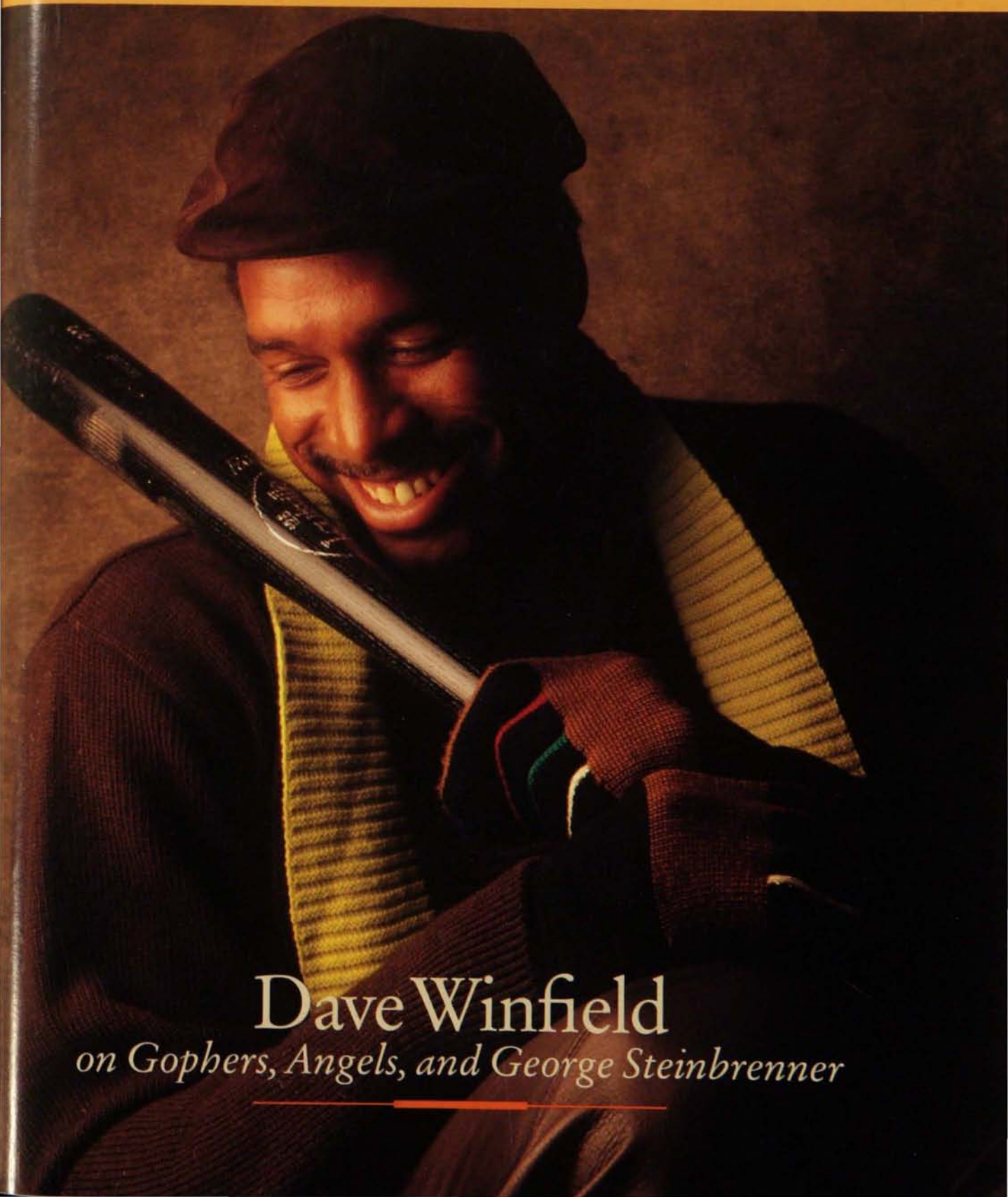


THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

MINNESOTA









MAY • JUNE 1991



Dave Winfield

on Gophers, Angels, and George Steinbrenner

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MINNESOTA

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

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With a new career as a California Angel under way, Dave Winfield reflects on his days playing basketball with the Gophers and baseball with the Yankees and on his volatile relationship with George Steinbrenner.

By Paul Froiland

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After almost 85 years, a couple of major renovations, and countless students and professors tramping down its marble halls, Folwell Hall remains a Twin Cities campus favorite—inside and out.

By Teresa Scalzo

23 The Life and Times of the Urban Tree

With Minnesota trees falling fast to accommodate urban expansion, University and state forestry department researchers are busy developing species hardy enough to survive the onslaught of civilization.

By Bjorn Sletto

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In the throes of a state fiscal crisis, President Nils Hasselmo introduces a \$58 million reallocation plan in an effort to strengthen and streamline the University.

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30 Students Learning the Johnson and Johnson Way

University researchers and siblings Roger and David Johnson have found that children learn more when they work cooperatively on projects in the classroom.

By Amy Ward

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Minnesota readers add their answers to the question: Could it happen here?

COLUMNS

43 SPORTS: A Study in Motion

Rachel Lewis, three-time winner of the Big Ten discus title and current holder of the indoor shot put title, aims for the 1996 Olympics.

By Brian Osberg

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After a year's hesitation, Ron McCurdy becomes the University's new director of jazz studies, and is happy to be here.

By Teresa Scalzo

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COVER: Photograph by William Coupon



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Minnesota is published bimonthly by the Minnesota Alumni Association for its members and other committed friends of the University of Minnesota. Membership is open to all past and present students, faculty, staff, and other friends who wish to be involved with the advancement of the University. Annual dues are \$25 single, \$35 husband/wife. Life membership dues are \$400 single, \$450 husband/wife. Installment life memberships are available. For membership information or service, call or write: Minnesota Alumni Association, 100 Morrill Hall, 100 Church Street SE, Minneapolis, MN 55455, 612-621-2323. Copyright © 1991 by the Minnesota Alumni Association.



READER SURVEY

After you've read *Minnesota*, please take a few minutes to let us know what you think of it. Help make *Minnesota* more timely and provocative by filling out this survey and mailing it to us. In Column A indicate those that you found interesting. In Column B indicate stories and columns that you didn't like.

	A. Interesting	B. Didn't Like
In Focus	<input type="checkbox"/>	<input type="checkbox"/>
Contributors	<input type="checkbox"/>	<input type="checkbox"/>
Campus Digest	<input type="checkbox"/>	<input type="checkbox"/>
Winfield Swings Back	<input type="checkbox"/>	<input type="checkbox"/>
Folwell Hall: The Inside Story	<input type="checkbox"/>	<input type="checkbox"/>
The Life and Times of the Urban Tree	<input type="checkbox"/>	<input type="checkbox"/>
Reallocation: The Next Chapter	<input type="checkbox"/>	<input type="checkbox"/>
Students Teaching the Johnson & Johnson Way	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota Alumni Association: Membership Survey	<input type="checkbox"/>	<input type="checkbox"/>
Executive Director Margaret Carlson	<input type="checkbox"/>	<input type="checkbox"/>
National President Sue Bennett	<input type="checkbox"/>	<input type="checkbox"/>
Class Notes	<input type="checkbox"/>	<input type="checkbox"/>
Calendar	<input type="checkbox"/>	<input type="checkbox"/>
In Brief	<input type="checkbox"/>	<input type="checkbox"/>
Sports: A Study in Motion	<input type="checkbox"/>	<input type="checkbox"/>
Faculty: Jazzman	<input type="checkbox"/>	<input type="checkbox"/>
Revolution II	<input type="checkbox"/>	<input type="checkbox"/>
Letters	<input type="checkbox"/>	<input type="checkbox"/>

Of all of the above, which was your favorite and why? _____

Rate the following for the May/June issue of *Minnesota*:

	Excellent	Good	Poor
Reading ease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photo quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustration quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you think the University of Minnesota should discontinue homecoming? Why or why not?

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I N F O C U S

Lonely No More

LONELY, WE AREN'T. In our January/February issue we asked you to let us know what you liked and didn't like about the issue. Sixty of you replied. That's the biggest reader response to an issue in six years.

"Tender Mercy," Peter J. Kizilos's profile of Paul Volberding, a leader in the fight against AIDS, was the top-rated story. Eighty percent of those who replied found it interesting, and seventeen readers selected it as their favorite article. "The best story I've read on AIDS and care for victims," wrote one reader. "At the top for timeliness, significant contributions, excellent writing," wrote another.

Next in interest were In Focus, Campus Digest, In Brief, and Amy Ward's story on the Minnesota Multiphasic Personality Inventory (MMPI), followed by Letters, Minnesota Alumni Association executive director Margaret Carlson's column, Contributors, Class Notes, and our revolution essays.

Nine readers selected the MMPI story as their favorite. "It combined the appeal of current faculty news and general popular interest topic," wrote one reader. "It's something I've always wondered about," wrote another.

When it came to "Revolution," whether you loved it or hated it, you found it thought-provoking. Some comments included: "Realistically faces society's problems." "Inspiring, reminding me that my CLA education aimed to make us aware of our responsibilities as world citizens." The essays prompted one reader to long for a future story "about a 'U' grad who is a truthful capitalist and a military veteran who fought for the USA." "I'm sure you can find one

someplace," he wrote.

Rated least interesting were Calendar and People and Events. Frankly, we agree and hope to make them more timely and interesting in the future.

What would you like to read more about? Comments ranged from one end of the spectrum to the other: "More about liberal arts programs, less about science and engineering." "IT research projects." "Public relations and service aspects of the University." "Why don't you try reporting on some less-than-perfect aspects of University life?" "Occasional pieces on Minnesota's comparative standings in various disciplines. My snooty Stanford and Ivy League friends still think I had to milk cows to graduate."

In general, you told us you wanted to read more about successful alumni, faculty activities, educational issues, and "how the University contributes to outstate issues."

Overall you gave *Minnesota* fairly high marks for quality. You ranked photography highest, followed closely by appearance, cover, and reading ease. We'll say you gave us an A- on those. Overall quality, illustrations, and writing rated about a B+.

Your thoughts on *Minnesota* have proved so valuable, we've decided to make our Reader Survey a regular department, and will keep you updated periodically on the results.

One reader summed it up best: "This is my major link to the University. I want to know what's going on—good or bad."

Your thoughts are just what we need to keep us on the right track.

—Jean Marie Hamilton

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WINFIELD SWINGS BACK

Twin Cities free-lance writer Paul Froiland is an adjunct faculty member in the University of Minnesota School of Journalism and Mass Communication.

FOLWELL HALL: THE INSIDE STORY

Minnesota's associate editor Teresa Scalzo graduated *summa cum laude* from the University in 1990 with a B.A. in journalism. She also wrote "Reallocation: The Next Chapter," "Jazzman," Campus Digest, and Class Notes in this issue.

THE LIFE AND TIMES OF THE URBAN TREE

Bjørn Sletto is a Twin Cities free-lance writer and photographer who attended the University's School of Journalism and Mass Communication. A native of Norway, he writes frequently for newspapers and periodicals there.

STUDENTS LEARNING THE JOHNSON AND JOHNSON WAY

Amy Ward, D.V.M., is a free-lance writer living in St. Croix Falls, Wisconsin.

A STUDY IN MOTION

Brian Osberg, '73, '86, is Minnesota's sports columnist.

MINNESOTA ALUMNI ASSOCIATION

Formerly a writer for *Corporate Report Minnesota*, Vicki Stavig is Minnesota's contributing editor. She has her own free-lance business, edits *Art of the West*, and produces newsletters for a number of corporate clients.

IN BRIEF

University Relations writer and editor Maureen Smith edits *Brief*, a weekly news bulletin for all five University campuses, and the faculty-staff edition of the University tabloid *Update*.

CAMPUS DIGEST

Minnesota's intern Katie Gundvaldson is a senior in the University's School of Journalism and Mass Communication and a native of Sioux Falls, South Dakota.

PHOTOGRAPHY

New York photographer William Coupon specializes in corporate, editorial, and fine art photography. His work has appeared in *Esquire*, *Forbes*, *Fortune*, *Rolling Stone*, and *Vanity Fair*. Twin Cities photographer Dan Vogel specializes in product and industry and portrait photography. Twin Cities photographer Rick Armstrong specializes in corporate photography. Twin Cities photographer Leo Tushaus specializes in commercial photography. Rich Ryan is a Twin Cities photographer whose work has appeared in the *St. Paul Pioneer Press*.

ILLUSTRATION

Julie Delton, a Twin Cities illustrator whose work has appeared in *Minnesota Monthly*, the *Utne Reader*, and *City Pages*, earned a B.A. in studio arts from the College of St. Catherine. Linda Frichtel is a Twin Cities illustrator who has won numerous awards for her illustration and painting, including two awards for *Minnesota* from the Council for the Advancement and Support of Education. Her clients include the Minnesota Opera, the Science Museum, and the Children's Home Society.



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Teresa Scalzo



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NOMINATIONS SOUGHT

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Volunteer of the Year
Outstanding Friend
Outstanding Alumni Chapter
Outstanding Alumni Society
Programs Extraordinaire

WINNERS WILL BE ANNOUNCED IN THE FALL.



Deadline for nominations is July 31.
For information and nomination forms,
contact Cheryl Jones at 612-624-2019.

CAMPUS • DIGEST

*A compendium of news from around the University—
research, promotions, program developments, faculty honors*

BY TERESA SCALZO AND KATIE GUNDAVALDSON

▼ IN THEIR OWN WORDS



Eric Jacobsen



Jennifer Huddock



Dave McPartlin



Left to right, Jeff Norman, Melinda McGowan, Lucia Sommer

MINNESOTA ASKED STUDENT ACTIVISTS to opine on current campus issues.

WAR

"People talk about war as something that's always been the same," says Eric Jacobsen, a graduate student in German and member of Campus Greens, established in 1989 as a chapter of the Student Environmental Action Coalition. "If you oppose it, you're a pacifist and there have always been pacifists and there's always been war and ne'er the twain shall meet. But war is getting worse. The Persian Gulf war is the most environmentally destructive conflict in human history, and that is significant. The number of civilian casualties is also increasing. War is becoming a less viable option."

DEMONSTRATIONS

"Our biggest obligation is doing pro-American rallies," says Jennifer Huddock, a mass communication senior and chair of the Minnesota College Republicans. "Campuses always get associated with the antiwar picture, and we're trying hard to stop that."

OTHER ISSUES

"Tolerance and acceptance are pressing issues. Subcultures need to learn to accept one another," says Dave McPartlin, member of the University Gay Community, one of ten groups affiliated with the 1,000-member Association of Gay/Lesbian/Bi Student Organizations.

"The declining economic situation in the United States is making it more difficult than ever for large numbers of people to have access to postsecondary education," says Lucia Sommer, member of the Progressive Student Organization, which was formed in 1980 as part of the Progressive Student Network.

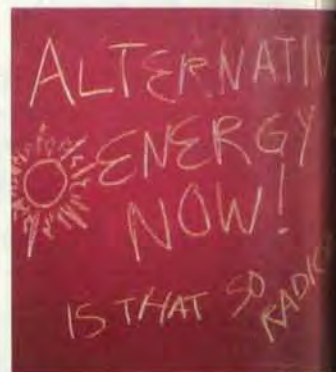
OVERALL POLITICAL CLIMATE

"Students, since the end of the Vietnam War, have increasingly become more conservative," says Huddock. "Our society has become very materialistic, and we grew up in that [climate]. Students are reaching the age where they're looking for more. This may be just a wave, but I'm very lucky to be Republican at this time."

"Minority groups are gaining power, but the conservatives are gaining as well," says McPartlin. "This is forcing people to choose sides. Hate crimes are up. Tolerance is down."

"The war has increased activism in general," says Jacobsen. "I don't know what effect we're having, but at least we're not just sitting around doing nothing. To do nothing would be intolerable."

Whether it's spray painted on the walls of the Washington Avenue footbridge or carefully constructed in a studio, student expressionism is alive and well on the University of Minnesota campus.



▼ WHERE THE BEATS ARE

IF YOU'RE OVER 40, you probably remember the old coffeehouses where the beatniks hung out: long-haired, finger-snapping hep cats who rolled their own cigarettes, dug poetry, and wore only black. If you weren't a bohemian, you probably felt unwelcome. "Coffeehouses were Biff- and Muffy-free zones," says one former beat.



Well, attribute it to the higher drinking age or Americans' realization that life's finer things do not lie in a diner's bottomless cup, but coffeehouses are springing up again on campus. Espresso 22 on the East Bank and Urban Peasant on the West Bank have replaced the defunct Coffeehouse Extempore and the Whole Coffeehouse (now the Whole Progressive Music Club).

Walk down 14th Avenue in Dinkytown, past Al's Breakfast, and you'll come to Espresso Royale Caffe. There's a guy in the window whose shoulder-length hair is partially covered by a ratty black beret. He's reading a French text and drinking cafe latte (for the uninitiated, coffee with steamed milk). A jazz riff can be heard through the big glass windows. But this place doesn't look intimidating. It's bright and airy with light oak floors and bentwood chairs. The walls are covered with framed art photographs and woodcuts, and one side of the large room is designated "no smoking." "We try to make ourselves not just a campus hangout," says Dan Zielske, manager of Espresso Royale. "In the morning about half our business is

people on their way to work, and on weekends we get families coming in here for breakfast."

So why pay upwards of \$1.50 per cup of java when numerous places still offer limitless refills? "We have a really high quality cappuccino," explains Zielske, "but a lot of people aren't necessarily coffee connoisseurs. This is a center of ideas and intellect. We have professors and students in here who want to be part of the cafe more than the coffee."

In that way, it's not a whole lot different from the coffeehouses of old. Zielske says some groups may take up a table for six or eight hours in a day, and he promises never to impose a minimum purchase or maximum stay policy. "We welcome people hanging out in here," he says, "but at the same time we're bringing the bohemian coffeehouse concept into the present with professional service. It's not: 'Yeah, I'll get that coffee when I have time. Let me put the new jazz tape on first.'"

▼ OVERHEARD AT STUDENT HANGOUTS

"No way. I'm not going."
"I'd be out the door, find a girl, and get married before the day was over."

Two men discussing the possibility of draft reinstatement, Stub & Herb's, Stadium Village

"I thought it would be hip. You know, really groovy."

Woman explaining a course choice, Fowl Play, Dinkytown

"Girls were looking at me like I had a flashing 'dork' sign over my head."

Fowl Play

"Oh, I do believe I've fallen in love."

Man to woman, Bullwinkle's, 7 Corners

"Looks like you've just fallen out of love."

Man's friend after woman walks away



"How was your date last night?"

"All she talked about was her hair."

Stub & Herb's

"Do you want to see a really funny ID picture?"

Ragtime, Stadium Village

"I can't believe he got two phone numbers. Mahoney just scores and scores."

Bullwinkle's

"So, what do you want out of this evening?"

Man to his date, Bullwinkle's

"I want you to take me home."

Woman's reply

▼ GOPHER FACT FILE



Fall quarter 1990 Gopher team grade point averages:

Men

Cross country	3.11
Track and field	2.91
Tennis	2.87
Gymnastics	2.78
Golf	2.73
Swimming/diving	2.69
Baseball	2.65
Wrestling	2.49
Hockey	2.47
Football	2.20
Basketball	2.06

Women

Tennis	3.26
Swimming/diving	3.09
Golf	3.07
Gymnastics	2.99
Track and field	2.94
Cross country	2.89
Volleyball	2.83
Softball	2.55
Basketball	2.49

SOURCE: Assembly Committee on Intercollegiate Athletics

▼ VITA

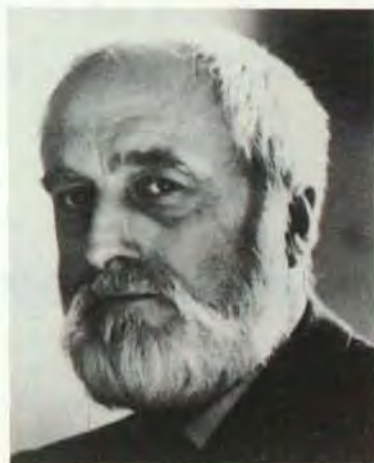
WHO: Desmond Heeley, international theater designer, was Hill Visiting Professor in the Department of Theatre Arts winter quarter. He is best known locally for his set designs for the Guthrie Theatre from 1977 through 1988, including productions of *The Glass Menagerie*, *Cyrano*, *King Lear*, *The Matchmaker*, and *The Winter's Tale*.

