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CLA NEWSLETTER

June 1983

College of Liberal Arts

University of Minnesota

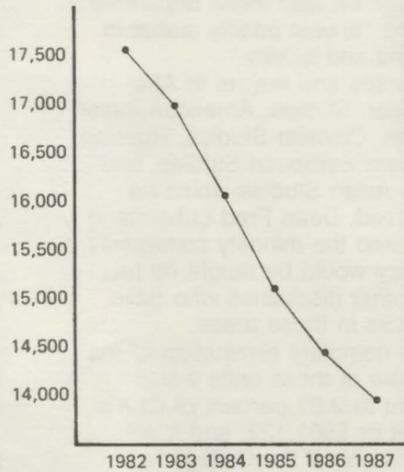
Enrollment numbers may not fall as far at University

By Joyce Wascoe

Enrollment declines winter and spring quarters, the first in five years, were just a hint of what the University can expect in the next decade. But the big question is how far will the figures drop.

The answer depends on countless variables including legislative action, the economy, financial aid availability, and tuition policy, all of which can change frequently.

With talk of alterations in tuition policy from the legislature and the University, the prospects don't look as bleak as they did a few months ago, according to David J. Berg,



Predicted Mean CLA Headcount Student Registration

director of Management Planning and Information Services. In fact, it could make a difference of three or four thousand students for the College of Liberal Arts (CLA) by 1987.

CLA posted its first decrease last fall, with an enrollment of 17,545, *continued on page 4*

Ethnic departments targeted for cuts in budget plan

By Joyce Wascoe

Ethnic departments in the College of Liberal Arts (CLA) may be eliminated in the next few years if proposed budget cuts go deep enough.

Those departments are part of \$2.25 million in programs and staff CLA must retrench if the University forces it to give up those funds. At the same time, the College is asking for most of the money, \$1.74 million, back so it may build in other areas.

The University administration set budget cutting targets of 0-12 percent for all colleges earlier this year. CLA was asked to respond by April 15 with a plan to cut 6-9 percent.

College officials have had discussions with central administration over the extent of

the retrenchment, but the actual percentage to be cut from CLA's budget may not be known for several weeks.

The University has said it must reduce its budget by \$18 million in 1983-84 and \$9 million in 1984-85 to create a pool of flexible resources for reallocation within the University and to cover reductions *continued on page 2*

Inside

- The Dean's Listp. 2
- Amateurs join dig ...p. 3
- Older students experience CLA ...p. 5
- Teaching awardsp. 6



Photos by Bill Hoffmann

Latest gadget for writers

Composition profs study word processors

By Joyce Wascoe

When Mark Twain wrote *The Adventures of Tom Sawyer* in 1875, he typed it on a Remington typewriter, one of the first, if not the first book so done. But as the story goes, he refused to tell people, because he didn't want to give any testimonials to the new-fangled gadget.

Two English composition professors now find themselves in the same position. They are very excited about, but aren't yet ready to give full endorsement to the latest new-fangled gadget to come along to help writers—the word processor.

Teachers and students alike say it improves their writing, acting composition director Donald Ross said, but "I wouldn't categorically say it improves the writing of all students."

Both he and Lillian Bridwell, assistant professor of composition, have a strong hunch, however, that the word processor can make better writers out of most people, and that is their hypothesis.

This past year they were awarded a \$250,000 grant by the Fund for the Improvement of Postsecondary Education (FIPSE) for a three-year study to test that hypothesis. Their proposal, "Integrating Computer Technology to Serve the Needs of Students and Teachers in Writing Courses," was one of 62 projects funded out of 2200 applicants.

In a tiny room in the attic of Lind Hall, they already have four classes of upper division English composition students taking turns writing their assignments on four Xerox 820 word processors, one of a myriad of micro-computers available today.

Next year they will install eight more word processors. The College of Liberal Arts, the Graduate School, the School of Management, and the Institute of Technology will provide the \$30,000 it will cost, because the FIPSE grant does not pay for hardware, only for programming and testing.

All kinds of programs or software are on the market now, most of them mechanical aids such as spelling checkers. The goal of the Ross-Bridwell project is to take that programming one step further and improve the creative process of writing.

The College of Liberal Arts has an attractive curriculum that will adapt well to this experiment, Ross said. The new English composition requirement means juniors and seniors take a writing course designed to fit their major, such as writing about literature, writing in the social sciences, or writing the long paper.

They started with the basic premise that whatever the outcome of their study, their courses would be a good experience for undergraduates, because it is inevitable that students will use these machines more and more, Bridwell and Ross said.

They have discovered already that 4-6 percent of all students have a machine at home, and the percentage can run as high as 10 percent for engineering students.

In selecting new hardware, the composition program will coordinate with the dormitories, so that composition students who live in dorms can use their discs in residence hall computers, Ross said. Each student purchases a disc for \$2.30 on which to record his or her writing.

