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"COMMUNIVERSITY" Comes To Life

During a time in which the relationship between "community" and university possesses a vigorous dynamism, there is an increased necessity to understand and relate to the many sub-communities which comprise the larger community. An effort to develop knowledge about, and a relationship with, one sub-community - Minneapolis Model Cities - is being undertaken by a new CURA-supported program, the Urban Education Center.

The UEC, scheduled to open this fall after six months of planning by representatives of Model Cities and University faculty from six disciplines, will be directed by Roger Clemence of the School of Arch. His assistant will be Robert Morse, Instructor in CURA. By the start of fall quarter the Center office will be located in the Model Cities area.

The faculty involved with the Center represent a range of disciplines which will employ field study as a learning tool. Included are Tom Walz, Director of the Living-Learning Center, who will act as faculty liaison and instructor for the participants from the College of Education Triple "T" program (Training of Teacher Trainers). Bruce McBeath will be the Field Instructor for the students from the Graduate School of Social Work. Alan Robinette will be a coordinator and instructor for students from his department of Landscape Architecture. Esther Wattenberg will perform the same function for students from the Careers in Urban Planning Program who already work in Model Cities as Resident Planners. Medical faculty will participate as their interested students enroll in the program. Some of the innovative plans of Model Cities for the coordination of medical services should attract a number

of interested students for a unique training opportunity.

The faculty can involve themselves in projects with varying levels of complexity. As teachers with departmental bases, they will design and instruct a field course related to the needs of their discipline. In addition, they will have the opportunity to create interdisciplinary projects to enable students to approach urban problems in a more comprehensive and integrated way.

The projects will be drawn from the areas of concern delineated by the Model Cities program - health care, problems of the elderly, housing, police-community relations, park development, drug abuse, child care, etc. In an earlier community-based project in this area of the city, students were able to assist individuals and small community groups by designing a "world for children" in a nursery school playyard; by directing a graphics project for the new Pillsbury-Waite center, whereby children from the center carried out the actual making of the signs and designs under the tutelage of design students; by assisting in the design development for home remodeling plans. The Urban Education Center projects will continue to focus on a variety of solutions for the broader range of problems Model Cities is designed to combat. The projects will also provide a basis for the core and mini-seminars, and special institutes, in which students can examine the theoretical constructs underlying their practical experiences.

The core seminar will be conducted weekly and will involve all Center members as a means of providing some common understanding of the Model Cities planning process, the theory and scope of particular projects and the

insights of the various disciplines.

Overlapping time schedules are being designed to allow time for informal personal contacts among faculty and students of the involved disciplines, as these exchanges can foster the learning across disciplinary lines.

COMMUNIVERSITY (cont'd on page 5)

IN THIS ISSUE!!!

Experiments in Relevance

Faculty at all institutions of higher education throughout the State of Minnesota have a sharpened interest in new models of education, sparked by student attack upon "irrelevant course work", and by their own concern for furthering the application of present knowledge, and for acquiring new data and insights into the seemingly overwhelming problems which no longer permit the "ivory tower" to exist apart from the rest of society.

This issue of the Reporter notes several of these experiments - new centers, courses, or terms - even a new campus - one of which has been going on over a period of years, most of which are very new. Some of the new offerings at the U. of M. have been stimulated by the activities of CURA and its related faculty.

The Social Science Program at the U. of M. is the home of many experimental and interdisciplinary new course offerings which can later become part of an established departmental offering if course evaluation warrants the permanent institutionalization of such coursework. The University's fall catalog will offer for the first time an inter-departmental major in the field of Urban Studies. New Coursework for this major will be tested by the Social Science Program, and advisors will also recommend regular departmental offerings from a variety of disciplines.

A Response to the Human Crisis

In April, 1968, Martin Luther King was assassinated. The event shook the conscience of the country. Many people, especially in the middle-class, were asking what they could do to alleviate racism in this country. Many requests came to the University from the educational and business communities for "sensitivity training" for their employees. Often, the request was vague; the caller was not particularly sure of what he wanted or what his group hoped to accomplish. In September 1968, the Center for Urban and Regional Affairs convened a one-day seminar in cooperation with leaders in the community in regard to how best to fulfill the requests for such training, and to begin to identify and evaluate alternative methods. The retreat was held at a time when tensions were high and there was a real climate of mistrust in all parts of the community. One of the most valuable results of the retreat was that it allowed community leaders and faculty members to get to know each other as people and to better understand particular orientations to problems.