WHAT: Heeley taught a graduate seminar on set design, demonstrated painting and texturing techniques, and designed the set and costumes for the University production of *Oedipus Rex* at Rarig Center.

WHY: "I felt very flattered when professors [C. Lance] Brockman and [Charles] Nolte asked me to come. It's a compliment that they think I'm worthy. And I like working with young people. Normally, I work by instinct. I know my craft, sure, but a tremendous amount of it is instinct. With younger folks around, you have to explain everything you do, which makes it twelve times as hard. So I'm benefiting as well by having to sort out the quagmire in my head."

HOW: "People think of design as hanging jewels on the leading lady. It's not quite like that. In order to do period pieces, as I often do, you've got to know many things from history to the arts. It's jolly hard work. No two plays are ever alike. I'm hoping to get across to students that if you believe in your ideas strongly enough, there are ways to express them without hitting people with a two-by-four. If you spell everything out, if the stove gives off real flame and the kettle real steam, then there's nothing left for the audience to imagine. The audience does the last part of painting the picture. The trick, of course, is to make people believe in what they're seeing, that it's not just actors in bed sheets."

WHEN: "I was working in the theater by my fourteenth birthday. I taught myself to draw and to paint. I learned Shakespeare on the job. I wasn't taught it in [Rylands Art School in West Bromwich, England], but I was lucky to have a teacher named Hugh Richard Hosking. He opened so many doors for me. I think it's part of my job to convince kids that the world is incredible, especially at the University, the richness you have at your fingertips. The library for a start. Books are the most magical things in the world. They don't need batteries. You don't have to go to a special room to use them. Sometimes students come to me and say, 'I want to be a designer. What do I do?' I can't pour energy into them from a pitcher, but I can make them a little more enthusiastic. I'm taking each student on a one-to-one basis and trying to find out what his or her 'handwriting' is. I feel strongly that you should search for something the student already has and foster that, rather than turning out twelve people who all have the same taste."



Desmond Heeley

▼ TUITION, TUITION



■ Tuition in 1990-91 for resident, full-time lower-division students taking fourteen credits is \$2,237 per year on all five University of Minnesota campuses. Student fees are about \$348 per year, for a total of \$2,585 in tuition and fees.

■ Tuition and fees for 1990-91 are \$15,160 per year at Carleton College; \$11,200 at St. Olaf; \$10,700 at Hamline University; \$2,042 at St. Cloud State University; and \$1,976 at Mankato State.

■ University of Minnesota tuition increases for 1990-91 averaged 9 percent. The biggest increase was 11.75 percent (\$235 yearly) for lower-division students on all five campuses.

■ The smallest increase is 0.2 percent (\$6.30 yearly) for nursing, medical technology, physical therapy, and occupational therapy students.

■ There was no increase for students in dentistry, pharmacy, or veterinary medicine.

SOURCE: University Relations

▼ GET ORGANIZED

IN 1921 FIVE CIVIL engineering students enrolled at the University after fighting in World War I and promptly failed physics. Undaunted, they established an organization named Plumb Bob after a civil engineer's surveying tool: a pointed weight that hangs on a string and finds a true vertical line. The group decided its members should

stand straight and erect, like a plumb bob. Today the organization's roster comprises six seniors and six juniors who represent good academic standing and whose primary objective is to plan IT Week, an engineering fair held on campus each spring.

Students reap many bene-



fit from involvement in such organizations. Clubs unite people with common interests, offer educational growth, fulfill recreational needs, and give members a chance to use their talents. The Twin Cities campus has a multitude of organizations to choose from—nearly 500 in all—ranging from community service (University +H, Student Ombuds) and political/social action (Dr. King's Dream Team) to religion (Lutheran Collegians, B'nai B'rith) and recreation. That number remains fairly constant with approximately 40 new organizations registering and 25 to 30 disbanding each year.

In order to establish itself as an official University of Minnesota student organization, a club must be approved by the Student Organization Development Center (SODC), have a signed and dated constitution on file, produce a human rights statement, and pay a \$12 registration fee. In addition, officers must be registered for a minimum of six credits, and three officers must attend a series of three interviews with SODC personnel. The first interview is informational, the second is a review of the organization's proposed constitution, and the last involves opening a checking account and reviewing regents' financial policies. Organizations must renew their registration each year.



▼ STUDENT INTERVIEWS

ROAD TO SUCCESS

FOR ONE ROTC student, it would be the opportunity to fly an F-15 fighter jet; for someone else, it means getting an A in algebra. These students share their ideas of success.



GARY CALLIN, 23
architecture senior

There are two parts to being successful: personal and professional. I think you are personally successful when you create a good family life and have friends who will stick by you. I'd also like to be successful in my profession, which includes having the respect of my colleagues. I wouldn't mind making some money, but that's not the most important thing. When I graduate in June, I'd like to go out and get a job. I've been [in school] for six years, so I want [to take] a break and just be a real person for a while.



JENNIFER CONLIN, 22
*political science senior,
ROTC*

If I meet the goals that I've set for myself, I'll be successful. I'm an air force cadet commander, and I want to be an air force pilot. ROTC helped me compete for a pilot slot. I graduate in June, I have my pilot slot, and I'm going on to flight school. I've made the commitment, and, as long as I stay committed, I'll achieve my goal.



UTA HERRMANN, 22
*psychology senior,
University swim team*

I want to be happy in life, to have an honest relationship, and to have a job that makes sense to me. I want to work for something that I believe in, that I can commit to. I want to make the right decisions, though I've had some setbacks. Right now I'm trying to decide if I want to stay here or return to Herne, Germany, where I'm from.



BRENT LONSON, 22
*accounting/Spanish
senior*

I want to respect myself. Unfortunately, I can't rule out the importance of money. If I work hard, earn everything that I get, and make a difference in life, I'll be successful. Ultimately I'd like to work as a consultant in international business. I want to design operation systems for emerging Third World countries and to help them avoid mistakes made in the United States. Sometimes we tend to overlook problems instead of fixing them.




DIRK YAMAMOTO, 20
*electrical engineering junior,
ROTC*

I want to meet the goals I've set for myself. First of all, to get a bachelor's degree, but the trend nowadays is to get a master's. I can't really put a dollar value on success. I want to serve in the air force and, eventually, I would like to be an engineer in a corporate setting. ◀

PHOTOGRAPHED BY RICH RYAN

Winfield Swings Back

*Dave Winfield
speaks out on playing
basketball for Gopher
coach **Bill Musselman**,*

*baseball for the New York Yankees and the California
Angels, and hardball with **George Steinbrenner*** 



BY PAUL FROILAND • PHOTOGRAPHED BY WILLIAM COUPON

DAVE WINFIELD IS BEGINNING HIS second season as an outfielder with the California Angels, and he takes advantage of an early-season road series against the Minnesota Twins to stop over at his Twin Cities residence, a suite on the tenth story of a high-rise overlooking the Mississippi River. Minneapolis is one road city that is also home to Winfield, since he grew up in St. Paul and played basketball and baseball at the University of Minnesota, and he uses the opportunity to renew old acquaintances. Already he has gotten together with Clyde Turner, a friend and former teammate from his Gopher basketball days, who says that he and Winfield are "like brothers."

Sitting on a couch in a T-shirt and warm-up pants, Winfield reminisces about his college basketball days. He wears his 39 years as a man of 29 might. He has an expansive, playful grin that belies the fierce drive and determination that have kept him in major league baseball for sixteen years; of position players in the major leagues, only Dwight Evans has played more games.

But what is perhaps most unexpected about Winfield, because it never gets brought up in the context of his athletic feats, is how articulate he is, and how broad his intellectual interests are. The former is immediately apparent in a brief conversation, while the latter reveals itself gradually as the conversation deepens and lengthens.

"It was tough," he says of his years playing basketball under Gopher coach Bill Musselman. "It was like going into the marines, getting an IRS examination, and going to the hospital for an operation, all in one. He was tough—he still is—on his guys; I can see. That's his style: intense."

But Winfield was schooled in some of life's lessons, thanks to Musselman: "Discipline and hard work will get you what you want, where you want to be," he says. "If you're challenging yourself, it hurts. It *burts*. But overcoming that hurt just makes you better."

I throw out the names of his basketball teammates and ask for a capsule description of each:

Jim Brewer: "They called him Papa," Winfield says, "because he had kind of a presence that was calming and soothing, that [made you think] that everything would be all right. Big, strong, protective. That's the way he was; good guy."

Clyde Turner: "Clyde . . ." he smiles. "You wouldn't think, when you looked at him on the court, that he would be as agile and quick and good as he was, because he was losing his hair in college. But he was a *very* good shooter. He could shoot the *eyes* out of that basket. I still see him when I come up here; a good friend."

(Turner, in a later discussion, returned the compliment with his assessment of Winfield: "As a basketball player, Dave was able to compensate with his strength

and speed for what he didn't have in developed skill. He could have been a linebacker in football, or a wideout. He could have run track. He probably could have played just about any sport he wanted to—but he couldn't beat me in tennis!")

Ron Behagen: "Ron was a significant player, inside man. He was a very good player with street instincts, from New York. A tough-guy kind of approach. He deserved to be professional, and he made it for a few years; he was that good."

Keith Young: "Keith is one of 10,000 stories that you may hear about athletes with an abundance of talent who don't make it professionally. He subordinated his skills for the betterment of the team, and an injury also set him back. Extremely talented; versatile."

Bob Nix: "Bob Nix was a prototype set-up man with a good shot, but he was programmed to feed it off to the big guys. He was a nice guy and a good complement to the team."

Corky Taylor: "Corky . . . fun-loving . . . [he could] jump out of the gym; always had a smile and a good word; a good ballplayer and a gentleman."

While Winfield appreciates Musselman's style and intensity (and, in fact, wrote the foreword to Musselman's recent book, *Obsession*), he is no less impressed with Clem Haskins, the current Gopher coach. "He's on it, as they say, and he's got it going on," Winfield says. "He really does. I'm happy for him, and I'm glad that Minnesota has embraced him, and I respect him as a down-to-earth kind of person, a family man, a farmer, a motivator, a role model, a positive force for the University, and a real asset to the community."



MINNESOTA FANS MAY REMEMBER WINFIELD best for his college basketball career, but to most of the rest of the country, he is, of course, known for his professional baseball accomplishments: He was the first player to sign a multiyear, multimillion-dollar contract (for \$23 million in 1980). And increasingly over the past decade, his perpetual disagreements with former New York Yankees owner George Steinbrenner kept his name in the headlines.

Working for Steinbrenner gave Winfield an ulcer, and since he was traded to the California Angels last year, Winfield has done his best to expunge Steinbrenner's name from his working vocabulary. Still, it doesn't take much probing to uncover in Winfield a residue of resentment toward his old boss.

"Ultimately, history will be written the correct way," he says. "People were unsure of what the situation really was, because I was so embattled back then. They always saw Yankees, Winfield, Steinbrenner, Billy Martin, conflict, conflict, conflict, controversy. I didn't like that. I didn't like being embroiled, embattled, embittered—all

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these things that happened for so long. It took away from who I was, what I was all about: good works I was doing, personal accomplishments on the field, off the field.

"It was really a bad situation. You *never* got a pat on the back, not once. You never got a vote of support, not once. Not many people could endure or do well under [those conditions] without saying bad things about the team or 'I wanted to be traded,' or without living up to the contract. I did all that. I'm just glad that people saw that I was the one who was subjected to this.

IT was like going into the marines, getting an IRS examination, and going to the hospital for an operation, all in one.

"[Steinbrenner] had a very negative approach to life and people. I don't see how people can be happy or calm or at peace with themselves when they're constantly antagonistic. And I don't operate that way in life: any friends, people, anyone I do business with—anything—I like to be positive, upbeat. From nurturing young people to reinforcing older people, that's the way I would operate. And if you can't operate under those circumstances, then you're *gone*; you're history. But you don't threaten people to succeed."

Fortunately, after nearly ten years of enduring Steinbrenner's constant displeasure, Winfield was traded to the California Angels in May of last season, where he put up some very decent numbers and was voted Comeback Player of the Year by *Sporting News*. It was a measure of vindication for him.

"It was fortunate that I got out of New York to demonstrate my skills," he says. "In New York, all you were hearing was 'He can't play anymore. That's why he's not even in the lineup.' So it was great; they did me the best favor in getting me out of there. I had a normal 100 RBI, 25 to 30 homerun season after I left New York, so I was pleased."



DAVE WINFIELD IS A MAN WHO IS NOT EASILY GRASPED upon the first meeting. Underneath the easy demeanor and ready smile are an intensity and drive that he says he has fully revealed only to his late mother; his brother, Steve (who still lives in St. Paul); and his wife of three years, Tonya. "I'm highly motivated and pretty serious about what I do," he says. "If someone's moving slowly around me, they'll fall off the train real quickly, 'cause I move quick. You've got to be in shape and motivated, because you can't hang with me if you're not."

Clyde Turner's assessment of his friend and former teammate is similar to Winfield's description of himself. "Dave has always been very stern and assertive—just

aggressive," Turner says, "and very articulate, too. When he comes out of baseball he could be a politician, a preacher, or an officer of a big corporation."

The drive that fuels Winfield's accomplishments began to manifest itself at the age of twelve, when he decided that he wanted to be a professional baseball player. "I had the confidence, I had the drive, I had the plan," he says, "and it all worked out. The confidence could border on cockiness, because [I didn't] have the experience to back it up. [But] now there's a lot of experience that would back up the way

I feel. Now I'm probably more subdued—outwardly kind of cocky—but having the inner confidence because of experience. It all helps make you a mature individual."

Winfield's drive expresses itself not just in his playing career, but also in the catholicity of his interests and in the intensity with which he approaches them. "I read a lot," he says. "I don't waste time when I'm traveling or playing professional sports. If I don't get off an airplane or come off a road trip smarter than when I left, I'm disappointed in myself.

"If you make yourself better every day and improve yourself [and] your knowledge, it's exciting. Every day's exciting. You get up and there's something to do. The way I look at it is not how can I *waste* time, but how can I take *advantage* of it? How can I get everything into a day? It's a fast, ever-changing world, so I just try to stay up on it. Reading is real important. I read a lot of books: history, history in the making, biographies, autobiographies, business, science and technology."



ONE OF WINFIELD'S MANY INTERESTS is his charitable work. Shortly after he signed his first contract in professional baseball with the San Diego Padres in 1973, he set aside part of his salary to establish the Winfield Foundation to provide scholarships for minority student athletes. He occasionally invited underprivileged children to "Winfield Pavilion" in the right-field bleachers (he was the Padres' right fielder), and he sponsored after-game lunches and medical clinics, where the kids, many of whom were not getting regular medical checkups, got physical exams.

The impulse to assist others began early for him. "Our family ideology was always about sharing and caring," he says. "My mother instilled that in us. We had the kind of family that, if [we met] someone and you're a nice person and it was the holidays, we'd take you in or do anything for you—shirt off the back."

The foundation is perhaps the realization of this family ideal in Winfield's own life. Departing slightly from its early mission to provide scholarships, the foundation has

recently focused on substance-abuse prevention programs, particularly a program called Turn It Around, which it has developed to work in concert with existing drug-prevention programs at the elementary-school level.

"We take about 40 adults who work with youth—teachers, law-enforcement [officials], or after-school community program [leaders]," Winfield says, "and send them through an intensive one-day session that's critically acclaimed by some significant people on up to Louis Sullivan [U.S. secretary] of health and human services."

Part of the genius of this program is its pragmatism, according to Winfield. "People cannot think they're going to eliminate drugs completely," he says. "If you think you are, you're always going to be dissatisfied. They key is in the title: Turn It Around; go in another direction. So let's say drug-related hospital admissions are up: turn *that* around. Accidents on the highways because of drinking: turn *that* around. Graffiti in the community, crime, safety concerns, disorganized education: change it, and go in a positive direction and make improvements or create reductions. Then you can be pleased, because you can quantify the differences."

Winfield also believes that anti-drug efforts must be made by his organization—or any organization—in partnership with communities. "If you fight it individually you get hurt, you get killed, you get run out of business," he says. "Individuals and individual groups can't do it. Whole cross-sections of communities, everybody working together, same cause, same wavelength, can make progress, *can* grab it and turn it around."

The foundation, which has its headquarters in Fort Lee, New Jersey, started out working exclusively in the New Jersey/New York/Connecticut area, but has since branched out nationally. Last year, it ran workshops from San Diego to Kansas City, Kansas, to Orlando, Florida, and points between.

Winfield is perhaps prouder of his work with the foundation than he is of his entire baseball career. "That's the area I chose to make an impact," he says, "and I know I have. I get the biggest pleasure when I walk through a store and someone will come up to me and say,



'You don't really know me, but this is what you did for me.' [Then] I know my life has been important. My career has been important, too, but my *life* has been important, and that's what it's all about."



THE CONVERSATION TURNS TO RACE. Winfield feels that "we've come a long way since Jackie Robinson or maybe even Curt Flood [who challenged baseball's reserve clause]. I think the quality of access is there for younger players, if they can follow certain guidelines. Like any organizations, the clubs want performers, but they want quality people. If you can't follow the rules and the guidelines, be on time, work hard, don't do drugs, be intelligent, and have a work ethic, *nobody* wants you. But once you get in there, you can be quite successful."

I ask about African American players he assesses to be of managerial caliber: Lou Brock, if he had stayed in the game and not gone into business; Willie Stargell, Don Baylor. "Those are the bigger names," he says.

Then there are the players, of whatever race, Winfield simply admires. "I've got to give Willie McCovey high marks there," he says. "He helped me a *lot*. He was one of my idols: I looked up to him as a youngster—and then to be able to *play* with him! He imparted a lot of significant things [that I would get] just by *being* there, absorbing it."

"Then there are people I respected a lot for the way they would play and perform: Brock, Stargell, Steve Garvey, even a Pete Rose—his approach to the game. I mean, he's really intense. I didn't like his *style*, you know. He's *too* intense, but he was focused; you couldn't take *that* away from him."

Winfield plans to play for another five years. In preparing for this season, Winfield embarked on a high-carbohydrate,

YOU never got a pat on the back, not once. You never got a vote of support, not once.

low-animal-fat diet and kept up a cross-training regimen with Olympic basketball player Nancy Lieberman. "Mentally," he says, "I can hang with any of these guys in the game, and physically I'm going to do that also. I'd like to have an MVP type of year; that's just the way I feel about it. I get excited and motivated, and when I leave people, they believe . . . they *believe*."

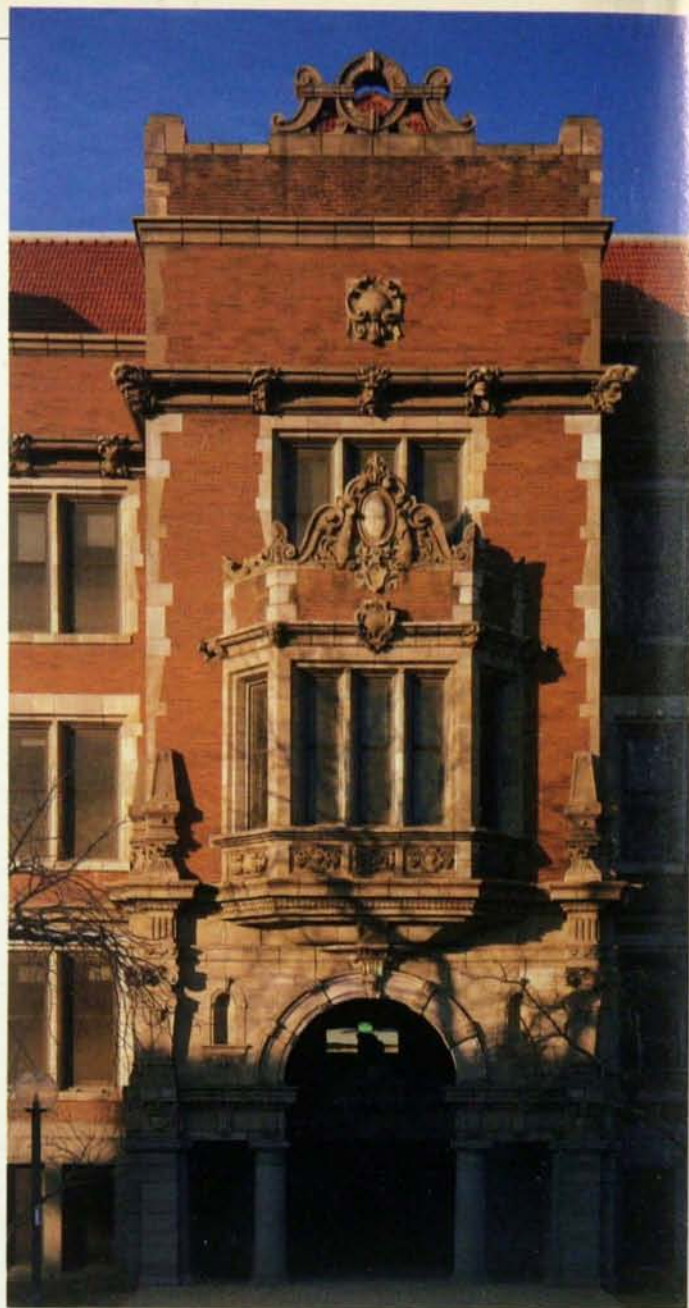
He stops short at predicting how well the Angels will do this year. "We've got a good pitching staff," he says, "and good pitching will carry you a long way; when you get healthy, anything can happen. We're in a tough division with Oakland, but like they say, if you're scared, get a dog. So we come to play. We'll see what happens." ◀

Folwell Hall: The Inside Story

Since 1907 this University landmark has weathered a flood, an oil spill, a mysterious corpse, and a few eccentric professors

SOME STUDENTS AND FACULTY remember the first time they laid eyes on it with a clarity usually reserved for a first kiss. Few people

overlook it entirely. Often described as Ivy League, it really is typically Midwestern: striking but not flashy, impressive but not haughty. Such is the impact of Folwell Hall on those who pass through the University. ♡ Even today, 84 years after it was built, to walk the vast marble-covered hallways, past frosted glass doors, is to imagine wizened professors in huge oak-paneled offices, postulating before fires roaring in stately carved fireplaces. ♡ From its multitude of chimneys to its majestic portals, Folwell exudes the romance of an Ivy League college building, and though renovations have stripped it of some of its turn-of-the-century magnificence, much remains to charm future generations.