Bridwell said they have found four categories of students who use the word processors: those who use them to do simple exercises like combining sentences, those who polish a finished draft, those who do extensive revising, and those who do everything from invention of first drafts to fancy formatting.

A few students claim the computer will "rot their brains," Ross said, but most have adapted to the new gadget after a few introductory lessons. *continued on page 4*



Photo by Biomedical Graphics

The Dean's List

Associate Dean Russell Hamilton

Editor's Note: The Dean's List is written by Russell Hamilton, associate dean for faculty affairs, who is a Brazilian and Lusophone African literature specialist in the Spanish and Portuguese Department.

If many Europeans are bilingual or even multilingual, it is because they can practically walk from one country to another, and thus, from one language to another. In the U.S., on the other hand, citizens can travel 3,000 miles across country without having to attune their ears to anything more than regional dialects of American English. So goes the argument most commonly used to counter the invidious comparison between monolingual Americans and polyglot Europeans.

William Brewer, who would seem to subscribe to the above-stated argument, makes the point, in "The Truisms, Clichés, and Shibboleths of Foreign-Language Requirements" (*The Chronicle of Higher Education*, 1/12/83), that practical concerns (e.g., a job) often motivate Europeans (to say nothing of Asians, Africans, and Latin Americans) to learn to speak other languages. Brewer, himself a professor of Spanish at Memphis State, opposes a language requirement in American colleges and universities. One of the so-called clichés with which he takes issue is that traditionally language study has been central to the liberal arts curriculum.

Besides the fact that the center of the liberal arts has changed significantly since the time of the traditional trivium and quadrivium, the point is that acquiring basic language skills should indeed *not* be central to a liberal arts education, but for reasons other than those put forth by Brewer. What is vital to a liberal arts education, however, is the students' ability to use a second language. Ideally, students should acquire basic second language skills before they enter the university.

The question is, however, why bother to learn a second language? Some students and professors, who otherwise reject a college language requirement, will answer that question by conceding that when you study a language you learn something about another people's culture. Other American students and professors would argue that they could learn and teach more about how the French live in culture courses taught in English. The problem with this culture tract argument is that it assumes culture to be limited to a society's art, music, and literature, and to what it's like to live in a foreign country. Culture also refers to values, beliefs, and attitudes that bear on *how* languages are used, as well as on their purely linguistic structures and functions.

To be able to use another language, even if this means only aural comprehension and a reading knowledge, can sharpen perceptions and offer new perspectives. In this regard, I once read about an English-speaking member of Canadian Parliament who would occasionally ask a Francophone colleague to translate a phrase from English into French. The Anglo-Canadian M.P. wanted to gain another conceptual perspective on particularly difficult legislative issues. By getting outside of our own language, and more importantly, by bouncing it off of another language we often get a fresh and revealing view of things.

Knowledge of how another language is used gives us the measure of another people's values. And the subject of values brings up the question of literacy, or to be exact, critical literacy, which hinges importantly on a person's ability to reason and to think creatively. Humanists often talk of transmitting values; perhaps a more important goal is to teach students how to analyze and judge values and their effect on society. Such an approach to learning is at the heart of critical literacy, and to know how to use another language enhances cognition.

On a more functional level of why Americans should learn languages, a New Yorker does not have to go to Spanish Harlem to be in touch with the influence that Hispanics and their language have on the city's culture. Monolingual Americans can travel from coast to coast and border to border without giving any thought to "foreign" languages, but they may very well encounter languages other than English along the way. Americans do not have to cross the border just south of San Diego to hear Spanish, nor do they have to visit nearby Quebec to hear French. The Melting Pot notwithstanding, Americans can find other Americans whose first language is Italian, Chinese, or even Portuguese. I will concede, however, that by and large Americans lack the incentives to devote time and energy to acquiring another language. A conversational knowledge of German or Swahili may not be as practical for Americans as English is for a desk clerk in Berlin or a tour guide in Dar es Salaam. On the other hand, a working knowledge of one or more "foreign" languages can be seen as critical for an educated American populace in an increasingly more complex world of interdependent societies.

We can ill afford to wait for student motivation to come as a result of economic imperative. And if the recommendations found in the recently issued report of the state of American education have any validity, then we in the University are certainly on the right track as we undertake our discussions of these critical issues.

Budget . . . *continued from page 1*

in state support.

The plan spells out "a serious dilemma if total cuts of this order are really going to be made" and it will mean an "outright disaster has befallen the University," Dean Fred Lukermann said. "Basically, the College has no place to go but to cut faculty and programs."

In his letter to the University administration, Lukermann called the elimination of ethnic units an "act of desperation forced by retrenchment." He said it was "directly injurious of the College mission and University status," although he said those departments had the "lowest priority status in demand and quality."

Courses and majors in Afro-American Studies, American Indian Studies, Chicano Studies, Russian and East European Studies, and South Asian Studies would be preserved, Dean Fred Lukermann reassured the minority community, but they would be taught by faculty from other disciplines who have expertise in those areas.

