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UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION
WINTER 2014

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MINNESOTA

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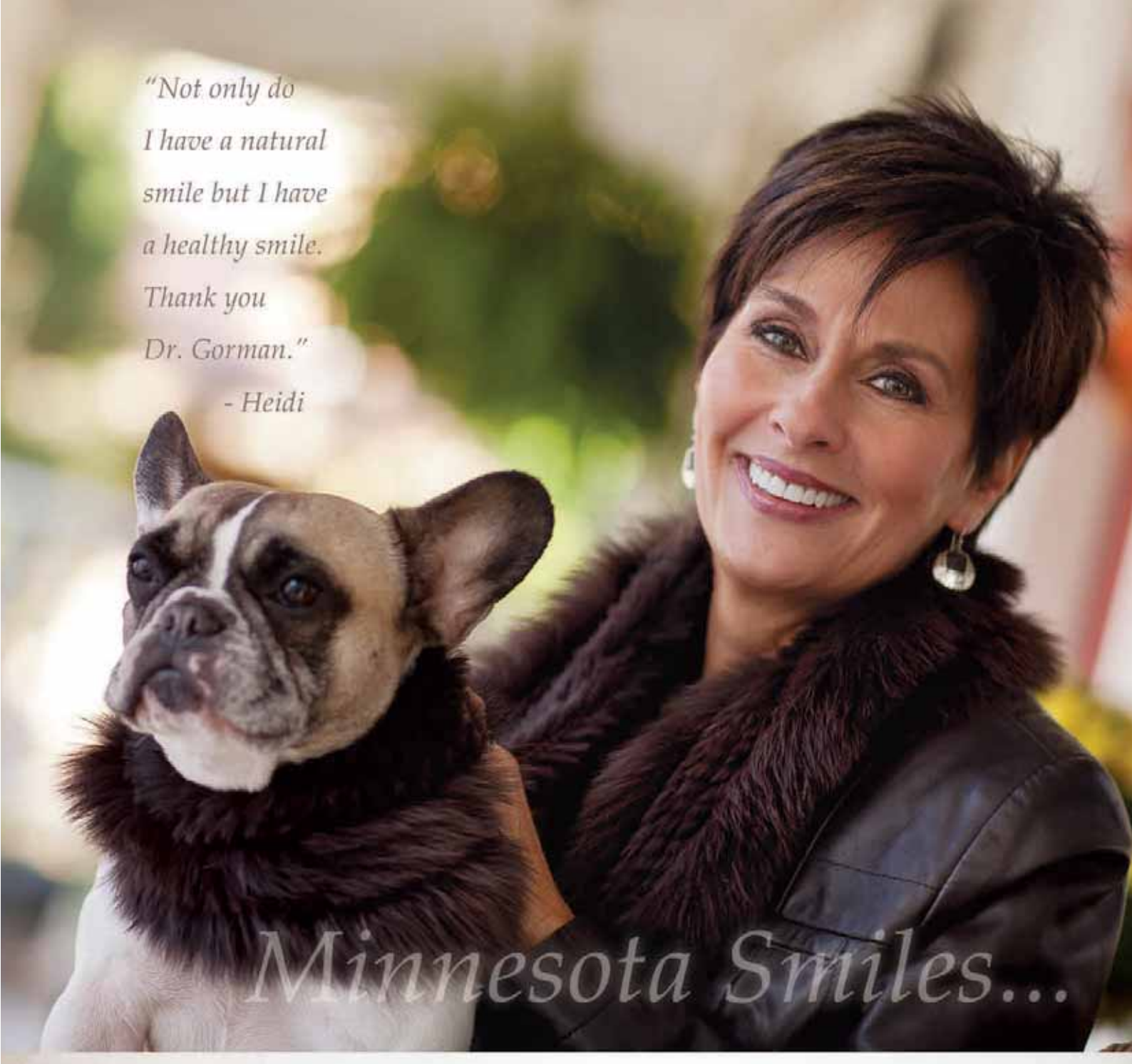
**ON THE COVER:** Photograph by Sara Rubinstein. Art and photographs this page, clockwise from top: Greg Helgeson, Justin Sutcliffe, Matthew Hintz

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# Think Piece

I was thinking about the first issue of *Minnesota* I produced as editor, in 1998, and realized that the cover text would have irked psychologist Florence Goodenough, a pioneering child welfare researcher at the University of Minnesota beginning in the 1920s. The photograph of a beaming alumna climbing onto a tractor was the backdrop for a headline stating that "Women Take the Field" in "Cultivating Careers in Agriculture."

**Shelly Fling**

I could envision Goodenough pulling that magazine from her mailbox, slapping it down on her desk, and, with an eye roll, saying, "These are *farmers.* Not *women* farmers."

Goodenough was ahead of her time. And she might not have used the word *resilience,* but she undoubtedly had plenty of it as she forged her career, creating new knowledge and understanding in child development that long survives her. A historical article about her research accompanies two other features in this issue about U faculty and alumni who are studying resilience, particularly in children.

Resilience is something that everyone wants but that is annoyingly intangible—like happiness, security, and peace. You can't buy it, find it on a mountaintop, or fake it. It comes from within. In some respects, you either have it or you don't. U researchers, however, are discovering what the key components are for helping children and families discover and build on resilience so they might persevere despite life's challenges, whether surviving homelessness, family breakups, or a multitude of disappointments and setbacks.

I have seen evidence of awe-inspiring resilience all around me in my nearly 16 years at the University. That's one of the privileges of working in a position where my job is to find and tell these stories. I remember a medical student whose insistence that the case before her was flesh-eating bacteria and whose quick thinking saved her patient's life, a famed U researcher. I recall the moving story of an alumnus whose criminal life as a youth led to prison, but who found his escape through education and went on to earn a law degree and to intern with a judge. Other alumni and faculty who had been prisoners—during the Holocaust or the Bataan Death March, of physical or mental illness, of racism or anti-Semitism—shook off those chains because they weren't finished yet. They believed in themselves and in something much larger than themselves.

The University is populated with such resilient figures who believe in asking difficult questions and who uphold their ideas, even (or especially) when they're considered unpopular or threatening. They don't tell their students—our future alumni—*what* to think. They implore them *to* think.

My first day on the job, I learned the magazine was due at the printer in two weeks—but stories hadn't been filed or photographs taken. That scramble set me back, and some days I feel like I'm still trying to catch up. We're on track now, and I'll be taking a leave from this position. I take this break with much gratitude for being allowed to help tell so many inspiring stories. They have given me a lifetime of ideas to contemplate. ■

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# Letters


## MEMORABLE MOOSE MOMENTS

I hope University researchers quickly find the solution to the dying moose population ("The Race to Save the Moose," Fall 2013). Everyone I know who has seen a moose in the wild is changed by the experience. I have had the good fortune to have two encounters—both in the Boundary Waters Canoe Area Wilderness—over the past 15 years.

Once, while launching our canoe, my friend and I heard loud splashing and bellowing. Thirty yards away we saw a female moose and then from the woods emerged her calf. We eventually silently paddled in the opposite direction, with pounding hearts and a treasured memory.

Another year, we heard commotion and crashing deep in the woods. We thought "bear" and grabbed pots and pans to bang together. The noise grew nearer and then an enormous bull moose walked right past our tent and back into the brush. It took us several minutes to believe that this had actually happened.

These moments made me love Minnesota and nature even more. I will remember them forever but worry that I, and others, will never again have such a thrill.

**John Weston (B.A. '79)**
**Bloomington, Minnesota**

## DANCE EVOLUTION

I thoroughly enjoyed Tim Brady's article about the "scandalous" dances University students engaged in 100 years ago and the reaction by administrators and citizenry ("Dancing to Extremes," Fall 2013). The more things change, the more they stay the same. But if moral authorities from 1913 could see how young people dance today, I think they would go into cardiac arrest.

**Ed Tauster (M.A. '72)**
**Minneapolis**

## A FAN OF FECAL TRANSPLANTS

Thank you for the well-written and very informative article about Dr. Alexander Khoruts's life-saving research with fecal transplants ("Gut Reaction," Summer 2013). I'm sure many wince to contemplate this sort of procedure, but I know a woman who nearly died from a *C. difficile* infection that she battled for 18 months. She lost so much weight and strength she almost lost the will to live. She elected to undergo this simple, painless fecal transplant procedure and within a few days again had the spark to live and then rapidly began to recover her health.

**Mel Vanderscheun**
**Chicago**

## THE FIGHTING SPIRIT

Your article "Patriotism and the Professor" (Summer 2013) reminded me of an experience of my brother-in-law Seth Phillips (B.A. '51, J.D. '62). He was a B-24 pilot in the Pacific in World War II. Returning to the University of Minnesota, he found what he believed to be blatant discrimination against blacks and Jews. He formed a group called the Student Group for Political Analysis. Being composed of men who had faced combat, they were not afraid of university administrators and went to bat for an outstanding philosophy instructor (Forrest Wiggins, the first full-time African American faculty member at the University, had questioned the social order at the U) who was going to be fired instead of given tenure. They won, but the young instructor found a better job elsewhere and left anyway. Seth is now 92 years old, still keen of mind, and resides in St. Paul.

**K-Lynn Paul (M.D. '67)**
**Tucson, Arizona**

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*Submit a letter at* www.MinnesotaAlumni.org/opinion *or write to Letter to the Editor,* Minnesota *Magazine, McNamara Alumni Center, 200 Oak St. SE, Suite 200, Minneapolis, MN 55455. Letters many be edited for style, length, and clarity.*

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## Fan-tastic!

Volleyball is a hot ticket. The nationally-ranked Gophers drew some of the biggest crowds in the nation to the Sports Pavilion throughout the regular season. What makes it such a fan favorite? Find out at *www.MinnesotaAlumni.org/Fantastic*

For information on postseason play, go to *www.gophersports.com*.

## Brave New Library

The public library has gone *really* public, thanks in part to the University of Minnesota.

The Digital Public Library of America (DPLA), launched last April, aggregates millions of digital artifacts from local archives, libraries, museums, and cultural heritage institutions across the nation and makes them searchable and accessible via a single site. The Minnesota Digital Library (MDL), a statewide collaboration that includes the University of Minnesota, was among its inaugural contributors. The U provided the expertise to digitize and make searchable many of the materials in the MDL.

"The DPLA is providing greater access to the materials that heretofore have been kept in county and local historical societies," says Jason Roy, director of Digital Library Services at the U. For example, the DPLA makes available to students, scholars, and the public original documents related to the Dakota–U.S. War from the Nicollet County (Minnesota) Historical Society. Without the DPLA, the existence of those documents would likely not be known.

To date, DPLA has more than 5 million items from libraries, archives, and museums in the United States, with more being added all the time. DPLA can be found online at *dp.la*.

*—Cynthia Scott*

JOEL MOREHOUSE

## The Return of Sherlock Holmes Fans

For two days in August, it was 1895 all over again on the West Bank of campus. Nearly 150 people from around the world gathered to immerse themselves in the life of one of the most famous people who never lived: Sherlock Holmes.

The conference "Sherlock Holmes Through Time and Plac drew fans of the fictional detective to the Elmer L. Andersen Library for a weekend of camaraderie and scholarly analysis of the 56 short stories and four novels British physician Sir Arthur Conan Doyle wrote starring Holmes. The conference, cochaired by Gary Thaden (B.E.S. '80) and Julie McKuras (B.A '00), attracted lawyers, doctors, librarians, engineers, and even 12-year-old boy who's redecorating a room in his basement as a replica of 221B Baker Street, Holmes's London digs.

Why the University of Minnesota?

That story begins in 1947, when five professors gathering for lunch at the Campus Club discovered that they shared a common interest in Holmes. They decided to form the Norwegian Explorers, a literary society named after an alter ego of Holmes. Among the professors was the U's head librarian, E.W. McDiarmid, and University Libraries gradually acquired a few Sherlockian artifacts and memorabilia. Today, thanks largely to donations from key private collectors, the collection numbers 60,000-plus items.

Managed by endowed curator Timothy Johnson (M.A. '82), the collection, a portion of which was on display during the conference, includes four copies of the 1887 Beeton's Christmas Annual, in which the first Sherlock Holmes story was published—along with teapots, toys, tie tacks, and other items.

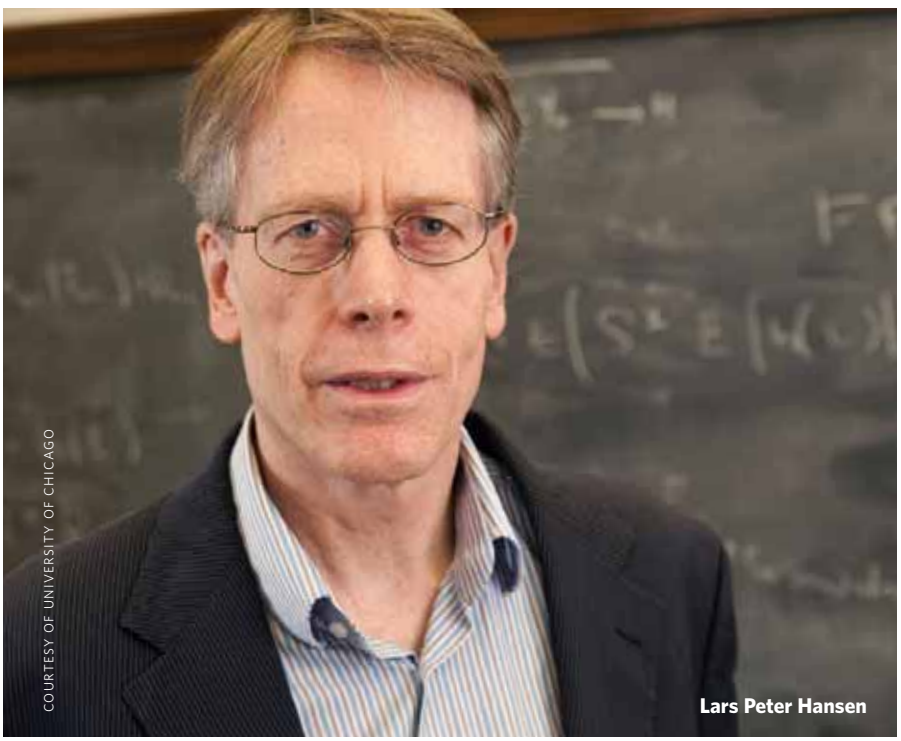

**Memorabilia from the U's Sherlock Holmes collection**

The collection holds magnetic attraction for Sherlockians around the world, says Richard Sveum (M.D. '79), who heads the Friends of the Sherlock Holmes Collections.

"All these international people come to Minnesota for the conference," Sveum says. "It gives special recognition to the University we're really proud of."

But it's not just the collection that drew Holmes aficionados to campus. "It's really about the people you meet," says Thaden. "We hook people with Sherlock Holmes, and they stay for the people."

*—Mary Hoff*



COURTESY OF UNIVERSITY OF CHICAGO

**Lars Peter Hansen**

## Alumnus Wins Nobel

Lars Peter Hansen (Ph.D. '78), who studied at the University of Minnesota under 2011 Nobel Laureate Thomas Sargent, was named this year's Nobel Laureate in economics. Hansen is a professor in the Department of Economics and research director of the Becker Friedman Institute for Research in Economics at the University of Chicago. The Nobel committee lauded the statistical method he developed for testing rational theories of asset pricing. "Economics is supposed to help you better understand the real world. It's not just a game," Hansen says.

Earlier this year the U conferred an honorary degree on Sargent, a professor at New York University who taught at the U from 1975 to 1987. At that ceremony he said, "Pound for pound, in terms of its accomplishments in terms of teaching and research, I regard the University of Minnesota as the best economics department in the world."

*—C.S.*

## Mascot Love

A 6-foot 3-inch statue of Goldy Gopher was unveiled on September 23 in front of Coffman Union as part of homecoming week festivities. The bronze icon was a year in the making after students conceived the idea and commissioned Minneapolis sculptor Nick Legeros (M.F.A. '83) to create it. Private donations and the Offices for Student Affairs and Dean of Students funded the $95,000 project. By the end of homecoming week, Goldy's teeth had taken on a bright sheen, as passersby were quick to adopt the practice of rubbing them for good luck.

## What a Global University Looks Like

This fall on the Twin Cities campus, more students are enrolled from the country of Oman (41) than from the state of Wyoming (16). The number of students from Mississippi is the same as the number from New Zealand (7). And the College of Veterinary Medicine has one student each from Sri Lanka, Ecuador, Venezuela, and the United Kingdom.

Discover more about what the University of Minnesota looks like with the interactive enrollment map created by the Office of Institutional Research. The map reveals how many students are enrolled from specific countries, states, and Minnesota counties, and in which colleges. Visit ***www.MinnesotaAlumni.org/map.***

"Take the buds out of your ears, get your nose out of your phones, and pay attention to the world around you."

