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CLA NEWSLETTER

June 1981

College of Liberal Arts

University of Minnesota

CLA research funds may take one-third cut

Proposed Reagan administration budget cuts could mean that one-third of all federal research funds coming to CLA will be slashed over the next two years.

Wlad Godzich, acting director of the CLA Office for Research Development, made that estimate and called the cuts which are still pending in Congress "very, very severe."

Norman Simler, chair of the economics department, termed the cuts his department will take as a "disaster."

Gerald Siegel, director of the Center for Research in Human Learning, said it will mean the end of the two major research grants that have provided continuous funding for the center for the past 16 years at a level of about \$250,000 a year.

Mary Beth Bremer, assistant director of the Office of Research Development, who attended the Institute on Federal Funding in Washington, D.C., in April, said only the defense research budgets are being increased, while all others are taking deep cuts. In all agencies, programs for women and minorities are being cut or eliminated, she added.

The College of Liberal Arts received close to \$4 million in research money from the federal government during the 1980 fiscal year which ran from October, 1979, to October, 1980. Approximately \$1 million of that came from the National Science Foundation (NSF),

\$1.3 million from the Public Health Service, \$1 million from other agencies, and the remainder in faculty fellowships, training grants, and outright research grants.

The Reagan administration has recommended the elimination of the entire portion of the behavioral science research program under NSF.

In the area of economics, the recommendation is for the NSF budget to be cut to \$10 million for next year from \$33 million this year and eliminated the subsequent year.

Together, those two programs

represent 75 percent of the \$1 million that CLA receives from NSF, and it will mean cuts for the departments of psychology, anthropology, sociology, economics, and to a lesser extent, political science, Godzich said.

The new emphasis in NSF, Bremer added, is engineering, mathematics, and computer research.

The Public Health Service, which is the umbrella organization for the National Institute of Mental Health and the National Institutes of Health, has recommended a cap on grants of 40-70 percent of

current funding which will affect psychology, speech-communication, and the School of Social Work.

"No one knows exactly what will happen to Public Health Service funds," Godzich explained, but he predicted that the College should prepare itself for losing 25-35 percent of funding in that area.

The two humanities agencies, the National Endowment for the Arts and the National Endowment for the Humanities, have been slashed by almost 50 percent.

If a cut like that had happened a year or two ago, both Godzich and Bremer said, it is unlikely that "Germany in the 20s: The Artist as Social Critic," the year-long program under the direction of the German Department, would have received the \$384,288 grant plus gifts and matching funds from the National Endowment for the Humanities. That community-wide program is just the sort of project that the National Endowment for the Humanities is cutting, Godzich said.

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Photo by Tom Foley

Communication Disorders graduate student Susan Webber who is affiliated with the Center for Research in Human Learning conducts an experiment investigating children's perception of loudness of their own voice and ability to match vocal loudness from an external source. It is one of the many research projects threatened with elimination in the center because of federal cutbacks.

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Business school changes to affect CLA

By Bill Hoffmann

While CLA deans welcome the School of Management's increased liberal education emphasis in its revised undergraduate curriculum, there are problems of implementation in CLA which revolve around costs, staffing, and planning.

The goal of the revised management school's undergraduate curriculum is "to offer a liberal education with a concentration in business administration," David Lilly, dean of the management school, said.

School of Management is the newly adopted name of the former College of Business Administration.

CLA Dean Fred Lukermann noted that the revised curriculum and CLA's Report of the Committee on Undergraduate Education both stress communications and an international perspective.

"We seem to be on the same wavelength," Lukermann said.

The College looks forward, Lukermann said, to the demands of the curriculum changes that affect CLA. "They verify our mission statements."

Yet, adoption of the changes in CLA involve a problem of

resources, he said.

CLA Associate Dean and Executive Officer Roger Benjamin observed, "We want to continue our mission of 'port of entry' for a large number of students, but these changes in other colleges create at least short term difficulties in many of our own programs."

Roger Page, CLA Associate Dean, pointed out in a report that the directing of a large number of management school students into a relatively small number of required CLA courses, and courses that for the most part are taught in small sections, creates staffing, scheduling, financial and general planning problems.

For that reason, he said, "some changes (in pre-business courses in CLA) are being somewhat delayed."

Negotiations and planning discussions continue between CLA and management school administration to coordinate changes and their impact on CLA.

In the 1980-81 academic year, there were 2,700 pre-management school students in CLA and 1,500

upper division management school students, Page noted.

Page suggested some of the changes might be delayed until 1982-83, control might be needed on CLA registration of management school students, and additional funds would be needed.

Initial, preliminary cost estimates, based on 1980-81 rates, to implement changes in CLA such as more class sections for the years 1981-83, range between \$376,500 and \$410,500, Page's report said.

Page outlined the course changes required in CLA. New lower division pre-business requirements are: one course in speech, one course in logic, linguistics or computer science; one more course in social sciences than had been previously specified, and one more course in literary and artistic expression than previously required, which totals 12 credits, and 8 of the credits must be in literature (4 in British and American literature and 4 in foreign literature).

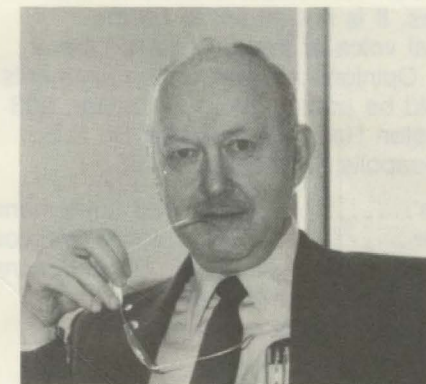
Upper division changes, Page explained, for management school students in CLA are: 8 credits in

composition, 4 credits in speech; revised course in economics and one additional 4 credit course; and an "international requirement" of 8 to 12 credits.