The complete elimination of the structure of those units would amount to 2.01 percent of CLA's budget or \$501,122, and it will happen only if the College is forced to give up a full 9 percent of its budget.

Before that occurs, the College has recommended that Afro-American, American Indian, Chicano Studies, Classics, East Asian, Humanities, Russian and East European, and South Asian reduce the size of their faculties which would amount to 1.6 percent or \$400,000 savings.

In order to eliminate faculty members in any of those units, the University would either have to declare financial exigency, the only way under the present tenure code that faculty may be terminated, or it would have to change the tenure code.

When central administration asked colleges to draft their plans, it told them to disregard tenure and civil service restrictions.

Since then, Kenneth Keller, academic vice president, has assured faculty members that the tenure code will not be ignored or

violated. He said any departure of tenured faculty will be voluntary. Faculty members may be offered early retirements or buyouts that pay salary for two years or as long as four, Keller said.

In addition to voluntary separations, Lukermann has proposed that faculty in those designated units find some way to increase their workload. Many of them are teaching few students and have no access to a graduate program, he said. He recommended that they begin teaching courses in other units through a process called transfer of effort, or cross-credit courses and thereby reduce redundancies in the curriculum, or move their tenure to another discipline where they will have access to graduate and research opportunities.

The largest portion of the proposed cuts, 3.1 percent or \$782,819 will come from unfilled faculty vacancies during the next three years. CLA plans to fill only 3 of every 5 vacancies. The College has refused to give up all its vacancies, citing faculty renewal as its number one priority.

While the College retrenchment plan calls for it to give up 9 percent of its budget, the College is asking for approximately \$1.74 million or 7 percent of its budget back to reallocate to existing and new programs.

The College wants \$650,000 to support several programs which are now funded with soft money, that is money that is generated out of hard money when professors take leaves, but money that is not guaranteed each year. More than 600 majors are enrolled now in programs funded with non-recurring funds. The College would also like to have hard money to support several of its existing centers and to start a new Center for Humanistic Studies.

The College wants \$420,000 for faculty development and research support, \$270,000 for a technology in the liberal arts program, and \$400,000 to fund needed curricular changes mandated by the changing liberal arts requirements in the School of Management and the Institute of Technology.

Letters to the Editor

Hey, sign me up. Toni Ziegler isn't the only employee who enjoys travel. I think I could qualify for a CLA grant to spend my summer vacation in Eastern Europe. I'm a long time CLA employee. My parents are of Polish descent. (My father was born on the Yugoslavian-Polish border—maybe I could go to two countries.) My parents spoke Polish at home, and we ate traditional Polish foods.

And if that isn't enough for me to get Dean Lukermann to make "a good investment" in my airfare to Poland, maybe I could promise to bring back several samples of Polish art. The Poles are well known for their poster art. I could give it to the new assistant for cultural-community affairs. At least then I could justify using University money for personal travel.

Frances Guminga

Coordinator

School of Social Work

(Editor's Note: Letter refers to story in last issue about accountant Toni Ziegler's trip to Russia with the Friendship Force.)

If you are so short of money, why waste it on things like this.

William Thompson
Computer Science Dept.
136 Lind Hall

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, 225 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, Minnesota 55455.

Dean Fred Lukermann
Editor Joyce Wascoe
Staff Bill Hoffmann
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Vol. 5 No. 3





Guy Gibbon



Liberty one cent piece dated 1843.

Amateur archaeologists join dig on island

By Bill Hoffmann

If your dream has been to join an archaeological dig, unearth prehistoric Indian artifacts, dust-off a mid-19th century town site, discover the remains of a trading post—all at a location convenient to the Twin Cities, this is your chance.

The site is on Grey Cloud Island in Cottage Grove, up the Mississippi River from Hastings and downriver from St. Paul.

University professors and graduate students provide the expertise and the Minnesota Archaeological Society provides the guidance and the site. You provide the hands-on volunteer digging and sorting. You experience the excitement of discovery and learn the techniques of archaeology.

Any age can volunteer—from teenagers to octogenarians.

The volunteers and students who have been doing the excavation and archival research on this cooperative dig since last summer plan to produce a written survey and analysis of the site.

"It is a happy combination of working with amateurs and students," Guy Gibbon, anthropology professor and acting director of the Center for Ancient Studies at the University, observed. Gibbon is the volunteer director of the program.

The Grey Cloud Island program is just beginning and still has "lots of potential as a local study area," Gibbon pointed out. The digging, cataloguing, and analysis are slow processes. Gibbon said the written study will take a couple of years.

The novice archaeologists will investigate prehistoric Indian sites and compare a town plan from 1856-57 to the actual site. They are looking for evidence of boat dockings, and have found brick walls, porcelain, glass, bottles, metals, and buttons.

The Classical Civilization Program is sponsoring an undergraduate excavation techniques class on the island this spring taught by Gibbon.

The class emphasizes "old world" archaeology techniques to train students who will be going to Greece and other areas.

