

Eroding Budgets Tough on Students And Professors

By Joyce Wascoe

It's getting tougher to be a College of Liberal Arts (CLA) student or professor. Eroding University budgets have caused CLA to tighten its belt and that has put the squeeze on students and faculty:

- Recitation sections designed for 20-25 students are frequently stretched to 45-50.
- Premajor advising ratios are 489 students to 1 adviser, more than twice the national norm.
- Upper division advising ratios average 719 students to 1 adviser; the office should have a 500-1 ratio to adequately handle its load.
- Language courses fill up and close before many students register.
- Shrinking supply, equipment, and expense budgets make it harder for faculty to do their jobs.
- Faculty salaries rank below many peer institutions.

Dean Fred Lukermann told the Board of Regents in January that the College of Liberal Arts is underfunded. CLA teaches more students, on a full-time equivalent basis, with a budget base that supports 57 fewer faculty members and 34 fewer teaching assistants than it had in the late 1970s.

Adjusting for inflation, the college budget declined 18 percent, from \$39.4 million in 1977 to \$32.3 million in the last fiscal year, Lukermann said.

The problem arises from two sources: First, the University has not received

Photo by Clara Wu



About 250 students from the University, state university, community college, vocational education, and private college systems lobbied at the Capitol Feb. 14 for increased higher education funding.

sufficient support from the state, and second, Lukermann said, CLA has not received its fair share of the University's budget.

When compared to collegiate units with responsibilities for undergraduate education, CLA provides approximately 60 percent of the instruction for students entering the University directly from high school, 47 percent of all undergraduate instruction, and 43 percent of total instruction.

When measured against these same colleges, CLA has 33 percent of the University's faculty and 30 percent of the University's printed budget.

The underfunding of the college and University comes from a "chronology of recessions and inflation in the late '70s and early '80s," Lukermann said.

The situation has come to a head this year because Gov. Rudy Perpich's budget recommendation in January included almost no increase in the University operating budget and no increase for faculty salaries. The governor has since said more money may be

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Alumni Urged to Write State Legislators

The CLA Alumni Society Board has urged CLA alumni to contact their legislators and encourage them to support the University's budget request.

The Minnesota Alumni Association at 296-2146 can provide addresses and phone numbers of legislators, as well as information about the University's budget request and how to write your legislators. ■

CLA Graduates Have It "True Grit"

Editor's Note: Commencement speaker Regents' Professor of Psychology Ellen Berscheid told the December CLA graduates that their college experience was "A Lesson in 'True Grit'." She admitted that despite several degrees, this was the first graduation she had ever attended. She said her mother, who calls this her "dismal record of total absenteeism," often predicted that some day she would be sorry.

Well, she was right. I was sorry the instant after I accepted this invitation to speak and realized that all I knew about graduation ceremonies came from television and the movies. But, so far, I can tell you that it all is pretty much as I had imagined—except for one thing: And that is that in the movies there usually is a choir somewhere off in the background singing that inspirational song of advice for the future—the one that says when you walk through a storm, you're supposed to keep your head up high and not be afraid of the dark. That song, I noticed, was not on the program today, and I can well understand why such advice to this graduating class would be superfluous: Having spent a number of years as a College of Liberal Arts (CLA) undergraduate you, by definition, have been through a storm; and you obviously kept your head up high or you wouldn't be here.

In my view, the phrase "true grit" was coined for the students of CLA. And I am not alone in this opinion. Many of us on the faculty and staff here believe that when we finally give you your diploma, we should also be giving you a second and even larger certificate: a Certificate of Survival, one that says to prospective employers and graduate schools that the bearer is, as the Marines would put it, a lean, mean learning machine. We on the faculty frequently comment to each other how much we admire you. But it needs to be said to you for it's a mistake to assume that you fully appreciate what you've accomplished. It's a mistake because in addition to being tough, the CLA undergraduate has another prominent personal quality, and that is modesty. That's not surprising because most of you come from Minnesota and the modesty of Minnesotans is legendary. I don't doubt, in fact, that some of you are

so modest that you don't know why it is that if ever there was an occasion for a group of people to stand back and take pride in their accomplishment, and to ratchet up their self-esteem several notches, this is the occasion and you are the people.

So let me tell you: First of all, of course, there's that diploma. You now have a degree from one of the most visible and respected universities in the world. And don't worry yourself on this score—despite our recent well-publicized difficulties, you have a prestigious



degree. As the external advisors to the Governor's Blue Ribbon Commission observed in October: "Few public universities in the land possess the rich and deep tradition of academic excellence and the proud heritage of public service (that the University of Minnesota has) . . . (It) is a truly great academic enterprise, international in its impact yet its goodness is felt in every county of the commonwealth."

You also, of course, have a degree from a university virtually unique in higher education. The University of Minnesota at the Twin Cities is a "flagship" university: We are a "research" university; we are a "land-grant" univer-

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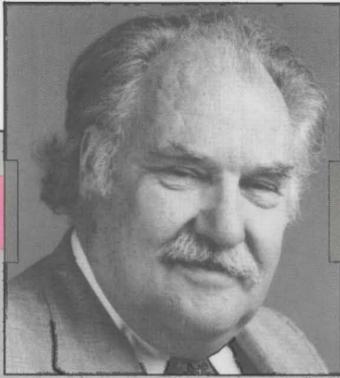
Minnesota Daily rated best paper . . . p.3
The Minnesota Daily was named best student newspaper in the United States for 1988.

University attracts Fulbright Awards . p.6
The U ranked first in the nation in the number of faculty who received Fulbright Awards.

Center for Medieval Studies opens . . . p.7
Center for Medieval Studies established to encourage collaboration of scholars and students.

THE DEAN'S LIST

Dean Fred Lukermann



As the news from the state capitol slowly filters back, it is clear that the mismatch between available University resources and the enrollment overload in the College of Liberal Arts is nowhere near solution. As a Dean, making a request, you write letters, make speeches, give interviews, meet "influential" people—and generally become more and more despondent.

Instead of writing more pleas and new requests with more emotion and greater desperation for this column, I went back to some old, but good, policy messages that still fit the present situation. I am particularly concerned that the message on undergraduate enrollment and curriculum gets across. I wrote the following to the Board of Regents in April of last year as preparation for the present legislative request. The message still stands. It needs a legislative response.

Mr. Chairman:

Although it is difficult at any time to advise other people on policy matters, I believe we are at such a critical point of decision making for the University and the College of Liberal Arts that I must ask for your special support.

The College of Liberal Arts is the largest undergraduate instructional unit in the University and in its graduate social science faculties it has the units of highest national status in the University. We are and have been only tenuously supported throughout the 1980s. Nevertheless, Liberal Arts has been the college of greatest change in revising and upgrading its curriculum, increasing its research productivity and improving the quality of its faculty and increasing its number of women and minorities. Since 1979-80 when the Chambers report was issued, we have been actively involved in both planning and implementation of those themes and functions which came to characterize Commitment to Focus. In light of our decade-long efforts and our achievements so far, I ask you to support in the coming budget discussions those programmatic efforts above all others if at all possible. We are the undergraduate college that feeds the rest of the University. If we lag now, if we retreat, the University will literally lose all across the board. We cannot retain our status nor our faculty if we signal anything that suggests a turning back. To gain your support, I only ask you to consider what has been done, is being done, and has to continue.

We have begun and are well into a single admissions policy that will insure Minnesota college-bound students access to a University degree in concert with qualified community college students.

We have begun and are well into a realistic second language program in collaboration with the public schools and community colleges that will provide Minnesota students with a sound background for involvement in an international economy and community.