BY TERESA SCALZO • PHOTOGRAPHED BY RICK ARMSTRONG

A BARGAIN AT ANY PRICE

Folwell was built in 1906-07 to replace Old Main, which was destroyed by fire in 1904. The original cost of the building and equipment was \$410,000. The University received \$350,000 from the state and \$60,000 from insurance on Old Main.

"If somebody asked today for a classroom-office building on a similar site, it would cost about \$20 million," says Harry Jaeger, assistant director of the physical planning office. "If someone were to try to duplicate [Folwell], even to some degree, the cost would go up considerably."

A ROSE BY ANY OTHER NAME

Constructed during President Cyrus Northrop's administration, the building was originally designated Northrop Hall, but alumni sent

letters demanding the building be named in honor of the University's first president, William Watts Folwell. The city newspapers, community, and students joined in convincing the regents to name the building Folwell Hall.

CONTROVERSY

The regents considered Folwell's site on the corner of University Avenue and Fifteenth Avenue Southeast "sacred open space," but ultimately the advantages of a central location for a building that would serve more students than any other on campus became the deciding factor.

Plans for the building submitted by architect Clarence H. Johnson created a stir because its size easily dwarfed all other campus buildings. Built as planned, Folwell has three stories, a ground-level basement,

and a dormered attic. It stretches one full block—322 feet—and is 80 feet wide.

AH, TO BUILD, TO BUILD!

Students of architecture have a gold mine in Folwell Hall. Among the styles identified there are Jacobean, late Renaissance, early baroque, and neo-gothic.

In *The University of Minnesota: 1851-1951*, James Gray writes: "Folwell Hall . . . stronghold of the liberal arts is a monument to strength and to liberality, so freely does it mix elements of every known style in its massive bulk."

Folwell is clad in granite, pressed brick, and terra cotta made by the American Terra Cotta Company to look and feel like granite. The exterior is a menagerie of cats, cherubs, rabbits, eagles, rams, bewhiskered faces, ghoulish faces, whimsical



damselles, helmets (knights', not football), scrolls, plaques, obelisks, balconies, and balustrades. And encased in the moldings over the south entrance, under which countless students pass unknowingly every day, are two alert gophers sitting on their haunches.

THE MIGHTY MARBLE

The main corridor is covered to the ceiling with three shades of Italian marble, which most visitors first notice and last forget about Folwell. The marble was almost eliminated by the regents in their struggle to keep the building within budget.

The marble walls are so dear to Folwell's faculty that when an English professor pasted posters depicting the history of English literature on the walls, a battle erupted over whether anything should be allowed to cover the marble.

"There's a permanent Rorschach test in the marble walls, and you can imagine all kinds of things in it," says Gerhard Weiss, professor and chair of the German department and a Folwell resident since 1956.

Allen Simpson, professor of Scandinavian studies, swears that one panel contains a portrait of Karl Marx—"or maybe it's one of the Smith Brothers," he says.

DOWN THROUGH THE CHIMNEY

The 26 chimneys on Folwell Hall were installed in connection with the ventilation system; none serves a fire-place. A mishap on Christmas Day 1990, when the sprinkler system froze and flooded Folwell's basement, was attributed to frigid air pouring in through the chimney shafts, which have since been sealed off.

THE FOLWELL FACULTY

Many of the University's most influential faculty had their offices in Folwell Hall, including English professors Joseph Warren Beach, Allen



"There's a permanent Rorschach test in the marble walls: You can imagine all kinds of things in it."

Tate, and Huntington Brown, known collectively as the New Critics.

The famous linguist and English professor Frederick Klaeber, who wrote what many consider the definitive edition of *Beowulf* in 1922 and was considered the world's leading authority on the poem until his death, taught at the University from 1893 to 1931. A *Minnesota Daily* story about Klaeber written in 1926 began: "At 12 o'clock almost any night a light can be seen coming from beneath the door of an office on the second floor of Folwell Hall . . ."

In *A Goodly Fellowship*, Mary Ellen Chase wrote about Klaeber: "He had no sense of grades . . . and once when he had accorded my one perfect paper a C and I remonstrated with him, he looked at me vaguely with his small blue eyes and said, 'Why do you mind? Those letters,

they are nothing.'"

Robert Penn Warren, professor of English from 1942 to 1951, the first U.S. poet laureate and a three-time Pulitzer Prize winner, had his office in room 215 of Folwell. The *Minnesota Daily* reported in 1945: "Since coming here, Warren has been the idol of a growing cult of devotees. Students say he makes them understand literature like never before." Warren left the University in 1951 to join the faculty at Yale University as a professor of playwriting.

"We should hang plaques outside of Folwell's offices listing previous occupants, especially those who have gained some distinction," says Weiss. "Our students think of this place as an old barn and have no idea of how much tradition is connected with this building, and the important people who have been here over time."

FOLWELL TODAY

Weiss is currently Folwell's longest-term resident. "In 1959 I had just gotten my Ph.D. at the University of Wisconsin, and this was my first job," he says. "And from the way things look, it probably will be my last."

Folwell has changed "drastically, and not at all," according to Weiss. "There's still a lot of the old Folwell here. At the same time, many people who were here in the fifties would have difficulty recognizing it."

Departments have moved around within the building and some, such as the English and mathematics departments, have moved to other buildings. "One of the clear indications of this University's growth is that more offices and fewer classrooms are here," says Weiss.

In 1907 Folwell had 27 offices and 43 classrooms; today there are 132 offices for staff, faculty, and graduate student assistants, and 23 classrooms.

"We complain about changes in aesthetics, but not many professors complain about converting class-

rooms into professorial offices or other space for our use," says Robert Scott, professor of speech-communication and a Folwell resident since 1957. "Our complaints have been quite selective."

THE GHOSTS OF FOLWELL

No one has heard chains rattling in the walls or ghostly footsteps on the marble floors, but Folwell has housed some interesting characters.

One English professor, unhappy with standard University-issue furniture, hired a decorator from a department store to refurnish her office, and then presented the University with the bill. "Fortunately, [the store] has a generous return policy," says Weiss, "and the University was not out any money."

Weiss recalls when workers installed an elevator several years ago. They had to use office space to build the shaft, but left the old door frames and room numbers intact until most of the work was completed. Weiss came upon a student standing in front of what had been a professor's office and was now the

elevator shaft. The student glanced up at the room number, then gazed down into the deep black hole and asked, "Where did Professor Floripe go?"

Others recall the Spanish professor who could be found almost anytime in the third-floor restroom brushing and flossing his teeth. And the young faculty members who crawled through the transoms over the doors (long since removed for security reasons) when they'd forgotten their office keys.

"I taught my very first class in Folwell in a classroom right next to the German department office," says Weiss. "At that time, the department chair and our only secretary didn't get along with each other, and they always fought. My class started at 8:00 a.m. At 8:15 the chair would arrive, and at 8:20 we would hear arguing. I had to talk louder and louder, but the students were much more interested in what was going on next door."

Student pranksters once put up a sign in front of Folwell proclaiming "For Sale by Owner. Inquire Within."

"These are the ghosts of Folwell Hall," says Weiss.

FLORA AND FAUNA

Frank Akehurst, professor of French and Italian, is most fond of the two chestnut trees outside the south entrance. A native of England, Akehurst waxes nostalgic about the chestnut tree. He recalls a game called conkers (British slang for chestnuts) that is very popular among English schoolchildren. You make a hole through the nut, thread a twelve-to-fourteen-inch string through the hole and knot it at the bottom, and, winding the string around the fingers of one hand, you hold the conker between two fingers and then let it bang against someone else's conker. "You have three goes at trying to break it," explains Akehurst, "and then you have to hold yours up for somebody else to hit. Eventually one of them shatters. In the fall England's schoolyards are littered with chestnut pieces." Akehurst has tried to entice fellow Brits on the faculty into a game of conkers, but to no avail.



Professors George Shapiro, left, Frank Akehurst, center, and Gerhard Weiss in the German Department library. The regents' symbol is carved into the fireplace mantel.

The chestnut tree also looms large in literature. "In Proust there is quite a lot of talk about the great chestnut tree," says Akehurst, "so if you're teaching Proust, especially in May or early June, you can ask your students what a chestnut tree looks like, and they won't know. 'Look out the window,' you'll say. 'There's one right there.' And they're always amazed." For many years Folwell's two chestnut trees were the only ones in Minnesota.

Missing from Folwell's exterior, oddly enough, is ivy. "I could have sworn it had ivy," says one professor. It did for a time, but the ivy was removed more than 30 years ago to reduce maintenance costs.

MONKEYS, PORCUPINES,
AND PIGS, OH MY!

In addition to plant life, there is some animal lore attached to Folwell.

George Shapiro, professor of speech-communication, recalls a voice scientist in his department who taught voice anatomy and physiology. The professor was given a dead monkey by his zookeeper brother for demonstrating the voice mechanism to students. He placed the monkey's corpse on Folwell's parapet for storage, then promptly forgot about it. The following August, maintenance personnel were inspecting Folwell's roof and discovered the monkey's bones, which had been stripped clean by birds. With the faculty gone on summer vacation, no one was around to identify the remains. So the maintenance workers notified University police, who thought someone had abandoned a baby on the roof and briefly listed the case as a homicide.

A professor of classical and Near Eastern studies swears he's seen a porcupine crawl into a hole near Folwell's south entrance, but the sighting is unsubstantiated.

Many years ago Ernest Bormann,



"Students
who learned
German on
the north side
had a slight
diesel accent."

professor of speech-communication, wrote *Ode to a Pig* to commemorate a pet he had as a young man in South Dakota. Shapiro was so taken with Bormann's poem that he presented him with a large plaster pig, bedecked in bright red bow, that now resides in the speech department conference room. Noticing a visitor's bemused expression at this story, Shapiro (himself a native South Dakotan) proffers, "I suppose it's kind of a colonial thing."

CAT ON A HOT TILE ROOF

Folwell becomes unbearably hot in the summer, say the people who work there. Before air-conditioning was installed in several offices, secretaries had permission to leave work if the temperature reached 90 degrees. "The faculty, of course, stay," says

Akehurst. "We're gluttons for punishment." Akehurst used to install his own window air conditioner each spring and take it out in the fall. "Last year I got a nasty note from somebody saying my air conditioner spoiled the historic look of Folwell Hall and I must remove it," says Akehurst. "Ray Wakefield [professor of German] got the same nasty note but he persuaded them to let him keep his air conditioner because he's got computers in his office. So spoiling the look of the building was okay for computers. But to save me from 100 degree heat? No way."

Plans are under way to air-condition seventeen classrooms in Folwell. It requires installing window air conditioners, but lest anyone worry about aesthetics, all units will be on the building's south side, so Folwell's facade will remain undisturbed from University Avenue.

For many years no classrooms have been on Folwell's north side because the University Avenue traffic is too noisy, and it used to be even worse. "Before the freeway was built, all the traffic was right out here," says Weiss. "So students who learned German on the north side had a slight diesel accent."

"The rule at the University," says Elizabeth Grundner, classroom coordinator, "is if you want ventilation, you open the window. If you want acoustics, you close the window."

THE NATIONAL REGISTER

Folwell is listed on the National Register of Historic Places as part of the University's historic district, which is listed as the "vicinity of University and Fifteenth Avenues Southeast and Pillsbury Drive" and encompasses about a dozen of the campus's oldest buildings. According to Susan Roth of the state historic preservation office, these buildings were nominated as a district because the "architectural styles they represent were popular during the period, [and] they represent some of the earliest development of the campus."



OUR TOWN



"I find very contemporary buildings on college campuses wrong," says Scott, who has informally deemed Folwell the best college building in the United States. "That stems I'm sure from my ivy college image of

what a campus should be. So buildings I would find quite pleasing in another context, I do not like on campus."

Scott especially relishes Folwell's long hallways. "I equate them to village streets," he says. "I see more of my colleagues in this building than

one would in an office tower where you have very truncated hallways and an elevator. Most people don't chat in elevators. If they do, they don't lose themselves in conversation because the thing gets to your floor and you have to get off. I suppose you might ride up and down for a

half hour, but that doesn't happen often, whereas in Folwell you can stop in the hall and talk for ten minutes, maybe longer."

CULTURE SHOCK

Senior faculty members lament a new campus culture that has resulted in a loss of small-town camaraderie. "Years ago the Folwell Hall faculty would come together once a week for lunch in the classics department," says Weiss. "That would be impossible today. We would have to find a very large restaurant to accommodate all of us. Anyway, nobody is around much anymore. In those days, faculty came in the morning and stayed until late afternoon. Not to come in on a certain day was considered improper."



A FOLWELL FACELIFT

Phase I: During the summer of 1987, the radiators on the north side of Folwell were converted from steam to hot water at a cost of \$213,518. "I don't miss those explosive radiators," says Akehurst. "Not that they ever actually exploded, but they hissed and banged. Tremendous cracks."

Phase II: During the summer of 1990, Folwell underwent extensive remodeling, much to the discomfort

of its residents, who spent the entire summer toiling under a cloud of dust. Asbestos was removed from the building at a cost of \$213,000, and under a single contract totalling \$1.5 million, the following work was done:

- Radiators on the south side of the building were converted from steam to hot water;

- Fire doors were installed in all of the corridors;

- Several classrooms were upgraded and some rooms remodeled;

- Men's and women's wheelchair-accessible bathrooms were installed;

- Two new offices were created on the fourth floor from previously unfinished space;

- New ceilings were installed in all corridors;

- Electrical power and lighting were upgraded;

- A fire sprinkler system was installed and the fire alarm upgraded; and

- Air-conditioning was installed in certain rooms.

The faculty cannot fault the installation of safety features such as a sprinkler system and fire doors, though they do bemoan the loss of Folwell's sweeping hallways. In an effort to maintain the uninterrupted vista, the contractor installed mirrors over the fire doors, which give the illusion of a continuous corridor.

Before installing new lights in the corridors, physical planning personnel attempted to locate photographs of the building's original fixtures. Because none could be found, how-

FOLWELL RESIDENTS—1907

- Alumni magazine
- Astronomy
- Dean's office
- French
- German
- German museum
- Gopher yearbook
- Greek
- Janitors' room
- Latin
- Literary societies
- Mathematics
- Minnesota Daily*
- Oratory
- Pedagogy
- Philology
- Philosophy
- Post office
- Psychology
- Rhetoric
- Scandinavian
- Scandinavian museum
- Spanish

FOLWELL RESIDENTS—1991

- Center for Ancient Studies
- Center for Dutch Studies
- Classical and Near Eastern studies
- Classical civilization program
- Comparative literature
- East Asian studies
- Finnish studies
- French and Italian
- German
- Language Center
- Scandinavian studies
- Spanish and Portuguese
- Speech-Communication

ever, the University hired a company to design fixtures appropriate to a turn-of-the-century building.

A REAL GUSHER

On May 22, 1990, workers were filtering the oil in Folwell's elevator when one of the oil lines popped, spewing approximately 50 gallons of hydraulic oil onto the basement floor. The spill posed no danger to human health, and the *Minnesota Daily* reported that no seabirds were harmed.

THESE ARE THE GOOD OLD DAYS

While other departments and administrative offices have come and gone in Folwell, the language departments have remained, and most faculty say that, despite Folwell's ups and downs, they wouldn't consider moving to another building.

"Folwell is a house with a long tradition, and one can still sense the presence of generations of professors and students who came through here," says Weiss. "It's a building that is not yet so sterile and hygienic that the human aspect has been lost. We curse the stairs and complain about the

heat, but they are in a way very wonderful. I relish the contact with people from many disciplines, the brilliant and not-so-brilliant colleagues. I can think of few buildings where there is an uninterrupted tradition of the humanities since 1907."

THE LIFE
and TIMES
of the
URBAN TREE

*Only mother nature
can make a tree, but in the city, people can do
plenty to keep it from growing*

Written and photographed by Bjørn Sletto





AN URBAN FOREST UNDER SIEGE—that's what University arborist Steve Laursen sees when he looks out of his St. Paul office window. Nationwide, as many as 300,000 wooded acres are lost to urbanization each year—the equivalent of 600 football fields of trees every day.

For the trees that survive the onslaught of civilization, the trouble has yet to begin. Laursen's description of the pitfalls of urban tree life makes it surprising that any city trees ever make it past their sapling stage. "Cities are simply too hot for many trees," says Laursen, an urban forestry specialist who doubles as state program leader for natural resources and assistant professor in the Minnesota Extension Service. "Concrete and asphalt absorb sun energy and produce heat islands—isolated pockets where the temperature can be up to nine degrees hotter than in the surrounding countryside," he says. In July, downtown Minneapolis is, on an average, seven degrees warmer than the farmland only twenty-odd miles away.

Like people, trees need more liquids on hotter days, but city sidewalks, streets, and other paved areas may prevent adequate moisture from reaching their roots. And even when moisture seeps down through the concrete, trees often can't make the best use of it because their root systems have been so disfigured by their adverse environment. In the worst cases, city tree roots are slowly being suffocated, by rocks, bricks, concrete slabs—even remnants of other trees. Trees search in vain for nutrients, absorbing pollutants from discarded paint cans and oil spills. "The soil in cities is very disturbed and infertile," says Laursen. "It certainly doesn't create a favorable environment."

In some cities, trees live an average of only seven years, and those that perish are often not replaced. In fact, only one new seedling is planted for every

mature urban tree that dies in the United States.

Today environmentalists, city planners, and arborists, firmly united in a passion for trees and a belief that trees improve our environment, are busily planting a new generation of hardier, more diverse species.

In Minnesota, the first major breakthrough in the urban tree crusade began in the 1970s when the Minneapolis forestry department successfully rallied to combat the disastrous dutch elm disease. Half of the city's elms were saved from destruction by



this uniquely ambitious urban forestry program. The stricken elms have been replaced by 60,000 trees of more than 30 species—mostly oak, maple, ash, ginkgo (a hardy Chinese import), and linden.



SAVING CITY TREES offers a significant payback: Trees slash utility bills.

A recent study found that mobile homes in oak woodlands need 75 percent less air conditioning in the summer than mobile homes in open areas. Another study estimated that if trees shaded half of the air-conditioned homes in Minneapolis, power used to cool these homes would decrease 27 to 36 percent a year. Come winter, tree shelters around homes can reduce heating demands in the north central United States by up to 25 percent.

Urban forests have less tangible benefits as well. They fulfill a deep human need for greenery, for a connection to the natural world. Numerous studies have demonstrated the psychological benefits of urban forests. At a Pennsylvania hospital, for exam-

ple, surgical patients whose rooms offered a view of trees had fewer headaches and less nausea, used fewer painkillers, had fewer complications, and were ultimately released sooner than patients who were relegated to rooms with a view of a brick wall.