**University of Minnesota Vice President for University Services Pam Wheelock in an all-University e-mail calling for "an end to hostilities" between pedestrians and bicyclists on campus. Wheelock said a 13 percent increase in the number of bicycles on campus, combined with lane closures due to light rail transit construction, has resulted in "a growing number of interactions between bikers and pedestrians that don't meet the definition of Minnesota Nice."**

## Tweets of Yore

Our Twitter feed a century ago might have contained these items about campus and alumni, found in the pages of the *Minnesota Alumni Weekly* from winter 1913–14:

U President Vincent cautions students against looking down upon the home folks when they leave campus for the holidays. #smartypants

The U of Chicago engaged in the "heathenish practice of hiring claquers"—paying football rooters for travel to Minnesota. #DollarsForHollers

Law alumna Eliza Evans wants to abolish tipping, as it forces girls to angle for money and lowers self-respect. #FishinForTuition

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TWEETS: ERIC HANSON • GOLDY: MIKE LEE

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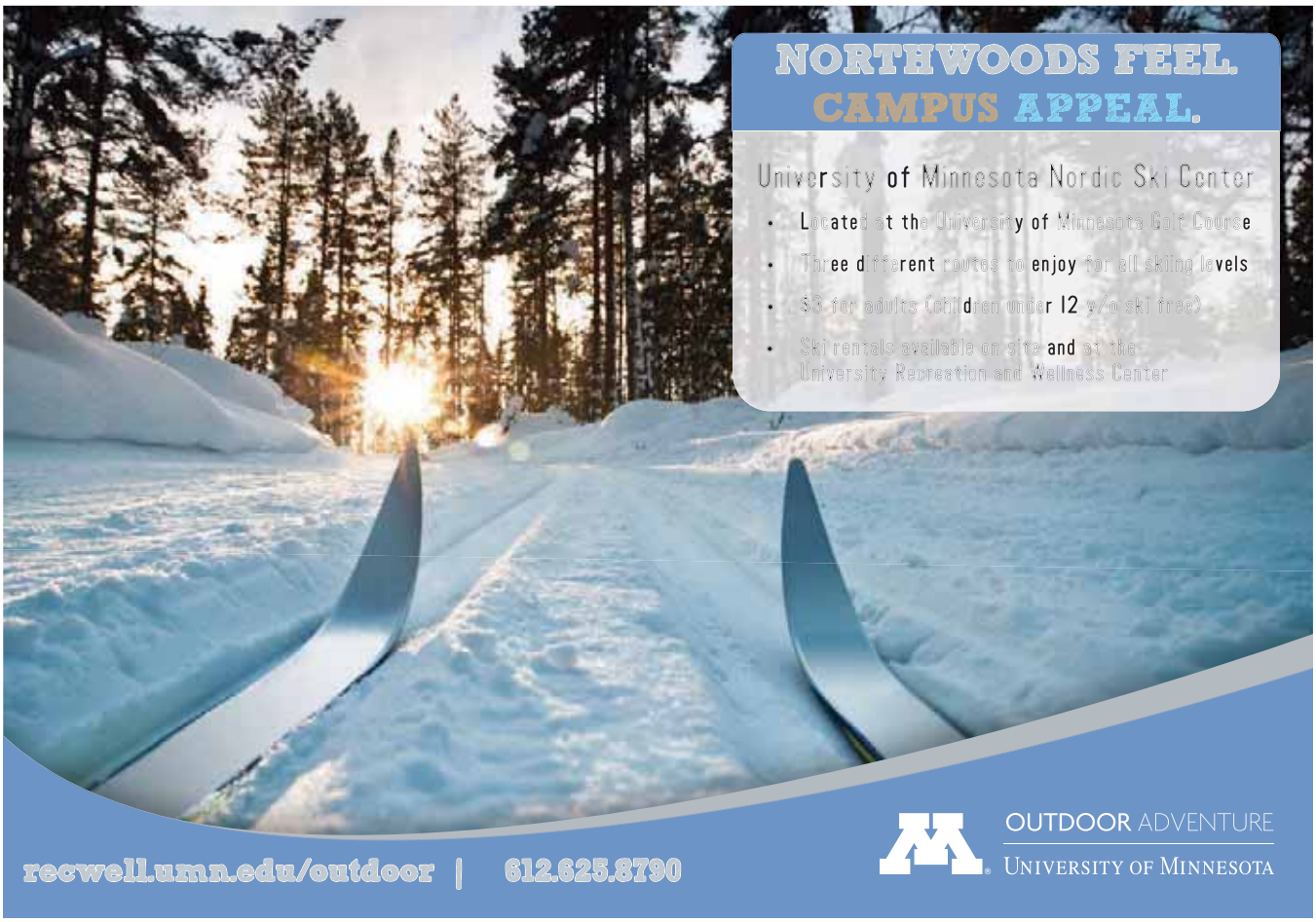


## THE HIGH COST OF LOWER PREMIUMS

Men who switched to high-deductible health plans (HDHP) made fewer emergency room visits overall, even for severe problems, leading to a later increase in hospitalization rates, according to a study led by a University of Minnesota researcher. HDHPs are the fastest growing health plans in the United States, featuring lower premiums with higher annual deductibles.

Women who switched to HDHPs also made fewer emergency room visits overall, but the number of such visits for severe problems remained the same.

Katy Kozhimannil from the U's School of Public Health and her team assessed emergency department visits and hospitalization for one year prior to and two years following the switch to an HDHP. Individual deductibles ranged from $500 to $2,000, with family deductibles of $1,000 to $4,000.

In the year after changing to an HDHP, men went to the emergency room 21 percent less often for low- and medium-severity symptoms such as sore throats and finger wounds and 34 percent less for high-severity symptoms such as irregular heartbeat. Hospital admissions declined by 24 percent. However, this trend reversed the following year, when hospital admissions increased by 30 percent.

Researchers suggested that health plans and employers may want to develop tailored educational programs to inform HDHP members about their benefits and the risks of avoiding needed medical care.

The research was published in the July 16 issue of *Medical Care*.

## EATING RITE ENHANCES FOOD

Mundane rituals performed before eating enhance the perception of food, according to a study led by a researcher at the University of Minnesota's Carlson School of Management.

Marketing professor Kathleen Vohs wondered about the power of rituals after noticing the simple routines that people perform before eating and drinking. When Vohs, for example, orders an espresso, she takes a sugar packet, shakes it, opens it, adds a small amount to the espresso and tastes it before pouring in half the packet. She and her team conducted four experiments to investigate how these kinds of ritualistic behaviors influence perception and consumption.

In one experiment some participants were asked to eat a piece of chocolate following a detailed set of instructions about how to break the chocolate bar, unwrap it, and then rewrap it. Others were asked to eat the chocolate in whatever manner they wished. The results showed that those who had engaged in ritualistic behavior rated the chocolate more highly, savored it more, and were willing to pay more for it than participants in the other group. Other experiments with lemonade and carrots reinforced the finding.

The research was published in the July 17 issue of *Psychological Science*.

HDHP: GORDON STUDER
FOOD: CABRY CYRIL/MARLENA AGENCY

## CALL ME OR JUST CROAK

Female gray tree frogs set the bar high when it comes to finding a suitable mate, according to research by University of Minnesota College of Biological Sciences researchers.

Jessica Ward, a postdoctoral researcher in the lab of Professor Mark Bee in the Department of Ecology, Evolution and Behavior, discovered that females prefer males whose calls reflect the ability to multitask effectively. In gray tree frogs, males produce trilled mating calls that can range in duration from 20 to 40 pulses per call and occur between 5 and 10 calls per minute. Males face a trade-off between call duration and call rate, but females preferred calls that were longer and more frequent, a task akin to singing and dancing at the same time.

To conduct the study, researchers listened to recordings of 1,000 calls. The research was carried out in connection with Bee's goal of understanding how female frogs are able to distinguish individual mating calls from a large chorus of males. Understanding how frogs hear could lead to improved hearing aids.

The research was published in the August issue of *Animal Behavior*.

## LESS COVERAGE FOR SAME-SEX FAMILIES

Children of same-sex parents are less likely to have private health insurance than their peers with opposite-sex parents, but the disparities diminish in states that have legalized same-sex marriage, according to research at the University of Minnesota's School of Public Health.

Lead researcher Gilbert Gonzales, a Ph.D. candidate in health policy and management, studied data from the 2008–2010 American Community Survey. He found that while 77.5 percent of children with married opposite-sex parents had private health insurance, only 63 percent of children with dual fathers and 67.5 percent with dual mothers were covered by private health insurance plans. Differences in private insurance diminished for children with same-sex parents in states with legal same-sex marriage, civil unions, domestic partnerships, or second-parent adoptions.

Health insurance is strongly associated with improved health for children, but little research has been done about the extent to which insurance disparities exist in same-sex families. Researchers say the results of this study are not surprising, because employers have not had to extend health benefits to an employee's same-sex partner or children.

The study was published in the September 16 issue of *Pediatrics*.

## TERRAIN EXPLAINS BRAIN GAIN

Changes in the landscape caused by human activity may fuel the evolution of bigger brains in certain animal species, according to a researcher in the University of Minnesota's Department of Ecology, Evolution and Behavior.

Emilie Snell-Rood and College of Liberal Arts undergraduate student Naomi Wick studied 10 species in a collection of mammal skulls at the U's Bell Museum of Natural History, including some that were a century old. She then measured the dimensions of the skulls to get an indication of brain size.

In two species, the white-footed mouse and the meadow vole, the brains of animals from cities or suburbs were about 6 percent bigger than the brains of animals taken from farms or other rural areas. And in rural Minnesota, two species of shrews and two species of bats showed an increase in brain size. Researchers concluded that the brains of all six species grew bigger in response to the encroachment of cities and farms on what was once prairie and forest. Such disruption spurred the evolution of animals that were better at adapting, surviving, and propagating.

The research was published August 21 in the *Proceedings of the Royal Society*.

FROG: ISTOCK
MICE: CHRISTIAN ROUX/MARLENA AGENCY

# On Leaving a Son to a Hurricane

## A MOTHER LEARNS TO SURRENDER HER STRONGEST INSTINCTS.

I was sitting in the Louis Armstrong New Orleans International Airport the day before Hurricane Isaac was predicted to call on the city in 2012, seven years to the day after Katrina had. Although Isaac ended up dumping a foot of rain and taking out power, it didn't cause anywhere near the devastation Katrina had. Still, meteorologists were calling the impending storm a "slow-moving behemoth" and the governor had declared a state of emergency.

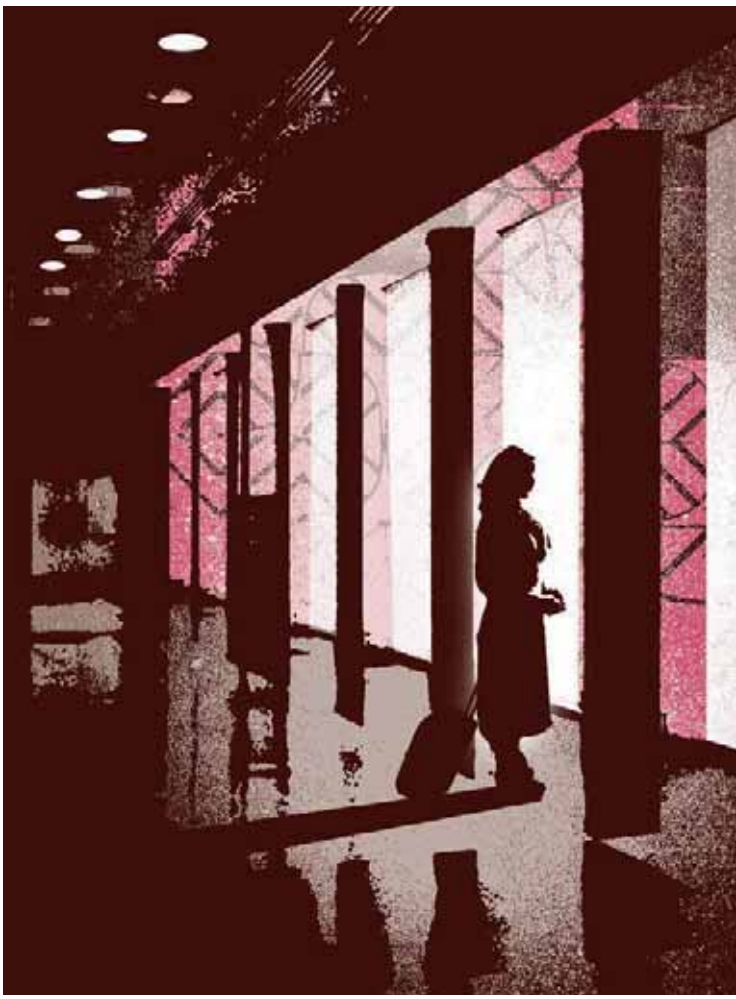
That morning, the air was eerily still and the sun oppressive as it shone through a heavy haze. I had given myself extra hours to get to the airport, return my rental car, and get through security and to my gate. The interstate had been bumper to bumper with cars heading to Baton Rouge and parts north out of Isaac's reach. Rather than bustling, however, the airport was calm. Those evacuating by plane had already done so and business travelers had canceled their trips. The alcove where those of us flying to Atlanta waited was particularly quiet. Was it mimicking the calm before the storm?

I had come to the city with my son, Jordan, who was starting his second year at Loyola University. He had chosen the school for its music program. I was along to help schlep his instruments and bags between airport and dorm.

The year before, my husband and I brought him down together. Bob and I took charge. We took Jordan to Target to buy stuff for his dorm room. We made sure he got to the school's business office before it closed. We found a bike on Craigslist he should check out. Jordan, usually a jokester, had seemed sobered by the prospect of his new life and didn't push back against our directives. When we met up for a meal, he seemed to relish seeing our familiar faces.

The three of us hauled his belongings into a freshly painted dorm room, empty except for bunks and desks—and an envelope. A welcome note from his R.A., I thought. Instead, it contained a form titled "Personal Evacuation Plan." All students were to spell out where they would go in the event of a hurricane and provide emergency phone numbers. Knowing no one within an 800-mile radius where he could find shelter, we hastily decided Jordan would fly home. As it turned out, hurricanes that season veered in other directions and the evacuation plan went untested.

Now, with Isaac bearing down on the city, Jordan and I hatched a new plan: He would evacuate to Mississippi with his roommate's family (longtime New Orleanians), should things come to that. That he would be in the capable hands of people who had survived Katrina provided me with some comfort. As I



hugged him goodbye, I told myself they'd all been through this. They knew the drill. I didn't.

Yet that afternoon at the airport, I was miserable. I knew I needed to get out of the city—I didn't want to find myself among the throngs needing refuge—but I was leaving my baby. Instinct told me to go back and pick him up in my arms and carry him home to safety.

I had begun the day in the lower Garden District, a neighborhood of 150-year-old buildings, many of which have been turned into inns. The shutters on these old structures were now latched, garbage cans tied to posts, patio chairs stacked and brought

ESSAY BY CARMEN PEOTA // ILLUSTRATION BY SHONAGH RAE

inside. Yellow plastic bags hung over gas pumps at stations that had run out of fuel. The night before, I had waited for 45 minutes to fill up my rental car.

In my room at the inn, I watched meteorologists on TV offer predictions in urgent tones, waving their hands over concentric circles overlaying a map of the Gulf of Mexico. If the storm followed European models, it would strike New Orleans dead on. If the storm behaved as the U.S. models forecast, it would hit slightly west of the city. Upper air wind shear (or was it lack of wind?) might diffuse the whole thing—or worsen it. It was confusing. One expert explained how the effects of a head-on collision with a hurricane differed from a sideswipe. Neither sounded benign. Was New Orleans in mortal danger? I couldn't tell.

The manager of the inn seemed to be taking Isaac in stride. He was going to wait it out in the city—unless ordered to do otherwise. Hurricanes were the small price you paid for living in a place where people were friendly, life was relaxed, weather most of the year was great, and the food and culture rich, he said.

But the woman serving breakfast looked nervous and admitted she was worried. She didn't yet have a plan to evacuate, but she also didn't intend to stay. I wondered if she had options, or means. The front desk clerk wore a similar anxious expression. She told me her Katrina story. Fresh out of college, she had packed her things into boxes, stashed them in her apartment, and left town before the hurricane hit. She lost everything.

With time to kill after breakfast, I headed to the French Quarter. The narrow streets, normally impossible to drive, were empty except for crews pounding plywood over windows and doors. Just a couple souvenir shops were open. In one, a man said he'd heard the storm could drop 20 inches of rain. On the car radio, a reporter said 5 inches. I'd heard every amount in between—as well as wind projections ranging from 40 to 120 miles per hour.

As a Minnesotan, I know what to do when a weather forecaster says a blizzard is bearing down. I'm not rattled by the wail of the tornado siren. I just head for the basement. But in New Orleans, I didn't know how to read the confusing and conflicting signals. I wondered if Jordan was paying attention to them. Was the school warning the students? Was Jordan worried—and would he tell me if he was? I didn't know if I was leaving him to face a maelstrom or a rainstorm.

My cell phone ringing broke through my swirling thoughts. It was Jordan calling to tell me Loyola had given students the option to leave now or stay on campus. It was going into lockdown. His roommate, the one he was to evacuate with, had decided to go home. Jordan chose to stay. He wanted to practice his instruments, he said. He wanted the time alone.

So much for our plan. I spewed questions: How would he get food? Who else was staying? What if things took a turn for the worse? How was the college communicating with students who stayed? Did he have bottles of water? I reminded him to keep his phone and computer charged. Did he have a bag packed?

He had few answers but promised to find these things out. He'd be fine, he insisted. He sounded irritated. We hung up.

I fidgeted in the blue vinyl seat in the terminal and fought off panic, exasperation, guilt. Why had he changed the plan? Was he simply challenging me? And what kind of a mother leaves her son—even a grown one—to face a hurricane?

And then slowly I began to realize that Jordan, like every other New Orleanian that day, had made a calculation and then made a decision that was his alone to make.

