study of the onset of carnivory helps illuminate human economic interdependence and other characteristics, such as the division of labor between men and women.

Next: Tappen will continue studying how



Martha Tappen

hominids spread out from Africa into other parts of the world, including the Republic of Georgia, where she is currently analyzing bones found near stone tools.

Molecule-Based Electronics and Scanning Probe Microscopy

Who: McKnight Land-Grant Professor C. Daniel Frisbie

Department: Chemical Engineering and Materials Science; Center for Interfacial Engineering

Research: Frisbie and his team of six graduate students study how certain plastics,

or polymers, conduct electricity. The first step requires using an atomic force microscope to measure the interfacial grooves, or topography, of a polymer's surface—much as a record needle works.

Findings: Using a topographic map, Frisbie and his team are able to determine how

a polymer's molecules are packed. Once they see how molecules pack—in vertical or horizontal stacks—the researchers use metal contacts in a voltmeter to pass electricity through the stacks.

Applications: The research operates on a fundamental level, Frisbie says. To cre-

ate products such as plastic electronics, manufacturers need plastics that conduct electricity. Knowing how the plastics conduct electricity is essential, he says, because finding a better conductor requires understanding how the molecules, packed together, conduct a charge.

Next: Frisbie concedes that while his team is more interested in research than in making a product, many local companies that envision wholly plastic electronics see potential applications for the research. Once Frisbie's team discovers something more fundamental, that knowledge can be used to build new kinds of devices, such as flat panel dis-



C. Daniel Frisbie

plays in computers or cellular phones, or transistors, switches, and sensors.

Smart Materials—How Matter in Its Solid Phase Spontaneously Changes Shape

Who: Distinguished McKnight Professor Richard James

Department: Aerospace Engineering and Mechanics

Research: James studies materials that spontaneously change shape under influences such as temperature, stress, or electromagnetic field. His research involves developing "smart materials," solid matter that undergoes a kind of phase transformation, also called "shape memory alloys."

Findings: These materials can expand and contract during phase changes, but "remember" to stay put—if need be—once in position.

Applications: Shape memory materials are now being used in biomedicine and could be used in devices such as fire alarms and orthodontic braces. One biomedical application is the arterial stent, a tiny latticework of nickel titani-



Richard James

um alloy crafted into shape through laser machining. A compressed stent travels through an artery on tremendously flexible guide wires toward the heart, where the lattice work is released to unclog the artery.

Next: James is interested in developing new materials that combine ferromagnetism and shape memory.

—Jake Kapsner

Ramp Redux

In October, the East River Road Parking Ramp behind Coffman Memorial Union closed. In honor of the austere yet functional facility, Minnesota visited the fact file:

First Official Name: Ramp B

Opened: 1966

Construction Cost: \$3 million

Capacity: 1,700 cars

Grand Plans: Early designs envisioned a 2,000-car ramp topped with a restaurant and "water gardens" and connected to the river flats by a bridge over East River Road.

First Talk of Demolition: In 1993, experts deemed the ramp hazardous and declared that it should be torn down. But the Department of Parking and Transportation Services could not absorb the revenue loss at that time.

Next Scheduled Demolition(s): In 1996, demolition was delayed to accommodate parking needs triggered by the Fairview-University hospital merger. In 1997, it was again delayed so that rebuilding would coincide with the anticipated renovation of Coffman Union.

And Finally: On October 23, 1998, President Yudof helped swing the first wrecking ball.

Yudof's Target: A flag from Michigan State University (the next day's football opponent).

Next: A 1,200-space underground facility that will open in late fall 2000. Its design will create a "south mall" with access from Coffman Union to the river flats, as well as room for more student housing south of Comstock Hall.

Sources: University Archives, Department of Parking and Transportation Services, University Relations

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in Brief

The University of Minnesota and the federal government have reached a **\$32 million settlement of a 1996 lawsuit** over proceeds from the University's sale of the antirejection transplant drug ALG and alleged violations of National Institutes of Health rules governing the management of grant money. The agreement averted a trial that was set to begin November 17.

The government had asserted that the University's surgery department illegally sold ALG when it was classified as an investigational new drug and that the department mismanaged federal research funds. Damages in excess of \$100 million were claimed.

In the settlement, the federal government dismissed all claims against the University and promised not to disqualify it from future NIH grants based on the case. The University must pay the government \$20 million and return \$8 million of the \$40 million the government was ordered to pay the University in another case. (The U had won its claim that stipends paid to medical residents were not subject to Social Security withholding.) And over the next three years, \$4 million in NIH grants to University researchers will actually be paid out of the University's coffers. In an average year, the University receives some \$130 million in NIH grants.

Bolstered by a one-year net investment return of 31.6 percent, the **Minnesota Medical Foundation ranked third** among 376 college and university endowment pools reporting annual investment returns for the fiscal year ended June 30, 1998. The study compares the MMF with Big Ten schools, Harvard, Stanford, and other prestigious universities well-known for the size and management of their endowments. The average return rate was 18.2 percent. The MMF's endowment grew by a third, from \$144.6 million to \$192.4 million during the fiscal year.

Fall-quarter enrollment has risen 5.4 percent, with systemwide enrollment of 51,835 this year compared with 49,184 last year. All four campuses showed gains. Enrollment figures by campus: Crookston 2,492, up from 2,219; Duluth 7,831, up from 7,442; Morris 1,917, up from 1,908; Twin Cities 39,595, up from 37,615. Minority enrollment kept pace with last year, totaling 11.53 percent of the student body, up slightly from 11.45 percent last year. Total minority enrollment is 5,977, up from 5,732. Figures for all minority groups increased since last year's count.

The **regents in November approved the biennial legislative request**, which asks for an increase of \$198.7 million from the state. That figure, along with a projected \$11.9 million in increased tuition revenue, would cover \$95.9 million for competitive compensation, \$32.6 million for enriching the undergraduate experience, \$37 million for financing health-professional education, \$20.5 million for connecting the U to the community, and \$24.6 million for promoting a climate of quality service.

The regents also got their **first look at a supplemental capi-**

tal request, which asks for \$15 million to convert Nicholson Hall into a Center for Freshman Studies, \$2.2 million to design a Center for Plant and Microbial Genomics in St. Paul, and a still undetermined amount to rebuild recreational sports fields soon to be displaced by a women's soccer facility. The Nicholson Hall remodeling calls for 16 state-of-the-art classrooms, 10 seminar rooms, and a student study commons surrounding a vintage fireplace—historically, the building's signature space. The plant and microbial genomics center would support molecular-cellular biology research goals and enable the U to recruit blue-chip faculty to a field where it is already a national leader.

The bottom section of the **Washington Avenue Bridge will be painted** beginning next spring. The Minnesota Department of Transportation will pay for the \$5 million paint job, which will outfit the vehicle level of the bridge in maroon with gold block M's. In exchange, the U will spend \$2.5 million to fix leaks on the West Bank end of the bridge.

The **University has filed a lawsuit against the Frederick R. Weisman Art Foundation** in Los Angeles, seeking to terminate the relationship between the foundation and the Weisman Art Museum on the Twin Cities campus. The lawsuit alleges that since Frederick Weisman's death in 1994 the foundation has attempted to dictate the museum's operation in a manner that compromises its educational mission and integrity. ■



President Yudof took the first swing with the wrecking ball to take down the East River Road Ramp.



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Hollywood Observer

Alumnus Kimberly Elise—actor, director, and highlight of the film *Beloved*—is one of Hollywood's rising stars. But for an actor who learns acting lessons by quietly observing others, the rush of attention has blown her cover.

By Jon Krampner Photographs by Harold Sweet

A

At a Los Angeles coffee shop notable as a magnet for young film stars, Kimberly Elise ('89) is having Sunday brunch when she makes a potential "sighting."

"Isn't that Jennifer Love Hewitt?" she asks her guest, indicating a young woman with sunglasses on her head near the cash register.

Her guest, who is not an accomplished celebrity-spotter, has no idea if the woman in question starred in the *I Know What You Did Last Summer* teen slasher films. But he reflects that, nowadays, it's just as likely that Jennifer Love Hewitt or anyone else in the coffee shop might ask, "Isn't that Kimberly Elise?"

The 31-year-old Elise (full name: Kimberly Elise Trammel Oldham) is an up-and-coming star of film and television. Currently, she plays one of Oprah Winfrey's two daughters in the film version of Toni Morrison's *Beloved*. She appeared in 1996's *Set It Off*, with Queen Latifah and Jada Pinkett, as a poor, inner-city cleaning lady who joins

a gang of bank robbers. And the native Minnesotan has also appeared in *The Ditchdigger's Daughters* on cable TV's Family Channel, winning a CableACE award.

Thoughtful and unaffected by her new-found celebrity, Elise has large brown eyes and laughs easily and often. She is dressed all in black ("It's slimming," she says, although she doesn't appear to need much help from her clothes) and is relaxed and poised, even when, as on this occasion, she is breast-feeding her month-old daughter at a corner table of the Hollywood Hills Coffee Shop.

This poise and lack of pretense is impressive in someone who has been getting the kind of press notices Elise has. *Beloved* tells the story of an ex-slave, played by Winfrey, with two daughters: Denver, played by Elise, and Beloved, who is—well, a zombie. Although critical reaction to the film has been mixed, Elise has consistently won plaudits. *Newsweek* said, "her quiet but forceful performance is the film's great revelation," adding that "Elise is astonishing as Denver: her transformation from outcast to independent woman gives the movie its defining arc."

Although Elise has had a vastly different life from Denver—she has never known such poverty, for one thing—she still identifies with the role. "I relate to my character in that there was a difficult adolescence. My life wasn't as profound as hers. But I had a difficult adolescence," she says. Elise says she was quiet and solitary as a teen. She had big plans for the future and was eager to get there. "It wasn't until I got out of the bubble of Wayzata and home and Minnesota that I was able to blossom." Alluding to an important step her character has to take in the



Kimberly Elise, who plays the character Denver, appears with Thandie Newton and Oprah Winfrey in the 1998 movie *Beloved*, directed by Jonathan Demme.



film, she adds, "When I was able to leave the yard, so to speak."

Elise grew up in Wayzata as one of four children of two University of Minnesota alumni, Marvin Trammel ('73), head of an executive search firm (and past president of the alumni association), and his wife, Erma ('72), a third-grade teacher. Although her acting talent became apparent early on, Elise had trouble get-

ting cast in class plays because, she was told, how could she play the sister in a family where she looked so different from everyone else? Still, her overall assessment of race relations in Minnesota is favorable.

the future. "I'm not looking for retribution or anything like that," she says. "I think it's more personal: we can't look to others to make us feel right. Understanding where we come from is the beginning of healing and moving forward, not looking at our history with shame or anger."

Although you would expect Elise to have been a dedicated the-

"Maybe it's an industry thing, but you really have to fight for your respect as a woman in this town. And as a black actress, there's the hurdle of having to fight for people to see beyond your color."

"I don't find Minnesota to be a hugely racist place, not at all," she says. "You find many interracial couples, and my family is full of interracial children. That shows how accepting people in Minnesota are of different cultures."

Which is not to say that Minnesota is free of racism. But, she adds, it tends to be low-key. "I think racism in Minnesota is subtle," she says. "Something may happen. Then it'll be like 10 minutes later and you think, 'That was something racist that just happened!'"

In Los Angeles, where she lives with her husband, photographer Maurice Oldham, and their two daughters, Ajableu and Jaelarose, Elise says racism takes the form of residential segregation, with much of the city's African American population concentrated in South Central L.A. But in the entertainment industry, she adds, sexism poses a bigger problem.

"Maybe it's an industry thing, but you really have to fight for your respect as a woman in this town," she says. "And as a black actress, there's the hurdle of having to fight for people to see beyond your color."

Elise adds that society is still dealing with the legacy of slavery, which makes a film such as *Beloved* timely.

"There's some sort of race memory that lives on—particularly within the African American community," she says. "It's in your bloodstream, in your molecules—a pain that you really don't understand where it comes from, but it lives there and manifests itself through a lot of anger, black-on-black crime, just feeling repressed."

Rather than fixing on the past, though, Elise prefers to look to



ater student at the University, she never took an acting class, majoring in speech instead. (She did, however, help to pay for her college education by appearing in a commercial for Wendy's hamburgers.) Paradoxically, this newly minted star became a speech major because she dreaded speaking in public.

"I have this fear of public speaking, which is weird, but I do," she says. "I just clam up. So I decided to face it head on. I could always act, hide behind a character. But to be Kimberly in front of groups of people was very scary to me. So it was a lot of speech classes."

She avoided acting classes at the University—and elsewhere—because she wanted to act naturally, rather than become mannered and artificial. "[Acting classes] work great for some people," she says. "But I always wanted my work to be free-spirited, organic, and natural and to not rely on a process or system."



"The real heart of acting is honest reacting," she continues. "Imagine throwing a surprise party for someone and they know it's a surprise. How do you act surprised if you know and you've thought about it? The best thing is not to know, and then it'll be genuine."

Her personal method of studying acting could be loosely termed Shakespearean: All the world's a stage. As a student at the University, she spent a lot of time keenly studying her fellow Minnesotans, observing their gestures, and making mental notes.

"I used to love to go to Lake Calhoun and Uptown in general," she says. "But it's not like I was looking for bizarre or strange people. It's the everyday people [who interest me]." For example, take the seemingly mundane case of standing in line.

"There's an 'acting' waiting in line and there's a 'sincere' waiting in line," she says. "How do you honestly wait in line? You don't look at your watch, tap your foot, and this and that. When you're really waiting in line, you don't do all those things."

She has continued to study other people in Los Angeles, where she frequently rides the bus (something few car-owning Angelenos do, especially once they attain celebrity status) and goes to the park, the library, and just walks around. But as Elise's star waxes, her ability to successfully perform these reconnaissance missions is becoming compromised.

"I was dreading the release of *Beloved* because it would sort of blow my cover—and to a degree, it has," she laughs. "It's been sort of frustrating, because life is my school. I just live and observe. People change when they know you and recognize you—I'm not as anonymous."

Remarkably, Elise did not even begin to perform until after she graduated from the University. Her first major role was in *Enlightenments* at Walker Art Center in Minneapolis. It was a demanding dual role in a complex play-within-a-play: Diva Sanchez, a tough girl from the Bronx, cast in a play as a mentally retarded genius with cerebral palsy who is an albino and raps. Having ticked off this impressive laundry list of her character's distinctive features, Elise laughs again.

It was not as an actress that Elise secured her passage to Hollywood, however, but as a director. Her short film *The Joy of Mama's Recall* was shown at the Walker in the early '90s, leading to her acceptance at the American Film Institute in Los Angeles as a Director's Fellow. At AFI, she made a film called *The Race*, which the Walker subsequently screened as part of its "Women in the Director's Chair" festival.

Elise has also written several screenplays, most of them coming-of-age stories or dramatic romances. Although she has not sold any, Elise says her sudden prominence as an actress has drawn more interest in her scripts.

While she has not done any directing since making it as an actress, Elise says it helps to have that arrow in her quiver. "I'll never move away from being an actor. But when the right oppor-

tunity comes, I'll direct," she says. "I think it's a necessity, actually, as a black actress, to be as much of a creator as you can be and not wait on people to create for you."

Oprah Winfrey, she notes, is a role model in that regard, although she acknowledges that it isn't feasible for most black actresses to bankroll a major Hollywood feature film, as Winfrey did with *Beloved*.

Shortly after leaving AFI, Elise began to land acting roles in Hollywood. But she brushes off the notion that she's an overnight success. "It doesn't seem quick to me," she says. "It seems quick to other people, but I've known it as my destiny since I was very young, and it's been years of learning, a long process."

Told that actors can spend their entire lives in Hollywood without achieving what she already has, she partially concedes the point. "Many are called, but few are chosen," she says. "I remember my husband saying that to me when we were driving out here. And I thought, 'I'm going to be one of those few—just wait and see! This trip isn't in vain.'"

Having found her calling, she'll resume it when the time is right. Does she plan to take time off from acting because of the birth of her daughter? The answer is an emphatic no.

"Not deliberately," she says. "I'll work when I find what I want to do. If I found something this week, I'd start working this week. And if I don't find anything for six months, [then I'll wait] six months. The baby is real portable, and as long as she's close to me, she's happy."

This does not mean that work comes first with Elise. Asked how she strikes a balance between work and family, she says, "Family comes first, and that makes every decision easier. My husband and children come with me. We all pack up and go wherever we're going and have a ball living out of a hotel for three months."

Because of his flexible schedule, this is no problem for her husband, Maurice. He and their two daughters become part of the extended family on the set of whatever movie Elise is working on. She can tuck her daughters in at night and wake them up in the morning.

When she isn't working, Elise often returns to Minnesota to visit her parents. For her, it's like going on a retreat, so much calmer, cleaner, and more peaceful than Los Angeles. And although the increasing pace of her career makes it unlikely, she has a fantasy of returning to the University.

"I often think that I want to go back again and be a college student just for a year," she says. "I'd spend a lot of time there—the campus is beautiful. I'd take whatever I wanted to take and live right off campus. It's just a lot of fun to walk through Dinkytown—it was one of the happiest times of my life." ■

Jon Krampner is the author of The Man in the Shadows: Fred Coe and the Golden Age of Television (Rutgers University Press). He lives in Los Angeles.

Medical Breakthroughs

Meet five University of Minnesota medical researchers in hot pursuit of cures and treatments that could change lives around the world.

By Andy Steiner Photographs by Doug Knutson

Back in 1881, when the University of Minnesota established what was then called the College of Medicine and Surgery, few could have predicted that it would one day become a world-class treatment and research institution. But over the past 110 years, University physicians, researchers, and students have been responsible for some of the world's most significant medical breakthroughs, including the first successful open-heart surgery (1952), the first successful heart-lung machine (1955), the first wearable pacemaker (1958), and the first live-donor bowel transplant (1996). And in 1998, the University became the second institution in the country to perform its 5,000th kidney transplant.

Unfortunately, the world is full of countless medical mysteries that remain unsolved. And so work continues at the U to find the answers, the treatments, and the cures. Progress is often slow and laden with setbacks, but the five researchers profiled below are a heartbeat away from the breakthroughs that could solve some of those mysteries and change the lives of millions of people around the world.

Pig Islet Cell Transplants for Diabetes

Ever since surgeons at the University of Minnesota performed the world's first pancreas transplant in 1966, researchers around the world have been searching for a way to make the process less invasive and risky. But if Bernhard Hering of the Diabetes Research Center at the University is correct, he and his colleagues may have discovered something even better: a simple, low-cost and nearly painless cure for millions of people with diabetes. "It's been a race," Hering says. "We all know it can be done. We've just been trying to figure out how to do it."

In the last 30 years, more than 1,000 people with severe diabetes have come to Minnesota for pancreas transplantation, which replaces a diabetic's malfunctioning pancreas with a healthy one

from a deceased donor. In 1998, the world's first living-donor pancreas transplant (in which half a pancreas from a donor was removed and transplanted into a patient) was performed at the University. While both procedures have saved countless lives and made many patients insulin free, according to Hering they continue to present a number of drawbacks and risks—including possible surgical complications, organ rejection, expensive immunosuppressive treatment, and the unavailability of organs for donation.

Hering and his colleagues have discovered that the same results as whole-organ transplantation can be achieved through the transplantation of only the islet of Langerhans, tiny structures in the



Bernhard Hering believes a simple, low-cost cure for diabetes may lie in transplanting islet cells harvested from pigs.

pancreas that contain insulin-producing beta cells. What's more, this transplantation can be done with islets harvested from pigs, not humans, thereby eliminating the need to wait for available human donors—living or dead. And, the procedure could cost a lot less.

"It's true, pancreas transplantation as we know it today can be done successfully, but at a high price," Hering says. "First there's the price of undertaking major surgery, and then, if the procedure is successful, there's the price of a life spent taking immunosuppressive drugs—in some cases costing up to \$50,000 a year."

Because the risk of rejection is small, islet transplant patients won't likely need to take the drugs, and the procedure, which

could even be done on an outpatient basis, will cost significantly less than traditional whole-organ transplants. Hering predicts that within a few years, islet transplants could also be done as a preventative procedure for young children with type I, or juvenile, diabetes. "Then we wouldn't need to wait until they grow up and have kidney failure," he says, explaining that currently most pancreas transplant patients also receive donor kidneys.

Hering is thrilled with his research, and with good reason. If this year's human trials go as well as expected, his procedure is only a year or two away from widespread public use. "The patient can only benefit," Hering says. "If this works, we will be able to improve countless, countless lives."



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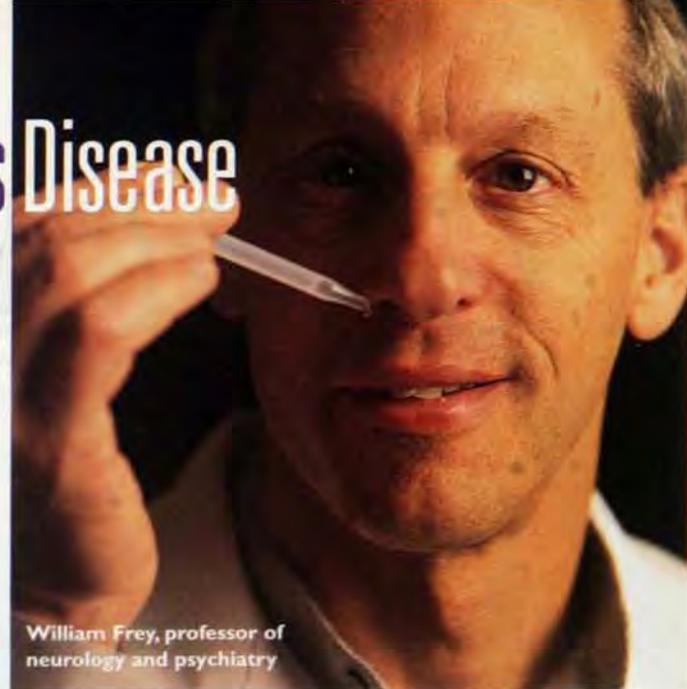
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Nose Drops for Alzheimer's Disease



William Frey, professor of neurology and psychiatry

In his tiny office in a far corner of Regions Hospital in St. Paul, William Frey has taped a little typewritten message to the wall. It's a quote by Nobel Prize-winning philosopher Albert Szent-Gyorgyi: "Discovery consists in seeing what everybody else has seen and thinking what nobody else has thought."

It's a fitting quote for Frey, an optimistic, enthusiastic man who recently rocked the scientific community with reports that his unique method for delivering drugs to the brains of patients with Alzheimer's disease and other neurodegenerative disorders has been proven effective in preliminary clinical trials. Frey saw what everybody else saw—over-the-counter nose drops and nasal sprays—and thought of a new drug-delivery system.

Frey's method, which to a layperson's ear sounds completely rational, was for years dismissed by grant-making organizations and the scientific community. "I have files full of rejection letters," says Frey, a University professor of neurology and psychiatry and director of the Alzheimer's Treatment and Research Center at Regions. "Many of those same organizations are now singing a different tune."

Frey came up with the idea of delivering drugs through the nasal passage after years of struggling with the reality that even though clinically effective drugs for treating Alzheimer's existed, there was no safe, noninvasive way to deliver the medications directly to the brain—where damage was being done. When drugs are injected, only trace amounts actually reach a patient's brain, and implanted pumps involved risky and painful surgery.

"One night, I went to sleep and had a dream about it," Frey says. "These other scientists were arguing with me and saying, 'This isn't going to work.' I was saying to them, 'It will work if we can just get it into the brain.' Then, as I was waking up from the dream I began thinking, 'Why can't we give these drugs intranasally? *Bad* things like herpes can get into the brain that way. Why can't *good* things?' It was my breakthrough."

Using Frey's method, drugs are delivered via the olfactory nerves, which run straight from the nasal cavity to the brain's olfactory

bulb, which detects smells in the air. In one study, Frey's research team, including neurology professor Tom Ala and graduate students Robert Thorne and Xue-Qing Chen, intranasally administered Nerve Growth Factor (NGF), a promising treatment for Alzheimer's disease, to rats. What they found was that, within an hour, a significant amount of the drug had made its way directly into the animal's brains. In contrast, just a tiny amount of the drug was detected in the brains of rats who were injected with NGF.

The idea that drugs can be delivered painlessly and easily—bypassing the blood-brain barrier (tight cell-to-cell contacts that prevent substances from leaving the blood through capillaries and entering brain tissue) and going directly to the source of a person's illness—opens the door for a number of new treatments for neurological disease, including Parkinson's disease and multiple sclerosis. For Frey this prospect is especially inspiring.

"When people come up with a new, untested idea, at first there is generally resistance," he says. "It's easy to look at something unusual, something that takes a different approach, and find problems with it. But now I feel that there's excitement growing around this idea, and I'm quite optimistic. The future is very, very bright."

Molecular Missiles to Kill Chronic Pain

For many people, severe, chronic pain takes all joy out of life. In many cases, they are unable to work, relax, or even enjoy the company of loved ones. The pain consumes the individual. "When you're in constant pain, your life has been taken away from you," says Patrick Mantyh, a professor of preventative sciences in the University's School of Dentistry. "The pain becomes your primary focus morning, noon, and night. When a person is in chronic pain, their life begins to fray."

Until recently, the only way doctors knew how to treat chronic pain was by giving patients large doses of narcotic drugs, which can cause sedation, dependency, and other unwanted side effects. Common painkillers, while effective at masking some types of pain, take away too much sensation. They circulate throughout

a patient's entire system rather than targeting the source of the pain. The key to effective, drug-free pain relief, Mantyh and his colleagues theorized, was isolating the place in the body where pain originates and developing treatments that target those sites.

Mantyh's team soon discovered chronic pain generates from a small percentage of nerves in the spinal cord. Eventually Mantyh and his colleague, associate professor of dentistry Don Simone, developed what they call a "molecular missile," a neurotransmitter called substance P combined with a poison called saporin that when injected into the spinal cord targets and disarms the nerves that cause chronic pain. When the nerves are disarmed, the patient loses the ability to feel the pain.

Targeting just the chronic pain cells is key. If the molecular

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missiles wiped out all pain sensors, a person wouldn't be able to feel the difference between a hot stove and a cold one. That could be dangerous and not at all Mantyh's goal. "What we are able to do is restore people's lives by removing chronic, constant pain," Mantyh explains. "We don't take away their ability to feel passing, moderate pain."

The study is still in the preliminary stages; human trials aren't likely for two more years. Once it is determined that the molecular missiles are safe for humans, likely subjects will include people with arthritis, certain painful forms of cancer, diabetic neuropathy, and chronic pain associated with spinal-cord injury.

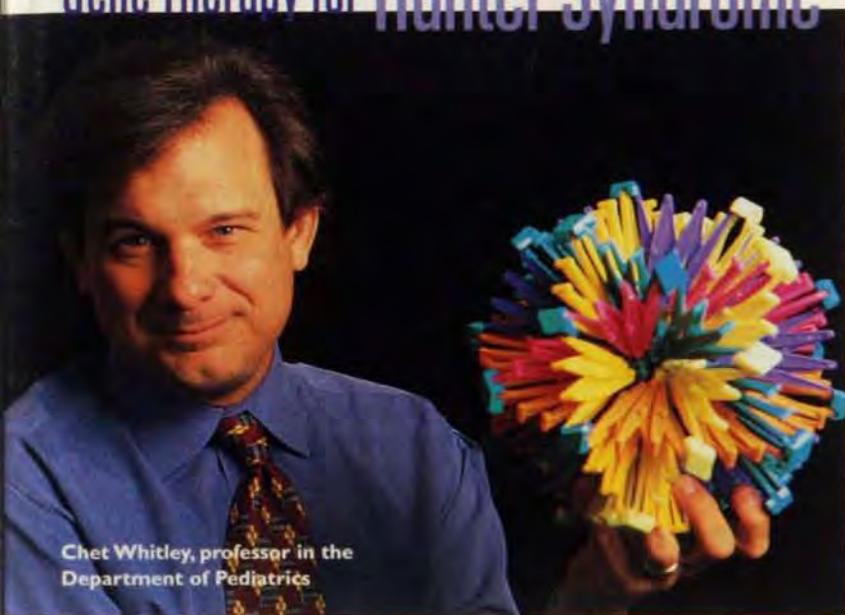
Mantyh says his findings received an enthusiastic response at

a recent pain-management conference attended by both researchers and clinicians eager to find new ways to ease the suffering of patients with chronic pain. It was exciting, he says. Their enthusiastic response made him feel like his work has been worth all the time and effort.

"This is real-life research. It's not studying fruit flies," Mantyh says. "It's one thing to die from a disease. It's another to have your quality of life be so affected that you don't want to live because of the pain."

"The bottom line of what we're doing here is to give the patients back their life," he continues. "It's gratifying to know that we're very close to being able to do that."

Gene Therapy for Hunter Syndrome



Chet Whitley, professor in the Department of Pediatrics

Chet Whitley has a photo of himself in his office. He's standing on a dock in Hawaii. He's tanned, wearing shorts, and looking extremely pleased with himself. Hanging next to him is a fish that looks like it could have swallowed Whitley whole. It's hanging upside-down next to the man who landed him, and it's a trophy Whitley will probably talk about for the rest of his life.

"The thing is, I never fish," Whitley says, still incredulous about the fish he caught years earlier. "It was a fluke. I was on vacation. I just went out one day, threw my line in, and out of the whole ocean, I came back with this."

In a way, Whitley's work at the University's Institute of Human Genetics is a fishing expedition of its own. Comparing Whitley's one lucky cast into the ocean to the years of careful research he has invested would be unfair. Still, finding the prize based on his scientific theories is not at all unlike casting about in a ocean of improbabilities.

Ten years ago, when researchers discovered the gene responsible for Hunter syndrome—a rare, often fatal inherited disorder that can cause stunted growth, mental retardation, and heart disease—Whitley set out to develop a way to treat the disorder through a process called gene therapy. Gene therapy involves removing white cells from a patient's blood, altering those cells

through exposure to a genetically modified virus, and then injecting the patient with the modified cells. In theory, gene therapy would deliver a healthy gene to a person's cells, which would then begin producing the essential substance on their own.

Sounds logical enough, but so far the process hasn't been that easy. Even though scientists now understand which gene causes Hunter syndrome, they haven't yet found an efficient way to get the repaired genes to the desired cells. So searching for an effective method—one that could change the course of the disease and potentially influence the treatment of other, more common diseases like cancer and AIDS—has been a true fishing expedition, one that requires much more patience and skill than simply throwing a line into the water.

"There have been almost 500 gene therapy trials proposed this far, and maybe one or two of them are showing slight hints of clinical efficacy," Whitley says. "What we are really doing here is gene *transfer*, and eventually we hope it will work. If it works, then it becomes gene *therapy*."

In October 1996, Whitley and his colleagues began an experimental clinical trial of gene therapy for adults with mild Hunter syndrome, the first such human study approved by the Food and Drug Administration. One man, James Olinger of Davenport, Iowa, volunteered for the project. Olinger, who also has seven family members with the disorder, came to the University once a month for 12 months.

The results of the study thus far are not the prize Whitley is hoping for. "It's harder than we thought," he says. "Early indications are that we did not provide any measurably positive effects, though Jim says he is experiencing a lot less joint pain. He had his last infusion in January of 1998, and we will continue to study and follow him to see if it is safe."

So you don't catch a trophy every time you cast your line. But still, the research Whitley and his colleagues are conducting is paving the way for something miraculous. And though the results of his most recent study have yet to be conclusive, Whitley believes that he and his colleagues are within striking distance.

"We understand this disease in intimate detail," Whitley says. "We know what causes it and we now have an opportunity to find out how to cure it. I believe we have a real chance here of doing something good."

A New Pacemaker for Congestive Heart Failure

Keith Lurie never set out to be an inventor. "All I ever planned to be was a cardiologist," he says. Even so, somehow he ended up with several patents for medical devices registered in his name. Lurie, codirector of the University's Cardiac Arrhythmia Center, also has been the brains behind a number of innovative patented tools for the care of the human heart.

Lurie's most recent foray into medical-device inventing is an innovation on a standard pacemaker, a seemingly simple addition designed to meet the special needs of people suffering from congestive heart failure.

Congestive heart failure is one of the world's most common cardiac diseases, affecting approximately 3 million people in the United States every year. In most cases,

a person suffering from congestive heart failure experiences weakness, fatigue, shortness of breath, and an increased risk of heart attack and death. A congestive heart is usually oversized and weak, and for years, treatments had been limited to medications, mechanical pumps, and transplants, all of which can be expensive, dangerous, and, in many cases, ineffective.

In recent years, doctors had been experimenting with using pacemakers in patients with congestive heart failure but have had limited success. "The traditional pacemaker [stimulates] the right ventricle," Lurie says. "In a normal sized heart, if you pace the right ventricle, then the left ventricle will also respond to the pacing. But if you have an enlarged heart, it can take a long time for the pace to get from the right side to the left side, and this can eventually be fatal."

In collaboration with engineers at St. Jude Medical and a team of heart researchers from France, Lurie and David Benditt, also codirector of the Cardiac Arrhythmia Center, developed a pacemaker catheter that is inserted on a patient's upper left chest near the collarbone. The catheter is then slipped into the coronary sinus vein and fed from the right ventricle to the left, which will then match the rhythm generated by the pacemaker located in the right ventricle.

The new procedure, which costs significantly less than other existing surgical options, is still in the experimental stages. As of last fall, 12 patients had undergone the surgery, and most were doing well, according to Lurie. A living example of the new pacemaker's success is Junne Link. Told that doctors could do nothing to help her enlarged heart, Link called the University, made an appointment with Lurie, and within a matter of days was in surgery to receive her new pacemaker. Without the pacemaker, she had a hard time even getting out of bed. Within weeks of the surgery, she regained the strength she had enjoyed prior to congestive heart failure.

"This is why we do all the work," Lurie says. "It's one of those rare opportunities to help restore a person to a state of normal health. It's what I'm here to do." ■

Andy Steiner is assistant editor for the Utne Reader and a freelance writer. She lives in St. Paul.



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A LEGACY OF LEARNING

Owen Meredith Wilson: 1909–1998

Under O. Meredith Wilson, University president from 1960 to 1967, the U enjoyed tremendous growth and progress in its quest for excellence. Faculty and friends remember Wilson as a respected scholar who forged strong relationships with faculty, students, public officials, and the community.