A major change in the program is the expansion of the communication requirement from two courses to five, three in writing and two in speech.

"Communication is all-important if you're going to be a working member of society," Dean Lilly pointed out. "If you have the technical ability and you're unable to communicate it, it's of no use."

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Peter Rosko

Photo by Bill Hoffmann

The Dean's List

The Dean's List, a column by Dean Fred Lukermann, will not appear in this issue. The guest column is by Clarke Chambers, professor of history and chair of the Minnesota Humanities Commission from 1978 to 1980.

Reagan cuts reverse gains made by humanities

By Clarke Chambers

For many years the complaint has been heard, not only on this campus but in liberal arts colleges throughout the country, that the humanities are undervalued and underfunded. National priorities emphasized the sciences (in part for their application in space, defense, and health) and in lesser degree the social sciences (in part for their presumed utility in seeking solutions to economic and political problems).

Private philanthropy, it was perceived, could be counted on to provide basic funding, at least, for the arts—symphonies, art museums, theaters. Persons in the humanities came to share the feelings, recently expressed, of a news editor, himself trained in the humanities—"The word *humanities* doesn't mean much to most people. Most people to whom it does mean much work on college campuses. For them it means pretty much what it did when I was in college: it's what you major in if you're not in the natural or social sciences, haven't decided what to do with your life, or want to go to law school but would like to learn something first!"

But, then, in 1965, Congress established the National Endowment for the Humanities to advance scholarship and teaching in humanistic disciplines and to promote the "application of the humanities to the human environment with particular attention to the relevance of the humanities to the current conditions of national life."

Since then, grants to individual scholars and to communities of scholars have done much to strengthen the humanities in the College of Liberal Arts. Large grants have gone, for example, to the German Department for programs dealing with the artist as social critic in the interwar era, to the Women's History Sources Survey for the publication of a two volume guide to archives and manuscripts collections, to the Immigration History Research Center for the promotion of ethnic studies.

In recent years at least a dozen CLA faculty have directed special summer seminars for college teachers in many different humanistic disciplines. Fifteen humanists have won fellowships for independent study, and an additional ten scholars received summer stipends. Translation grants have gone to South Asian and Latin projects.

Less visible, perhaps, but of substantial importance have been the efforts of humanists from CLA and from other state universities, community, and private colleges to extend the values of humanistic studies throughout the state through the auspices of the Minnesota Humanities Commission, an autonomous agency, funded primarily by the NEH, and governed by a board composed of representatives from the lay public and of professional humanists.

Many grants have gone to subsidize programs that encouraged linguists, philosophers, historians, music and literary critics to share with interested citizens the processes of analysis and appreciation which inform their disciplines. Other grants sought to deepen public awareness of the ideas, values, and experiences which have been formative in shaping American culture and to widen public understanding of cultural systems in Asia, Africa, and Latin America and among various minority groups within the United States. They have reminded us of our own complex cultural inheritance, and have led us to a sense of connection with other times, places, people, and ideas.

Coalitions of scholars and citizens working together through community, civic, church, and professional organizations have addressed pressing social concerns—energy, medical ethics, civil rights, and civil liberties, the changing structures of family and shifting roles of women and men within the family.

In all, more than seventy-five faculty members from CLA have participated over the past several years in a wide range of programs focused both on traditional scholarly themes and on public issues. Through the work of the Humanities Commission, the spirit and tradition of lyceum and chautauqua have been revived.

The proposal to cut by half the budget of the Endowment for the Humanities (and the budget also of the National Endowment for the Arts, a subject that would require another article) depreciates these values and reverses recent gains. It is not only that the humanities will suffer, but also that students and citizens generally will lose. In the long run, the democratic shaping of public policies and the creation of a genuine culture demand the kind of informed understanding that the humanities can provide.

The CLA Newsletter intends to raise issues. It is not meant to be the official voice of the College of Liberal Arts. Opinions are welcome. Comments should be addressed to the editor, 203 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, Minnesota 55455.

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Photo by Bill Hoffmann

Research funds

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The outreach programs are being eliminated, he explained, in an attempt to protect both basic research funds and a scaled-down version of fellowship programs.

Bremer cited other examples. Only 55 summer seminars for undergraduate college instructors sponsored by NEH will be held next year compared with 150 this summer. CLA professors have led six seminars during the last two years.

Three CLA professors received summer stipends this year. Next year, only 220 will be funded in the entire country. It is "unlikely that we'll get three again," she said.

The cuts are already being felt in the College.

"We're scurrying very, very hard," Siegel said, and added that he was in the process of working on grant applications in an attempt to attract private funds to the Center for Research in Human Learning. The center which does research in language, language development, perception, and speech has a "unique educational mission," he said. The research is the core of training programs for pre- and post-doctoral students and it offers stimulation for the faculty, he added.

longer get academic year released time funds.

"This department lives on released time money," Simler said.

For example, if a professor earned \$20,000 a year, and received a grant, NSF, in the past, would add 25 percent release time. The University would pay \$15,000 of the salary, NSF would pay \$5,000, and the department would use the remaining \$5,000 in University funds for unassigned instruction. That \$5,000 would fund a half-time teaching assistant for one year, Simler said.

A compounding problem, he added, is that the department did not know the new policy was coming, so it did not have time to "downsize" the department.

The next year is going to be a "cat and mouse game," Simler said, trying to "cover the commitments we have made."

The department can't renege on half-time assistantships for people who have accepted and are coming from all over the world to study here, he said.

Such large cuts will have their impact across the College.