The island is also a training site for University researchers to practice techniques of soil testing, seed research, and aerial photography.

The Archaeological Society is conducting a survey techniques class there this summer and there is a certification program for Archaeological Society members. Professional archaeologists serve as examiners and test skills such as curation of artifacts, especially metals and leathers, use of survey equipment, and field photography.

To improve the certification program, a class of advanced students has written a field manual to explain the process of excavation. The manual will also be used to train future students.

Twelve to 15 professional and amateur archaeologists explore the site each weekend during the warmer months. In winter months, laboratory classes analyze artifacts from the site.

The island is privately owned by the Schilling family which has been very helpful in protecting the site, Gibbon said. A herd of cows keeps an eye on the digs, occasionally grabbing bags and boxes, he added.

Anyone interested may participate in the dig at no charge, although Gibbon said volunteers are encouraged to join the Minnesota Archaeological Society. Membership is \$9.

To volunteer, contact Dick Busch, president of the Minnesota Archaeological Society, at 920-1710, or Bill Johnston, also a society member, at 831-7052. Call evenings or weekends.



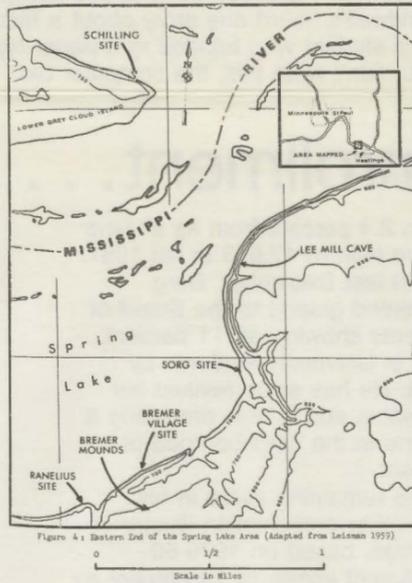
Photos by Bill Hoffmann

The Grey Cloud Town excavation is located on Grey Cloud Island in the Mississippi River in Cottage Grove, south of St. Paul. The town was started in the 1850s. The island is about five miles long and one to two miles wide.

What the professors are doing



Students in the Classical Civilization program's Archaeological Practicum class this spring received field training at the townsite dig.

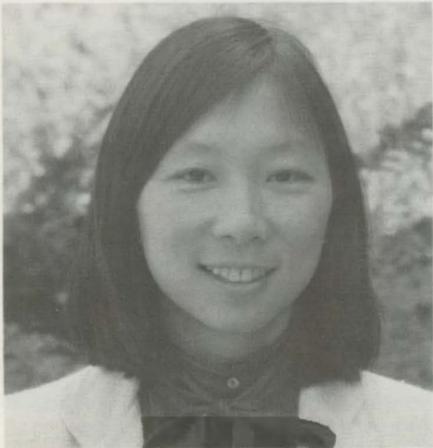


Todd O'Neill, art history and history senior, used a sifter to find small artifacts.



Two students use a Munsell color chart to identify the coloring of the soil at different levels. The colors then can be used to match the same layers of soil at each dig at the site.

What the professors are doing



Pauline Yu Photo by Bill Hoffmann

Pauline Yu, associate professor of humanities and East Asian studies, is the only Minnesotan to win the John Simon Guggenheim Memorial Fellowship for 1983-84.

Yu will write a book about the imagery in Chinese poetry and poetic theory, covering the first anthology of Chinese poetry, published in the sixth century B.C., through the T'ang Dynasty (A.D. 618 to 907).

At age 34, Yu is seven years younger than the average first-time Guggenheim winner. She will use the \$19,000 fellowship to conduct research next year here and at Harvard, Stanford, and the University of California at Berkeley. She will also travel to China in August and September to participate in a conference on comparative literature.

Norman Garmezy, Psychology, will chair a mental health research network recently formed to examine what part environment plays in the development of mental health. The network, which is funded by the John D. and Catherine T. MacArthur Foundation of Chicago for five years at \$1 million each year, will bring together internationally known investigators in psychiatry, psychology, biology, genetics, epidemiology, and sociology.

Paul D'Andrea, Humanities, has been awarded one of three 1983 McKnight Fellowships for Playwrights. The \$10,000 stipend is granted to professional writers who are in the process of completing a major project. D'Andrea plans to rewrite his play "A Full Length Portrait of America."

Regents' Professor **John Chipman**, Economics, has won a \$220,500 grant from Stiftung Volkswagenwerk for research on domestic structural adjustment to international economic disturbances, an econometric study of recent West German experiences. In addition, he received a \$17,200 grant from the Bank of Sweden Tercentenary Foundation to study the process of structural adjustment in an open economy, an econometric study of Swedish experience since 1971.

Jasper S. Hopkins, Jr., Philosophy, has been named a Fellow of the National Humanities Center for 1983-84. While at the Center, Hopkins will do research on "Nicholas of Cusa's Dialectical Mysticism."