We have begun and are well into a writing program across the undergraduate curriculum that will insure culturally literate graduates who can participate expectantly and fully in a world society.

We have begun an integrated international studies program that systematically covers the politics and economies of the world and provides in-depth areal study of major world regions and cultures.

We have developed interdisciplinary and intercollege programs that cut across traditional disciplinary boundaries and comparatively integrate theory and values with active-learning in field work, practicums, and internships.

We have successfully recruited minority students to attend the University and are developing a curriculum that recognizes and enhances the study of our multicultural society for all our students.

We have expanded an honors program that has enriched both the opportunity of choice of disciplinary majors and the broadening of highly specialized curricula so that a truly liberal education is within the reach of every undergraduate.

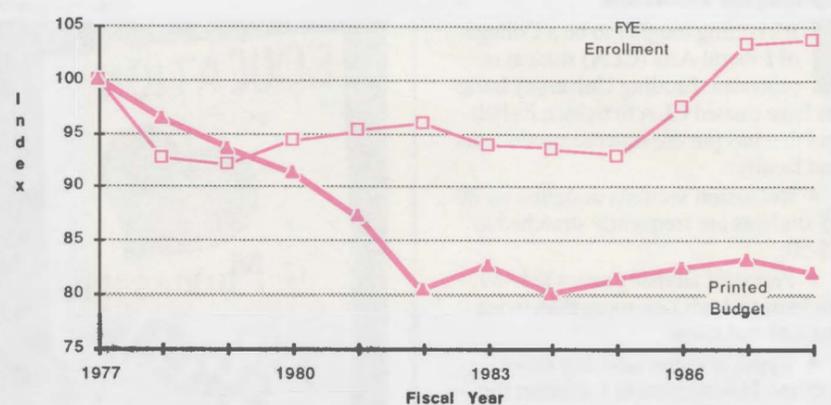
We have done this at the cost of a deteriorating physical plant, a decline in laboratory and library availability, and a shortage of student study space. But above all, we have done it at the expense of faculty and institutional research. In the years of federal and state tax shortfalls of the early 1980s, the support for higher education has fallen as the student load increased. The funding of the college decreased, and the number of faculty and graduate assistants was cut by ten percent and more. Nevertheless, the planning and restructuring went on in the hope of a renewal of commitment and resources in the final years of the 1980s. I need not tell you how important it is to send a programmatic signal.

Eroding Budgets Make It Tough

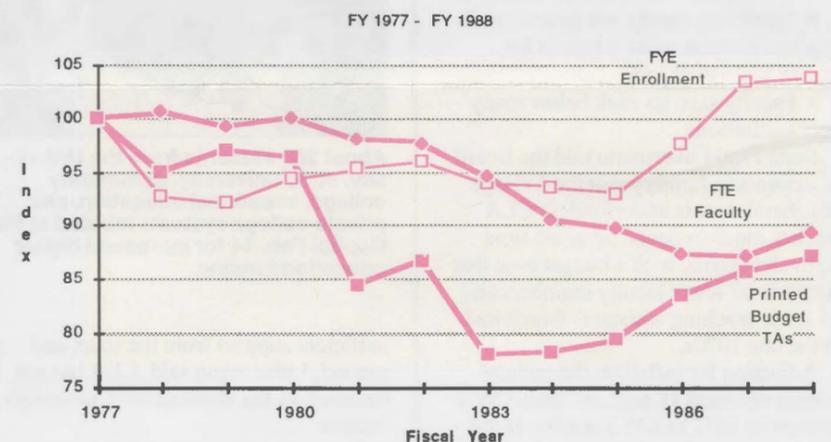
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Trends in Students, Staffing and Budgetary Support

College of Liberal Arts
Index of Budget and Enrollment
FY 1977 - FY 1988



Index: Enrollment, Faculty and TAs
FY 1977 - FY 1988



| | FY 1977 | FY 1982 | FY 1987 | FY 1988 |
|--|---------|---------|---------|---------|
| Total enrollment (Fall headcount): | 19,908 | 20,089 | 18,551 | 18,844 |
| Minority enrollment (Fall headcount): | 4.4% | 5.3% | 6.7% | 7.2% |
| Total enrollment (Full Year Equivalents): | 13,814 | 13,264 | 14,280 | 14,336 |
| Budgeted faculty positions: | 556 | 542 | 484 | 499 |
| Female | 16.7% | 20.1% | 23.2% | 24.9% |
| Minority | N/A | 7.6% | 7.9% | 7.6% |
| Budgeted teaching assistant positions: | 261 | 226 | 224 | 227 |
| Printed Budget (millions of 1988 dollars): | \$ 39.4 | \$ 31.7 | \$ 32.6 | \$ 32.3 |

Source: MPIS CLA Data Services

forthcoming if the University corrects its fiscal management problems. Meanwhile, the University is left in a state of uncertainty.

In a letter to alumni donors and CLA supporters in February asking them to contact their legislators about the budget, Lukermann said that the faculty was frustrated with the events of last year, but that "students and faculty should not be penalized for past management decisions."

The uncertainty about the University's future has caused some faculty members to give serious consideration to job offers coming from other institutions.

In the six years he has been associate dean and executive officer of the college, Craig Swan said he has never seen more faculty who have received

offers from other schools. Some offers are for more than \$100,000 in salary and sometimes twice that for program support, graduate assistant support, and mortgage assistance.

"The magnitude of the salary and programmatic commitments that other universities are making is a measure of the quality of our faculty and the commitment of other states to their research universities," Swan said. "I fear that the situation reflects a sense that outside predators view Minnesota as vulnerable."

The college and University usually join together to retain the faculty member if at all possible. "It's not really the salary offer we can't handle," Lukermann said. Matching offers is typically not necessary if faculty have confidence

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The University of Minnesota is an equal opportunity educator and employer.

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in the future of the institution and know they will receive teaching and research support, Lukermann explained.

Retrenchments and inflation have eaten away at the budget used to replace faculty, causing the decline from 556 professors in 1976-77 to 499 in 1987-88. "Whenever we had a vacancy, we might receive \$40-45,000," Lukermann said. "Before, we could get three assistant professors; now with competition from other universities we can get only one and a fraction."

Budget retrenchments, which had become a tradition over the last decade, have eroded supply, equipment, and expense (SEE) budgets that departments use to purchase curricular supplies, buy, repair, and maintain equipment, and for faculty research travel to important archives and conferences. Departments are desperate for funding to carry them through the year, said Mary Blomquist, director of CLA budget planning and data services.

N.J. Simler, chair of Economics, said he is forced to use leave money (salary money the department keeps when a faculty member goes on a single-quarter leave or a full-year sabbatical) for basic expenses that his SEE budget can't cover, instead of using the money as it was intended for visiting faculty and teaching assistants. This year is a particularly bad year, he said, because so far only one professor has asked for a leave for next year. That means he must ask the college for \$400,000 to hire teaching assistants for 1988-89. "I've been doing this for as long as I can remember," he said, but he's "never had a number like this." It's a "continuing horror story," he said.

If Simler doesn't hire teaching assistants, he'll have to cut the number of recitation sections for large lecture courses or abandon them altogether and offer only large lectures.

In order to compete for the best graduate students in the country and staff his classes for the next year, Simler must make offers to students this winter with no idea whether more professors will go on leave or whether the college will have the money to pay salaries.

"We gamble," he said. "We do this all the time . . . The worst that could happen is that the administration could come over and throw me out of the 10th floor window."