Trees lessen the impact of wind, glare, rain, and snow. They are efficient sound barriers, reducing city noise by up to fifteen decibels, while in return contributing the cheerful sounds of rustling leaves and singing birds. They also filter pollutants from the air. In one growing season alone, a large maple tree removes 10 grams of cadmium, 20 grams of chromium, 900 grams of lead, and 130 grams of nickel from the air we breathe.



STILL, ALL THESE BENEFITS PALE beside urban forests' contribution to the battle against global warming. As every child learns in science class, trees use carbon dioxide to produce oxygen. The sheer volume, however, is hard to fathom: A very large

shade tree can produce 3.8 pounds of oxygen per hour while extracting 5.1 pounds of carbon dioxide from the atmosphere. And because they reduce the use of electricity—by far the greatest single source of carbon dioxide emissions in the United States—city trees are fifteen times more efficient in combating global warming than their country cousins. Last year the Minnesota Shade Tree Advisory Committee completed a report for the legislature, including a comprehensive plan for greater state involvement in planting and maintaining urban and community forests throughout Minnesota. “We hope this report will make the legislature understand the value of urban forests for energy conservation, environmental quality, and community development,” says Laursen, one of several University researchers who served on the committee. “I believe that state investment should be proportional to the value of forests for cities and communities. In the past, the state’s investment simply wasn’t great enough.”



BRANCHING OUT



THE UNIVERSITY HAS LONG been a leader in tree research. Researchers at the Minnesota Landscape Arboretum are pioneers in several aspects of arboreal horticulture, while faculty members in the plant pathology

department have conducted groundbreaking studies on a number of tree diseases. Urban planners, tree specialists, and the lumber industry use the information to choose tree varieties for planting.

At the Landscape Arboretum, the focus is on developing tree varieties suitable for life in the cold northern part of the United States. Researchers study seedlings' tolerance for cold weather and cross trees to develop new varieties. The arboretum has developed two new varieties of cold climate maples and is currently breeding different species of Asiatic maple, says horticulture professor Harold Pillett. Using a specially designed freezer, researchers can slowly lower the temperature to determine the critical point at which a species will succumb to cold.

Urban trees are harmed by compaction of the soil that is caused by pavement, heavy machines, and buildings. Arboretum researchers are developing ways to compact soil in growing chambers so they can determine which tree varieties are most likely to survive city-compacted soil.

Fighting disease is a growing area of University

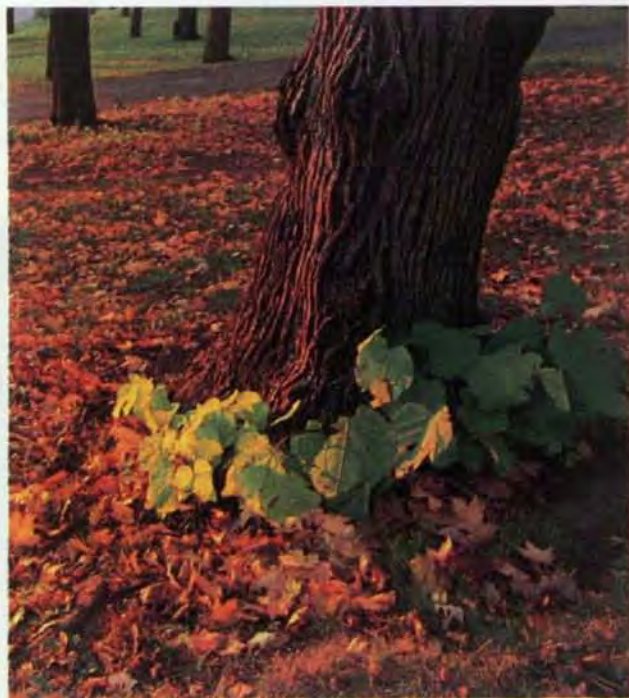
research. David French, professor of plant pathology and forest resources, is nationally known for his research on oak wilt. Another malady that deserves more attention than it has received so far, oak wilt is killing thousands of trees across the eastern half of the United States every year. In Anoka County, Minnesota, more than 100,000 oaks are dead, leaving more than 5,000 acres barren. Caused by a fungus that blocks the tree's ability to transport water, the disease spreads mainly among the roots of neighboring trees and, to a lesser degree, via spores carried by tiny beetles. The disease is exacerbated by the urban environment,

where trees are often wounded by construction, trimming, and even vandalism, simplifying access for beetle-borne spores.

Despite the depressing statistics, in sheer deadliness oak wilt plays second fiddle to ash yellow, a plight inflicted by an organism that disrupts the tree's ability to process food materials. A mostly neglected but nonetheless deadly disease, ash yellow has decimated ash populations in some states.

According to French, who is one of the few authorities on ash yellow, the plague is now poised to invade Minnesota.

Compared to this extremely contagious disease, oak wilt is relatively easy to contain. French has discovered ways to split oak root systems, which can help stop the fungus from reaching healthy trees. He is also developing a fungicide that could become the last resort for trees that do become infected. ◀



Reallocation: the Next Chapter

The Board of Regents approves

University President Nils Hasselmo's reallocation plan

By • Teresa • Scalzo

"Pretty good" may be an insightful commentary on Minnesota's characteristic modesty, but it doesn't capture the kind of quality that Minnesota needs in college and university graduates, in research enterprises, and in the application of new knowledge through community outreach.

—UNIVERSITY PRESIDENT NILS HASSELMO IN HIS REALLOCATION PROPOSAL TO THE BOARD OF REGENTS

THE UNIVERSITY OF MINNESOTA Board of Regents voted in March to approve President Nils Hasselmo's proposal to reallocate \$58 million over the next five years.

The 10-2 vote was the culmination of an extensive review process that came to a head last summer when the state commissioner of finance told University administrators not to ask for additional funding in the next two years (about \$500 million is appropriated annually by the legislature) and to justify those funds already allocated to it.

In October 1990 President Hasselmo instructed each unit of the University to review its current programs and make suggestions for reallocation using the following criteria: quality, centrality, comparative advantage, demand, efficiency, and effectiveness. In January he presented his reallocation proposal to the Board of Regents, which held two open meetings on the issue before making its decision. As approved by the regents, the plan will move \$21 million *across* colleges and units, and \$37 million *within* colleges and units.

From the outset, President Hasselmo has stressed that the entire University system is undergoing review for the primary purpose of improving quality. One immediate priority is to increase the University's overall five-year graduation rate, which, at 28 percent, is the lowest in the Big Ten. Only 8 percent of freshmen graduate in four years. "I believe we have too long hidden, swept under the rug, the quality question," President Hasselmo told a Rochester audience in January. "It's been assumed we can just pack the students into our institutions and somehow mysteriously have them come out with a quality education in a timely fashion. It just isn't that way."

Part of the problem, if it can be called such, is that 87 percent of the state's high school graduates seek postsecondary education within five years. Minnesota ranks 41st nationally in the amount spent per postsecondary student, but sixth in per-capita spending on higher education. Thus, Minnesotans are spending a lot of money overall, but it must be disbursed among many students at many colleges. President Hasselmo has termed this the "silent crisis," and his plan to remedy the dilemma at the University involves tightening the belt of some units and allocating additional funds to others.

The single largest budget cut is to central administration and its service and operations units, which are contributing \$9 million to the pool of funds that will be shifted to academic and academic support activities.

The College of Liberal Arts (CLA) is receiving a \$4.5 million budget increase and is reallocating almost \$5 million internally. Acting Dean Craig Swan in collaboration with the faculty has created an Agenda for Action outlining three major interrelated goals.

One is to improve or maintain the quality of already strong departments. The economics department, for example, is regarded as among the best in the country, but is seriously understaffed. "We have twenty economics faculty for an enormous number of students, so

The Fundamental Goal: Improving the Quality of the University of Minnesota

- To preserve high quality in the University's faculty and staff.
- To preserve the University's physical assets.
- To raise the quality of instruction and student support.
- To provide better access to the University.
- To continue high growth in research.
- To increase technology transfer and outreach.

SOURCE: Letter to the Board of Regents from President Nils Hasselmo, January 9, 1991

REALLOCATION PROPOSALS

NET INCREASES

College of Liberal Arts	\$4,500,000
Institute of Technology	3,000,000
Duluth campus	1,000,000
Morris campus	500,000
Carlson School of Management	400,000
College of Pharmacy	250,000
School of Public Health	500,000
Minnesota Extension Service and Experiment Stations	1,500,000
University Libraries	1,000,000
Biomedical Engineering	500,000
College of Biological Sciences	200,000
Special systemwide initiatives*	7,560,000
Total	\$20,910,000

NET DECREASES

Central administration	\$8,950,000
Waseca campus	6,430,000
Health Sciences	600,000
General College	510,000
College of Education	1,880,000
Continuing Education and Extension	1,760,000
Graduate School	210,000
Colleges of Agriculture, Natural Resources, and Human Ecology	370,000
University College	60,000
Special state appropriations	140,000
Total	\$20,910,000

INTERNAL REALLOCATIONS

College of Liberal Arts	\$4,740,000
Institute of Technology	4,890,000
Duluth campus	4,080,000
Morris campus	1,150,000
Crookston campus	680,000
Carlson School of Management	1,430,000
Health Sciences	8,800,000
Colleges of Agriculture, Natural Resources, and Human Ecology	5,740,000
University Libraries	1,360,000
College of Biological Sciences	1,090,000
Law School	250,000
College of Architecture and Landscape Architecture	240,000
Humphrey Institute of Public Affairs	140,000
Information Services	1,200,000
Student Affairs	1,130,000
Graduate School	30,000
Total	\$36,950,000

*These University-wide initiatives will receive funding beyond that provided in individual colleges: undergraduate and K-12 initiatives, minority recruitment and retention, research and technology transfer, international education, and intercampus telecommunications serving greater Minnesota.

many of the courses are taught by graduate students," says Russell Menard, CLA acting associate dean. "The graduate students are very good, but part of our agreement with that department is if we hire more faculty, they must do more teaching. And they are very enthusiastic about that."

The second goal is to strengthen undergraduate education by improving student/faculty ratios, updating laboratory equipment, and reducing class size. "Students will have to work harder as a result of this," says Menard, who is a history professor. "I can't assign many papers in a class of 500, but if I have half that number, I can demand more from the students."

The college's third goal—to increase diversity among faculty, staff, and students—is shared by the entire University. Efforts in CLA include establishing a research fellow program that will identify promising minority faculty early in their careers and provide them with an environment in which to develop as scholars; seeking funds to establish a Center for the Study of Multiculturalism to ensure that issues of diversity have a central place in the University's research and teaching agendas; implementing the recommendation of the CLA Student Retention Task Force to increase faculty and departmental involvement in retention issues; strengthening the Martin Luther King program; and increasing the number of faculty of color.

Other units slated to receive increases over the next five years include the Institute of Technology (which together with CLA handles more than 60 percent of all Twin Cities undergraduates), the Duluth and Morris campuses, and the University libraries.

While reallocation proposals are not new at the University (former President Kenneth Keller began the current process with his Commitment to Focus plan), they are usually controversial. "In one way or another, this University has been involved in reallocation—and sometimes retrenchment—for two full decades," President Hasselmo told the regents. "If there were any easy decisions, they were made years ago."

Among the tough recommendations in his plan were closing the Waseca campus, the dental hygiene program on the Duluth campus, and University public radio station KUOM.

The debate over these and other proposed changes raged for several months throughout Minnesota and focused primarily on the fate of the Waseca campus. The campus—with an annual budget of \$6.4 million—will close in June 1992.

Waseca, which opened in 1953 as an alternative high school for farm kids, became part of the University system in 1971. It is now Waseca's fourth-largest employer with approximately 200 employees. Most of its students are from the surrounding community, and 82 percent of

the 1988-89 graduating class remained in Minnesota.

Many critics say closing Waseca is an affront to agriculture, but University administrators say that isn't the case. Indeed, the reallocation plan calls for a \$1.5 million funding increase for the Minnesota Extension Service and the Agricultural Experiment Station. "This is a rural issue, but not in the context of a bias or a discrimination against rural people," says Regent Mary Page of Olivia, Minnesota. "It's a rural issue because of the diminishing rural population. The numbers just aren't there [to support the Waseca campus]."

Waseca, which offers a two-year technical degree in seventeen agricultural and agribusiness programs, has experienced a 19 percent drop in enrollment during the last ten years due in part to the farm crisis. Fourteen of its programs are offered at other state institutions located within 35 miles of the Waseca campus, including Mankato State University and technical colleges at Mankato, Albert Lea, and Faribault. But Thomas Lindahl, acting chancellor at Waseca, believes the curriculum wasn't fairly assessed by the administration. Lindahl, who used to teach in the Minnesota technical college system, says he came to Waseca because it offers a "full combination of arts and sciences along with a technical program."

Lindahl's primary concern now, however, is that the University help staff and faculty adjust to impending career changes and possibly uprooting their homes and families. President Hasselmo has said that the University will honor the tenure and contracts of all faculty and staff affected by the reallocation, and will assist with retraining and job placement. Transition centers are operating on the Waseca and Twin Cities campuses for this purpose. Waseca will stay open through June 1992 to allow the approximately 800 students currently enrolled full time to graduate. Those who do not complete their studies by that time will be able to transfer to the St. Paul campus.

Other reasons cited for closing the campus were low graduation rates (at 22 percent for a five-year average, they are the lowest in the University system) and the high cost of instruction. According to figures released by University administrators, it cost \$9,725 to educate a

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student at Waseca in 1991 compared to \$5,657 in the Twin Cities, \$5,713 in Morris, \$5,881 in Duluth, and \$8,471 in Crookston. (Crookston is currently a two-year college with 1,300 students; plans are under way to convert it by 1995 to a four-year college offering bachelor's degree programs in agriculture, natural resources, and liberal arts.)

President Hasselmo regrets that throughout the reallocation discussion process, the focus has been on elimination and cuts. "The *increases* of resources that we propose are directly dependent on the *decreases* of resources in other programs," he told the regents. "This is a balanced budget proposal. If we do not deduct, we can't add."

HOW FAST CHANGES CAN BE implemented at the University depends now on the outcome of the legislative session in late May. "Money is going to drive this thing," says Ed Foster, academic affairs associate vice president for planning and educational policy. "But President Hasselmo has been very firm in saying that budget cuts won't derail reallocation."

Despite the state budget crisis, University administrators are encouraged by the support for reallocation that they've received from faculty, legislators, and alumni. Recent public opinion polls show that most Minnesotans realize the University cannot be all things to all people, and, along with all state institutions of higher learning, it must focus on those students it can best serve.

Editors at the *Daily Dispatch* in Brainerd observed the following: "When there are 64 institutions of higher education in the state and about 55 of them are two-year schools, it makes you wonder if there isn't unneeded duplication in programs and administration. There's no reason that every town with a fire hall has to have a university, community college, or technical college. Leaders . . . must work together. They should remember that their mission is to ensure good postsecondary education, not to perpetuate the glory of their respective systems." ◀

Students Teaching the

Using their Indiana farm family as a model for cooperative learning, sibling University researchers David and Roger Johnson know that kids learn more when they help each other • BY AMY WARD

Johnson & Johnson Way

IT USED TO BE that if you talked to the kid at the next desk, you spent an hour after school writing a one-sentence repentance on the blackboard. Your creative ability was only brought into play later, when you had to explain to your mother why you were late. • Times change. If you were in a progressive elementary school now, you probably could talk, even argue, with impunity. And your mother would still be at work when you got home from school. • These two seemingly unrelated facts of a student's day are directly linked in the work of brothers David and Roger Johnson of the University of Minnesota. Roger T. Johnson is a professor of curriculum and instruction; David W. Johnson is a professor of educational psychology.

With the collapse of the traditional nuclear family (one with a full-time mother at home) and the emergence of a permanent underclass, more and more children find themselves virtually unsupported in their schoolwork. Kids go home alone to the companionship of a television set. When parents—often just one—do get home, they may not have enough energy left to get supper and do the laundry, let alone take an interest in the child's homework. Whether or not the child succeeds at school is left solely up to the child. The poor self-esteem that results from the lack of parental atten-

tion shows up quickly in school performance. But the Johnson brothers have found a way to help. Their model for cooperative learning is known to educators all over the world.

Cooperative learning students work together to solve problems and understand new concepts. Although students putting their heads together doesn't sound like an educational revolution, it may well amount to just that.

In the past, traditional study groups became hierarchical almost effortlessly. The brightest kids laid their hands on the computer keyboard or formaldehyde-flavored fish while the

average students made runs to the copier and Coke machine. When kids did work together it was only in a superficial sense. And since students, only human after all, often function on a just-get-by basis, the truth about group projects may have surfaced only at test time.

In the cooperative learning group the Johnsons espouse, the group works toward a consensus. Ideally, when the group has completed its task, each student can explain the facts, concepts, or methods used to arrive at the answer and agree that the solution is indeed correct. By adherence to this deceptively simple principle, the responsibility for learning—formerly the province of the individual student—is now shared by each individual and the group as a whole. It is this inseparability of group and individual success that distinguishes cooperative learning from traditional methods.

Students working alone can be relatively passive, merely memorizing facts to recall later. But students working cooperatively must share facts, resources, and problem-solving strategies. They not only need to get the answer, they need to know how they got it. Most importantly, they challenge each other's work. Because they have to be able to explain their work, there is a dramatic shift from student-



Roger and David Johnson

as-drone to an active learner who must both ask and answer questions.

The Johnsons are quick to point out that it isn't reaching consensus but working toward it that is crucial. "The weakest group I can think of would be one that always reaches a quick consensus without discussion," says Roger. "As a teacher, I want discussion, elaboration, argument. I want every relevant thing on a topic to come out . . . After awhile, students know that part of their

strength is that . . . they have different talents and skills. They begin to think, 'Put us together and we can conquer anything.'"

David and Roger Johnson are themselves engaged in cooperative learning. And they are perhaps the only people who do not find it unusual that adult siblings are in academic research together. "Siblings often zip off in different directions," says Roger. "David and I certainly did. I went into

teaching. David went into social psychology. He came here from Columbia, while I was still stirring up trouble at Berkeley." On a visit to Minnesota in the 1960s, Roger realized that their work was inherently connected. "The kinds of things David's discipline had studied for years—how people should meet and interact—were the kinds of things I needed desperately to understand as a teacher. In the beginning we thought we would

start with student-student interactions and then go on to other things. We've been working at it ever since and probably always will."

Sharing their work was nothing new. Their particular model of cooperative learning (there are other proponents of different models) is an outgrowth of their family. Seven children grew up on the family farm near Muncie, Indiana, says Roger, "in the era when there were family meals . . . There was no TV—it was knee to knee, eye to eye, have conversation, talk to each other, process." Not to mention the farm chores.

Johnson and Johnson's cooperative learning results are impressive because students are tested individually. According to their meta-analysis (in which the results of many studies are reduced to a single analysis) of 323 studies involving cooperative learning, when cooperative learning methods are used achievement goes up. "More kids learn more material," says Roger. "They remember it longer. They've dealt with it at a higher cognitive level."

Interestingly, the fact that kids learn more and better through cooperative learning may be only a fringe benefit. The real payoff, say the Johnsons, may be in the students' relationships to themselves and to the world around them.

COOPERATIVE learning starts with a three- to five-member base group. And it is the base group that picks up the ball that the modern family has dropped. This alliance (ideally as long as the academic year) gives students personal as well as academic support. Base groups are designed to cross the boundaries of academic achievement, economic class, social cliques, and race. Their members often form friendships that last beyond the group activity.

The Johnsons have found that stu-

dents become friends because of the shared experience of working together. And the Johnsons find it difficult, and perhaps meaningless, to make a clear distinction between the socialization and the learning that take place within a group. But it may be that the socialization is key to students' success because it raises self-esteem. Students

membership in the school must be promoted through social bonding and attachment to teachers and classmates. Without attachment it is easy to say, 'I do not care' and to believe that others 'do not care about me.' It is then a short step to not coming to school at all."

Although most teachers are aware of cooperative learning (it has been endorsed by the National Council of Teachers of Math, the Association for the Advancement of Science, and the state of California), it is still preached more than practiced. Most students still learn via competitive and individualistic means. "It's hard to change a setting that for 40 years has been geared to keep kids separate and quiet, a setting that teaches that sharing is cheating, and identifies the top 10 percent of the people in the class by giving them As," says Roger.