BY MARY GUSTAFSON

IN AN INTERVIEW in early 1997, O. Meredith "Met" Wilson told *Minnesota* magazine that "the primary responsibility of a university is to help unleash the remarkable resources of the faculty and students, to think of a university as a place of people who are learning. Learning is more important than teaching." Wilson, president of the University of Minnesota from 1960 to 1967, died in November at his home in Eugene, Oregon. He was 89.

As a historian, Wilson's specialty was America during the Revolutionary War period. His administration at the University was marked by both diplomacy and exceptional progress, all accomplished under the looming shadow of growing student protests against the Vietnam War. While campuses across the country struggled with the storm of controversy, Wilson forged straightforward relations with students and faculty, once even asking that coffee be served to protesters camped out in Morrill Hall. He championed the importance of a liberal arts education and scholarship on all levels, always focusing on improving opportunities for students, faculty, and, ultimately, the community.

During Wilson's tenure, student enrollment grew from 28,000 students to almost 45,000, and the Twin Cities campus vaulted across the Mississippi River, adding a new library—named in his honor—and classrooms on the West Bank.

"He set Minnesota on a productive course as a university of excellence with broad responsibilities," says former University President Nils Hasselmo. Hasselmo recalls a trip to Oregon only weeks before Wilson's death. "Visiting with him was the most moving and profound encounter with a person in that stage of life. He was obviously in ill health, yet up and about, and still vitally concerned and interested in discussing issues of higher education."

Born in Mexico and raised in Texas and Utah, Wilson attended Brigham Young University during the Depression and received his doctorate from the University of California, Berkeley, in 1943. He was president of the University of Oregon for six years before coming to Minnesota. He left Minnesota to become director of the Center for Advanced Study of Behavioral Sciences in California.

"Met Wilson was the right person for the right time," says Clarke Chambers, professor emeritus of history, noting the rise in financial support for education in the post-Sputnik era. "For the first time in 50 to 60 years, there was funding from the federal government for all kinds of programs and research. His integrity of character meant there was no boondoggling, that if a department's priorities were appropriate, the funds were there. He was a first-class scholar, and he understood what that meant in terms of the decisions he had to make as an administrator.

"Although the choice to expand to the West Bank was made prior to his arrival,



O. MEREDITH WILSON (CENTER) AND HIS WIFE, MARIAN, AT A GOPHER FOOTBALL GAME AT MEMORIAL STADIUM IN 1960.

the implementation of it could have been chaos," Chambers says. "It took Met about 10 minutes to know that if the West Bank was a place of teaching and learning it required a major resource library, not the adjunct to Walter Library that was planned. He knew a library is the center of a great university, and it's most fitting that the West Bank's Wilson Library is named for him."

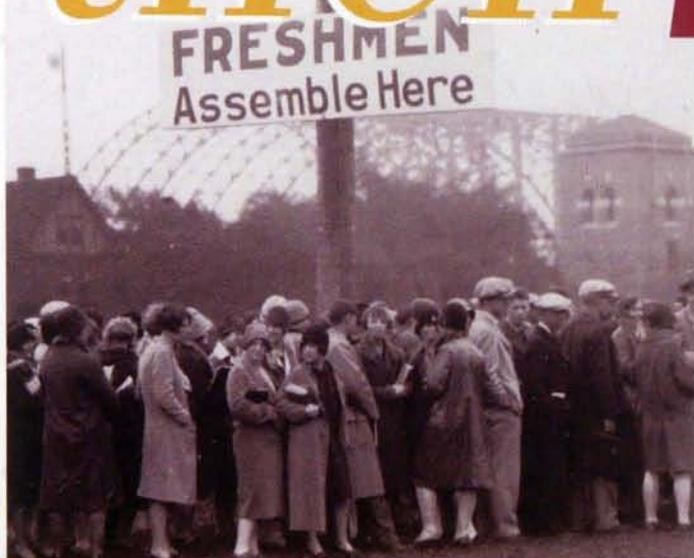
A core aspect of Wilson's vision for the University centered on the role of scholarship for students and faculty at all levels. "I was impressed with the questions he would raise," says William Shepherd, professor emeritus of electrical engineering and a member of the faculty consultative committee that assisted in the selection of Wilson as president. Wilson ultimately asked Shepherd to become vice president of academic affairs, a post from which he helped implement a reorganization of several academic units and create the College of Biological Sciences. Wilson's vision and support was integral to those projects. "Met had a view that any student who graduated from a major university should be an educated citizen, not simply narrowly trained in a profession," Shepherd says. "The results of that philosophy are still in place today, in that a substantial number of credits for a degree are from courses designed to provide understanding of the humanities, arts, and sciences."

Professor emeritus of speech communication E.W. Ziebarth was dean of the liberal arts college during the Wilson administration. "He paid attention to more than the theoretical ideas about the importance of liberal arts," Ziebarth says. "He knew more about the physical sciences than many, yet those of us in the liberal arts college had the general feeling that he really understood what liberal arts were. He was genuinely interested in people and intellectual behavior at all levels."

Wilson's support extended beyond strengthening undergraduate programs of the University. Regents Professor Emeritus Bryce Crawford became dean of the graduate school the same day Wilson assumed the role of University president. "Met Wilson worked to forge a partnership between the state of Minnesota and the University at all points, including the graduate school," he says. "He was a straight shooter, and he understood that a collaborative relationship between the University and the state colleges was needed to better serve students. That relationship is still developing, but it really started during his tenure."

The ability to create support and rapport with students, faculty, public officials, and the community became a hallmark of the Wilson administration. Wilson often spoke of students as the

then now



Making new students feel welcome has become a top priority at the University in recent years. The longest lines the Class of 2002 found this fall were to sign the class banner the day before classes started. Orientation sessions, Campus Preview Days, proposals for small-class seminars for all freshmen, and the renewed New Student Convocation show both the new spirit on campus and a renewed understanding that students are the very reason the University of Minnesota exists.

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heart of a great university, yet his support for faculty was equally strong. "When Met became president, the retirement package for faculty was abysmal," recalls Robert Holt, professor of political science. "It provided about \$1,000 per year for distinguished scholars, and frankly, left most in abject poverty. He recognized that for a university to move into the top category of great universities, it needed to care for its faculty. What came out of that was a wonderful accomplishment, a retirement plan that was basically the first of its kind in the country."

Wilson also worked to secure the future of the University itself, placing a priority on convincing the people of Minnesota and legislative leaders that a great public university needed strong public support. One tactic included promoting a research study of top-quality high schools in the state's Iron Range: heavily supported by tax moneys from iron-ore mining, the public education system of the state's northern counties showcased the impact of public support for education. Wilson also worked to build up the endowment funds of the University, laying the footing for the University Foundation, which today has more than \$1 billion in endowed funds.

Although tremendous growth and change marked the Wilson years, it is the sincere warmth and gracious charm of Meredith Wilson and his family that most faculty and administrators recall first. He is remembered as a man of integrity and character, an eloquent, articulate leader whose intellect and scholarship set an example for students and faculty alike. That same eloquence may have helped Wilson capture the essence of his impact on the University of Minnesota. "I believe that the president of a university ought to be a scholar who can automatically attract the respect and support of a faculty," he told *Minnesota* in early 1997. "His primary interest should be in developing a university in a way that can be admired by scholars and useful to the society it serves."

Wilson is survived by his wife, Marian, five children, 24 grandchildren, and six great-grandchildren. ■

Mary Gustafson earned a journalism degree from the University of Minnesota in 1981. She is now a graduate student in educational psychology at the U and a freelance writer living in Champlin, Minnesota.

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Innovations by University researchers can lead to new products, companies, jobs—and revenue for the U. That's why plans are underway to smooth the bumpy route between the lab and the marketplace.

By Phil Davies Photographs by John Noltner

WHEN MUSIC AND LITERATURE LOVERS surf the Internet in search of new releases, they're steered to the good stuff by the invention of a University of Minnesota computer scientist. "Preference selection" software analyzes the tastes of Web consumers based on previous purchases and suggests similar titles—a book on Provençal cooking for a gastronome, for example, or a new John Coltrane CD for a student of jazz. Net Perceptions, of Eden Prairie, Minnesota, acquired the rights to the technology three years ago. Today the company is one of Minnesota's hottest Internet start-ups, a well-financed vendor to established Web marketers such as Amazon.com, CDNow, and E!Online.

Getting inventions such as that out of the laboratory and into the marketplace is one of the University's primary missions. Technology transfer enhances the University's reputation as a world-class engine of technological innovation, increases funding for research and teaching, creates jobs, and in many instances, makes the world a better place. In 1997, more than 120 companies received licenses covering everything from cures for human and animal disease to new varieties of hardy, disease-resistant fruit to revolutionary industrial materials.

"It's hard for the person on the street to experience the benefits of our research in the form of an academic paper," says Christine Maziar, vice president for research and dean of the graduate school. "It's much easier for them to experience the fruits of the work when it's realized in a product."

According to a recent study by the Carlson School of Management, 91 private companies holding the rights to University-bred inventions have invested \$1.7 billion developing them into products since 1986. In the process, they employed the equivalent of 524 people



Christine Maziar, vice president for research and dean of the graduate school

full-time. The University profits from its brainpower in the form of license fees and royalties: In 1996, the University received \$6.3 million in gross licensing revenue, 14th highest among U.S. colleges and universities.

The wheat from the chaff

Technology transfer is nothing new to a land-grant institution that has an obligation to share its knowledge with the community. Past contributions to society by University scholars include the Haralson apple, the retractable seat belt, the cardiac pacemaker, and a method for extracting iron from taconite. But the process became more systematic in the 1980s with the formation of the Office of Research and Technology Transfer Administration (ORTTA) at the University. The Bayh-Dole Act of 1980, by mandating the protection of intellectual property developed with federal funds, galvanized universities nationwide to intensify their patenting and licensing efforts.

ORTTA takes care of the mundane machinery of technology transfer, allowing inventors to concentrate on substantive research and teaching. The office hires outside attorneys to file patents with the U.S. Patent Office, promotes new technologies in the private sector, and negotiates licensing agreements that hold the promise of financial reward for both the inventor and the University.

Roughly half of the inventions handled by ORTTA are medical devices or drugs—not surprising, considering that the National Institutes of Health (NIH) provides about 40 percent of the University's research funding. Last year \$124 million in NIH grants supported hundreds of research projects in medicine and the life sciences. Other strong generators of patents and licenses include electrical and mechanical engineering, computer science, chemistry, food science, and horticulture.

An important part of ORTTA's job is separating the wheat from the chaff; only about one-fifth of inventions disclosed to ORTTA eventually become licensed to private companies. "We try to make a distinction between what is patentable and what is commercial,"

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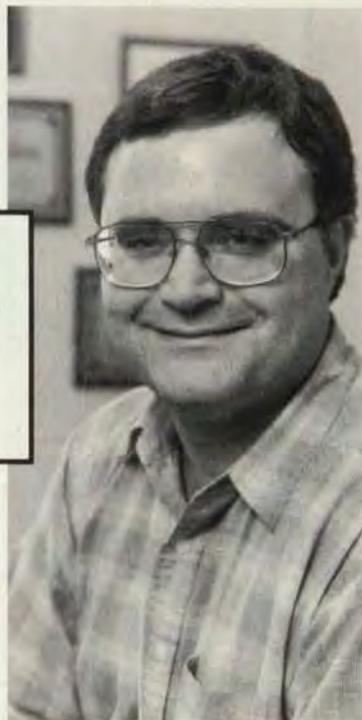
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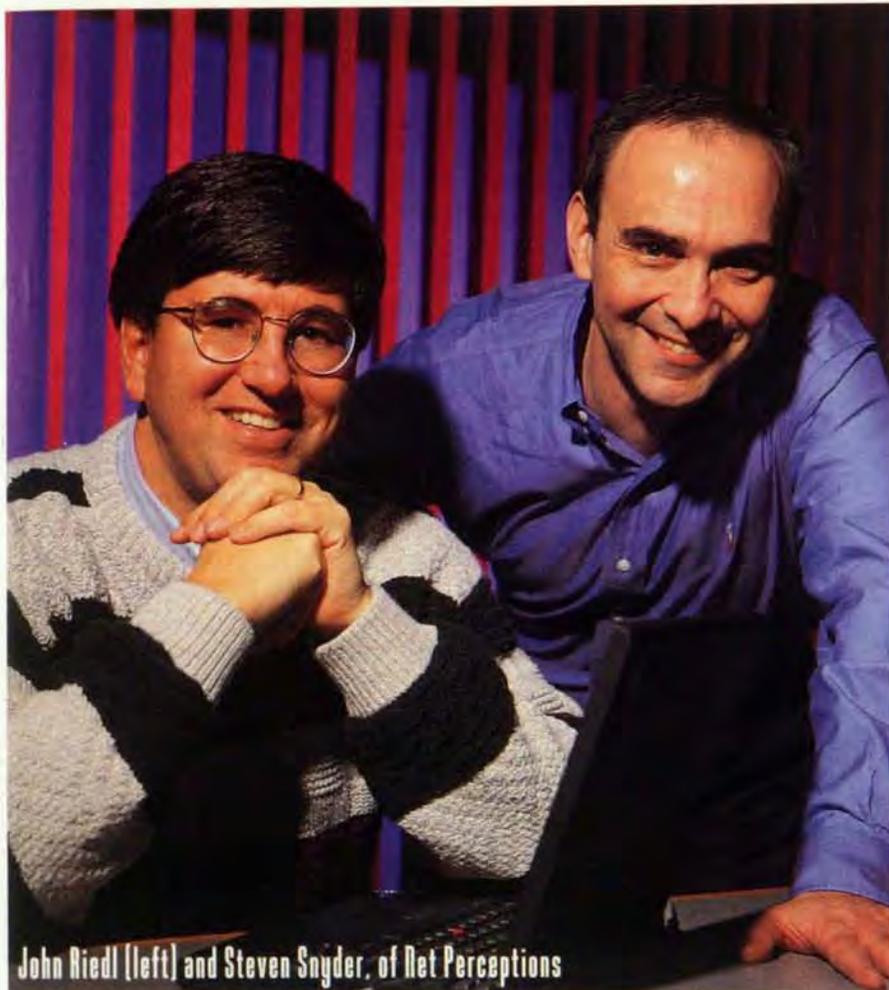
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John Riedl (left) and Steven Snyder, of Net Perceptions

says Jim Severson, director of health technologies in the office's patents and technology marketing section. "Once we've determined that there's something there of commercial interest and also that it's patentable, then we'll pursue a patent application for that technology." Some inventions, such as medical protocols, can't be patented but can receive protection under copyright law.

The campaign to launch the technology into the commercial arena begins before the ink dries on the patent or copyright application. In a common scenario, Severson and seven other technology transfer specialists scour printed directories and Web sites in search of an established firm that may want to exploit the technology. A phone call to a company's CEO, research and development director, or marketing head initiates a process of exploration and bargaining that eventually—assuming the company's level of interest is high enough—yields a licensing agreement.

Licenses can be either exclusive or nonexclusive. LymeVax, a vaccine for Lyme disease in dogs created by microbiology professor Russell Johnson in the late 1980s, is licensed to MGI Pharma of Minnetonka, Minnesota, which sublicenses it to Fort Dodge Laboratories, a pharmaceutical firm in Iowa. No other company may manufacture or market the vaccine. Other inventions, such as software and new varieties of fruits and vegetables, may be licensed to any number of companies. Honeycrisp, a sweet yet rugged breed of apple developed at the University's Horticultural Research Center near Victoria, has been licensed to more than

30 nurseries in the United States and Canada since 1991.

If ORTTA can't identify a potential licensee, or the inventor burns with entrepreneurial zeal, a start-up company may be formed to acquire the rights to the discovery and develop it into a marketable product. Typically, the University receives stock in the enterprise in lieu of royalties. Twenty-three Minnesota-based technology companies have emerged from the University's labs since 1994.

Net Perceptions is one of the most visible and fastest growing of those start-ups, the outgrowth of a research project in the early '90s called GroupLens. John Riedl, a professor in the computer science and engineering department, hit on a method of filtering information on UseNets, and later, the World Wide Web.

Riedl, now Net Perceptions' chief technology officer, had no inkling in 1992 that the search engine he built in collaboration with a researcher from MIT would one day power a rising star in electronic commerce. He and other GroupLens researchers published several papers about their work but didn't pursue a patent. "We'd never thought about commercializing it," he says. "Our big thing was to publish everything and get famous."

But then Riedl met Steven Snyder ('94), a former executive with Microsoft Corporation who had left to pursue a Ph.D. in psychology at the University. Snyder, now CEO of Net Perceptions, convinced Riedl that his UseNet filter held tremendous commercial promise, and the pair decided to launch their own company to develop and market it. The University, which holds a minority stake in Net Perceptions, granted the entrepreneurs an exclusive license for the technology in 1996.

Other fledgling Minnesota companies that originated in University labs include Cognicity in Edina and Apprise Technologies in Duluth. Cognicity, headed by electrical engineering professor Ahmed Tewfik, has developed a method of indexing and "watermarking" computer files so they can be retrieved easily and protected from cyber pirates. Apprise Technologies, founded in 1997 by Christopher Owen ('90), a former researcher with the Natural Resources Research Institute on the Duluth campus, is marketing its first product, a robotic device for remote underwater testing.

The joy of invention

Very few inventions traverse the rocky, winding road to market without guidance from their creators. "To work best we have to have the researcher involved," Severson says. "Technology transfer is a business of champions, and the researcher has to be champion for his or her own technology."

Bridging the gap between academia and the business world—what one researcher calls "the valley of death"—can prove arduous and frustrating for scholars unfamiliar with patent law, licens-





ing contracts, or market realities in their technological niche.

An inventor may be required to assemble thick dossiers of technical information, respond to flurries of e-mails from ORTTA staff and potential licensees, and glad-hand visiting corporate executives. Professors who start their own companies must shoulder the extra burden of raising capital and building a customer base.

But inventors who have run the licensing gauntlet say they're glad they did. Trans-

planting a device or technique from the laboratory to the street—where it can save lives, boost human productivity, or simply make life more entertaining—gives them great satisfaction.

Tens of thousands of elderly people nationwide lead healthier lives because of a computer-scored questionnaire devised by Dr. Chad Boulton ('89), research director of the University's Center on Aging. Originally a tool to help Boulton find subjects for geriatric research, Pra (Probability of Repeated Admission) has blossomed in

three years into the standard method by which managed-care organizations identify older patients at risk for serious illness. Baltimore-based HCIA, Inc., and Geriatric Health Systems (GHS) in San Francisco hold University licenses to embed the Pra scoring formula in their software, and the questionnaire itself is licensed to more than 170 HMOs, hospitals, and clinics across the country.

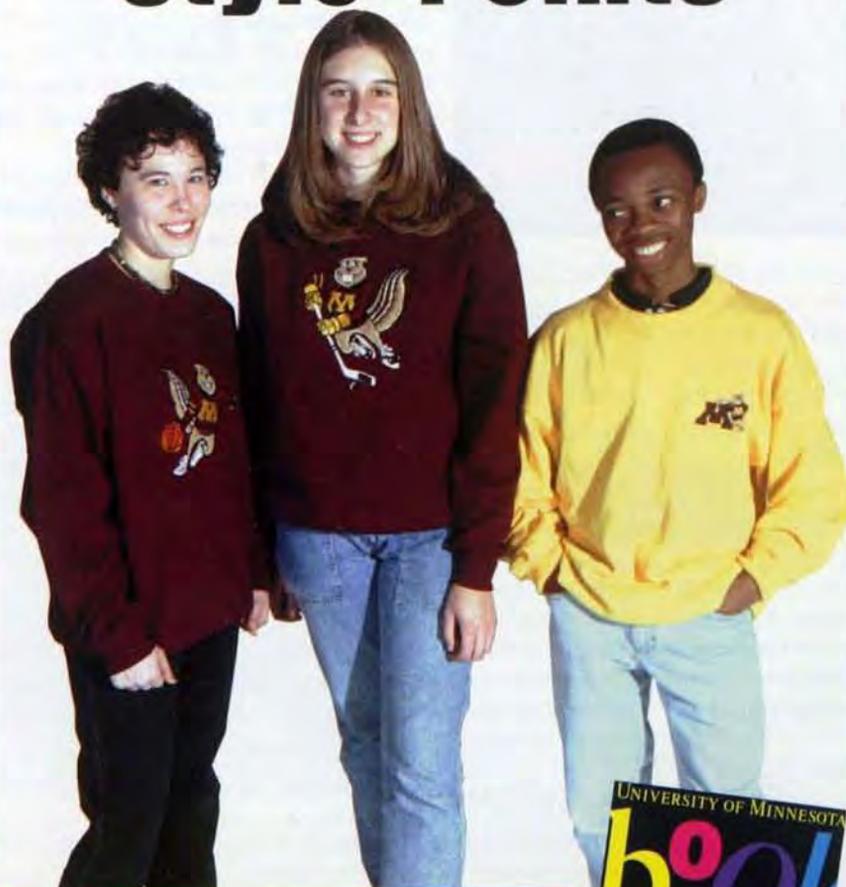
Since participating in negotiations with HCIA and GHS in 1996, Boulton has let ORTTA handle the details of licensing. But he still responds to questions about Pra from potential licensees—questions that he has fielded many times before. "On any given day it might be a little tedious, but in general I'm pleased with the effects of having developed the Pra," he says. "The basic motive of a scientist in the health sciences is to make contributions that make people's lives better. If [Pra] has brought special health care to some frail old people that really needed it, I feel very good about that."

Riedl of Net Perceptions regrets the fact that his second career has sharply curtailed the time he spends in the classroom. And yes, courting venture capitalists and scrabbling for market share can be more nerve-racking than final exam week. But there's something special about building a technology company from scratch. "Taking an idea to where the rubber meets the road, where real people are using your technology, that's something most people don't have the guts to do, and will never do," he says. "For me personally, that's an incredibly exciting thrill."

Technology transfer also bestows financial benefits on inventors, of course. The earnings potential of scholar-entrepreneurs such as Riedl is limited only by their inner drive and the dynamics of the marketplace. Researchers who license their discoveries to other companies reap rewards in the form of royalties. Usually the inventor receives one-third of the royalties paid by a licensee—a welcome supplement for less than princely academic salaries.

Another third of royalties generated by a typical licensing agreement goes toward the inventor's research and general research in his or her college. One-quarter of LymeVax's royalties pays for ongoing research on Lyme disease—work that would otherwise have to go begging for government or corporate support. The Minnesota Medical Foundation, a nonprofit orga-

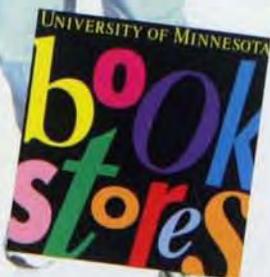
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nization affiliated with the University, claims more than \$60,000 a year in Royalties paid by HMOs. The money is earmarked for research grants to medical students specializing in geriatrics.

Streamlining the process

Christine Maziar and her boss, University President Mark Yudof, know that there's still room for improvement in technology transfer. A report last fall by the Minnesota High-Tech Association, an organization representing more than 600 technology-based companies statewide, takes the University to task for not working closely enough with private industry. The report's recommendations include establishing a venture capital fund for University-spawned start-ups; hiring more staff to process patents and licenses; reaching out to industry through programs such as the newly expanded Center for Entrepreneurial Studies and the Academic Health Center's Research Services Organization (RSO); and forging alliances with the Blandin Foundation's SOTA TEC Fund and other public and private economic development programs.

Maziar has spent much of her six-month tenure as research chief heeding such advice, drafting a plan to expedite the complicated, often protracted business of technology transfer. "The process of communication between the university and industry needs to be enhanced so that there's greater awareness in industry of technologies available or about to become available at the university," she says.

Some of Maziar's strategies likely to be implemented in coming months include a streamlined process for negotiating funding agreements with private sponsors and the creation of RSOs, quasi-autonomous go-betweens for University researchers and industry.

Pharmaceutical companies, biotech firms, and other private sponsors accounted for about 19 percent of the University's research budget last year. Increasing that share would reduce the University's reliance on federal funding and introduce faculty to new, commercially oriented research topics. But private sponsors can be turned off by lengthy and laborious funding negotiations. "Master agreements" that set uniform standards for corporate funding—thereby reducing paperwork and saving time—are expected to persuade more companies to open their checkbooks.

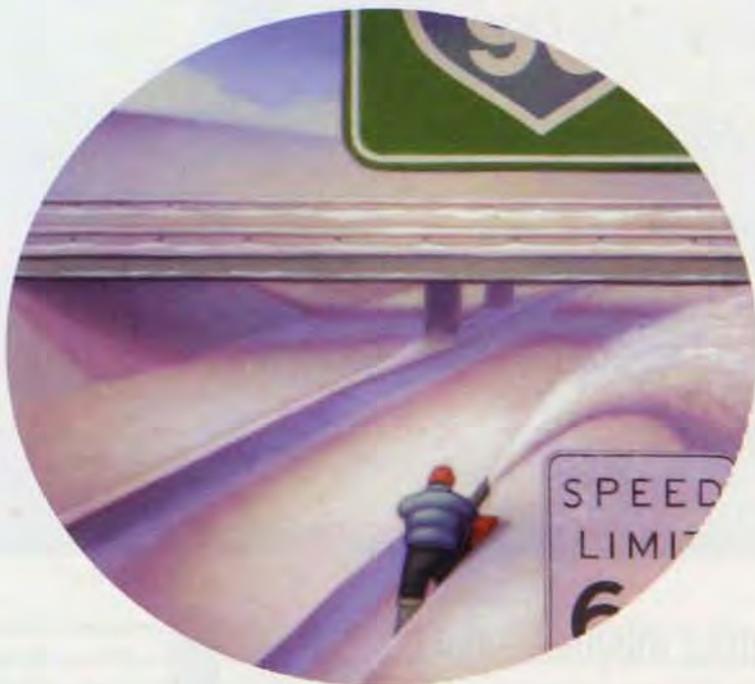
The Academic Health Center's RSO, conceived as a pilot project last spring, lays out the welcome mat for private sponsors and helps investigators negotiate contracts and find eligible patients for clinical trials. Maziar believes that RSOs, perhaps with broader powers to cultivate relationships with licensing candidates, could grease the wheels of technology transfer in other colleges and departments.

Maziar is well aware that commercialization can be taken too far. She likes to point out that commencement remains the

best way to share the University's intellectual riches with industry and society at large. "We don't see our role as being a research job shop," Maziar says. "Industrially focused research still has to have academic merit; it still needs to present the sort of intellectual challenge that generates appropriate topics for master's theses and doctoral dissertations." ■

Phil Davies is a Twin Cities freelance writer. He wrote about the renovation of Walter Library in the September-October 1998 Minnesota.

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Anchored Down in Kotzebue

Alumnus Leslie Kerr's office is remote—26 miles north of the Arctic Circle in Alaska. But as refuge manager of more than 2 million acres—home to native people and plentiful wildlife—she is anything but isolated.

As told to Vicki Stavig Photograph by Al Grillo

I grew up in West Lakeland Township, a rural area near the Minnesota-Wisconsin border, in a house filled with beautiful Native American objects and literature. My grandfather had worked for the Bureau of Indian Affairs, so my mother had grown up learning about Indian issues. One of the rules in our house was that we couldn't watch cowboy-and-Indian movies because they portrayed negative images of Native Americans. A lot of my notions about land and wildlife can be traced to those early influences. My mother had cultivated in me a connection to the land, which made land stewardship a natural for me. She died the year I moved to Kotzebue, Alaska, and I scattered her ashes here.

I am the manager of the Selawik National Wildlife Refuge, which is headquartered in Kotzebue, 26 miles north of the Arctic Circle, 580 miles from Anchorage, on the Chukchi Sea coast. Kotzebue is not

reachable by road. The only way in or out is by plane, boat, or snow machine. I manage all aspects of the refuge: the wildlife, the land, the physical facilities—including an airplane and hangar, field camps, and boats—and eight people, all men. The refuge, which is inland from Kotzebue, consists of 2.15 million acres, much of it a treeless tundra wetland complex. It's the eighth largest natural wildlife refuge in the national wildlife system. Its wildlife includes migratory birds, moose, bears, wolves, wolverines, and beavers. The western Arctic caribou herd, Alaska's largest herd, which consists of half a million caribou, also migrates through the refuge. I'm a steward of 2 million acres of critical wildlife habitat that I manage in trust for the American people.

I'm also the U.S. representative for the Conservation of Arctic Flora and Fauna Initiative, part of the Arctic Environmental

Protection Strategy. It's an international forum with eight member countries. The main thing I'm working on is conserving biological diversity, sustaining use of living resources of the Arctic. I also chaired the group that drafted a plan for U.S. participation in the Circumpolar Protected Areas Network, which is designed to protect Arctic habitats and ecosystems.

I earned a bachelor's degree in landscape architecture with high distinction from the University of Minnesota in 1975. I had started out as a sociology major because my high-school guidance counselor thought it was a good thing for a girl to do. But I thought people were too interesting to be reduced to the science of sociology, so I went to the Occupational Library and picked up a brochure on forestry service. The first sentence said, "The U.S. Forest Service employs many women, especially in backup and



Leslie Kerr while visiting Anchorage, Alaska. The Chugach Mountains are in the background.

stenographic positions." That wasn't where I wanted to be.

But one day I saw a landscape exhibit. I thought that was pretty neat, so I began to study landscape architecture. I didn't follow any one track; I sampled from site planning, urban design, and regional planning. I wanted to be exposed to the whole breadth of the discipline. When I graduated, there was a serious recession and no jobs, but I knew geographic information systems work, which is an aggregation of mapped information in a digital form, and started working for the Minnesota State Planning Agency on coastal zone planning for the North Shore of Lake Superior. I was there for a year before I went to the Minnesota Department of Natural Resources, where I worked for three years as manager of an inventory mapping program using a 54-million-acre computerized database.

From there, I went to the U.S. Fish and Wildlife Service at Fort Snelling State Park, where I did modeling of wildlife habitats and land analysis for wildlife refuge planning. Three years later, in 1980, Congress passed the Alaska National Interest Lands Conservation Act, which more than doubled the size of the refuge system, bringing it to 77 million acres. Minnesota is 54 million acres, so it's like Minnesota and a half. Congress essentially said, "We're giving you all these lands; thou shalt plan, thou shalt meet these specifications, and thou shalt be done in seven years." I was the only person in the agency with any planning expertise who answered that call and became a planning team leader and landscape architect with the U.S. Fish and Wildlife Service in Anchorage.

In 1988, I got a Loeb Fellowship in advanced environmental studies and went to Harvard for a year to study public policy, natural resource economics, and landscape ecology. When I returned to Alaska, I immediately began working on the *Exxon Valdez* cleanup. The oil spill had occurred in March and I didn't return to Alaska until October, so I never saw the worst of it. But in one bay we found 30 harbor seals, several hundred waterfowl, 33 eagles, and 10 brown bears that were in the oil spill area but were all still alive. That was good news; it was a real affirmation of life and a source of optimism. Shortly after my return, I was named chief



Elders are still
important wisdom keepers
but some of these skills
are not being taught,
so we are now preparing
a video on proper Inupiat
hunting techniques.



Top to bottom: Meander scars and oxbow lakes created by the Selawik Wild River; caribou crossing the Selawik; tundra wetlands of the Kabuk River delta; and the meandering Selawik.

of planning for the U.S. Fish and Wildlife Service in Anchorage and oversaw all the planning activities for the 16 wildlife refuges—77 million acres—in Alaska. I was named to my current position in 1995.

It's a tremendous privilege to have this job. The region is extraordinarily beautiful, but stark, and has a tremendous amount of spiritual energy. During my first year up here, I took a 500-mile snow machine trip to Selawik Hot Springs, which is located in a remote part of the refuge. It was a grand trip and a rite of passage for me. It also established credibility with my staff and with everyone in town because it let them know I wasn't going to just sit behind a desk.

In Alaska, we have Inupiat, Yupik, and Siberian Yupik people, all of whom are considered Eskimos. My Inupiaq name is Masrauna, which comes from a colleague's uncle. It's traditional to name a child after a well-respected person. The belief is that you take on the characteristics of the person you are named after. When I go to a village meeting, I introduce myself in much the same way a local person would: "My name is so and so; my mother and father are so and so; and my grandparents are so and so." That lets everyone know who I am. I tell them my Anglo name, my Inupiaq name, the family it comes from, and who I work with—people they know. Then they are able to say, "OK, that's who she is."

These refuges are local grocery stores, as people hunt to feed their families. Because the caribou herd is larger than the habitat can support, the legal limit is 15 caribou per person per day, 365 days a year. This is a culture that prides itself on not wasting, but there are always one or two bad apples, people who will kill a caribou, for example, and leave it because it's skinny or diseased. Part of the cultural breakdown is that, in the past, young men were taught to hunt by their parents or grandparents. Elders are still important wisdom keepers but some of these skills are not being taught, so we are now preparing a video on proper Inupiat hunting techniques.

I don't hunt; I just haven't gotten around to it. But I own three firearms: a classic shotgun I inherited from my father, a 30.06 rifle, and a Remington 870 with a slug barrel for protection from bears. In my work, I'm also responsible for the safe-

ty of my people, and everyone must take a firearms qualification course before going out into the field. We also have a policy that everyone has to carry a firearm or be with someone who is doing nothing but being the bear guard.

In 1995, I was the commencement speaker for the University of Minnesota's College of Architecture and Landscape Architecture and also received the Alumni Achievement Award. When I was studying landscape architecture at the University, there was a lot of emphasis on the design process, which is really a problem-solving process. It taught me how to think. When I earned my degree, I didn't feel I had learned to be a landscape architect; I had learned how to learn to be a landscape architect. I think that, if you come out of school feeling like a finished product, it cuts off a lifetime of learning.

Alan Robinette, a professor at the University, was one of two people in my early professional life who really made an impact on me. He was an incredibly gentle, thoughtful man and was a mentor for a whole generation of people. I worked as his teaching assistant, and he gave me the lead for my first job. The other man was Roger S. Williams, who was my boss when I worked on the Lake Superior coastal zone planning project. In 1976, he encouraged me to attend a workshop for women in landscape architecture, which was a wonderful experience for two reasons. I met other women in the field, some who were older than me and became my mentors. I also learned to cope with being a numerical minority, a woman working in a male-dominated field.