Further aggravating the balance between resources and responsibilities is the fact that the enrollment declines that have been forecast for a decade have not materialized. The headcount dropped slightly to 16,500 last fall, but the number of credit hours students take has increased.

Part of the problem, Blomquist said, is that in fall 1986, there was a large increase in new students. That bulge is still around, she said, and "is still working its way through the python."

For undergraduate students, getting into second language classes has been one of the major problems. Since the Second Language Requirement was implemented in 1986, most students are required to complete the equivalent of six quarters of training in one second language. Students are encouraged to begin their language in high school. More of them are doing that, but not as many of them as the college would like.

The college can't keep up with the demand and there is still a tremendous backlog of students who haven't been able to take classes, Blomquist said. The

college has added numerous additional language sections, but there is not enough money for the amount of instruction needed, she said. During 1987-88, there were 2,000 more students enrolled in languages than in 1985-86 when there was a less stringent language requirement.

Another problem for students is that many language courses are offered in sequence. For example, Italian 1101, 1102, 1103 are taught fall, winter, and spring quarters respectively, and don't start over until the following year. If 1102 is full and closes before students register, they have to wait another year to take 1102. "Consequently, they forget it, don't do as well, and it may even delay graduation," said Ann Kauls, acting coordinator of upper division advising.

It would take an additional \$1 million per year to have adequate advising in the University, according to a recent University study, Blomquist said. "CLA is a big part of that," she added. Two-thirds of the students who come to the Twin Cities campus enroll first in CLA.

The advising ratio for the 6,500 students who are considered "premajors"—those who are recent entrants or who haven't decided on a major—is 489 students to 1 adviser. That is more than double the national standard, said Bill Beyer, coordinator of premajor advising.

He and his staff conduct student focus groups to determine what students expect from their advisers. "What's crucial is getting in to see someone," Beyer said. During peak periods at registration time, the two premajor advising offices can offer mini-appointments of 15 minutes. Waiting time is usually 15 minutes to a half hour.

With additional money this year, the office has been able to reinstate four mandatory adviser meetings during the freshman year for students coming from high schools. It had been cut back to three meetings.

The system can be impersonal, Beyer said, but you "work your heart out not to make it that way." The staff tries to make the offices look nice, he said, and they recruit graduate and undergraduate advisers who are close in age and experience to the students so they get a mentoring effect.

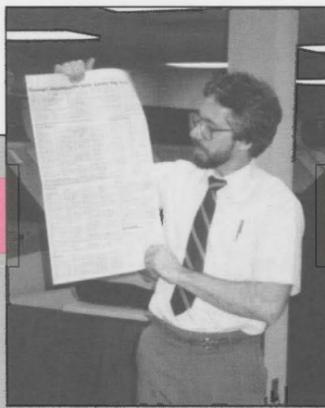
The upper division has been able to add two staff members this year, but they still consider themselves very short staffed, said Kauls.

Upper division students—students who have selected a major and are usually juniors or seniors—have a faculty adviser as well as a central office adviser, so the ratio of central office advisers to students is expected to be higher. Combining the graduation advisers who check records for final degree clearance and scholastic committee representatives who pass on student petitions, the ratio is 719 students per one adviser. "We would find 500 to 1 acceptable," Kauls said, but the ideal would be 300 to 1.

The upper division is also short on space. One adviser in the West Bank office sees students in the storeroom, Kauls said. "She's in there with the files, the mice, and old desks."

The advising ratios may be far from ideal, but the staff members continue to work hard to serve students.

"Despite all this stuff, most of our students like it," Kauls said. "I like it, too, but we sure make it tough." ■



WHAT THE STUDENTS ARE DOING

Forrest Peterson

■ Thirty-two Journalism students visited five newspapers and radio stations in Hutchinson, Willmar, and St. Cloud in January. The day-long tour included media organizations staffed with Journalism alumni, such as **Forrest Peterson**, who works for Willmar's *West Central Tribune*. ■ *The Minnesota Daily* is the nation's best all-around daily student newspaper, according to the Society of Professional Journalists, Sigma Delta Chi. The *Daily* was judged best in the nation in 1988 out of more than 1,000 entries. ■ **Stacey Wescott** is spending the next year in South America with help from the Undergraduate Research Opportunity Program and the International Reciprocal Student Exchange Program. With an IDIM combining photojournalism, Latin American Studies, and Spanish, Wescott will spend her first six weeks preparing a photodocumentary of a small Colombian mining town. The St. Paulite will then travel to Uruguay to study the images female artists create of women as well as how they introduce politics into their art. She will return to Minnesota next March. Upon graduation, Wescott plans to work as a photojournalist in Latin America. ■ The University College Bowl team, which won its regional competition in February, will advance to the nationals, to be held in Chicago April 21-23. The four-member team went undefeated against regional opposition from the University of Iowa, Iowa State University, and the University of South Dakota. Two members, **Bruce Simmons**, Alexandria, Va., Theatre Arts, and **Matt Marta**, Hinsdale, Ill., a double major in English and Economics, were part of the team that won the 1987 national tourna-

ment. ■ The Office of Special Learning Opportunities has awarded nine students alumni-funded grants winter quarter so that they can afford to participate in internships. Winners receive \$750 to defray tuition, fees, and book costs. **Tana Erickson**, Williston, N.D., International Relations honors, is a teacher's aid in Kenya through the Minnesota Studies in International Development (MSID) program; **Deborah Gustafson**, Apple Valley, Biology, is studying eating disorders in female athletes at the Melpomene Institute for Women's Health Research in Minneapolis; **Amy Kephart**, Minneapolis, English, is assisting Film in the Cities with its educational programs and photo exhibits; **Lynne Marek**, Minneapolis, Political Science honors, is studying Indian women's political participation while in Pune, India, through MSID; **Maria Mimick**, Robbinsdale, Music and Business honors, is assisting the Minnesota Orchestra in its marketing efforts; **Julie O'Brien**, Green Bay, Wis., Bachelor of Individualized Studies, is helping the Minneapolis Chamber Symphony develop a concert series for senior citizens and an arts festival for high school students; **Teresa Scalzo**, Journalism, is a media intern for the Abortion Rights Council of Minnesota; **Rebecca Schmidt**, Apple Valley, Speech and Hearing Science, is a developmental therapist for an autistic child at Minneapolis Children's Medical Center; and **Holly Schultz**, Eau Claire, Wis., Child Psychology, is learning about disease effects on children and their families through the Child-Family Life program at the University of Minnesota Hospitals and Clinics.

Mary Hicks Appointed CLA Development Officer

■ Mary Hicks, who has been a development officer with the University Office of Development since 1984, was appointed CLA's new development officer Feb. 1.

Her first goal, Hicks said, is to recognize and thank long-time supporters and friends of the college. Then, she would like to encourage alumni to get more involved with the college.

She is anxious to inform people about CLA. "There are lots of really good stories," she said. The list of 14 new endowed chairs in CLA is exciting, Hicks said, and pointed out that almost all the chairs are funded by people in Minnesota, which shows "an incredible commitment."

When she was with the central development office, Hicks designed comprehensive fund raising programs which raised \$1 million in 18 months, including a \$500,000 endowed chair and a \$225,000 endowment and rare book

collection.

Hicks assisted faculty in designing successful solicitations and provided development services for a number of University units, including CLA, Continuing



Mary Hicks

Education & Extension, School of Nursing, James Ford Bell Museum, and School of Dentistry.

Between 1981 and 1984, Hicks was director of membership for the Minnesota Alumni Association. During that time, membership increased from 24,000 to 37,500. She planned and promoted more than 50 special events.