Two of the suggestions that came out of that meeting were:

That CURA should serve as a clearinghouse for requests on sensitivity training by having a roster of names of community and University trainers.

The University should do more intensive teaching of their own students in the area of race relations.

The first suggestion was followed up and the central CURA office maintained a file of trainers. Requests for sensitivity training have diminished sharply, but there is occasionally a call for this service.

Social Science 20, "The Crisis in Human Relations," grew out of the second suggestion for more teaching of racial awareness to University students. The purpose of the course, which is open only to freshmen, is to expose students to the problems of human relations in American society as early as possible. Those who made the initial plans for the course thought that to deal meaningfully with content such as racial conflict, the learning situation should be as ideal as possible. Therefore, the following features were incorporated:

- . Have small classes of 15 students per seminar.
- . Meet every other week in the evening in the homes of the instructors.
- . Have freshman meet with top faculty members
- . Involve community leaders
- . Use a team-teaching method. (An inter-racial team involving one faculty member and one community leader.)

The course, which was limited to an enrollment of 150 students each quarter, has been offered three times. The response from both students and faculty indicates that they regard this as an exceedingly valuable educational experience. Each time the course has been offered, students were asked to evaluate the course. Students have nearly unanimously agreed that they have gained in understanding of the present crisis in human and race relations and their relationship to the problem. This evaluation is still rather subjective.

Members of Student Life Studies have been involved in the evaluation process and have suggested an additional use of participant observers, pre-testing of experiences of students, etc. as more reliable approaches to measuring the impact of the course.

Each quarter, the faculty has also had a final evaluation of the course. It is evident from these discussions that — in addition to the value for the students — this seminar affords an opportunity for faculty members to assess and improve their teaching skills. Because of its team concept, its content, and its unorthodox, informal setting, the course demands especially skillful teaching. Furthermore, the faculty gains knowledge of what combination of talents and expertise makes for a successful team approach.

The faculty and community members who have taught this course have contributed their time at low cost with great dedication and enthusiasm.

The participants include:

- Alpha Adkins - School of Social Work
- Norma Jean Anderson - St. Paul Public Schools
- Lillian Anthony - Afro-American Studies Dept.
- Hy Berman - Dir., Social Science Program

- Chester Bowers - School of Social Work
- Virgil Burns - Minnesota Montessori Foundation
- Paul Cashman - V.P. for Student Affairs
- Chris Cavendar - Freshman Admissions
- Warren Cheston - IT
- Miriam Cohn - School of Social Work
- Bill Craig - Indian Studies Dept.
- John Doyle - Mpls. Urban League
- Gene Eckstein - Indian Upward Bound Program
- Wilma Gary - Triple T Project, Col. of Ed.
- Jerome Gates - Art Education, GC
- Forrest Harris - Dir. of Social Studies, GC
- Josie Johnson - Afro-American Studies Dept.
- Barbara Knudson - Ext. Div.
- Gisela Konopka - CURA, Dir. of Youth Development
- Elvera Liebnow - School of Social Work
- Fred Lukermann - V. P. for Academic Administration
- Larry Martin - Upper Midwest Am. Indian Center
- William Milbrath - Ag. Ext.
- Pearl Mitchell - Hamline Univ.
- Cynthia Neverdon - Office of Student Affairs
- Joe O'Neill - Neighborhood Youth Corps
- James Reeves - Asst. to V.P. for Student Affairs
- Shirley Reeves - Community representative
- Pearl Rosenberg - Physical Medicine & Rehabilitation
- Monroe Schlachtus - Anti-Defamation League of Bonai Brith
- Dorothy Sheldon - Div. of Communication, GC
- Tai Shigaki - State Dept. of Corrections
- Allen Spear - History
- Anita Tucker - Field Instructor, New Careers and CUP Programs
- Catherine Warrick - GC
- Esther Wattenberg - Dir., Office of Career Development, CURA
- William White - St. Paul Urban League
- T. Williams - Phyllis Wheatley House, Mpls. Urban Coalition
- Bill Wilson - Community Programs, CURA

HAMLIN: An Urban University "With It"

The first Urban Studies term, designed to develop competence and continuing interest in urban problems among the nation's college students, was offered at Hamline in the Spring of 1970. Under the direction of Dr. Donald P. Irish, Hamline Sociology Department Chairman, the program is supported by a three-year grant from the Division of Higher Education of the United Methodist Church.