It was his city, not mine. It was his life, not mine. It was his hurricane. Not mine. I had no further business in New Orleans. This northerner, this mother, simply needed to go home. ■

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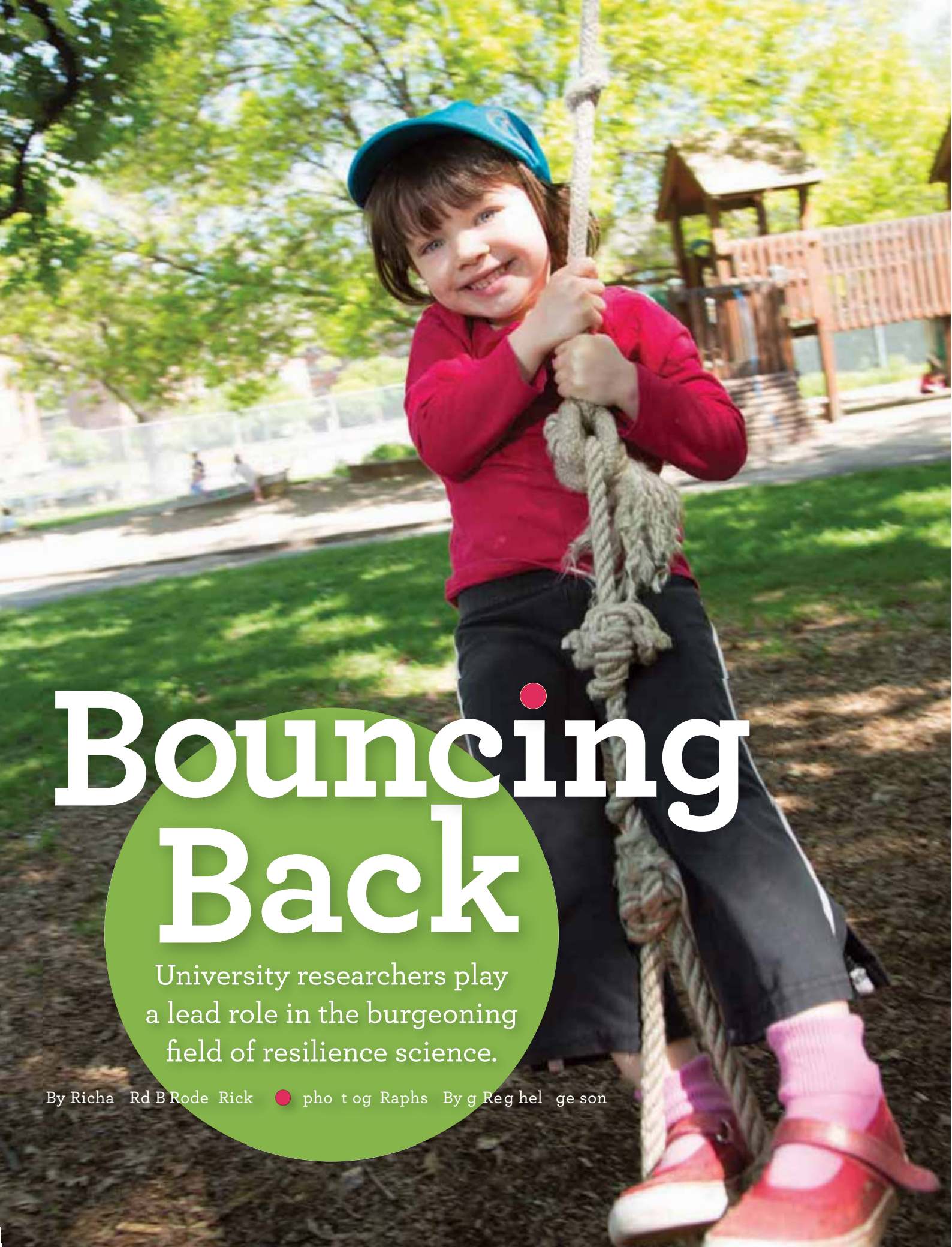
*Carmen Peota (M.A. '89) is managing editor of* Minnesota Medicine, *published by the Minnesota Medical Association. She lives in Minneapolis. In an afterword, she said that Jordan and the other students who stayed on campus during the hurricane were without power for about 48 hours. Computer and cell phone batteries slowly lost their charges, and rooms became hot and stuffy. Jordan reported that being in a hurricane can be "pretty dull."*

*First Person essays may be written by University of Minnesota alumni, students, faculty, and staff. For writers' guidelines, go to* www.MinnesotaAlumni.org/firstperson.



# Bouncing Back

University researchers play a lead role in the burgeoning field of resilience science.

By Richa Rd B Rode Rick pho t og Raphs By g Reg hel ge son

At first glance, there is little to distinguish this preschool classroom from any other. The room is bright and cheerful, full of chatter and a headlong energy. One wall is covered with watercolor autumn scenes crafted by the children; another, under a sign that says "Museum," features pictures done with finger paints. Elsewhere, letters of the alphabet cut out of construction paper march in place.

Ten children are in attendance this morning—eight girls and two boys. At one of the kid-size tables, a half-dozen students play a dinosaur naming game with an adult volunteer. Nicole Siedow, the preschool's lead teacher, is working one-on-one with a child at another table when a little girl bounds over and demands that she be allowed to go outside and play. Patiently, persistently, Siedow gets the girl to do an exercise called "bird breaths"—slowly raising and lowering her arms while breathing in time with the movement—which is designed to induce a measure of calm.

Despite appearances, this is no ordinary preschool. This is the Early Childhood Development Program preschool at People Serving People (PSP), a homeless shelter in downtown Minneapolis. What distinguishes People Serving People from other shelters is that it serves families rather than individuals. About 1,200 families receive shelter at PSP every year. Some 60 percent of the shelter's guests are children, 35 percent of them under the age of 6.

The kids in this particular preschool program face levels of stress and uncertainty unknown among the general public. This puts them at a higher risk of developmental and emotional challenges that might hold them back in school and in life in general. Some of these kids—those it has become fashionable to label "resilient"—will overcome those challenges. Others will not.

**The photographs in this article were taken at the Shirley G. Moore Lab School, sponsored by the University of Minnesota's Institute of Child Development. In addition to providing preschool education employing best practices in the field, the school trains teachers of young children and serves as a center of child study and research.**

In this preschool, teaching is not just a matter of introducing the basics of reading, writing, and math while trying to get 4- and 5-year-olds to concentrate, wait their turn, and follow directions. In fact, teaching those latter skills—cognitive processes that fall under the heading of "executive function"—is one of the primary goals here. Extensive research, much of it carried out by University of Minnesota faculty, has shown that mastery of executive function is one of most important predictors of future academic and personal success. Executive function is a vital component in what Ann Masten (Ph.D. '82), a faculty member in the U's Institute of Child Development (ICD) and a nationally recognized expert on resilience science, calls the "ordinary magic" of resiliency.

"Executive function is a whole range of traits that we know are important to academic success," Masten says. "There's lots of evidence that those kinds of skills are very important to learning."

Figuring out exactly what executive function skills are and how to teach them effectively is the goal of the partnership between Masten's team and People Serving People. The exploration

has implications that go far beyond the children here at the PSP preschool. Questions about resilience are relevant to any family, no matter its socioeconomic status, in which children experience divorce, the death of parents or siblings, domestic violence, substance abuse, or other psychological traumas.

In addition to conducting on-site research, members of Masten's team, such as ICD curriculum coordinator Marie Lister, train the preschool staff, interns, and volunteers in overall strategies for teaching executive function.

Since the average stay for families at the facility is only 38 days, the preschool runs a pair of three-week executive function programs. The first involves general training for all the preschoolers. The second, a new program called Ready? Set. Go! developed over a three-year period of clinical research conducted by Masten, is designed to enhance the executive function of children about to enter kindergarten. Members of Masten's team have been providing training in the new program to the shelter's educational staff.

Masten describes Ready? Set. Go! as an intervention program that includes, in addition to preschool curriculum, one-on-one counseling with teachers, students, and parents. Her collaborator on the research and its implementation, ICD faculty member Stephanie Carlson, says, "We have every reason to believe [it] will be successful for kids struggling with executive functions, like remembering what the current goal is for what you're doing, planning your actions, and being able to switch from thinking about one problem to another or from one activity to another without being thrown completely off course."

For the People Serving People staff, the research-based knowledge, training, and counseling offered by the University has been "a great value for us on many levels, guiding our work, giving us new ideas and constructive feedback in what can be an intensely stressful environment," says Angela Kimball (B.S. '05, M.Ed. '09), PSP's educational service manager.

Says Lister: "Our goal is to take the ideas about the tenets of [executive function] and translate them into actionable activities in any preschool classroom."

## Pathways to resilience

Groundbreaking work like Masten's builds on the scholarship of earlier generations of professor-investigators. Indeed, the late Norman Garmezy, a clinical psychologist and University researcher, was dubbed "the grandfather of resilience theory" by the *New York Times Magazine*. Among Garmezy's better-known graduate students? Ann Masten.

The U of M also conducted the first and still the largest long-term study of the factors, or "pathways," that lead to resilience.

"Resilience is not a trait that some people have and others don't," says Byron Egeland, a professor emeritus in the ICD, which is part of the College of Education and Human Development. "It is more a process that enables people to benefit from positive resources in their environment."

Egeland is uniquely positioned to draw such a conclusion. Along with his ICD colleagues Alan Stroufe, also a professor emeritus, and Andrew Collins, Egeland helped create the Minnesota Longitudinal Study of Risk and Adaptation, an ongoing investigation into the factors that enable some individuals not only to succeed in the face of hardship but to flourish, while others facing identical circumstances fail.

Egeland and his colleagues began the study in 1975 by recruiting a pool of 267 high-risk mother-infant pairs. All the women were first-time mothers, all had received prenatal care at a public clinic, and all were living below the federal poverty line. The youngest mother was 12 (the average age was 20). Slightly more than half had graduated from high school. Other common risk factors included substance abuse and living in homes marred by domestic violence.

Their children—now about 38 years old—were assessed at regular intervals; some 180 of the original participant pairs are still engaged in the study. "We gathered massive amounts of information on the children, including going to their schools every year and interviewing teachers," Egeland points out. "It was a huge undertaking because the kids were enrolled in 80 different schools." The study has also collected DNA samples of all the subjects, though Egeland says there doesn't seem to be much evidence of a direct gene-to-resilience connection.

What he and his team have concluded—tentatively, as the research is ongoing—is that there exist two very strong predictors of resilience. The first is whether a child, in no matter how stressful the environment, is able to form a secure attachment or bond of trust with his or her mother or primary caregiver during the first few months of life. The second is whether that bond leads to effective training in executive function by the mother or caregiver in the child's second year of life.

Egeland points out that these two predictors do not guarantee resiliency—they are "pathways to resilience," which individuals may or may not follow as time goes on.

"If kids take advantage of positive resources in their envi-

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ronment, it increases the likelihood of resilience despite adverse conditions at home," he says. All the same, he continues, "you can provide good teachers and mentors and coaches, but that doesn't mean every kid is going to respond to people reaching out to them. The word *invulnerable* is not appropriate when applied to human beings, though it was popular at one time. However, there do seem to be some individuals who deserve to be called resilient."

## International recognition

Work like Egeland's longitudinal study explains why the Institute of Child Development is now internationally recognized in the field of resilience research, at both the clinical and translational levels. One recipient of this renown is Megan Gunnar, ICD director, chair of the child psychology department, and codirector of the multidisciplinary Institute for Neurobehaviorial Development.

"My core work is trying to understand the entire system that produces cortisol, a hormone that governs fear and anxiety and that we also know influences brain development," Gunnar explains. A big factor in resilience is the capacity to control or offset the effects of cortisol—a capacity rooted in the existence of "protective relationships" in infancy and childhood.

"I study children from orphanages who didn't have the opportunity to receive those kinds of relationships," Gunnar says. "The question is, once these children are placed with parents, how much damage can be reversed and is there a sensitive period beyond which you cannot really change things?"

The complex interplay between genes and environment in the development of resiliency is also the focus of a new lab directed by world-renowned expert in the field of resilience science, Dante Cicchetti (Ph.D. '77), a faculty member with a joint appointment in ICD and the Medical School.

"My lab will interact with the [Institute of Child Development] in that we will conduct new research with an eye toward how to translate the findings into practices that are helpful for children and their families," Cicchetti said during an interview earlier this year.

Last fall, Cicchetti received the Klaus J. Jacobs Research Prize and over $1 million from the Jacobs Foundation in Zurich, Switzerland, for more than 30 years of work in child development. He will use the cash prize to expand his interdisciplinary research at the ICD and the Mt. Hope Family Center at the University of Rochester in New York.

## Boot camp for parents

While most resilience research has focused on children who experience poverty, neglect, or abuse in the first years of their lives, ICD researchers such as Abi Gewirtz are also looking into other, less acknowledged sources of childhood stress.

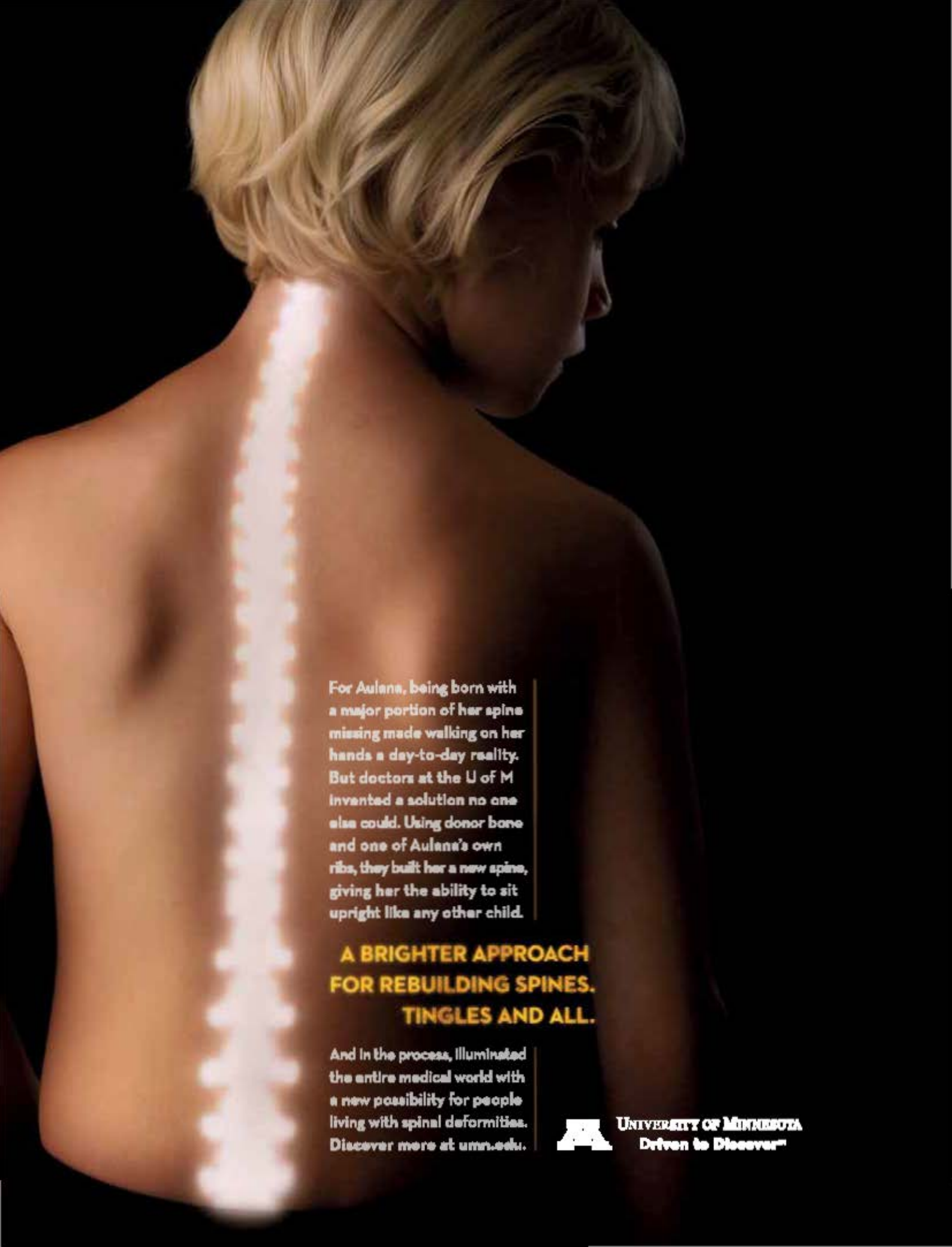
In addition to heading Ambit Network, a federally funded project that has trained more than 200 practitioners in 34 agencies around the state in how to deliver effective treatment for traumatized children, Gewirtz is the lead researcher of the National Institutes of Health–funded Project ADAPT. To date, ADAPT has recruited more than 250 military families (the goal is 400) to participate in the project's research and its parenting program. The latter is designed to strengthen resiliency among the offspring of military families, especially those with members in the Minnesota National Guard and Reserves, both of which have been among units that have served multiple tours of duty in Iraq and Afghanistan.

"One of the core factors in resilience is the presence of at least one effective parent," Gewirtz says. "We know from research that if you can strengthen parenting, you can strengthen resilience."

Her research draws upon numerous studies that indicate there is no simple correlation between parental stress and inadequate parenting. Even in the most stressful circumstances, research suggests that parents can be taught good parenting skills—skills that, in turn, protect children from the effects of difficult environments or life circumstances.

"We have seen this in homeless mothers and in mothers who have suffered domestic violence, and we are seeing it again in military families," she says. "What's crucial in parenting is how the child encounters the parents."

Gewirtz points out, however, that there are few "evidence-based" parenting programs geared for military families. Another key difference between military families and others undergoing stressful experiences—divorce, for instance—is that the levels of post-traumatic stress disorder (PTSD) are much higher for the



For Aulana, being born with a major portion of her spine missing made walking on her hands a day-to-day reality. But doctors at the U of M invented a solution no one else could. Using donor bone and one of Aulana's own ribs, they built her a new spine, giving her the ability to sit upright like any other child.

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military families. Moreover, military service very often brings lengthy separations between children and one of their parents.

"Can a parenting program reduce behavior problems while at the same time reduce the level of anxiety in parents and children in military families?" Gewirtz asks. "Can you affect the severity of PTSD through effective parenting? The data is still out on these questions, but we are now two and a half years into the study, and we are seeing that the training does seem to reap benefits in self-reported parenting skills, emotional regulation, and other factors. There also appears to be a positive effect on the relationship between the parents, which in turn mitigates the effect of PTSD."

If the data continues to trend in a positive direction, Gewirtz says, the program will likely be expanded; she recently received a grant to start an online version of Project ADAPT, enabling the program to reach more families living in isolated rural areas.

## A new era

While the People Serving People preschool is on the cutting edge of the ICD's translational research, studies and programs undertaken by Ann Masten and other University faculty are increasingly being recognized as profoundly significant by urban public school systems across the country.