ACCORDING TO the Johnsons, there are three paths to knowledge, the difference between them defined by the degree of self-interest they generate. In *individualistic* learning—such as an independent study project—students work alone. Their work has no effect on others' results and is not affected by the results of others. In a *competitive* learning setup where students are graded on a curve, there can be a decidedly negative link between an individual student's success and the success of his or her classmates.

That is, a student who excels skews the curve upward, making higher marks harder for others to earn. In *cooperative* learning, the individual student's work is not finished until each member of the group has effectively learned the material. The success of the individual is directly affected by the success of the group.

"Cooperation is a natural tendency of a gregarious species like the human," says Roger. "Competition is something that we learn. It's an alter-

"The weakest group I can think of would be one that always reaches a quick consensus without discussion. As a teacher, I want discussion, elaboration, argument."

with low self-esteem are known to be at higher risk of poor academic performance and of dropping out.

"Attending school . . . comes primarily from the heart, not the head," the Johnsons write in a poignant passage from just one of a multitude of published works. "It is caring and committed relationships that keep students in school. Students must believe that they belong. They must believe that their friends are in school. Students'

native to cooperation when there are scarce resources . . . Or people can be individualistic and not worry about one another. That's the universe. There are only three possibilities."

"We have conducted a number of research studies to try to show where competitive or individualistic methods [work] better with [various] school subjects," says David. "We have found that you can never do worse with cooperation, and usually you do better."

The more complex the material and the more you need long-term retention, the Johnsons say, the better cooperative methods work. Cooperation ties with competitive and individualistic methods in routine tasks such as spelling and vocabulary drills. "If you dump 2,000 marbles on the floor, children will do better at picking them up if they are competing," says David.

The Johnsons stop short of saying competitive and individualistic learning should never be used. "But when 85 to 95 percent of kids surveyed admit to cheating in school, competition has gone wrong," notes David. "In the sixties, when we started on this, everyone said that competition builds character. No one says that now." The Johnsons recommend that 60 to 70 percent of the school day be spent using cooperative learning methods and 20 to 30 percent using competitive or individualistic methods.

The most obvious objection to cooperative learning is that high achievers are slowed down as they coach other students. But the meta-analysis contradicts this assumption. "The brightest kids are the ones who gain the most advantage by cooperative work, at least initially," says Roger, "because they are doing most of the explaining and elaborating [practicing active learning skills, which raises the achievement of the speaker]." High achievers also stand to benefit from new friendships and the resulting

increase in self-esteem, which does not necessarily correspond to grade points. Test results show that cooperative learners not only like themselves more, they like the material more.

In an apparent paradox, cooperative effort enhances individuality. "If you want to build strong individuals, give people lots of truly cooperative experi-

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ences,” says Roger. “And if you want to do severe damage to people, keep them separate from one another for long periods of time.”

IT'S PUZZLING to the Johnsons why a society teaches kids to learn competitively and then sends them to corporations like IBM to be on project teams. “The idea that being isolated as a learner is good for adult life is strange,” says Roger.

“About 90 percent of adult life is lived in relationship to other people; in a marriage, family, or friendship; in a work group; in a community, in a world. What we need to do is give kids lots of practice at communicating with other kids . . . at building trust that allows people to be honest with one another, at resolving conflict so that they walk away closer rather than more distant. That's a very nice little set of life skills. And they don't happen by keeping kids separate and disconnected for years.”

Exactly why cooperative learning works is a matter of much pleasurable conjecture on the part of the Johnson team. They do know that the group-to-individual transfer of learning does not occur without positive interdependence. That is, each member of the group realizes that his or her individual success depends upon the success of the others in the group. And they do know that students working together use higher-level learning strategies than they do when they're working alone. But the bottom line may be that in cooperative learning there is a greater risk of fun.

“They feel more positive about the material and they feel more positive about themselves,” notes Roger. And they make friendships that last outside the group setting. Which, to the Johnson brothers, is not bad, all in all, considering that geometry and spelling have to be done anyway. Just like the chores they did with their grandfather every morning before walking to school.

“There was no way you could live on a farm and not cooperate,” says Roger. “And no way you could be one of seven children and not cooperate.”

Now perhaps this message can be more universally applied. We know you can educate kids without cooperative learning. The question posed to other researchers by the Johnson brothers is this: Why would you? ◀

HEY THERE, YOU IN THE CLASS OF '41



**It's time for your golden get together.
So come celebrate in the golden days of a Minnesota fall.
October 11, 12, and 13, 1991**

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Membership Survey Completed

BY VICKI STAVIG

THE MEMBERSHIP Committee of the Minnesota Alumni Association (MAA) took the first step in developing a long-range plan to increase membership and improve association programs. If you want to know what alumni think about the association and its programs, the committee said, ask them. And last fall it did, in a telephone survey of more than 900 current and former members—and alumni who have never been members—throughout the country.

The purpose of the survey, says Susan Casey, MAA director of membership and marketing, was to chart a course for the association that would make it more responsive to alumni.

"The fact that only 17 percent of those who attended the Twin Cities campus choose to support the University through membership suggests that we're not doing a good job of explaining who we are and what we do. Or it says that we're not giving alumni what they expect from MAA membership," says Casey. The association had 34,747 members as of March 1, 1991.

The association had some specific questions: Why had current members joined the MAA? Why did previous members let their memberships lapse? Why have some alumni never joined? How do alumni identify with the University? Which programs and benefits are most important to alumni in deciding whether to join or to remain members?

Chaired by Janie Mayeron, '73 and '76, the fourteen-member Membership Committee, made up of marketing, advertising, and public relations professionals, began meeting in February 1990. Before developing its sur-



"We will try to plot out a realistic game plan for growth."

vey, the group contacted 21 comparable alumni associations throughout the country to identify the critical elements of success in those associations. "We then used what we had learned from them to develop questions for our survey," says Casey.

The most critical objective of the study was to identify programs and benefits that would be most important in the decision to become and remain an MAA member. The committee discovered that alumni view the MAA as a source of two different—but not incompatible—types of benefits, intangible and tangible. Intangible benefits include feelings of loyalty, identification with the University, support of the University, and the sense of giving

something back. Tangible benefits include access to the campus libraries, the alumni tour program, and added-value benefits such as discounts.

The committee also learned that certain alumni are more likely to respond to intangible benefits while others seem to prefer the tangible advantages of membership. Alumni who graduated before 1970 and those who live outside the seven-county metropolitan area said they would join to express loyalty and to enjoy the intangible benefits of membership. Those who graduated after 1970 and those who live in the seven-county metropolitan area said they would join for tangible benefits.

Many nonmembers said they would join out of loyalty to the University or a desire to give something back. Says Casey, "Being an MAA member allows alumni to demonstrate their loyalty in a meaningful way that makes a real difference in the present and future of the University. Because these alumni don't join—or join and fail to renew their membership—the connection between the MAA and loyalty doesn't seem to be getting through." The committee is exploring better ways to communicate what the MAA is and does in support of the University.

One of the most important benefits that current and former members and alumni who had never been members wished for was a discount on continu-

ing education, which the association staff is now pursuing. "It would be a wonderful benefit," says Casey, "because it's anchored on why we're here." The staff is also looking at discounts on athletic and cultural events, which many alumni said they would like.

The survey yielded some other interesting information:

- The more advanced the degree they earned, the more likely alumni were to be MAA members.

- Almost 37 percent of former members and those who have never been members believed they were mem-

bers of the alumni association. Most of them had made donations of \$100 or more to their college or school. "This confirms what we suspected," says Casey. "Because donors receive *Minnesota* magazine under an arrangement between the MAA and the University of Minnesota Foundation, and because *Minnesota* is one of the most visible benefits of membership, they are understandably confused about their status. There's a clear message here that we need to do a better job of explaining that membership is different from being a donor—and that membership supports

important programs not supported by University fund-raising."


- The least frequently cited reasons for joining the MAA were specific association programs, with two notable exceptions: student scholarships and student mentoring programs. "I think alumni are telling us that they would like to see more of their support channeled into programs that help students," says Casey. "Although the MAA supports numerous scholarship and mentoring programs, there is room for improvement."

- Living outside the state and not being able to use MAA benefits was cited frequently as a reason for dropping a membership or failing to join. "One of our goals is to offer more and better programs and benefits to alumni living outside the Twin Cities," says Casey. "We're looking at continuing education formats that don't depend on living in the metro area."

- When asked what they would be willing to pay for the programs and benefits that are important to them, 18 percent of current members, 14 percent of former members, and 10 percent of those who had never been members said they would be willing to pay \$25 to \$45; 25 percent of current members, 19 percent of former members, and 21 percent of those who had never been members said they would pay \$46 or more.

Alumni were also asked what they thought about how the University contacts them. "The MAA calls and says, 'Please join,'" says Casey. "Then the Foundation calls and says, 'Please give.' Some of the colleges are also contacting alumni directly. People said they would prefer just one contact."

The Membership Committee is using the survey results to develop action plans aimed at improving MAA programs and its methods of reaching members. "These findings will help us target our marketing efforts more closely," says Casey. "By promoting the right message to specific alumni audiences who are most likely to join, we hope to reduce promotion expense and increase response. We will try to plot out a realistic game plan for growth based on what we heard, then decide what we will do each year to meet that goal."



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Dollars and Sense

ONE QUESTION that both prospective students and alumni frequently ask me is this: "What is the cost of tuition at the 'U' these days?" Before I give them the dollars-and-cents answer, I generally say that the University of Minnesota offers Dayton Hudson education at Target prices.

Almost without exception, alums can recall the tuition they paid, and nearly all of them recount what a "buy" their education was—whether they paid \$60.60 a year in 1931, \$180 in 1951, or \$399 in 1971.

The University of Minnesota is still one of the best educational values around. In 1990-91 a full-time, resident undergraduate paid \$2,237 in tuition and \$348 in fees. While the total cost of \$2,585 per year is sizable, it's a bargain in comparison with many other educational opportunities in Minnesota and across the United States.

Within Minnesota, the typical bill for resident undergraduate tuition and fees in 1990-91 was \$15,160 at Carleton, \$11,200 at St. Olaf, \$10,700 at Hamline, \$7,320 at St. Thomas, \$2,042 at St. Cloud State, and \$1,976 at Mankato State.

Among the nation's most elite private institutions, 1990-91 tuition was \$16,300 at Yale, \$14,450 at Harvard-Radcliffe, and \$14,280 at Stanford. Among the nation's premiere public institutions, 1990-91 resident tuition was \$3,978 at Penn State, \$3,346 at the University of Michigan, and \$2,678 at the University of California at Berkeley. (For nonresidents, 1990-91 tuition ranged from \$8,374 to \$11,874 at those schools.) At the University of Wisconsin-Madison, which is a reciprocity institution with the University of Minnesota, tuition is nearly identical to ours.

I recognize that comparing private and public institutions, or even public institutions among states, can be like com-

paring apples and oranges, but financial comparisons are relevant because every day prospective students must weigh the cost and rewards of higher education as they decide which institution to attend.

With the price tag for four years of tuition alone ranging from \$8,000 to \$65,000, students and their families, no matter what their financial status, face difficult financial decisions. For the average family with more than one child, paying for higher education is an enormous financial burden. Ideally, families can solve the dilemma by saving for college from the day their children are born, but this is more fantasy than reality.

For most students and their families, the cost of higher education encompasses both the personal burden of savings-depletion, loans, and college employment and the institutional burden of scholarships, work-study aid, and grants. Those burdens are not likely to get lighter.

The cost of higher education continues to rise, with little letup in sight. Last year, the average University of Minnesota tuition increase was 9 percent. This year, with the state of Minnesota—and consequently all state higher education—facing deep budget cuts, Gov. Arne Carlson is recommending undergraduate tuition increases at all state public schools based on the rate of inflation. University President Nils Hasselmo says it is premature to speculate on whether Minnesota students will be asked to pay a larger share of their instructional costs. (Currently, the state



Margaret Sughrue Carlson is executive director of the alumni association

subsidizes two-thirds of a student's instructional costs.) "I believe there is consensus that we will not balance the budget on the backs of students," says Hasselmo.

Scholarships are going to be more important to students than ever. One of President Hasselmo's primary fund-raising goals is to increase scholarships—available to students on the basis of both need and merit—as well as special aid for minority students.

From a personal standpoint, I know the importance of scholarship aid. I grew up in a large family, and three of my four brothers and sisters and I were in college at the same time. I remember my elation when I received a \$150 scholarship from an extension service group in both my junior and senior years of college, when tuition was \$104 a semester at Kansas State University. When I was completing my Ph.D. in educational administration and public policy at the University of Minnesota, I received a \$2,000 grant from the American Home Economics Association, and I valued this support as both a financial and an emotional endorsement of my abilities. The scholarship kept me going when I hit hard times with my dissertation, as all grad students do. Even today I think about those organizations that sponsored my scholarships and how lucky I was.

A University of Minnesota education is still a great investment. Alumni who help sponsor student scholarships will earn an even greater return on that investment.

By Margaret Sughrue Carlson

A Rewarding Year

BY THE TIME YOU read this column I will be ending my year as national president of the Minnesota Alumni Association. I feel fortunate that I had the opportunity to head the association when we were once again able to make substantive progress in our programs and efforts and have refined our goals and objectives to give maximum support to the University.

It's been a particularly meaningful year for me and for the association. We began by undertaking the most ambitious reorganization plan in our 87-year history. We reduced the size of our national board of directors and streamlined our organization in order to make the best use of our resources. By focusing our resources more clearly, we have begun to improve service to all our alumni members, particularly those who live outside the Twin Cities metropolitan area. We have targeted eleven Minnesota cities for increased alumni activity. Our priorities have also included reactivating five Minnesota chapters, strengthening our current chapters, and establishing collaborative partnerships within the University to carry out other outreach activities.

For many organizations, a major reorganization would take the entire year with little else accomplished. But we also undertook the most complete and extensive survey of association membership in our history. In February the national board unanimously endorsed President Nils Hasselmo's reallocation and restructuring plan to improve the quality of undergraduate education at the University. And several times this spring our Legislative Network was called on to lobby legislators on behalf of the University.

Of all our accomplishments, I am most pleased with the progress we have made in our University Issues Committee as we studied the issue of diversity and pluralism

and the role the alumni association can play.

As we gathered information on the issue, it became apparent that the alumni association needs to better address diversity and pluralism within its own structure and programming. It's imperative that we take a look at ourselves and ask, "Are we truly reflective of the University and representative of all its graduates?" I would answer that at this time we are not, but we can be. From our staff to our alumni societies, chapters, national board, and committees, we need to be a much more open, representative, and inviting organization. I think that means taking a look at our mission, at who it is we say we are, as well as what we are going to do.

As the committee looked at diversity and pluralism, we were struck by the number of internal University committees that had already studied the issue and produced reports with remarkably similar recommendations. I believe that the alumni association needs to take a stand and strongly encourage the University as an institution to act upon those recommendations to improve the recruitment and retention of faculty and students of color and to create a more pluralistic campus environment.

Perhaps the most informative and challenging aspect of our work has been our discussions with members of the minority community who are alumni, staff of the University's African American, Chicano/Latino, Asian/Pacific American, and American Indian learning resource centers, personnel from the



**Sue Bennett is
national president of the
alumni association**

K-12 school systems, University administrators, and members of the broader community. My personal thanks to Dennis Cabral, Anne Wade, Maxine Gaines, Jose Montes, Mae Gaskins, Ron Otterson, John Printz, Cathy Wong, Roger Buffalohead, and all those who talked with us about the barriers to recruiting and retaining minority students and faculty.

It is my hope that the alumni association national board will act upon the University Issues

Committee's recommendations and make major, significant, and long-term efforts to establish minority scholarships and mentoring programs.

I am pleased that August Wilson is our annual meeting speaker this year and that we have established a \$10,000 endowment for a scholarship in his honor. The scholarship will be based on achievement as well as creativity and involvement in the community and, at his request, will be awarded to a black student who is studying literary criticism and/or dramaturgy.

If loyalty is indeed one of the keys to alumni membership and support for the University, as recent studies suggest, it is most important that we do everything we can to foster a sense of community and help improve the educational experience for all students. All our efforts suggest that our future—both in terms of growth of association membership and support for the University—depends on how well we succeed.

Thank you for the privilege of serving as your national president.

By Sue Bennett

EDITED BY TERESA SCALZO

COLLEGE OF AGRICULTURE

'67 **John Lim** of Eau Claire, Wisconsin, has been awarded \$254,000 from the National Science Foundation to continue his studies on unstable genes in the chromosomes of fruit flies. Lim is professor of biology at the University of Wisconsin-Eau Claire.

GENERAL COLLEGE

'68 **Carl Diem** of Minneapolis has been promoted to vice president of marketing support from analyst at Cray Research.

'78 **Nancy Schuster** of Altoona, Wisconsin, has been named to the State Superintendent's Advisory Council on Gifted Education. Schuster is an education outreach specialist at the University of Wisconsin-Eau Claire.

GRADUATE SCHOOL

'34 **George Gibson** of Midland, Texas, was profiled recently in the *Midland Reporter-Telegram*. Gibson was captain of the 1928 Minnesota Gophers, a two-way starting guard, and an all-American at his position. He was player-coach of the Minneapolis Red Jackets and the Frankford Yellow Jackets in the 1930s before leaving football to earn a doctorate in geology. He taught and coached at Carleton College before joining Mobil Exploration in 1938.

'53 **Richard K. Nelson** of Bloomington, Minnesota, has been promoted to principal scientist at Cray Research, where he has worked since 1973 when he became the first employee in Cray's software division.

'56 **Jean'ne Shreeve** of Moscow, Idaho, has been reelected Region VI director of the American Chemical Society. Shreeve is associate vice president for research, dean of the graduate school, and professor of chemistry at the University of Idaho.

'64 **Sheldon Simon** of Tempe, Arizona, has been appointed to the Gordon Paul Smith Endowed Chair in International Policy Studies at the Monterey Institute of International Studies. Simon is professor of political science at Arizona State University.

'65 **Helen Cost** of Royal Oak, Michigan, has been elected to a three-year term as director for the Society of Automotive Engineers. Cost is a senior engineer in interior systems engineering with Chrysler Corporation.

'70 **Delvin Eberlein** of Altoona, Wisconsin, has been promoted to vice president of technology from a senior electrical engineer at Cray Research.

'74 **Mark Lundstrom** of Lafayette, Indiana, has been appointed assistant dean of engineering for alumni and industrial relations at Purdue University, where he is professor of electrical engineering.

'76 **Marcellus Grace** of New Orleans has been appointed to the advisory council of the U.S. Department of Health and Human Services' National Heart, Lung, and Blood Institute. Grace is dean and professor of pharmacy administration at Xavier University of Louisiana.

'76 **Edward Mack** of Minneapolis has been appointed institutional research director at Metropolitan State University.

'80 **Susan Grotevant** of Austin, Texas, has been named director of budget and planning for the office of the vice president for student affairs at the University of Minnesota. Grotevant was previously deputy insurance commissioner for the Texas State Board of Insurance.

'81 **Marcia Gibson** of Lincoln Park, Michigan, has been appointed skills assessment facilitator at Eastern Michigan University's Center for Organizational Risk Reduction. Gibson was previously a consulting counselor at the Detroit College of Business.

'83 **Philip Engblom** of Stillwater, Minnesota, has been named Benedict Distinguished Visiting Professor of Asian Studies at Carleton College in Northfield, Minnesota. Engblom also will direct Carleton's India studies program.

'90 **Patrick Howard** of Jackson, Michigan, has joined the General Electric Research and Development Center as an electrical engineer in the advanced technology development program.

'90 **Ravi Rajamani** of Schenectady, New York, has joined the General Electric Research and Development Center as an electrical engineer.

'90 **Barbara Reynolds** of Nashville, Tennessee, has been appointed dean of the School of Nursing at Tennessee Technological University.

LAW SCHOOL

'52 **Robert Kommerstad** of Pasadena, California, has been reelected national president of Big Brothers/Big Sisters of America. Kommerstad is chair of Provident Investment Counsel.

'60 **Roy Dean** of Sarasota, Florida, has been elected to the Children's Home board of directors. Dean is a partner of Holland & Knight law firm.

'73 **Steven Thorne** of Stillwater, Minnesota, has been named state director of the Minnesota chapter of the Nature Conservancy, a nonprofit

international organization dedicated to protecting lands and habitat of biological importance. Thorne was previously deputy commissioner of the Minnesota Department of Natural Resources.