Edward M. Griffin, English and American Studies, has been awarded a Senior Fulbright Lectureship in American literature at the University of Salzburg, Austria, for 1983-84.

Word processors . . . continued from page 1

Composition teachers don't require writing assignments before the students have learned to use the machine, because they get too frustrated, project assistant Max Fritzler said.

"Typing skills don't matter," Ross pointed out, "because composition is a slow process anyway."

One obvious advantage of the machine is that students revise their papers more, Ross said, because it is so easy, and it doesn't become just another typing job for the student or the student's mother.

"It's not clear that revising more makes writing better," Fritzler said. "The hard things to teach in writing classes are organization and invention," he said, and also "tone" and "style."

"That's learned by writing," he added, and the word processor takes the "drudgery out of typing and frees the student to write."

During this first year of the grant, Bridwell and Ross have analyzed most of the software programs for writers that are on the market and those being used at other colleges and universities to see how they would fit their own curriculum.

They have found two new word processing programs that they like and will test next year. One has a split screen feature that will enable a student to have notes on one side of the computer terminal screen and write on the other side. Or, the student can have composition class instructions on one side and write on the other.

The other has advanced formatting features. It will automatically print footnotes at the bottom of a page, provide a table of contents, index and cross reference, and type bibliographies in bibliography style.

They are already using programs that point out spelling errors, passive verbs, overly-long sentences, and other grammatical errors.

They have also analyzed the composition assignments used in their classes and will design programs to put several of them on the word processor. They will be pilot tested next year.

In the third year, there will be further testing and polishing. The project is open-ended, Fritzler said. There are always new programs that could be written.

Bridwell, Ross, and Paula Reed Nancarrow, a graduate student in English, have already published an annotated bibliography of information about computers and writing that has generated more than 300 requests from around the country.

Last fall they held a national conference here on computing and have started a newsletter on word processing and writing.

The new machines they order will come equipped with "dot-matrix" printers, because they cost one-third the price of letter-quality printers. That means the printing looks more like computer script than typewriter type. Ross said he hopes that when faculty members read students papers printed that way, they will find this acceptable.

Bridwell's heard one story about a faculty member at another college who told a student who handed in a paper typed on a dot-matrix printer, that, "You didn't write this, the computer did."



Lillian Bridwell Photo by Bill Hoffmann



Donald Ross Photo by Irene Hesse

Enrollment . . . continued from page 1

down 2.4 percent from its all-time record high of 17,983 in fall 1981.

Just last December, Berg presented graphs to the Board of Regents showing an 11 percent drop in University students by 1986. He has since revised his estimates and is now predicting a decline in the neighborhood of 4 percent.

The remaining years in his December presentation illustrated declines, based on 1979-80 enrollment levels, of 13 percent by 1988-89, 12 percent by 1990-91, and 21 percent by 1996-97. Those percentages would now be revised downward.

Although the decline in the potential student population in the State is accelerating, two things have changed the long-term picture for the University, Berg said.

Governor Rudy Perpich has proposed that students pay tuition more closely tied to the cost of their education. That will result in much higher tuition in the state university system and the vocational-technical institutes, and relatively smaller increases for the University and the community colleges.

(At the time the CLA Newsletter went to press, the legislature had just mandated tuition increases of 31 percent of instructional cost in 1983-84 and 32 percent in 1984-85, for a tuition increase at the University of 25 percent over the biennium.)

The University Board of Regents is also supporting a cost-related tuition policy within the University which may mean milder increases in tuition for many of the undergraduate colleges at the University, those colleges where students are likely to start their education.

Until now, undergraduates have been paying a higher percentage of instructional costs, while students in higher-cost programs like graduate and professional schools paid a smaller share.

For example, if the new University policy is adhered to, a 10 percent tuition hike in 1983-84 would actually be a 5.7 percent increase for College of Liberal Arts students and a 26.6 percent increase for graduate students.

Based on those changes, Berg is predicting CLA's enrollment will be 14,000 by 1987.

Without cost-related tuition and also a funding policy that gives the University a two-year cushion to adjust to decreased enrollment, CLA would be looking at 11,000 students by 1987, Berg said.

Compared with college-age populations in the rest of the country, "Minnesota is among the most severely hit," Berg said, along with the whole north central area. The number of high school graduates has already peaked here. Younger people are migrating to the Sun Belt states, Berg explained, and those areas will have the higher birthrates in the future.

The birth rates turned up slightly in 1977, Berg said, but it didn't amount to much. Enrollments are expected to decline until the 1990s and then start a very gradual increase. By the year 2000, Berg said, "we don't expect to be back where we are now."

University officials have talked about the coming decline for the last several years. They finally predicted a drop for the University last fall and were surprised when it didn't happen. Enrollment actually increased one-tenth of one percent

to 58,962.

The wrong call was a result of student aid not being cut back as much as expected and the poor economy.