In the Minneapolis Public Schools (MPS), about 10 percent of students—almost 4,000 out of 39,000—are identified as "homeless or highly mobile" (HHM). Kids in this category have higher risks of academic failure, behavioral problems, and mental illness.

"We have so many kids identified as homeless or highly mobile that it's an important undertaking to . . . monitor their progress and to train individual instructors on best practices" for working with them, says Elizabeth Hinz (B.S. '69, M.S.W. '72), the district's liaison for HHM students. "That's where Ann Masten and her ICD colleagues and grad students come into play. They have been a major force in helping MPS staff, social workers, teachers, and transportation employees better understand the needs of children who face these kinds of challenges." Masten and her staff make frequent presentations to MPS personnel, which Hinz says have been helpful in ways that go beyond the practical. Implicit in the research is a welcome message of hope.

"Two major messages have evolved from this research," Hinz says. "One of the most important is the astonishing variability in reading and math test scores . . . among HHM students. The majority are below the national norm, but many shoot high above the norm."

The implication? "Individual attention offers real promise," Hinz says. "Kids who face these particular challenges cannot be stereotyped. The research reinforces our argument against those who would say they need a particular curriculum or treatment. They are not special-needs students."

Masten "is one of our leading researchers looking at the impact of homelessness on education as well as positive impact training," says John McLaughlin, federal coordinator for the education of homeless children at the U.S. Department of Education. "There is a long-term impact of having been homeless on school careers—but also evidence of the gains that can be achieved in stabilizing these children in their new schools," he says. "I don't think we've seen other research like Masten's that is longitudinal or on such a large scale, and that takes in other contextual factors.

"I think we are in new era of resilience research."

## Hope and change

Back at the People Serving People preschool classroom, it's break time. The level of energy—of sheer preschool antsiness—is higher than normal because the kids have just been informed that, because of the cold weather, they will not be going outside to play. Instead they'll spend some time in a small rec room, then go on to the library.

One boy expresses his displeasure by flinging himself on the floor and grabbing a table leg. After a few moments of prompting about the games and equipment available in the rec room, Nicole Siedow convinces him to get up and go to the restroom to wash his hands. The boy rises, a smile on his face, his recent frustration apparently forgotten in his newfound enthusiasm for playing inside.

One of the most striking aspects of this scene is how completely typical the children are. True, they face challenges that are far from ordinary, but what research and programs created at the University show is that none is fated to a life of failure. With timely intervention and educational methods designed to trigger the "ordinary magic" Ann Masten identifies as the key to lifelong resilience, all of these kids have the potential to live lives that are virtually indistinguishable from those of people who started out in much luckier circumstances.

More than anything, perhaps, it is the message of hope—what might be called authenticated hope, derived from decades of clinical and translational research—that those working on the front lines of education and child welfare feel most grateful for. It's a sense of gratitude that explains why, in talking about University resilience researchers, someone like Glenace Edwall (Ph.D. '84, M.A. '01), director of the children's mental health division at the Minnesota Department of Human Services, sums up her feelings in one simple phrase: "We love these people a lot." ■

*Richard Broderick (B.A. '76) is a writer living in St. Paul.*

**Watch an interview with Professor Ann Masten about resiliency in children at *www.accessminnesotaonline.com.***

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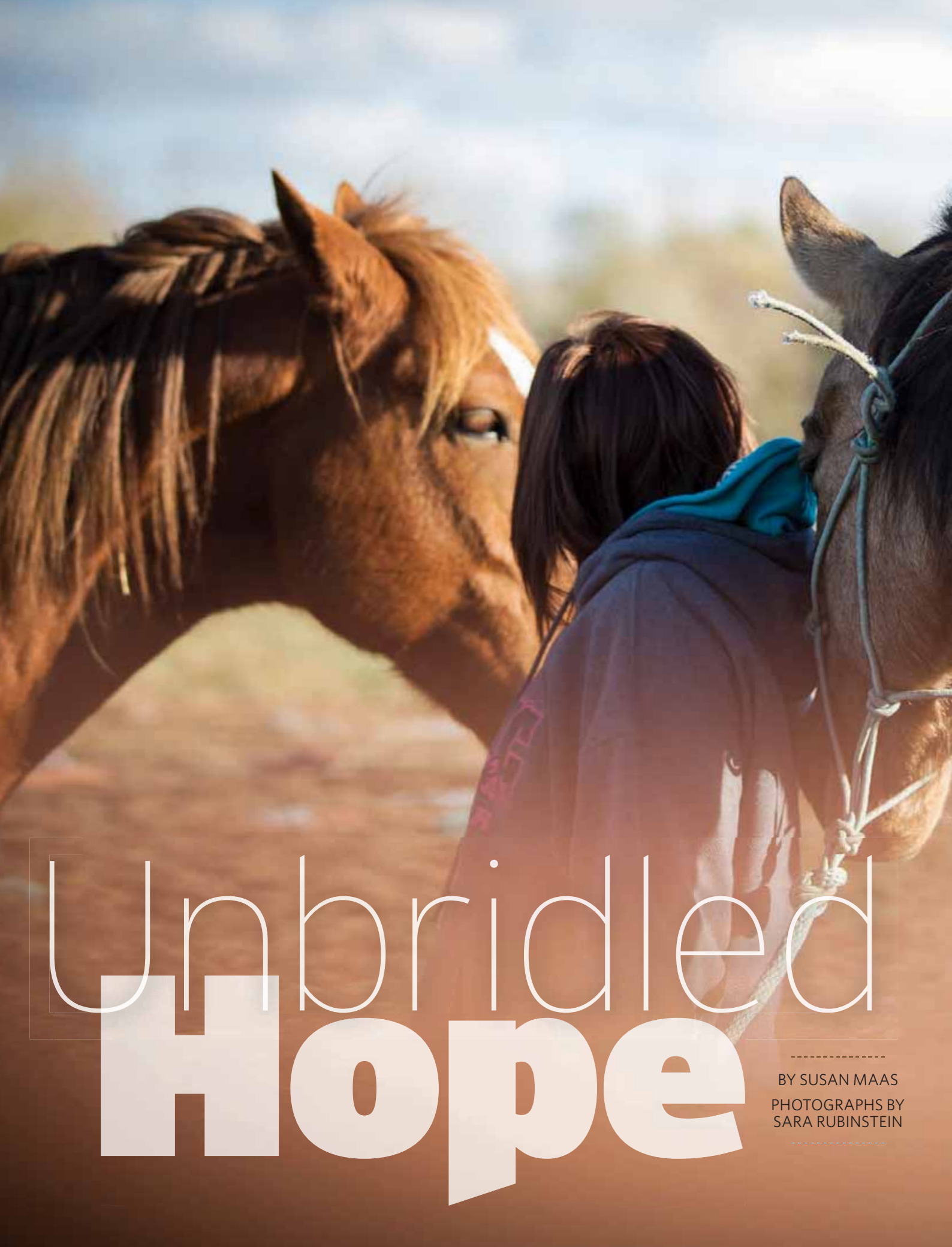


# Unbridled Hope

BY SUSAN MAAS

PHOTOGRAPHS BY SARA RUBINSTEIN

**Alumna CeCe Terlouw runs Heartland Ranch in rural Minnesota, where adolescent girls who've been trafficked and exploited gain strength and healing through equine therapy.**

DOOGIE HAS A REPUTATION FOR BEING HARDHEADED.

"I can usually get on most of our horses and ride," says CeCe Terlouw (B.S. '79), executive director of Heartland Girls Ranch. "But I got on Doogie at a horse show, and I kick him to go, and he takes one step backwards. And I kick him again and . . . another step backward. Finally I said, 'I am not riding this horse!'

"But Michelle?" says Terlouw, smiling at a striking 17-year-old girl with kind eyes and a guarded air. "She's got Doogie in the palm of her hand."

Michelle (not her real name) lives at Heartland Girls' Ranch, a residential facility located two and a half hours west of the Twin Cities near Benson, Minnesota. Heartland helps girls who have been trapped in human trafficking or suffered abuse, neglect, or other trauma leading to behavioral and emotional problems. Its programming is based on equine therapy: using horses such as Doogie—a big chestnut brown gelding—to facilitate healing and growth.

Michelle, whose adolescence was scarred by alcohol and drug use, prostitution, and repeatedly running away from home, says she was "a mess" when she arrived at Heartland in February. Sketching a rough outline of the past few years, she speaks quietly but deliberately, considering every word and taking care not to reveal too much—until the subject turns to Doogie.

"He's so awesome," she says, breaking into a smile that lights up the room. "We kind of mesh: I have a lot of attitude, he has a lot of attitude. A *lot*."

"It is amazing, like magic, the way these horses are," Terlouw says. "Horses are very sensitive, very gifted at reading people's body language. They're way more tuned in than we are. They're really able to read where a person's at."

Getting ready to ride

A third place ribbon from the Heartland horse show on display with a dreamcatcher

Heartland's work dovetails with Minnesota's groundbreaking 2011 Safe Harbor legislation, which established that minors trapped in sex trafficking are victims who need help—not criminals who should be prosecuted. Not all of the ranch's 12- to 19-year-old residents have been trafficked, but all are at risk, Terlouw says—in the internet age, geography offers no protection. "You see all the earmarks of why they would end up in that path: family situation, abuse, neglect, just the huge vulnerability they have." The girls who come to Heartland need building up, not punishment, she adds. "These kids know how to be punished; they don't need that. They need consequences that teach them. They need support and care."

The ranch has long been recognized around Minnesota and beyond for its nurturing approach to serving sexually exploited girls, and Terlouw serves on the state human trafficking task force that helped develop the Safe Harbor legislation.

It's a pioneering endeavor—and for Terlouw, the forefront is familiar territory. When she was a child, hers was among the first African American families to move into Arden Hills, a suburb north of the Twin Cities. "We had neighbors who tried to buy the house out from under us because they didn't want black people in the neighborhood," she recalls.

In her high school class, there were "maybe seven or eight" people of color, Terlouw says. At the University of Minnesota, she ran track on a full scholarship at the dawn of Title IX, a federal law that mandates gender equity in education, and studied therapeutic recreation when it was still a fledgling field.

"I'd always thought I wanted to be a veterinarian," Terlouw says. "I love animals. But all along, I was working at the YMCA, doing jobs where I was working with kids. And I was really interested in teens. When I found out about the rec department, I thought, this is my niche!"

Terlouw was working at Hennepin County Home School, a correctional facility in the Minneapolis suburb of Eden Prairie, when its horse program director shared his vision for a girls' ranch employing equine therapy. She was intrigued, having worked with horses in her first job out of school. So in 1993, a year after Heartland opened, Terlouw started as a counselor there, putting down roots in Benson (population 3,240) with her husband, David, and three young children.

Terlouw jumped right into community life, teaching dance classes—she minored in dance—and coaching track at the high school. "I got to know a lot of families over time. So I feel like I paved the way for other people of color who came here, and for our girls who come here from the Cities." A guiding force at Heartland, having worked there in various capacities almost since its inception 20 years ago, Terlouw has been executive director since 2008.

MANY HEARTLAND GIRLS STRUGGLE WITH DEPRESSION, and a growing number suffer from post-traumatic stress disorder (PTSD). Heartland's horse program manager, Bridget Kinnell, has designed simple exercises for residents with PTSD and their horses. "They'll do some breathing where they're just belly-to-belly. It's grounding and calming and helps them sense where their emotions are," Terlouw says. Usually a resident is able to trust her horse before she can trust staff. "I'll see a girl just cry on her horse and talk out her feelings."

Terlouw recalls watching one girl talk at length to her horse. "I was just watching her, this tiny little girl with this big horse. She sat down and was just talking, talking, talking. Later I asked her about it. She said, 'Oh, I do that every day. I tell him how my day went, the good things and the things I'm upset about. He always listens to me—I can tell him everything.'"

Kinnell is trained in Equine Assisted Growth and Learning Association counseling, which is based on each girl leading her horse in activities to draw out what's happening with her. Terlouw gives an example. "Bridget did [a session] with a girl who had a lot of [unhealthy] secrets. She set up several hay bales, and the girl had to write her secrets down and put one on each of the hay bales, and they left a very small opening. Then the girl had to try to [lead] that horse through the opening without any bribery," Terlouw says. "She started to see that if she removed these secrets, it's a wider opening and she could eventually get

Girls lay a pattern on fabric in a class at school.

Relaxing with a game of cards

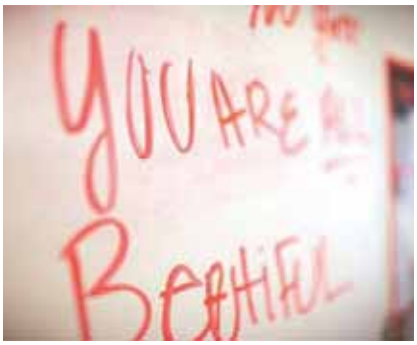
CeCe Terlouw enjoys a cookie and conversation with some residents.

the horse through. She saw that as she took away the secrets in her life, she could get somewhere."

Each of Heartland's 22 residents gets an individualized five-step treatment program that includes therapy, daily work toward a goal, and, in most cases, restorative justice. The program typically takes nine months to a year to complete. The restorative justice work starts with each girl making a list of whom she has harmed. "It *always* includes themselves," Terlouw says. "Then there are projects to help them start repairing that harm." When they're not doing program work or schoolwork, the girls learn crafts, carpentry, gardening, mechanics, and other skills.

Each girl has morning and afternoon chores and is expected

Heartland stables 32 horses for equine therapy.




Heartland staff offer plenty of support and affirming messages.

A resident signs up for chores.

Some of the girls are reluctant to leave behind thier horse companions.

to exercise at least 30 minutes a day. They also do community service projects. After severe windstorms this past spring, Heartland girls visited elderly homeowners in Benson and removed downed branches and twigs from their yards. Such interactions, Terlouw says, have fostered widespread community support for Heartland and its residents.

All ranch residents attend school, which is housed inside the Benson Junior-Senior High School building. Most students work in the school-run embroidery business, In Stitches, for work-based-learning credits. As they progress through treatment, some girls transition to mainstream classes in the larger school.

Last spring, Heartland opened Strides House, a five-bed transitional home in Benson, for graduates of the treatment program who, for whatever reason, are not ready or able to return home. One Strides House girl recently started college in nearby Alexandria, Minnesota.

Heartland is funded mainly by county per diems for each resident. The ranch also received $164,000 of the $2 million in state funding allocated this year to fight child exploitation. Terlouw will use the money to hire two staff members who are survivors of prostitution. In addition, Terlouw hopes to recruit some survivor mentors to work with girls graduating from Heartland Ranch.

DOOGIE IS A KEY REASON MICHELLE CHOSE TO RETURN to Heartland several months ago after she briefly ran away. Coming back meant starting over in her five-step program work; she'd nearly completed the third level when she ran. But she was haunted by the thought of Doogie feeling abandoned.

"I was so scared that they gave him away to someone else," Michelle recalls. "When I came back . . . I don't know how he felt—he was being a jerk. So I left him alone for a bit. I was like, 'I'm gonna get myself together, then I'm gonna come back over here and mess with you,'" she says, smiling.

Her bond with Doogie will make it hard for her to leave Heartland, and she knows he's going to miss her too. If he could talk, she imagines, "he'd say he loves me. Times seven. Times a hundred. I think he'd say that I have a strong personality. I'm determined.

"I've gotten him to move. I've gotten him to trot. It's hard to get him to canter, but I have." He still refuses to ride in the trailer with the other horses to the horse show a mile away, so since his riding tack is packed away with that of the other horses, Michelle walks him there. "By the time I get there, I'm already exhausted," she says. Once she registered her annoyance by choosing instead to ride Lady, another of the ranch's 32 horses.

"He was just standing there looking at me. I felt so bad, I tried not to cry. I'm like, 'Doogie, I'm not riding you today.' Then he followed me. I'm riding Lady in the arena, and he's just standing there looking and looking. It made me feel horrible."

Still, he's come a long way, and so has Michelle. "She's one of our leaders in the house right now," Terlouw says. "She's going to do really well." Michelle could graduate from high school back home in Minneapolis in the spring of 2014 if she completes her treatment program. She dreams of attending Spelman College in Atlanta and ultimately becoming a lawyer.

When the ranch celebrated its 20th birthday last year, several alumni returned to celebrate. For Terlouw, nothing beats reconnecting with former Heartland girls who are leading healthy lives. "What really blesses me is when a woman calls 10 years later and says 'Remember me? The ranch changed my life—I'm a mom now, I'm going to school.'"

The girls' resilience continually astounds her. "When you think about what they've lived through," Terlouw says. "I think about, if this was me, could I come through it? I tell them, 'You girls are *amazing*. You've done a hard thing, you've *done* it. You can do so much! You are lovable, you are good, you have a lot to offer the world.'" ■

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*Susan Maas is a Minneapolis-based writer and the copy editor of* Minnesota.

**Listen to an interview with CeCe Terlouw at *www.accessminnesotaonline.com.***

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# HEALTHY LITTLE SAVAGES

**How the University's Institute of Child Development and a groundbreaking psychologist named Florence Goodenough helped invent the scientific study of children**

By Tim Brady

Prior to the 20th century, science was not much concerned with children. Their care and feeding, their physical and psychological development, their particular needs—none of it merited scholarly investigation. In that agrarian age, kids were not meant to be understood empirically. Instead they were to be steered toward adulthood by traditional means connected to faith, family, and work.

An increasingly urban and industrial nation undercut these customs, whisking many young people from a simpler existence into a complex new world marked by personal choices fraught with the possibility of failure. Questions regarding what children would grow up to be, how they would face life's adversities, and how they might be guided into the future became not merely interesting, but pressing.