'74 **Michael Freeman** of Richfield, Minnesota, was guest speaker at Metropolitan State University's winter commencement. A former state senator, Freeman is Hennepin County attorney.

'74 **Diana Murphy** of Minneapolis has been elected to the University of Minnesota Foundation board of trustees. Murphy is a U.S. district judge and a regent of St. John's University.

'82 **Lloyd Tubman** of Flemington, New Jersey, has been elected counsel at Pitney, Hardin, Kipp & Szuch. Tubman practices real estate law, specializing in zoning, land use, and environmental permits.

'86 **Rolf Sponheim** of St. Paul has joined Messerli & Kramer as an associate practicing in business litigation. Sponheim was assistant Stearns County attorney from 1989 to 1990.

COLLEGE OF LIBERAL ARTS

'53 **Jocelyn Martin Hurd** of Sudbury, Massachusetts, has received the Golden Poet Award for 1990 from the World of Poetry Organization. Hurd was also one of eleven poets laureate selected by the organization from 37,000 entries submitted worldwide.

'63 **Dennis McGrath** of St. Paul has been appointed executive vice president of Shandwick North America, the parent company of Mona Meyer & McGrath (MM&M). McGrath will remain president of MM&M.

'66 **Irwin Feller** of State College, Pennsylvania, has been named director of the Pennsylvania State University Graduate School Program of Public Policy and Administration. Feller is professor of economics and director of Penn State's Institute for Policy Research and Evaluation.

'74 **Patricia Hunter** of Minneapolis has been named the 1990 Metropolitan State University Master of Management and Administration Outstanding Student. Hunter, who is a reference assistant at the Minneapolis Public Library, developed a method for testing English-language reading abilities that is now used in adult education classes in the Minneapolis and St. Paul school districts.

'82 **Sandra O'Hehir** of Edina, Minnesota, has joined Citicorp Select Investments as an investment consultant. O'Hehir was previously an investment consultant and financial representative in California and Florida.

'64 **David Buzzelli** of Point Huron, Michigan, has been awarded the Canada Medal from the Canadian section of the Society of Chemical Industry. Buzzelli is vice president and corporate director of environment, health, and safety for Dow Chemical Company.

'65 **Jacqueline Jeffrey** of New York City has been elected to the board of directors of the New York Road Runners Club, which sponsors local road races and track events. Jeffrey is marketing director for the management consulting division of Coopers & Lybrand.

'78 **Bruce McClintick** of Midland, Michigan, has been promoted to business process engineering manager from economic evaluator/controller at Dow Corning.

'81 **John Myers** of Green Bay, Wisconsin, has received a first-place award in the 1990 Software Development Competition of the Concrete Reinforcing Steel Institute. Myers is a structural engineer for Somerville Associates.

'85 **Vera Trueblood** of Detroit was featured recently in *Ebony* magazine as one of ten achievers under age 30 who beat the odds to success. Trueblood, who is a design-development engineer at Chrysler Corporation, is responsible for the "art-to-parts" development of the 1991 Chrysler minivan and received the 1989

Chairman's Award for shaving 30 weeks off the new-car development process.

DEATHS

Clayton T. Beecham, '32, Sunbury-Danville, Pennsylvania, January 11, 1991. Beecham discovered in 1954 that metastatic choriocarcinoma, a uniformly fatal malignancy arising out of pregnancy, responded to nitrogen mustard—the first successful recorded chemical cure for cancer. For 25 years Beecham was professor of gynecology-obstetrics at Temple University Medical School, where he organized and ran the gynecology oncology section, the first in Philadelphia. After leaving Temple, Beecham was director of gynecology-obstetrics at Geisinger Medical Center until his retirement.

Hal K. Edwards, '29, Vienna, Virginia, October 13, 1990. Edwards was a retired U.S. Navy captain who served as an aviator in the Pacific during World War II aboard the *U.S.S. Langley*, the navy's first aircraft carrier. He was later assigned to the battleship *Maryland*, based at Pearl Harbor, and was aboard during the Japanese attack on December 7, 1941. Edwards's postwar assignments included duty at various navy air stations in the United States and abroad. He was awarded the Bronze Star.

Dorothy Knight Lewis, '28, Washington, D.C., October 10, 1990. Lewis was a retired teacher and principal in the Ann Arbor, Michigan, pub-

lic school system. Lewis moved to Washington in 1982 and was active in senior citizen programs at St. John's Episcopal Church in Georgetown.

Eldon Mason, '27, St. Louis, Missouri, October 4, 1990.

James K. Merrill, '53, Fargo, North Dakota, December 19, 1990. Merrill was retired president of Lutheran Social Service (LSS) of North Dakota and former director of the child welfare division of Lutheran Social Service of Minnesota. Merrill helped develop LSS's Friends, an outreach program for people coping with divorce, alcoholism, a family death, and other matters. The program was selected by President George Bush as one of his "Points of Light." Merrill also developed the Touch program, which invited disabled people into Fargo schools to interact with children.

George S. Welsh, '49, Chapel Hill, North Carolina, December 10, 1990. Welsh, professor emeritus at the University of North Carolina (UNC), was internationally recognized for his teaching and research in personality theory, assessment, and testing. Welsh, who spent 32 years on the UNC faculty before retiring in 1985, worked extensively with the Minnesota Multiphasic Personality Inventory. Welsh was honored in 1990 with the formation of the George and Alice Welsh Term Professorship in the College of Arts and Sciences to encourage and retain young faculty members at UNC.

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MAY

1ST-24TH

Gertrude Stein: The American Connection, University Art Museum, Minneapolis campus.

1ST-31ST

Mention the Unmentionables, the evolution of underwear, Goldstein Gallery, 241 McNeal Hall, St. Paul campus.

7TH

Minnesota Alumni Association Annual Meeting, with guest speaker August Wilson, 5:30 p.m., Bierman Field Athletic Building, Minneapolis campus.

16TH-19TH

Beauty and the Beast, University Theatre, 8:00 p.m. May 16-18 and 3:00 p.m. May 19, Arena Theater, Rarig Center, Minneapolis campus.

17TH

War Requiem, performed by the University Choruses, Symphony Orchestra, Chamber Orchestra, and soloists, 8:00 p.m., Northrop Auditorium, Minneapolis campus.

20TH-24TH

One-Act Play Festival, 8:00 p.m., Rarig Center, Minneapolis campus.

22ND

Symphonic Wind Ensemble with guest conductor Mallory Thomas, professor of music at the University of Southern Florida, 8:00 p.m., Northrop Auditorium, Minneapolis campus.

28TH

Doctor Faustus Lights the Lights, University Opera Theater, 8:00 p.m., Scott Hall Auditorium, Minneapolis campus.

29TH

All University Diversity Forum, 3:00 p.m., Earle Brown Continuing Education Center, St. Paul campus. For more information, call 612-624-9823.



"Fisherfolk Ballad" by Yu Meidi is among the works by Chinese folk artists living in fishing villages on Shengsi Island on view at the University Art Museum from June 10 through August 23.

31ST

60th Anniversary Celebration of the University Theatre Program, Student Awards Day, faculty/alumni reception and dinner, Rarig Center, Minneapolis campus. For more information, call Frances Mims at 612-625-4324.

JUNE

1ST-27TH

Mention the Unmentionables, the evolution of underwear, Goldstein Gallery, 241 McNeal Hall, St. Paul campus.

6TH-8TH

Medical School Alumni Reunions, classes of '31, '41, '46, '51, '61, '66, '71, and '81, Radisson Hotel Metrodome, Minneapolis campus. For more information, call 612-625-1440.

8TH

New Horizons in Minnesota Medicine seminar sponsored by the Medical School Alumni Society, Radisson Hotel Metrodome, Minneapolis campus. For more information, call 612-625-1440.

10TH-30TH

Laughter in the Palace of the Dragon: Chinese Fisherfolk Paintings, University Art Museum, Northrop Auditorium, Minneapolis campus.

15TH

Law School Alumni Breakfast, in conjunction with the Minnesota State Bar Association, 8:00 a.m., Hyatt Regency Hotel, downtown Minneapolis.

22ND-30TH

Dracula, University Theatre Centennial Showboat, 8:00 p.m. Tuesday through Saturday, 2:00 p.m. and 7:00 p.m. Sunday, no Monday performances, East River Road, Minneapolis campus.

23RD

College of Agriculture Alumni Society Picnic, 1:00 p.m. For more information, call 612-624-4589.

27TH-30TH

Feminist Theory and Music: Toward a Common Language, School of Music, Minneapolis campus. For information, contact Leslie Denny at 612-625-0727.

JULY

1ST-31ST

Laughter in the Palace of the Dragon: Chinese Fisherfolk Paintings, University Art Museum, Northrop Auditorium, Minneapolis campus.

2ND-31ST

Dracula, University Theatre Centennial Showboat, 8:00 p.m. Tuesday through Saturday, 2:00 p.m. and 7:00 p.m. Sunday, no Monday performances, East River Road, Minneapolis campus.

14TH-31ST

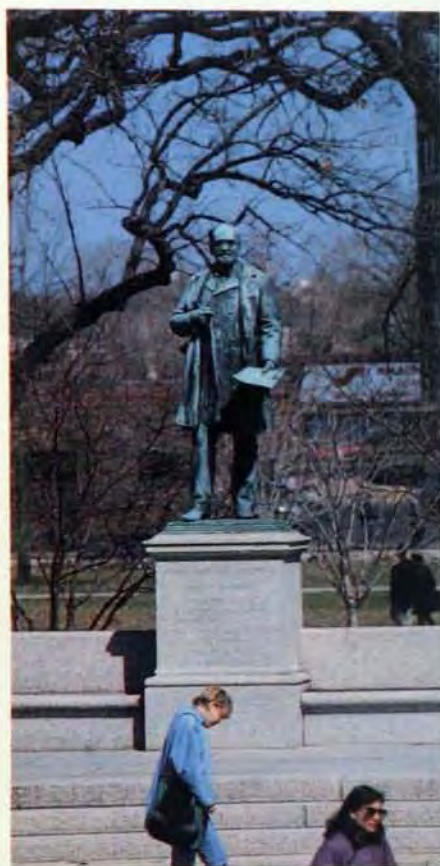
Points of Departure, Department of Design, Housing, and Apparel graduate student and alumni exhibition, Goldstein Gallery, 241 McNeal Hall, St. Paul campus.

31ST

Deadline for MAA National Volunteer of the Year nominations. For information, contact Cheryl Jones at 612-624-2323.



Show your support. The Goldstein Gallery brings underwear into the open from May 1 through June 27.



THE REGENTS VOTED in March to approve a **\$58 million reallocation plan** that includes closing the Waseca campus. The 10-2 vote came after emotional speeches from several regents. Regent Stanley Sahlstrom said he was voting with his head but had to speak from his heart. Regents Mary Schertler and David Roe voted against the plan.

"This is one of those defining moments in the history of the University of Minnesota," President Nils Hasselmo said. Besides the importance of the dollars reallocated, he said, the regents' action sends an **unmistakable signal** that the University "will stay on course to improve the quality of teaching, research, and public service."

The vote was one of the most difficult many of the regents ever faced, said Charles Casey, one of several regents with rural ties.

Robert Erickson was named senior vice president for finance and operations and started work in March. Erickson, 45, worked for Super Valu Stores from 1974 to 1989 and became vice president for market development in 1983 and vice president for corporate strategic planning in 1988. He fills the position held by **Gordon "Gus" Donhowe**, who died in January.

Large cuts in state tax support for the University are included in **Gov. Arne Carlson's budget recommendations** for 1991-93. The base budget cut for the University for next year would be \$23 million. The amount of the second-year cut is unknown, because Carlson proposes putting \$55 million in escrow for all of higher education. The escrow amount could be released by action of the 1992 legislature, and some or all of it might go to the University.

Legislative leaders "are not married to the governor's approach at all," Dave Berg of the University's Management Planning and Information Services told the Faculty Consultative Committee. But, Berg said, "I don't think we're going to hear a lot of good news this year."

"The difficult choices faced by the governor and his staff, and now the legislature, are in many ways analogous to the University's painful reallocation process," President Hasselmo wrote in a letter to the Board of Regents.

Julia Davis, associate provost at the University of South Florida (USF) in Tampa, has been named dean of the College of Liberal Arts. Davis has been at USF since 1987, serving first as dean of the College of Social and Behavioral Sciences and later as associate provost. Before that, she spent sixteen years at the University of Iowa, including five years chairing the department of speech pathology and two years as associate dean for faculty in the College of Liberal Arts. She will assume her new post in June or July.

The University Senate voted 151-12 in February to **phase out ROTC** if discrimination against gays and lesbians has not ended by June 30, 1993. In an unrelated move, the navy announced in February that it will **close the navy ROTC program** on the Twin Cities campus and at four other schools in 1996. The navy said the reductions will save \$18.5 million a year.

The Task Force on Liberal Education presented its draft report to the Twin Cities Campus Assembly in February. Task force chair John Howe said **liberal education requirements** would be for all Twin Cities campus undergraduate students. The core curriculum would include three courses in the physical and biological sciences, three in history and the social sciences, three in humanities and arts, and one in mathematical thinking. Other requirements would focus on cultural diversity, international perspectives, and citizen ethics.

University **clerical workers** voted to join the American Federation of State, County, and Municipal Employees (AFSCME). The vote was 1,149 for AFSCME, 236 for the Teamsters, and 870 for no union.

A Study in Motion

In the throws of competition, Rachel Lewis is a winner

BY BRIAN OSBERG

RACHEL LEWIS IS A STUDY IN concentration, dedicated to the sport of throwing discus and shot put great distances. She's one of the best in the country in what is a more complex, intricate sport than you might think. Perhaps that's why Lewis is a student of kinesiology, the study of human motion.

Her dedication has paid off. Lewis is the University of Minnesota's top woman thrower of all time. She's won the Big Ten discus title three times, and she placed second in the 1990 national championship. She successfully defended her Big Ten indoor title in the shot put this winter. "I wasn't really happy with my distance," says Lewis. "It was nice to win again, but I have to set my goals a lot higher."

Lewis attributes her success to University coach Lynne Anderson, who recruited her. "We work really well together," says Lewis. "With my motivation to compete and win and her motivation to excel, we're always in sync. I came here because of Lynne and coach [Gary] Wilson."

Lewis, who hails from Sioux City, Iowa, says her mother and father wanted her to go to the University of Iowa, but they didn't try to influence her decision. "They let me decide," says Lewis. "They support me a great deal. They like to come and watch, but they have never pushed me."

Coach Anderson glows with pride when she talks about Lewis. "When Rachel first came here as a freshman, she had a very good work ethic," says Anderson. "Most of the time we had to hold her back because she was used to training like they do in high school, where they just want to throw and throw. We have a plan every year, and



Shot put and discus thrower Rachel Lewis is the most successful women's thrower in Gopher history.

she has learned when to do things—weight lifting, technique adjustments on her throws."

Throws athletes "have to be self-motivated because there's a lot of loneliness, a lot of time by yourself," says Anderson. "You have to be able to think kinesthetically, know how your body feels in space, which [Lewis] does very well. You have to have an ego, which some people interpret as being selfish, but you have to feel good about yourself."

Identifying with Lewis is easy for Anderson, who threw for the University of Oregon before earning a spot on the 1976 and 1980 U.S. Olympic track and field teams in the discus. During that time she met her future

husband, Colin Anderson, who was an outstanding thrower at the University of Minnesota. He is now a high school teacher in Elk River, Minnesota, and a part-time assistant for the Gopher men's team.

As members of the 1980 U.S. Olympic team, the Andersons were unable to compete when the United States boycotted the competition in Moscow. "We were very angry," says Anderson. "I was upset because it was finally my time to make the finals. But it was much harder on Colin because he had tried so many years." Anderson joined the Gopher staff in 1981, and during her tenure

has also successfully coached javelin thrower Decia Agnew to Big Ten javelin titles in 1988 and 1990.

"There's not a better throws coach in the country than Lynne Anderson," says head coach Gary Wilson. "She demands a lot of the kids, and the kids respect her. They don't always agree with her, but that's fine. The progress that Rachel has made here over the last four years is a credit to her and a credit to Lynne."

Anderson predicts a great future for Lewis, who is only starting her throwing career. "Most throwers mature between 28 and 30," says Anderson. "She has a lot of time yet to mature physically, emotionally, and technically."

Lewis hopes to compete in the

The Art of Great Conversation



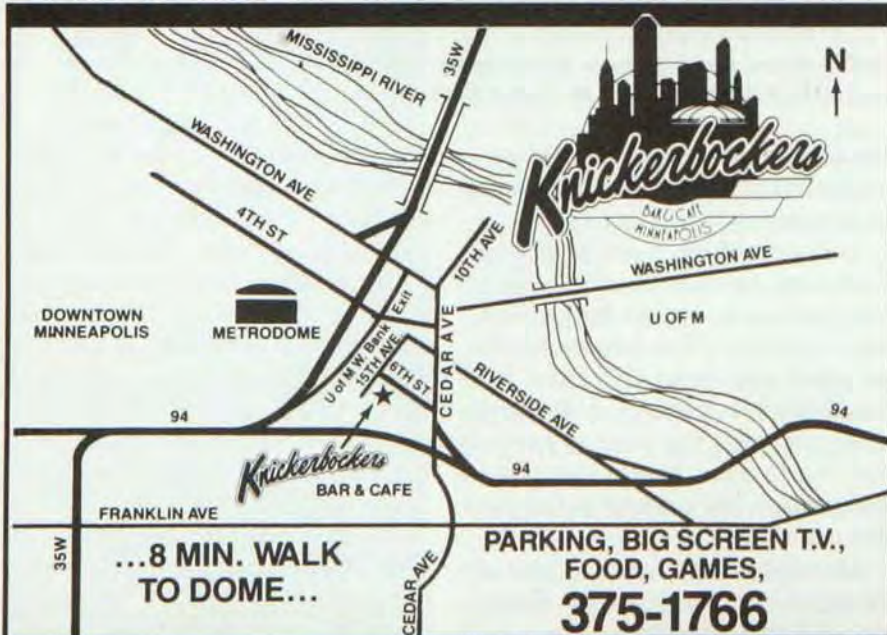
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Olympics. "My plans are to keep training until the 1996 Olympics," says Lewis. "I hope to graduate in the spring of 1992. I want to get a graduate assistant's job somewhere in track and field and study sports psychology. I would like to be a coach someday."

Despite Lewis's performance at the Big Ten indoor meet, the team finished in ninth place. But that doesn't necessarily disappoint Wilson, who is focusing more on outdoor meets because the team lacks the speed necessary for indoor competition. "We're going to be good in the spring, and we're having an excellent recruiting year," says Wilson. "But we're a year or two away from taking a run at a title. We've just got to have speed."

Recruiting should get a boost from the new campus track and field facility, which Wilson calls the best in the country. But he is concerned about the potential impact of the new NCAA reforms that reduce the number of coaches and scholarships and restrict practice time. "I'm livid about people who make decisions who haven't been in those games," says Wilson. "It would be no different than me going to the chemistry department and telling them how to run their business. The NCAA is like a family, and they can't control their sons, which are football and basketball, so they will control their daughters instead. I'd like to say, 'Yeah, it's going to kill the sport,' but it's not."

Wilson predicts that the reforms may drive athletes to participate in noneducational settings, such as athletic clubs. "We're going to have to do some major adjusting. We won't be able to recruit a Rachel Lewis because she did not have the best high school record. We'll have to go after only the best."

Wilson appreciates assistance and support from alumni. "It would be great if they could come to meets," he says. "But people aren't going to come unless you're a winner, and that's the bottom line." He invites anyone who discovers good high school athletes to give him a call. "Just say, 'Hey there's a kid here in Idaho that maybe you aren't aware of,' and we'll give them a call," says Wilson. "Then we'll sell the fact that there are not many better education situations than right here at the University of Minnesota."

Jazzman

From bebop to fusion, Ron McCurdy teaches all that jazz

BY TERESA SCALZO

RON MCCURDY CAN'T SAY NO forever. A little coaxing can usually change his mind, and that's a lucky thing for the University of Minnesota.