"Unemployment has a great deal to do with student choice," Berg said. Students often decide to go to college if they can't find a good-paying job, he said, however, if unemployment continues, it will affect enrollment less and less.

CLA to study why students drop out

What makes one student decide to stay in school and finish a degree, while the next one drops out?

The Student Academic Support Services (SASS) in the College of Liberal Arts (CLA) wants to find out and has just started a study on persistence.

The study will trail the 5,612 freshmen who entered CLA last fall through the next four years. Some may be followed longer, because many students take more than four years to graduate, according to Bill Beyer, director of the study and assistant to the director of SASS.

Each year, CLA will survey by telephone a small sample of those students who don't continue and query them about why they dropped out.

Once the major reasons for dropping out are determined, SASS can begin to adjust its recruiting, orientation, and advising programs to better serve students, Beyer said.

Older students find CLA a learning experience

By Bill Hoffmann

Even though CLA has few resources to develop a program aimed at older returning undergraduate students, there are so many of them that "you change your approach," Steve Wilbers, director of CLA's Student Academic Support Services, said.

Older-than-average students generally are considered those 25 years old and older. In 1981, CLA undergraduate older students totaled 2,824, or 15.7 percent of the total CLA enrollment of 17,983 in that year.

Few statistics on trends in the older-than-average undergraduate student population are available, but when graduate students are included in the count, the figures show a shift toward older students on the Twin Cities campus, especially among women in the 25 to 29 age group, according to University Student Support Services.

Despite the increase in older students at the Twin Cities campus, the University seems to be lagging behind other U.S. schools in recruiting them. The office's *Studentrends* publication raises the question of whether the University should do more to attract older students, given concerns about projected enrollment declines among traditional-age students.

If there was more money, the College would establish a separate program aimed at helping older students get oriented and operate inside the system, Wilbers acknowledged.

Given the budget, efforts to reach older students have to be integrated into what the College is already doing, he pointed out.

An older student returning to the University at, say, age 35 has no built-in support system, Marge Cowmeadow, director of Intercollege Program, points out.

"You're not anybody," Cowmeadow states.

In contrast, she said, graduate students, who are older too, have the Graduate School structure and support system. Often graduate students

understand school better, because they have recently completed their undergraduate education, she noted. Older students, re-entering the University as freshmen and sophomores, don't know how the place works, she said.

Cowmeadow said she feels that older returning students need "a treehouse," a place on campus to meet and share information, and only half-joked that they should "take over" Shevlin or Nolte halls.

Cowmeadow was a member of The Report of SOTA (Students Older Than Average) Task Force which presented its report in December 1981.

A CLA brochure, "Resources for Students Older Than Average (SOTA)," was one result of that Task Force. It was produced in CLA through a grant and the College started special orientation sessions for older students.

Retrenchments hit, however, and the program has been at a standstill.

Despite the lack of specific support programs, the older-than-average students fare well in class, according to George Shapiro, professor in Speech-Communications who has advised and taught older students.

"Initially, they're not sure of themselves," he said. "But, then they discover what they can do at the University." He explained that the older students seem to be well organized, used to working long hours, and write better than most younger students.

Shapiro said that returning students tend to get work done on time and utilize their time better. One way they do that is that they're "less addicted to TV," he said.

Returning students seem less frustrated in dealing with bureaucratic systems, he noted. For instance, some of the older students are mothers on welfare and others have dealt with the I.R.S. "They tend to take the bureaucracy more in stride."



Marguerite Aronowitz

"There are so many good classes. I can't get them all in in four years," Marguerite Aronowitz, 44, a CLA senior with a major in speech communication and a minor in history, said.

Yet, when she started classes full-time in 1981, her confidence as a returning student was on the line because she "felt like a fish out of water," coming to campus "day after day and not talking to a soul."

Aronowitz said it is "very easy for any student to feel isolated here," and that it is worse for older students. For instance, she felt "culture shock," not knowing at first what to wear, to "dress as yourself or in jeans to blend in?"

"You lose your identity at first, but it comes back," she said. After the first year, she got to know more older students through classes and through Continuum, an organization mainly for older students.

Aronowitz became involved in Continuum and said she tried everything to reach older students. Yet, it seemed, the older students were too busy to get involved, adding, "I'm convinced not everyone reads the *Daily* or the kiosks."

But, older students do have different needs, she said, and she thinks it would be helpful if they had a lounge centrally located on campus, equipped with a bulletin board and a coffee pot.

A big problem, she found, was finding students with whom she could discuss exam results and talk about grades.

Just getting advice about what other students think are good classes to take, who they think are good instructors, and all the shortcuts students learn about classes and the University

bureaucracy has been difficult to get, Aronowitz explained.

Aronowitz said the turning point in her decision to come back to school full-time was her 25th high school reunion in May 1981. She talked to women there who had returned to college.

Even though she was successful as a supervisor in her job, the Minneapolis native said, she realized she always had a goal of getting a degree and that she had 20 more years of productive employment.