When I came to Kotzebue, I was at a point in my life that I remembered I was a human "being" not a human "doing." This has been a time of growth for me. In addition to all the professional challenges, being in this place, with the strong spiritual energy of its landscape, has been real important in terms of my spiritual development. I don't know if I will stay here, but I don't think so. I feel I have learned what I needed to learn from this place.

Native Americans believe that the energy of a place can be held by as few as 12 grains of sand. I will always have the energy of this place with me. ■

Vicki Stavig is a freelance writer and regular contributor to Minnesota. She lives in Bloomington.

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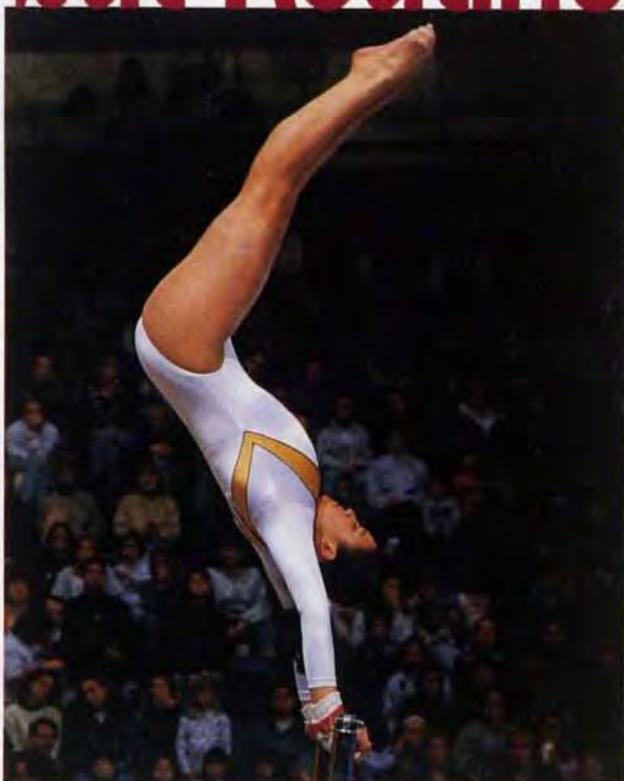
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Anything but Routine

Gopher coaches Jim and Meg Stephenson have taken a faltering women's gymnastics team to the verge of becoming a national power.

BY JULIE JENSEN



Cathy Keyser, a senior from Plymouth, Minnesota, and her teammates welcome six talented freshman to Gopher women's gymnastics. The team will defend its Big Ten title this year.

After seven years, Jim Stephenson is able to tell the story with a smile and shrug of his shoulders. He and his wife, Meg, were moving to Minnesota. He had served as an assistant coach for the NCAA champion University of Utah gymnastics team but now was going to take over the Gopher women's program, which was reeling from the controversial firing of its longtime coaching staff.

"We arrived here, met with the team for dinner, [and] the next day we had practice," Stephenson recalls. "We drove home from practice and thought we had made a huge mistake. These young women couldn't do a thing. They looked like they had never done gymnastics

before. We drove home and said, 'Do we want to resign tomorrow or do we want to give it another day?'

"We gave it another day, and they looked pretty good. Three days into it, they looked even better. They came around, but it was frightening the first day, especially after coaching the national champions."

That the team looked rusty in September 1992 was understandable; that it existed at all was an act of faith. The coaches who had recruited them and coached them to a Big Ten title in 1991 were gone. Head coach Katalin Deli and her husband, Gabor Deli, had been fired for allegedly violating 10 department and NCAA rules, the most infamous of which was unintentionally allowing their athletes to watch a videotape of a gymnastics meet that also contained footage of the couple having sex. (The resultant case is still winding through the legal system. Most recently, in May 1998, the Minnesota Court of Appeals reversed a \$675,000 judgment that had been awarded to the couple.)

Despite stepping into a program that had become more known for its coaches' moves than its athletes', the Stephensons went to work. "Our relationship with the University and our contact with the team started that September 23 when we arrived," Jim Stephenson says. "Whatever happened before that was ancient history and had nothing to do with what we were trying to do with our team. We really focused on bringing them around and getting them to adapt to a new philosophy in the gym. We didn't have time to look back. There was so much to do."

Meg Stephenson, the co-head coach of the Gopher squad, remembers the hectic start and

the resilient gymnasts of that first season. "They were wonderful about working and following what we were trying to get them to do," she says.

Six seasons later, the program boasts numerous team records, a top-10 national finish in 1997, and a Big Ten title in 1998. The University has never seen a better women's gymnastics program. Enjoying greater visibility, prestige, and attendance, the team now averages 2,600 fans at each of its six home meets. The season-ticket base, just 78 the first year, hit 357 last season.

Jim and Meg Stephenson say that to come this far took a lot of faith—in their system and in themselves. That faith was grounded in years of working together, side by side, as equal partners in the coaching of young gymnasts. But Gopher Women's Athletics director Chris Voelz had lost confidence in the husband-and-wife format of gymnastics coaching. The Stephensons had to trust that, eventually, they would win her over.

Voelz, stung by the ugliness of the Deli firings, refused to hire both Stephensons, so Meg Stephenson became a volunteer assistant. She couldn't even be the first assistant. Gradually, as attendance grew and victories piled up, Voelz softened her stance. When Oregon State wooed the Stephensons in the summer of 1997 with the opportunity to work as co-head coaches, Voelz knew what she had to do.

"They earned their way through the system and they make a wonderful team," says Voelz, who arranged a co-head coaching deal that kept the Stephensons in Minneapolis. "As co-head coaches, it's even better because they both report to me; one doesn't report to the other."

Voelz says she has come to understand what makes this husband-wife partnership click. "This can work if the student-athletes come first and there's a mature and respectful relationship," she says. "In six years, I have never had a woman come in here for her exit interview and not say, 'This has been the best gymnastics of my life.'"

Clear organization of the competition was a concept the Stephensons brought from the elite University of Utah program. Instead of a series of floor routines with long pauses between competitors, and then a series of other events with long pauses between performances, as soon as an athlete finishes her routine, the next competitor on another apparatus begins her routine.

Meg Stephenson is quick to point out the contribution of the Women's Athletics staff, who add a blimp, Goldy Gopher, and other crowd-pleasers to the mix on meet nights. The Stephensons know, however, that without the solid, stellar performances

of the gymnasts, all the bells and whistles in the world won't fill the Sports Pavilion. "[High attendance] happens from our effort to bring the community in. And it happens because we're doing well, but I also think that there's a lot to be said about our women athletes," Meg Stephenson says. "They have a lot of integrity. They're good students. . . . And they're very good."

Jim Stephenson agrees: "They put on a great show. We still feel that the form and execution that an athlete presents in her gymnastics is of equal importance to the difficulty of the gymnastics that they do. We don't allow our people to perform skills or elements within their routines that aren't excellent in every practice, so when you watch the University of Minnesota perform, they look like professional athletes.

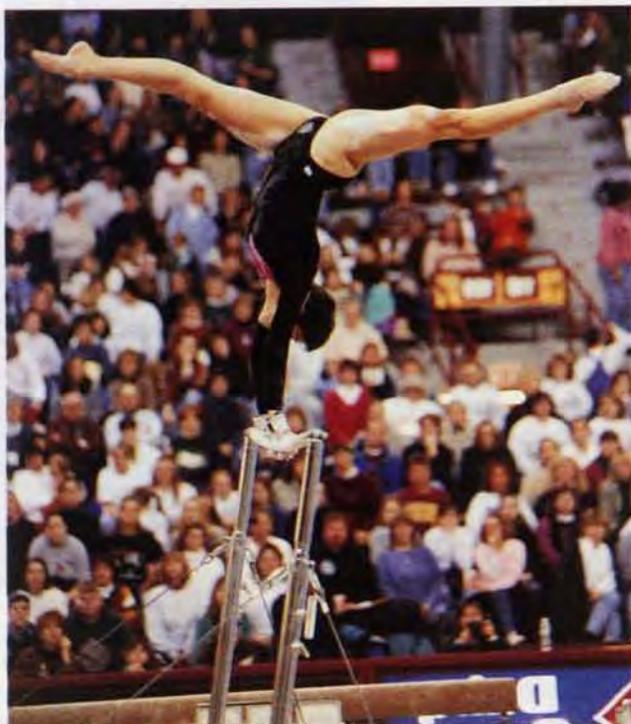
"There certainly is a trend, coming from the international organizing body, to push difficulty at the cost of form and fundamentals," he continues. "Artistic gymnastics, which includes dance, balance, flexibility, rhythm, is like classical ballet. It's as beautiful as possible. That's what we do in our gymnastics. There are a lot of people now with this international trend toward tricks, and we're very opposed to that. We don't think this is a circus."

Defending Big Ten balance-beam champion Cathy Keyser, a senior from Plymouth, Minnesota, and junior Judy Cavazos, a native of Monterrey, Mexico, will lead the Gophers this season in their attempt to defend the team title. "Michigan is a big rival, but we have the skills to beat them," says Cavazos, one of the team's brightest stars. The team welcomes six freshmen whom Jim Stephenson calls "the best talent we've ever had come to the U as a

first-year class." The fabulous freshmen include Catie Christensen, from Columbus, Ohio, a member of the U.S. national team; and MaryAnne Kelley, from Barrington, Illinois, a former elite gymnast whose mother was on the 1968 Olympic team.

The Big Ten champions finished fifth in the NCAA regional meet last year and were ranked 19th nationwide. Voelz and the Stephensons say being a top-20 team isn't good enough. The Gophers should rank among the top 10, or at least top 12—since the best 12 teams in the country qualify for the NCAA championships.

Getting there will require many victories, but Jim Stephenson thinks he and the Gophers know the way: "Staying safe, having fun, and getting better—always in that order." ■



Junior Judy Cavazos, of Monterrey, Mexico, is one of the Gopher women's gymnastics team's brightest stars.

Julie Jensen wrote about freshman basketball player Joel Przybilla in the September-October issue of Minnesota. She lives in St. Paul.

Season Preview

The Gopher men's and women's swimming, tennis, and gymnastics coaches give their insights and outlooks for the season.

MEN'S GYMNASTICS

LAST YEAR: Seventh in the Big Ten, 1-12 in dual meets

OUTLOOK: "We'll have quite a different team this year," coach Fred Rothlisberger says. "Last year I had four guys out with injuries all season. Before this I'd had only one in the entire 28 years I've been here. If this had happened 15 years ago, I might have quit." Where last year the Gophers sometimes struggled just to field a complete squad, this year they have at least six strong competitors in each event. "Although Ohio State, Iowa, and Illinois will be at the top of the heap, on a good day we could compete with anybody in the Big Ten," he says.

RETURNEES: Juniors Lindsey Fang of Allentown, Pennsylvania, and Chad Conner of Dallas both have the potential to be among the best all-around competitors in the Big Ten. "Lindsey Fang is one of the 10 most talented athletes I've ever had here," Rothlisberger says. "He just has yet to put it all together in a competition. It's the same way with Chad Conner. Those guys have ability they haven't shown yet in meets." After missing all of last year, senior Dan Boots of Pearland, Texas, "has the potential to be a Big Ten champion in the rings. We desperately need him back." Senior Jason Krob of St. Charles, Missouri, could become an all-American in the pommel horse, while junior Ryan Winterbourne of Anaheim, California, "is going to really surprise people this year. He's the most improved gymnast in one year that I have ever coached."

NEWCOMERS: Freshman Justin Conner of Dallas, Chad's brother, should contribute immediately. "I'd say he's as good as any freshman in the United States." Last year's top recruit, Todd Guilbeau of Houston, looks to contribute after missing the season with injuries.

STRENGTHS: "We've got a lot more depth, particularly on rings," Rothlisberger says. "Justin Conner and Dan Boots could be near the top of the Big Ten." That depth has translated into a new attitude. "Last year we never knew who was going to be healthy and who was going to be ready to compete," he says. "This year, there's a lot more confidence. Everyone is really enjoying their time in the gym right now."

CHALLENGES: Getting the top athletes to compete to their potential. "The thing that could make us great is if Chad Conner and Lindsey Fang compete up to their potential," Rothlisberger says. "They could score 9.7s and 9.8s. Lindsey could score that in every event."



Jason Krob, a senior from St. Charles, Missouri, has the potential to become an all-American on the pommel horse.

WOMEN'S SWIMMING AND DIVING

LAST YEAR: Second in Big Ten, 16th at NCAA championships

OUTLOOK: After graduating what coach Jean Freeman says was the strongest senior class in her 25 years, the Gophers faced a rebuilding season. Then they opened the year by beating Michigan in a dual meet for the first time ever. "I knew this was a group that could really work hard, but it's been impressive to see how well they can race," Freeman says. "I personally thought we wouldn't be as strong as last year, but seeing how this group is responding, I think at the Big Ten level we could be as strong or stronger than last year."

RETURNEES: Senior T.D. Rowe of Issaquah, Washington, who won the Big Ten one- and three-meter diving titles, returns. Sophomore Katy Christoferson of Burnsville, Minnesota, is the defending Big Ten 400-yard individual medley (IM) champion. Junior Jenny Hennen of Anoka, Minnesota, is a top freestyler and butterfly swimmer and holds the school record in the 100-yard freestyle. Sophomore Emily Deppe of Green Valley, California, has the school's best in the 200-yard backstroke and also competes in IM and breaststroke. Filling out the deep butterfly ranks

are junior Terri Jashinski of Menomonee Falls, Wisconsin, and Andrea Simakova of Brno, Czech Republic. Other contributors should include junior Amy Cottrill of Fairport, New York, in the freestyle sprints; junior Kate McMillan of Palatine, Illinois, in breaststroke and IM; senior Beth Shimanski of Hutchinson, Minnesota, in backstroke; and sophomore Elizabeth Pierce of Bismarck, North Dakota, in every event.

NEWCOMERS: Jinny Smedstad of Cedar Rapids, Iowa, is "already making an impact" in the 400-yard IM and distance freestyle events, Freeman says. Rachel Degener, a junior who transferred from Brigham Young University, will add experience to the diving squad.

STRENGTHS: "The attitude and work ethic are phenomenal," Freeman says. "Also, we really get up for relays and our sprint relays should be the best we've had in five years."

CHALLENGES: "If they take themselves too seriously, start to get down on themselves, we could tense up and lose our edge," Freeman says. "So far, everyone is really enjoying themselves. They just have to continue believing. If we can fill in a few holes, we'll be a really good team."

MEN'S SWIMMING AND DIVING

LAST YEAR: Big Ten champs, 14th at NCAA championships

OUTLOOK: In his 13 years at Minnesota, coach Dennis Dale has built a team that annually battles Michigan for the conference crown. This year, the Gophers plan to return to the NCAA's top 10, where they finished in 1993 and 1995. "Michigan is going to be tougher in the Big Ten, but we should definitely move up at the NAAs," Dale says. "We might not have as much depth in some places as last year, but this year we should have no weak event. I think we can have a Big Ten finalist [top eight] in every event." This year's seniors include three academic all-Americans. (Last year, the team had five overall, leading the nation for the second consecutive year.)

RETURNEES: Sophomore Alex Massura of Sao Paulo, Brazil, is a returning all-American in the 200-yard backstroke and also one of the Big Ten's top freestylers and a strong breaststroke swimmer. Medical school-bound senior Martin Zielinski of Bloomington, Minnesota, an all-American and Big Ten record holder in the 100-yard butterfly will also prove a strong contender in the backstroke. Senior John Cahoy of Hudson, Wisconsin, a 4.0 student in chemistry and biochemistry, is a national-caliber sprint freestyler and butterfly. Junior Bill Bishop of Barrington, Illinois, holds the school record in the 1,000-yard freestyle and earned 1997 all-American honors in the 1,650-yard freestyle. Five honorable-mention all-Americans also return.

Dale thinks junior Ryan Crosby of River Falls, Wisconsin, is "one of the most improved swimmers I've ever had and should be an all-American contender in the backstroke." He adds that sophomore Dan Croaston, a diver from Champlin, Minnesota, has enough experience now to be a Big Ten finalist and NCAA scorer in both the one- and three-meter events.

NEWCOMERS: Dale expects three freshmen to have an impact at the Big Ten level: Ricardo Dornelas, a sprint freestyler from Jacaraibe Serra, Brazil; breaststroker Dove Malnik of Rishon le-Zion, Israel; and Chad Krastins, a sprint freestyle and butterfly specialist from Apple Valley, Minnesota.

STRENGTHS: "We really dominate the Big Ten in the sprints and the relays," Dale says. "Last year we won three of the five relays and this year we want to take four of five."

CHALLENGES: "We have to have everybody hit if we want to repeat as Big Ten champions. To do better at the NAAs the coaches have to do a better job. We were swimming such good practices last year that we didn't let them rest enough. This year if we just prepare them to do the job they are capable of, we'll improve."

WOMEN'S TENNIS

LAST YEAR: Fourth in Big Ten, 11-10 in dual meets

OUTLOOK: "We pretty much return the entire starting lineup from last year and we add a couple of strong new players," coach Martin Novak says. With a new emphasis on doubles, Novak looks for his team to rise in the Big Ten. "Last year we lost 4-3 to Michigan and to Northwestern, and in both matches we lost the doubles point," he says. "If we can have the same level of singles play and improve our doubles, we should be a very strong contender for the Big Ten title."

RETURNEES: Junior Nora Sauska of Budapest, Hungary, and senior Sitinee (Alice) Rangsihienchai of Flossmoor, Illinois, have been the Gophers' top players for the past two years. "Nora is very creative and is working on being more aggressive," Novak says. "Sitinee has all the strokes. She is so athletic that she could force other people to play her game, but sometimes she tends to play to the other person's style." Hard-hitting junior Kim Simonsen of Chalfont, Pennsylvania, "hits the snot out of the ball," Novak says. Also returning are seniors Tarah Elkins of Birmingham, Michigan, and Jana Hrdinova of Prague, Czech Republic, and sophomore Tammy Wang of Grand Island, Nebraska.

NEWCOMERS: Jen Howard of Thornhill, Ontario; Andrea Rose of Vancouver, British Columbia; sophomore Gina Stauss of East Grand Forks, Minnesota; and Liz Armstrong of Afton, Minnesota, "are adding a little more flavor" to a team that has been together for two or three years, Novak says.

STRENGTHS: Depth and maturity. "The top spots are the most glamorous, but that is not where the championships are won," Novak says. "The number-six singles match counts as



Junior Terri Jashinski



Senior Martin Zielinski



Junior Kim Simonsen

much as the number one. I want to stay out of the trap of focusing on a particular part of our lineup."

CHALLENGES: "Everything is a double-edged sword; whatever is your strength can turn into a weakness," Novak says. "Our experience and strength hopefully won't turn into complacency, stagnation, and looking forward to graduation. That's my challenge."

MEN'S TENNIS

LAST YEAR: NCAA Region IV champs, fifth in Big Ten

OUTLOOK: "The Big Ten is the best it's ever been, and Illinois might be the top-ranked team in the country," coach David Gaetz says. "But our goal is to win the Big Ten. No way are we playing for second place. Our guys would never consider this a race for second place." Gaetz and the team derive confidence from having the entire lineup returning from a team that improved throughout the year and pulled a big upset to win the regional. "At the start of the year we weren't one of the top 100 teams in the country, and at the end we were probably in the top 10," Gaetz says.

RETURNEES: Tom Chicoine, a senior from Neenah, Wisconsin, is a returning all-Big Ten player. He had a strong autumn of individual tournaments, including winning the Penn Classic in October. Other seniors include Adam Selkirk of St. Joseph, Missouri, who has battled knee injuries, and Martin Kristoffersen of



Senior Tom Chicoine

Portsgrunn, Sweden. Talented sophomores Jon Svensson of Kristianstad, Norway; Jorge Duenas of Santo Domingo, Dominican Republic; and Tyson Parry of Chatham, Ontario, all should get plenty of playing time.

NEWCOMERS: Karl Sloss of Kildeer, Illinois, and Ryan Davies of Corpus Christi, Texas, play well enough to compete right away, at least in doubles.

STRENGTH: Depth and attitude. "This year we have players who can step in or step up without missing a beat," Gaetz says. "Last year we had four freshmen playing a lot. Now they've been through it once and know what to expect. . . . What really helped us last year is that we have guys who just love to play tennis. They were still fresh and excited at the end of the year when some of the other teams were maybe burning out."

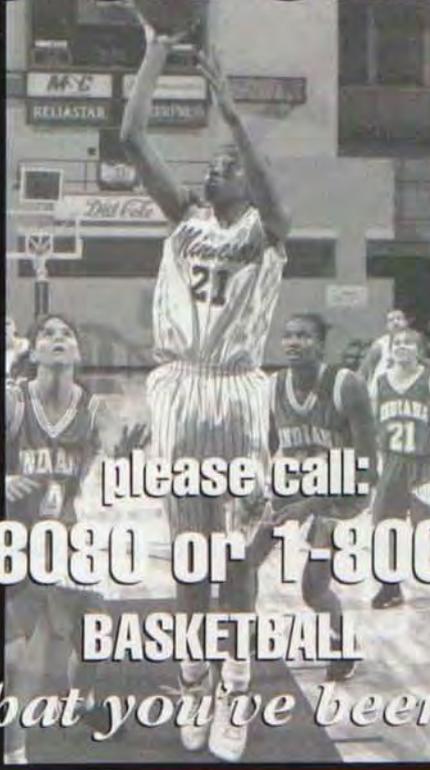
CHALLENGES: Avoiding injury and staying excited. "It's possible to overtrain," Gaetz says. "It's a long season and you can get run into the ground." Finding the team's doubles combinations will take time, as well. "We haven't spent a lot of time on doubles. I think it will take us a while to find the right combinations, but I know we'll be playing well when it counts." ■

For Gopher sports schedule information, call 612-625-4838 for men's athletics and 612-624-8000 for women's athletics, or visit www.gopher-sports.com.

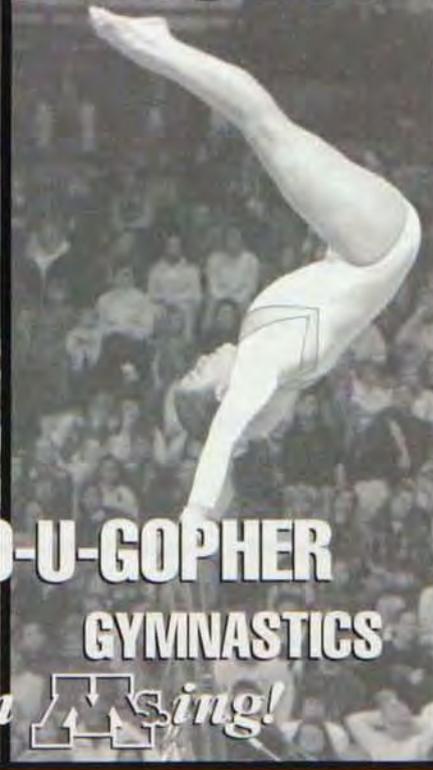
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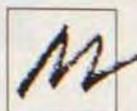


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—Richard “Pinky” McNamara, College of Liberal Arts '56

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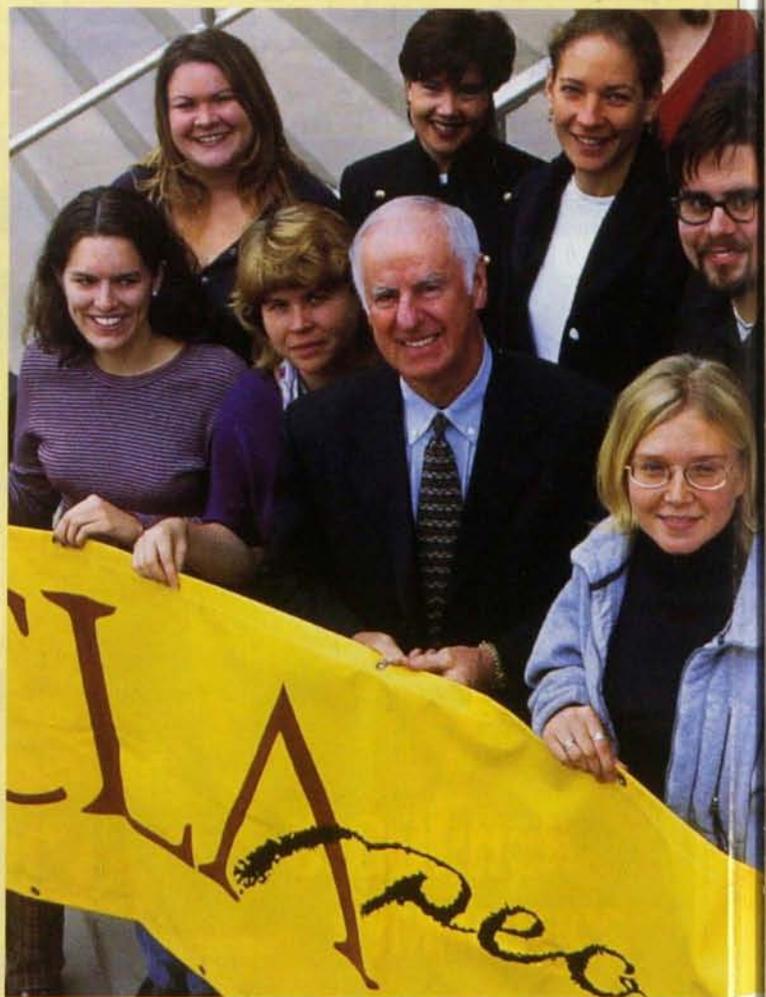
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UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

Report

National President

Three Cheers for Alumni Enthusiasm

Archie Clark one of the finest athletes in the history of Gopher men's basketball, returned to campus in late November to attend ceremonies in which he was inducted into the University of Minnesota Men's Sports Hall of Fame.

It was his first trip back in 30 years.

"I was shocked," Clark said, describing his reaction to the call from the awards nominating committee. "I didn't think anyone there still remembered me."

Remember Archie Clark? Are you kidding?

Clark, along with fellow recruits Lou Hudson and Don Yates, joined Mel Northway, Terry Kunze, Dennis Dvoracek, Wes Martins, and others to turn Minnesota into a Big Ten and national basketball power in the '60s. I know. I



Dave Mona, '65,
chairman, Shandwick

covered those teams as sports editor of the *Minnesota Daily*.

The good news for Clark and other stars of both sports and the classroom is that people do remember.

This fall I had a chance to travel with the Gopher football team in my new role as color commentator on WCCO Radio with Ray Christensen ('49) and Darrell Thompson, a student in the late '80s. At pregame events for alumni in Houston; Columbus, Ohio; and Madison, Wisconsin—all organized by University of Minnesota Alumni Association staff and volunteers—graduates and friends of the University gathered in a show of school spirit.

Gopher fans arrived early, stayed late, and dressed in maroon and gold. At every table in every city the talk had a similar ring. It was all about their days on campus. Whatever happened to the land vacated when Memorial Stadium was torn down? (Interesting that you should ask. . . .) Do people still get around campus through the tunnels? (Yes, more than ever now that signs show the way in—and out!) Is there any way to check on the whereabouts of a favorite professor? (Check out www.umn.edu/tc/directories.)

In my football-related travel and in my alumni association-related travel statewide, I've seen a great desire to reconnect with the University of Minnesota. University President Mark Yudof serves

as a tremendous spokesman for all the good that is happening on campus. And he's selling that story to an audience eager to buy.

In Madison, one of his messages took me and the rest of the audience by surprise. He announced that nearly twice as many Wisconsin students are studying at Minnesota than there are Minnesotans going to school at Wisconsin. For as long as I can remember, it seemed that the traffic moved mostly from west to east.

The alumni association learned many years ago that one of the best ways to build a crowd is around an athletic event. It perfected that talent over the past few years as the Gopher men's basketball team marched through Kansas City, Kansas, and San Antonio, Texas, on its way to the Final Four in Indianapolis. Large, loud crowds orchestrated by the alumni association supported the Gophers all the way. Last year, when the Gophers won the post-season National Invitational Tournament in New York City, the Gopher boosters were the loudest and most conspicuous.

But the UMAA doesn't use just sporting events to bring alumni together. This summer and fall, the University of Minnesota marching band, some 288 members strong, made appearances at events in Edina, Hibbing, Alexandria, and Red Wing, Minnesota. Huge crowds greeted the band, and the UMAA took the opportunity to deliver the message that these are wonderful times at the University. President Yudof was so impressed that he e-mailed a message to the Office of Admissions suggesting that its staff join in—with applications in hand to capitalize on the rush of enthusiasm.

All of this activity has had a tremendous effect on UMAA membership. Membership appeals are seeing rates of success three and four times the national average, and I'm pleased to say that for the first time in the history of the organization, membership has surpassed 40,000—on its way to an ambitious goal of 50,000 members by the year 2000.

Enthusiasm to get a look inside the new Gateway—the alumni and visitors center under construction on the former Memorial Stadium site—is mounting. As we enter Phase II of fundraising, a number of excellent naming opportunities remain. So if you feel the spirit that is sweeping the University, we'd love to hear from you. Let us know how you'd like to be involved and we'll find a way to make it happen. ■



Mentorship

Professional Pairings of Alumni and Students

One wanted an edge. The other, to give students an opportunity he wished he'd had. Through a University of Minnesota Alumni Association mentor program, each came away with more.

"Engineering is very competitive," explains mechanical engineering sophomore Nicholas Skadsberg. "Employers want a well-rounded student, someone who gets involved as well as studies—they won't hire you on just your GPA. So, as a freshman, I just tried to get involved in a lot of things. Whatever edge I could get, I went for."

Skadsberg's search for extracurricular activities led him to the Institute of Technology (IT) Student Affairs Office, where he read about the IT Alumni Society mentor program. He signed up and was matched with mechanical engineer Ken Merdan ('90) of SciMed Life Systems. The biomedical company is a division of Boston Scientific Corporation, an international developer of medical devices.

"Having Ken as a mentor helped me decide what area of engineering to go into," Skadsberg says. "My father is a mechanical engineer, so I knew what his life was like. But I wanted to know what a biomedical engineer does on a daily basis."

For his part, Merdan says students like Skadsberg stimulate his workplace, push him professionally, and rejuvenate him personally. In addition, the mentor program provides his company with a qualified pool of potential student interns.

"Usually only the top students take the time to make connections early in their studies," Merdan notes. "They generally have a different view or approach to a problem because they're not locked into the corporate way of thinking. They tend to ask many questions, causing you to think before providing an answer."

"Also, students are extremely happy to have an industry con-



Sophomore Nicholas Skadsberg (right) with his mentor Ken Merdan

tact and ask questions about your life experiences," Merdan adds. "What better environment to talk about yourself than with someone who actually wants to listen? Since I would have benefited from a program like this as a student, when I heard about it I volunteered to participate."

UMAA-sponsored mentor programs match students and alumni by career interests through one of the more than 20 programs based in college alumni societies, learning resource centers, and other on-campus programs. Mentorships typically run January through May, with mentor and student controlling the structure and amount of contact. In 1997-98 alone, more than 4,000 students participated in either traditional one-to-one mentor programs or other shorter or group meetings.

Now in his sixth year as a mentor, Merdan describes Skadsberg as one of his more active protégés. The pair communicated regularly by phone or e-mail, toured Merdan's workplace, and attended several events sponsored by Merdan's professional society, the American Society of Mechanical Engineers.

Merdan also critiqued Skadsberg's résumé and answered general job-search questions. Skadsberg says this assistance helped him snare a choice job for the summer. "I got one of the jobs I wanted," he says proudly. "It was with an engineering company, working in their research lab. Usually students don't get jobs in their field of interest with so little school behind them."

Although their mentorship is technically complete, Merdan keeps in touch with Skadsberg. He continues to participate in the program and encourages others to join. "At least try a mentoring relationship once," Merdan says. "You'll be rewarded with a willing student who desires to learn from others."

To judge by Skadsberg, there are plenty of students to go around. "Anyone who doesn't know about the program, I tell them," he says. "I've signed up for another mentor, and my brother is a freshman, so I got him signed up. I even plan to return the favor someday and become a mentor myself. It doesn't take a huge amount of time out of your life, and I'd like to help another kid like me."

In the meantime, Skadsberg looks forward to his next match. "If there are more alumni like Ken out there, then it would be great for them to get involved. There's definitely a need among students at the U."

For information about getting involved in a UMAA-sponsored mentor program, call Judy Anderson at 612-626-0425 or send her an e-mail at ander011@tc.umn.edu.

—Anne Rawland Gabriel

Annual Meeting Plans Taking Shape

Doris Kearns Goodwin, Pulitzer Prize-winning historian and presidential scholar, is the keynote speaker for the 1999 UMAA annual meeting. The event takes place Wednesday, June 2, in Northrop Memorial Auditorium.

Tickets for the dinner and presentation will go on sale beginning in March; invitations will be mailed to previous attendees. Watch for details in the winter issue of *M* and on the UMAA Web site at www.umaa.umn.edu. The March-April issue of *Minnesota* will feature a ticket order form.



UMAA News and Notes

Lobbying the New Governing Bodies

The unprecedented results of the November 4 statewide elections promise to make this an unpredictable legislative biennium—and a unique opportunity for volunteers in the UMAA Legislative Network. “There are no inside players in the governor’s office now,” UMAA legislative coordinator Les Heen says of the election of third-party candidate Jesse Ventura. “Grassroots support got him elected, and we really hope he’ll keep listening to volunteer voices as much as to professional lobbyists.”

Since the governor sets the legislative tone with the budget proposal and holds veto power, understanding the importance of the University to the state is vital. “Volunteers deliver a key part of that message,” Heen explains. “They speak like no one else about how the University has touched their lives and continues to make a difference.”

With Republicans enjoying majority in the House, the DFL holding power in the Senate, and the Reform party in the governor’s mansion, no one body holds a majority. “Because of that, I really think [legislators] will be more likely to do the people’s business rather than party business,” Heen says. “If that’s the case,

then the voices of volunteers will be even more critical to the success of most measures, especially in light of the need to balance spending priorities with the stated goal of cutting taxes.”