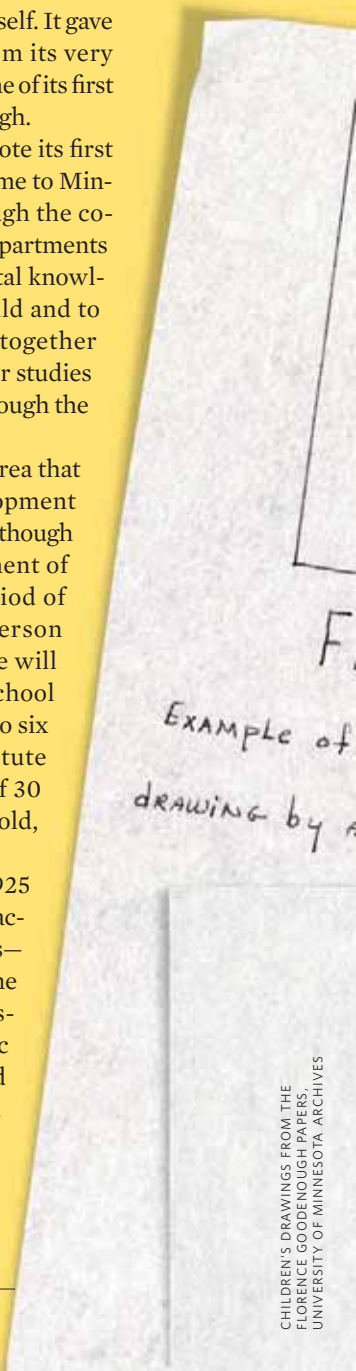
As a 1928 article in the *Minnesota Alumni Weekly* put it, "Until recent years, we have not regarded children under school age as much more than healthy little savages." Now, it seemed, it was necessary to plan for the savages' future. This meant that measures of intellectual and physical development, as well as character, were needed to help guide the decision-making process for both children and their parents. Enter the world of science and study.

The University of Minnesota had, in fact, begun research in this area in the fall of 1925. A five-year grant of $250,000 from the Laura Spelman Rockefeller Memorial allowed for the establishment of the Institute of Child Welfare (ICW), a program that exists to this day at the U of M as the Institute of Child Development (ICD). It was only the fourth program in the nation devoted to the study of children and childhood itself. It gave rise to groundbreaking findings from its very beginnings, especially in the work of one of its first faculty members, Florence Goodenough.

"The purpose of the Institute," wrote its first director, John Anderson, who had come to Minnesota from Yale, "is to secure through the cooperation of a number of scientific departments at the University as much fundamental knowledge as possible about the small child and to make the knowledge thus secured together with that accumulated through earlier studies available to the people of the state through the extension services of the University."

The ICW planned to focus on an area that none of the three other child development programs had thus far emphasized. "Although [we] are interested in the development of children throughout the entire period of childhood and adolescence," Anderson explained, "the work of the Institute will center almost entirely on the pre-school child, that is the child from birth up to six years of age." To that end, the institute would establish a nursery school of 30 students: half of them 3 and 4 years old, the other half 2 and 3 years old.

A staff was selected in October 1925 and the nursery school was opened. Faculty from eight University departments—anatomy, educational psychology, home economics, nervous and mental diseases, pediatrics, psychology, public health nursing, and sociology—agreed to lend staff time to the institute, which also hired a small faculty of its own. According to a history of the ICD written by Professors Willard Hartup,




CHILDREN'S DRAWINGS FROM THE FLORENCE GOODENOUGH PAPERS, UNIVERSITY OF MINNESOTA ARCHIVES

**Florence Goodenough developed the Draw-a-Man Test to evaluate the intelligence of children not yet capable of reading and writing. The test has been used worldwide and exists today as Draw-a-Person tests.**

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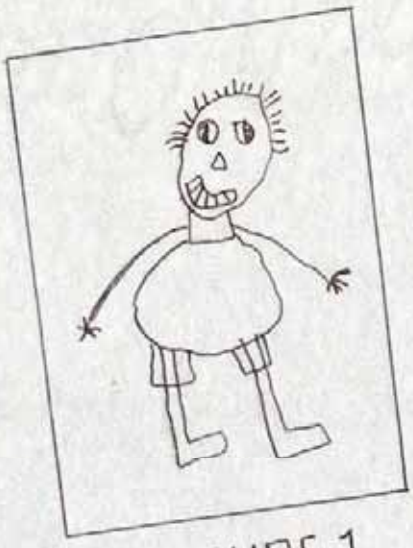
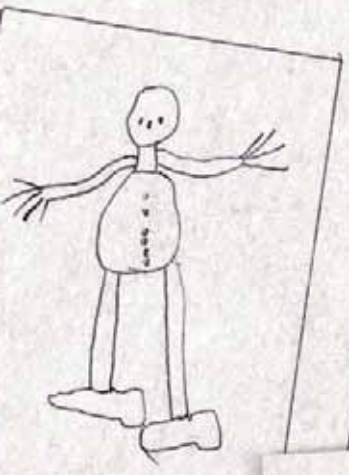
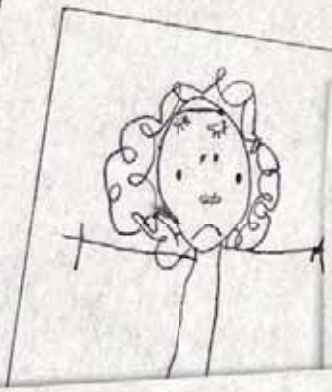


FIGURE 1.

DRAWING OF A MAN MADE BY A SIX-YEAR-OLD CALIFORNIA CHILD
(Note TRANSPARENT TROUSERS)





IGURE 5.

A "VERY MASCULIN

boy of six year

FIGURE 8.

DRAWINGS of a MAN by AN eight-year-old boy of extremely ERRATIC behavior whose family history INCLUDES MANY cases of MENTAL disease.

Ann Johnson, and Richard Weinberg and published by the department in 2001, "the faculty hit the ground running."

Undergraduates were offered courses in child training and child psychology. Graduate degrees from the ICW were available from the beginning, and a number of graduate students from other University departments took training under institute faculty as well.

The institute also offered an extensive statewide parent education program. Parenting classes were offered at rural high schools; radio lectures and syndicated parenting columns were authored by ICW staff; lecture series and pre-parenting classes were given; and a parenting consultation service was begun in the early 1930s. In the institute's first 15 years, its programs reached almost 90,000 Minnesota parents. All of this was accomplished through a scholarly enterprise that was so new that it was essentially inventing content, methods, and instruction techniques as it went along.

**Psychologist Florence Goodenough, photographed circa 1940, was a pioneer in the scientific study of children.**

Scientific investigation was likewise extensive and thorough. In the institute's first years, researchers conducted numerous studies of physical growth and the importance of surface area in bodily development; of the changes in a growing human body's center of gravity; of normal variability in weight and height; and of the growth of livers, spleens, and genital and urinary systems. Faculty studied dental development, sleep patterns, motor skills and posture, sensation and visual apprehension, linguistic and intellectual development, social skills, speech articulation, reactions to sound, and comparative language development among twins, singletons, and only children.

Batteries of intellectual tests were given to children as young as 2. Observing the nursery school children, as well as children recruited from extension programs across the state, the ICW examined social behavior—for example, the duration of playground quarrels and which sex was more likely to argue. Studies explored the manifestations of anger and the causes of laughter. Facial expressions and nervous habits—from picking the nose to putting fingers in the mouth—were analyzed.

It was as if the researchers were trying, in just a few short years, to make up for all the decades in which the study of children had been neglected. There didn't seem to be enough hours in the day to complete all the work.

From the institute's founding, one of its most tireless faculty members was Florence Goodenough (pronounced *good-enuff*), a prematurely white-haired scholar nicknamed "Goodie" by her colleagues. Born in 1886 to a farm family in Pennsylvania, Goodenough was the youngest of eight children. She earned her teaching certificate at a normal school and taught for several years in New Jersey while earning her bachelor's and master's degrees from Columbia University (1920 and '21). She took her doctorate at Stanford (1924), studying under Lewis Terman, a pioneer of educational psychology and the developer of the Stanford-Binet IQ test. Goodenough was hired as chief psychologist for the Minneapolis Child Guidance Clinic in 1924, but soon moved to the newly organized Institute of Child Welfare, where she began the many studies that would mark her years at the University.

As a graduate student under Terman, Goodenough had begun working on an intelligence test designed for young children not yet capable of reading and writing. This would become perhaps her most famous work. Dubbed the Draw-a-Man Test when its initial findings were published from the U of M in 1926, this simple exam would achieve worldwide recognition and use.

As its name indicates, the test involved asking young children to draw head-to-toe figures of a man (today's versions are labeled Draw-a-Person tests). Over the years, Goodenough and her students studied thousands of these illustrations to correlate drawing and intellectual ability. The tests proved accurate and reliable, offering early clues of the capabilities of very young children. To Goodenough, the test was a natural extension of who a child was. She wrote that, for a child, drawing "has but slight artistic significance. His drawings are rarely intended to be beautiful, neither, strictly speaking, are they designed to be faithful portrayals of the world about him. Drawing, to a child, is first of all a language, a form of expression. He draws what he knows, rather than what he sees."

Goodenough also led many of the institute's studies in childhood anger. Using data collected with the help of parent volunteers from across the state, Goodenough's work examined the timing of peak anger manifestations in young children (2-year-olds seemed most prone to temper tantrums) and the changing nature of anger outbursts in slightly older children. She also looked at aspects of parental control in the hope of determining what effects, positive or negative, they might have on anger issues. Hartup, Johnson, and Weinberg call the 1931 publication of her test results, *Anger in Young Children,* Goodenough's masterpiece.

It was an era when IQ tests were being widely used and misused. Nature-versus-nurture questions abounded, with some researchers making extravagant claims about the positive effects of nursery schools and foster care on young children's IQs. Careful scientist that she was, Goodenough was skeptical. She waded into the controversy, urging caution, especially in the case of a study conducted at the University of Iowa. The school was a pioneer in child development work, and Goodenough knew its faculty well. She ruffled feathers in the debate, writing that "the Iowa statistical laboratory had greater effect on the 'intelligence' of children than the nursery school." Yet her qualms were ultimately proven justified.

Testimonials to her character describe a fine but exacting teacher, one who was unforgiving of graduate students who

PHOTOGRAPHS COURTESY OF UNIVERSITY OF MINNESOTA ARCHIVES

failed to meet her rigorous standards. She failed the oral exam of one doctoral candidate with the terse judgment, "This is not a contribution to knowledge; it is merely an illustrative exercise."

A full head of white hair came to her in middle age, only a few years after she arrived in Minneapolis. Goodenough was an accomplished amateur photographer and loved Gilbert and Sullivan opera recordings. She never married or had children but was beloved by her extended family. Among her nieces and nephews, this tough, rigorous scientist was called "Aunt Fluff." She was one of only a handful of women working in her field in its early years, but her perspective was prefeminist. When a newly formed group of women psychologists wanted to honor her, she resisted, saying, "I am a psychologist, not a woman psychologist."

**Batteries of intellectual tests were given to children as young as 2. Studies explored the manifestations of anger and the causes of laughter. Facial expressions and nervous habits—from picking the nose to putting fingers in the mouth—were analyzed.**

**John Anderson, the first director of the Institute of Child Welfare, with children in the nursery school in 1955**

Goodenough's career followed an arc similar to that of the institute. The great bulk of her work was done during the 1920s and '30s, as was the ICW's. Unfortunately, the chief funder of the institute, the Laura Spelman Rockefeller Memorial (which consolidated with the larger and better known Rockefeller Foundation in 1929), cut back on its grant after the initial five-year funding cycle ended. The institute's parent education program diverted time and money from its research, which the foundation was more interested in supporting. Though it offered another 10-year grant that continued to fund the institute, the money came at diminishing levels. In 1939 it ceased altogether.

The University offered some funds, but nowhere near a Rockefeller level of support. World War II produced even more budgetary constraints, as well as a loss in newly hired faculty who had volunteered for war service. A reinvigoration of the institute began in 1949 and '50, when state support returned to the center at levels that exceeded prewar funding. In 1957, the ICW became the Institute of Child Development and Welfare (*Welfare* would eventually be dropped), and three years later a new director was hired. The institute finally closed its parent education program and placed a greater emphasis on research. The nursery continued to thrive throughout, as it does to this day.

Meanwhile, Florence Goodenough's life and career had taken a harsh turn. A mysterious illness began to affect her sight and hearing in the late 1930s. She was also hampered by diabetes, which she was loath to treat. Though she spent part of the war in Minneapolis and part of it working for the federal government in Washington, D.C. (administering psychological evaluations for officer candidates in the Women's Army Corps), by the time the conflict was over, her afflictions made teaching difficult and eventually impossible. Florence Goodenough retired to a sister's farm in New Hampshire, where she continued to work, coauthoring a study with institute colleague Dale Harris (a former student of hers) called *Mental Testing* (1949) and a final book, *Exceptional Children*, which came out in 1956.

By this time she was almost totally blind. Despite her age and infirmities, she managed to teach herself the rudiments of Braille and continued to correspond, albeit with a great many typos as she worked her way over the typewriter keys, right up until her death in 1959.

As for the Institute of Child Development: It remains one of the nation's premier centers of its kind for scholarship, teaching, and outreach. Continuing the pioneering traditions established by Goodenough, John Anderson, and others in its early years, the ICD remains committed to the study of developmental psychology, the promotion of child welfare, and the advancement of human development through the scientific application of its work.

Esteemed and influential faculty still teach, research, and write at the institute as, outside its building on East River Parkway, the voices of children can be heard on the playground of the lab school—just as they were for the first time almost 90 years ago. ■

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*Tim Brady is a writer living in St. Paul and regular contributor to* Minnesota. *His latest book,* A Death in San Pietro: Ernie Pyle, John Huston and the Fight for Purple Heart Valley, *has just been published by Da Capo Press.*

# THE TRUTH ABOUT THE BORGIAS

"WHEN A MYTH BECOMES DEEPLY ENTRENCHED, IT CAN BECOME IMMUNE TO THE TRUTH," says author G.J. Meyer (M.A. '63) from his home in Wiltshire, England. The myth he refers to is that perpetuated by the popular Showtime series *The Borgias*. And the truth is found in his soberly researched book, *The Borgias: The Hidden History*, which draws a radical contrast to the historical soap opera about the dastardly deeds of Jeremy Irons's Pope Alexander VI and his bastard children, Cesare and Lucrezia Borgia.

Meyer is quick to state that he was not involved in the cable TV series in any creative or consulting way, and he makes a heroic effort to be diplomatic in discussing it. "The publicity people at my publisher have advised me to be restrained in expressing my opinion on the Showtime series so as to not make myself sound ungracious or, heaven forfend, jealous," he says. "With that in mind, perhaps the most gracious thing I can say without being dishonest is that the creator of the *Borgias* series, Neil Jordan, makes no claim to caring about historical accuracy. . . . He declares himself to be in the entertainment business only."

The truth about the Borgias, Meyer believes, is far more interesting than the myth and deserves to be better known.

Rodrigo Borgia, who became Pope Alexander VI, was one of the most fascinating characters in Renaissance history. Meyer explains that Alexander, a powerful figure in Europe during a time of great turbulence, inevitably made enemies, most notably Giuliano della Rovere, a jealous rival cardinal who lost the papal election to him in 1492. After instigating various unsuccessful plots to depose Alexander and put himself on the papal throne, della Rovere only succeeded in becoming Pope Julius II after Alexander succumbed not to poison or treachery but to malaria. Yet even with his rival dead, della Rovere worked obsessively to blacken the Borgia name.

"He went so far as to have former retainers of the [Borgia] family tortured in an effort to learn dark things," Meyer says. "His efforts began the process by which Alexander came to be depicted as the worst of the Renaissance popes, and the family name became synonymous with almost every imaginable kind of wickedness from murder to incest." Meyer adds that this "relentless propaganda" carried on through the centuries to make the Borgia reputation what it is today.

Meyer admits trying to debunk centuries of slurs and propaganda was no easy task. His greatest challenge came after months of research in Oxford University's Bodleian Library when the historical record convinced him that Pope Alexander VI was almost certainly *not* the father of Cesare or Lucrezia—or of anyone else.

"This was so radically at variance with what nearly everyone has written about the family over the centuries that to put it at the center of my book seemed little less than foolhardy," Meyer says. "Marshaling and organizing the evidence for my position on these questions was, I think, the greatest challenge of my writing life."