"There will be a certain amount of discouragement on the part of the faculty," Godzich predicted.

For younger faculty who are just



Photo by Tom Foley

The Center for Research in Human Learning also studies developmental questions about the course of a child's ability to listen to speech sounds and make distinctions and how it is related to skills and speech production. Communication Disorders graduate student Sharon Penner is also affiliated with the center.

"We are husbanding our money" he said, in effect, trying to spread one year's money remaining on the two large grants which won't be renewed over the next two years in an effort to maintain the "integrity of the center."

The College of Education and CLA have provided a small amount of money and the center is trying to keep the core functions and the colloquia going, he said. Money for faculty summer research and travel funds is completely gone.

The center still has a training grant from the National Institute of Child Health and Human Development which has two more years to run. It provides direct support for 16 pre-doctoral and 2-3 post-doctoral students each year at a rate of \$5,000 for pre-doctoral students plus tuition and \$14,000 for post-doctoral students.

For the Department of Economics, it is not only the cuts by NSF, its main source of research funds, but how the cuts are being made that will take their toll on the department in the coming year.

"The combined effects of those two is a disaster," Simler said. "The order of magnitude of that disaster," he said, is such that the department expects a deficit of \$76,000 this coming year.

The new policy in NSF means those who receive grants will no

beginning to reach the stage of being able to mount major projects, their research will be slowed, he said.

Older, more experienced faculty will still be able to attract grants if they work harder, he said, but their worries are going to be for support for their students, many of whom need to do research in order to finish their degrees.

This turn of events may mean the faculty will vent their discouragement on the University, he said, and he predicted more faculty activism.

It may mean also that faculty can be more easily attracted away to other states that can provide monies. He cited Texas as an example of a state that is starting to replace some of the research funds.

The Minnesota Legislature's treatment of the University in the latest legislative session does not bode well for the University, he said.

Is there any possibility that private foundations can bail out CLA?

"We are way behind," Godzich said, and "we don't even have the contacts."

The University has a good record as one of the top research universities, and it should be able to tap large foundations such as Amoco and Exxon, Godzich said.

Field learning sends students back to class

By Bill Hoffmann

EDITOR'S NOTE—The Office for Special Learning Opportunities (OSLO) coordinates all undergraduate independent study and field learning in CLA. Cooperative Education, part of the CLA Career Development Office, also offers career-oriented internship programs.

"One of the best things about field learning is that it sends students back to classes," observed Emma Freeman, coordinator of CLA's Office for Special Learning Opportunities (OSLO), part of Cross Disciplinary Studies (CDS).

"It makes them realize the course work they will need. And it helps them sort out majors and electives," Freeman explained.

One student, for instance, researched issues for the Pillsbury Company that were to come before the legislature. The student used his economics training, but realized that he needed advanced work, so he took those courses, she said.

Yet another student, who did research in international business, became aware of his need for additional composition and writing courses.

"We assist in the planning, development, and coordination of independent study, including field learning, for the College," Freeman said.

"In a sense, we are a clearing house and information center for the programs."

The main effort of the OSLO office is to help CLA departments and faculty develop courses, projects, or programs that utilize off-campus resources. Student internships usually are arranged with cultural, business, and service-oriented organizations, as well as government agencies.

Freeman enthusiastically described field learning as "a growing, exciting part of higher education."

A student's own job or volunteer activity may also be used as the basis for a field learning project, she noted.

The University's urban setting "is ideal for our purposes," Freeman said, pointing out that it's in the middle of an area of progressive government, cultural activity, and headquarters of international corporations which are willing to cooperate with OSLO.

Field learning internships have been arranged with such organizations as the Minnesota Historical Society, the Minnesota Museum of Art, the Metropolitan Council, the St. Paul and Minneapolis public schools, the state legislature, the suburban schools, the Guthrie and Children's theaters, and United Way agencies.

Internships have also been arranged with the Pillsbury Company, Dorn Communications, Inc., American Family Insurance, Minnesota Rideshare, the Minnesota Zoo, the International Association of Business Communicators, the Urban Corps, and in the offices of both the St. Paul and Minneapolis mayors.

OSLO used an Educational Development Program grant to help develop field learning programs for CLA departments. They include an honors seminar in the German Department to study the German-American culture that exists in the Twin Cities area. The Psychology Department has an honors seminar in which students earn extra credit in field projects.

Spanish and Portuguese has a project which offers opportunities for a pool of tested Spanish-

speaking students to enhance their language learning. The students may act as interpreters for foreign visitors and work on other assignments in the business and Spanish-speaking communities.

Women's Studies and History developed new courses where students will actively study issues in the community and meet weekly in a seminar to discuss their findings.

One interdisciplinary field learning project involved the Hmong

campus, in the art galleries, the Women's Center, and in University Personnel.

All projects are done under the direction of one or more faculty members. Usually a research paper, readings, and appropriate previous course work are required.

"These credits, without question, are rigorous," Freeman said.

Field learning isn't a new concept, Freeman noted. It's as old as internships in social work and in medical schools.



Photo by Bill Hoffmann

Student intern finds Viking exhibit a learning experience

Working on an internship arranged through OSLO, Kerry Wakely, a senior in the Bachelor of Independent Studies (B.I.S.) program, earned five credits during Winter quarter 1981 assisting with the behind-the-scenes operation of the Vikings Exhibition at the Minneapolis Institute of Arts.

"Too bad I didn't find out about this before," observed Wakely, 23, who is originally from Bloomington and graduated from Eden Prairie High School.

"On a deal like this, everybody benefits," he said, adding that he "felt a little overwhelmed at first by the choices" of field learning experiences, but learned that it is "up to the student to decide to take the risk."