The Hamline program is designed to use the Twin Cities as a laboratory to emphasize field study and research in area government and community agencies. "The Twin Cities offers several distinct advantages for such a program over larger metropolitan centers," notes Irish, in *Campus Talk*, the Hamline University newsletter. "Here a seven county urban-suburban complex faces typical problems of urban growth and change but still provides the travel convenience needed for field research.

Also important is that problems here are still manageable and not as deep-seated, long standing or gigantic in scope as they are in our nations' bigger and older cities. Students can complete their study and still have hope for urban life, rather than despair or disillusionment."

Sophomores, juniors and seniors from any accredited college may apply for this special term upon recommendation from an adviser. Scholarship funds are available where need is demonstrated.

Thirty-four students from a variety of economic, geographic and cultural backgrounds participated this Spring. The diverse group included Blacks from both South and North; Southern whites (from Mississippi, Virginia, Missouri, Texas); a Nisei from Oregon-Idaho; a Mexican-American from New Mexico; a range from affluent to penurious; from small town to large city (New Orleans); from average in academics to brilliant; from conservative to militantly liberal-radical.

Each student fulfilled three requirements during the term:

- a biweekly urban affairs seminar designed for them and led by faculty and/or guest experts speaking on urban problems related to the Twin Cities but common to all metro areas in the country
- an independent research project,

related to one aspect of a significant urban problem of particular interest to the individual student, and supervised by faculty members within the most appropriate discipline

one course related to urban problems from the regular Hamline curriculum, such as Urban Sociology, Urban Education, Metro government, Social Welfare Institutions, and Racial and Cultural Minorities.

In addition to their formal studies, the students participated in numerous group field experiences — the Second Annual Conference on Human Rights, conferences at the University of Minnesota, a weekend at Hastings State Hospital, an American Indian powwow — and special events of a cultural and recreational nature.

The research projects covered a range of problems, some very expertly conducted, providing not only a valuable learning experience for the students, but hopefully, some contribution to problem solution for the metro area. These titles indicate the variety of research concerns:

- "Theories and Methods in Mass-Based Organizations"
- "Urban and Suburban Transportation Development and the Development of the Black Community" (in the Twin Cities and two other cities)
- "Labor Unions in the Twin Cities and other Urban Areas and Minority Employment"
- "Focus on the Black Child in the Inner City School: What is the School Supposed to be Doing?"
- "Police-Youth Alienation: Some Insights into a Clear and Present Danger"
- "Education of Mexican-Americans in St. Paul"
- "Comparative Investigation of the Behavior of the Property Tax and the Effect of a Feasible Metro Gross Income Tax in Alleviating Fiscal Disparities"

Student reaction to this first Urban Studies Term is almost unanimously favorable. Amanda Hamilton, a junior majoring in sociology at Xavier University, New Orleans, La., said, "It's really

been an experience to be here, to get out of the South. But I found out that the North is no different than the South when it comes to race relations." She also said that she thinks the term has been a good experience for the white students who are in the program as well as for those who are black. "It's helped to remove their stereotypes about the South and about people from small towns."

Amanda's independent study project was on Black migration from the South to the Twin Cities area. She interviewed a lot of people — most of whom say they came for a better job opportunity — and worked closely with officials at the Urban Leagues of St. Paul and Minneapolis.

Marolyn Salmon, a senior majoring in French and political science at Concordia College, Moorhead, said, "The best part is the people I've met. I've learned most from the opportunity of getting together with people from different backgrounds, and I've learned a lot about the South and about myself and the Midwest."

HAMLIN (cont'd on page 6)

CURA Coordinates

Faculty who plan to have students working on class projects or independent study in any of the following neighborhoods please contact the appropriate U of M CURA representative.

These people know what other university-based projects are currently operating in the neighborhood and can put faculty or their students in touch with others who are working there.