Hicks, 35, originally from De Witt, Iowa, was director of student activities at the University of Minnesota-Morris, between 1978 and 1981. ■

“True Grit”

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sity; we are located in a huge urban metropolitan area in which we are the only public four-year degree granting institution, and where everyone is perched on our doorstep and peering in our windows, including two newspapers and several TV stations, not to mention the Governor, the legislature, and also every special interest group one can imagine. And we are big! One of the biggest campuses in terms of student enrollment in the world. We're so used to it, it's hard to appreciate how big we really are and the kind of savvy and determination it takes to navigate here. One fact says it all, and that is that CLA alone, this one single college, is larger than over 90 percent of all American colleges and universities!

And, finally, no description of the University would be complete without noting that we are seriously underfunded; virtually every accreditation team who's visited the University in recent memory has ended its report with that bleak fact. And within this underfunded University, CLA is arguably the most seriously underfunded unit of all. At the same time, however, CLA is itself the flagship of academic excellence for this flagship University, both because the arts and sciences traditionally carry that flag and also because the majority of the departments in this University that are rated at the top ten of their disciplines nationally are located in CLA.

What this means for the student is that every available scarce penny in the College has gone into trying to maintain that excellence—the quality of your education and the academic value of your degree—and that there are no amenities to make your life easier. “Amenities” isn't the proper word, of course, because I'm really talking about what most of us consider necessities: about such things as study space; about a library where the book you want to read is not lost, stolen, or in the bindery, or, in recent years, simply not purchased at all; I'm talking about things as mundane as benches in the halls so that during the interminable time you spend waiting for one thing or another, you don't have to sit on the floor. When I think of CLA undergraduates, in fact, my first image is of them sitting, or even lying, on the floors of the halls: students on the floor waiting to see somebody; students on the floor trying to get in a few moments of study, often reading by the equivalent of moonlight; students huddled on the floor filling out forms; students sitting on the floor by vending machines, eating what passes for breakfast or lunch; or students simply stretched out on the cement floor of Walter Library trying to catch a nap before the next class.

As the money got less while the mission got larger over the past two decades, the powers-that-be have tried to preserve the core of the academic mission; and rightly so, but they've had to jettison everything else from what's become a “People's Express” in higher education—we can still get you to your destination safely, but some of you have to stand in the baggage compartment during the flight. We've let so many janitors go that the floors you sit on are most likely to be dirty than not; at the other end of the spectrum, the size of our administrative staff within CLA would

be considered a skeleton crew by corporate standards; we've seen the teaching assistants fade away in retrenchment after retrenchment; the number of student advisers and other staff dwindle; the equipment begins to qualify as genuine antiques; and we've seen classes grow so large that the student in the back row needs opera glasses to see the professor—when there *is* a professor, that is, and not a celluloid image of one flickering across the movie screen of Psychology 101.

And this is why, ladies and gentlemen, the plight of the CLA undergraduate was at the very core of the Academic Priorities document for Commitment to Focus. The central thrust of that plan, prepared by a task force of faculty representing *all* academic units of the University, was to ameliorate the situation of the undergraduate students in the arts and sciences. You can quarrel with the strategies in that document, and people did, but I've never heard anyone challenge the justice of its intent.

So you should not wonder that so many of the faculty and staff at this University not only admire you but comment, with a frequency that might surprise you, that they themselves, veterans of advanced degrees, could not do what you have done. Much of that



Ellen Berscheid

admiration stems from our intimate knowledge of your actual learning conditions and what we would like them to be. But some of our feelings come from the sharp contrast between the totality of *your* college experience and the so-called “ideal” college experience so many people carry around in their heads.

I call it the Metro-Goldwyn-Mayer romantic image of college life. As the scene opens, the camera pans in on a small private college set in a small, pastoral college town. The ivy-covered buildings are surrounded by beautifully landscaped lawns and walkways; there are lovely sorority and fraternity houses and dormitories where the students live—all on campus. And as for the students themselves, they enter college directly out of high school and steadily march toward their degree, which all duly receive in a mere four years. Few of them work and, if they do, it's only to pick up pin money or to improve their character. In this ideal, of course, all the professors are replicas of old, kindly Mr. Chips—always available to listen sympathetically to why the paper wasn't in on time. The happy picture, in other words, is of young



people frolicking through the autumn leaves, having earnest discussions about the meaning of life, going to the college homecoming dance, and periodically writing home for money, which always arrives in full and on time.

Now let's contrast that with the college experience *you* have had. First, 90 percent of you live off campus and about 60 percent consider yourselves commuters, so getting here on rush-hour freeways on a bus or in a car—and then finding a place to park, if you came by car—is half the challenge of a Minnesota education. Moreover, when you arrive on campus, you've still got miles to go, often through sleet, snow, and hail; the distances between classes here are so large that 15 minutes between classes is mandatory but not enough for many. More importantly, 80 percent of you are employed and, of those, over a third of you work in jobs that require over 20 hours per week of your time. Of those of you who entered as freshmen, only 17 percent earn a degree in four years—five years on the average, and the mode, the greatest number of you, take almost seven years to graduate from CLA. Of those entering as freshmen, a third drop out all together; and about 15 percent “stop out”—that is, leave college to do something else and then come back later. Most of you—almost 70 percent of you—have not participated in extracurricular activities of any kind.

The contrast between the “ideal” college experience most of us carry around in our heads and the actual experience of CLA students is sharp and it is disturbing to many. But partly, I think, it is disturbing for the wrong reasons. Because, frankly, I personally found the so-called “ideal” a great deal less than ideal:

I spent my first two years at a small private liberal arts college, part of what is called the little Ivy League, and it closely fit the MGM picture of college life. As a new freshman, I was oriented and welcomed to a fare-thee-well and I was counseled to the point that my next four years were plotted down to the last detail. (I must add parenthetically that only later did I realize that the heavy counseling nicely obscured the fact that there were only a limited number of courses that could be taken to satisfy those majors.) The buildings *were* covered with ivy and the professors *did* all look like the professors in the movies (which mostly means, of course, that they were all white male); the student body was exclusively very young, very white, and very upper middle class; nobody worked; and everybody lived on campus. Moreover, virtually everyone was expected to participate fully in campus activities; as a consequence, I spent an extraordinary amount of time stuffing napkins in vast expanses of chicken wire, and endless hours standing around on the porch of the sorority house being “serenaded” by fraternity boys, who would warble on at length

about the “girl of their dreams.” Finally, after three semesters, I simply could stand the academic regimentation, the social constraints, and the claustrophobic homogeneity no longer.

So I ran home—which, at the time, was Nevada, and there, of course, I ran smack into my mother, who began the chant I was to hear for so many years and which may be familiar to some of you: “Just one more semester,” she'd say. “If you go to school just one more semester, I'll never ask you to do another thing.” So, with a sigh, I finally got in my car and went up to the University of Nevada, one of those public universities at which I had sniffed up my nose in the first place.

Although Nevada was much smaller than we are, it was many times larger than the school I had left, and it didn't need size and underfunding as an excuse to reproduce an atmosphere not dissimi-



lar to our own. If the school I'd left was the '50s MGM, then the University of Nevada was cinema verité. I got my first clue that things were going to be different when I finally found the “Student Parking Lot,” which, to my wondering eyes, was a sand pit. My second clue came when I discovered that the university's idea of student counseling was to hand you a thick book that stated the degree requirements in very small print on the first few pages, followed by a listing of all the courses that might, or then again might not, be offered at the University of Nevada during one's lifetime.