The University is seeking an increase of \$198.7 million over its last biennial appropriation (not counting \$50 million in non-recurring funds granted in 1997). The increases would target five main areas. The largest would go toward incentives to retain and recruit top faculty members. Other priorities: to enrich the undergraduate experience, largely by creating more small, seminar-style classes for freshmen and adding faculty, advisers, and research opportunities; to help pay for health-professional education in the face of rising costs and shrinking clinical income; to connect the University to the community by better supporting the state’s agricultural and natural resource industries, improving technology transfer to industry, and recruiting more extension educators; and to promote quality service to the state by training employees and preserving and improving existing facilities.

To join the UMAA Legislative Network, call Les Heen at 612-626-0913 or send him an e-mail at heenx002@tc.umn.edu.

40,000 Members and Growing

For the first time in its 94-year history, the University of Minnesota Alumni Association has reached 40,000 dues-paying members. The landmark comes amid a membership drive that, in the past four years, has added more than 12,000 members, on the way to a goal of reaching 50,000 members by 2000.

The membership momentum comes from the UMAA’s impressive list of recent accomplishments: groundbreaking for the University Gateway alumni and visitors center, enlisting 2,600 volunteers who lobbied officials in the University’s best-ever legislative biennium, serving 4,100 students through traditional and nontraditional mentor programs, and adding several new member benefits.

The Inside Story on the Gateway

Just in time for winter, the bulk of Gateway construction is moving inside. At a ceremony in October, one of the new alumni and visitors center’s final structural beams was bolted into place. The exterior framing and insulation went up in November and December, and steel framing for the 3,000 blocks of granite that will make up the geode enclosing Memorial Hall began to be put in place just after Thanksgiving. Over the winter, Internet users may view the progress of the geode and the addition of exterior copper panels by visiting the “Gateway cam” at www.umaa.umn.edu. Construction remains on schedule for a fall 1999 opening.



PHOTOGRAPH BY CARMELA KRANZ

Maxine (Siegel) Nathanson ('44) still has the same smile that made for a great college photograph more than 50 years ago. She found the photo among the memorabilia displayed at the 50-Year and Earlier Reunion held during Homecoming in October.



Meet the Staff

Geographic Outreach Team

Spreading Gopher spirit around the world is the primary task of the UMAA's Geographic Outreach Team. By supporting and advising the association's network of more than 60 chapters and contact areas, as well as helping organize other events such as presidential visits and NCAA playoff pep fests, members of this team spend many hours on the road meeting alumni.

Chad Kono, Director of Geographic Outreach
konox001@tc.umn.edu

Longtime alumni relations professional Chad Kono was a life-long South Dakotan until moving to the Twin Cities last year to head up the UMAA team. "I had been looking for an opportunity at a major University in a state that gave it enthusiastic support," he says. "I'd always loved the Twin Cities and rooted for Minnesota sports teams, so this was ideal."

Kono had served as executive director of the South Dakota State University Alumni Association in Brookings for 16 years when this opportunity came along. "I've really been impressed by the understanding Minnesotans have about the importance of this institution," he says.

During his first 15 months, Kono visited each of the U.S. chapters he staffs—in the Southeast, Southwest, and Great Plains states. He also is staff contact for international chapters and dreams of visiting each of those soon too. But much of his time has been spent creating structures and programs to help chapter development. "I find working directly with alumni to be my favorite part of the job," he says. "I take the term *alumni relations* literally. It's about establishing relationships, about personalizing the University for alumni who are away from campus."

Mark Allen, National Chapter Program Director
mallen@mailbox.mail.umn.edu

When Mark Allen ('86) came to the University of Minnesota as a student from Seneca Falls, New York, he planned to study political science with the idea of becoming a lawyer. What he found on the Twin Cities campus, however, was a vibrant student community he couldn't resist. "I saw the power of groups and young people making a difference," he says. Upon graduating, Allen decided to stay at the U, working in Coffman Memorial Union and later in the Student Activities Office.

Allen joined the alumni association staff in 1993 and is now staff director for alumni chapters along the Pacific coast and most of the northern United States, including the Great Lakes area and the Eastern seaboard. "I like going all around the country and meeting people from Minnesota," he says. "When I go out and help organize an event with President Yudof or talk with alumni about Gopher sports and the University Gateway, they get really excited about what's taking place on campus. It's rewarding to help share that message with people who are so glad to hear it."



Geographic Outreach Team members, from left: Libby Hupf, Angela Hayes, Mark Allen, and Chad Kono

Libby Hupf,
Minnesota Chapter Program Director
hupfx001@tc.umn.edu

Outreach staff member Libby Hupf ('96) holds a lifelong connection to greater Minnesota that has helped her create several new alumni chapters in her first year on the job. Hupf, whose degree is in agricultural industries and marketing, grew up on a dairy farm outside Randolph, Minnesota, served as 4H state president, and, as runner-up Princess Kay of the Milky Way, even had her likeness carved in butter at the state fair.

As Minnesota chapter program director, Hupf continues to meet face-to-face with people around the state. "That one-on-one contact is the key to getting alumni engaged and excited about what a chapter can mean for their community," she says.

Hupf also visits areas that have had chapters in the past but need revitalizing. "There are a lot of U graduates out there who have a lot of pride that they don't get to express," she says. "They want to help spread the word about the University so we can keep the brightest kids from their areas in the state."

Angela Hayes, Chapter Program Associate
hayes028@tc.umn.edu

Angela Hayes wears many hats. She creates invitations for the hundreds of chapter events held annually, arranges for speakers and coordinates the logistics for events, and travels to special events the alumni association holds in conjunction with the University Foundation or the Minnesota Medical Foundation. Still, many key volunteers know Hayes only as a voice on the phone. "I am kind of the front door to the chapter program," Hayes says. "I get to know the volunteers on the telephone quite well and help make sure everything is running smoothly for them and for their events."

Hayes has worked with the chapter program for more than three years, starting shortly after earning a degree in English from the University in 1995.

"It's rewarding to be part of the optimism on campus and to share that," she says. "My favorite part of working here, however, is meeting and talking with alumni and hearing their memories of why the University is so special to them."



Outreach Programs Team

The Outreach Programs Team connects alumni with University students, organizes on-campus events and volunteer programs, and takes the University to Twin Cities businesses and community groups. In doing so, team members oversee everything from homecoming events to mentor programs to networking events at business sites. They're even striving to create a student alumni association and alumni career-networking services.



Outreach Programs Team members, from left: Elizabeth Patty, Judy Anderson, Carmela Kranz, and Karla Hoff.

Carmela Kranz, Director of Outreach Programs **kranz@mailbox.mail.umn.edu**

In more than eight years with the UMAA, Carmela Kranz has had a hand in almost every area of outreach. She worked with alumni chapters, then formed on-campus collegiate societies, and now leads the team that organizes on-campus and community special events and initiatives. "We do a lot of the activities that bring alumni back to campus," she says. "And we organize many of the initiatives that take the University to local alumni. These are programs that build pride and let alumni be involved with their alma mater."

A Twin Cities native and graduate of Augsburg College, Kranz worked in special events, fundraising, and communications with the Cystic Fibrosis Foundation and the Minnesota Medical Association before joining the UMAA. "I feel lucky to have such a cohesive staff. We work as a team and are able to collaborate with many campus partners," she says. "There's a lot of energy on campus. It's an exciting time to be part of the University."

Elizabeth Patty, **Assistant Director of Outreach Programs** **elizabeth.w.patty-1@tc.umn.edu**

Though the UMAA's newest staff member, Elizabeth Patty is far from new to the U. As former director of alumni relations and annual fund giving for the College of Education and Human Development, she has much experience working with alumni, events, and the community.

At the UMAA, Patty is taking some programs beyond the draw-

ing board—mainly coordinating the UMAA's outreach to area businesses and creating a career services program to bring together the University's many resources. "I want to be a link and a resource for alumni," she says. "The University still has a lot to offer its graduates." Patty also will organize reunions, the Morse-Alumni Teaching Awards, and other events.

A native of Jamaica, Patty grew up in Ohio and graduated from Bowling Green State University. She worked for more than 10 years at a college and a health-care center in Chicago, organizing events, fund-raising, and helping create new community programs. "My goal is to connect alumni to the University through the workplace, our career network, and reunions."

Judy Anderson, **Student Relations Program Coordinator** **ander011@tc.umn.edu**

A list of ideal qualifications for a student relations program coordinator might include: a degree from the U, involvement on campus as a student, an advanced degree in student development in higher education, and work experience in student programs.

That list describes Judy Anderson. The Milwaukee native was a resident adviser and president of her residence hall before earning a degree in political science and speech communication at the University in 1993. She earned her master's degree at the University of Iowa while working as student orientation program coordinator. Since she returned to Minnesota last summer, her priority has been to build the UMAA-sponsored mentor programs that link thousands of students with alumni. "Alumni recognize the value of this idea, but we need to keep talking about it with students every year," she says.

Anderson also works with such student programs as orientation, convocation, and graduation. "Our greatest resource is the talent, knowledge, and energy of our alumni," she says. "There are so many ways to help today's students. My job is to help them do that in a way that enhances the educational experience here."

Karla Hoff, Program Assistant **hoffx007@tc.umn.edu**

Karla Hoff claims that a great learning experience at the UMAA now helps her supervise her team's student workers, run the on-campus Maroon-and-Gold Fridays program, and provide program support to the rest of her team: that learning experience was working as the UMAA receptionist. "I learned who's out there and what they are concerned about."

Hoff is a Bloomington, Minnesota, native who holds a political science degree from St. Cloud State University. Her role on the UMAA's outreach team takes her all over campus, where she says U pride is growing. "It was great to work at the New Student Convocation and see how excited and spirited the new students are," she says. "Then I worked with the 50-year reunion and got to hear the stories from those alumni. Their time here really made a difference in their lives."



Executive Director

Yudof Earns an A

University President Mark Yudof knows how to make a point. And most often, it's by example.

Shortly after he arrived on campus, Yudof donned overalls to help paint the Washington Avenue Bridge and send the message that a great university needs to have beautiful and friendly surroundings. While visiting Farm Fest in Marshall, Minnesota, he put the keys into the ignition of a John Deere tractor—a signal to the farming community that our state's success is tied to the future of agriculture and greater Minnesota. During the first 18 months of his term, he crisscrossed the state of Minnesota, sometimes by plane, but often in his Ford Expedition, visiting 70-plus communities to get to know his adopted state and become one of us. And this past fall quarter, he picked out a textbook and walked into Freshman Seminar



Margaret Sughrue Carlson,
'83 Ph.D.

No. 754903 as Professor Yudof.

As our academic leader, and as a change leader, Yudof doesn't write voluminous papers about what needs to be done. He doesn't form countless committees charged with coming up with the perfect planning matrix to get from here to there. Rather, he thinks deeply and analytically about a problem at hand and then moves into action in a decisive and hands-on way.

You can be assured that where a leader puts his or her time, it garners attention. And when resources are tied to these new ideas, a groundswell of momentum follows.

The freshmen seminars are a perfect example. Yudof picked up the mantle established during the Hasselmo administration. From his first day on campus, Yudof has repeatedly said that undergraduate students are our customers and that service is the name of the game. His speeches are filled with such phrases as "We're trying to create a more hands-on education," "Every student in my eyes is an honors student and deserves the best," and "We're trying to create for our undergraduates something akin to what students would get at a small, outstanding liberal arts college."

As a new initiative this fall, the College of Liberal Arts, the College of Biological Sciences, and the Institute of Technology offered 26 freshman seminars in which students, in classes of no more than 20, would be taught by a full professor or top administrator. President Yudof and General Counsel Mark Rotenberg team taught a two-credit course on "Students and the Constitution."

The class met for two hours on Wednesday afternoons. I took the opportunity to join the class on a couple of occasions and to interview a few of the 16 students who, over the course of the quarter, were required to read and analyze cases related to mandatory

student fees, due process and student discipline, and academic freedom. There were some unexpected perks, such as class held at the president's residence one day and turkey-shaped sugar cookies served by Yudof during class the day before Thanksgiving.

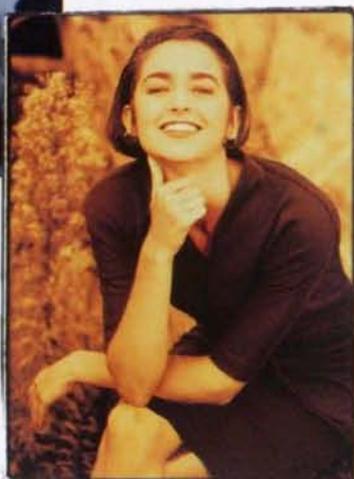
The popular opinion among the students was that Yudof and Rotenberg's class was exciting and challenging—and that the professors were tough graders. Notes about run-on sentences and the importance of clear analysis filled the margins of the six papers they had to write. All students had the opportunity to rewrite their papers for higher grades. "My first paper dripped with red ink," says Tiffany Stedman of Winona, Minnesota. "I knew that I needed to do a rewrite when I saw the comment, 'You don't dig deeply enough into the two cases, though your conclusion may be right.' But she adds that the comment "Your introduction was beautifully written" filled her with pride.

Erika Johnson of South St. Paul received an A+ on one of her papers, which Yudof noted was "probably the only perfect grade I've given in the 1990s." When Erika called her parents with the good news, they assured her that they would reserve a place of honor on the refrigerator door for the distinguished document.

Yudof participated in a freshman seminar program twice during his years at the University of Texas, Austin, and since he was a law professor, it was the first time he had ever taught undergraduates. Asked why he was spending his time in this way, he said he enjoys being in touch with students in an academic setting, which is not common for major university presidents. "If I can find time," he says, "other professors also should think about making time for undergraduate students."

The list of those professors who took the opportunity to teach reads like a who's who at the U. To mention just a few: College of Biological Sciences Dean Bob Elde and Vice Provost Norma Allewell taught "Movers and Shakers of the Cell: Protein Machines." Pete Snustad, professor of Genetics and Cell Biology, and Kathryn Hanna, assistant dean of the College of Biological Sciences, taught "Genetics Circa 1998: Dolly, DNA Chips, Gene Patents, et cetera." Marvin Marshak, professor in the Institute of Technology, taught "The Manhattan Project: How Science Changed History." And Executive Vice President Bob Bruininks teamed with Martha Erickson of the Children, Youth and Family Consortium, and Amy Susman-Stillman from the Institute of Child Development to teach "Creating a Better Future for Children: Options for the 21st Century."

Strengthening undergraduate education will be a primary focus of the next legislative session. The University will be asking for resources to hire 100 additional faculty members so that we can offer the freshmen seminars taught by full professors and top administrators to all first-year students. And when President Yudof appears before the legislative committees, he will be speaking from the heart as he relates his experiences as Professor Yudof. ■



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As told to Betty Wilson



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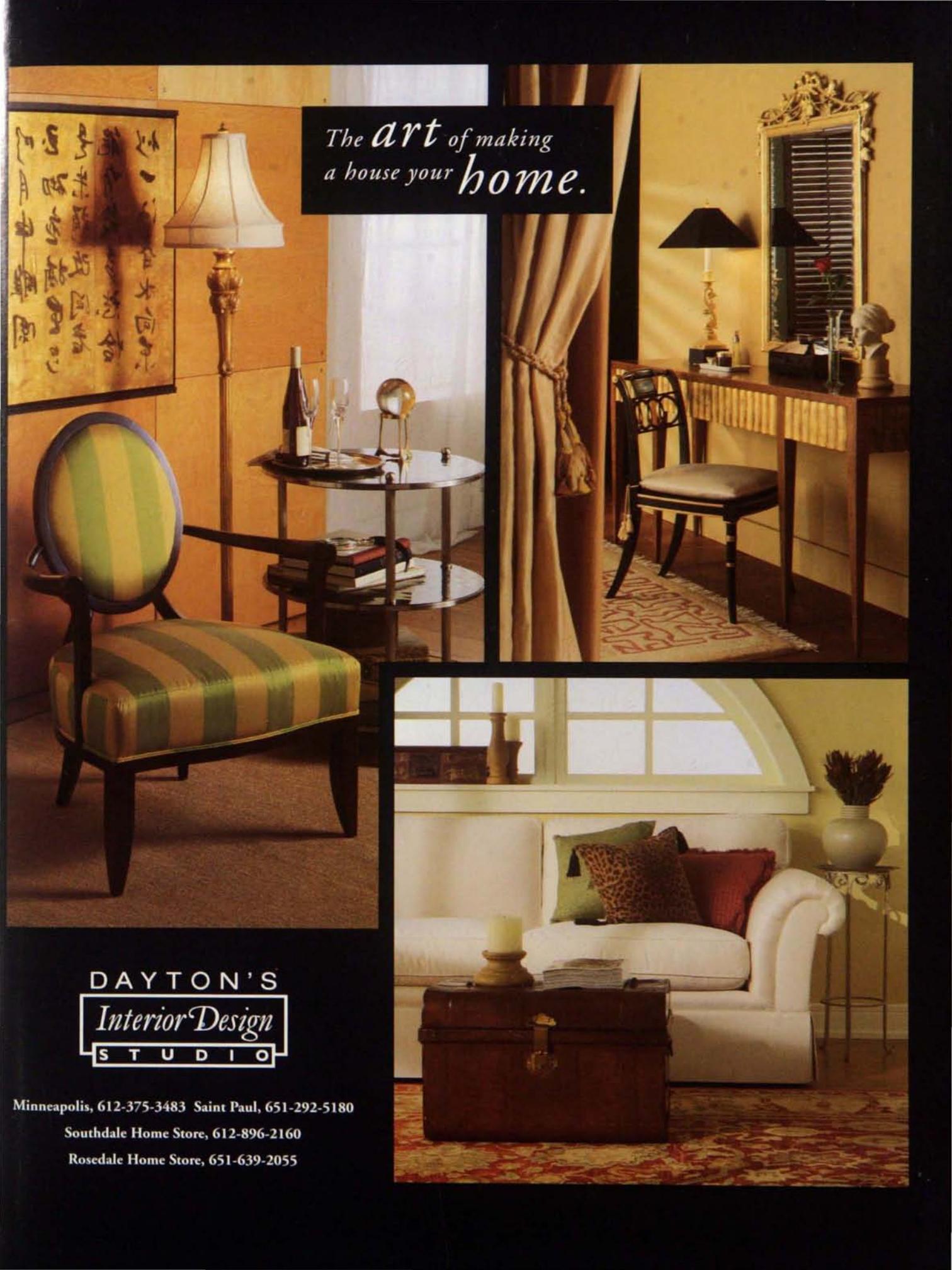
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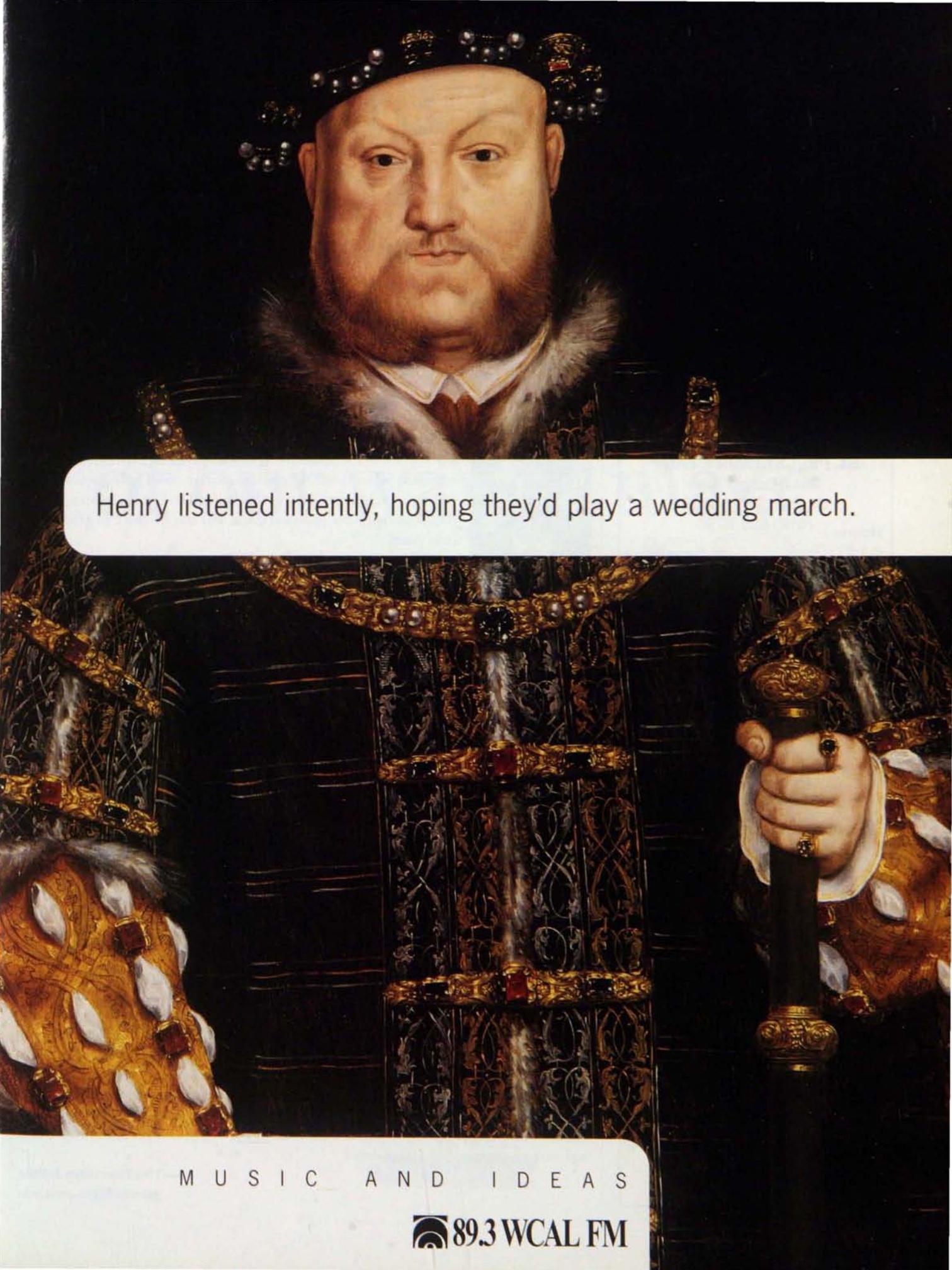
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In Focus

Degrees of Debt

She's a bright college freshman going into debt. Eighteen-year-old Jihan Hill took out a loan to help pay for her college costs, and she is not alone. From 1987 to 1997, student borrowing by Minnesota undergraduates increased 123 percent, from \$188 million to \$420 million. Nationally, the student loan figures almost tripled over the same decade to nearly \$33 billion in 1997.

"It's a little scary, but it was the only way I could afford to go to the U," says Hill, who plans to earn her degree in human resources. "I'm really scared about the loan, but I don't regret it." Scared because she is likely to be in her 30s before she makes her final loan payment. No regrets because, while the Rosemount, Minnesota, native could have lived at home throughout college, she was determined to live on campus, have a roommate, test her independence, and stay on track to graduate in four years.



Tom Garrison

Hill is not the only college freshman to arrive on campus with a laserlike focus of what's important and a need to get in and get on with her education. Beginning 55 years ago, thousands of men—and a few women—returned stateside from World War II and headed off to college courtesy of the G.I. Bill. It was an act that forever transformed the University of Minnesota and nearly every university in the country. Enrollment at the U exploded after the war, as people who otherwise could not have afforded to attend college took advantage of the G.I. Bill. These wise-to-the-world veterans pushed the professors and administrators to deliver what they expected from their schooling and changed higher education in the process. Writer Al Sandvik ('48) retraces what those years meant to soldiers like him and tells why the G.I. Bill should not be forgotten (see page 30).

There is talk of a new G.I. Bill as an education incentive to spur volunteers for today's armed forces. But reading Sandvik's words caused me to wonder, What programs exist today that hold the same capability to transform *all* of our society as the G.I. Bill did? The answer is hard to find. In the '60s and '70s, so-called national defense loans allowed many young people to go to college who otherwise could not have afforded to go. Graduates could retire some or all of their loan debt if they worked in the public sector for up to five years. The nation got new teachers, health professionals, and more. Variations of those programs exist today, and there are a host of higher education savings incentives and tax credits, and even excellent public resources to help students and parents sort through the financial aid maze (call the Minnesota Higher Education Services Office at 1-800-657-3866). But the programs creating widespread access seem to be missing.

To be sure, during the "Me Decade" of the 1980s and beyond, baby boom parents failed to save as early or as much as perhaps they should have to help with the cost of their child's education. Financial aid counselors routinely report that all too many parents don't start thinking about the true costs of education until their child is in high school.

But as the outstanding student loan debt nationally exceeds \$112 billion, one wonders how much debt is too much. At what point are we mortgaging our young people's future? If, as the Greek philosopher Epictetus said, "only the educated are free," just how free are our young people today if more than half of Big Ten graduates emerge from college with an average \$14,500 in debt?

—The Executive Editor
garri009@tc.umn.edu

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

By Chris Coughlan-Smith, Jake Kapsner, Stacy Herrmann, and Shelly Fling

Campus Digest

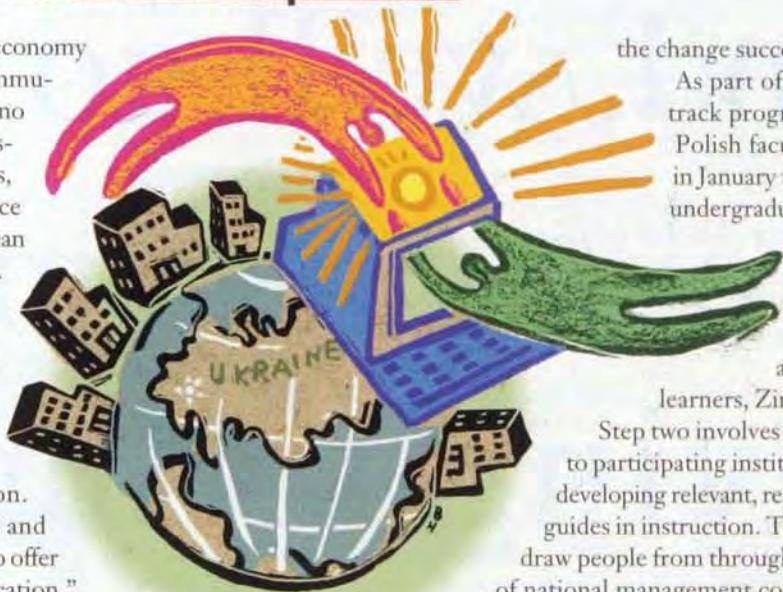
Teaching Ukrainians to Be Capitalists

As current rifts in the global economy suggest, shifting from a communist to capitalist economy is no simple task. Having previously proven its merit in such matters, the University of Minnesota once again is helping an eastern European nation make just such a transition.

Funded with \$5 million from the U.S. Agency for International Development, the Humphrey Institute's Center for Nations in Transition is undertaking a three-year project in Ukraine, a former part of the Soviet Union. "The objective is to strengthen and empower Ukrainian universities to offer contemporary management education," explains Randy Zimmermann, associate director of the transition center.

Director Zbigniew Bochniarz, who came to the University in 1986, helped successfully found a similar project with the University of Olsztyn and the Warsaw School of Economics in Poland in 1991. These institutions and the University of St. Thomas Graduate School of Business have joined several University departments in a consortium that hopes to help stabilize the broader economic environment of the former communist country.

"When markets change, certain people become immediately disadvantaged while others gain an advantage," says John Fossum, team member and professor of industrial relations in the Carlson School of Management. "Ultimately what we're interested in is getting information and help to the managers to make



the change successful."

As part of the first step in a four-track program, a team of U.S. and Polish faculty traveled to Ukraine in January to establish contacts with undergraduate schools and the government's ministry of education. The team will then use seminars to teach students to be active rather than passive learners, Zimmermann says.

Step two involves shipping U.S. textbooks to participating institutions in Ukraine, while developing relevant, regional examples as course guides in instruction. The program also seeks to draw people from throughout Ukraine for a series of national management conferences. Finally, plans include bringing groups of Ukrainian faculty and administrators to Poland, Washington, D.C., and Minnesota to study methods of snaring future funding for the respective Ukrainian institutions.

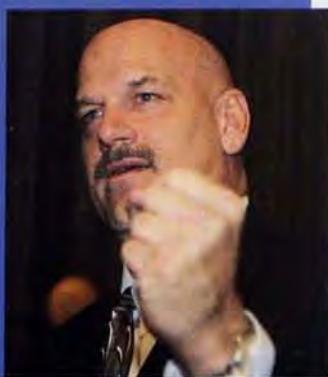
"I don't think there's another American university that is so deeply involved—not only in one country, but in several central-east European countries," Bochniarz says of the University of Minnesota.

In addition to assisting Poland in its shift to capitalism during the past seven years, the Center for Nations in Transition has worked on an environmental training project with the Czech Republic, Slovakia, Hungary, Romania, and Bulgaria, raising almost \$30 million in the process, Bochniarz says.

—Jake Kapsner

When a Body Meets a Body

Students held an inaugural reception for Governor Jesse Ventura in Coffman Memorial Union January 5, his first full day in office. Ventura told the student body that, during his campaign, the moment he realized he had a winning chance was when he rode in the homecoming parade and was mobbed by supporters.



Overheard on Campus

"I've always claimed that I'm from a small town called Lake Wobegon. In fact, I grew up in the suburbs of Minneapolis, where people chopped down the trees and then named the streets after them."

—Garrison Keillor before reading from a book in progress about a wrestler who is elected governor

Faculty Research

A look at recent University of Minnesota studies, research, discoveries, and rankings



Later School Start Times Are Working

More than a year after the Minneapolis School Board voted to implement later start times for secondary schools, a University of Minnesota study finds the idea appears to be working. The study surveyed Minneapolis students whose schools have the later start time and students in a suburban district with a high school that starts an hour earlier. Minneapolis students reported getting about an hour more of sleep, feeling more rested, getting to school on time, and feeling less depressed. They also earned higher grades than the suburban students. (Chief investigator Kyla Wahlstrom in the Center for Applied Research and Educational Improvement says that a direct correlation to the grades does not necessarily exist, as many other factors are involved.) The study found some problems, however, including disruption to after-school athletic practices. But when practices are shifted to before school, grades suffer. Teachers complained about athletes missing classes more often to attend games and noted that while students seem more alert early in the day, they are more sleepy at the end of the day.

More Good News about Lower Cholesterol

Lowering cholesterol has long been known to clear up the plaque that can clog arteries. But those benefits take years to realize. Now University of Minnesota doctors have discovered that lowering cholesterol has almost immediate benefits as well. Dr. Henry Buchwald, professor of surgery, and Dr. Hector Menhaca, research fellow, found that as both overall cholesterol and low density lipoproteins (LDL, or "bad" cholesterol) in the blood decrease, it becomes easier for oxygen to reach the heart and other tissues. High LDL levels tend to thicken the membrane around oxygen-carrying red blood cells, making it harder for oxygen to transfer from the blood cells to the tissues that need it. Oxygenated tissues are generally healthier and more resilient. Background data and preliminary laboratory studies were published in the October issue of *Surgery*.

Smoking and Divorce: The Unfiltered Findings

The first national study to examine the correlation between divorce rates and smoking has found that smokers are 53 percent more likely to divorce than nonsmokers. According to research conducted by a father-son team at the University of Minnesota and Macalester College, the difference held up after controlling for education, income, and race. Bill Doherty, director of the University's Marriage and Family Therapy program and his son, Eric, conclude that although smoking almost always begins before marriage, it doesn't necessarily cause divorce. Rather, they point to studies showing that smokers have a higher than average rate of underlying psychological factors such as feelings of hopelessness, neuroses, and such disorders as depression and attention deficit hyperactivity. These underlying problems likely are responsible for the higher divorce rate, Bill Doherty says. The study was published in the December issue of the journal *Families, Systems & Health*.

Overheard on Campus

"The ice fishing in Texas is just plain lousy."

—Former Texas provost and current University President Mark Yudof on the advantage of being in Minnesota in January



PHOTOGRAPH BY DANIEL KOEHL

Tango Buenos Aires

Tango Buenos Aires visits Northrop Auditorium on the Minneapolis campus for two nights in March on its first coast-to-coast U.S. tour. Part of the Northrop Dance Season, the production features 24 tango masters and musicians whose *La Canción de Buenos Aires* ("The Song of Buenos Aires") spans the evolution of tango—from its turn-of-the-century origin in brothels and dancing pubs to glamorous ballrooms around the world. Performances—which feature piano, violin, guitar, flute, *bandoneón* (similar to a concertina), and of course passionate, stylized dance—are March 23 and 24 at 7:30 p.m. Tickets are \$20.50, \$28.50, and \$33.50. Call 612-624-2345.

Dee Dee Bridgewater, jazz vocalist for nearly 30 years, comes to the Ted Mann Concert Hall on the West Bank on March 24. Bridgewater, who grew up listening to her mother's Ella Fitzgerald albums, recently released a tribute album, *Dear Ella*. Now living in Paris, Bridgewater boasts a career that has included concerts and recordings with Sonny Rollins, Dizzy Gillespie, Dexter Gordon, and Max Roach and acting-singing roles in *Sophisticated Ladies*, *Carmen*, and *Cabaret*.



Dee Dee Bridgewater

PHOTOGRAPH BY PHILIPPE PIERANGELI

Part of the Northrop Jazz Season, Bridgewater's performance is March 24 at 8 p.m. at the Ted Mann Concert Hall. Tickets are \$20.50 and \$27.50. Call 612-624-2345.

Authors Wanted

A Showcase of Diverse Research

Paul Shaw, assistant professor in the School of Music, has a theory about why the English-speaking Caribbean, compared with the Spanish-speaking, does not have a strong tradition of music deliberation and composition.

Many scholars believe that the Spanish-speaking Caribbean, much like western Europe, has a tradition of composition because the Catholic church encouraged the writing of liturgical music. This line of scholarly thinking also holds that in the English-speaking Caribbean, the British valued musicians for their ability to perform and entertain rather than to write.