Wakely focused his field learning at the institute on organizational communications. His B.I.S. degree is in art management and mixes studio arts, art history, and speech-communications. He also has taken a number of pre-business, accounting, economics, and business law courses.

His internship advisers have been Ernest Boreman, Speech-Communication, and Fred Smith, Art History.

The internship at the institute appealed to Wakely because it offered experience in day-to-day operations, and specifically with the Vikings exhibit.

"I had never had museum experience before," so the work helped him decide if that was the kind of atmosphere he wanted to work in later, he said.

Wakely earned two credits in museum experience and three credits in studying the structure of the Vikings exhibit committee by writing a long paper on the roles of people on the committee and discussion group conference methods. He also wrote two papers evaluating the museum experience. He received no pay for his internship.

His duties at the institute included working with other staff members preparing and operating the Vikings exhibit, as well as the gala opening for state legislators and the governor. Wakely also worked with the institute director and assistant director.

The OSLO office contacted the institute a year before the exhibit opened to make arrangements for the internship, according to Emma Freeman, OSLO coordinator.

Freeman observed that "field learning is an excellent way to tie together the learning in a number of disciplines."

refugees. Helen Yesner, former acting director of the School of Social Work, explained, "students could chart the migration of a people first hand."

Freeman said that many of the OSLO internships provide a public service, which is part of the mission of the College and the University. In addition, some learning projects are done on

The OSLO office has 2,000 to 3,000 internship listings, some paid, some not. "Students shouldn't overlook unpaid jobs. They provide extremely valuable experience," Freeman said.

Freeman said winter quarter, 1981, was the seventh consecutive quarter in which there were increases in the number of faculty, students, and community agencies

that sought assistance from the OSLO office. Winter quarter 1981 had a 30 percent increase compared to a year earlier.

Contacts with the office each year include about 5,000 students and 2,000 faculty, college advisors, and community representatives. The contacts range from phone inquiries to hour-long sessions to plan projects. OSLO is a major University-wide contact point for information on special teaching programs.

New within the past three years is the CLA Advisory Committee for Special Learning Opportunities. The committee, chaired by Robert Eyestone, Political Science, provides advice and a faculty viewpoint to OSLO.

Eyestone said the committee not only works closely with OSLO, but also looks at questions concerning independent study for the College. The committee meets about four times a year.

The committee does general surveillance of special learning opportunities in the College, he explained. For instance, the group has looked at how directed study projects relate to recommendations of the Report of the Committee on Undergraduate Education.

The senior project or the additional work in composition called for in the report could be implemented through independent study, which might include field learning, Freeman pointed out.

Eyestone noted that committee discussions have included ways to continue to maintain the academic quality of independent study projects and included guidelines for the number of credits awarded in relation to the amount of work.

Another question the committee has looked at is the treatment of the transfer of internship credits from other institutions.

Michael Root, Philosophy, and CDS director until last year, said that when he became director he had a concern that some students who took an internship might expect to get academic credit after the fact. So, he made sure the standards were understood.

As director, Root insisted that if academic credits were to be given for a project, a paper would be required. If written work was not appropriate, he was willing to negotiate.

"OSLO is a wonderful resource," Root said, and he thinks that not enough students know about it.

OSLO was formed about 10 years ago under the guidance of Associate Dean Roger Page, after the College formalized independent study and directed instruction programs.

Page said that, in general, the initial motivation for the special learning opportunities office was student interest, as well as faculty interest. Many departments earlier had independent study, called directed study, research, or reading.

"This kind of learning," Page observed, "is particularly appropriate to older, more mature students." Those are the kind of students the College and the University are seeing more of, he noted.

"Some students like to learn this way. And some instructors like to teach this way," he said.

"More disciplines now seem more interested in exploring this approach," Page said, adding that the College "is open to explore and look critically at new and different ways of learning and teaching."

Chinese welcome American poetry and poet

China, September

I want to take
off layer after
layer
have been thinking
of my house in October
how I want to follow
the curve of the fall
down, dip my
wings down

and of China here,
now

I want to live in both worlds
I want to live in both worlds

let a leaf I come upon
near my house
be China
let a frost
let a dew

send a bird by
my window some time
across my line of sight
to remind me

2:30 a.m. 9/5/80
Friendship Hotel
Beijing

Modern American poetry is a rare commodity in China. But a modern American poet is even more of a rarity.

Students at the Beijing Normal University broke a door off its hinges pushing their way into a room for English professor Michael Dennis Browne's poetry reading last September.

Browne, who is a published poet and who teaches poetry writing at the University, modestly explained in his English accent that they were just "hungry for contact."

Born in England, but having resided in the United States since 1965, he was the first American poet to teach at the Beijing Normal University in Beijing (the new spelling for Peking) and "they were so grateful for it," he said.

He gave only one informal poetry reading, but spent his four-week stay giving 16 two-hour lectures to Chinese English-language teachers who want to teach modern American poetry.

Chinese access to Western publications has been restricted for years, and they were "bewildered by the variety of examples in American writing," Browne said.

One Chinese student said the American poets had "too many imaginations."

Historically, Chinese poetry has had an affect on American poetry, Browne explained, although the Chinese modern form is still much more classical and their style is changing much more slowly.

The white German shepherd which accompanies him to his office most days was not allowed along on his China trip. Snow Dog, as Browne calls him, has been the object of some of his poems.

Even without the dog as his entourage, the bearded Browne must have fulfilled the Chinese vision of what an American poet looks like. He usually dresses in casual attire in an assortment of colors.



Michael Dennis Browne with Chinese poet and professor Zheng Min and her husband.

"I'm told I'd be welcome," Browne said, and he'd like to go back to China if he can juggle his upcoming marriage, his dog and other animals at home, and the money problem.