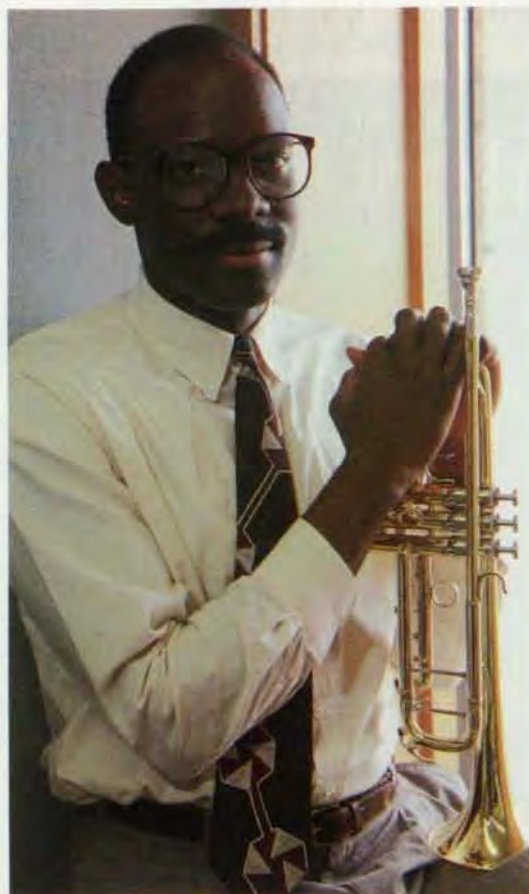
McCurdy, associate professor of music and Afro-American studies and director of jazz studies on the Twin Cities campus, turned down his first invitation to interview at the School of Music. It came shortly after Reginald Buckner, professor of Afro-American studies and music education, died in February 1989. McCurdy considers Buckner his mentor, and he wasn't interested in trying to fill his friend's shoes.

Further, as associate professor of music and coordinator of jazz studies at the University of Kansas, McCurdy had elevated the school's vocal and instrumental jazz programs to international acclaim. "I was happy at Kansas," says McCurdy, "but Paul Haack, who was one of my advisers there when I was doing my doctoral studies and now teaches at Minnesota in the music education program, called me and he really sold the University of Minnesota."

Actually, Haack made a dozen phone calls over a year and a half before he convinced McCurdy to meet with Karen Wolff, director of the School of Music, and other faculty members. And then? "I was very, very impressed," says McCurdy.

The feeling is mutual. Since joining the faculty last fall, McCurdy has added a vocal jazz component to the jazz studies degree, formed a faculty jazz ensemble, brought in local musicians—pianist Jimmy Hamilton and bassist Gary Rayner—as affiliate faculty, and laid the groundwork for the Reginald T. Buckner Lecture Recital Series program, which he wants to inaugurate next year.

The Buckner program is foremost a tribute to its namesake, who was loved



Ron McCurdy is associate professor of music and Afro-American studies and director of jazz studies on the Twin Cities campus.

and respected in academic and African American circles, but it's also a remedy for something that bothered McCurdy from the day he arrived in Minnesota.

"I was overwhelmed by the number of quality artists who come to the Twin Cities," says McCurdy, "and I was appalled by the lack of students who were hearing them perform. It was either that they were younger than 21 and couldn't get into the clubs, or they didn't have the money, or they had to work in the evenings. So I thought rather than let these

opportunities slide by, I would bring the artists here for afternoon workshops, clinics, cameo performances, and let the students ask questions. I believe the musicians would rather spend an afternoon with us than sit around in hotels all day."

McCurdy's other goals include offering certification in jazz studies for music education students and courses in the business side of music: contracts, copyright laws, hiring managers and agents, and making demonstration tapes. He thinks the University should consider offering a degree in recording engineering techniques so students can tap into opportunities afforded by area recording studios such as Paisley Park and Flyte Tyme.

McCurdy also coordinated the first University of Minnesota Invitational Jazz Festival, held in April and attended by hundreds of high school and college musicians. "We lost some wonderful jazz musicians because of the inactivity since Reginald died," says McCurdy.

"I want to get the word out that this is the place to be if you want a comprehensive experience in music, not just jazz, but in music."

Aside from his boundless enthusiasm, what students may appreciate most about McCurdy is that he doesn't just talk about jazz, he *plays*. A classically trained trumpet player, McCurdy says he'll use any excuse "to keep the horn in my face."

Over the years, he has played with some of the world's greatest jazz art-

ists, including the Count Basie orchestra. "At that time, I was still a classical trumpet player," says McCurdy, "and the one thing you learn when you play jazz is that sometimes what's written and what you actually hear are two different things. We were playing a Count Basie classic called *Little Darlin'*. I was playing all the rests and playing the gaps, and making a fool out of myself. And I was very arrogant at the time. I ended up saying to the guy next to me: 'This is the Count Basie band and these guys can't even read music.' He just looked at me and sneered. Then I realized what I had done."

A native of Belle Glade, Florida, McCurdy got his bachelor's degree at Florida A&M University. His dream was to be a high school band director. "I wanted to have my little 50-piece marching band and live happily ever after," he says. He didn't become a jazz enthusiast until he received a fellowship to do graduate work at the University of Kansas. Rather than be a "token graduate student," he says, "I decided to pursue the jazz angle, and that's what thrust me into the whole jazz scene." And then, "it was like a spark to gasoline," recalls Haack.

McCurdy began to attend jazz work-

shops and conventions. (It was at an International Association of Jazz Educators convention in 1978 that he met Buckner.) "I'm not a bashful person," says McCurdy. "If I see a person who's doing something I like, I won't hesitate to go up and say, 'I like what you're doing. Could you tell me how you do it?'"

That moxie got McCurdy connected with such jazz pedagogues as David Baker from Indiana University, Jerry Coker from the University of Tennessee, and musician/composer Jamey Aebersold. "These people took me under their wing," says McCurdy. "They saw the enthusiasm I had for music. I've found jazz musicians, all musicians, to be very giving in that regard. If they see that you're hungry, as I was and still am, they won't hesitate to help you out."

McCurdy is returning the courtesy. "I haven't spent one weekend at home since January 1," he says. When he isn't visiting his five-year-old son and wife, Clantha, who stayed in Kansas to finish her doctorate, he holds clinics at music conventions and at local high schools. A consultant and director for the Disney All-American College Band, he recently completed a thirteen-city audition tour in which more than 1,000 students competed for twenty spots. He also is a faculty member of the Jamey Aebersold Jazz Camp and a performing artist for Yamaha International Corporation.

The son of two educators (his father was a high school principal and his mother a grade school teacher), McCurdy knows the importance of education. "When Lester Young, Charlie Parker, and Dizzy Gillespie were coming up, the venue for learning the music was the nightclubs. You could walk into the Five Spot Club or the Vanguard and just listen," he says. "Today, if you're going to learn how to play the music, the venue is the classroom."

Despite his initial reluctance, McCurdy is happy he came to Minnesota, and his popularity among students and faculty is obvious. When he walks down the corridor of Ferguson Hall, a couple of students stop him to request appointments, and everyone waves or says hello.

Haack says he's enjoyed watching McCurdy develop into one of the country's top jazz educators. He talks about McCurdy's creativity, spontaneity, and energy—the very qualities that characterize great jazz.

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REVOLUTION II

Readers respond with their thoughts on revolution.

Could it happen here?

EVOLUTION NOT REVOLUTION

YOU ASKED FOUR SCHOLARS this question: Could the type of revolution that occurred in Eastern Europe and the Soviet Union happen here? I was shocked, and even dismayed, that not one of them gave "no" as the answer.

There is absolutely no parallel between Eastern Europe/the Soviet Union and the United States. There the people had lived under repressive regimes for decades, if not centuries, without democratic processes to express and implement their public will. We have had the most successful democratic government in the world for more than 200 years. Our founding fathers made it clear that there should be no need for a revolution so long as our Constitution prevails because it all was for evolutionary change.

Let the far left have a monopoly on the word *revolution* and let us be satisfied with evolution.

There are no future developments, problems, or issues that our democratic form of government could not or would not resolve to the satisfaction of the public will. Should one of our legislative bodies fail to live up to this, their membership would be greatly changed in subsequent elections.

There are some people who would like to change the public will, and when this is impossible they begin to talk about a revolution. The far left knows that a free people with secret and honest ballot boxes will never adopt their system so they are forced

to advocate a violent revolution by an armed minority. That a peaceful revolution occurred in communist countries is surprising, but the people may not yet be rid of communism.

Scholars would be far more productive if they would devote their time to developing ideas on how to improve our democratic processes so that there

would be an even higher correlation between the public will and what our federal, state, and local governments do.

I believe there are certain developments that could cause the American people to lose faith in their government and to demand revolutionary changes in it. Such developments are not, however, likely to occur. The most dangerous kind of development would be a severe depression with considerable unemployment. If our gross national product fell drastically and our level of living tumbled, that could cause a mass demand for economic and political changes that might be revolutionary in nature.

The only governmental bodies not directly subject to the public will through elections are the Supreme Court and most other courts. If the courts go overboard in finding new individual rights and ignoring society's rights, if they encroach on legislative functions, or if they begin to act like imperialistic bodies, then people may well demand a new specification of the court's responsibilities.

It is possible even in America that a legislative body will pass a law that most people do not like,

or fail to pass laws they want. Our democratic system already has remedies for this—initiative, referendum, and recall. In recent years we have seen quite a few instances where people object to the level of taxes levied by the legislative body. When enough people object, the referendum prevails.

It should also be pointed out that if



the Constitution is unsatisfactory for some reason, it can be changed by a constitutional amendment.

Of course major changes in our social, economic, and political policies will occur in the future as in the past, but they will take place under our present structure of government. Revolution or restructuring will not occur as it did in Eastern Europe and the Soviet Union. Most all Americans believe that our form of government is the best available and even the best ever conceived.

LLOYD C. HALVORSON, '39, '43
McLean, Virginia

HOPE FOR UNITED NATIONS

THE CONFLICT and tragic war in the Middle East has brought everything into sharper focus. We do seem to have the unmatched resources to fight a war, yet not the resources to provide prenatal care to all women, to house and feed all our people and train them for ever-changing job requirements, to provide affordable and quality health care for all who need it, to open the universities for all young bright people who would like to study. (Stanford, where I am working, costs more than \$21,000 for one school year.)

Revolutions happen where hopes are not being met, where social and economic justice seems to be overlooked. If this war can be a catalyst, raising the question of why Saddam Hussein is the only "hope" for so many in the Islamic world, in spite of his terror against his own people—Muslims, Kurds, Iraqi Jews, Christians, and even members of the Ba'athist party—then we would be a step closer to the truth.

Ali Baddour, a Syrian lawyer (according to *Republic of Fear*, by Samir al-Khalli), wrote: "Liberty is synonymous with sufficiency of food, clothes, housing, hygiene, of cultural consciousness, and emotional participation in the nation's problems." [Liberty is a] lofty goal for someone who has no place to live, not enough food to eat, and no hope to better himself through his own power and abilities. How violent and frightfully cruel one

can become is so apparent in South Africa, where blacks kill blacks almost daily. Alienation, being an outsider, injustice, absolute hopelessness are fermenters for revolutions, violent or gentle. We have in our own nation more and more people who feel that, no matter what they are doing, there is no hope for them. For that reason, to counter gang wars and drug addiction with more police force is not the answer. We have to learn to be more concerned and knowledgeable about the root of the problems and try to work on them, preventing so much suffering and violence.

Here in California, for example, we have had a terrible drought. We knew what kind of climate we were living in, we knew that water is more precious than gold, yet we went on to waste it. Southern California has never before restricted its use of water (though we had to in the north). We didn't give the farmer initiative to change over to a drip system (as Israel has in place), though we knew that top watering in the long run would turn all farmland sooner or later unusable. We did not invest in desalination plants to save an economy. All of this because it was more important to "make money" than to be really concerned about the future of the land and its people.

Who is suffering the most? The migrant workers, the small farmers.

Most of the parts for our sophisticated, high-tech weaponry—up to 78 percent—are produced in Japan. Do we not sufficiently educate people to do the job in our country? Do we not only have oil dependence, but also technology dependence? Did we not learn in the 1970s that we have to work on different energy sources, that we should not depend on oil for political and for environmental reasons?

It does not matter how "strong" we

Revolutions
happen where
hopes are not
being met,
where social
and economic
justice seems
to be
overlooked.

should be militarily; our inner strength is failing, and that is dangerous, leaving us vulnerable to upheaval from within, and, thus, in the future perhaps also exposed to outside threats.

Certainly, I do not have solutions. My ideal is that the United Nations should have an international force at all times, supplied by all nations, great and small. It should be the only force ever to intervene where all other communications have broken down. Thus, all nations combined could devote more energy, thought,

and ingenuity to solving global problems. We have only one earth. To preserve this for future generations, we have to learn to think globally, internationally, and to be more respectful of and knowledgeable about other cultures and ways of living. Population control will have to be addressed more seriously, since we could run out not only of space, but also of resources.

Is a revolution possible here? Sadly enough, yes, but I hope we can prevent it if we learn to address the root of each problem and really try to work on them. We owe that to future generations.

MARLENE MILLY DEEGAN
San Carlos, California

A NEW WAVE

THE PROVOCATIVE essays in *Minnesota* on revolution in America bring to mind Eric Fromm's *To Have or To Be* (1976).

In my opinion, the revolution (the new wave) has already started in the minds of a few. But changes in the collective consciousness take decades or more. Eric Fromm would say that the revolution cannot really proceed until the majority understands:

that the extreme rationalism born in the nineteenth century has alienated individuals from their own

experience of a joyous life ("from their own affect");

• that the resulting feelings of loneliness and insecurity are assuaged in many unhealthy ways, including excessive consumerism (which helps us justify war for oil);

• that the only solution is to be responsible for ourselves and not to look to the government, the entertainment industry, the medical establishment, or the corporation to "take care of us";

• that we must resolve to replace excess consumption with a concern for personal growth and joy, to be instead of to have, to experience our lives directly, not through things;

• that we must adopt the views of the ancients, wherein we live in harmony with nature and the environment, not trying to subjugate it.

These are prerequisites. There are no shortcuts to growth. People will join the revolution when they perceive the truth and believe it. But, to do this, we must first experience the disappointment of a life of excess, of the emptiness of passive entertainment, of the frustration in watching the degeneration of so much social behavior, and the failure of irresponsible government. These experiences already triggered the radicalism of the sixties.

DENNIS M. HAMMOND
Minneapolis, Minnesota

NO GOVERNMENT FOR THE PEOPLE

I AM AT A LOSS TO KNOW WHY we are so intent on having democracy for every other nation when we do not have that form of government ourselves.

The question is not whether we *will* have a revolution in the United States but whether we *should* have one. Let us first consider what a democracy is supposed to be.

According to one of our best presidents, our government should be "a government of the people, by the people, and for the people." How do we, at the present time, measure up to these goals?

A government of the people: If an individual can raise \$8 million, he/she

might just be able to be elected to the Senate of the people. Government of the people is seriously restricted, and we fail the first test of a government being a democracy.

By the people: If a citizen is a president of a failing savings and loan and can invest a few million dollars in the right place in the government by the people, it might be possible to influence certain members to make decisions to enable the savings and loan to struggle on so that additional plundering might be possible before the complete collapse of the venture.

For the people: For the mentally ill who are out on the street because institutional care was terminated when hospitals were closed for lack of funds? For the people who huddle on gratings over heat ducts to keep warm? For the countless children who are undernourished because government funds have been curtailed? For the young women who have inadequate prenatal care, resulting in premature babies and the highest infant mortality of all the industrial countries? Low standards of education, high unemployment, lack of adequate medical care for all, and especially for the elderly—the list is endless. For the people? Well, at least not for *all* the people.

In all three tests the failure to achieve the objectives is based on money: either too much or too little.

HOMER E. BROWN, '30
Willow Street, Pennsylvania

AN END TO FUTURE WARS

A U.S. PRESIDENT has the power to commit us to war. Our policy to make the world safe for democracy and oil is wrong. We cannot afford this as shown by our national debt and deficits. United Nations (UN) forces should lead the fight in future wars. Possibly the French Foreign Legion can be converted to a U.S. military unit.

U.S. politicians should be assigned to combat units when the United States is called to support UN military actions. Selection should be made by lot. Either the president or the vice president should go. One-half the Senate and one-half the House should serve. This arrangement would limit future U.S. involvement. It would save a lot of lives and money. A national referendum should easily get a majority of votes to start the program.

The world has changed enormously for the better since the Berlin Wall came down and the communists admitted the failure of their system. They cannot afford to continue paying for world revolution and need help to improve their lifestyle. Many will agree that war no longer provides economic benefits. The costs have been too great for a long time. The United States should gradually close its overseas bases—say in twenty years. Presumably the UN military force will be functioning satisfactorily by that time.

I completed my Ph.D. in chemistry in 1941 at Minnesota. My Ripon College ROTC commission as a Chemical Corps reserve officer led to four years of active duty and eight years inactive duty. My experience included large-scale testing (hundreds of tons) of many chemicals. I spent some days in a hot desert (Dugway Proving Ground, Utah) equipped with impregnated clothing (woolen underwear, socks, coveralls, hood), rubber boots, and gas mask. The mask would gradually fill with sweat. Fighting in such protective clothing would be miserable (and impossible).

A ban on chemical warfare agents is justified. Nuclear war is unthinkable and unwinnable.

I'm antiwar but not a peacenik. Written two days after the start of the war with Iraq.

C. W. HUFFMAN, '41
Glenview, Illinois



ONE SPEAKS OUT

I AGREE THAT it is important for the community to know about support for research at the University ["Six Who Succeed," March/April 1991]. This funding not only represents the national leadership of the University in scientific research, but is directly tied to other government funding such as funds that allow new developments across the campus or that support researchers in their formative years. I would like to express my concern, however—in fact, my embarrassment—that you have included me in your list of successes based on the criterion of number of dollars awarded. Would not an orientation of your reportage toward the nature of the research, its basic or clinical contributions, its outreach and significance to the broader community, or the teamwork involved in building centers of excellence be a more useful and appropriate representation of University research activities? Why not talk about what the University really does for people rather than about the external funds we bring in?

HENRY BLACKBURN, M.D.
*Mayo Professor of
 Public Health
 University of Minnesota*

TELL IT LIKE IT IS

WE READ WITH interest your editorial [In Focus, January/February 1991] and noted your comment "to tell it like it is." We are in thorough agreement and think



it would be very beneficial to the University and all concerned if published material of the future were done with candor.

ROMAN ARNOLDY, '33
Houston, Texas

TOPS IN FUND-RAISING

MINNESOTA ALUMNI and friends deserve enormous thanks for the gifts they contribute to the University, and I was delighted to see your coverage of major gift and voluntary support statistics [Campus Digest, January/February 1991]. Please allow me to briefly elaborate on the University's outstanding fund-raising success—a proud tribute to our donors.

Every year for the past twenty years, the University of Minnesota has ranked in the top twenty of all colleges and universities—

public and private—in the country for private gift support. In fifteen of those years, including 1988-89, we've been in the top ten. Gift support has grown from \$14.8 million in 1970-71 to \$105.3 million in 1989-90. These dollars directly enhance the University's ability to attract and keep the brightest minds, serve the educational needs of Minnesota citizens, and prepare our future leaders.

The University of Minnesota Foundation is always eager to recognize the generous spirit of our alumni and friends that makes our university great. Thanks for helping us salute them.

MARVIN BORMAN
*Chair of the Board
 University of Minnesota
 Foundation*

FOR THE CONSUMER JUNKIE

HAVING FREED ourselves from religious and political tyranny, we have been able also to free ourselves from want. Over the years, our private enterprise system has dramatically raised our standard of living and was the engine that enabled us to win two world wars in which our freedoms were threatened. Our free market is self-regulated by the choices we make. Goods and services not needed or wanted rarely continue to be produced. The recent so-called peaceful change in the Soviet Union is the result of the total collapse of an economy hobbled by government controls.