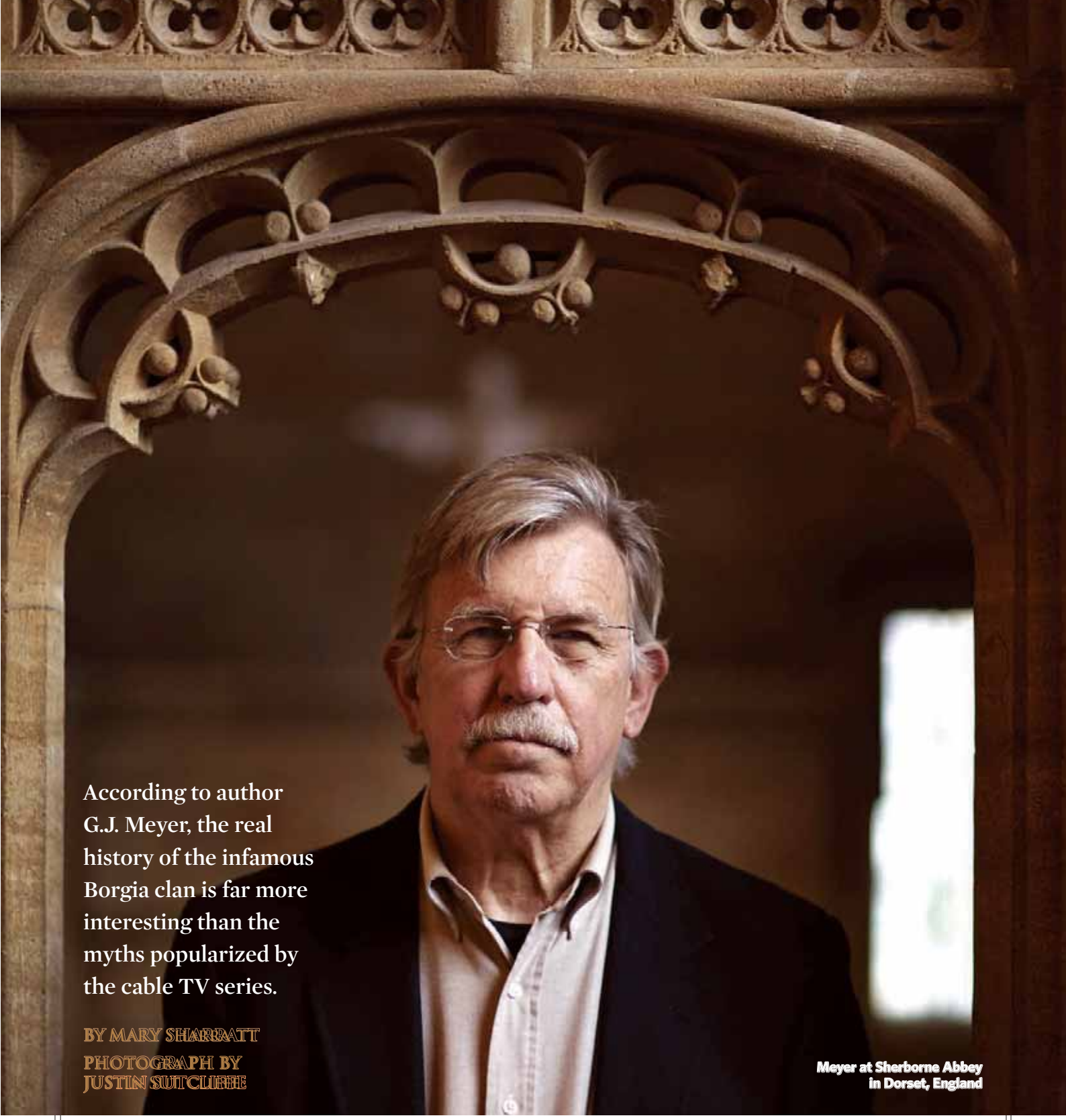
*The Borgias* is Meyer's third work of popular history. "Popular," he clarifies, "in that my primary aim is not to plow new furrows through the primary sources but to tell true stories as accurately, entertainingly, and meaningfully as I can."

His first history was *A World Undone: The Story of the Great War* (2007), followed by *The Tudors: The Complete Story of England's Most Notorious Dynasty* (2010).

Meyer's writing process begins with months of research. He says he puts every relevant piece of information on a separate sheet of paper and arranges these sheets in chronological order as they accumulate—"as they do in their thousands," he attests. This chronology then becomes the material out of which he begins to shape his narrative. "This process is always slowed by the need to do additional reading when credible sources conflict. I write *many* drafts."

Meyer traces his painstaking devotion to the craft of writing back to his time at the University of Minnesota, where he arrived for graduate study in 1962. He says he chose Minnesota due to the strong reputation of its English Department, especially in 19th-century English literature.

"I found the department superb," he says, "rigorous and demanding, with uncompromisingly high standards." His yearlong seminar on Victorian poetry and prose with Professor G. Robert Stange was particularly memorable. "His reaction to my first research paper, on Tennyson, was humiliating," Meyer



According to author G.J. Meyer, the real history of the infamous Borgia clan is far more interesting than the myths popularized by the cable TV series.

BY MARY SHARRATT

PHOTOGRAPH BY JUSTIN SUTCLIFFE

Meyer at Sherborne Abbey in Dorset, England

admits. "By the end of the year . . . I was definitely a more competent scholar."

Meyer's roots are in St. Louis, where his father was a postal clerk and his mother a comptometer operator. A National Merit Scholarship enabled Meyer to attend the University of Missouri. Later, a Woodrow Wilson Fellowship allowed him to pursue his master's at the University of Minnesota. He then served three years as a naval officer in the South China Sea. Later, while working as a newspaper reporter, Meyer received a Nieman Fellowship to study journalism at Harvard. "I look back on such things and can scarcely believe how lucky I was," he says.

Meyer went on to write full time and to teach English part time at the Baruch College campus of the City University of New York. Early in the millennium, an apartment swap allowed him to summer in Paris where, at a picnic on the Pont des Arts, he met his wife, an Englishwoman named Sandra Rose. They

have since settled in England, in the small town of Mere on the southwestern tip of the Salisbury Plain, where they run a bed and breakfast. Chetcombe House is perhaps less famous for its *New York Times* bestselling author-proprietor than for Meyer's very popular blueberry pancakes.

Meyer says he appreciates his "quiet and largely stress-free" days in Wiltshire, where he gardens and takes long country walks, a setting ideal for the writing life.

His current work in progress is a departure from his previous books. He is writing a novel—and not a historical one. While he is reluctant to talk about it at this early stage, he will say that it is set in the United States in the present day with backstories that reach into the mid-20th century.

Meyer's readers have good reason to expect that his novel will prove every bit as satisfying as his history books but will have to wait to judge for themselves. As with Chetcombe House guests anticipating the next morning's blueberry pancake breakfast, the wait is part of the appeal. ■

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*Mary Sharratt (B.A. '88) is the author of* Illuminations: A Novel of Hildegard von Bingen *and four other novels. She lives in Lancashire, England.*

# Inside *The Borgias: The Hidden History*

The Borgias have gone down in history as the super-villains of the Italian Renaissance, their very name synonymous with corruption and depravity. The traditional historical verdict blames Rodrigo Borgia (Pope Alexander VI) for dragging an already compromised papacy into a sinkhole of vice that made the Reformation inevitable.

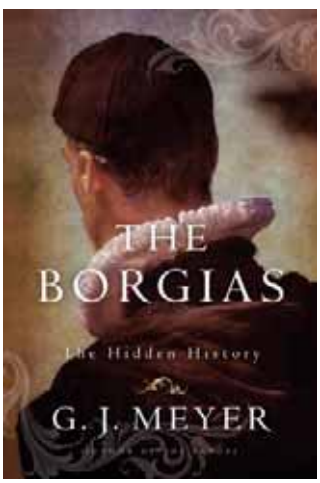
But G.J. Meyer (M.A. '63) offers a completely different view in *The Borgias: The Hidden History* (Bantam Books, 2013). His engaging, accessible, and well-researched book calls into question everything we thought we knew about Alexander and his dynasty.

Meyer argues that the dark legends concerning the clan were manufactured by the family's arch-rival and Alexander's papal successor, Giuliano della Rovere, a k a Julius II, whose propaganda machine went into overdrive to blacken the Borgia name. Later, the Borgia myth gained a wider credence when religious reformers latched on to these stories in order to convince their followers that the papal office itself was hopelessly corrupt and must be abolished. Meyer explains that subsequent generations of historians simply repeated the myths instead of checking the facts:

> This is the Borgia problem in a nutshell: wildly outlandish accusations accepted as true . . . because when taken together they add up to one of the most gloriously lurid stories in all of history. Anecdotes about murder and incest are especially delicious because the subject is a pope.

Meyer charts the Borgias' incredible rise to glory. Within three generations they emerged from humble origins in Spain to become the premier power brokers in all of Italy.

It began in 1455 when Alonso de Borja, a respectable but obscure Spanish cardinal, was elected pope under the assumption that he was too old and infirm to threaten the status quo. Though he reigned only two years, Alonso, as Calixtus III, would prove a strong and forceful leader. He appointed his young nephew Rodrigo as cardinal and vice chancellor—second in command of the Vatican. After his uncle's death, Rodrigo would serve four successive popes before himself being elected pontiff—not by buying votes, according to Meyer, but on merit.



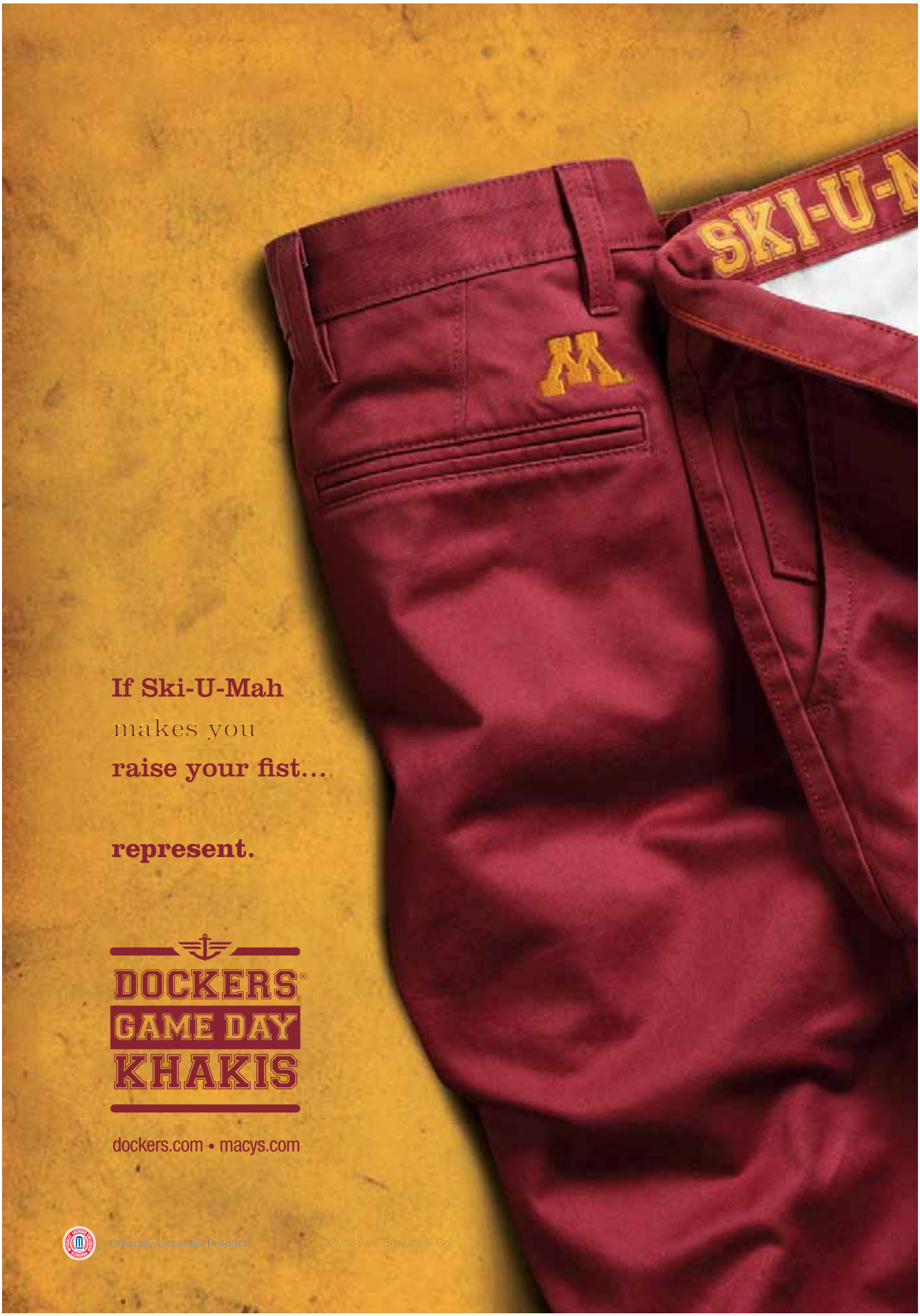

The author believes that Pope Alexander VI, while deeply ambitious, was guilty of little more than nepotism. Alexander's supposed paternity of Cesare and Lucrezia was improbable, according to Meyer, who states there is no evidence that Alexander was ever unchaste at all.

Lucrezia, far from being a scheming temptress and poisoner, was merely an innocent young woman whom her brother and papal uncle exploited as a marriage pawn. After her third marriage, to Alfonso d'Este of Ferrara, however, she blossomed in the role of wife and mother, becoming the model Renaissance woman who pawned her jewels to help the poor and was a great patron of poets and humanists.

Her brother Cesare, who contracted syphilis as a teenage cardinal, is more difficult to redeem. Handsome and hungry for action, Cesare left the College of Cardinals to become a secular prince, a political genius, and a fiend on the battlefield, so winning the admiration of Machiavelli. Meyer concedes that, under Cesare's thrall, Alexander carried nepotism to extremes, conferring so much wealth and land to his young relatives that "almost the whole of the Papal States became the property of the Borgias." Yet he argues that Cesare, when seen in the context of his time, was simply a warlord fighting for his family's survival in a cutthroat era.

While no single book can forever banish the aura of dark skulduggery attached to this most notorious clan, Meyer offers a more nuanced viewpoint, showing these figures as complex personalities leading extraordinary lives against a backdrop of Italian Renaissance power politics and sweeping social change.

*—M.S.*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MINNESOTA
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# High Hoops

**RICHARD PITINO BRINGS A CHAMPION'S PEDIGREE TO THE BARN.**

In his first and only season as men's basketball coach at Florida International University (FIU), Richard Pitino turned heads. The Panthers, who won just eight games the previous year, hadn't posted a winning record in more than a decade. But in the 2012–13 season Pitino, the new Gopher head coach, crafted an 18–14 record, the school's best in 15 years.

"We had great kids, who believed in what we were trying to do, and worked together," Pitino recalls. "They embraced the underdog role—which we had in almost every game—and they wanted to prove people wrong."

Maybe the Golden Gophers can take their cue from the Panthers. With senior Rodney Williams's departure, the graduation of Trevor Mbakwe (B.A. '11), and the transfer of Joe Coleman, the Gophers have lost roughly 30 points and 24 rebounds per game from last year's starting lineup. "One thing will be the same [as at FIU], for sure. We'll be the underdog in a lot of our games this year," Pitino says.

It wasn't just Pitino's record at FIU that captured the fancy of Athletics Director Norwood Teague when he hired the 31-year-old last spring. It was Pitino's reputation as a tireless worker who routinely puts in 15-hour days and sets demanding expectations of coaches and players alike. He typically recharges his batteries when he gets home from his Bierman Building office by spending some downtime with his wife, Jill, and their 2-year-old daughter, Ava—and then it's back to recruiting or other tasks before day's end.

Pitino's track record, although short in years, is rich in exposure to basketball excellence. Whether through nature or nurture, Pitino gained an insider's knowledge of basketball from his father, Hall of Fame coach Rick Pitino, who last year led Louisville to the national championship. You might think that Richard would tire of the constant references to his father, but he doesn't. In fact, he embraces the association. At his Hall of Fame induction, Rick was lauded as "a master motivator who knows how to get the most out of his players."

Likewise, Richard says, one of his strongest assets is "to get the most out of my ability every single day—and I try to do the same with my coaching staff and my players."

Prior to taking the reins at FIU, Richard, who was born in Boston, worked for his father at Louisville as an assistant coach from 2007 to 2009 and associate head coach from 2011 to 2012. In between, he spent two seasons working for Billy Donovan, who had led Florida to back-to-back national championships in 2006 and 2007.

Pitino continues to look to and learn from other successful coaches, and not just in basketball. Case in point: Pete Carroll, head coach of pro football's Seattle Seahawks. Carroll has been described as being "relentlessly, even absurdly positive," a quality Pitino believes to be invaluable in a world where electronic media turns everyone into a critic.

"With Twitter and the internet, there's so much negativity coming at players from every direction," he says. "I think it's essential for our players to know that, when they walk into our gym, they're walking into a positive environment."

Pitino might just be relentlessly, even absurdly positive himself. In the Minnesota job he sees nothing but opportunity for success at college basketball's highest level. "We have an extremely passionate fan base, an outstanding university, a marquee basketball conference, a tremendous home court advantage and one of the most desirable cities to live in [in] the country," Pitino wrote in a recent blog post. And as for the weather, he says, "We don't play our games outside, so who cares if the winters are cold?"

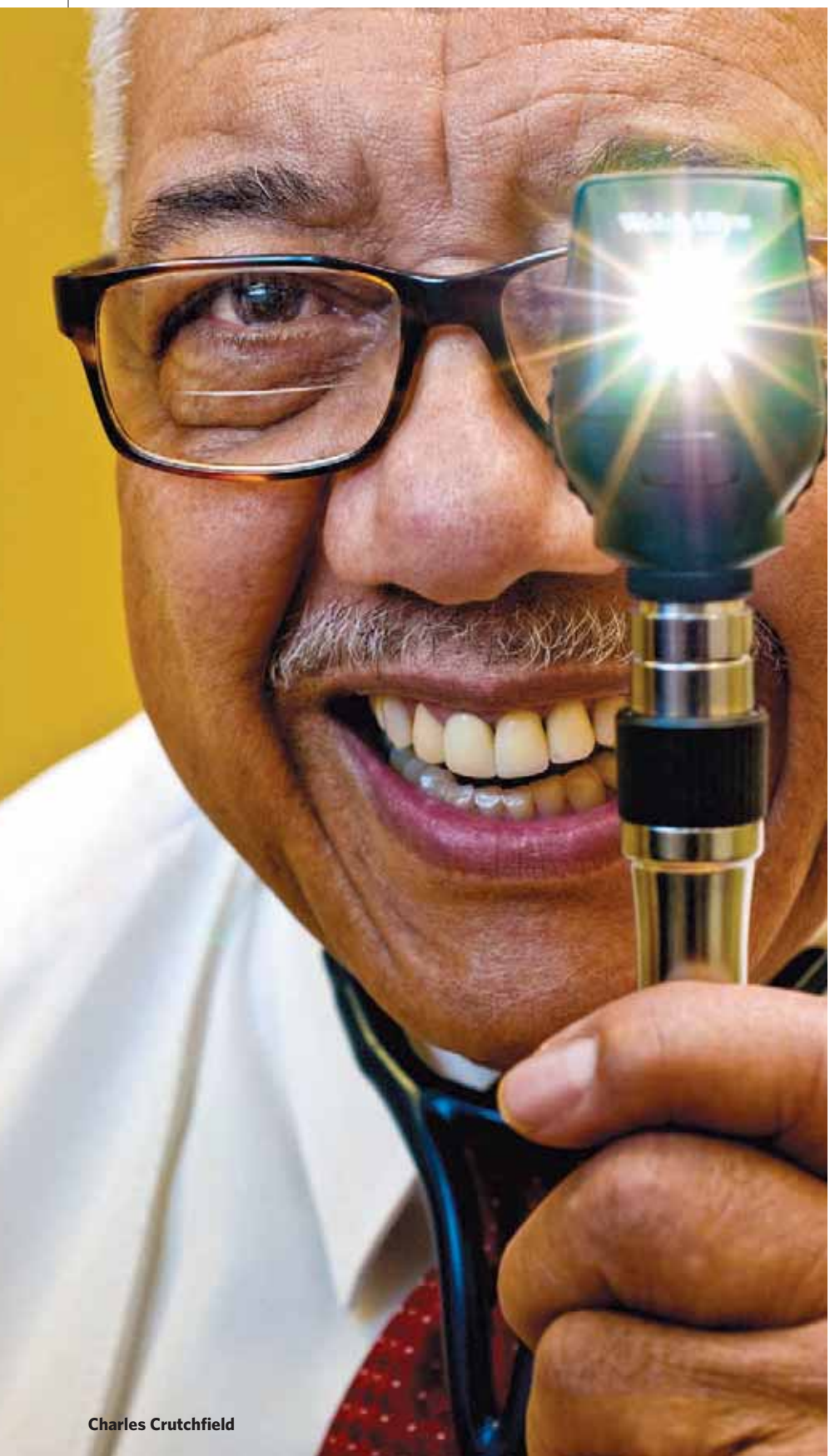
As positive as he is, Pitino is not so naïve as to think it will be easy to repeat an FIU-like turnaround his first year in the Big Ten. "The Big Ten is the premier basketball conference in the country, so it might take some time to get where we want to go."