Shaw, a native of Jamaica, has a different idea. "I'm a product of this, and I know some of the struggles, things I've had to wrestle with," he says. In the English-speaking Caribbean, Shaw sees factions in the community of musicians and scholars. Some embrace western European music and disregard folk and indigenous music. Others believe the western European tradition is completely irrelevant to the Caribbean. This, he believes, silences the creative spirit among musicians. "What you find is that musicians are sometime musicians. They might play for an evening somewhere, on the side. But they have day jobs, which have nothing to do with music. The high creative level doesn't have a chance to develop."

Shaw, who did his undergraduate and graduate work at the Julliard School, will present his research findings and play samples of Caribbean piano music as part of the "Diversity through the Disciplines" program, April 28 from 1 to 7 p.m. in the Humphrey Institute's Cowles Auditorium. He is one of a dozen faculty—recipients of the 1996 President's Faculty Multicultural Research Award—who will make scholarly presentations in this second annual all-University open forum.

Other presenters include Carol Miller, on the urban American Indian experience in contemporary Native fiction; Ron McCurdy (who will also give a performance), on the compositional techniques of George Gershwin and Duke Ellington; and Sauman Chu, on classroom participation among Asian and non-Asian design students.

A major goal of the research award is to enhance retention of a diverse faculty. Shaw says retaining faculty of color and the heart of his research topic have a common strain: "I think one of the deterrents to the creative forces from the Caribbean finding a world stage is Eurocentric thinking—when scholars write about composers from the Caribbean in terms of what they know from western Europe. For example, they will say, '[Ludovic] Lamothe from Haiti is the black Chopin,' when in fact they [were contemporaries who] composed in a similar style. . . . I avoid making such comparisons."

For more information on "Diversity through the Disciplines," call 612-626-7550 or visit <http://events.tc.umn.edu>.

Minnesota magazine is seeking general interest books written by University faculty and alumni to be included in the magazine's annual "Summer Reading" roundup. Fiction, nonfiction, memoirs, poetry collections, and children's stories published since May 1998 are welcome. Please direct mail or questions to: Shelly Fling, Editor, 501 Coffman Memorial Union, 300 Washington Ave. SE, Minneapolis, MN 55455; 612-626-4864; fling003@tc.umn.edu.



Paul Shaw will present "A Caribbean Song and Dance—Jamaican Style" in a program April 28.

Telemedicine Grant Targets Home Health Care

A 5-year-old in rural Minnesota falls and bumps his head. While examining the cut, the doctor notices the child's head is soft. Later, the child vomits—a sign of increased pressure on the brain. The doctor transmits the child's CAT scans over a telephone line to a neurosurgeon at the University of Minnesota in the Twin Cities who determines the child has a skull fracture and must be transferred to a larger hospital. Diagnosing the child's condition through telemedicine helps prevent the possibility of permanent paralysis or brain injury.

The development of telemedicine, the electronic transmission of medical information and images over distance to facilitate patient care and management, is in its third year at the University and recently received a \$625,000 grant from the Technology Information Infrastructure Assistant Program of the Department of Commerce. (Local clinical partners and the University will match the grant.) Telemedicine can be used for such health needs as dermatology consultations, psychiatric care, determining whether a patient needs orthopedic surgery, and viewing X-rays. The three-year grant was specifically designed for home health care, such as caring for wounds and monitoring patients who have experienced heart failure.

With video monitors and telephone or T1 lines, telemedicine allows health-care providers and home-bound patients to have two-way communication. Although physicians can't touch a patient when using telemedicine, they can inspect a patient's throat, ears, and eyes and listen to his or her heart. "We can provide service to greater Minnesota patients and [to the] referring physicians," says Dr. Ted Thompson, director of Medical Out-



Drs. Jim House (left) and Ted Thompson demonstrate the high quality of images transmitted with telemedicine technology.

reach for the University of Minnesota.

Dr. Jim House, director of consultation and education for telemedicine at the University, believes telemedicine sometimes allows physicians to do an even better job of diagnosing certain problems. For example, a doctor can stop a moving picture of a child's eardrum and look at it on a 27-inch screen. "You can see more in the ear over the telemedicine system than I've ever seen face to face," House says.

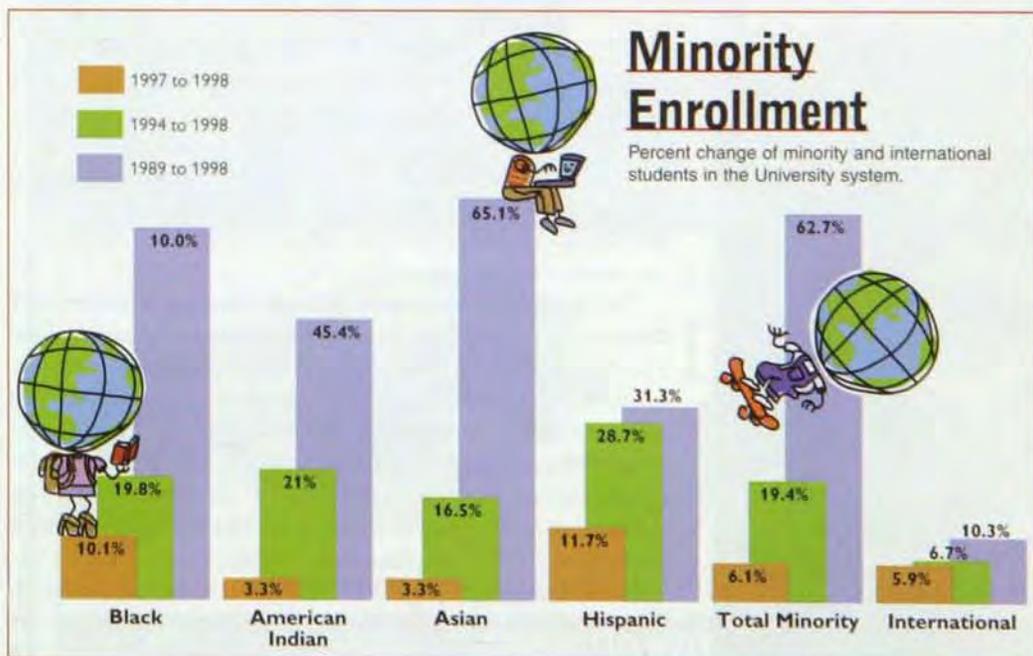
All University of Minnesota campuses have telemedicine sites, as do hospitals in Wadena, Red Wing, Hibbing, Moose Lake, and Staples, Minnesota.

Despite telemedicine's benefits, several issues remain unresolved. Insurance companies cover only doctor visits made in person. Physician acceptance of the new technology is slow. Although telemedicine allows patients to stay home—even in another state—doctors can consult with patients only in states in which they are licensed to practice. And the cost of telemedicine can be forbidding. The initial cost to set up a telemedicine site is \$50,000, a T1 line costs \$300 to \$1,200 a month, and a consultation averages \$115. The total annual cost to the University to use telemedicine is \$185,000.

But for some, the benefits of telemedicine far outweigh the its costs.

"Things can be caught at an earlier stage," House says. "Early intervention can save time, grief, and life in the long run. Early recognition of a potentially serious problem, whether it be cancer or an unstable fracture injury, enables a higher level of care than is currently available in the community."

—Stacy Herrmann



Corrections

An article in the January-February issue about the development of nose drops to treat Alzheimer's disease erroneously stated that the drug delivery method had proven effective in preliminary clinical trials. In fact, the method had proven effective in animal trials.

Also in the January-February issue, a story on the cost of converting to semesters reported that the University initially had a semester system but changed to quarters during World War II. The change to quarters took place during World War I.

in Brief

Curt Carlson ('37), the University's greatest benefactor, died February 19 at age 84. The founder and chairman of Plymouth, Minnesota-based Carlson Companies, one of the largest privately held companies in the world, has given more than \$36 million to the University in nearly 50 years. The University's business school was named for Carlson in 1986 following a \$25 million gift. In 1993, he gave an additional \$10 million to be put toward construction of the new Carlson School of Management building. Watch the May-June issue of *Minnesota* magazine for more on Curt Carlson's life and association with the University.

The University established the **Academy of Distinguished Teachers** at an inauguration and induction ceremony in January. The academy's goals are to ensure the continuation of world-class instruction, honor exceptional teachers, and publicly recognize the importance of teaching. Seventy-five faculty members representing all University of Minnesota campuses were inducted.

Members of the academy will serve the University and their colleagues as mentors for new faculty, consultants on teaching improvement, and spokespeople for teaching at the U. Academy members will serve five-year terms after receiving either the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education or the Award for Outstanding Contributions to Graduate and Professional Education. Members will earn a permanent salary supplement, a professional development sup-

plement, and use of the title Distinguished Teaching Professor during their career at the U.

The director of federal relations for the University for seven years, **Thomas Etten, has been appointed director of government relations for the Johns Hopkins Institutions**, a new position responsible for contact with federal, state, and local governments. He begins work at Johns Hopkins on March 1.

Preparations are underway for the **University's sesquicentennial celebration in 2000-01**. Four signature events are planned: a prelude at the Minnesota State Fair August 24 through September 4, 2000; a kickoff event on campus shortly after the start of fall semester, which begins September 5, 2000; commemoration of the signing of the University charter, on February 25, 2001; and a grand finale in May 2001.

Regents Professor Ellen Berscheid and Vice Provost Robert Jones serve as co-chairs of the sesquicentennial committee. One important goal of the sesquicentennial will be to have fun, Berscheid says. Alumni and others who want to offer ideas about events they would like to see should go to the sesquicentennial committee's Web site at www.umn.edu/sesqui or call 612-624-0818.

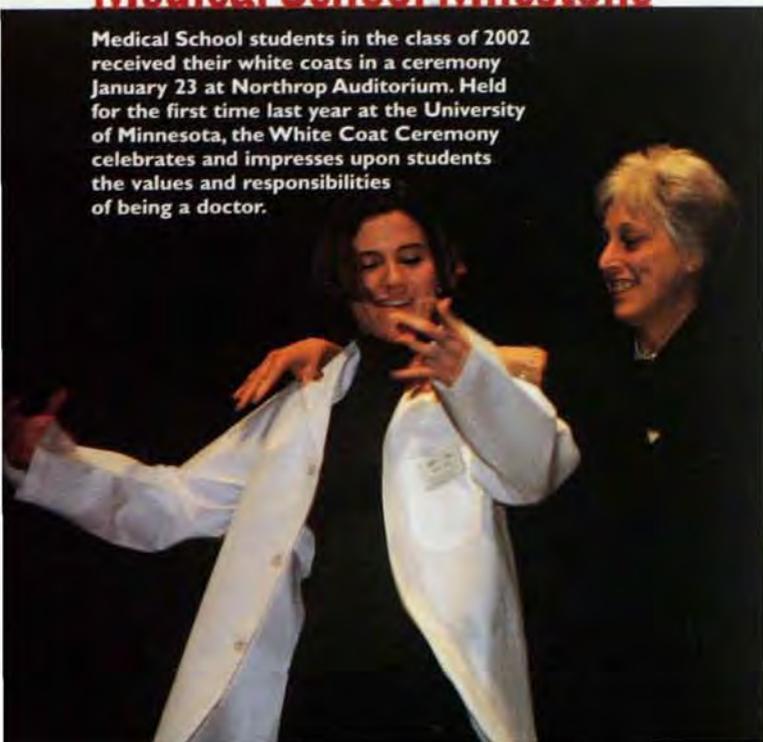
Stanford Lehmborg, professor emeritus of history, and Ann Pflaum, associate dean of University College, are writing a **sequel volume to James Gray's centennial history of the University**, based in part on interviews conducted by Clarke Chambers, professor emeritus of history. The book will be published in time for the sesquicentennial in 2000-01.

Norma Allewell, vice provost for research and graduate/professional education and professor of biochemistry, has been named associate vice president for sponsored programs and technology licensing at Harvard. "Norma has made outstanding contributions [to the U] in research, teaching, and University-wide leadership," Provost Robert Bruininks says. "She has played a key leadership role in the successful innovations taking place under the biological sciences reorganization, and her contributions to this process will be missed."

The American Women's College Hockey Alliance 1999 Division I National Ice Hockey Championships will be held March 26 and 27 at Mariucci Arena on the Minneapolis campus. An AWCHA committee will choose the four-team field based on national rankings, strength of schedule, and head-to-head records. At press time, the Gophers were third and fourth in the two national polls and had twice tied second-ranked New Hampshire. The semifinals will be Friday at 5 and 8 p.m. The third-place game is Saturday at 4 p.m., with the championship game at 7 p.m. Tickets for all four games are \$15 for adults, \$7.50 for kids under 12. Tickets for one day are \$10 and \$5. Tickets are sold through the Gopher ticket office at 612-624-8080 or 1-800-846-7437. ■

Medical School Milestone

Medical School students in the class of 2002 received their white coats in a ceremony January 23 at Northrop Auditorium. Held for the first time last year at the University of Minnesota, the White Coat Ceremony celebrates and impresses upon students the values and responsibilities of being a doctor.





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A Life of the Party

Orville Freeman ('40, '46), former Minnesota governor and U.S. secretary of agriculture, fondly remembers the early days of the DFL Party, his part on the national and international political stage, and his ongoing relationship with the University.

As told to Betty Wilson • Photograph by Mark Luinenburg

Orville Freeman is at a place and age where he can look back on his life and political career with perspective and gratitude. The former governor and his wife, Jane, live at Walker Place in south Minneapolis. Their comfortable, spacious apartment, with a view of Lake Harriet, is filled with memorabilia collected and photographs snapped over a half-century of political life and world travels. And there's a story or two or three to be told about each one.

Orville Freeman is 80, white-haired, and distinguished looking. His facial scars, dating back to World War II when he was a U.S. Marine Corps officer, have faded with the years. Jane Freeman, 77, who sat in as an active participant at many of her husband's important political councils, still has the sparkle and savvy that led author Al Eisele to say she could have been a leader in her own right. Orville Freeman goes regularly to his office at the Hubert H. Humphrey Institute of Public Affairs on the University of Minnesota's West Bank, where he is a visiting scholar and is writing his memoirs. His fond memories of his years as a student and football player at the University; his accounts of political victories and defeats; his recollections of times of disappointment and anguish; and his innumerable, delightful anecdotes could fill a bookshelf. Here are excerpts from Orville Freeman's reminiscences of his life in interviews for *Minnesota* magazine.

I grew up in south Minneapolis, where my father had a men's ready-to-wear store. After graduating from Central High School and struggling over whether to go to college, I went to the University of Minnesota because I was a Minnesotan and I thought it appropriate I should do so. And the University was convenient

and affordable. It was in the late 1930s during the Depression, and my father didn't have the resources to send me through college. I had played football in high school, and I was approached by a U of M coach to play there. Being able to play football at the U was an important factor in my decision to go to the U.

I lived at home. It cost a nickel to ride the streetcar to the U, and I didn't have many nickels. I got a job as an orderly in the University Hospital under the NYA [National Youth Administration] for 25 cents an hour. There were no scholarships offered for playing football in those days. The only thing we got was a meal after practice. When there was a home game, we got two free tickets and could sell them.

Education was important to me. I was learning, developing my values. Part of those values came from [football coach] Bernie Bierman ('17). He was a great coach, tough, no nonsense. He very much stressed keeping up our grades, keeping in shape. I was a quarterback for the Gophers and a letterman. We were called "Bierman's Boys," and we were Big Ten champions in '37, '38, and '40.

I was going to the U when I first met Hubert Humphrey ('39) and Evron Kirkpatrick.¹ I was in the College of Liberal Arts and met Humphrey in Kirk's political science class. We often carried on our discussions with Kirk after class and ate lunch together in Kirk's office.

Humphrey asked me to join him on the debate team. I said I had never debated in my life. He said, "You'll do fine." I joined him at the end of football season. We were on the University debate team, and we debated all over the U.S. We never lost. Humphrey was a terrific debater. He had a bundle of information in his head.

I used to say to him when he would pop up with information, "Now where in the devil did you get that?" He had the ability to tie things together. I was not the great debater he was.

(The two were considered a great team, and one of Freeman's strengths, besides his powerful "hog-calling" voice, was the methodical and factual research he contributed and organized on debate cards.)

We debated New Deal programs particularly, which Humphrey tied to the Bible, and one topic we argued was "Be It Resolved that Federal Government Should Cease the Stimulation of Business." We were, of course, for the [Franklin D.] Roosevelt programs to stimulate the economy.

I can't imagine what life would have been like without the University—it was pivotal in my becoming a politician. Dad and Mother worked long hours at the store and were not active participants in politics at all. I never thought about it until I got to the University and got to palling around with Humphrey and Kirk. I was very

and books and never bought clothes. I graduated in 1940—Phi Beta Kappa, magna cum laude—and went into law school.

I met Jane ('41) when I was elected to the [student body] All University Council in the spring of 1940. She was elected also, and we started working together. I had heard of her; she was very popular at the University. Later, I was elected council president, and she was elected secretary. We started dating in 1941. One Saturday we were driving near the river at the U of M where they have the park down there, a quiet corner. I made her a speech, asked her if I could put a ring on her finger. She gave me a big smile, threw her arms around me and said, "Yes!"

In late December 1941, Eleanor Roosevelt came to Minneapolis for a National Student Association conference. We were taking her up in the elevator, and Jane kept looking at her brand-new engagement ring.

Mrs. Roosevelt noticed and said, "My what a lovely ring," and

green and had never thought about going into politics myself. But I began to focus on it, and that idea just developed and it seemed the logical thing to do.

Both Humphrey and I were carrying a heavy load. When I was in law school, usually on a Saturday night after I had been at the library to work on *Law Review* articles, I would go to Humphrey's home on the southeast edge of the University. Muriel [Humphrey's wife] would make waffles. I got to be almost a member of the Humphrey family.

Humphrey went to Louisiana as a teaching assistant and got his master's degree. When he came back, he didn't know exactly what he was going to do. He was broke. He couldn't get a job. I was in pretty good shape financially at that point. My orderly job paid good money. I had another job going down the street as an employee of the Chamber of Commerce, wearing a red outfit, greeting visitors from outside Minnesota, and welcoming them to the state. I also worked at a third job in the summer, watering grass at the football stadium, moving hoses around and fighting mosquitoes. I had about \$400 I had saved away. Humphrey got an offer to be the director of the worker education program for the WPA [federal Works Progress Administration], but he had to have a car. So I loaned him \$250—which he later repaid—to get that car and job. The next summer, in return, he gave me a job as a teacher in his WPA program.

It wasn't easy in those days. But I never felt like quitting the U, even when I worked night and day to pay for tuition



asked me, "Did you have something to do with that?"

I said, "Yes, of course, I gave it to her." She wished us well.

All of a sudden the bell rang. The Japanese hit Pearl Harbor, and I was off to the Marine Corps in January. The Minnesota Bar Association said if we were in Law School at the U of M and went into service and returned and graduated, we would not have to take the bar exam. I was stationed in Quantico, Virginia, and as soon as I was commissioned as a second lieutenant, Jane and I were married in Washington, D.C. (*Jane was a graduate student in public administration and was the Clara Ueland Fellow. She dropped out of graduate school to get married and work in the war effort.*) We've had a great partnership. Through the years she was right there. Every decision, every problem—we shared them.

By late January 1943, my Marine unit was sent to New Zealand, Guadalcanal, and then to Bougainville [in the Southwest Pacific], where I was wounded.² I was sent back to the U.S. for repair work on my face and shoulder and [after eight months of hospitalization and speech rehabilitation] was discharged with a scarred face [and the rank of major] in December 1945.

I went back to law school. During that period I had to work very hard to prepare for the bar exam on four- and five-year-old notes, although they had promised to waive the exam. I protested, but they just wouldn't listen to me at all, as they found they had a big influx of new lawyers.

Humphrey had been elected mayor of Minneapolis when I was gone, and I got part-time work in the mayor's office while completing law school. I was his adviser on veterans' affairs and chairman of the Minneapolis Civil Service Commission.

The DFL Party had been formed during the war while I was gone, but it was very shaky. I worked very, very hard to build the DFL Party with Humphrey and Arthur Naftalin ('39, '42, '48) and many others.

Robert Sheran ('39) [then a U of M law student, later chief justice of the Minnesota Supreme Court] was one of those early DFLers who was at the first major DFL convention in 1946 in St. Paul when there was a real collision. The left-wingers' group came in, very demanding, very abusive, and extremely difficult. The convention deadlocked. They came to Humphrey and said, "Let's compromise," and proposed I be the treasurer. Humphrey came to ask me, and I said, "No, not under any circumstances." I didn't want to have anything to do with the money, particularly with that bunch. Sheran made a very effective speech and switched the whole thing around. I became secretary, which put me in charge of records, membership lists, meeting schedules, and agendas.

In 1948 [when Humphrey forces had regained control], I was elected party chairman and Humphrey was elected to the U.S. Senate. (*Freeman organized and directed Humphrey's Senate campaign.*)

I got my law degree and was admitted to the bar in 1947 and joined the law firm of Larson, Loevinger, and Lindquist [and Freeman and Fraser, later.] Sheran and Walter Mondale ('51, '56) also were in the firm later.³

When I was chairman of the DFL Party, the DFL office was down the hall from our law office. Arvonne Skelton ('48) was part-time secretary. That was when Arvonne and Don Fraser ('44, '48) met. They married and became a real effective couple in politics.

I ran for attorney general on the DFL ticket in 1950 against Republican and longtime incumbent J.A.A. Burnquist ('05) and lost. I ran for governor in 1952 against Republican [incumbent] C. Elmer Anderson and lost. Eugenie Anderson⁴ was one of those who told me I had to run for governor again in 1954, although I had been determined not to. She said, "You don't have a chance, but you've got to do it," to give Humphrey [running for reelection to the U.S. Senate] a strong ticket. Nobody thought I had a prayer, but I said I'd run once more, and we won.⁵

That was a real squeaker. We waited all [election] night. We

Orville Lothrop Freeman

May 9, 1918 Born in Minneapolis

1940 Graduated from the University of Minnesota

1941–44 U.S. Marine Corps, infantry officer, World War II. Seriously wounded on Bougainville in Southwest Pacific

1942 Married Jane Shields. Two children, Michael and Constance

1946 Graduated from the University of Minnesota Law School

1955–61 Governor of Minnesota

1961–69 U.S. secretary of agriculture, Kennedy and Johnson administrations

1969–70 President of EDP Technology International, Washington, D.C.

1971–85 President, CEO, and chairman of Business International Corporation, New York

1985–95 Chairman, International Law Department, Washington office, Popham, Haik, Schnobrich & Kaufman, Ltd.

1996–present Visiting scholar, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota



Freeman was 2 when he posed with his baby brother, Merritt, and their father, Orville E. Freeman, for a house-to-house photographer with donkey in tow.



Freeman, pictured in 1939, was quarterback for the Gopher football team under coach Bernie Bierman.

were convinced we had won, but C. Elmer didn't concede until 2:30 the next afternoon. What happened was the outstate vote came in stronger than expected for me. *(It didn't hurt Freeman that his maternal grandfather, Josiah Lothrop, was a farmer near Zumbrota, Minnesota. Also, his Swedish grandfather on his father's side was originally named Johanson, and changed it to Freeman when he worked in northern Minnesota lumber camps.)*

When I became governor, there was a box seat for the governor at U football games at the old Memorial Stadium. Humphrey was quite a football fan, and that fall after I was inaugurated I invited him to be my guest at a game and share a dream-come-true seat on the 50-yard line. I said to him, "Well, we made it."

(When Freeman was elected governor, he called on University friends to help with his administration.) Naftalin [associate professor of political science] was teaching at the University and took a leave of absence to become commissioner of administration. Walter Heller, an economics professor at the U [later chairman of the economics department] was a very important tax adviser. When Kennedy became president and I became secretary of agriculture, Heller went to Washington as chairman of the President's Council of Economic Advisers. Others were people at the Medical School who had helped in the campaign—William Kubicek ('42, '46), a Medical School instructor, as treasurer and finance chairman of the [Freeman] campaign for governor; Owen Wangensteen ('21) [chairman of the surgery department of the Medical School]. The young Humphrey-Freeman group was first called the Diaper Brigade, then the Palace Guard.

When I was governor, the University administration and my supporters in education were having a real battle in the legislature, trying to get the University expanded across the river to the West Bank. Gerald Heaney ('39, '41) was helping to get it through the legislature. There was strong opposition from St. Paul, which

wanted the expansion on the St. Paul campus.

Heaney, who was in Law School when I was and later became a federal judge, was a very close friend. After World War II he went to Duluth to practice law and became a real power on the Iron Range. He phoned me one morning and woke me up and said, "I've got the votes to go across the river."

I asked, "What did it cost?"

He said, "A dairy barn in Crookston" [part of the University system]. That was the price exacted by a key senator from northwestern Minnesota for voting for the appropriation to buy land on the West Bank for the University. The University of Minnesota at Duluth also grew a lot during those days. Heaney was an operator.

(Freeman became a rising star in the Democratic Party. John F. Kennedy, seeking the party nomination for president, courted Minnesota's 27-member delegation to the 1960 Democratic National Convention in Los Angeles and Freeman, the chairman. Some delegates hoped if they supported Kennedy he would pick Freeman to be his vice-presidential candidate.)

Kennedy called and asked me to nominate him. He said, "You and I think alike." I told him Minnesota was Lutheran and a lot of people in the state thought that because he was Catholic, if he were elected, the Pope would run the U.S. During the campaign while I was governor, I went on television—it wasn't the smartest thing I ever did—and I kind of lectured the people and said they should not be anti-Catholic and vote on a religious basis when it came to electing the president. That wasn't a very popular speech [with Minnesota Lutherans]. Yes, it hurt me in that fall's election when I lost, running for governor for a fourth term.⁶

But I said I would make Kennedy's nominating speech at the convention. When I was introduced and stepped up to the podium in front of the TelePrompTer, which was in use for the first time at a national convention, the whole darn thing went dead. I almost panicked. There were millions of people watching. Since



Jane Shields and Orville Freeman were married May 2, 1942.



Governor-elect Freeman and Hubert Humphrey, reelected to the U.S. Senate, cheer the DFL victory in November 1954.



Governor Freeman rides a roller coaster with his daughter, Connie, at the Excelsior amusement park in August 1957. Jane Freeman is in the seat behind them.

Governor Freeman watches a baseball game with his son, Mike, and Lieutenant Governor Karl Rolvaag at Metropolitan Stadium in July 1958.

Governor Freeman and former ambassador to Denmark Eugenie Anderson at the Democratic National Convention in August 1956.



I had no script copy with me, I just winged it. (*But Kennedy picked Lyndon Johnson, then the U.S. Senate majority leader, to be his vice-presidential candidate, believing he would help him in southern states. Johnson, of course, became president after Kennedy's assassination. Years later, in September 1968, when Freeman was President Johnson's secretary of agriculture, Johnson told Freeman that the former Minnesota governor almost became president himself.*)

We were up at Camp David with the Johnsons on a holiday weekend. The president and I were at the swimming pool, lying in the sun. All of a sudden he rolled over and said, "Orville, you know who Kennedy would have appointed vice-president if I hadn't taken it?"

I said, "No. Who?"

He said, "You."

I asked, "How do you know?"

President Johnson said, "He told me so."

In November 1960, Kennedy carried Minnesota by about 22,000 votes, about the same margin by which I lost. No, I was not about to quit politics when I got beat, but I felt very let down. Jane and I went off to Latin America in late November, as part of a governors' delegation for the U.S. State Department, and had a chance to talk about what we wanted to do next, now that I would be out of a job.

When the secretary of agriculture job first came up right after the election, I wasn't too interested, but when Kennedy called again and said, "How soon can you get here?" I said I thought I could be there in a couple of hours. I got a National Guard plane and went to Washington and right to his home in Georgetown [which was crowded with news media, friends, and advisers]. He said, "Come with me into the bathroom. This is the only place we can be together and talk."

There were just the two of us. I said to him, "One of the greatest paradoxes is we have a big food surplus and a world full of hungry people, and I want to do something about it."

He agreed wholeheartedly with that. He made the announcement of my appointment outside on the steps of his house late that afternoon as it was snowing. He said, "One of the greatest paradoxes in the world is a surplus of food here and hungry peo-

ple worldwide. I expect Freeman to do something about that." And so that was the mission I pursued all over the world during the years I was secretary of agriculture.⁷

It didn't bother me one bit, coming from a midwestern university and being around those Harvard types in the Kennedy administration. I respected them, and they seemed to respect me. I knew how to get along with congressmen and how to get legislation passed. I made some very good friends. John Kenneth Galbraith was one.

(*When President Kennedy was assassinated on November 22, 1963, Freeman was on a plane to Japan on a goodwill mission, along with five cabinet members—Secretary of State Dean Rusk; Douglas Dillon, Treasury; Stewart Udall, Interior; Luther Hodges, Commerce; Willard Wirtz, Labor—and their wives.*) Jane and I were eating breakfast in our seats when the steward came back in the cabin and said, "The secretary [Dean Rusk] wants to see you right away."

I said to Jane, "What can he possibly want that we can't finish eating our breakfast?"

He [Rusk] was just white. He said, "The president's been shot."

I asked, "Where was he hit?"

"In the head."

I said, "I was shot in the head, and I'm OK," which was sort of a stupid thing to say, and I went back to my seat.

A few minutes later Dean Rusk's voice came over the loudspeaker. He said, "The president is dead. God save our country. We're turning around." Like that. Boom. There was absolutely dead silence on that plane. Where everybody had been talking, laughing, and enjoying themselves, and now we were in shock.

(*When Johnson ran for president in 1964, a group of agribusiness people led a drive to make Freeman the vice-presidential candidate, an effort Freeman did not encourage because he didn't think it was likely to get anywhere. But the president announced he would not have any member of his cabinet as a running mate. That was seen as a ploy to head off a strong buildup for Bobby Kennedy, then attorney general, for the number-two spot, although Johnson insisted it was not. Humphrey became Johnson's vice-president.*)



AP/WIDEWORLD PHOTOGRAPH

Governor Freeman has former President Harry S Truman's ear at the National Conference on International Economic and Social Development in Washington in April 1960.



UNIVERSITY ARCHIVES PHOTOGRAPH

Freeman received the University's Outstanding Achievement Award from President O. Meredith Wilson in 1963.



J. STEPHAN/LIFE MAGAZINE © TIME INC.

Agriculture Secretary Freeman (right) with Secretary of the Interior Stewart Udall on a July 1961 expedition to Utah along the Colorado River concerning territory for a national park.

Our last visits with Humphrey were in 1977 when we lived in New York and he was at Sloan-Kettering [cancer center] for treatment, and also that fall in Washington. We talked with Humphrey about the idea of the Humphrey Institute. He felt public policymakers—a lot of young legislators and others—were not getting enough leadership training and could do a better job if they had it.

When Humphrey died, Muriel asked me to take over the advisory committee to get the institute established. They had raised a lot of money. Some University officials wanted that money to go into the ongoing University budget, into established departments. Others of us, Heaney, Muriel, felt this should be a separate institution. There was a tremendous struggle about how big the building should be and where it should be. Should it be a separate building and institute, or part of the political science department?

I went to Atherton Bean, a prominent Republican businessman [chairman of the executive committee of International Multifoods Corporation], and said, "We need some help," and he was very helpful. Other members of the business community, including Dwayne Andreas [head of Archer Daniels Midland] joined in with advice and money. Naftalin was very helpful. Finally, a determination was made to have a building on the West Bank, with offices, seminar rooms, classrooms, an auditorium, and an exhibit about Humphrey's life and work.

We decided to come back to Minnesota in 1995. The grandchildren were here.⁸ We were really very interested and concerned about the Humphrey Institute. Dean Edward Schuh established

the Orville and Jane Freeman Center within the institute, with an international focus. The Humphrey Institute didn't really have much international emphasis in its programs. I felt deeply the need for better international understanding, globalization, particularly of economic issues, and we wanted to do what we could for that. We raised money for that. Another compelling reason to come back here was the University's outstanding Medical School, which has a national reputation for its research in the diseases of aging. (*Dr. David Knopman ('75), professor in the Department of Neurology and a leader in that research, is Freeman's doctor.*) Also, Mike was getting ready to run for governor.

Yes, I'm concerned and distressed about the state of the DFL Party. We'll just have to see what happens. I hope in due course new leadership will come forward and do some major reforms. Now we have to go back to square one and start all over again. I can't explain the Jesse Ventura thing. It happened. He's got skills. His timing was good.

When I lost the reelection for governor, running for an unprecedented fourth [two-year] term, I turned to the question of food and hunger and other very important issues. I have been very fortunate to have had these opportunities. I have done my best to contribute to a better world. ■

Betty Wilson ('69), who earned her master's in journalism from the University, has reported on Minnesota governors going back to Freeman's administration. She is a freelance writer living in Apple Valley, Minnesota, and is currently working on a biography of late Governor Rudy Perpich.

¹ Kirkpatrick was an ally of Humphrey in the founding of the DFL Party. He was married to Jeane Kirkpatrick, who later became ambassador to the United Nations.

² While leading a combat patrol on the island, he was shot in the head by a sniper's bullet, which shattered his jaw and nearly killed him.

³ This was an illustrious firm. Earl Larson ('33, '35) became a federal judge. Loevinger ('36) was appointed to the Minnesota Supreme Court by Freeman when he became governor, and left it to become a U.S. assistant attorney general in charge of the Antitrust Division of the Department of Justice under Robert Kennedy. Leonard Lindquist ('39) was elected to the Railroad and Warehouse Commission. Mondale was appointed Minnesota attorney general by Freeman, and later became a U.S. senator and vice-president. Don Fraser became a state senator, congressman, and Minneapolis mayor.

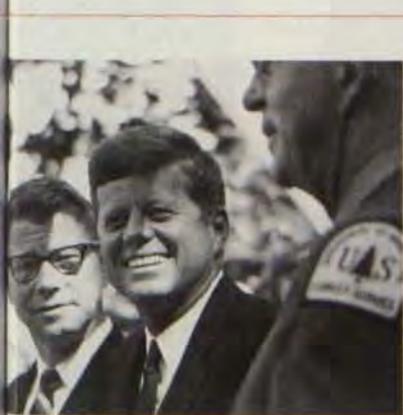
⁴ Anderson, of Red Wing, became this country's first female ambassador, appointed by President Truman to represent the U.S. in Denmark.