But despite these rude awakenings about where I as a student fit into the general scheme of things, it's hard for me to describe now the exhilaration and freedom I felt at that university—to be my own person, to wander around and make my own mistakes, and to run my own life. Or to convey how fascinating and colorful it all seemed to me—a kind of vast academic Aladdin's cave, with all sorts of strange people scurrying about doing all sorts of things. The professors seemed to do a lot more than go to class, for example—I had a drama professor who actually wrote plays, a logic professor who had written the text, an education professor who was on the board of the local high school. I quickly discovered that they weren't waiting around in their offices for me to grant them an audience. And the students, at least to my sheltered eyes, were a dazzlingly diverse lot. Many were much older than I, for example. I met ranchers and truck drivers; Korean war veterans still going to school on the GI Bill; and in my English class, I learned more from a 65-year-old Italian countess in the midst of shedding her fifth husband than I ever did from the professor.

In short, I felt there I was part of the *real* world, and it was a fascinating world. I found out that college and learning was not something you had to closet yourself for four years in the hinterlands

to do. And so I began a pattern that characterizes many of you: I'd go a semester, maybe get engaged to be married, quit school, get a job, quit the job and the man, go another semester, and so forth (for it was very much like here—easy to “stop out” but it was also easy to “stop in”—no one much cared either way, except for Mother, of course).

Naturally, it took longer to get my degree and, of course, I made mistakes. But I feel I owe my life to the freedom I had to go at my own pace and to make those mistakes. For example, people ask how I got into psychology. Mostly I lie about that, but the truth is, it was the result of one of those mistakes. Looking for courses one semester, I saw a new course titled “Perception and Cognition.” I wasn't a Psych major, but I signed up for it because, somehow, for reasons that I now cannot even begin to fathom, I thought it would be a course in extrasensory perception and precognition (or clairvoyance). Now, the fact that only three other students showed up for class, and that they were seniors and Psych majors, should have told me something. And I did begin to wonder when we were going to get to the interesting part when the professor started going through the anatomy of the eyeball. But I stuck it out, and, just as the semester was ending, the professor received one of the first federal research grants ever awarded to a psychologist. It was on interpersonal perception, and he needed to hire a research assistant. By this time, one of the other students had dropped the class, and the other two were graduating, so guess who was the only student in the whole university who had ever had a course in perception and cognition?

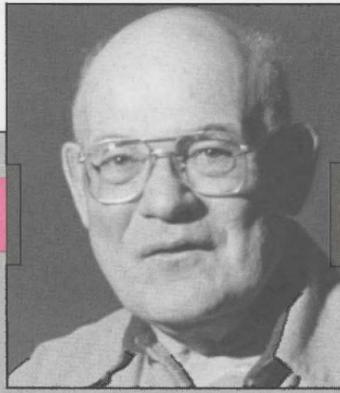
Well, a large public university isn't for everybody. But, the point is: neither is a small private college. Which brings me back to the Commitment to Focus plan on which so many of the faculty worked so hard and our failure to make many people in the community understand what was driving that effort. Many thought—still think, I don't doubt—that the idea was to make over this great

tions so low. I reminded him that the great public universities of this nation are the concrete realization of the sentiments expressed by the Statue of Liberty—we *are* here to take the tired and poor, the huddled masses yearning to be free, if you will. We truly *are* the percolator of American society, the means by which people can rise above whatever social, cultural, and financial constraints prevent them from meeting their rightful destiny. And we *are* here to serve, not the handful of monied and privileged (who always *will* be served), but to pass along everything we do and learn, indeed “to every county in the commonwealth.”

Furthermore, I told him, *we* are the ones who opened the way for women, for blacks and other people of color, for the handicapped, for older men and women to come back to college or to come for the first time. You don't think Harvard and the Ivy League did that?! Yes, I complain a lot that we haven't done as well as we ought on the affirmative action score. But my complaints are tempered by the knowledge that when I received my B.A., and won in national competition a research scholarship that I could take to any graduate school in the nation, I was halfway through filling out the application form of the Eastern private school that had the best degree in my area before I noticed, in tiny letters at the bottom of their application form, that soul-withering phrase: “Applications Accepted from Men Only.” And when we women got our Ph.D.s, do you think the private schools were beating on our door to employ us before Title 7 of the 1964 Civil Rights Act? Not a chance. I was one of the lucky ones. The business school here hired me; I was their first full-time “lady professor,” as they put it at that time, and I've forever been grateful to them. Well, we “lady professors” who survived the dark ages are popular now—and as the discrepancy in resources between the major public institutions and the major privates grow, the private schools increasingly cook up much better deals to woo us than the publics. But, for some of us, there's those nagging questions: “Where were *you* when we needed a graduate education?” and “Where were *you* when we needed a job?”

So, Harvard on the Mississippi? You've got to be kidding! What we want to be is “Minnesota on the Mississippi”—as noble a mission as there has ever been in higher education.

But to fulfill that mission, we've got to make life easier for our students; we've got to make it easier for more to survive, and we've got to preserve the quality of their degree so that there is something of value for them to survive for. But that's still the hope for the future. In the meantime, you are our survivors—some of you weary from the working and the commuting on top of classes; some of you tattered from the bureaucratic hassles and frustrations; and a lot of you in hock up to your eyeballs. But you've crossed the finish line, and I only wish we had a symphonic orchestra here to play “Chariots of Fire” for you because *that* is your song. In lieu of that, please know that your professors admire you, the staff admires you, and I admire you—but not simply because you're tough, but because whether you know it or not, I suspect that you, too, needed to breathe the bright air of freedom, of diversity, and of noble purpose that this great university stands for. ■



WHAT THE PROFS ARE DOING

Luther Gerlach

■ **Luther Gerlach**, Anthropology, has received a \$30,000 grant to study the social and cultural responses to the 1988 drought. Gerlach's work focuses on issues of managing the upper Mississippi River. Preliminary findings suggest that people largely respond to environmental problems in moralistic terms and that the drought, in particular, raised equity issues and increased tensions between urban and rural areas in Minnesota. Gerlach also gave the keynote address at the founding convention of Worldwide 2000 in Washington, D.C., in December, a coalition of voluntary organizations hoping to raise awareness of global resource issues. ■ **C. Wade Savage** and **C. Anthony Anderson**, Philosophy, are editors of *Rereading Russell: Essays on Bertrand Russell's Metaphysics and Epistemology*, published by the University of Minnesota Press in December. The collection examines Russell's method of logical analysis and how it could accommodate changes in physics and psychology. ■ **Nita Krevans**, Classical Studies, **Ellen Messer-Davidow**, English, and **Gianna Pomata**, History, were among nine University professors receiving three-year McKnight-Land Grant Professorships. The award includes a \$16,500 research grant each year, a year's leave with pay, and two months' summer salary through 1991. ■ **C.C. Lee**, Journalism, has been named director of the China Times Media and Social Studies Center, which opened in January in the School of Journalism and Mass Communication. The China Times Co., owner of several newspapers in Taiwan, will help fund the center. Lee, a native of Taiwan, said the center's goal is to improve journalistic coverage of China and to promote Sino-American friendship and understanding. Center activities will include journalists-in-residence, scholars-at-large, research,

seminars, and conferences. A grand opening is planned for October to coincide with an international symposium on “China Reporting.” ■ The National Opera Association awarded second place in its Opera Production Competition to the University's Opera Theatre rendition of “Christina Romana.” Selected for its production quality, the opera was produced by alumna **Libby Larsen** and librettist **Vern Sutton**, Music. ■ Regents' Professor Emeritus **Leo Hurwicz** has been chosen to hold the Curtis Carlson Chair in Economics for three years while the Department of Economics conducts an international search for a permanent chairholder. Hurwicz, who announced his retirement last spring, is currently a visiting professor at Northwestern University. ■ A Fulbright Research Award has been given to **William Brustein**, Sociology, to study the political geography of fascist party membership in Germany and Italy between the world wars. ■ **MaryAnn Yodelis Smith**, director of the School of Journalism and Mass Communication since July 1986, will leave the school in May to become associate vice chancellor at the University of Wisconsin Centers in Madison. Smith previously taught at the University of Wisconsin-Madison and was associate vice chancellor for academic affairs there between 1978-86. ■ **Gary Jahn** and **Adele Donchenko**, Russian and East European Studies, received a \$73,000 grant from the U.S. Department of Education to improve Russian language instruction. ■ The CLA/University College Alumni Society awarded \$500 to **Lonnie Durham**, English, and **Marcia Eaton** and **William Hanson**, Philosophy, to promote faculty interaction among undergraduates by moving students into an informal setting to discuss course-related topics.



university into that claustrophobic MGM ideal.