What Pitino does expect to deliver this year is an exciting, up-tempo brand of basketball that will entertain Gophers fans and build a solid foundation for the future.

"Win or lose, we plan to put a product on the floor that our fans will enjoy," Pitino says, adding that he hopes as the fans leave the Barn, they'll be telling one another, "Those guys are well prepared; they play really hard. *And* they played together."

*—Chuck Benda*

MATTHEW HINTZ



Charles Crutchfield

GARY BISTRAM

# A Pioneer Who Delivered

Growing up in Jasper, Alabama, in the 1940s, Charles Crutchfield (M.D. '63) picked cotton, shined shoes, sold scrap iron, and swept floors. But since age 6, when he became sick and the penicillin shot he had dreaded made him well, Crutchfield wanted to be a doctor. When the time came for high school, Minneapolis relatives enrolled him at North High, where he defied advice to become a plumber or electrician and aimed for medical school, despite the cost and the dearth of black physicians. He'd just make sure his recommendations came from folks with white-sounding names and get a job at Walgreen's.

Today Crutchfield, 74, laughs about his "high visibility"—professors always noticed his absence because he looked different from other students—and his career turns, including a stint as U.S. Air Force captain. Lured back to St. Paul by a mentor who "liked my [surgeon's] hands and thought patients would accept me," in 1969 he became Minnesota's first obstetrician-gynecologist of color. In 40-plus years of practice, he delivered more than 9,000 babies and performed 7,000-plus surgeries. His teaching at the University of Minnesota, mentoring, and community service have garnered numerous accolades, including a 2013 Distinguished Alumni Award from the University of Minnesota Medical Alumni Society.

Crutchfield, whose five children include two lawyers and a doctor, still works two days a week as assistant medical director at his longtime volunteer venue, Open Cities Community Clinic in St. Paul. That leaves time to sing in a men's choir and enjoy gatherings with his former office staff, of whom he remains extremely fond.

"I give God credit for taking me out of the small mining camp in the rurals of Alabama and putting me here. I think my work elevated medical care in St. Paul and made a difference," he says. "It was a labor of love."

*—Cathy Madison*

## Have Gifts, Will Travel

It's a common experience for travelers to a developing country: Someone approaches and holds out a hand for money. What to do? Seasoned travelers Mary Jean Jecklin (M.A. '83) and her husband, Kelley Rea, empathize. That's why they created *PACforKids.com*, a website that offers travelers advice on how to give appropriate gifts to children in developing countries. For their efforts, *National Geographic magazine* named them the 2012 Travelers of the Year for "exploring the world with a purpose and making a difference."

Jecklin, whose degree from the U is in adult education, taught English as a Second Language to refugees, and Rea's law practice assisted newly settled people from developing countries. Now retired, they travel widely and often. "We take one large suitcase filled with 40 pounds of toys, books, and school supplies like scissors, pencils, and crayons," Jecklin says. The books, some in the local language, are typically about the country being visited, its nature, animals, birds, and history. Next year the two plan to visit India and will take 60 pounds of books and toys with them.

*—Cynthia Scott*

**Mary Jean Jecklin and Kelley Rea with children in Chapala, Mexico, earlier this year**

## Science for Soweto's Youth

When Azwinndini Muronga (Ph.D. '02) was hired as associate professor in theoretical physics at the University of Johannesburg in October 2010, he was happy to find a new home for his internationally acclaimed scholarship. That he could also empower new generations of scientists in his homeland made him even happier.

**Azwinndini Muronga**

In January 2011, he helped launch the Soweto Science Centre to address literacy and math deficiencies among South African youth. Educated in poor villages that lack resources and well-trained teachers, students often take five years to complete a degree that should take three. "We need to rescue them so they can come to the university," says Muronga.

Ironically, the apartheid system that created educational disparity between blacks and whites yielded an opportunity to remedy it. In 2005, when white and black universities merged to form the University of Johannesburg, the new science department was housed on the formerly white campus, leaving vacant a science building just over the hill, on the formerly black Soweto campus. That building is now the Soweto Science Centre. On Friday afternoons, all day Saturday, and throughout quarterly multiweek school breaks, it houses 821 students ages 15 to 17 who study chemistry, physics, life sciences, and related subjects. Some had never seen a computer before. Hailing from 110 schools, some an hour away, they attend for three years and complete grades 10 through 12. Thirty-five tutors teach them.

Muronga's vision for the center stems from his roots in tiny Tshiozwi, in Limpopo Province. "In the village where I grew up, there were no role models," he says. "That was my driving force."

The secondary school he attended lacked labs yet distinguished itself by producing graduates who excelled in science. Muronga attributes its success to the principal's passion for education and ability to motivate parents, students, and teachers.

"We soldiered on, even with no resources," Muronga says. "If you came to our classroom and heard noise, it wasn't about movies or weekend plans. We were fighting over math problems and who was doing them right."

Among Muronga's challenges as the center's director is promoting its mission to Soweto's parents and schools, which he visits often. The center is funded by private donations, but parents pay 600 rand annually (about $60). "We want it to be as [accessible] as possible, but we need a commitment fee," he says.

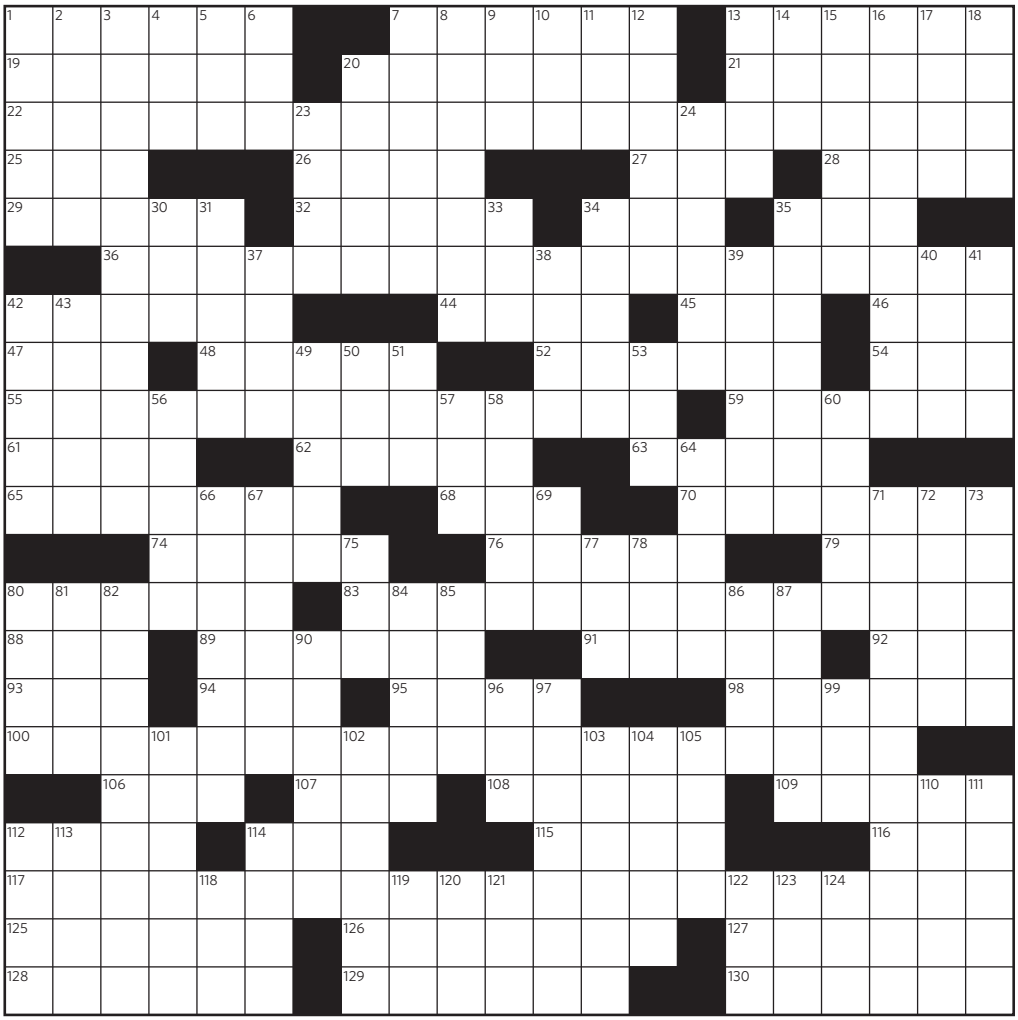
Earlier in 2013 Muronga received the University of Minnesota's Distinguished Leadership Award for Internationals. "It is such an honor to be recognized by one of the top research universities in the U.S.A.," he says. "This award will uplift the dreams of an African child."

Muronga dreams of a huge new Soweto Science Centre building to house a program encompassing all ages, even as he pursues a demanding teaching and research career.

"To me, those things are not separate," he says.

*—C.M*

MURONGA: COURTESY OF U OF M GLOBAL PROGRAMS AND STRATEGY ALLIANCE • JECKLIN: COURTESY OF MARY JEAN JECKLIN



# Crossing Curing with Caring

*By George Barany, Deane Morrison, and Marcia Brott*

## ACROSS

**1** Beads for the prayerful
**7** Carefree and joyous
**13** One who brings two together to make one
**19** Antarctic penguin
**20** John Kersey was this, with respect to 22-Across
**21** Shout from a damsel in distress
**22** Treatments for lymphomas first used successfully (see 20-Across) at the 100-Across
**25** Campus Connector, e.g.
**26** "___ She Sweet?"
**27** DDE's opponent in '52 and '56
**28** Abode for a bird
**29** Troy story
**32** Surrenders, as territory
**34** Suffix with serpent
**35** That guy
**36** 117-Across District spearheading quest for the therapies and cures of tomorrow
**42** Chemist Mendeleev or composer Shostakovich
**44** What the 100-Across of the 117-Across offers its patients and the broader community
**45** "You've got mail" co.
**46** Never, in Nürnberg
**47** Suffix with arbor or ether
**48** Red astronomical body, like Betelgeuse or Antares
**52** Bay, county, or flutist of Ireland
**54** Mao ___ Tung
**55** These are conducted in large numbers of patients and may result in cures
**59** Short holidays?
**61** Quintillionth: Prefix
**62** Outward appearances
**63** "Don't ___ on me!" (motto on an American Revolution flag)
**65** Newborn's outfit
**68** Motorists' org.
**70** Prefix one might hear at the 117-Across Raptor Center
**74** Those whose pants might be on fire
**76** Biting in tone
**79** Mouse hazard
**80** Hush Puppies mascot
**83** Translational medicine, to those who practice it
**88** Sun Devils' sch.
**89** Homecoming event
**91** Wedding walkway
**92** Bamboozle
**93** Ad-___ (wing it)
**94** "___ Mine" (George Harrison song)
**95** Bites, like a puppy
**98** Ethan and Woody
**100** 117-Across hub dedicated to advancing knowledge and enhancing care
**106** They: Fr.
**107** Where to find some M.D.s and R.N.s
**108** Therapy goal
**109** Accumulate, as a fortune
**112** Modest skirt length
**114** Its blood level has been used to test for a disease occurring only in men: Abbr.
**115** "Auld Lang ___"
**116** Casual attire
**117** Home to 100-Across and Goldy Gopher
**125** Place to hide an ace
**126** Their motto could be "The puck stops here!"
**127** ___ tunnel syndrome
**128** Answers with attitude
**129** Jack and his wife
**130** Subject of a flowery Van Gogh painting

## DOWN

**1** One of three people walking into a bar, in many a joke
**2** Hall of Famer Lefty
**3** Half of a Jane Austen title
**4** Pint at the pub
**5** Net holder
**6** Pro vote
**7** 11-time Olympic swimming medalist Matt
**8** Like handwritten medical charts, in an era of electronic records
**9** Bank acct. accrual
**10** Thrice, on an Rx

*Answers to the Gopher Crossword appear on page 49. To solve this puzzle online, go to* www.MinnesotaAlumni.org/crossword_winter14.

**11** "Isn't ___ bit like you and me?" (Beatles lyric)
**12** Title bandit in a Verdi opera
**13** Govt. org. with an eagle as its logo
**14** Suffix with mater or inter
**15** "The Terrible" tsar
**16** Overcrowded housing
**17** CPR pros
**18** Take five
**20** Used a crowbar
**23** ___ for the Cure, fund-raiser to help 100-Across and others combat a disease occurring mostly in women
**24** It has its ups and downs on the playground
**30** Island in a river
**31** Slept, in Saint-Denis
**33** ___ Paulo, Brazil
**34** Exemplary
**35** Dalai Lama or Francis of Assisi, e.g.
**37** Catch-all category: Abbr.
**38** Org. that women now playing the Bolstad course at 117-Across dream of joining after graduation
**39** One who persuades gently
**40** Greet the judge, for example
**41** 100-Across director Douglas and his wife, Janet
**42** Decorative sticker
**43** Mediterranean island republic whose symbol is an eight-pointed cross
**49** Circus chairperson?
**50** Former heavyweight champ who lit the Olympic cauldron in Atlanta (1996)
**51** Highway: Abbr.
**53** *Saving Private Ryan* landing craft: Abbr.
**56** "Joy to the World" and "Silent Night," e.g.
**57** Genetic code material, for short
**58** Visionary and prolific author Asimov
**60** Mine entrances
**64** Lynda Bird and Charles, of Virginia
**66** Items of men's jewelry
**67** Japanese mat
**69** Rhine whine?
**71** Three-horned dinosaur
**72** Wore
**73** Begins showing, as a movie or Broadway play
**75** Govt. org. that can help job creators
**77** I ___ Pi (playful fraternity name)
**78** Louis XIV, *par exemple*
**80** Soothing stuff
**81** Home to Earth's highest and lowest points
**82** A unit associated with the 100-Across provides these to help patients meet treatment-related travel/child care costs
**84** Funny British Dame, and namesakes
**85** No, in Nürnberg
**86** Panache
**87** Airline for which MSP is its third-largest domestic hub
**90** When some kids have the most fun at school
**96** Amplification technique central to modern molecular biology and forensic diagnostics: Abbr.
**97** Deems appropriate
**99** The Eagle that landed on the moon: Abbr.
**101** They are often found in martinis
**102** ___*list.com* (online ad service)
**103** Near and dear, and high and dry
**104** "___ Hoopus" (source for Timberwolves news)
**105** ___-Ezer, battle site in 1 Samuel
**110** Caterpillar hairs
**111** ___ of approval, such as 122-Down's "comprehensive" designation of 100-Across and only 40 other institutions
**112** Make disheveled or untidy, as hair
**113** *To Live and Die* ___ (1985 film)
**114** Eric Kaler, to 117-Across: Abbr.
**118** First lady?
**119** Pinnacle
**120** "Babi ___": Yevtushenko poem or Shostakovich symphony
**121** Hello, in Brazil
**122** Govt. entity that in 1997 designated 100-Across as "comprehensive"
**123** Home to the malleus, incus, and stapes
**124** ___ Lanka

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*George Barany is a professor of chemistry at the University of Minnesota, Deane Morrison is an editor and science writer in the Office of University Relations, and Marcia Brott is a scientist in the College of Pharmacy.*

The Alumni **HomeSavings** Program

# Are You Planning a Move in the Next Months?

# Is Your Interest Rate Over 4%?

# Are You Interested in Saving Money?

## Get Cash Back

### Whenever You Buy/Sell a Home

- 15% Cash Rebate on Real Estate Commissions
- Donation to the UMAA
- Discounted Lender Closing Fees (New Home Loans and Refinances)
- More Savings

## Sample Rebates*

| Home Sale Price | Rebate to Participant | Donation to School |
|---|---|---|
| $100,000 | $450 | $150 |
| $200,000 | $900 | $300 |
| $300,000 | $1,350 | $450 |
| $400,000 | $1,800 | $600 |
| $500,000 | $2,250 | $750 |

*Participants must register for the program before they start working with a Real Estate professional.

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# Alumni Association Angle

**Winter Sprinters** Two University of Minnesota students run near the Washington Avenue Bridge alongside a University Avenue streetcar in this photo from January 1948.