⁵ That DFL election sweep ushered in six years of DFL preeminence in Minnesota politics. The entire DFL slate won, except for the state auditor and treasurer offices. Liberals, as they were called then, who had strong ties to the DFL Party, won control of the Minnesota House by one vote, defeating the Conservatives, who had held the majority since the mid-1930s.

⁶ Another issue in the 1960 campaign was Freeman's calling out the National Guard in a potentially violent strike by meat packers against the Wilson Company in Albert Lea, Minnesota.

⁷ *World Without Hunger* by Orville Freeman (Praeger Publishers, 1958).

⁸ The Freemans' son, Mike, recently stepped down as Hennepin County attorney. He ran for governor in 1998 with DFL Party endorsement, but lost in the primary. Their daughter, Constance, is director of the Africa Program of the Council for Strategic International Studies in Washington, D.C.



Agriculture Secretary Freeman with President John F. Kennedy in September 1963.



Agriculture Secretary Freeman gives Soviet Premier Nikita Khrushchev a Minnesota peace pipe during a tour of the Soviet Union in July 1963.



President Lyndon Johnson and Agriculture Secretary Freeman cowponching at the LBJ Ranch in November 1964.

Web Watcher

University professor Laura Gurak

cautions Internet users about falling into the traps of on-line communication, including becoming passive receivers of inaccurate information and perpetrators of hostile or sexist missives.

By Chris Coughlan-Smith • Photograph by Dan Vogel



When most of us think of computer networks, we see terminals and keyboards, connections and cubicles. Laura Gurak sees people. She sees teeming communities of interacting individuals with all the promise and problems that brings. She sees the

Internet as a new medium combining some of the best features of both printed and personal communication, yet one that intensifies and creates its own pitfalls. The Internet, she says, reveals "the power of community and the problems of too much community."

As head of the Scientific and Technical Communications Program in the University of Minnesota Department of Rhetoric, Gurak is an academic with one foot in the computer world and the other in the study of human communication. An early entrant into the study of Internet communication, she has researched and written a scholarly book, prepared a new general-audience volume, published numerous articles (many of them on-line), and is a regular commentator on Minnesota Public Radio's *Future Tense*.

Yet she is no technogeek. She encourages computer users to slow down and think, to get up regularly and walk away from their terminals. She makes a point of being photographed, weather permitting, in nontechnological settings. And her writing, in many cases, raises more cautions and questions about the Internet than it does utopian visions. While the Internet allows like-minded virtual communities to emerge and to simulate town meetings or face-to-face interaction, those communities can become insulated and the interaction decidedly antisocial. "I call this a double-edged sword because, if the only people you talk to are people who think like you, it's not such a good thing. In a democracy we don't like that idea."

Missing social cues

On-line communication is greatly affected by what Gurak and others call the "lack of social cues" model. "When you don't have people coming at you face to face and refuting you right on the spot, you tend to just sort of keep saying more," Gurak says. "Those discussion sites have a very heightened sense of ethos [a set of shared values], and they show us all the good and bad things that communalism can be."

The lack of social cues on the Internet also affects dissenting opinions. "When you don't have personal contact, you tend to be a little more harsh, exaggerate a lit-

tle more, cut people off, where you might not do that face to face," Gurak says.

In her 1997 book, *Persuasion and Privacy in Cyberspace*, Gurak dissects two early on-line protest movements, illustrating the Internet's democratic potential while unearthing the figurative flies in the ointment. In the 1990 protest against Lotus Corporation's plans for a consumer database product called *Lotus MarketPlace: Households*, opposition sprung up in a truly grassroots fashion and succeeded in halting the project, seen by many as an invasion of privacy. But Gurak found examples of strong voices, pointing out flaws in the protesters' arguments, that were quickly refuted and never reposted beyond their original forum.

The ethos common among Internet communities also contributes to one of the biggest and most fascinating problems of the medium: that of inaccurate or exaggerated "facts." Anyone who has ever gone on-line has come across false statements—virus warnings and urban legends forwarded by e-mail, dubious advice in a discussion group, or a Web site purporting to tell the true story of a contentious event.

What happens in on-line communities is that messages that resonate with what is already valued or felt are typically accepted without question, and even built upon without research or verification.

What happens in on-line communities, Gurak says, is that messages that resonate with what is already valued or felt are typically accepted without question, and even built upon without research or verification. The bottom-up, grassroots structure of much of the Internet then "is highly susceptible to the intrusion of inaccuracies, which, given the rapidity of on-line delivery, can easily become compounded with each new posting."

In the Lotus case, numerous discussion groups received a list purported to detail the kinds of information the Lotus MarketPlace database would include. In reality, the product was a database with each consumer's name, address, age range, gender, marital status, estimated household income range, and dwelling type. It also divided individuals into "lifestyle" and "shopping habits" categories based on known past purchases.

The list that circulated on-line, however, became like the party game "telephone," Gurak says. As users forwarded and reposted the list, occasional additions and modifications occurred until it was almost entirely inaccurate. In its final version, the list stated that the product would include:

- family members' names, genders, and ages
- address and home phone number
- annual salary
- debt-to-earnings ratio
- net worth
- investment portfolio
- employer information
- health and life insurance plans
- children's schools
- type of car, computer, household appliances, stereo, and video equipment owned

"The appeal was more powerful than the desire to verify the information," she says. "Trust in the community ethos often rules out debate in favor of a belief in widely circulated but inaccurate information . . . [and] can easily discourage individuals from seeking outside information."

Another hallmark of on-line communities is that they are predominantly male. "In the rare cases when women did participate, their voices were marked by a decidedly different style and level of acceptance," Gurak says. And in the Lotus case and other examples of on-line discourse in which participants never come face to face, Gurak found that sexism seemed to flourish. She points to an unsuccessful 1994 on-line protest against the federal government's plan to create the Clipper chip, which would decode encrypted data sent over phone lines. In a series of postings, on-line protesters dismissed Professor Dorothy Denning of Georgetown University, an esteemed computer scientist and cryptography expert, as "the Wicked Witch of the East." Elsewhere, "outrage was often expressed in terms of Denning's gender, not just her viewpoint," Gurak says.

In other postings, women's language itself, as in verbal communication, often differs from men's—asking questions, softening assertions, and using sideways smiley faces such as :) or ;) to end statements with a virtual shrug of the shoulders. While Gurak certainly argues for more tolerance and decorum on-line, she also believes that women need to be more conscious of their method of communicating. "The whole structure of the Internet was designed as a military technology, by men, in the 1950s when that was the way the world was," she says. "Some argue that it's wrong to try to make women and girls change the way they communicate in order to get on-line. But I respond by saying that if they don't get some of that, they are never going to make it in the technical world. That's just a matter of fact. In math and science, you just have to think in a certain way."

Cyberlessons

While some of Gurak's points have been made by others, one of her particular talents is combining a scholarly research approach with the ability to put findings into understandable and everyday language. In her forthcoming book, *Cyberliteracy: A Guide to Consciously Navigating in the Online World*, Gurak's mission is to educate Internet users about the technology, its uses and limits, and the pitfalls to avoid. Gurak takes on that mission because, despite her concerns, she believes in the Internet and its potential as a great democratic forum. In an on-line essay blasting utopian visions of the Internet forwarded by those selling access, she delivers her own decidedly utopian call: "Let us make cyberspace a place of many genders, races, ages, and cultures: a true global village . . . a place where we can debate and discuss issues central to our democracy, our communities, and our educational needs."

Gurak grew up in Albany, New York, and for a time worked in software development. "I was good at coding but better at understanding the people side of the computer," she writes in an e-mail. "I became interested in technical writing because it seemed like a bridge between the engineering and the people who use technologies. Eventually, I realized that I was a humanist at heart but a humanist with her foot in the engineering world."

Looking to straddle those worlds, Gurak first earned a degree in public communication at the College of St. Rose in her hometown. Fortunately, one of the country's finest programs in technical

communication exists just up the Hudson River from Albany, at Rensselaer Polytechnic Institute in Troy, New York. She earned her Ph.D. in communication and rhetoric in 1994 and joined the University of Minnesota faculty that fall.

"In the first book I raised a lot of questions," Gurak says. "In this book I want to give you the answers." With chapters touching on flaming (responding hostilely or dismissively on-line), gender, privacy, evaluating on-line information, problems of speed and size, and other topics, Gurak hopes the book will help users bring a more thoughtful approach to a new medium. "The technology and the way you access the information is very different from what anyone has experienced before," she says. "The closest thing is channel surfing. Being able to interact with your information . . . is really new. Having the ability to talk back is a little confusing. The ability to search through so many things is pretty new. Most people are pretty passive receivers of information because television has been the main source for so long."

Among the aspects Gurak feels Internet users must understand in order to become cyberliterate:

"Being able to interact with your information is really new. Most people are pretty passive receivers of information because television has been the main source for so long."

■ **Be a critical reader.** "Before the ability to get on the Internet, you would go to the library and get a discreet amount of information and a lot of that was refereed in some way," she says. "Now you get everything from the wild and wacky to a refereed journal to a 13-year-old's Web page. If you are looking for really credible information, you are going to have to look outside the Internet."

That discerning eye also must be brought to discussion groups. "It's like a town meeting," she explains. "You listen to everyone voice their opinions, and there might be a handful of people who really did their research and there might be others who have no idea what the issues are and they're just mouthing off."

■ **Learn to slow down.** "If you receive a message you want to forward or repost, read it, then think for a whole minute and reread it. If it still makes sense, then go ahead," she says. "The seduction of speed is a very real component that we need to teach people about."

■ **Learn to be civil.** "In a space and technology that allows you, and maybe even encourages you, to cut people off and be sort of rude . . . we have to teach people how to have a debate that has some decorum to it and some respect for other people's opinions," she says. "How do you work with that and maintain the good qualities of a deliberative forum in this environment?"

■ **Anonymity does not equal privacy.** Commercial sites don't just try to sell, they gather a user's personal information through surveys, contests, and "cookies." Those cookies, which can come from the host of the site and from each advertiser on the site, are especially worrisome to privacy advocates, as they are files created on your hard disk that assign an identity to your computer and track where you go on-line—within parameters the cookie itself establishes—building a profile of your interests and preferences. While most browsers have options that will warn a user when a cookie is requested, the user bears the onus of setting the warning and then refusing the cookie. Gurak sees the use of cookies as an example of the trend in the United States that allows corporations to gather and use personal information with few restric-

tions. "If you don't want someone to use your name and information, you have to contact that company and let them know," she says, "whereas in a lot of European countries, a company cannot use your name unless they ask you first."

Realistic optimism

Gurak had hoped the European Privacy Directive, enacted in October 1998 in response to on-line privacy concerns, would spur an examination of on-line privacy in the United States. "Instead of using this as an opportunity to look at these big questions about the Internet—about collecting personal data and how far we want to let that go—we are defaulting to industry self-regulation, which is always biased in one way. It's good in that it fosters invention, but it doesn't foster anything other than commercial models.

"For someone who's been around the Net since the 1980s, it's disturbing to see it happening, and happening so fast. People are so resistant in this day and age to any kind of government oversight or regulation. . . . All the big companies know that in the next century it is going to be control over your personal information that brings power and money. The more they can find out about you the better."

While some fear the Internet may be headed in the same direction as radio—a "public" medium that has ended up being divided into almost exclusively commercial enterprises—Gurak believes that the democratic Internet will persist. "Its structure is just way too horizontal," she says, explaining that the ease of creating a Web site and the estimated 150 million users with e-mail will always remain somewhat decentralized and uncontrollable. In the Lotus case she studied, much of the organizing and discussion occurred out of view of the corporation, for example. Once it boiled over, protesters flooded one Lotus vice-president with so much angry e-mail that it helped lead to the project's cancellation.

Even the giant companies fighting for dominance as Internet service providers (ISPs) don't disconcert Gurak much. Rather than a few companies that pick and choose content, as in the cable television industry, she believes that the telephone industry example will prevail. "The way the phone company works already is they give you a line and you can call any phone number you want," she explains. "On-line, you can go

through America Online or a local ISP, but what people like about the Internet is the freedom to go wherever you want. The cable model won't work."

But even as hardware becomes less expensive and computers are being combined with televisions and telephones into one device, cost could still limit the on-line community to the relatively affluent. "Cable modems now are \$40 a month, and the high-speed phone lines that are coming will also be \$40 a month. That's not very accessible to a lot of people," she says.

Despite all her concerns and questions, Gurak firmly believes that, with thought and sober guidance, the Internet can enhance education, research, and communication. "I still find it quite amazing to have the ability to connect to a colleague in Europe," she says, "hold virtual office hours, collaborate with and teach students at a distance, and send images and sound at any time of the day or night." ■

Chris Coughlan-Smith is associate editor of Minnesota magazine.

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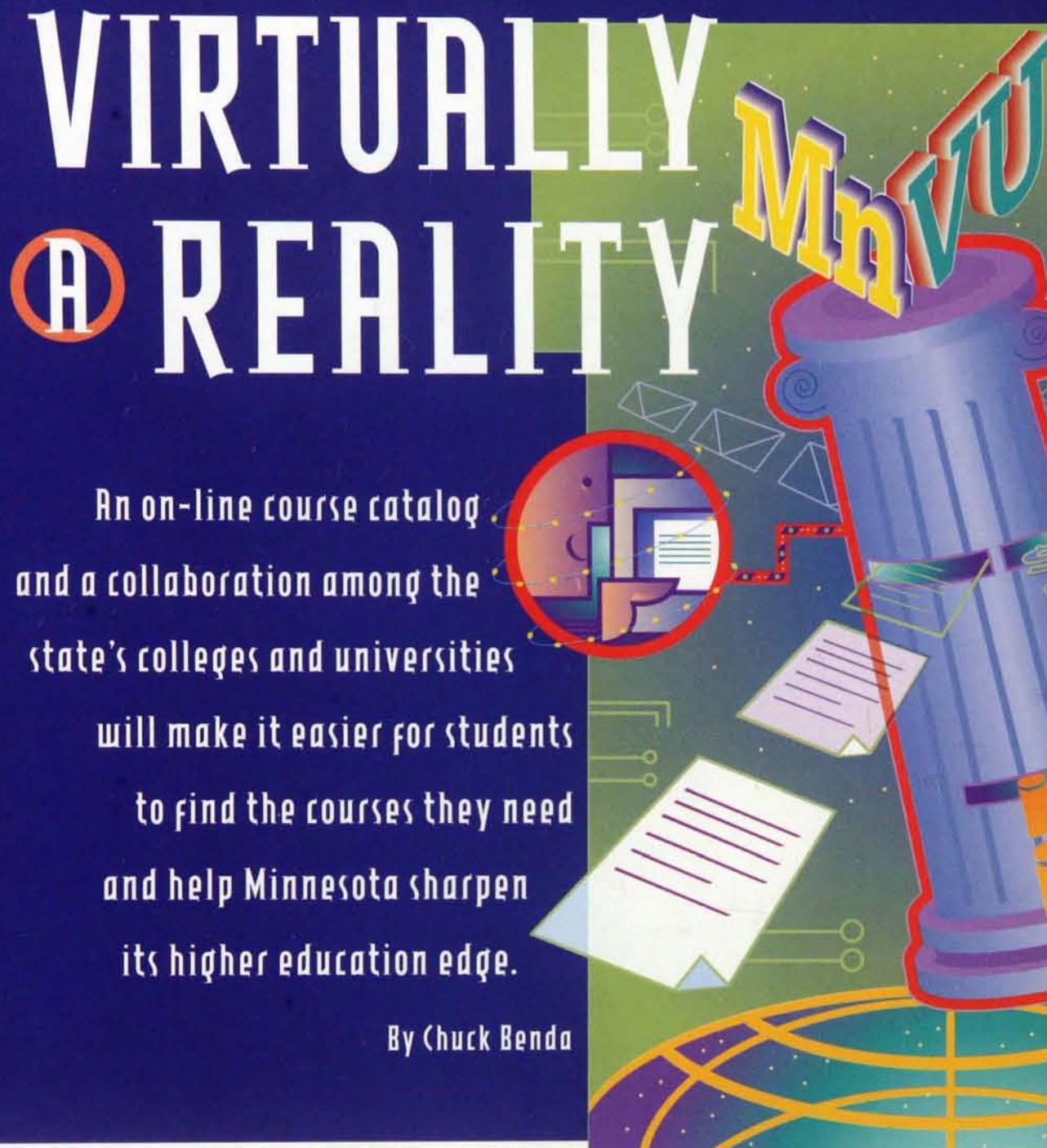
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An on-line course catalog and a collaboration among the state's colleges and universities will make it easier for students to find the courses they need and help Minnesota sharpen its higher education edge.

By Chuck Benda

On March 15, Minnesota Virtual University (MnVU) will make its debut, launching Minnesota into the midst of a nationwide rush to leverage the Internet to advance the cause of higher education. MnVU grew out of an initiative announced by Minnesota Governor Arne Carlson in 1996. The initiative, funded through the 1997 education bill, called for a system to provide the uniform delivery of higher education administrative services and program offerings to students through the Internet. The legislature appropriated \$1 million—half to the University of Minnesota and half to the Minnesota State Colleges and Universities (MnSCU)—and gave them a mandate to create a so-called virtual university.

When the MnVU Web page (www.mnvu.org) goes on-line in a few weeks, the first phase of that initiative will become accessible to the public. The buzz out of the offices of Ann Hill Duin, vice provost for Instructional Technology and University Partnerships, and Sue Engelmann, MnVU project manager, is that MnVU will be a transformational force in higher education. We went to Duin and Engelmann, who lead the University of Minnesota contingent working on the initiative, to find out how they see that happening.

What is MnVU and why are you and other developers of the program so excited about its debut?

In its simplest form, MnVU is an Internet-based electronic information system designed to provide "one-stop shopping" for Minnesota learners. Initially, it will consist primarily of a Web page containing a common course catalog to all programs and courses offered by our anchor tenants. At first, that will be limited to the University of Minnesota, the Minnesota State Colleges and Universities, and Minnesota's private colleges. Eventually, however, we expect to add course offerings and training programs from any providers throughout the state who want to participate, including community education programs, vocational-technical school offerings, classes offered by proprietary providers, and corporate training programs.

With the enormous and diverse number of educational resources available in the state—including traditional face-to-face classes, on-line classes, distance learning programs, video classes, a variety of vocational and proprietary school offerings, and so on—it can be nearly impossible for an individual to track down the precise courses or training he or she might need. With MnVU, an individual can go on-line, do a computerized search, and get an immediate list of all the available classes that might meet his or her needs. By offering Minnesota learners that kind of instant access to the full spectrum of educational resources available in Minnesota, MnVU will open incredible doors of opportunity.

It sounds like a useful, convenient, and powerful tool. But how will MnVU transform higher education?

The face of higher education is undergoing a dramatic change throughout the country. Numerous efforts are underway to exploit the power of the Internet. One of the most visible of these is Western Governors University (WGU), a consortium of 16 western states that have put up \$100 million to create a degree-granting, on-line university. Similar efforts are underway in Michigan, California, and elsewhere.

The proliferation of the Internet, virtual classrooms, and other new education technologies is globalizing education and removing geographical barriers. As a result, competition for learners has increased and the focus is now on how do we bring education to our learners and give them what they need.

These new technologies also allow learners to absorb the basic material on their own time and to use class time for higher levels of learning, such as synthesis and interaction. The level and pace of learning is taking a quantum leap forward and we believe MnVU will ensure that Minnesota remains in the thick of these changes.

Will MnVU detract from or compete with the state's existing colleges and universities?

Unlike Western Governors University and some other such efforts, MnVU will not offer classes or grant degrees. We simply want to make it easier for learners to connect with those institutions that are offering what they need. We are not, in any sense, trying to replace existing institutions. We're working with them. MnVU

enhances and builds upon what our colleges, universities, and other providers are trying to do.

How else does MnVU differ from what other virtual universities offer?

Even though we don't offer classes or grant degrees, in some ways, MnVU is more inclusive than the other virtual universities. Many of them focus strictly on on-line offerings. We will provide access to information about all available courses, whether they are offered face-to-face, via video feed or television, or on-line. Our goal is to help learners find out how to get their education delivered in the way that they want it.

Perhaps our most important and dynamic difference, however, will be the quick-response mechanism we are building into our system.



Ann Hill Duin (left), vice provost for Instructional Technology and University Partnerships, and Sue Engelmann, Minnesota Virtual University project manager.

What is that quick-response mechanism?

Oftentimes, a need arises for a class or training program that doesn't exist. Say, for example, in Mankato there is a need for welders trained in high-tech, stainless-steel welding—but no one is offering the training locally. If the company can't find the work force it needs, it may be forced to move to another location.

Through MnVU, company or community leaders could submit a one-page form describing what they need: how many workers, with what kind of training, and so on. That form will automatically be forwarded to the higher education providers and the private-sector training corporations that have the capability to provide the needed training. In this example, then, a vocational-technical school could create the needed training program for welders.

Furthermore, providers can use MnVU to help them develop courses as quickly and economically as possible. They can do a

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search to see what is available elsewhere, get as many parts as possible from other providers, and then create the missing pieces, instead of having to create the entire course from scratch.

Faculty members who have developed extensive expertise in certain areas could use MnVU to help export a portion of that expertise that might be needed as a non-credit, two-week piece of specialized training. They have already developed the materials, done the research—and now they can get it to the people where they live and work. It can generate both exposure and income for the faculty members and their institutions.

We think MnVU will become an extremely effective economic development tool for small communities. And it will help the higher education institutions become more responsive to the needs of the people.

How did this vision of a virtual university evolve from the legislative mandate? Why did you choose to go a different route than, say, Western Governors University?

The legislative mandate was very clear. They wanted us to develop a system that was learner focused and designed to enhance Minnesota's economic viability. And they did not want us to be duplicating, competing with, or replacing existing educational resources. They wanted the higher education institutions to work together, with private industry, to serve the needs of the learner.

From the beginning, we've worked hard to make MnVU extremely collaborative and open. We sought balanced representation from all of the potential participants.

One of the best examples of this collaboration was demonstrated by the group of volunteers who made up our Joint Application Development group. This group, which included administrators, students, and others from participating organizations, met for three hours a week for more than three months to try to determine what form MnVU should take to best serve the learners. Their work, and the work of many others on our governing board and various committees, gave us the direction for MnVU.

Is Minnesota doing enough to stay competitive within the higher education arena, given the level of funding other organizations, such as West-

ern Governors University, have received?

First of all, MnVU does have a partner in all of this. The same legislative mandate that gave rise to MnVU also created an Internet System for Education and Employment Knowledge (ISEEK). ISEEK (www.iseek.org) provides an additional Internet resource that complements MnVU. It provides access to a wealth of information, including on-line assessment tests, information about job availability, pay rates, and job postings from around the country. Users can see what employers really want by way of training and then go to MnVU and find out where to get it.

Second, our current format provides an excellent starting point. It opens the door and lets us get our feet wet. In the future, if we decide that in order to meet our needs we must expand our offerings or form alliances with geographical neighbors such as Wisconsin or Iowa—or with ideological neighbors from around the world—we can still do so.

Where are the dollars from the original \$1 million appropriation being spent, and what kind of funding will be needed in the future? Will taxpayers be expected to continue to foot the bill for MnVU?

Most of the money to date has been spent to develop the functional requirements and software necessary to assimilate and provide access to what will be a very large on-line common course catalog. We contracted with outside vendors to provide many of these services.

MnVU has very few paid staff members—roughly the equivalent of two full-time employees. Most of the leadership and our various committees and governing boards are unpaid.

We will be spending some of our dollars marketing MnVU in the coming months.

The current biennium ends July 1. We are requesting \$5 million in funding from the legislature over the next biennium. Our five-year plan, however, calls for MnVU to become self-supporting by establishing a fee structure for participating colleges, universities, and other organizations.

What unexpected benefits are beginning to emerge as MnVU takes shape?

Perhaps the best way to answer that is to share with you the excitement we've seen

building around the state as more people learn about MnVU. One of the groups we have worked with is rural librarians, and they can hardly wait for March 15. One librarian told us about how the rural communities are losing their children to the cities. With MnVU, she said, we can provide our children with the education they need, and perhaps keep some of them at home where they can help our communities remain vital and economically healthy.

The people who work in the Extension offices around the state have also expressed excitement about MnVU. One of their roles in communities is to identify and meet educational needs. What if a farmer, for example, is confronted with having to get out of the pork industry? By working through his or her local Extension office and MnVU, that farmer can explore all the options available and get the additional training he or she needs.

Finally, MnVU will provide a rather extraordinary benefit that is often overlooked. Our Web site will permit learners to access all of the electronic libraries in the state. Representatives from the Mayo Clinic and IBM who met with us during the development phase remarked that MnVU would be more than worth the cost for that benefit alone.

Looking into your crystal ball, tell us what you see as the future of MnVU.

We're eager for our grand opening on March 15. In the short term, we expect to expand our on-line common course catalog. In May, we will add the courses and programs of another 80 organizations to those of our anchor tenants. Eventually, we expect to be able to have more than 200 providers participate in MnVU.

We also want to develop ways to provide faculty training and development for teaching and learning in virtual environments. And we're planning to develop an on-line clearinghouse for innovative teaching and learning programs. We hope to facilitate the development of additional distance education programs too.

But we can only dream about what form MnVU will ultimately take. By creating a virtual education community, we provide a mechanism that will allow people to form on-line relationships and discover new ideas. By continually linking learners with educators, learners with other learners, and educators with other educators, we believe

MnVU will become a generative force in higher education.

Perhaps instead of thinking of looking into a crystal ball, the future of MnVU can be more closely compared to looking into a kaleidoscope. We don't know what final form it will take, but each time we make new connections among members of our learning community, a shift takes place and a new sort of reality emerges. It's like looking through the kaleidoscope, turning the lens, and then, "Oh, my goodness. Look what's happened now!"

When somebody else steps into the mix, it all shifts again. For now, we're focused on Minnesota's corner of the higher education universe, but we may one day find ourselves exporting classes and educational technologies around the world. There are many new wonders awaiting us in the future of higher education and we believe MnVU can help make it happen. ■

C buck Benda, a former editor of Minnesota, is a freelance writer, editor, and communications consultant. He lives in Hastings, Minnesota.

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The Legacy of the G.I. Bill

In 1946, the University of Minnesota had the highest World War II veteran enrollment in the country. How those students changed higher education and the lives of millions of Americans is in danger of being forgotten. *By Al Sandvik*



Temporary student housing in University Village, 1946.

On June 22, 1944—about two weeks after D day—the United States Congress passed a bill that put 2.2 million World War II veterans on track for college degrees. Senator Daniel Inouye from Hawaii, a war veteran himself, later called it “the most significant legislation passed by Congress in the 20th century.” The G.I. Bill, officially called the Servicemen’s Readjustment Act of 1944, provided every former G.I. with \$500 annually for tuition (which was ample in those days), free textbooks, and a \$50 monthly allowance—\$75 if married—for every month they had served.

In the 1940s, college was for the well-off, and most WWII veterans likely could not have afforded it without the G.I. Bill. But because of that law, the United States had about 2 million more college-educated citizens entering the work force than just a few years earlier. College graduates earned more than they would have without a degree. They enjoyed a higher standard of living, and in many cases, these veterans would one day be able to finance college for their children.

The benefits of the G.I. Bill are still compounding. Its impact on higher education—facilities, professors, and even educational principles—was something no one had seen before, and hasn’t since. The flood of thousands of fresh-from-war veterans on campus added sparks to the calm ether of higher learning. In 1940, the fall-quarter registration at the University of Minnesota was 14,986. By 1946, two years after Congress enacted the G.I. Bill, the enrollment had almost doubled to 27,103—the highest veteran enrollment in the country.

University President John Morrill summarized the circumstances as having to fit 27,000 students into a physical plant built for 15,000. Everything bulged. Class size—a popular measurement of effective teaching conditions—expanded from the ideal of 20 students per class to “75, 100, 150, even 1,000,” Morrill noted in his president’s report in 1948.

Classrooms overflowed and lectures took place in makeshift spaces, including Northrop Auditorium and prefabs around campus. Ironically barrackslike, the rough-and-ready classroom buildings had such names as TSE, Temporary South of Folwell.

Professors had to add classes to their load, and although new instructors were sought, good ones proved hard to find. “It is true that many of our new teachers are excellent,” Morrill reported.



“It would be less than honest, however, to say that all of them are of a standard we would normally employ, for they are not.”

Parents became cautious of sending their children to the University of Minnesota, fearing that the school had suddenly grown too big, that their children would get lost in the masses. They were especially wary of their daughters mingling with older, worldlier military men.

Parents feared that their first-year student—entering an overloaded university system—might be reduced to a number. But there was no need to fear for the dog-tagged G.I. Bill students, who were accustomed to the crush of crowds and being identified by last name, serial number, and blood type. They knew about infrastructures and how to cut through the niceties to get



(Above) War veteran students and their wives and children attend the grand opening of the University Village playground (circa late 1940s).

(Left) The University of Minnesota had the largest veteran student population in the country in 1946 and classrooms overflowed.

what they needed.

Edmund Williamson, dean of students at the time, predicted that the throngs of G.I.'s who would occupy campus would not be typical students and would change the disposition of the student body. "Many will be foreigners in the psychological sense," he said. "They will have a code of ethics and there will be a discrepancy between their psychology and that of those who have remained at home."

Earl Schultz ('48), who served as an infantryman in the war, says that "Having seen the Nazi soldier fight and die, liberating the slave labor Camp Mathausen, and experiencing the end of fear and anxiety that came with meeting up with the Red Army—a harbinger of the end of World War II in the European theater—was a great education about humanity and certainly a broader perspective of the world. It gave me the motivation to go on to school to learn more, to get on with my life, get married, and make good."

Schultz's University education and career path led him to Madison Avenue, where he became a senior executive at a national advertising agency. He is now retired and living in upstate New York.

The G.I. disposition also affected the fraternities. Chic Horn ('49) says he quit his fraternity, which had also been his father's, over a hazing incident, a popular rite in those days. After completing Officer Training School, the military's short-term but intense way to produce needed officers, Horn became a first lieutenant in the infantry. Typically, only 50 percent of the class made it to graduation.

It was this accomplishment—making first lieutenant at the age of 19—that Horn's fraternity brothers thought deserved hazing. But Horn had no time for such antics and moved out. His fraternity brothers did apologize and ask him to return. When he rejoined the fraternity a few months later, he found that it had banned its hazing ritual.

Horn, now retired and living in Minneapolis, graduated with honors and later became an executive at Northwestern Bell Telephone Company.

True Pettingill, then recorder at the University, explained why the G.I. Bill students were more serious students than the others. "One reason is they're a little older and more mature and perhaps have more definite objectives in mind."

As their main objective, most G.I. students wanted to make up for lost years and get on with their lives. In the University's classrooms, G.I. students often seemed impatient with the lectures and methods of teaching. Regardless of the high student-to-professor ratio, there were always veterans with enough moxie to interrupt an instructor because they didn't understand the material or couldn't see how it applied to the world as they knew it.

That kind of student-teacher exchange was happening across



Children play outside while their fathers—World War II veterans—study (from the 1950 Gopher).



University Village residents wait for a streetcar (from the 1949 Gopher).

the nation. Ultimately, it forced colleges to offer more practical courses and to put more emphasis on degree programs that provided a direct route to employment, as in business and engineering—the two University of Minnesota schools that always seemed to have the longest lines on registration days. The quip of the day was: "I wanted to be an engineer, but the line was too long."

In the English composition classes, however, the veterans—especially those who saw combat—let it all hang out, expressing with clarity and insight how the war made them different, how it forged their predilection to "cut the B.S. and get real." In their writing assignments, men who had experienced a daily do-or-die existence gave their professors substance and language they'd never had to grade before. The stories, often read aloud in class, included a good deal of violence, sex, and foul language. But they always made a point, often a bone-deep epiphany. It was the most advanced student writing some of the professors had ever seen.

For better or worse, the maturity of these writers had been accelerated. Twenty-year-old men comported themselves as if in their 30s. They knew more about the world, themselves, death, and survival than if they had been students who stayed home. And their knowledge surfaced in those courses where self-exposition was the essence.

Common to all veteran students, no matter what career and study path they chose, was their ability to sort quickly through what they were hearing and reading and dismiss the irrelevant. Veterans took on their education as a job, a tour of duty in exchange for a four-, six-, or eight-year degree, allowing them to move up in career ranks. In his recent book, *The Greatest Generation*, Tom Brokaw wrote about the veterans who went on to graduate from colleges and universities: "They were a new kind of army now, moving onto the landscapes of industry, science, art, public policy, all the fields of American life, bringing to them the same passions and discipline that had served them so well during the war."

But now it seems that the whole experience is scarcely remembered by anyone other than those who took part in it. A recent search at the public library for information on the G.I. Bill produced only a page and a half in a legislative reference book.

Most records of war veterans using the G.I. Bill to attend college exist in university libraries, such as the University of Minnesota archives. After all, campuses are where this piece of history played out, where more than 2 million veterans created a phenomenon—forever changing higher education, the lives of their children, and the nation. ■

Al Sandvik ('48) went to the University of Minnesota on the G.I. Bill. He is a regular columnist for the Edina Sun Current.

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After a Fashion

I WAS BORN AND GREW UP IN ST. PAUL, and I can't remember when I didn't enjoy writing, including poetry as a child. It seems to me I've lived my life from somewhere up in the light fixtures looking down on the world, always the observer.

Looking back, I've always been very lucky in my life. I've made a career of pop culture, but it took me a long time to realize that I was where history was being made. Being a fashion writer per se may not be exciting, but being a part of the history of fashion is. It's the relation of fashion to the arts, and as a mirror of the culture.

My affiliation with the University of Minnesota began at the end of the Depression. It was a stretch for my parents, but they sent me to University High School, so I was on campus from the ninth through the 12th grades. That was quite an experience. On the one hand, many of the faculty were practice teachers. On the other hand, we learned to be quite independent in our thinking, and that has stayed with me throughout my life.

I was an undergraduate at the University during an unusual time—World War II, when some of the students were fighting overseas. But it was also the first years of the American Studies program, started by Dr. Tremaine McDowell, who chose me to be his teaching assistant. Some of the great names in American literature were teaching at the U: Robert Penn Warren, Nelson Algren [*The Man with the Golden Arm*], Tom Heggen [*Mr. Roberts*], Max Shulman [*Barefoot Boy with Cbeek*]. It read like a Who's Who of American literature, and as T.A., I got to interface with all of them.