As one of many faculty who were involved in the Commitment to Focus efforts when they first began, I received a letter from our new football coach at that time, Lou Holtz, who expressed just that concern. Coach Holtz and I had had some previous correspondence, occasioned partly by the fact that my father had played professional football, and I'd already learned that he cared deeply about his players' education. But I was surprised, back then at the beginning, at what he had to say, which was: “I certainly hope that you professors aren't going to try to turn this place into Harvard on the Mississippi.” I immediately wrote back to assure him that we Minnesotans would never set our aspira-

CLA facts



With 15,387 undergraduates and 499 budgeted faculty, the College of Liberal Arts is the University's largest collegiate unit. CLA students can select from more than 65 majors housed in 34 departments and programs. Females have composed over half of the entering class for the past decade. Four-fifths of the student body come from Minnesota; two-thirds are from the Twin Cities. About 82 percent of undergraduates work—35 percent work in excess of 20 hours a week—so it now takes the typical new student entering CLA after high school six to seven years to graduate.

COLLEGE *news*

U Faculty Collects 22 Fulbrights; CLA Faculty Earns 11

The University of Minnesota ranked first in the nation in the number of faculty who received Fulbright Awards for 1988-89. Of the 1,000 Fulbrights awarded nationally, 22 went to University instructors. In addition, 14 of the University's visiting professors received awards. Eleven awards went to CLA staff: **Kent Bales**, English, **Jeffrey Broadbent**, Sociology, **Peter Fir-**

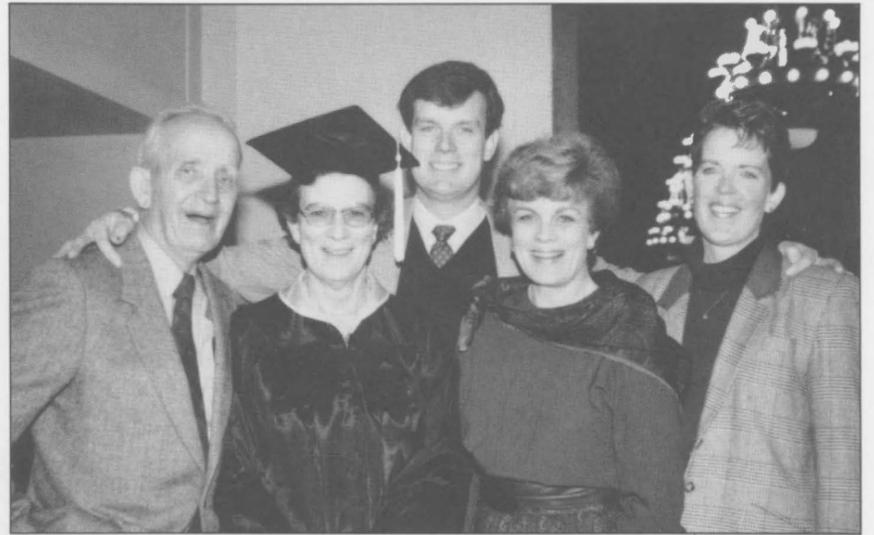
chow, English, **Susan Geiger**, Women's Studies, **Christopher Goertzen**, School of Music, **Barbara Hanawalt**, History, **Jill Jepson**, Center for Research in Human Learning, **Michael Karni**, Scandinavian Studies, **Anatoly Liberman**, German, **William Brustein**, Sociology, and **David Knoke**, Sociology.

The School of Journalism and Mass Communication was criticized sharply and given a provisional accreditation after a recent site visit by a team from the Accrediting Council on Education in Journalism and Mass Communications. The council will issue a final report in April after the school and University respond. The team cited dissension within the faculty, an inadequate budget for the number of students, poor facilities, and lack of equipment. The curriculum, instruction, and the quality of the faculty and students received high marks.

Thomas Clayton, English, **Stanford Lehmborg**, History, **Eva Keuls**, Classical and Near Eastern Studies, and **Bruce Overmier**, Psychology, have been named Scholars of the College. The award, which is funded by alumni contributions, carries an annual stipend of \$3,000 for three years for research support.

CLA winter enrollment is 15,387, a decrease of 572 students (2.8 percent) compared with a year ago. Winter 1988 enrollment was down 0.1 percent from the previous year.

Jazz pianist **Reginald Buckner**, associate professor in Afro-American and African Studies and the School of Music, died of cardiac arrest Feb. 4. He was 50. The Governor's Council awarded the 1989 Martin Luther King Jr. Humanitarian Award in the Arts to Buckner. He was active in the National Association of Jazz Educators and was recognized as its Jazz Educator of the Year in 1987. In 1988, he received the Black Music Award for Outstanding Jazz Artist. A memorial service was held in his honor at the School of Music. **Benjamin Lippincott**, emeritus professor of Political Science, died Nov. 10 at the age of 86. A political philosophy specialist, Lippincott taught at the University from 1929 to 1971. The Benjamin Lippincott Symposium Room in the Social Sciences building, which he and his wife Gertrude helped furnish, was named for him. The Department of Political Science held a memorial service in his honor in February. **Paul M. Oberg**, retired professor of Music, died of a heart attack Nov. 15 in San Diego. He was 84. A musicologist, pianist, and organist, Oberg taught at the University from 1942 to 1972. Until 1965, he was also chairman of the Department of Music and Music Education.



Kathleen Peterson's family attending commencement in December included (left to right) her husband, Ralph, and their children, Ralph, Mary, and Ann.

73-Year-Old English Grad Savors College Experiences

By Bill Hoffmann

After CLA Commencement Dec. 11, the lobby of Northrop Memorial Auditorium was crowded with graduates and well wishers. Graduate Kathleen Peterson was surrounded by a crowd of her own—15 or so family members—three generations.

At 73-years-old, Peterson is the latest of eight family members to graduate from the University. There was a time during her studies at the University when she was attending with her daughter Mary and her granddaughter Sara Williams.

She started college in 1932 at Macalester College in St. Paul, but quit because times were tough in the Depression. Later, she married Macalester schoolmate Raymond Peterson and enjoyed being a housewife and mother, but she regretted not finishing college.

After returning to the University, she finished her degree in English last June with a 3.8 grade point average. She attended the commencement ceremony at the urging of her family.

Asked the advantage of attending college as an adult, Peterson said she had the discipline to study and she had a lot of fun. "I kind of savored the experience as I went along."

Peterson said attending college "gives you direction that you don't get if you decide to just read a lot."