Pavement replaced rails in 1954 as buses became the preferred mode of mass transit throughout the Twin Cities. But students and visitors to campus will ride the rails again in 2014, when light rail transit service begins between downtown Minneapolis and downtown St. Paul through campus.

STAR TRIBUNE ARCHIVES

**INSIDE**

Matt Smriga in the Tate Lab of Physics, one of the U's capital priorities

PATRICK O'LEARY

# Legislative Briefing: It's Not about Bricks and Beams

Extend the life of the University's infrastructure. Renovate obsolete labs, antiquated classrooms, and strategic research facilities. Build a home for plant pathology, animal infectious diseases, and other life sciences. These projects are among the six capital improvement priorities in the U's $299 million legislative request that will be put before the Minnesota Legislature in 2014.

But the capital request isn't about buildings, says the University of Minnesota's advocacy coordinator Matt Smriga (B.A. '05). It's about the students and faculty who teach, learn, and do research in classrooms and labs every day. On February 12 Smriga, along with University President Eric Kaler, will be featured at the annual legislative briefing, hosted by the Alumni Association at the McNamara Alumni Center beginning at 5 p.m. The briefing is an opportunity to learn why the projects matter, what they will do for students and teachers, and how they will help the University excel. Smriga will also provide training on how to help make the capital request a reality.

Smriga recently spoke with *Minnesota* about the briefing.

***Level with readers, Matt. Does talking to legislators really make a difference?***
Absolutely! Democracy works very well when people get involved. After all, the only reason a legislator has a job is because we, the voters, gave it to them. Legislators don't forget that. Happy constituents lead to job security. Plus, the vast majority of legislators at the Capitol are really good people. They got into this line of work because they genuinely want to improve people's lives. If you tell them how a certain policy affects you in your day-to-day life, they care about that and they will listen. And if your story is really good, your experience can help shape legislation. I've seen it happen many times!

***What can attendees expect at the briefing?***
My hope is to provide guests with an insider's look at the U's six capital request projects. I want people to have the opportunity to interact with faculty members, students and others directly impacted. There is no better way to understand the motivation behind these projects than to speak with a professor or a student and see the project through their eyes. This isn't about fancy new buildings; this is about making sure the U is a place where elite teaching, learning, and research takes place.

***Why do you do this work?***
I'm really a teacher at heart and the advocacy coordinator role allows me to teach members of the University of Minnesota community about politics and government. My intent is to demystify the legislative process and demonstrate how real people can have a real impact. If I can convince a few people that government, politics, and the legislative process really isn't that scary, and that everybody has a right to share their story with legislators, then I've done my job.

*—Cynthia Scott*

**To register for the legislative briefing go to *www.MinnesotaAlumni.org/2014Briefing***

**Watch your inbox for the new Alumni Angle monthly e-newsletter, the alumni source for University news. Make sure we have your correct email address! Go to *www.update.umn.edu***

UNIVERSITY OF MINNESOTA
**ALUMNI ASSOCIATION®**

# A special welcome to our newest life members.

(reflects July 15-October 13, 2013)

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ROGER L. AAGARD
DIANE E. ADLER
JOSEPH AINSLIE
DAVID B. ALBRECHT
ELIZABETH C. ALLEN
DANIEL C. ALMEIDA
CRAIG A. ALSHOUSE
MARY F. ALSHOUSE
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JULIA HOFFMAN
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John Cary

## Design for the Common Good

Good design belongs to everybody. That simple blueprint has put John Cary (B.Arch. '99) at the forefront of public interest design, a growing movement at the intersection of design and service. Cary is the recipient of the University of Minnesota Alumni Association's first-ever U40 Alumni Leader Award, given to a U graduate age 40 or younger who has excelled in his or her career or public service. It was presented at the annual Alumni Awards Ceremony at McNamara Alumni Center on September 26.

At the core of the public interest design movement is the belief that people of all income levels deserve quality spaces in which to live and work. One example is the renovation of a 1906 building in Chicago that was transformed into an 80-seat restaurant that serves subsidized meals to working poor families and market rate meals to the general public.

Cary has promoted public interest design through his prolific writing, speaking, teaching, and consulting with organizations and cities. "While others are creating, I'm connecting. There's a huge need for both. But the world needs more connectors," he says.

In addition to writing, teaching, and consulting, Cary, 35, is executive director of the Autodesk Design Foundation, a philanthropic venture of Autodesk, a firm specializing in 3D design, engineering, and entertainment software and services. He is also a strategic adviser to the new $1 million TED (Technology, Entertainment, Design) Prize, and helped lead The City 2.0, the 2012 TED Prize focused on the future of cities.

Cary's first book, *The Power of Pro Bono: 40 Stories about Design for the Public Good by Architects and Their Clients,* tells the stories of pro bono design projects for clients including the Homeless Prenatal Program in San Francisco, Goodwill, Habitat for Humanity, and Planned Parenthood.

"Rarely has a person under 40 had such an impact not only in leading the development of a new field, but in prompting so many other people and professionals to work on behalf of the public good," says College of Design Dean Tom Fisher.

*—Cynthia Scott*

## Volunteers Who Make a Difference

The Alumni Association honored chapters, societies, and individuals who demonstrated exceptional commitment during the past year at the annual Alumni Awards Celebration at the McNamara Alumni Center on September 26. The recipients of the University of Minnesota Alumni Awards follow.

### Programs Extraordinaire–Society

**College of Food, Agricultural and Natural Resource Sciences (CFANS) Mentor Program**

Celebrating its 20th anniversary this year, the program matched over 160 students and mentors. Thanks to a new partnership with the Minnesota Milk Producers Association, many of them are outside the Twin Cities area.

**College of Pharmacy Future Pharmacist Program**

The program engages alumni by sending children and grandchildren of alumni a maroon and gold "Future Pharmacist" baby shirt. More than 250 future pharmacists have received shirts.

**College of Education and Human Development; CFANS; College of Liberal Arts (CLA); School of Nursing; Humphrey School of Public Affairs; College of Science and Engineering Alumni Mixer for Recent Graduates**

The inaugural mixer was a collaborative effort that brought graduates back to campus for networking and showcasing mentor and volunteer opportunities.

### Program Extraordinaire–Chapter

**San Diego's Local Admissions Partnership**

The San Diego chapter embraced the opportunity to help the University of Minnesota recruit students by hosting a picnic for alumni, students, and their families. This partnership has sparked a higher level of alumni engagement, including alumni volunteering to represent the U at college fairs.

### Outstanding Chapter of the Year

**Chicago**

The Chicago chapter communicates with over 6,000 alumni through social media and its website. Activities in 2012 included hosting socials prior to Gopher sports events, volunteering at the Chicago Youth Sports Alliance Field Day, and working with the University to recruit local students.

### Outstanding Society of the Year

**CFANS**

Hundreds of alumni and friends engaged with the CFANS Alumni Society through programs including the Golf Scramble for Scholarships, Classes Without Quizzes, the Mentor Program, the Science Achievement Award given to a high school junior, and the Young Alumni Network. The society's

JOEL MOREHOUSE

board also raised nearly $55,000 for scholarships and programming through its industry sponsorship program.

## Outstanding Student Volunteer

**Brittney Johnson**

As a member of the CFANS Student Board and cochair of the board's alumni committee, Johnson helped plan and execute numerous events and programs. Contributions of her time, talent, and passion have strengthened the connections between students and alumni in the college.

**In addition to awards presented by the Alumni Association, the University presented the Alumni Service Awards to these individuals:**

**Kevin Barcus** (B.S. '84, D.V.M. '86), College of Veterinary Medicine, in recognition of his dedication to the betterment of the veterinary profession, members of his community, and their companion animals

**Anne Carroll** (B.A. '79, M.A. '83), Humphrey School of Public Affairs, for being an exemplar of the Humphrey School's mission "to advance the common good in a diverse world" through her mentoring, volunteering, and philanthropy

**Robert Eichinger** (Ph.D. '75), CLA, for his devotion to students as a mentor, adviser, and class speaker

**John Foley** (B.S. '71, M.S. '73, Ph.D '78), CFANS, in recognition of his 20-year commitment to students through mentoring

**Barbara Perso Heinemann** (B.A. '98, M.A. '03, Ph.D. '08), College of Design, for service to students and the college during the past 15 years

**Carol Kelsey** (B.S. '60), School of Nursing, for leadership and service to the University spanning nearly five decades

**Doobie Kurus** (B.S. '95, M.Ed. '03), College of Education and Human Development, a valued resource to new alumni entering the field of special education

**Kathleen Newell** (B.S. '71, M.A. '76, Ph.D. '87), School of Dentistry, for a lifetime dedicated to improving the quality of instruction at the School of Dentistry

**Maureen Reed** (B.A. '75, M.D. '79), University of Minnesota Alumni Association, for her sustained work to advance the University's public mission

**Craig Seitel** (B.A. '86, M.B.A. '88), Carlson School of Management, for serving Carlson School students from New York City, where he works

**Steve Simenson** (B.S. '77), College of Pharmacy, for his leadership within the pharmacy profession and his service to pharmacy students as a mentor and preceptor

JOEL MOREHOUSE


**Chicago Chapter President Sara Luedtke with Alumni Association Board Chair Susan Adams Loyd, left, and President and CEO Lisa Lewis. Chicago was named the Chapter of the Year.**

**Answers to the Gopher Crossword on page 42**

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R | O | S | A | R | Y | ■ | ■ | B | L | I | T | H | E | ■ | U | N | I | T | E | R |
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**Clockwise from left:**

**Homecoming Queen and King Kirsten Pagel and Justin Schlitz**

**Grand Marshal Andrea Hjelm with her grandchildren**

**Alumni Award honoree Doobie Kurus**

**Alumni Association chair Susan Adams Loyd and her husband, Rick Loyd**

**Floyd of Rosedale's kin rooted for the Gophers in the parade.**



MIKE LEE

# Campus Celebrates Homecoming

Homecoming festivities the week of September 23 drew thousands of alumni to campus. Among the top attractions were the parade along University Avenue, the pregame Ski-U-Mania brunch hosted by the Alumni Association, and the game between the Gophers and the Iowa Hawkeyes. Planning is already under way for next year's celebrations October 12 through 18 marking the 100th anniversary of Homecoming.

# TAKE ADVANTAGE OF YOUR MEMBER BENEFITS

www.MinnesotaAlumni.org/benefits

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**McNamara Alumni Center**
rental discounts for life members

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**The Raptor Center**
program discount

**Student Unions and Activities**
space rental discount

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**Children's Theatre Company**
ticket discount

**Entertainment Discounts Nationwide**
movies, shows, parks, etc.

**Minnesota Landscape Arboretum**
membership discount

**Northrop Concerts and Lectures**
special event and ticket offers

**U of M School of Music**
ticket discounts

**Signed First Edition Club**
discount on signed books

**U of M Theatre Arts & Dance/MN Centennial Showboat**
special event and ticket offers

**Weisman Art Museum**
membership discount

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**Club Quarters**
access to club hotels and amenities

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**U of M Center for Spirituality and Healing**
wellness program discounts

**LearningLife Short Courses**
course discounts

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access to select library databases

**U of M School of Dentistry**
continuing education discounts

**Osher Lifelong Learning Institute (OLLI)**
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**Professional Development Courses**
continuing education discounts

## COMMUNICATION

***Minnesota* Magazine**
subscription with membership

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monthly benefit e-mails

**Special Announcements**
occasional breaking news and event e-mail

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**University Counseling & Consulting Services**
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**U of M Career Counseling and Assessment Clinic**
career assessment discount

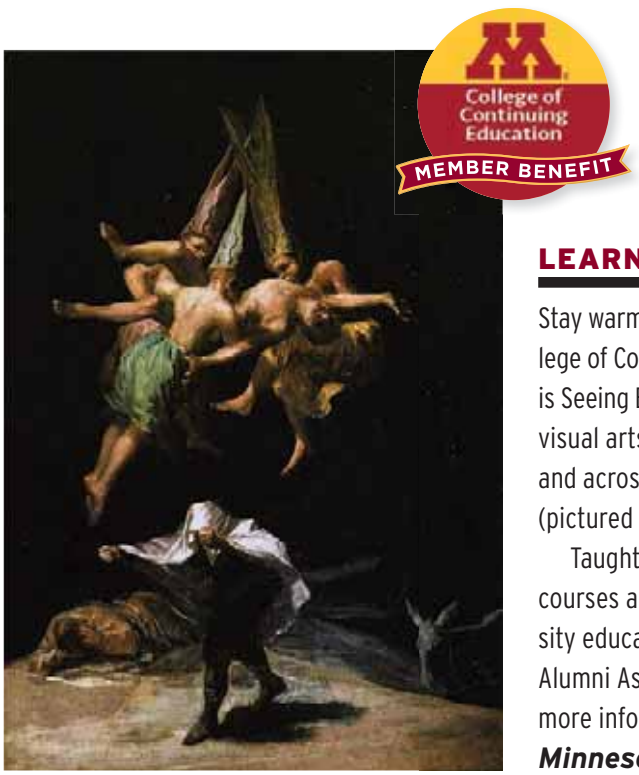
= ACCESS / DISCOUNT AVAILABLE NATIONWIDE

# Alumni Association members enjoy benefits that


## GET MARRIED ON CAMPUS

Sweeping views of downtown Minneapolis, the Mississippi River, and Northrop Mall make the Campus Club in Coffman Memorial Union the perfect venue for weddings and other special events. The club has its own executive chef and uses locally sourced organic ingredients. Pictured here is a wedding gathering on the outdoor terrace. Cost for renting the entire club for a wedding is $1,500, a rate that includes a year of membership privileges.

If a wedding isn't in your future, the club is a great spot for lunch, dinner, Scotch tastings, or wine classes. Alumni can join for $260 per year, a $40 annual savings over regular membership. Details on this offer and the rate for alumni outside the metro area can be found at ***www.MinnesotaAlumni.org/campusclub***.




## LEARN WHAT YOU LOVE

Stay warm, spry, and inquisitive this season by taking a course from the College of Continuing Education's LearningLife. Among the more than 25 choices is Seeing Evil, a one-day immersion on February 1 that uses philosophy and the visual arts to explore traditional definitions and nuances of evil over time and across cultures. For example, Francisco Goya created *Witches' Flight* (pictured here) in response to the evils of the Spanish War of Independence.

Taught by University faculty and scholars, LearningLife's noncredit short courses and seminars let you to return to the joy and rigor of your University education studying subjects you love or have always wanted to pursue. Alumni Association members receive a 10 percent discount on tuition. For more information, including time and location of Seeing Evil, visit ***www.MinnesotaAlumni.org/CCE.***

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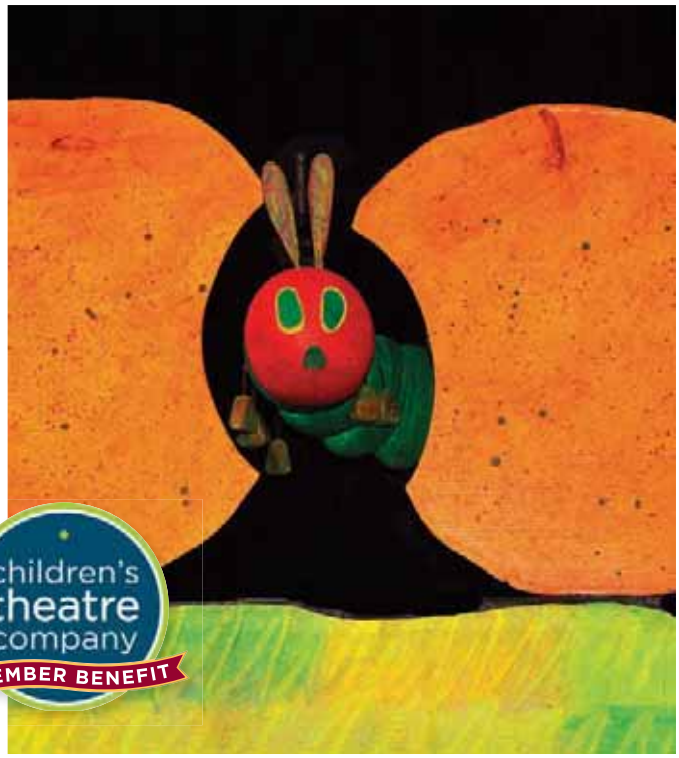
# connect you to campus, arts, and lifelong learning.


## ENJOY DANCE ON THE FRONTIERS OF TECHNOLOGY

On January 14 Northrop Dance will present Wayne McGregorÐRandom Dance at the Orpheum Theatre in Minneapolis. Known for its radical approach to incorporating new technology into choreography, the performance is set to an electronic score by Ben Frost and features 10 dancers who boldly confront movement amid a dramatic backdrop of shadow and light. It's inspired by the Age of Enlightenment's studies on the relationship between body and mind.

Alumni Association members receive a $4 discount on up to two tickets for Northrop Dance season performances. Learn more at ***www.MinnesotaAlumni.org/northrop.***




## BE A KID AGAIN

Classic children's storybooks come to life with the Children's Theatre Company's (CTC) *The Very Hungry Caterpillar* and Other Eric Carle Favorites (pictured here) January 14 through February 23. Originally produced by the groundbreaking puppet masters of Mermaid Theatre of Nova Scotia, the performance uses innovative backlight-illuminated puppets to bring three stories to life—*The Very Hungry Caterpillar*, when a caterpillar transforms into a butterfly; *Little Cloud*, when a cloud takes a fanciful flight across the sky; and *The Mixed-up Chameleon*, when a chameleon learns how to change his colors, shape, size, and dreams.

Alumni Association members receive a 10 percent discount on single tickets to CTC's regular 2013-14 season. Exclusions apply. Learn more at ***www.MinnesotaAlumni.org/CTC.***

Students in a metal-casting course present their original work *X: A Fire and Ice Performance* at the November 8 Iron Pour, part of the Regis Center for Art's 10th anniversary celebration.

PHOTOGRAPH BY MATTHEW HINTZ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