Guadalupe/St. Paul

Nancy Hagg
University of Minnesota
231 Clay School
Minneapolis, Minnesota 55455
Phone: 373-3187

Model Cities/Minneapolis

Robert Morse
Living Learning Center
1425 University Ave. S.E.
Minneapolis, Minnesota
Phone: 373-9906

Cedar-Riverside/Minneapolis

Sue Christopherson
1929 South 5th Street
Minneapolis, Minnesota 55404
Phone: 338-8801

“Relating to Reality” in the Related Arts

Each spring quarter for the past six years about 100 students in the course *Art and Environment*, taught in Home Economics by Gertrude Esteros (and required for Related Arts majors), have learned about the design of residential areas of the Twin Cities and Suburbs by studying them directly.

The course was not designed to effect social action, or to make “change agents” of the students, but had the more modest goal of permitting the student to examine parts of his environment that might otherwise be unfamiliar to him, and to learn a variety of problem-solution approaches to a particular environmental problem - housing. However, in their association with the field of housing, and more particularly with the Housing and Redevelopment Authority (HRA), a number of students have changed career goals, and several have gone on to take jobs in the housing agency because of the interest kindled in this course.

Students have first been presented with the major purposes of the course:

- to increase perception of art and design in housing and community environment, in terms of the individual variety of design and in the context of a total metropolitan area
- to gain understanding of the relationship between the physical and social or human aspects of environment
- to encourage a sense of responsibility, both personal and as a member of a team, for concepts and problems of design in housing and total physical environment

They have then been asked to choose areas unlike their own home neighborhoods. This means that many studies have been done in inner city or fringe area locations and/or mixed-race and low-income neighborhoods. For many students there has been tremendous emotional impact from exposure to living conditions in slum or near-slum areas, public housing and mixed-race areas. There also has been surprise at the amount of pride of certain residents in areas they would have judged undesirable. Differing and conflicting points of view have been noted. Certainly most students have gained greater realization of

the scope and complexity of environmental design problems. Many were initially apprehensive or even frightened to embark on their studies, but most have been highly enthusiastic about the experience.

Students from inner city neighborhoods have studied suburban locations and have similarly enlarged their perceptions of the metropolitan area, its problems and potentials. All students have reacted most favorably to the opportunity for gaining first-hand experience in the community.

Class participants, working alone or as members of teams, have been directed to develop their term projects “with equal concern for human factors on the one hand and physical factors, both natural and manmade, on the other; most importantly they should concern themselves with the relation between the two.”

Although each student has been required to make direct observations and to do some interviewing, responsibilities have been divided. Some have had major responsibilities for history, others for a visual statement or photo-essay, some for residential interviews (usually from 40-60), and still others for study of business or commercial establishments, or parks and other special features of a particular neighborhood.

The faculty have been interested in the feasibility of permitting individual and small group study projects in such a large class. They have found a combination of total class sessions and separate community projects to be not only manageable but most effective in stimulating learning and permitting a broad sharing of experiences and perceptions.

Areas that were studied during Spring 1970 included the following: a small residential “island” in the Midway district bounded by freeway, railroad tracks and other major traffic arteries; McDonnough homes, the oldest public housing in St. Paul; Camden neighborhood that is in process of freeway development; a four-block area adjacent to Plymouth Avenue that has developed strong Black identity; Powderhorn Community with large concentration of Indians; an apartment house complex in Brooklyn Park; and two mobile home areas.

The students have learned why people live where they do and, if they are leaving, what makes them move. Always they have asked what people like most and least about an area and, if there are desired improvements how these can be accomplished. They have tried to establish sources of environmental design responsibility. They have interviewed residents of all ages, politicians including aldermen, maintenance people, planners, and builders. Mostly their questions have been answered and more information has been volunteered than requested. Few have been refused entrance. To make a record of observations students have taken many pictures and made tape recordings. They have been invited to many kinds of meetings—model cities, neighborhood improvement association, teen club, town meetings, and, this past spring, a joint session of neighborhood leaders with a representative from the Housing and Redevelopment Authority.

Students majoring in the Related Arts are also required to take a later senior-level course, *Housing Problems in the Community*, which also has a field work requirement in the form of work with individual clients referred by the Housing Authority. The overwhelming response on the part of students for both of these courses which actively involve them in the community is great enthusiasm.

The CURA Reporter

As the CURA work program has evolved, all connected with it have felt the growing need for more communication among ourselves. We want to keep informed about:

- what the CURA projects are doing;
- related programs and projects in the University;
- related programs in other Minnesota colleges and universities; and
- actions outside the educational establishment which affect our plans and programs.