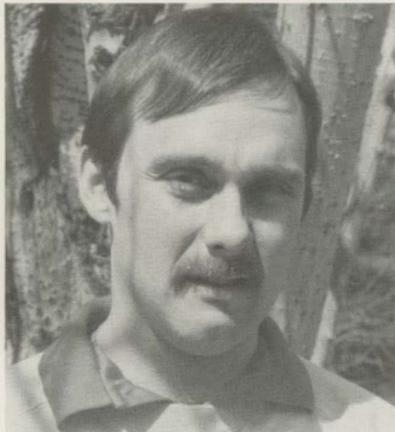
"I talked to my husband. Thank goodness for him. He said get a degree. He has a Ph.D. He's always challenged me to be aware of my capacity, to develop myself," she said.

"He gave me the chance not to have to work, but to go to school full-time," she explained.

"This school is a real bargain, I think, compared to the private schools," she said.

Her advice to returning students is that 99 times out of 100 they will get a positive response from other students, even though it is often hard to ask for help or aid from other students. "It's frightening at first."

She plans to graduate in December. "That'll be a great day in my life. I'll be very proud."



Randall Snow

Randall Snow, 33, a senior who is combining public relations, social psychology, journalism, and speech communication in an Individually Designed Interdepartmental Major (IDIM), said he was "enthused and frightened" when he first returned to College.

Knowing his past academic record of "C" and the "very high

standards at the University, especially in CLA," caused him concern, he said.

Snow, who's originally from West Bend, Wis., said he fought hard to get into CLA and it took six months. After he started classes, he found he could handle it.

His "re-entry" into college as a full-time student was "the best thing I've ever done in my life," Snow said. He has matured, gained self-confidence, and achieved his goals, he said.

Snow's advice to others who have returned to school or are contemplating it is to "get involved. Find an organization—some service. Academics is only one part of your growth."

In the spring of 1981, he applied for the West Bank Union board and after a relatively short time was elected to the board. "You have to take a risk," he said.

At first the union's poetry and drama offerings caught his interest, but he knew also that a board position would provide experience in programming, administration, and services. "I felt I had the skills, but I needed a chance to use them."

Later he was re-elected to the union board presidency on one ballot. "It's great to have a vote of total confidence from your peers, faculty, and staff," he observed.

Snow said his professors have been very supportive and understanding. "Especially if I get frustrated with red tape. Let's face it, in my 30's I don't have the patience I did in my 20's."

His college education started in West Bend in 1968. He attended college off and on at Luther College in Decorah, Iowa. Finances had a lot to do with his going in and out of school, he said, plus he hadn't "focused" yet.

At Luther College, he got married, but later was divorced. He stayed in Iowa, was active in community theatre, then moved to the Twin Cities in 1979.

Snow is chair of the Minnesota Union Coordinating Board, which makes policies concerning Coffman Memorial Union, West Bank Union, and the St. Paul Student Center. He is a former president of the West Bank Union board. He received a University President's student leadership award last year and again this year.



Tom Huberty

Tom Huberty, 31, a senior in political science, has found there are several advantages to taking classes in day school as a full-time student.

"The availability of professors is great. They are approachable and very willing," Huberty said, and explained that it is easier to get to know the professors and for them to get to know him when classes meet three times a week, instead of once as they do in night school.

In addition, Huberty has found his best "mode of learning" is getting information in smaller chunks several times a week. He can prepare in smaller segments for classes and handle the flow of information better.

As a result, too, he finds that he studies more regularly. He is looking forward to taking a language class this summer, which he expects will be easier because it will meet each day.

Taking classes during the day means it is easier to arrange study with other students, he said. Age hasn't been a factor in forming study groups.

"I don't feel 31, generally," he observed, explaining that education for him is a life long pursuit. "There's just information I want to find out. And, classes offer structure for learning."

"Just being on campus, you find out about things," he said. "There's just so much going on here that you can take advantage of."

Born in Hastings, he started college in 1969 at St. Mary's College in Winona. In 1970, he joined the Navy, became an electronics technician, and traveled around the world.

Even in boot camp, "I was sure I was going back to college. I wanted to be a professional. I wanted a career, not just a job."

Six CLA profs win teaching awards

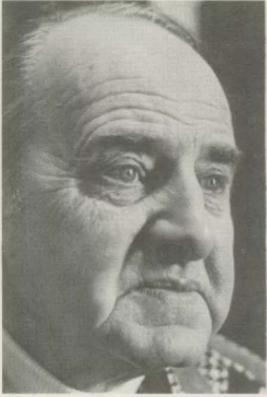


Photo by Tom Foley

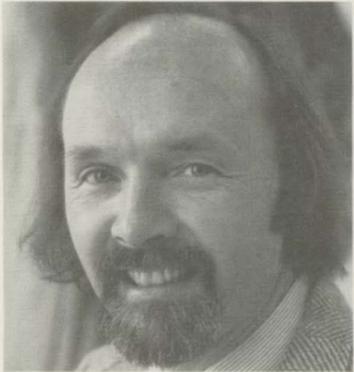
Johannes Riedel

Six CLA professors have been honored this year for their teaching.