He had to raise money for his first trip from several sources including the English Department, Office of International Programs, and the CLA Research Development Office.

More professors would like to go, he said, if they could finance it. The English Department is exploring the possibility of more exchanges with the Chinese. C. J. Liu, of the East Asian Language Department, is currently living in China and acting as a liaison for the University.

In addition to teaching, Browne has a Bush Fellowship for 1981 to complete his third book of poems and he is working on his sixth work as a librettist with composer Stephen Paulus. They have written a one-act opera called "A Village Singer" which will receive its Minnesota premiere by the Minnesota Opera next February. It is based on a story by Mary Wilkins Freeman.

They have had other local commissions from the Bach Society and the Schubert Club and shared a National Endowment for the Arts composer-librettist fellowship in 1978.

China had an appeal for Browne. He said, "it was refreshing to experience a genuine collective idealism for serving the people. Finally, I didn't approve of their system, but there were things

about it that made me rethink America."

Life is a lot simpler in the People's Republic of China, and the one difference from America that Browne mentioned most often was the absence of the Xerox machines in the colleges. Reports and poems must often be laboriously typed. He gave several of his books and Xeroxed articles to the Chinese teachers.

After the cultural revolution years, many of "their colleges are in poor condition," Browne commented, and the housing for students is very limited.

But, he said, he saw rebuilding going on everywhere, and the Normal University of 3000 students is now graduating students on scholastic merits alone.

For years, he explained, only politically acceptable students were sent through the universities.

The Chinese were wonderful hosts, he said. On the weekends, his guide took him to see tourist sites. Although people live in cramped quarters, often with cooking facilities in the hall, he was invited to two homes for a meal.

"I was very honored by my two invitations," he said, and he and his host for the trip, Zheng Min, a professor at the University who is also a poet, exchanged poems before he left.

The poem reproduced here was written while he stayed at the Friendship Hotel in Beijing, which he described as a Soviet type hotel with "a couple of pagoda roofs stuck on to make it look Chinese."

Business

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Management school Associate Dean Edward Foster said, "The greatest concern I have about undergraduate business education is the kind of person who is sometimes produced—extremely narrow and unaware of the social forces that are acting on the business world."

The "internationalization of business" demands the new international dimension of the curriculum, Peter Rosko, chair of the task force that drafted the revised curriculum, said.

The task force report explained, "The rapid acceleration in world trade, the growth of multinationals, and the increasing dependence of the United States on materials available in satisfactory quantities only from other nations evidence the importance of international business."

Dean Foster said several considerations influenced the decision to revamp the curriculum, including a need to meet accreditation requirements of the American Assembly of Collegiate Schools of Business.

Changing many of the required courses to a large lecture format and limiting the number of business courses a student can count toward graduation were both economy measures, Foster said.

"A lot of students who hope to get into the business school are not going to. We will probably have to go to a different way of controlling admission," he said.

Dean Lilly stipulated to the task force that there would be no increase in faculty resources in the management school devoted to the teaching and administration of undergraduate courses.

However, a grant from Cargill Inc.—\$50,000 annually over a 10-

year period—will fund a new position of Director of Undergraduate Studies. That person will manage and develop the new program, David Merchant, associate dean for external affairs, said. The grant funds will also be used for assistants and a secretary.

Merchant said the school prefers that the new director have a liberal arts background and that the director's principal responsibility will be to work with faculty and department chairs of both the management school and CLA, since many of the pre-business academic requirements will be completed in CLA.

Julie Carson, assistant professor and former head of the Freshman Composition Program, has been selected director pending approval by the Board of Regents, said Foster. Carson is on leave and teaching at the University of Oregon.

Implementation of the revised curriculum begins this fall in the School of Management and will take at least four years as students already in the business program are permitted to follow the previous curriculum requirements.

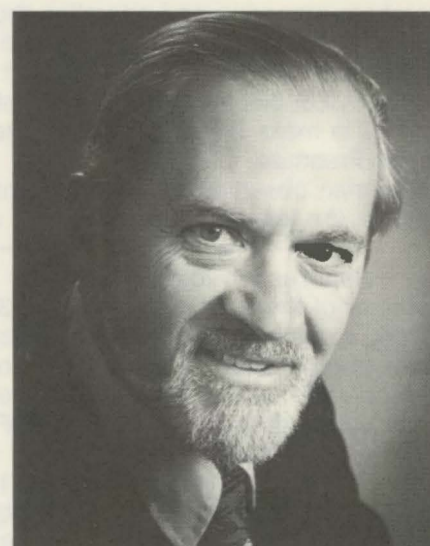
Rosko said that during preparation of the task force recommendations, business students, faculty, and business executives were consulted. Informal comments he has heard from students indicate that, "They wish they were in the new program. They like the philosophy."

The new program provides guidance, but still gives students a large selection of courses and electives, he noted.

Rosko said the new program is intended to lead to "a broad social consciousness" which involves human concerns, natural resources, employment, and quality products.

George Wright wins Guggenheim award

The only Minnesotan to win a Guggenheim Fellowship this year is George T. Wright, of the English Department.



George Wright

Photo by Tom Foley

Wright, who started at the University in 1968, will use the opportunity to write a book on "English iambic pentameter in the Renaissance." The book will consist principally of four chapters studying the metrics of Sir Thomas Wyatt, Shakespeare, Donne, and Milton.

His research interest centers on modern British literature, especially Yeats, Eliot, Auden, and Joyce. His book, *W. H. Auden*, was published in 1969. An earlier book, *The Poet in the Poem: the Personae of Eliot, Yeats, and Pound*, was published in 1960.