Last fall she told the *Minnesota Daily* student newspaper, "I've found that people will be a little nicer to you if you're handicapped or old. I try not to look too decrepit." A photograph showed her with a smile, carrying a student backpack.

While at the University, she kept a busy schedule outside of classes. She worked as a volunteer at the Johanna Shores Retirement Home in Arden Hills helping residents with knitting and sewing projects. While attending classes, she also swam a mile at the downtown St. Paul YMCA four days a week. She writes poetry, which has appeared in a column in the *St. Paul Pioneer Press Dispatch* and in the *African Violet Magazine*.

At commencement, Dean Craig Swan asked Peterson to stand and congratulated her on her degree. She received a round of applause from her fellow graduates, the faculty and deans on stage, and the nearly 3,000 guests in the audience. ■



"Circles of Tradition"

CLA *tomorrow*

April Lectures

19 "Crisis within a Crisis: AIDS and Health Care in Latin America and the Caribbean," Ronald St. John, AIDS director of Pan American Health Organization, 2:30 p.m., Cowles Auditorium, Humphrey Center, for information call 624-8543

21 "Housing the Metropolis," John Adams, Geography, 3:30 p.m., 445 Blegen, for information call 625-6080

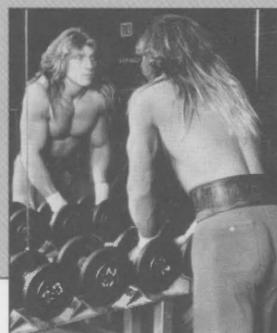
27 Philip Cornelius, Studio Arts visiting ceramics artist, discusses his work, 7:30 p.m., Law 65, for information call 625-8096

Conferences

***10** "Human Rights in Clinical Practice: Euthanasia, Abortion, and Vulnerable Patients," Mayo Auditorium, 7:45-5:30, sponsored by Program on Human Rights and Medicine, Human Rights Center, Philosophy, College of Liberal Arts, Continuing Medical Education, and Continuing Education and

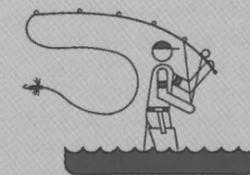
Extension, for information call 626-5525

13 "Documentary Exposed: Confronting the Image," Coffman Auditorium, 7-9 p.m., keynote speaker Eugene Richards, photographer for Magnum Group. Reception follows for exhibit of student doc-



"Confronting the Image"

umentary work in Coffman Gallery, for information call 624-2027 or 625-7023



Exhibits

Thru July 31 "Anglers All," which explores fly-fishing, and "The Net Result: Minnesota's Late Great Commercial Fishing Industry," Bell Museum of Natural History, West Gallery, for information call 624-3367

9-June 18 "Circles of Tradition: Folk Arts in Minnesota," organized by guest curator Willard Moore, University Art Museum, Northrop galleries, for information call 624-9876

Performances

***20-23** "An Evening of Dance," choreographed works by Dance faculty and guest artists, directed by Barbara Barker, Dance, and produced by Robert Moulton, Theatre Arts, University Theatre, 8 p.m. (3 p.m. Sunday), Proscenium Theatre, Rarig Center, for information call 625-4001

***22** Music in the Home Tour, featuring Music faculty performing in homes such as Eastcliff, 1:30-4:30 p.m., benefit by Sigma Alpha Iota to help fund Music's proposed performance hall. For reservations and itinerary call Pat Smith at 537-5101 or 533-4440

***25-26** Alvin Alley American Dance Theatre, 8 p.m., Northrop Auditorium, for information call 624-2345

Medieval Unit Established; History Prof Named Head

The College of Liberal Arts has announced the establishment of the Center for Medieval Studies to encourage faculty and students who are interested in the medieval era to collaborate through conferences, colloquia, workshops, and courses.

Located in Walter Library, the center plans to offer a medieval studies undergraduate major and minor, an M.A. degree, and a supporting program field for Ph.D. students, according to History professor Kathryn Reyerson, director of the new unit.



Kathryn Reyerson

Prof. John Leyerle, creator of the University of Toronto Centre for Medieval Studies and consultant on the formation of the studies center here, said Minnesota's center has the potential to be "among the best five graduate programs in Medieval Studies in North America" for three primary reasons:

- the University has a century-long tradition of teaching and researching medieval topics;
- the University library has one of the top 20 research collections of medieval items in North America;
- more than 70 current faculty members from several CLA units have research and teaching interests in the Middle Ages.

Sixteen departments and programs offered more than 40 courses dealing with the Middle Ages in winter quarter; a comparable number will be taught in the spring. Both graduate and undergraduate students have formed groups for those interested in the Middle Ages.

For further information, call 626-0805. ■

ALUMNI *news*

Music Tour to Benefit Performance Hall

A benefit "Music in the Home Tour," featuring Music faculty performers in six elegant Twin Cities homes, will be presented Saturday, April 22, 1:30 to 4:30 p.m.

The Minneapolis/St. Paul Alumnae Chapter of Sigma Alpha Iota will sponsor the benefit to help fund the proposed performance hall addition to the School of Music's new Ferguson Hall. Sigma Alpha Iota is an international honorary women's music fraternity involved in philanthropic projects to support music education.

In the homes, music will be performed by top faculty performers including cellist Tanya Remnikova, guitarist Jeffrey Van, and tenor Clifton Ware.



**Saturday
April 22
1:30-4:30 p.m.**

Contributors will choose between two tours. Home tour number one will feature the homes of Dolly Fiterman, Suzanne and Bill Payne, and Madolyn Babcock. Tour two will feature Eastcliff, the home of the president of the University, the Harlan Boss home, and the David and Shari Boehnen home.

Tickets are \$25 per person. Special guests of the tour will be donors of an additional \$100, \$250, and \$500. Donors of \$500 or more will be named on a dedication plaque that will be placed in the performance hall.

For reservations, contact Pat Smith, 537-5101 or 533-4440. The deadline is April 7.



Photo by Jeff Grosscup

More than 300 alumni and friends of the University attended the Peking Opera Theatre event sponsored by the CLA Alumni Society and the University Presidents Club, Jan. 13. Dean Fred Lukermann (left) and CLA Campaign Board chair Tom Swain met a member of the cast. Chun-Jo Liu, East Asian Studies professor, and Alan Kagan, Music professor, demonstrated the theatrical and musical traditions of the Peking Opera at a preview before the opera. Leeann Chin, owner of Leeann Chin restaurants, welcomed the guests at the Radisson Hotel reception.