To fill this need, we are initiating the *CURA Reporter*. We are circulating it widely because we believe that the activities it reports will be of interest well beyond the circle of current CURA coordinators. We invite further information and comment from all readers.

John Borchert, Director CURA

A Response to the Environmental Crisis

The ecological awakening of the past year resulted in a number of experimental courses here at the University of Minnesota. With the help of a grant from the Curriculum Studies Center, Social Science 82 became one of the more ambitious of these.

The course was directed by J. Edward Anderson, Prof. of Mechanical Engineering, and Coordinator of the Task Force on New Technologies in the CURA Urban Transportation Program.

Its aim was to provide students, regardless of major, with an opportunity to obtain an overview of relationships between man, technology and nature - not all such relationship but those which appeared to be most crucial to the survival of man beyond a period measured in a few decades. It aimed to awaken students to the knowledge that we really do face crises of immense proportions and to help them determine how they might work most effectively, either professionally or otherwise, toward solutions.

The course was designed to serve as a catalyst. Within a one-quarter three-credit format it was not possible to delve into the depth required by a specialist in the area presented, but it was possible to create awareness, define areas of ignorance, create the motivation needed for continued study and action. The idea of interdisciplinary, integrative education was a prime focus for the development of the course. The intent was to break down the compartmentation of knowledge, the concept of narrow specialization, which, while permitting the rapid economic expansion of western civilization, has also provided the tunnel vision needed to bring about our environmental crises. The faculty wanted to provide graduating specialists an opportunity to obtain, in much greater depth than normally possible through casual reading, an awareness which would create concern needed for serious consideration of possible side effects in future work. The intent was also to provide entering freshmen with exposure to a broad range of faculty who could help motivate them toward meaningful careers.

The course, authorized officially for P-N grading, consisted normally of lecture

on Mondays and Wednesdays and full-period discussions on Fridays. Beginning with several overview lectures, we covered topics such as population growth and control, resource limitations, the arms race, air and water pollution, solid waste disposal and recycling, the problem of food production in view of aide effects of pesticides and fertilizers, electric power production and associated side effects, environmental law, economics on a finite earth, the role of government in environmental problems, participatory ecology, and finally possible human-values changes implied by the issues raised.

Nineteen faculty members and two industry representatives participated in the course:

J. Edward Anderson, Mech. Eng.,
Course Moderator
Richard E. Sykes, Soc.
Luther P. Gerlach, Anthro.
F. J. Sawkins, Geology
Harry Foreman, Center For Population Studies, Ob. & Gyn.
Kenneth T. Whitby, Mech. Eng.
Arnold G. Frederickson, Chem. Eng.
Dean E. Abrahamson, Anatomy
Les. C. Weber, Mgr. of Engineering Information, NSP
Laurence K. Cutkomp, Entomology, Fisheries & Wildlife
Lowell D. Hanson, Soil Science
Erville Gorham, Botany
Vern W. Ruttan, Ag. Econ.
David Bryden, Law
John E. Brandl, Pub. Affairs
John Borchert, Geog., PCA
Mischa Penn, Humanities
Maurice B. Visscher, Physiology
Val W. Woodward, Genetics & Cell Biology
Hy Berman, History
Roland W. Comstock, NSP
Milton Williams, Afro-Am. Studies

The bulk of the evaluation contained comments such as these:

one of the most exciting classes I have taken at the University . a really fun and educational course . best course I ever took . hope this is a beginning of a trend . it affected me deeply - changed my life . I liked the use of many instructors . first

enough time . by all means continue. Of course there were negative factors: the lectures could have been better coordinated . the reading assignments should have been better organized . more discussion time needed . a clearer opportunity for action could have been provided . . . but these are things that can be improved.

The mandate to improve Soc. Sci. 82 is unmistakable. We hope to offer it again Winter Quarter 1971. Suggestions and comments are invited.

COMMUNIVERSITY (from page 1)

The center is designed to serve three "client" groups: students enrolled in courses taught by UEC-related faculty, members of the community, and any faculty and students on campus whose studies relate to projects being carried out by UEC members.