Wright, 55, was born on Staten Island, New York, and taught at the University of Tennessee in 1961-1968.

In 1980, he won the CLA Distinguished Teacher Award.

Dean's job nudges research into second place

Roger Benjamin, who has served as acting associate dean and executive officer of CLA since last June, has been known to announce loudly and publicly during the past year that "I'm through as a scholar," (which always gets a laugh from those who don't believe him).

After trying out the job in an acting capacity, he was named to the job officially in May—11 months later.

The job change added other duties besides those of a professor and researcher to his life. All his activities, cooking, shepherding the College plan through its many stages, fathering, jogging (only downhill), and learning how to manage people, have nudged his research into the background.

"There are costs in these jobs, and that is the basic cost," he said.

A colleague in the political science department took issue with Benjamin's statement that he was through as a researcher. He said it was amazing what Benjamin had been able to accomplish this year with the added duties of the deanship.

The colleague lauded Benjamin's scholarship as "first rate" and said Benjamin has "a very real sense of the important issues" in his field of comparative politics and economics between the emerging nations and the industrialized countries.

Benjamin, however, said he'd like to read more literature plus all the material on comparative public policy in Britain, the United States, Japan, and Korea, the areas of the world he's interested in, but he doesn't have the time now, he said, and he added that he certainly isn't starting on any new research projects.

Meanwhile, his work has been pouring out.

His book, *Tradition and Change in Postindustrial Japan: the Role of Political Parties*, written with Tokyo professor Kan Ori, was finished during his first year as dean and was just published.

He is still in the midst of a project as editor of another book, *The Theory of Political Economy*.

He remains active in running the Pacific Basin project out of the Humphrey Institute where he is an adjunct professor. He expects that project to design new institutional arrangements between nations in the Pacific will take him to meetings in Japan and Korea this summer.

A cap of white hair tops off Benjamin's otherwise boyish appearance. He complains that the dean's job is physically taxing and jogs to keep in shape, although he claims, at age 39, to run only downhill around Lake of the Isles and Lake Calhoun.

Becoming a dean, he added, has made it harder to maintain a dual-career family. His English wife, M. Alison Stones, is a professor of Art History, who specializes in medieval French illuminated manuscripts.

They have three children, Victoria, 5, Oliver, 2, and Elizabeth, 8 months, and Benjamin has a son, Chris, 17, by a former marriage.

When he was a professor and one of the children was ill, it was easier to take off, but with more frequent important meetings with central administration, "you can't tell the vice president you have to babysit." It's been a trade off, he said—"freedom for responsibility."

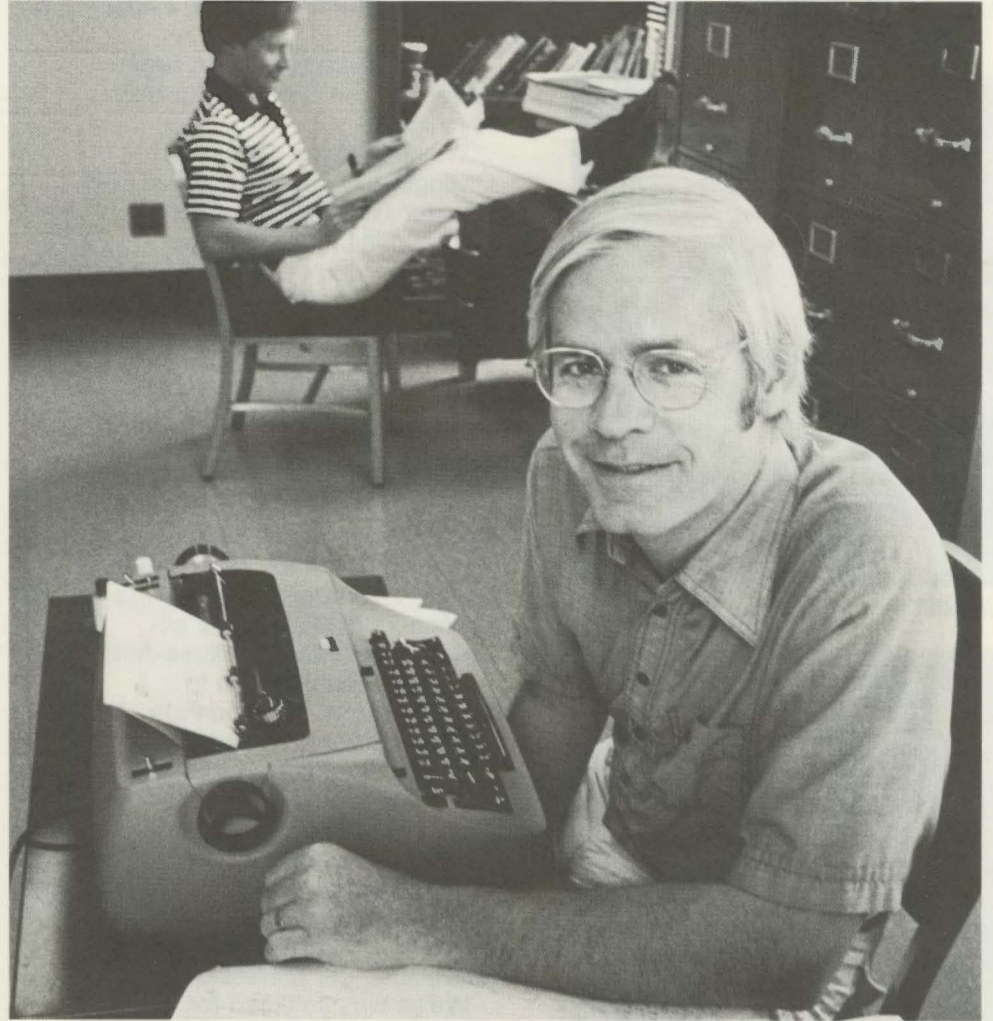
After the last baby was born in England last fall, the Benjamins brought back a young English woman who has been a "godsend" in helping care for the children this year, he said.