***28-29** "The Empty Room," by Music alumnus Mark Hellem, one-act story of a man returning home after his wife's funeral, and "The Angel Gabriel of Venice," by Music graduate student



Alvin Alley

James Robinson, one-act sex comedy of a priest who falls in love with a married woman, both directed by Vern Sutton, Music, University Opera Theatre, 8 p.m., Scott Hall Auditorium, for information call 625-4001

May Lectures

12 Ralph Brown Memorial Lecture, Torsten Hagerstrand, Geography, University of Lund in Sweden, 3:30 p.m., West Bank Auditorium, for information call 625-6080

***12-14** Computers in Writing, Radisson University Hotel, sponsored by General College, for information call 625-5813

***20** Spectrum Lecture, sponsored by the CLAVU College Alumni Society, lecture and tour of sculpture gardens, reception follows, tentatively scheduled for 10 a.m., for information call 625-4324

Conferences

8-10 "Sutton Hoo: Voyage to the Other World," featuring Martin Carver, director of excavations, 8 p.m., May 8, American Swedish Institute, and

Roberta Frank, University of Toronto, 8 p.m., May 9, Mississippi Room, Coffman Memorial Union, for information call 625-2503

16 Fourth Annual Silha Center for Media Law and Ethics Lecture, 3:15 p.m., Kathleen Hall Jamieson, University of Texas, Radisson University Hotel, for information call 625-3421

Performances

3 Summit Hill Brass Quintet premieres Music for Al's Breakfast III by David Baldwin, Music, 3:15 p.m., 225 Ferguson, for information call 626-2200

***5-7, 11-14, 18-21** "The Three Sisters," by Anton Chekov, University Theatre, 8 p.m. (3 p.m. Sunday), Thrust Theatre, Rarig Center, for information call 625-4001

***12-13** Imperial Bells of China, featuring ancient Chinese music and dance, 8 p.m., Northrop Auditorium, for information call 624-2345

***18-20** "Postcard from Morocco," by Regents' Professor Dominick Argento, Music, story of travelers conversing while awaiting their luggage, University Opera Theatre,

8 p.m., Scott Hall Auditorium, for information call 625-4001

***22-24** Original One-Act Play Festival, annual competition where winning plays are staged, performed, and critiqued, University Theatre, 8 p.m. (5:30 Wednesday), Experimental Theatre, Rarig Center, for information call 625-4001

*indicates admission charge

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College of Liberal Arts

CLA today

Winter 1989

University of Minnesota

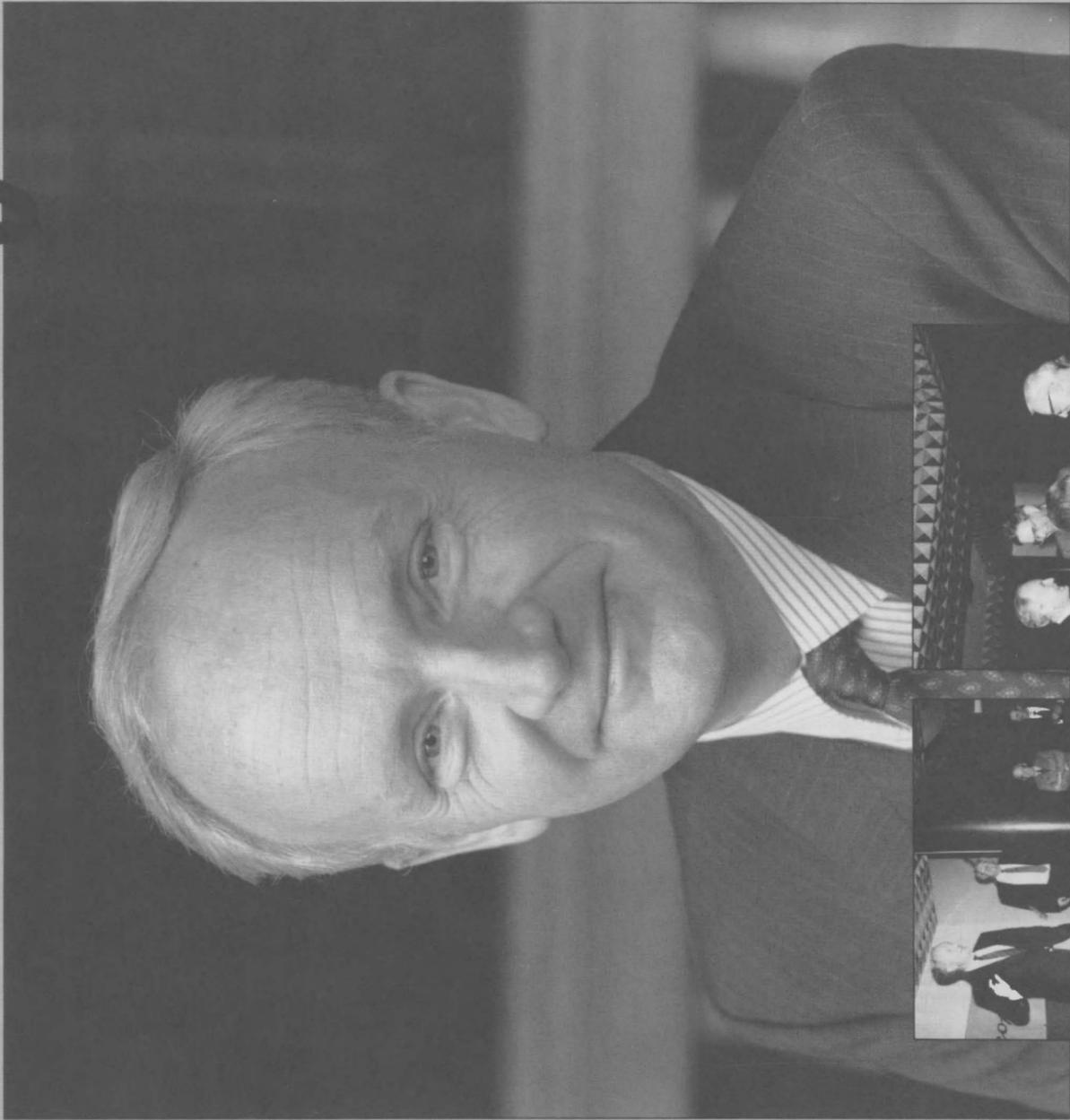


Photo by Tom Foley

CLA faculty and staff welcomed new President Nils Hasselmo in January at a reception in the Campus Club Library.

Photos by Bill Hoffmann



International Studies Gets \$1 Million MacArthur Grant

The Institute of International Studies in the College of Liberal Arts has received a five-year, \$1 million grant from the John D. and Catherine T. MacArthur Foundation to establish a program focusing on developing countries in South and East Asia, Latin America, Africa, and the Caribbean.

The program's cornerstone is a fellowship program designed to attract graduate and professional school students to the University, particularly women, minorities, and residents of developing areas. Named the MacArthur Interdisciplinary Program on Peace and International Cooperation, the program, which began in January, will give support to students in CLA as well as the College of Agriculture, the Hubert H. Humphrey Institute of Public Affairs, and the Law School.

The program focuses on:

- economic, political, and social change and conflict in developing societies;
- the capacity of institutions in such societies to undergo redesign and reform brought about by political, economic, and technological change;
- enhancing human rights and freedoms in developing regions;
- the role of disaffected and disadvantaged groups in developing countries.

Brian Job, director of the Institute of International Studies, said the grant recognizes "the national and international strength of the faculty at Minnesota." He added that there are fewer than two dozen such programs in the world.

Expected to be in full operation by fall, the program will work in cooperation with the Law School's new Human Rights Center and the new Stassen Center for International Peace in the Humphrey Institute.



Brian Job

Craig Swan, associate dean of CLA, said the grant "offers significant opportunity for students and faculty and enables the University to make a contribution to addressing important real-world concerns about international issues." Swan called the program the social science equivalent of new industrial technology or medical advances.

The Institute of International Studies, established in 1982, is the central international unit in CLA. More than 550 undergraduate students are majoring in international relations, one of the fastest growing areas of study in the college.

In addition, the institute was recently designated an undergraduate national resource center in international studies by the U.S. Department of Education—the only one of its kind in the nation. The center will receive \$300,000 for curriculum development and library acquisitions over the next three years.

The Chicago-based MacArthur Foundation is a private, independent organization. It authorized more than \$127 million in grants in 1987, \$20 million of which went toward its program in peace and international cooperation. ■

CLA today

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203 Johnston Hall
101 Pleasant St. S.E.
University of Minnesota
Minneapolis, Minnesota 55455

University Archives
10 Walter Library