Community residents and the individuals and agencies serving them will be involved through a series of institutes and workshops on subjects of special concern to the community. They will be able to participate in a learning experience - using university and agency expertise in developing possible solutions to community problems. They will at the same time serve as resource people for the University personnel, providing an exchange of experiences and insights. The interchange of student/resource roles by all UEC members will act as a "knowledge spiral" - exposing and circulating information on many levels.

The UEC will, in addition to promoting an expansion of dialogue between community and university, stimulate a more immediate application of University resources to emerging community needs.

The Center can best be described as an opportunity. A rare opportunity for its "clients" - involved students, faculty and community - to learn and examine the process of community redevelopment from their own vantage points, while learning what other disciplines have to offer. It is an even rarer opportunity for the three groups to make mutual use of each other toward a unified attack on urban problems.

Other interested faculty are invited to contact either Roger Clencence or Bob Morse at 373-9906 for more details about participation in UEC.

reporter



University of Minnesota 55455

311 Walter Library

CURA

"Mission and the Media"

Services and programs provided for people in SW Minn. are based upon one part of the mission of the three-year-old Southwest Minnesota State College at Marshall: "to provide the region with a research, educational and cultural resource serving not only on-campus students but the people of the area."

To carry out this charge, Southwest Minnesota State has served as catalyst for numerous cultural activities, including the organization of the Southwest Women's Association for Fine Arts (SWAFA), launched in 1968 by a dozen women and today numbering a membership well over a thousand in the 19-country area. SWAFA members play a major role in promoting "countryside concerts" by the Minnesota Orchestra in Redwood Falls, Marshall and Pipestone. The SMSC faculty in cooperation with SWAFA have taken art shows, children's drama, and extension education programs into the region.

This fall the College is instituting a tele-lecture pilot project, for more efficient person-to-person communication. Tele-lecture centers will be installed in a half dozen southwestern Minnesota communities with programs geared to the needs of people.

SMSC has worked closely with The Southwest Minnesota Economic Development Association (SMEDA) in a variety of programs, stimulated by the concerns of businessmen and local citizens, including technical assistance for a lake pollution project in a course offering in management.

Southwest Minnesota State College takes seriously its charge to provide a variety of resources to the region it serves.

HAMLIN (from page 3)

Bruce Pohlig, a senior majoring in economics at Randolph-Macon College, Ashland, Va., liked the variety of activities during the Urban Studies Term and is "amazed at how much planning and thinking went into the program. In any new program there are always a number of bugs", he said, "but this one seems remarkably free of them."

Clinton Sharpley, a junior majoring in social welfare and pre-theology at Hardin-Simmons University, Abilene, Tex., said he is pleased that the Urban Studies term took an interdisciplinary approach to the complex urban situation. "Bringing non-academics - professional and non-professional people who are in the midst of what is going on - to our seminar sessions added a needed dimension to the total picture," he said.

According to Sharpley the best part of the program was the opportunity to do research without the prohibitions normally demanded of an academic program. "We had a great deal of freedom to go in the direction that we found most challenging."

Because he comes from a small community, the urban term gave Sharpley an opportunity to see, for the first time, the functioning of a large metropolis.

Some of the students remained here in the Twin Cities, taking advantage of the contacts they had made and the opportunities they found here to get better paying jobs than were available in their home states.

The second Urban Studies Term at Hamline will be offered from February 2 through May 20, 1971. Applications may be obtained by contacting Dr. Donald Irish or the Social Science Division Secretary at Hamline University.

AIP Conference

AIP's first fully participatory annual conference is being held in Minneapolis from Oct. 17 - 21, 1970. This is the first national planning conference in the Twin Cities in thirty years, and local participants are working with national AIP representatives to make it a gala and vibrant "happening". Many activities are planned for conferees and their wives, in addition to the many hard-working sessions in which all members are expected to fashion the program and produce meaningful results. Each registrant will receive a do-it-yourself conference kit to assemble as he would like the conference to be. Sessions will be planned around these suggestions.

The *preregistration fee is \$60*, if paid by *Sept. 15*. After that date the fee will be *\$75*. *Wives are \$10.00*, *students \$10*. Send reservations to:

American Institute of Planners
917 15th St. N. W.
Wash. D. C. 20005

Lawrence C. Gerchens is the Program Chairman; Robert Jorvig the Local Arrangements Chairman. Hotel reservations are being made at the Radisson Hotel.