He still does at least half the cooking and specializes in Korean, Japanese, and Chinese food which he learned while in Japan and Taiwan, and while on a Fulbright fellowship in Korea. He also picked up the Japanese and Mandarin languages at the same time.

His background as a professor and researcher does play a role in his reason for taking on the position of dean.

Benjamin holds a strong belief in the land-grant college system, he said, and in these times of budget cuts, he remains optimistic about the College.

The College is "with the future," he said, citing its ability to attract excellent new faculty members this year because of the quality of the



Roger Benjamin

Photo by Tom Foley

College and the quality of life in the Twin Cities.

The College plan which was recently submitted to central administration is in large part his work.

The goal of that plan, he said, is to "hold in a creative tension innovative programs and the 'traditional' disciplines."

The humanities and fine arts are going to flourish in the future, Benjamin predicted, as "anchors" for students in a complex world where a maze of information must be deciphered.

The only fear he has, he said, is that the College will be slow to adapt to new technology. Computers, for instance, would make it possible to reach out to new audiences in the state.

He also said he would like to see more collaboration with groups and institutions outside the University.

Now that he's had a taste of administrative duties, does he want to remain a dean?

He does think vaguely about three to five years down the road, but like everyone else, he said, he just "tries to get through the week and get the children to school."

He claims there is no relationship between being a good scholar and a good dean. What he found surprising was "the importance of interpersonal skills," and added, "that's very difficult to teach."

There is a theory that management of people can be reduced to a science, but, he said, he leans toward the other theory, that it is an art.

"You have to be sensitive to nuance," he explained, and know "when it's appropriate to press for one's views."

A dean's responsibilities are greater, he added, and he has had to listen, try to be even handed, and pleasant.

According to his staff and colleagues, he does all those things well, but lacks patience with those who waste time.

Although he says the dean's job has much more stress, he appears relaxed, with a good sense of humor, often poking fun at himself.

He said he doesn't know if he'll be around to find out if it's true, but he once heard an associate dean described as "a mouse in training to be a rat."

Music building waylaid once more

Final drawings for a new Music Building on the West Bank have been completed, but the project has been waylaid for another year because of Minnesota's financing problems.

This is the second delay in two years. The building was put off last year when the State Legislature failed to pass any bonding appropriations bill.

Chuck Byrne of the School of Music said it is expected that the University will make the Music Building its first priority for the next legislative session and the legislators have made it clear that the building will be approved.

The House of Representatives made a strong case for adding an inflation factor next year to the

cost of the \$12.6 million building, he added.

Looking on the brighter side, Byrne said, that may be an advantage for Music, because bonds for the buildings authorized this year, a connected Humphrey Institute of Public Affairs and Business Administration building and an agronomy building, may not be sold until next year, when interest rates are lower, leaving them without a built-in inflation buffer.

Byrne said all signs are looking good for next year and the Music School and its friends in the community do not expect to have to mount another lobbying effort for the building.

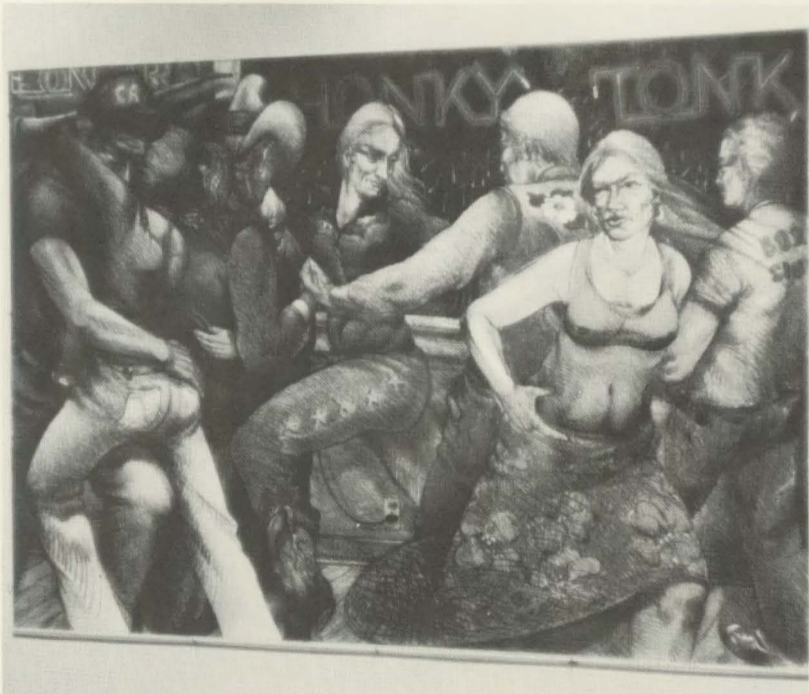
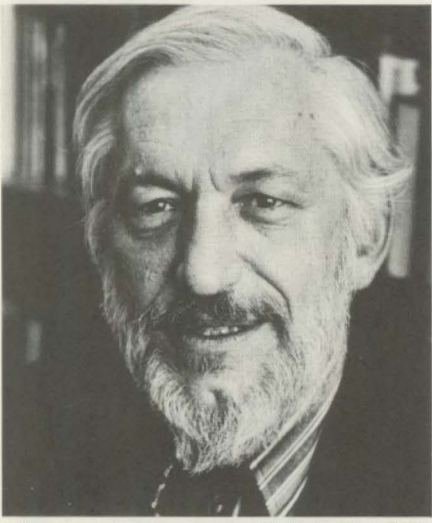