I graduated with a degree in journalism and advertising in 1944, but I was so hooked on the English Department that the journalism school staff called me in and asked whether I wasn't in the wrong place. Yet I had the best run on the *Minnesota Daily* because I covered everything onstage at Northrop Auditorium. All the special events, everything the orchestra did, anyone who appeared on campus was in my area. *New York Times* reporter Harrison Salisbury once sent me a note telling me I had covered his visit better than the real press. I carried that note with me for a long time.

After graduation I went to St. Louis to work as a news and feature writer for the Midwest Area Headquarters of the American Red Cross. Then I landed in Los Angeles, where I ended up working with famed gossip columnist Louella Parsons's brother, Ed Ettinger. I remember meeting Frank Sinatra when I had to prepare his biography for an event at the Hollywood Bowl. I then went to New York City to be the public relations director for an advertising agency.

In those days, the journalism school urged every graduate to write for a small-town newspaper, and the professors warned against ending up at *Women's Wear Daily*. Well, I was courting the *New York Times*, and if they had hired me first I would have gladly become a foreign correspondent. Instead, it was the same infamous *Women's Wear*

Alumnus Margot Siegel ('44), who has written about fashion and the arts for more than 50 years, works to preserve the costumes and designs that reflect our history.

As told to Mary Gustafson
Photograph by John Noltner



We covered the horse-racing season and the big balls. Once I was even assigned to stand outside the apartment of Princess Grace's bridesmaid to try to get her to tell us about the wedding gown.

Daily the pros had warned against that knocked on my door, and I took a \$25 per week pay cut, from \$75 to \$50 per week, to work as the *Women's Wear* fur editor.

I knew nothing about fur, but I did know fashion, partly because my French mother, Jeanne Auerbacher, was the buyer for Dayton's Oval

Room. In my teens, I traveled with her to New York and California and got to know many top designers.

Later, *Women's Wear* sent me to postwar Europe to search out missing designers and manufacturers who had survived the war and were back in operation. I went to Italy and then to Belgium (to find the carpet makers). It was like being a detective. Each country provided me with a car and a chauffeur, and I did stories on such people as the Fontana sisters and Emilio Pucci in his beautiful villa in Florence. My uncle was an author and a literature professor at the Sorbonne in Paris at the time and introduced me into that circle of European intellectuals. It was a heady time, but I was too young to know how fortunate I was.

Women's Wear wasn't the gossip sheet then that it is today. Its editors went on to work for *Vogue* and *Harper's Bazaar*. We had Bernadine Morris, for example, who later became the head fashion writer for the *New York Times*. We often were undercover journalists trying to get an early look at the manufacturers' designs for the season. In those days, the manufacturers were more important than the designers and tried to keep anyone from seeing and copying their styles before they were delivered.

We covered the horse-racing season and the big balls. Once I was even assigned to stand outside the apartment of Princess Grace's bridesmaid to try to get her to tell us about the wedding gown. When we were working we wore our big hats and little white gloves and carried handbags. People cared about dressing then—there were no casual days.

One thing I learned as a young reporter was how to get people to talk. When I covered events, I would try to forget my ego and simply go about talking to people and giving them attention—everyone is flattered by attention. I took notes as little as possible and trained myself to remember instead. I found people communicate better when they are actually talking one on one, and so I focused on reaching that level of communication. It seems the news media today is more adversarial, out to get its quarry rather than to communicate one on one.

It was an exciting time to be in New York—a time of great jazz, Edith Piaf, the Village Vanguard, artist Hans Hofmann. Sometimes I think we were better off before everything became fodder for *Entertainment Tonight*, when the important thing was not to watch it but to be a part of it. It's not as real today, rather as if events have been cooked up for the television screen instead of happening on their own merits.

When I returned to Europe for a second time, in the late '40s, it was as a representative of the Blouse Manufacturers' Association. They provided \$50,000 to purchase blouses at the designers' shows

in Europe so that I could bring them back to the United States to be copied. Unfortunately, designers in Europe weren't making many blouses that season so I had to create something and adapted the tops of dresses to become blouse designs. In a way, the reporters at the time created fashion as well. Often, I would work with the artists at *Women's Wear*, for example, to create something to put on the page to discuss a coming trend. You were what you wore in those days, so it was fun to be in on it at the beginning.

The days in New York came to an end in the early '50s when my father died. My mother may have been the queen of the Oval Room, but she didn't do mundane things like driving a car. So I returned home to Minneapolis to be with her. Later, I married Harold Siegel, an attorney. He had been my first beau; we'd originally dated when I was just 15 years old.

I spent three and a half years as the public relations director for Walker Art Center, working with director Martin Friedman. It was the best job I ever had. Later, I worked as a freelance writer and then formed my own public relations company, SHE (Siegel-Hogan Enterprises), with Gloria Hogan. We were together for 17 years. I wrote a book on fashion, *Look Forward to a Career: Fashion*, in 1970, and I still write a regular arts and fashion column for *Skyway News* in the Twin Cities and own Siegel Properties in downtown Minneapolis.

I renewed my connection to the University in the '60s when I was asked to model in a fund-raising fashion show for the Women's Alumni Board and later was asked to join the board. I don't believe in being on a board of directors unless I have something to contribute. From the start, I didn't think it was a good plan to have separate men's and women's boards at a land-grant university, also feeling that the University needed to do more to recognize and express diversity. It wasn't always what people wanted to hear, but little did even I know that the global village concept would actually come about so quickly.

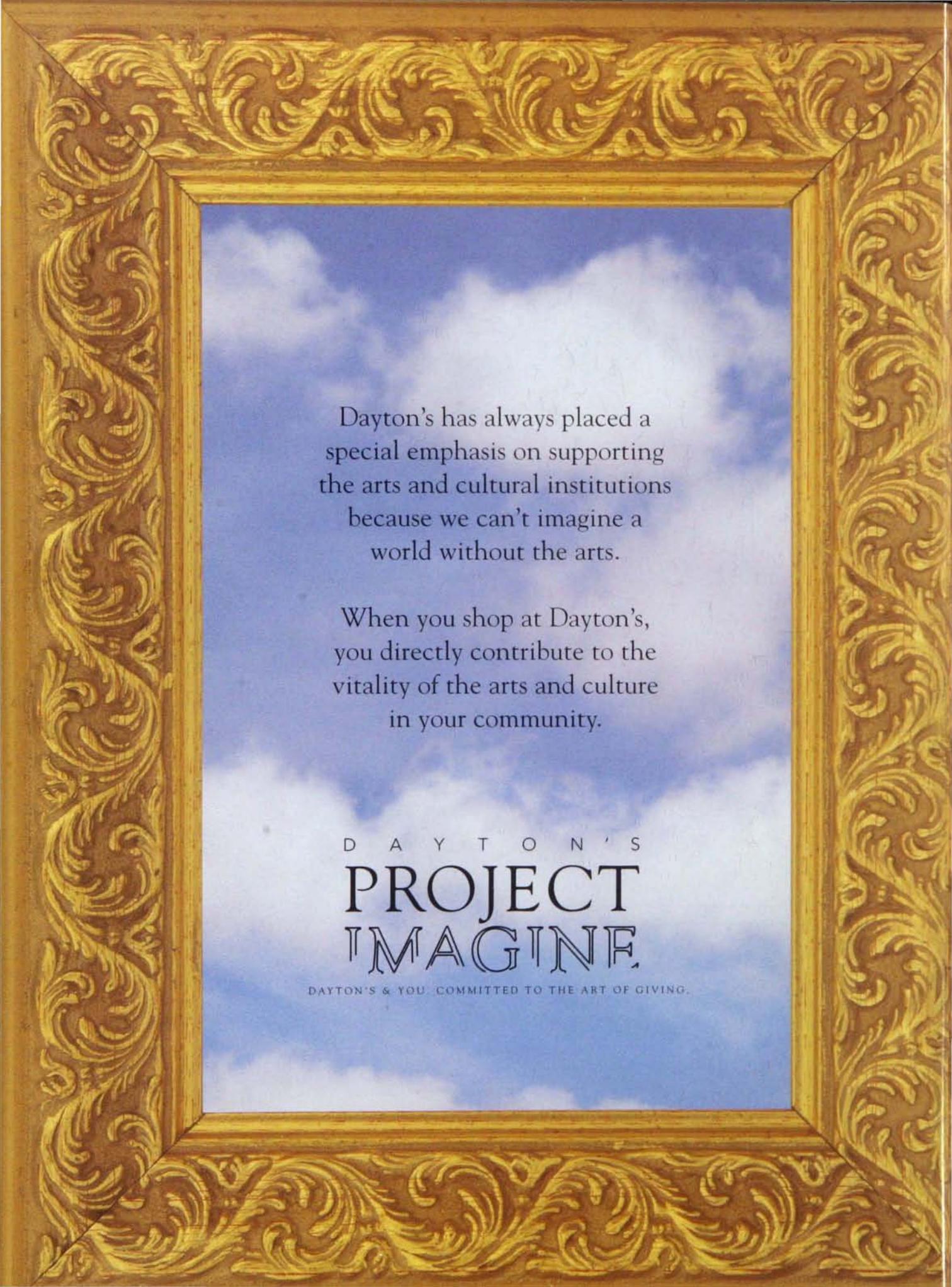
I did serve on both the alumni and the alumnae boards and am a member of the President's Club [for outstanding donors]. I'm among the College of Liberal Arts Alumni of Notable Achievement and this winter received an award from the College of Human Ecology for my support of the Goldstein Gallery—the gallery of the Department of Design, Housing and Apparel on the St. Paul campus.

Nineteenth-century author Anatole France once said that if he came back 100 years after his demise, he'd rather look at a fashion magazine than anything else to find what's going on in the culture. That's one reason I've always fought to include fashion in our museums. What we wear is the face we give to the world. It reflects us in much the same way as the art we hang on our walls.

Look how the clothing of the hippies reflects the culture of the time. What they wore was their self-expression. Today, blue jeans are a uniform all over the world, and I use the word *uniform* with intent. What does it say when so many choose to wear the same thing? We hide from expressing ourselves.

Fashion is a legacy. I founded the Friends of the Goldstein Gallery in 1978 with that in mind. Fashion is more than a psychological footnote to history. Fashion is our history, and I want that aspect of who we are preserved. ■

Mary Gustafson ('81) wrote about the late O. Meredith Wilson, former University president, in the January-February issue.



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Rethinking the Kitchen

Professors and alumni in interior design discuss how kitchen designs and new technologies accommodate people's changing roles and needs.

By Anne Rawland Gabriel • Photographs by Karen Melvin

When remodeling a kitchen or designing one for a new home, "Many people have in their minds 'I want an L-shaped or U-shaped kitchen,'" says Becky Yust, associate professor and head of the Department of Design, Housing, and Apparel. "Instead you should start from a needs base."

She suggests people begin with a self-inventory. "Ask yourself who's using the kitchen, what kinds of things do they cook, what ingredients do they use, what kind of equipment is used, and how often," Yust says. "Also consider how your kitchen is used—for eating, entertaining, watching television? If you begin with the shape first, you potentially miss a more appropriate design for your needs and your lifestyle."

Designers agree. "We've gone from lining every single wall

with uniform cabinets to thinking about work centers and what needs to be stored with them," says Diane Quinn ('73), a certified kitchen designer and president of Beyond Kitchens in Rochester, Minnesota. "Now we say, 'OK, you have a stockpot and cast iron skillet, let's think about deep cabinets with roll-out shelving or perhaps tall, shallow pantry-type units.'"

The storage solution depends not only on the size of a utensil, but also on how often it's used. "For example, I hear a lot about the KitchenAid mixer, which takes up a great deal of space," Quinn continues. "So I ask, 'Do you use it every day, once a week, or once a year—for baking holiday meals?' If it's used any less than once a month, I question giving it prime storage space."

A kitchen with many users could benefit from several task centers, an extra sink, a microwave height to accommodate children as well as elderly, sufficient lighting, and a desk for homework.



Planning ahead

After the kitchen users have assessed their needs, professionals encourage following the principles of universal design. Simply stated, universal design accommodates varying needs throughout a person's life.

"Most kitchen remodels last at least 20 years," Yust says. "If you're 55 now, in 20 years you'll be 75. Will you want to be doing a kitchen remodel again then? Since most people want to stay in their homes as long as possible, aging issues can be planned for now, rather than trying to accommodate them later." Some equate universal design with looking "different," but Yust quickly dispels this thought. "If something works for a person with special needs, it will also work for someone without special needs. The whole point is to design things that work for a whole range of people."

Microwaves provide a good example. For years, manufacturers put them above the range or cooktop. Research proves, however, that such installations are not only inconvenient but potentially dangerous. A study coauthored by Yust and recently retired professor and extension specialist Wanda Olson found that the safest, most efficient placement is for the microwave's interior shelf to be between two inches below and 10 inches above the primary user's elbow—just about standard countertop height.

Pamela Enz ('89), a member of the American Society of Interior Designers (ASID) and president of Tangible Space, Inc., in Arden Hills, Minnesota, cites some practical applications of these findings. "The kitchen appliance children use most is the microwave," she asserts. "They come home from school and throw something in it. It's really scary to see a microwave over the range



An island adds versatility. Counter seating can take the place of a kitchen table. And, for more formal entertaining in the dining room, the island can be used for buffet service.

and know there are kids home alone who are climbing up on top of the stove to reach it.

"For seniors, arm strength is the issue," she continues. "Having a microwave over the range is one of the most difficult places for

lifting heavy, hot, or awkward things."

Tall and short orders

In Quinn's experience, most clients are receptive to universal design concepts. "But, no matter how old they are, they think people with 'special needs' are older or have a disability."

Instead, Quinn focuses on height. "If you're shorter in stature, you have to reach up high to use your stockpot on a traditional stove/range combination. If you install a cooktop instead, you can lower it a little bit to make cooking in your stockpot easier."

Or, she continues, "perhaps your husband is taller than you. In this case you can have a section of countertop that's raised slightly for him. Then, in that section, you can mount the dishwasher several inches higher, making it easier for both of you to load."

Quinn encourages those with children or grandchildren to incorporate an additional work space that's lower than the standard height. "Rather than plopping children onto a stool, consider an island with a lower counter on one side to encourage children to work with you. When they're not assisting you, this counter can be a place to eat, a desk, or a display area for artistic objects."

Many cooks in the kitchen

Not only do people of different heights need to use the same kitchen, it's increasingly common for meal preparation to be a shared experience, notes Dee Ginthner, assistant professor in the Department of Design, Housing, and Apparel. "There used to be only one cook in the kitchen, but now there's more than one. In addition to multiple counter heights, you might need two task areas or two sinks."

Although A.J. Paron-Wildes ('95), an allied member of ASID, specializes in projects with tight budgets, her clients also like the dual kitchen idea. "We're even putting in dual ovens," says Paron-Wildes, general manager and lead designer of Kitchen Wizards in St. Louis Park, Minnesota. "Cooking is how couples spend quality time together."

To make way for these work spaces, Yust says that remodels may require taking down walls. "A person living in a 1930s or '40s home may find the room that's now the dining room should be the kitchen. People need to think beyond where the walls are now. The space and place of the kitchen should be in the context of the whole house, which may mean changing the function of some of the rooms."

Checking Under the Hood

"Up until now, people weren't required to have kitchen ventilation; they were simply expected to open a window," says Wanda Olson, recently retired professor and extension specialist in the Department of Design, Housing, and Apparel. "But new building codes are being introduced that will look at your home as an entire system and provide formulas for how much exhaust is required."

Although an appropriate vent hood plays a part in the cure, it may not be enough. "Most furnaces and water heaters in use today ventilate by natural draft," Olson says. This means they draw air from inside the home for combustion and send the residue out the chimney pipe.

"Whatever you exhaust out, an equal amount has to come in. If you're upgrading your kitchen ventilation, then you really need to make sure it isn't backdrafting your furnace and water heater. Backdrafting causes combustion gases to come into your house, which is unhealthy and potentially unsafe."

To safeguard against backdrafting, Olson recommends hiring a professional. "When you're remodeling, you need to work with a mechanical contractor as well as a kitchen designer."



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Rethinking the kitchen also means rethinking the walls and considering the kitchen in the context of the entire house.

But Todd Craig ('83), a certified interior designer and owner of the Minneapolis firm T.R. Craig Interior Design, cautions against removing dining rooms altogether. "Although food preparation in someone's home has become an element of entertaining, you never get the formality back once you blow a wall away," he says. "You can have an informal dinner in a formal dining room. But it's more difficult to have a formal dining experience at a kitchen table."

For Craig, a past president of ASID, one solution is removing the kitchen table and substituting it with counter-type seating. "In addition to informal dining, you can remove the seating and use the counter for buffet service as a part of the formal experience in the dining room."

A new wave of appliances

As kitchen appliances have evolved, so have their safety, convenience, efficiency, and time-saving factors. The trend continues.

"We're moving away from surface-mounted dials to electronic controls imbedded in glass faces of cooktops and ovens," says

Elaine Mahin ('75), the architect design representative for the Roth Distributing Company in Minnetonka. "To use them, you point at the heat setting you want or move your finger circularly so you feel like you're turning something. You can even program the oven and the broiler separately or lock children out of one or more parts of the appliance."

Like their exteriors, oven interiors are also evolving. "Thermador is introducing a new oven technology this summer called 'impingement,'" Mahin says. "It uses jet blasts of hot air in combination with microwaves to cook food faster. A dozen cookies takes two and a half minutes, and a 12-pound turkey takes only an hour and a half. Although it cooks food faster, it's not like microwaving because you don't have to learn a new way to cook."

On the cool end of the spectrum, a new unit by Sub-Zero Refrigeration keeps edibles fresher longer by employing separate compressors for the refrigerated and frozen compartments. "You can put a

sandwich on a plate, come back in an hour, and it's the same as when you left it," Mahin says. "And it's very energy efficient, costing only \$50 to \$75 annually to run."

Comfortable kitchens

Safety and convenience aside, today's trend is for people working in the kitchen to feel as though they're doing it in luxury equivalent to the living room.

Refrigerators, dishwashers, and compactors hide behind furniture-style cabinetry made of exotic woods with elaborate finishes. "We're working on one where the finish alone is seven steps," Enz says.

Similarly, small appliances and cookware are getting their own "pantries"—shallow cabinets with separate cubbyholes that fit each item exactly. "We're creating specialized cabinets where items can be hidden in the off-season but can emerge quickly and easily," Craig says.

Those with children want more efficiency than finery. "Many of our families aren't into decorative flourishes on cabinets," Paron-Wildes says. "They want to make things easy to clean and resistant to stains. They have specific preparation, serving, and stor-

Where's the Outlet?

When it comes to your new kitchen's power supply, experts warn against depending on the building codes of today. "There are requirements that you have an outlet every so many feet and a certain number of circuits," says Wanda Olson, recently retired professor and extension specialist in the Department of Design, Housing, and Apparel. "But these are minimums.

"You should sit down and add up your wattage needs and see if the system you're planning will support it. You may want to add a dedicated circuit for each large appliance, including dishwashers and refrigerators, as well as one for the electric cooktop and oven."

Considering only today's needs, however, can be a mistake. "Technology is changing so fast that you can't guarantee the wiring will be adequate," notes Diane Quinn ('73), a 20-year veteran of kitchen design. "In the future I see a secondary computer in the kitchen that controls many household functions. I've also seen a pro-

totype of a technology that mounts scanners in cabinets and refrigerators to track your grocery needs," continues Quinn, president of Beyond Kitchens in Rochester, Minnesota. "The system creates an inventory list and constantly updates it. You'll be able to print out a grocery list or even send it directly to the store, where someone will shop for you."

Among other innovations under development is a refrigerator with a computer screen imbedded in the door. This device will provide access to e-mail—regardless of whether there's a personal computer in the house. "The challenge is making sure the wiring and the cables are there as the technology changes for the future," Quinn says. "At this point, we're recommending you bring in an additional cable and make sure you have multiple outlets. You can also add a chute or an access way now for more wiring later. Then, in the future, you don't have to rip your walls apart."

age needs. And they're actually thinking these things through. We're designing special drawers for kids to keep cereal or bread and peanut butter. We're mounting stepladders on the insides of cabinet doors so little ones can reach things safely. And we're installing roll-out garbage and recycling bins with compartments so kids will actually throw things away properly."

A desk or paper area for school projects has proven popular with students. "For one home," Paron-Wildes says, "we even took the closet next to kitchen and made five cubbyholes—one for each family member—for backpacks, purses, briefcases, and papers."

Emerging from the shadows

"When I ask clients what it is that they don't like about their current kitchen, the number-one thing I hear is that it doesn't have enough light," Enz says. "I've never had a client tell me they have too much light."

Light means so much to us because our need for it increases throughout our lifespan, Ginthner explains. "All eyes over age 20 have started to go downhill. You just might not notice it until you're in your 50s. By the time you reach age 60, you'll require two to three times more light than when you were 20."

Ginthner notes the importance of highlighting your task areas. "Typically builders put one light in the middle of the kitchen and one over the sink, which means you're always working in your shadow. This is really archaic."

Instead, she advocates installing task lighting under cabinets as well as leaving spaces above cabinets for ambient light fixtures. "If you light a kitchen well for seniors, then it will be well lit for everyone, except you'll need more ambient light as you get older."

The variety of lighting available makes illuminating kitchens easier than ever, Paron-Wildes says. "Most people want a warm tone to their light. If we use fluorescents, we use those with a good color-rendering index," she says. "There are also halogen bulbs, which come as small as an inch long. To evenly distribute the light, you can pop these little bulbs into a cable every few inches, or whatever is needed. Even recessed lighting is smaller—as little as three inches across—so you can barely see the bulbs once they're in the fixtures."

Expense versus payoff

Although kitchens are the most expensive room to remodel, academics and designers emphasize the big-picture rewards. "For the dollars you're investing, you want your remodeling to work for you," Yust says. "If you decide not to invest that additional amount for something you'd like to have, but you're frustrated for the next 15 years, you have to ask yourself if you really made a good investment."

Adds Quinn: "You have to think about your family's priorities—you don't necessarily need the big house or the big kitchen. All you have to do is design things for they way you live."

Anne Rawland Gabriel is a freelance writer living in St. Paul.



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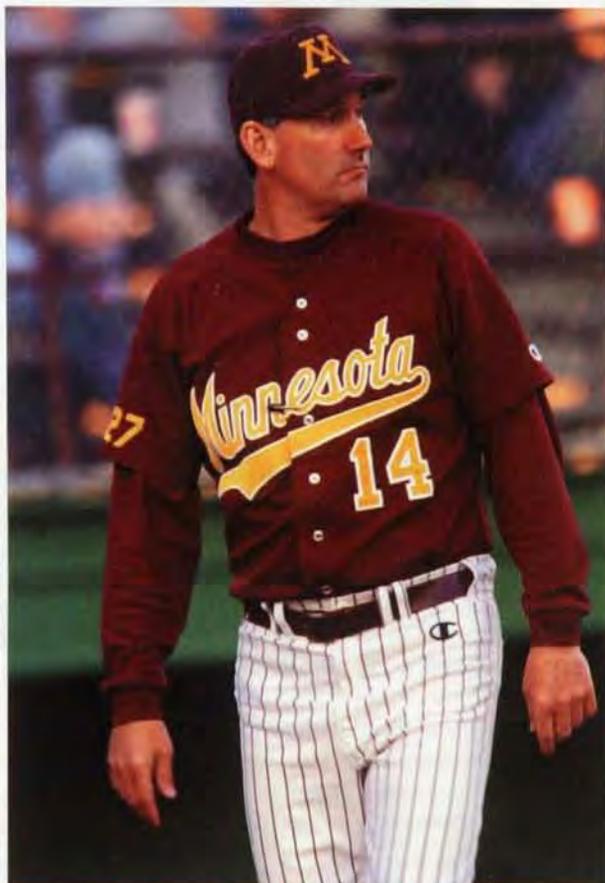
For a complete guide to kitchen remodeling, check out North Central Regional Extension Publication 497, a comprehensive 46-page booklet titled *Kitchen Planning*, by University of Minnesota professors Wanda Olson, Dee Ginthner, and Becky Yust. The publication helps identify needs, develop a plan, and select everything from appliances to wall coverings.

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A Winning Proposition

A few years ago, coach John Anderson shook up the legendary Gopher baseball program with a new mission statement, and it certainly hasn't hurt the program's winning tradition.

**BY CHRIS
COUGHLAN-SMITH**



When Gopher baseball coach John Anderson took the job 17 years ago, he became the youngest head coach in Big Ten history.

After 14 consecutive winning seasons, five Big Ten tournament championships, and eight NCAA tournament appearances, Gopher baseball coach John Anderson felt the routine was getting tired. "When you keep winning, it's easy to keep doing the same things over and over again and be satisfied with that," he says. "So three years ago we took some risks."

After much thought and discussion, Anderson and assistant head coach Rob Fornasiere devised a plan to change the nature of the coach-team relationship. "We came up with a mission statement [for the players] about being responsible and accountable to yourself and to the team," Anderson explains. "We set certain expectations for them, but we essentially started to turn the

team over to the players. That was scary for a lot of people."

"He pretty much just wanted the team to have control of what happens to the team," says senior Robb Quinlan, a first baseman-outfielder from Maplewood, Minnesota. A second-team all-American, Quinlan hit .406 last year and set school records with 24 home runs, 97 hits, 87 runs, and 188 total bases in 60 games. "John is the coach and has the final say on things, but we're the ones who have to go out on the field. It's our team. If there's a problem, we're grown men; we need to learn how to handle it without running to the coaches."

That first year, Quinlan's sophomore season of 1997, the Gophers finished 30-24 overall and 15-10 in the Big Ten. By finishing fifth in the conference, they missed the Big Ten tournament, only the third time they hadn't qualified in Anderson's 15 years. But those numbers were actually slightly better than the year before, and the team won eight of its final nine games. In 1998, the Gophers won a team-record 45 games and swept to the Big Ten tournament title. In 1999, a deep

pitching staff leads a team Anderson thinks could be his best yet. "And this was by far the best fall we've ever had in terms of not having problems," he adds.

While 1997 was a tough year, it was nothing like 1982, Anderson's first as head coach. "I was barely older than the players, and they pushed me pretty hard," he recalls. "We had a good team—all three Steinbach brothers and Greg Olson were on that team. But we lost a lot of close games early and I was beginning to doubt if I could do this." With just weeks left in the season, the Gophers began winning the close games and took the Big Ten tournament title.

Anderson came to the University in 1974 from the Iron Range town of Keewatin, Min-

nesota. A pitcher, Anderson injured his arm and never became a consistent contributor. He thought about transferring to another school but was persuaded to stay by longtime coach Dick Siebert ('60), who recognized Anderson's baseball sense and made him a sort of player-manager.

Later, Anderson fulfilled his student-teaching requirement and hoped to land a high school teaching and coaching job. "In August of 1978, Dick Siebert called to ask me to be his graduate assistant," Anderson says. "He asked me to drive down and just talk to him about it. I knew if I did he'd talk me into it, and that's what happened."

The graduate assistant job was an unpaid position, and Anderson estimates he made only \$5,000 that year by teaching a few classes and picking up other work. "My parents thought I was crazy," he recalls.

Siebert died that year, making George Thomas head coach and Anderson assistant. They were part-time jobs, and both men worked on the side as well. After three years, Thomas left to pursue business opportunities. Then athletic director Paul Giel ('55) gave the job to Anderson, who became the youngest head coach in Big Ten history.

A few years later, the pressure of part-time coaching began to get to Anderson too. "I told Paul Giel we weren't going to be able to compete without more resources," he says. "I told him I wasn't interested in being the guy responsible for ruining the tradition of Gopher baseball." (The program had had one losing season since 1950.) Giel found the resources, and Anderson became a full-time, year-round coach and hired Fornasiere as a full-time assistant.

In 17 years, Anderson has amassed more than 600 wins and coached dozens of players who have gone on to professional baseball. Every year he battles such challenges as scholarship limitations, the lure of professional contracts, and a schedule that strongly favors southern teams. But he chooses to focus on the positives he does have: a major league stadium to use in February and March, a group of well-known alumni dedicated to the program, and a tradition of excellence.

A dozen or more pros come back each February for the pro-alumni game that Anderson started in 1992. The Metrodome helps attract one of the nation's finest college baseball tournaments in early March, now called the Hormel Classic. And the Gopher baseball tradition helps attract Minnesota players to the program. "I never considered going anywhere else," Quinlan says. "Over at Siebert Field, you see the retired jersey numbers like [Paul] Molitor and [Dave] Winfield and you see all the guys come back for the pro-alumni game. You feel like you're not just playing for yourself, but for all those guys who've played here. They're

watching and cheering for us, and that's a good feeling."

If Anderson could change one thing about college baseball, it would be the schedule that starts practice in January and ends regular-season games in early May, giving southern schools a competitive advantage. "Miami is practicing outdoors today," Anderson said on a January morning when it was -17° F in Minneapolis. "We're fortunate to have the football practice facility—which is fine for working on individual skills and fundamentals—but there's no substitute for getting out on a real field and getting your game instincts."

Southern schools run up gaudy records, earn home-field advantage for regional tournaments, and have an inside track to the eight-

team College World Series. "This is really bad for college baseball," Anderson says. "We could end up with a sport that has 50 teams and is a regional southern sport. We're at a crossroads." Anderson is not making idle speculation; Wisconsin dropped its 113-year-old baseball program in 1991.

The solution, according to Anderson and other northern coaches, is to move the schedule to later in the year. "Television doesn't want to start showing games until April, after [college] basketball is done," he says. "By then, we've played half our schedule. . . . If you had Michigan and Minnesota playing outside on a June afternoon, you couldn't find enough seats. Baseball could be a revenue sport for us under the right kind of schedule."

Still, the short-term future looks as bright as it has in Anderson's 17 years. With 12 of 14 pitchers returning from a staff that led the Big Ten in earned-run average, Anderson likes his chances. "Anytime you have good pitching, you have a chance," he says. "And the pitching is the best I've had in my 17 years."

The offense is a mix of power and speed, and the catcher, centerfielder, and entire infield return. Having all-around players and a good defense will be more important this year because the NCAA has restricted the design of aluminum bats to make them act more like the less powerful wooden bats. "You'll have to be able to hit-and-run, bunt, and steal bases," Anderson says. "It will return pitching and defense to the balance. It was getting to be like slow-pitch softball."

Anderson clearly feels grateful to have 17 years as a head coach despite being just over 40, and still seems a little surprised to be there. "I never anticipated anything like this when I came here for college," he says. "I thought I'd be teaching high school. It's interesting how life takes its twists and turns. I've seen presidents and athletic directors come and go. It's been quite a ride." And it's nowhere near over yet. ■



Junior Ben Birk of St. Paul went 8-2 with a 2.65 ERA in 1998. He's one of 12 returning pitchers.

Chris Coughlan-Smith is associate editor for Minnesota.

Season Preview

The Gopher softball and track and field coaches give their insights and outlooks for the season.

BY CHRIS COUGHLAN-SMITH

SOFTBALL

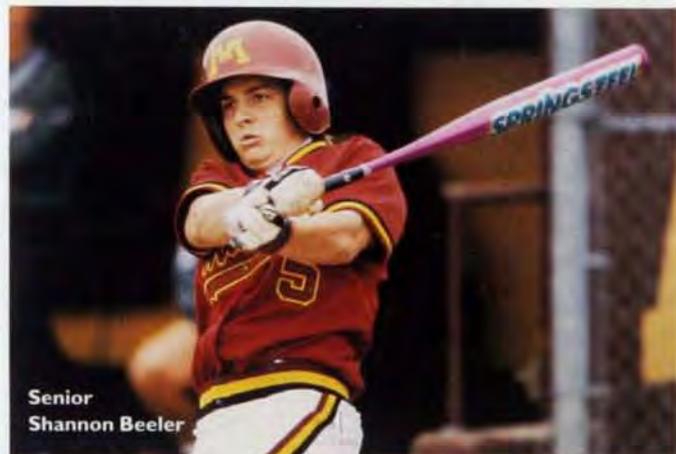
LAST YEAR: 48-17 overall, third in Big Ten regular season and tournament, reached regional final

OUTLOOK: Eighth-year head coach Lisa Bernstein doesn't equivocate: "This team is the most talented team, player for player, that we've had here at Minnesota. Our goals are to win the Big Ten and make it to the College World Series."

RETURNEES: The leading offensive player is senior shortstop Shannon Beeler, a 1998 first-team all-American from Shelton, Washington. Last year she hit .401 with a school record 74 runs batted in and led the Big Ten in hits, doubles, triples, home runs, and RBI. Senior center fielder Steph Midthun of Rio Rancho, New Mexico, is a returning third-team all-American. A team leader and defensive anchor, she hits early in the order to set up Beeler and shares the school record for stolen bases. Senior Steph Klaviter of New Ulm, Minnesota, is the hard-throwing ace of the pitching staff with 61 wins in her first three years. Joining her on the mound will be sophomore reliever Rayny Camacho of Farmington, New Mexico. They will most likely pitch to the catching duo of Minnesota seniors Erin Brophy of Crystal and Lara Severson of LeSueur. Other returnees include junior Michelle Bennett of Hermantown, Minnesota, who has moved from outfield to first base; junior right fielder Morgan Holden of Los Lunas, New Mexico; and sophomore Angel Braden of Chino, California, who Bernstein hopes can recover from major knee surgery to reclaim the third-base position.

NEWCOMERS: "We could start as many as five first-year athletes," Bernstein says. "These are the kinds of players who, after they get their first collegiate at-bat out of the way, will play like veterans." Leading the group is second baseman Jordanne Nygren of Farmington, New Mexico, who hit a home run in that first collegiate at-bat during a fall game at Mankato State University. Pitchers Michelle Harrison, a junior-college transfer from Anaheim, California, will be a good contrast to Klaviter. "She's a junk baller," Bernstein says. "She spins hitters into the ground." First-year player Heather Brown of Bloomfield, New Mexico, also should see time on the mound, while new catcher Meghan Smith of Eden Prairie, Minnesota, will have a chance to play. Tammi Hays, a multi-position athlete from Hastings, Minnesota, is the fifth new player with a chance to see action.