George Hage, Journalism and American Studies, Robert Moulton, Theatre Arts, Sandra Peterson, Philosophy, Johannes Riedel, Music, and Mulford Q. Sibley, professor emeritus, Political Science, are the 1983 winners of the Distinguished Teacher Awards.

John M. Dolan, Philosophy, was named CLA winner of the all-University Horace T. Morse-Amoco Award for contributions to undergraduate education. Dolan will receive his \$1,000 honorarium at Commencement, Sunday, June 5, in Northrop Auditorium.

The CLA Alumni Society, which sponsors the Distinguished Teacher Awards will also present a \$500 honorarium to each award winner at the CLA Commencement. Sibley, who retired last year, and Riedel, who is retiring this year, are two of only three professors who have won the award twice, Sibley in 1961 and Reidel in 1968.

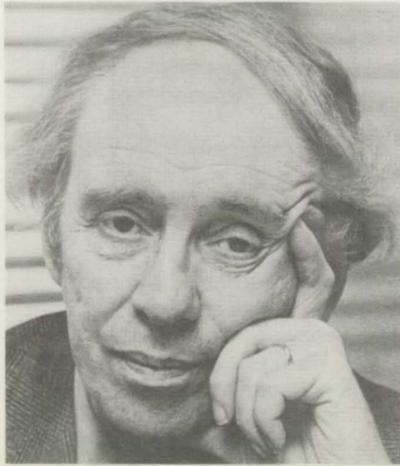


John Dolan — Photo by Tom Foley

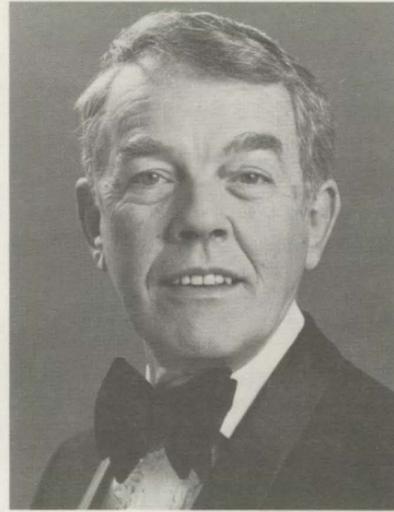


Photo by Biomedical Graphics

Sandra Peterson



Mulford Q. Sibley Photo by Tom Foley



Robert Moulton



George Hage Photo by Tom Foley

Social Work moves out of college

The School of Social Work will move out of the College of Liberal Arts and join the College of Home Economics at the end of this school year.

The move is part of a reorganization that will combine the University's human services programs. The School of Social Work will merge with the Department of Family Social Science and the Center for Youth Development and Research, both already in the College of Home Economics. The School of Social Development at the Duluth campus also will be consolidated with the three Twin Cities units.

The change was recommended by the Task Force on Human Programs which reported to the vice president of academic affairs last August. The organizational changes are expected to be in place by September 15.

The goal of the reorganization is to share resources and faculty members and to achieve administrative efficiencies, although the School of Social Work will remain on the Minneapolis campus.

Social Work will eliminate its two undergraduate degrees, the bachelor of arts in social welfare and the bachelor of science in social work, and will concentrate its resources on its graduate program and the master of social work degree.

Students presently enrolled in degree programs will be allowed to complete them. Freshman and sophomore students will be counseled to transfer to related majors.

Calendar of Events



- May 16- June 12 "Building a New World: Black Labor Photographs," exhibition, University Gallery, Northrop Memorial Auditorium. FREE
- May 16- June 26 "Music and the Pursuit of Happiness in the Eighteenth Century," exhibition, University Gallery, Northrop Memorial Auditorium. FREE
- May 26- July 10 "Images of the American Worker 1930-1940," CLA Honors student seminar exhibition, University Gallery, Northrop Memorial Auditorium. FREE
- June 2 "Urban Fringe Farmers: Agriculture and Population in Rural Ramsey County, 1860-1900," lecture by Russell Menard, History, 12:15 p.m., Ford Room, 710 Social Sciences Building. FREE
- June 2 University Chamber Orchestra, 8 p.m., Scott Hall Auditorium. FREE
- June 5 University Marching Band, Wind Ensemble, Jazz Ensemble, and Alumni Band Concert, Frank Bencriscutto, coordinator and director, 7:30 p.m., Northrop Memorial Auditorium. FREE
- June 14- Aug. 21 "Florodora," old-fashioned melodrama aboard the University Showboat, directed and choreographed by Robert Moulton, Theatre Arts. Reservations may be made by phoning 373-2337 or 373-9600, 9 a.m.-4:30 p.m. Monday through Friday.

CLA NEWSLETTER

College of Liberal Arts

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