Photo by Bill Hoffmann

"Honky Tonk," a lithograph by Luis Jimenez Jr., of El Paso, Tex., portraying a lusty western dance hall scene, was part of the "Alternative Realities in Contemporary American Painting" exhibition and symposium sponsored April 20 through May 8 by the Studio Arts Department in the Katherine Nash Gallery, West Bank. The showing and discussions brought five noted artists from around the country and a New York critic. The theme of the \$20,000 event was created by Herman Rowan, chair of the department. Funding for the event was provided by a variety of sources. Other artists in the show were Roy De Forest, Port Costa, Calif.; June Leaf, Nova Scotia, Canada; Gladys Nilsson, Wilmette, Ill.; and Joyce Treiman, Pacific Palisades, Calif.

Five CLA professors honored at Commencement

Spectrum '81 topic is China



Chester Anderson Photo by Tom Foley

Five professors in CLA have been honored this year for their teaching.

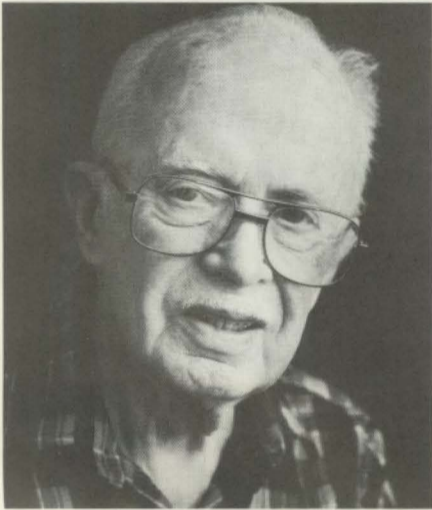
Winners of the 1981 Distinguished Teacher Awards are Chester G. Anderson, English; Mitchell Charnley, professor emeritus, Journalism; and Robert Scott, Speech-Communication. The professors are nominated and a student-faculty-alumni committee selects those to be honored. There were 280 nominations this year.

The CLA Alumni Society, which sponsors the award, honored the winners at its annual meeting May 19 and presented a \$500 honorarium to each professor at the CLA Commencement, June 7.

Winners in CLA of the all-University Horace T. Morse-Amoco Award for contributions to undergraduate education are Vern Sutton, Music; and Gerhard Weiss, German. They both received a \$1,000 honorarium at Commencement.

Sutton was selected for directing the University's opera, workshop and for using his performing experience to encourage students' intellectual and professional growth.

Weiss was selected for developing one-third of the 48 courses offered by his department and for his international leadership in the teaching of German.



Mitchell Charnley Photo by Tom Foley

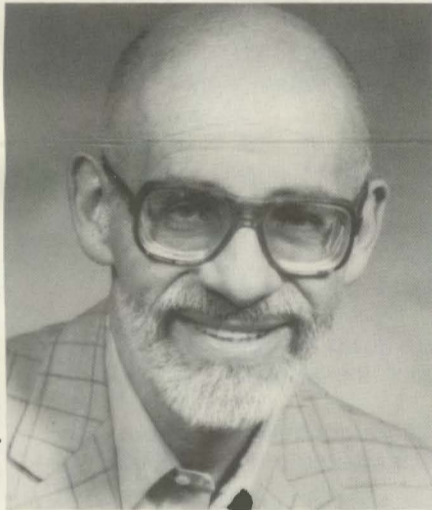
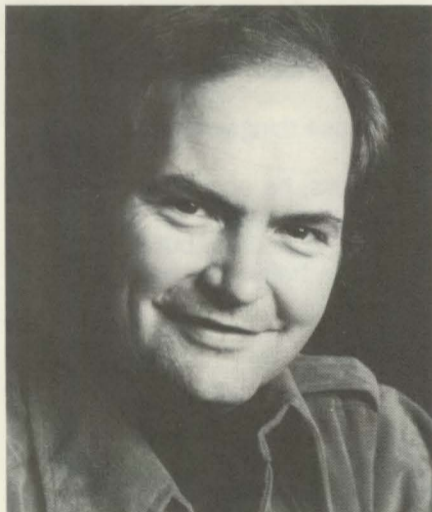


Photo by Biomedical Graphics

Robert Scott



Vern Sutton Photo by Tom Foley



Photo by Biomedical Graphics

Gerhard Weiss

Leonard Woodcock, former U.S. Ambassador to China and former president of the United Auto Workers, will give the keynote speech at "Spectrum '81—China" in the fall.

The one-day study of China is scheduled for Saturday, Oct. 24.

For the first time, the four-year-old community program, sponsored by the CLA and University College Alumni Society, is being organized with the assistance of Chinese and trade groups in the community. Several local organizations are expected to bring in performing

artists, art work, and Chinese food for the day.

Those who attend may choose two of twelve lectures to attend in the morning on such topics as Chinese poetry, art, language, politics, and population.

The afternoon includes music, an art exhibit, and discussions of family life and business and trade with China.

David Speer, president of Padilla and Speer, Inc., and a CLA alumnus, is heading the program committee.

MEMBERSHIP APPLICATION

Minnesota Alumni Association

(Dues will increase July 1. Join now!)

Please enroll me as a member of the CLA and University College Alumni Society and Minnesota Alumni Association. I have enclosed the appropriate membership dues for the membership category checked below.

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If yes, year of graduation and degree(s) received _____

Annual Membership

- Single\$12.50
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Discount rate of \$8.50 is offered if you were graduated within the last three years, or have been out of school for 40 years or more. Non-Alumni spouses are welcome as Associate Members.

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