STRENGTHS: Take your pick. "All three components [offense, defense, and pitching] are as strong as they've ever been, plus there's a mental edge," Bernstein says. "It's a really interesting team. They're hungry and aggressive, ready to get at it."



Senior
Shannon Beeler

CHALLENGES: "I can't think of any," Bernstein says. When pressed, she cites staying healthy and playing consistently—"every game and every at-bat. It's a really long season. In the middle you can kind of get swallowed up and lose focus. With the Big Ten improving like it is, we can't afford to do that."

MEN'S TRACK AND FIELD

LAST YEAR: Big Ten champions both indoor and outdoor; 14th at NCAA indoor meet and 35th at NCAA outdoor meet

OUTLOOK: In February 1998, the Gophers won their first-ever conference indoor title and followed it up in May with their first outdoor championship in 30 years. In 1999, the Gophers will try to solidify their position as an elite Big Ten team. "We can once again be in the mix [for the titles], both indoors and out," says head coach Phil Lundin. "It's Wisconsin, Illinois, and Minnesota pretty close together. That makes for a nerve-wracking meet, but that's why we do this." With up to a dozen athletes with all-American potential, Lundin thinks his team will make an impact at the NCAA meets.

RETURNEES: Four high jumpers who can clear 7 feet or more return, led by junior Staffan Strand of Upplands-Vasby, Sweden, who has won all four Big Ten titles his first two years and earned four all-American honors. Senior Ty McCormick of White Bear Lake, Minnesota, jumped 7-3 to take third in the 1998 Big Ten outdoor meet; senior Wil Kurth of Rochester, Minnesota, has a best of 7-1; and Marc Johannsen of Miller, South Dakota, cleared 7 feet as a freshman last year and placed fourth in the Big Ten outdoor meet.

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ners senior Jeff Marsh of Seymour, Wisconsin, and junior Adam Reed of Milwaukee. Filling in for two departing all-Americans in the pole vault will be sophomore Mike Brockwell of Edina, Minnesota, who broke through for fourth in the Big Ten outdoor meet, and senior Jon Anderson of Morris, Minnesota, who has a personal best of over 17 feet. The long jump and triple jump will be anchored by senior Marcus Westberry of Minneapolis.

On the track, junior Fred Rodgers of Hamilton, Ohio, returns to defend his 100-meter dash title, while sophomore Steve Burkholder of Superior, Wisconsin, placed in both the 100 and 200 meter last year. Long sprinters will include junior Adam Freed of Proctor, Minnesota, and sophomore Tom Gerding of Waconia, Minnesota. Junior Jason Owen of Stewartville, Minnesota, anchors middle distance and sophomore Sami Valtonen of Lahti, Finland, that nation's 1,500-meter champ, looks to improve on his 4:06 mile best. Senior Eric Pierce of Forest Lake, Minnesota, and junior Nate Clay of Eden Prairie, Minnesota, should be the top long-distance runners.

NEWCOMERS: Redshirt freshman Joey Corr of Redmond, Washington, had an outstanding cross-country season and Lundin believes he will be a force in the middle distances. Andrew McKessock of Bognor, Ontario, and Lyndon McDowell of Port Elgin, Ontario, were Canada's top juniors in the 1,500 meter and decathlon, respectively. Lundin believes that both will contribute this year.

STRENGTHS: The vertical events—high jump and pole vault—will bring the Gophers a lot of points in Big Ten meets. Character also counts, Lundin says. "Most of the kids are easygoing, unassuming, and easy to work with," he says. "There's also a little bit more confidence, now that everybody knows what is possible."

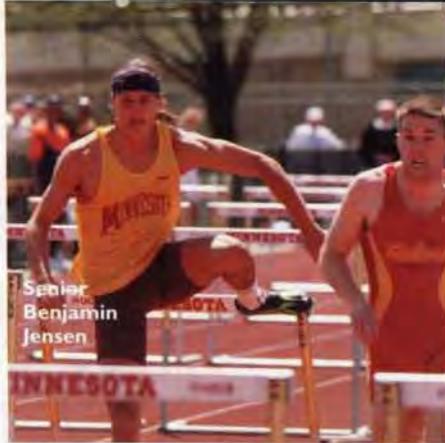
CHALLENGES: "We have to minimize injuries," Lundin says. "Overall we probably have as well-balanced a team as last year, but not as much depth." Without a sprint hurdler, Lundin is turning to his decathletes and talking to football players. "With 20 events and 12.6 scholarships [for track and cross-country combined], it's just hard to fill all the holes."

WOMEN'S TRACK AND FIELD

LAST YEAR: Seventh in the Big Ten indoor and outdoor meets

OUTLOOK: After a rough 1998, head coach Gary Wilson was uncharacteristically optimistic for this year. Now, after seeing his team work out, "I'm even more excited," he says. "This is the best talent we've ever had." Wilson predicts the team will not only improve, but challenge for a Big Ten title, especially in the spring outdoor season. "The best we've ever scored at that meet is 85 points and we took third," Wilson says. "I think this year we could have 110 to 130 and that would be right up there." He thinks as many as eight to 10 Gophers could reach the NCAA outdoor meet and that the team has a chance to be among the top 15 finishers.

RETURNEES: Junior Nicole Chimko of Aldersyde, Alberta, won the Big Ten outdoor javelin and discus titles and placed third in the nation in the javelin. Sophomore Aubrey Schmitt of Hastings,



Senior Benjamin Jensen



Sophomore Aubrey Schmitt

Minnesota, won the Big Ten outdoor shot put and finished in the nation's top 20 in both the shot and discus. Sophomore Angela Hill of Poplar Bluff, Missouri, took third in the hammer throw and sophomores Jenney Luer of Palmer, Alaska, and Brenda Meyer of Watertown, Wisconsin, finished in the conference top eight in the discus.

Standout jumper Christine Gulbrandsen, a junior from Kristiansand, Norway, returns after taking fourth in the Big Ten indoor pentathlon and in both the indoor and outdoor triple jump. She also leads in the pole vault, which becomes an official Big Ten event this year, and Stacy Blaskowski of Eau Claire, Wisconsin, has a chance to be among the conference's top vaulters.

On the track, senior Yvette White of Washington, D.C., leads the hurdlers, while senior Kim Heath of Pittsburgh, Pennsylvania, has returned to her school-record form of 1997 after taking last year off. Two distance runners return after placing in the Big Ten last year: junior Minna Haronoja of Illo, Finland, was sixth in the 3,000 meter and sophomore Corinne Nitz of Eden Prairie, Min-

nesota, was fifth in the 10,000 meter. Sophomore Elaine Eggleston of Roseville, Minnesota, turns to the track after taking 10th in this fall's Big Ten cross-country meet. School record-holding pentathlete Apasha Blocker, a junior from Brockport, New York, has recovered from injuries and "could win both the Big Ten indoor and outdoor pentathlons," Wilson says.

NEWCOMERS: Leading what *Track and Field News* calls the fourth-best recruiting class in the nation are junior distance runner Rasa Michniovaite, a transfer student from Pabrade, Lithuania, who was a cross-country all-American and regional champion in the fall; Linda Lindqvist of Harmavagen, Finland, whose best javelin throw is already beyond the Minnesota team record; hurdler and quarter-miler Neketa Sears of Nassau, Bahamas, a junior transfer from Life College in Atlanta; and Beth Howard, a hammer-thrower from North Branch, Minnesota, who transfers in from the University of Minnesota, Duluth.

STRENGTHS: "I think we can score in 95 percent of the events at the outdoor conference meet," Wilson says. "If we can do that, we've got a shot at the title. Plus, there's a great energy. I've walked into that field house for 14 years . . . but this year, there's five times more—I don't know what to call it—intensity or confidence or excitement. There's just a feeling that, 'Wow, we can really be good, so let's get after it.'"

CHALLENGES: "Health is always the biggest concern," Wilson says. Injuries last year forced him to redshirt several athletes. But even that might turn into a positive. "The four seniors last year were disappointed not to have a shot at winning the conference. I promised them that if we win it this year, I'd buy them championship rings. Now the team is really motivated to deliver." ■

For schedule information, call 612-625-4838 for men's athletics and 612-624-8000 for women's athletics, or visit www.gophersports.com.

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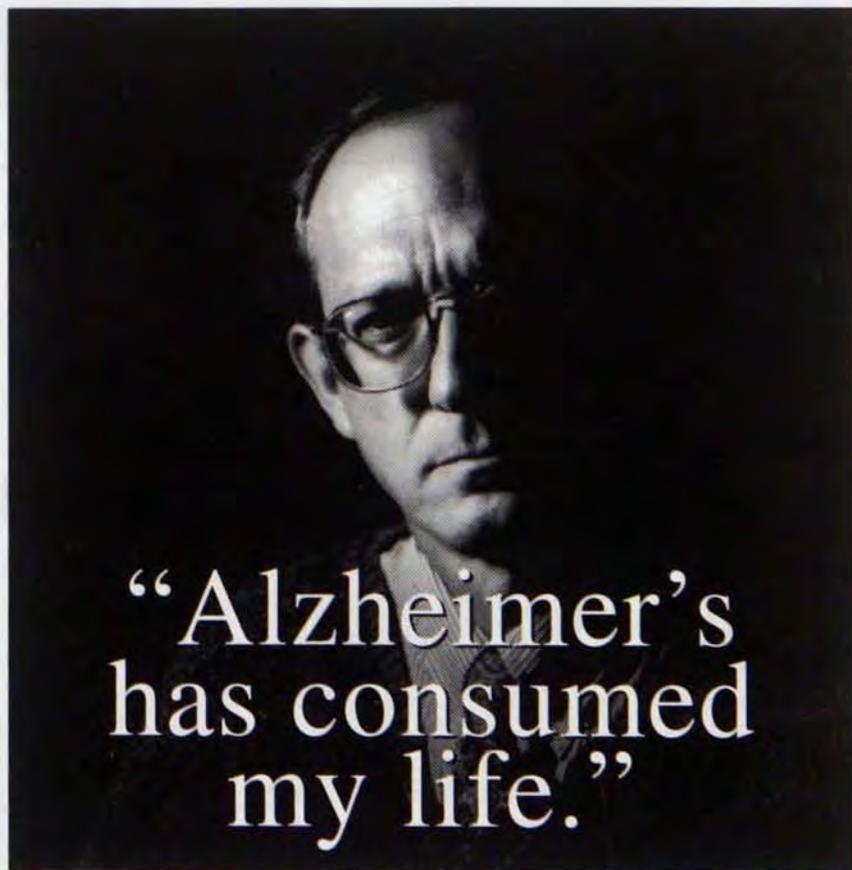


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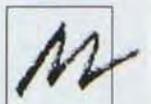
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UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

Report

National President

When We Talk, Legislators Listen

I'll be honest. I didn't want to write the letter. And I didn't want to make the call. After all, what difference can one call to a legislator make? They must get hundreds of calls and letters.

But, thanks to the urging of alumni association staff and key volunteers, I wrote postcards and letters and made phone calls. I contacted my own legislators and even other legislators I had come to know over the years.



Dave Mona, '65,
chairman, Shandwick

The content of each call and letter varied, but the basic message remained consistent: that the University of Minnesota is the economic engine driving the state, that it's the state's most important asset and needs legislative attention. And I always added something personal about what the University has meant to me and to people I know and respect.

And it worked! Not just because of me, but because of literally hundreds of members of the alumni association's Legislative Network. People who had never contacted an elected official got involved, and our efforts helped the U realize the greatest legislative request in its history. At its peak, we had between 2,000 and 3,000 volunteers working on behalf of the University to let legislators know how important this institution is to the state.

It's common knowledge around the legislature that one call from a constituent is worth 100 calls from a lobbyist. University of Minnesota Regent Bill Peterson, a longtime legislative lobbyist on behalf of organized labor, recently praised the Legislative Network's lobbying efforts. "In all my years at the capitol," he said, "it was the single most effective grassroots lobbying effort I have ever seen."

President Mark Yudof's \$198.7 million legislative request this year is a logical follow-up to last year's and has five major thrusts:

- enriching the undergraduate experience
- financing health professional education
- connecting the university to the community at large
- promoting a climate of quality service
- competitive faculty compensation

As you read this, the legislative effort will be entering its final weeks and is not without its challenges. Last year, President Yudof was still in his honeymoon period and the legislature understood that the University had lost serious ground over the past decade. In addition, the University's request included major appropriations for several attractive new initiatives in such areas as molecular and cellular biology and new media.

This time around, the request includes a number of items that hold equal importance but are less tangible and have lower headline value. Take faculty compensation, for instance. When measured alongside 29 comparable universities around the country, Minnesota currently ranks no better than 27th on the faculty compensation scale. If we are going to be able to attract and retain the best faculty, we simply must improve compensation. The proposed improvements would merely move Minnesota up a few spaces, but this needs to happen and makes good economic sense. Top-notch faculty attract research grants that bring substantial new dollars to the University of Minnesota, in many cases creating additional jobs as well.

An equally deserving area is health professional education. The University of Minnesota Medical School is one of the casualties of cuts in federal funding. Approximately 70 percent of all the doctors in the state graduated from the University Medical School. Unless additional dollars become available to the school, the funding cuts will begin to take their toll on the quantity and quality of medical care in the state.

Here is where we come in. It's important to note that this year more than ever legislators will be seeking their constituents' pulse. Governor Jesse Ventura did well in precincts across the state during his campaign, and legislators want to make sure their votes reflect the wishes of the people who elected them. The "Ventura factor" will be analyzed for months, but there's no arguing the fact that legislators will spend extra time making sure they are in touch with the electorate.

Serving on the Legislative Network is one of the most rewarding ways to give back to your University. If you are not currently involved, I urge you to sign up now. You can make the difference. For information on how to become involved, see page 55. ■



A Conversation

with Doris Kearns Goodwin

Best-selling biographer and political commentator Doris Kearns Goodwin will be the keynote speaker at the 1999 University of Minnesota Alumni Association Annual Meeting, set for Wednesday, June 2, in Northrop Auditorium.

Goodwin is author of four best-selling books, including *Lyndon Johnson and the American Dream*; *The Fitzgeralds and the Kennedys*; *No Ordinary Time: Franklin and Eleanor Roosevelt: The Homefront in World War II*, which won the Pulitzer Prize in history; and *Wait Till Next Year*, a memoir about growing up in the 1950s in the New York suburbs and her love for the Brooklyn Dodgers. Goodwin holds a Ph.D. in government from Harvard and taught there for 10 years. She also served as an adviser to President Lyndon Johnson and helped him prepare his memoirs. She is a frequent political commentator on PBS and NBC news programs and is currently researching for her forthcoming book on Abraham Lincoln's White House years.

Minnesota magazine's Chris Coughlan-Smith talked with Good-

win in January. The full text can be found at www.uma.umn.edu. Here are excerpts of her comments on several subjects:

On what will be remembered from President Clinton's impeachment and senate trial:

One of the things people will be asking 50 years from now is how did it happen that an aroused minority was able, against all predictions, to keep this process moving forward? How did it happen against the seeming will of the majority of the American people? That just shows the power of an aroused minority when the majority are relatively passive.

The question of Clinton that will have to be asked is that if he were as formidable a politician as people seem to think he was, how was he unable to fix some sort of compromise before it reached this full-blown stage? He could have told the truth last January and perhaps it would have been over. Certainly this fall, before the trial actually started, when it all hinged on a group of moderates in the House, [it might have ended] had he been a formidable politician. I can imagine Lyndon Johnson would have had those moderates to the White House morning, noon, and night and figured out a way to reach out to them.

On Clinton's legacy:

What might have been for Clinton had this not happened? Think about a president standing where he does on the edge of the greatest peacetime prosperity, relative peace abroad, and having brought the Democratic party to a point where without this whole scandal they might have won the House in the last election. . . . It could have been a time, just dreaming, like the Progressive Era or the Great Society. Maybe you couldn't have gone back to government doing huge programs, but certainly you could have had more pub-

lic interest in the people who aren't benefiting from this prosperity, as you did at the turn of the century or in the '60s. You might have had more focus on the one-out-of-four kids living in poverty, doing something significant about education as a means up for the people who aren't sharing in the prosperity.

On how the impeachment and trial might affect the 2000 elections:

Even though the country claims it will punish the Republicans . . . I think it may depend more on who runs for the presidency, and where the economy is, and what the major issues are. . . .

It's not like a war that has continuing impact on people's lives, or social legislation that has changed the landscape. It's an episode, sort of, and it's something most people are spectators watching. When the play ends, as long as it ends in a way that semi-satisfies everybody, I'm not sure it will be on everybody's tongue in the year 2000.

On her start as a storyteller:

Early on I got accustomed to having to tell [my father] the story



of that afternoon's [baseball] game, since games were played during the day and he had to work. At first I would be so excited that I would blurt out who won before I even started to tell the story of the game. So I finally learned that you tell a story from beginning to middle to end. I learned how to put some characters into it just to keep his attention.

So from that early experience of being a little kid and telling a story night after night, I do think it taught me of the pleasure that stories can bring to other people. Even the story of a game has some human element to it—somebody dropping a ball or somebody who was a goat one moment becoming a hero the next—so they have larger meaning to them than just the game itself.

On getting her start as a biographer with President Lyndon Johnson:

When I was a graduate student at Harvard, I was selected as a White House fellow, a program that takes less than 20 people into the government each year to work as a special assistant to a cabinet officer or in the White House itself. There was a dance at the White House and I did dance with President Johnson several times that night and he did say he wanted me to work directly for him in the White House. But the very next day an article that I had written while I was in the anti-war movement came out in the *New Republic* and it was entitled "How to Remove Lyndon Johnson in 1968." I thought he'd kick me out of the program. Surprisingly, he said, "Oh, just bring her down here for a year and if I can't win her over, no one can." I didn't work directly in the White House—I'm sure I was considered a security risk at that time—but after he withdrew from the race in 1968, he called me to the White House and said, "Well, you said I should be dumped and I've dumped myself, so now you have to work for me." I ended up working for him his last nine months in the White House and then accompanied him to the ranch [in Texas] to help him work on his memoirs on weekends and during summers and vacations.

On learning from Johnson's often embellished stories:

What it made me realize was not to discount totally what people are telling you, because often it means something to them even if they're telling it in a false way. The reason they're telling it falsely means something about what they care about for themselves or why it's important for them to appear that way. But you do need to then go to the stuff of history, the documents and the letters and dates, and try to figure out what really happened.

On writing her most recent book, Wait Till Next Year: A Memoir: When the publisher suggested I write it, I turned down the thought because I wasn't sure how I would write a memoir. It seemed dif-

ferent from a piece of history because there couldn't be research. Once I thought about it, I realized I could do some research—go find all the kids I grew up with on my block—and that the whole process would probably be a meaningful one. Because my parents had died when I was young, I hadn't had a house to go back to the same way other people did. I hadn't even been back in my hometown in a long time. It turned out to be a real pleasure in a way that I hadn't imagined it would, just finding all these people again and reconnecting to my past.

It turns out that for a lot of people who have read the book, it evokes their own memories of their own childhoods. There was something quite universal about that postwar era when people went to suburbs and it was the first home that the family owned and there were so many kids on the block that you just had an automatic play group and you could run in and out of one another's homes.

"I wasn't sure how I would write a memoir. It seemed different from a piece of history because there couldn't be research. Once I thought about it, I realized I could do some research—go find all the kids I grew up with on my block—and that the whole process would probably be a meaningful one."

On the challenge of researching a president (Lincoln) with no living eyewitnesses:

[In Lincoln's era] people wrote letters and kept diaries. In going to all those primary sources, you really do get to feel like you know the people, even more in some ways than through listening to somebody talk about them. You know that at that moment, when they're writing to children or parents or wives and to one another, that's what they are thinking or feeling. What I've concentrated on in the first pass is the letters to their families first, and then their official correspondence after that. [It gives] their official correspondence more meaning because you know what they're trying to do.

On presentations to a general audience:

I think what the audience likes to hear are some of the stories that reveal character

and the human traits of some of these figures who might otherwise seem distant to them. . . . All of the stories have some echo in the present day. When you're talking about Roosevelt's ability to communicate to the country at large in a way that moved people to common action, or Lyndon Johnson's skill with the Congress and then his failure with Vietnam, or Kennedy's ability to inspire people to go into the Peace Corps—what did all those things mean and what would be possible today if we had those kinds of talents still there? The great thing is that as you accumulate more and more subjects, there are more and more great stories to share. ■

Tickets to the 1999 University of Minnesota Alumni Association Annual Meeting can be ordered using the form on page 37 of this issue. The ticket price includes dinner on Northrop Mall followed by the presentation by Doris Kearns Goodwin. For more information, call the UMAA at 612-624-2323 or 800-UM-ALUMS or visit the UMAA Web site at www.umaa.umn.edu.



Memorial Stadium Capsule Links Past and Present

Just before student body president Herman Wiecking ('24) mortared the cornerstone into place on Memorial Stadium's north tower, he slid a five-pound copper box into the hollow space behind it. For 68 years following that June 17, 1924, ceremony, the box sat, weathering a little but protecting the documents and items inside.

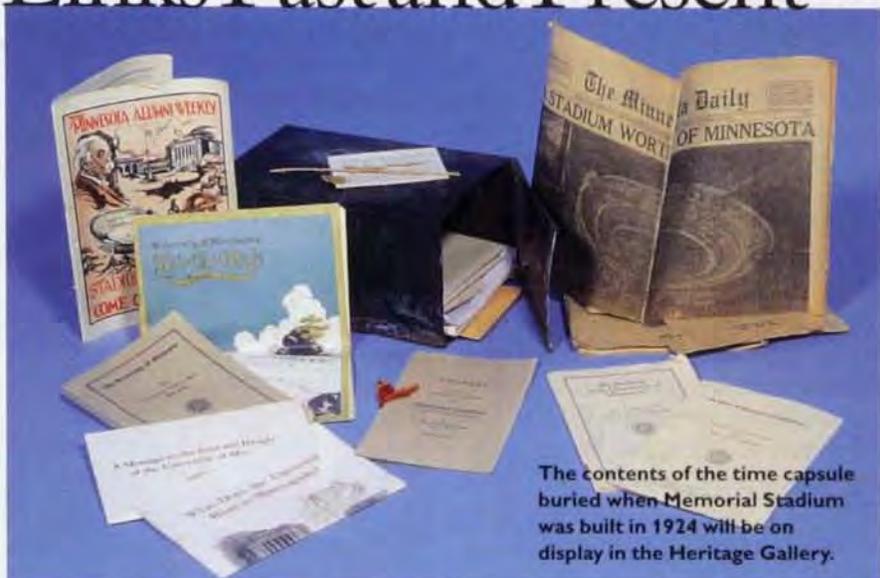
The box and its contents will be just some of the items displayed in the building now rising on the site of old Memorial Stadium, the University Gateway alumni-visitors center. The Gateway's Heritage Gallery will be the primary place on campus to experience the ongoing story of the school's greatness through interactive displays, prototypes of famous inventions, preserved architectural details, and everyday items that evoke the almost 150 years of University history.

Two stories emerged from the Memorial Stadium box—one about an olive sprig found inside, the other about an essay that was not. The olive branch came from a tree beside the Temple of Zeus in Olympia, Greece. Professor George Conger had clipped the branch from a seedling growing on the site where wreaths were cut to crown the victors in ancient Olympiads. According to Richard Burton, then head of the English department, this olive branch "stands for that brotherhood of brawn whose brain is kept clean and clear by manly sport, whose soul is heard in the mighty, swelling cry that goes up from the seats as the goal is near or attained," he pronounced.

The essay mistakenly thought to be included in the copper box was written in 1923 by John Beuning, who would later graduate from the University Medical School and become a surgeon. He wrote the piece, a tribute to Minnesotans who fought in World War I, for an English class. Beuning then entered it in a University-wide contest. The winner not only would receive \$35 (1923 tuition was about \$38 per quarter), but would have his or her words left for future generations inside the cornerstone box.

University officials invited Beuning to participate in a 1992 ceremony to open the box, and when they pried back the lid, out came the olive branch, although its leaves had fallen off; copies of the *Minnesota Daily*, *Alumni Weekly*, and *Ski-U-Mab*; a list of the 3,527 Minnesota faculty, staff, and graduates who had participated in World War I (98 died); a list of workers on the project; text of speeches and a program from the cornerstone ceremony; and a few other printed items. But no essay.

President Nils Hasselmo, who presided over the ceremony, was briefly nonplused, but declared: "Although your essay may not be present, its spirit lives on." Fortunately, Beuning had a copy and read excerpts: "No more desirable memorial to honor those



The contents of the time capsule buried when Memorial Stadium was built in 1924 will be on display in the Heritage Gallery.

Minnesotans who lost their lives in the Great War than the stadium could be created, because it combines all the requisites of a memorial for a great cause." Administrators promised to include the essay in any future displays of the box.

Housing the copper box in the Heritage Gallery provides just one of the links between the old stadium and the new alumni-visitors center. For example, alumni were instrumental in the drive to raise funds for and build Memorial Stadium, just as they are in building the Gateway. And the stadium's processional arch, preserved with funds from the class of '42 when the stadium was demolished, will be rebuilt inside the Gateway and serve as the entrance to the Heritage Gallery.

For more on the Gateway and to view live construction photos, visit the UMAA Web site at www.umaa.umn.edu.

Help Fill the Heritage Gallery

Heritage Gallery organizers are still looking for objects such as medallions, buttons, souvenirs of school events, uniforms, photographs, and books. Areas of interest include sports, theater, demonstrations of the 1960s and early '70s, scientific materials such as invention prototypes, journals that record school events, and objects related to Dinkytown prior to the 1970s.

Other items still being sought are original artwork that appeared in campus publications, architectural elements and signs, and teaching materials such as globes, wall charts, and tools. In addition, organizers would like larger items such as the prototype of flexible airframe wings for the B-29 developed by Dr. John Akerman, the original Lillehei-DeWahl oxygenator, and the series of oil paintings of campus buildings done in the 1920s by artist Frederick D. Calhoun. If you can provide memorabilia or clues to their whereabouts, please call Mark Hammons at 612-886-0091, or e-mail him at markhammons@uswest.net.



Alumni Connect through UMAA Groups

When Dor Koch was finishing his master's degree in chemistry in 1996 and looking for work, he had some special concerns. "There was some hostility," he admits. "I needed to have a place to touch base with GLBT [gay, lesbian, bisexual, and transgender] people working in my field."

Koch found those connections through one of the University of Minnesota Alumni Association's special interest groups, the GLBT Alumni Group. That group, the Coffman Memorial Union (CMU) Alumni Group, and the Finnish Connection are the first three groups to unite alumni with personal or social interests beyond collegiate affiliations and geographic locations.

Although only three interest groups have formed so far, they're growing fast. The CMU Alumni Group, for example, has gone from 27 members to more than 135 in 12 months, making it the association's fastest growing alumni group of any kind. "I really enjoyed being part of all the activities that went on at Coffman," says Terri Mische ('78), who was a night manager in the building. "It was really a stu-



dent union then; it was very vibrant and alive. Coffman crossed all disciplines. [It] became a kind of home away from home."

The GLBT Alumni Group supports some of the efforts of the GLBT Programs Office. "There are some small scholarships that we help support and we're working on a mentor program," Koch explains. "We want to focus on addressing the needs of the GLBT alumni, strengthening ties back to the U, and supporting today's students. We know how tough it can be, but we also know you can succeed."



The Finnish Connection supports and advocates Finnish activities across the University, including music and cultural events and the University's medical connections to Finland.

Membership in the UMAA special interest groups is free with UMAA membership. For more on forming an interest group or joining the UMAA and one of the existing groups, call 612-624-2323 or 1-800-UM-ALUMS (862-5867) or send an e-mail to umalumni@tc.umn.edu.

The Coffman Memorial Union Alumni Group holds events that promote CMU traditions, including alumni balls the past two years at homecoming.

Volunteers Are Key to Legislative Success

With the 1999 legislative session in its final stretch, volunteers are needed to make the difference for the University. The UMAA Legislative Network organizes volunteers, gives background on the request, and offers tips for making contacts. The University is seeking an increase of \$198 million over its last biennial appropriation. For details, see UMAA President Dave Mona's column on page 51.

Making a difference for the University as part of the Legislative Network is easy:

1. Determine how you want to reach your legislator. A face-to-face meeting is best. A phone call is nearly as effective. Ask to speak to legislators directly. If they're not in, state why you called and request a call back. Letters from constituents also get attention.

Be sure to indicate if you live in the legislator's district.

2. Get to the point. A short letter works better than a long one. Say who you are, state your support for the University, and ask for a response. For extra impact, tell how the U affects you personally. If questioned, don't panic. You do not have to know everything about the University to be effective. If a legislator disagrees with you, don't argue; politely restate your position.

3. Remember to say thanks. Legislators are people, and nothing is more gratifying than a "thank you" or "well done."

To join the alumni association's Legislative Network, call Les Heen at 612-626-0913 or e-mail him at heenx002@tc.umn.edu.

New Member Benefits

Two new UMAA benefits help members connect with alumni on-line and get career assessment at a discount.

A program called BranchOut, now available to University of Minnesota alumni through the UMAA Web site, uses the size and interactivity of the Internet to connect college-educated people by career, location, common interests, and more. BranchOut can be accessed directly off the UMAA Web site (www.umaa.umn.edu). The service is provided free by the UMAA and has several privacy features for users' security.

The Career Assessment Package (CAP) is a service of the Career

Development Center of University Counseling and Consulting Services. CAP is a five-phase package that creates a strategic career plan capitalizing on strengths and identifying areas for development. CAP uses numerous career, interest, values, and personality inventories and includes four individual counseling sessions. Ordinarily \$350, the Career Assessment Package is available to UMAA members for \$299.

For more information on UMAA membership and CAP, call 612-624-2323 or 1-800-UM-ALUMS or send e-mail to umalumni@tc.umn.edu.



Executive Director

Granite, Girders, and Gifts Support the Gateway

While exchanging e-mails with Jude Poseley of the University's Student 2000 Project concerning the new campus information system, Jude ended her message with an afterthought: "I love the Gateway building!" I wrote back, telling her that her sentiment made my day. The University Gate-



Margaret Sughrue Carlson,
'83 Ph.D.

way alumni and visitors center needs support—words of encouragement as well as financial support—from all alumni and friends of the University.

At the corner of University Avenue and Oak Street, in the footprint of Memorial Stadium, the 230,000-square-foot Gateway is taking shape. The bright copper panels nearly cover the back the building, which can be viewed from the University Avenue approach. The girders on the front are nearly all in place, and beginning in March and continuing through August, the rose-colored granite—

some slabs as heavy as 1,800 pounds—will be installed to surround the geode of Memorial Hall. And in May, the Memorial Stadium processional arch will be reassembled in the Gateway to become the portal to the Heritage Gallery. (To follow the construction, visit www.uma.umn.edu/ugateway and click on the Gateway Cam.)

The Heritage Gallery is the heart and soul of the Gateway. It will tell the stories of distinguished University alumni and faculty, as well as the stories of less famous individuals who were changed by the University and who, in turn, went on to change the world in important ways. Those stories will be accompanied by treasured icons that represent great inventions by its faculty and graduates, including K-rations, the retractable seat belt, the electronic scoreboard, the pacemaker, and—pending loan from the Smithsonian Institute—the Nier mass spectrometer and the Akerman tailless airplane.

Excitement about the building is growing. Everyone seems to be talking about the Gateway, which will be complete in less than seven months. Bold and futuristic, it will be unlike any alumni-visitors center in the country.

For more than 40 years, University alumni leaders have talked about the need for a visitor center on campus. The Gateway's three owners—the University of Minnesota Alumni Association, the University of Minnesota Foundation, and the Minnesota Medical Foundation—together with their volunteers have accomplished something on behalf of the University that could never have been done alone. Larry Laukka and Fred Friswold, past national presidents of the alumni association, have worked on this project continually for 10 years.

Fund-raising efforts are underway, and major gifts have been

received, including a pacesetter gift by alumnus Richard "Pinky" McNamara. He recently pledged \$10 million to the University and designated it for the Gateway, the College of Liberal Arts, and Intercollegiate Athletics. McNamara articulated the feelings of many alumni when he said, "If I lived five lifetimes, I couldn't repay the University for what it has meant in my life and my career."

The class of 1942 designated its class reunion funds, as well as money from other fund-raising efforts, to preserve the Memorial Stadium arch for reconstruction this summer.

The Gamma Omicron Beta sorority is giving a bench for the Gateway plaza, above the 325-space parking garage adjacent to the project. Founded in 1928, the sorority closed its doors in 1988, but its members, including Arlene Stansfield, Mary Ellen McFarland, and Deb Noll, wanted to use some of the proceeds from the sale of the house as a lasting reminder of their wonderful memories of the University.

The Chapman Forestry Foundation, in Lubbock, Texas, is making a gift to put trees on the plaza to honor Dale Chapman ('29), who plans to come to the University for the Gateway's grand opening. Several months ago Chapman's son-in-law, John Billing, happened to be reading *Minnesota* magazine and saw the plans for the Gateway. What caught his eye was the plaza. Billing counted the trees on the architect's rendering, called me up, and said, "This project is a good match with our priorities."

Others are stepping up to support the project in many ways. One plan allows donors of \$2,500 or more to support the Gateway and become lifetime members of the alumni association in the process. The single life membership fee (\$550) or a joint life membership fee (\$700) is included in the gift.

The names of donors who give any amount will be included in the time capsule that will be placed, during the grand opening ceremony, under glass alongside the 1924 time capsule found when Memorial Stadium was demolished. Those names also will be recorded in the electronic kiosk in Memorial Hall and recognized in *Minnesota* magazine.

For more information on making a gift to the Gateway, watch *Minnesota* and *M*, or call Mark Baumgartner at the University of Minnesota Foundation, 612-624-1397, or Bob Burgett at the University of Minnesota Alumni Association, 612-625-9173.

We couldn't be more excited about the Gateway becoming our permanent new home this fall. More importantly, the Gateway will be the new front door to the University—a place of welcome for visitors already familiar with the U and for those new to campus. It will symbolize the greatness of the U and the accomplishments of its graduates for generations to come.

It is fitting that the Gateway will be a gift to future generations from the generosity of those who walked its hallowed halls in the past and who prospered from the world class education they received here. ■

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