Now comes Roland A. Delattre to tell us in "The

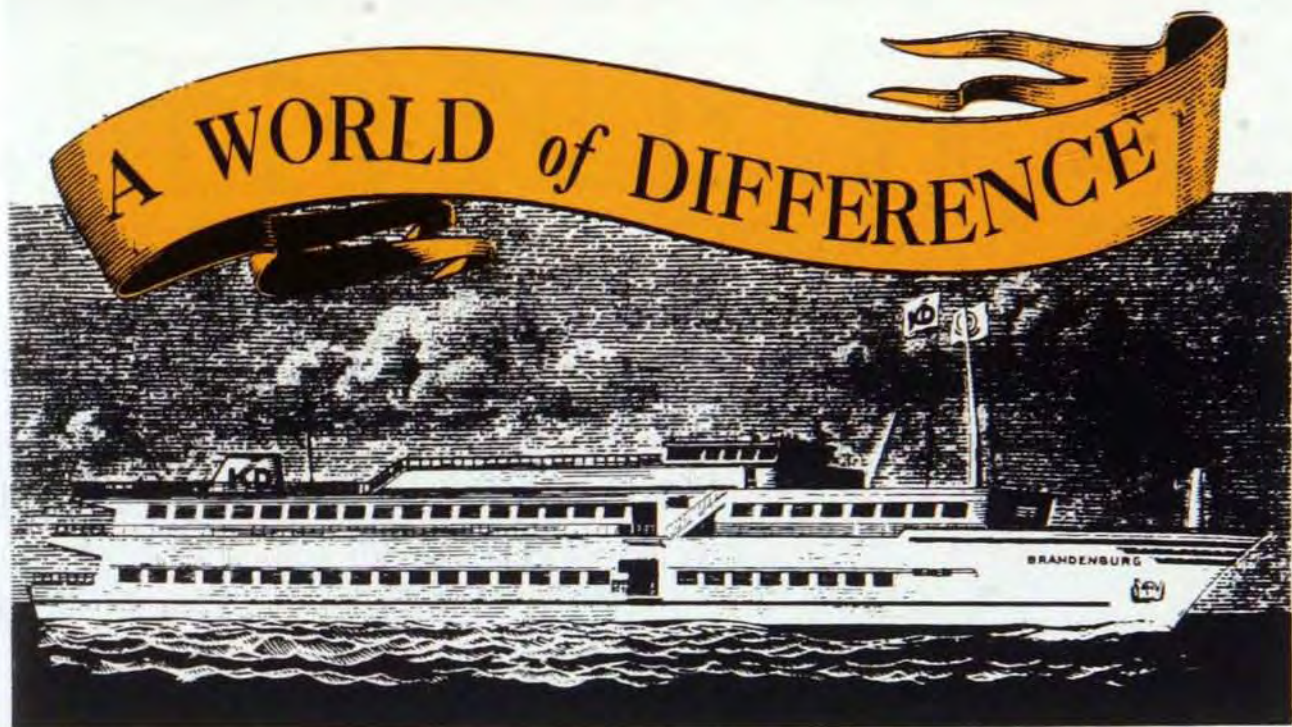
Addiction Must End" [January/February 1991] that our wonderful free-market system is generating such an "abundance" that we have become "addicted" to it and for us to "recover" we must as a revolutionary body "commit ourselves to sufficiency."

What Mr. Delattre does not seem to understand, or chooses to ignore, is that most of us are not abundance junkies. With relatively few exceptions, we are able to choose from the abundance with sobriety, and we use credit responsibly. We practice denial by saving for a rainy day, for retirement, and for the education of our offspring. A large portion of our taxes, in company with contributions to worthy causes, goes to aid the less fortunate among us. Many of us invest our savings in the start-up of small businesses, which create jobs for workers whose productivity adds to the abundance and whose consumption reduces it.

So, Mr. Delattre, be very sure that your efforts at revolution are directed at the junkies, and that you leave alone the abundance and the system that creates it. Otherwise, however gentle your revolution, it will also be insidious, like the rotting of fine fabric.

JESSIE POOLE LARSON
Queensbury, New York

Letters may be edited for style, length, and clarity. Send your letters to the editor, Minnesota, 100 Morrill Hall, 100 Church Street SE, Minneapolis, MN 55455.



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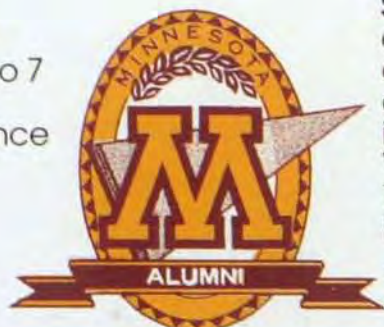
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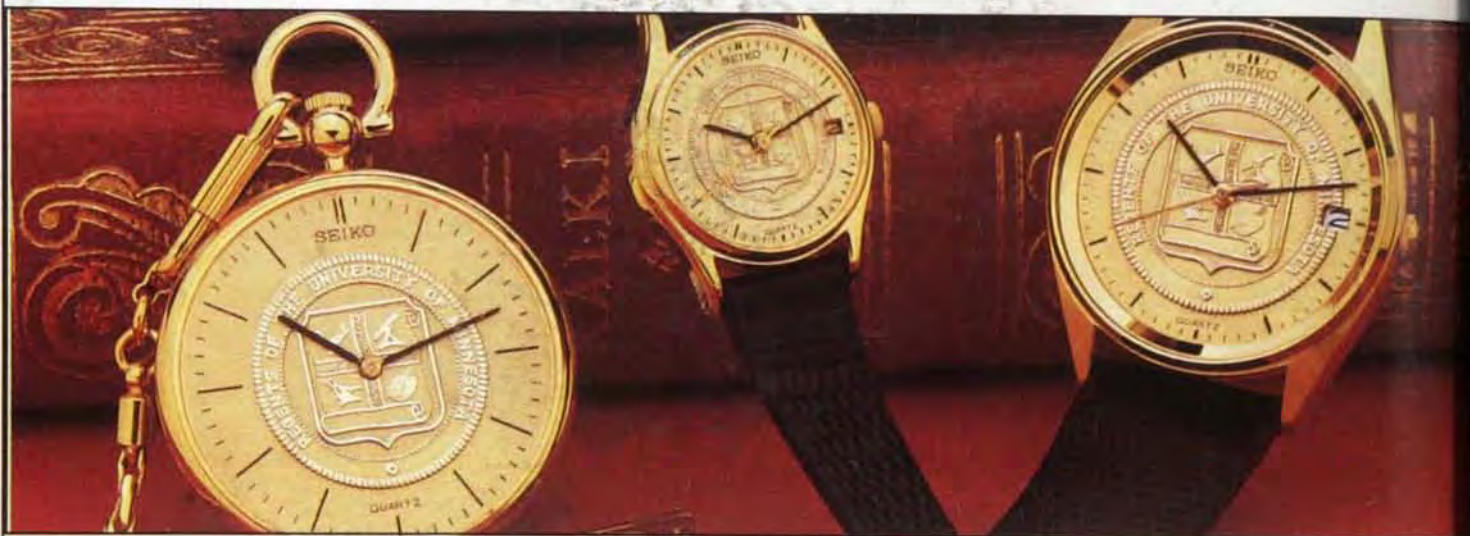
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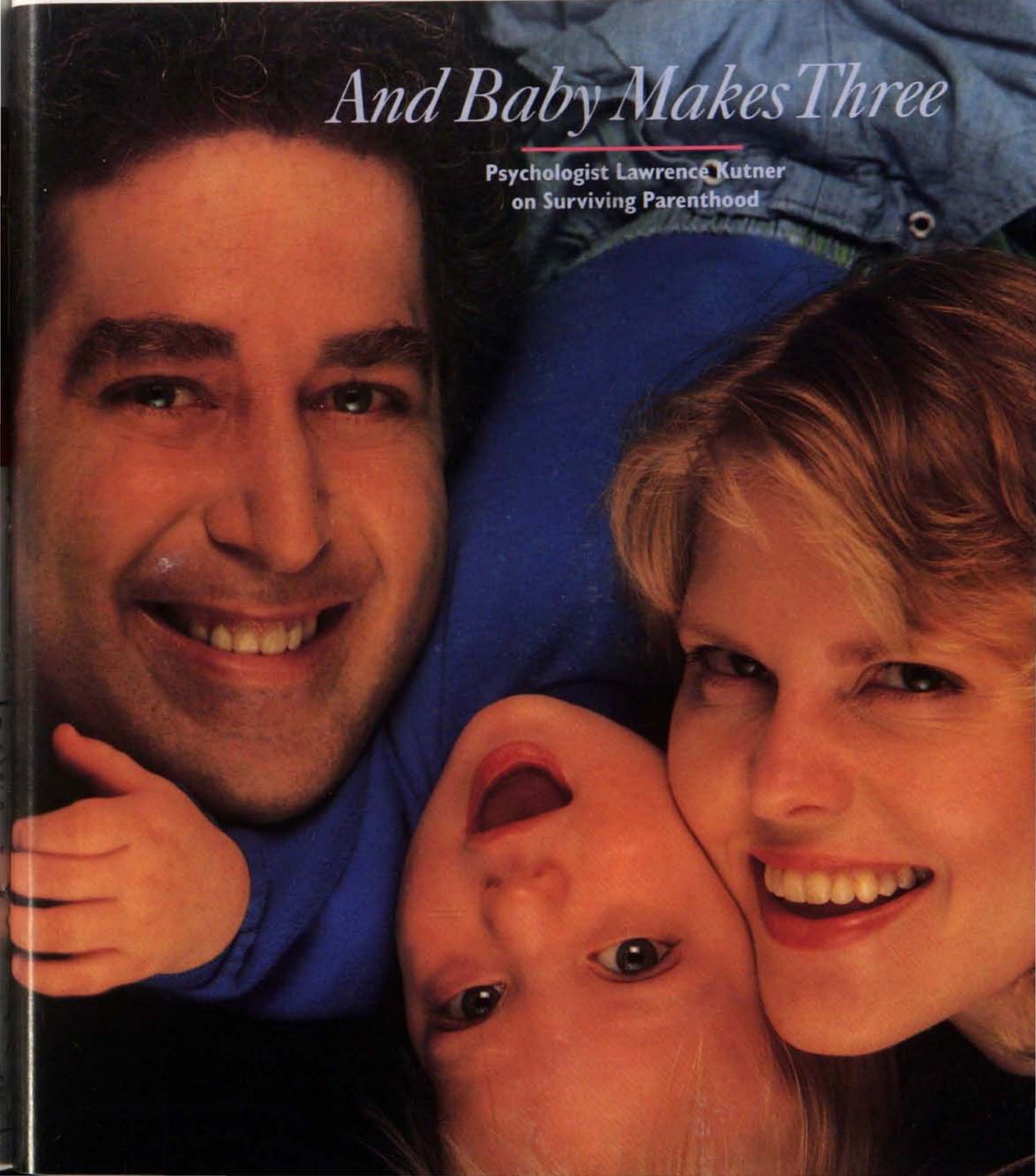
THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

MINNESOTA

JULY • AUGUST 1991

And Baby Makes Three

Psychologist Lawrence Kutner
on Surviving Parenthood



A WORLD of DIFFERENCE



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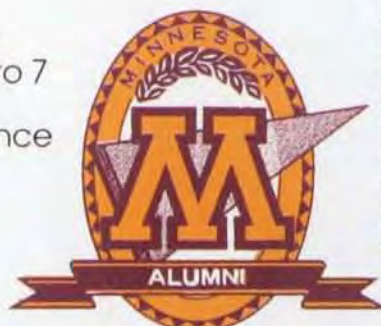
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MINNESOTA

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Clinical psychologist Lawrence Kutner wrote his book, *Parent & Child*, to assure parents that they "can make lots of mistakes and the kids turn out fine."

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University administrators have accepted the sanctions imposed upon the men's athletic program by the NCAA Committee on Infractions. But are the penalties fair?

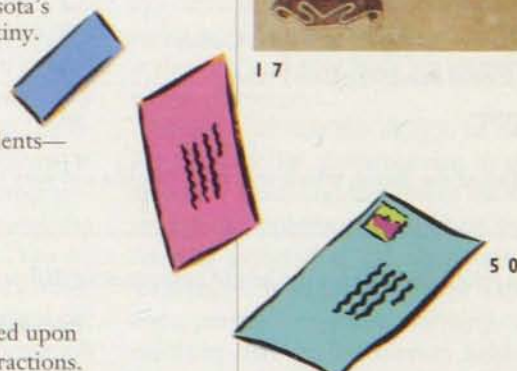
By Brian Osberg

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COVER: Photograph by Judy Olausen

Minnesota is published bimonthly by the Minnesota Alumni Association for its members and other committed friends of the University of Minnesota. Membership is open to all past and present students, faculty, staff, and other friends who wish to be involved with the advancement of the University. Annual dues are \$25 single, \$35 husband/wife. Life membership dues are \$400 single, \$450 husband/wife. Installment life memberships are available. For membership information or service, call or write: Minnesota Alumni Association, 100 Morrill Hall, 100 Church Street SE, Minneapolis, MN 55455, 612-24-2323. Copyright © 1991 by the Minnesota Alumni Association.



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I N F O C U S

Minnesota Connection

THE UNIVERSITY of Minnesota Alumni Association's recent membership survey asking 900 alumni why they had joined or not joined the association is triggering some important changes both for the association and for *Minnesota*.

We're happy to report that *Minnesota* was cited by association members as one of the most important benefits and reasons for membership renewal. The association hopes to capitalize on these good feelings in the next few months as it begins a major effort to increase membership.

In September more than 100,000 alumni who are not members of the association will receive an introductory copy of our Fall Preview Issue, highlighting what's new at the University in sports, the arts, academics, and programming and events for 1991-92 and the people who make it all happen. The issue will also carry the association's major membership promotion to nonmembers. We'll also begin to try to do a better job of communicating what the alumni association is and what it does in support of the University.

One of the surprising results of the survey was that 37 percent of alumni who had formerly been members of the association thought that they *were still* members. When the association looked more closely at those alumni, the confusion became more understandable. Many of them were receiving *Minnesota*, which for 90-plus years has been the association's official magazine.

In reality, for the past six years about 9,000 donors who are *not* members of the association have been receiving *Min-*

nesota compliments of an agreement between the association and the University of Minnesota Foundation. To help clear up the confusion, after our September/October issue, *Minnesota* will no longer be sent to donors of \$100 or more who are not members of the association. (About 9,000 alumni association members who are also donors will continue to receive *Minnesota* just as before.)

The association hopes to convince donors and alumni who are not members to join the association. And part of that job includes explaining the roles of association members and donors, what it is they do, and why both are important to the University.

Donors provide the margin of excellence—the dollar resources that in good economic times and bad enable the University to implement its highest goals. Alumni association members *are* the University. It is through their experience, perspective, and continuing commitment that the association helps set the course the University takes. The association is their eyes and ears and their voice to the regents, administration, and faculty every day year in and year out. If the alumni association is to have any clout, it must speak for a significant number of alumni.

The University of Minnesota is proud of its 260,000-plus alumni. But to continue to serve Minnesota and future students, the University needs committed alumni *and* donors who both join the association and give what they can—who help create the dreams and help make them happen.

—Jean Marie Hamilton

Minnesota Alumni Association

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20	Fri.	MINNESOTA vs. DePaul	8 p.m.
21	Sat.	Consolation	6 p.m.
	Sat.	Championship	8 p.m.
27	Fri.	Michigan State	7:30 p.m.
29	Sun.	Michigan	7:30 p.m.

OCTOBER

11	Fri.	Illinois	7:30 p.m.
12	Sat.	Purdue	7:30 p.m.
19	Sat.	Penn State	7:30 p.m.

NOVEMBER

1	Fri.	Northwestern	7:30 p.m.
2	Sat.	Wisconsin	7:30 p.m.
13	Wed.	Iowa	7:30 p.m.
22	Fri.	Ohio State	7:30 p.m.
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Tentative Schedule. Please call the Gopher Sports Hotline for updated information, 626-STAT (7828).

CONTRIBUTORS

A PARENT'S 2 A.M. GUIDE TO SURVIVAL

Minnesota's associate editor Teresa Scalzo graduated *summa cum laude* from the University in 1990 with a B.A. in journalism. She also wrote "Murder, He Wrote," "Press for the Times," "A Child's Wonderland," Campus Digest, and Class Notes in this issue.

OF SAINTS AND ANGELS

University Relations writer Deane Morrison is a frequent contributor to *Minnesota*. She cowrote *Of Kinkajous, Capybaras, Horned Beetles, Selagangs, and the Oddest and Most Wonderful Mammals, Birds, Insects, and Plants of Our World*, which was published this year by HarperCollins.

HIGHER EDUCATION, LOWER EXPECTATIONS?

Twin Cities writer John Kostouros is former editor of *CityBusiness* and former reporter and editorial writer for the *Star Tribune*.

SUMMER SCHOOLS

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SPORTS OPINION: NCAA DOUBLE JEOPARDY

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MINNESOTA ALUMNI ASSOCIATION

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IN BRIEF

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Teresa Scalzo



Deane Morrison



John Kostouros



Katie Gundvaldson



Maureen Smith



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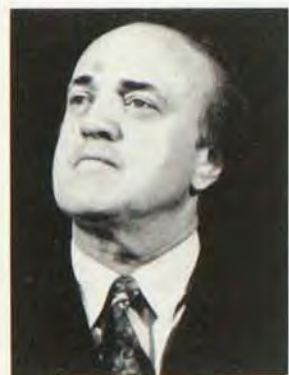
*A compendium of news from around the University—
research, promotions, program developments, faculty honors*

BY TERESA SCALZO AND KATIE GUNDBALDSON

▼ SPEAKER ON CAMPUS

CABLE NEWS NETWORK (CNN) correspondent Peter Arnett has a plastic bag of powdered milk that he says came from a Baghdad factory that manufactured infant formula. Arnett visited the factory twice before it was blown up by allied forces during the Persian Gulf war. Pentagon officials maintain the factory was manufacturing chemical weapons, but Arnett, who spoke at the University in April as part of the Carlson lecture series, believes the bombing was done in error. He invited audience members to join him for a cup of coffee. "We'll use this as creamer," he said, holding up the bag of milk. There were no takers.

Arnett's became a household name in January when he was the only Western journalist who broadcast from Baghdad throughout the war. "This is the largest audience that I've ever addressed in my life," Arnett told the near-capacity crowd in Northrop Auditorium, then added: "that I've seen."



Peter Arnett

A native New Zealander who won a Pulitzer Prize in 1966 for his reporting during the Vietnam War, Arnett spoke about his experiences in Baghdad with Iraqi and U.S. censors. He decried what he sees as a "pattern of increasing Pentagon control" of the news media, a reaction, he believes, to the uncensored reports aired during the Vietnam

War. At that time, President Lyndon Johnson feared the political ramifications of censorship. This time around, Arnett says, President George Bush spent a half hour on the telephone trying to convince CNN president Tom Johnson to pull the correspondents out of Baghdad.

In one example, Arnett told of a U.S. censor changing the word *giddy* to *proud* in a report describing the fighter pilots returning from missions. The Iraqi censors, he says, were mostly Western-educated conscripts who were staying in the Al Rashid Hotel after being expelled from Western countries.

Though some people have accused Arnett of iconoclasm, he says most Americans have been supportive of his work. A woman from California sent him an American flag—which he draped over the podium during his speech at the University—in appreciation of his and other journalists' efforts during Desert Storm.

Arnett says he is ready to "get on with the next order of business," which includes returning to Baghdad to research a book he is writing about his career as a war correspondent.

▼ PEN PALS



the lesson a step farther by having each of the 128 students write letters to players on the Minnesota and Purdue teams.

Groomer delivered the letters to the team at the Minnesota-Indiana game in Bloomington. "I hoped that somebody would write a letter saying 'We appreciated hearing from you,'" she says. "But *all* of the Minnesota players replied to everybody who wrote to them."

A month later the pen pals were introduced when Groomer took the students to the Minnesota-Purdue game in West Lafayette. After the game the players and coaches signed autographs and posed for photographs. "The Minnesota team was just spectacular," says Groomer. "They lost the game but regrouped and gave these children their undivided attention."



JANET BRUESS GROOMER, '57, developed a reading program with a twist.

With the aid of Big Ten women's basketball media guides, Groomer, a reading specialist, had children in the Brownsburg, Indiana, school system Chapter I program read about players from various schools. Groomer took

terrific role models for the children, Groomer believes. "It's one thing to read about Michael Jordan, but there isn't much chance of talking to him. These women were heroes. They were stars to our youngsters. As far as these youngsters are concerned, [Minnesota is] at the top of the Big Ten."

THAT WAS THEN, THIS IS NOW: THE CAMPUS CLUB

IN 1911 A FACULTY CLUB was organized to "advance the interests of the University and to provide a place where members may meet socially." The club was located in a house (some called it a shack) near the railroad tracks bordering Sanford Hall on the Twin Cities campus. Since then, the club has moved twice and grown from 64 to 1,500 members. At the risk of numerous omissions, we offer this brief history of the Campus Club.

1911: Professor Frederic Butters, one of the charter members, lends the club \$1,000, which has to be repaid through meals. It takes Butters three years to consume the entire amount of the loan.

1927: Heralded as "the most modern faculty club in the country," the new and still for-men-only Campus Club opens in Nicholson Hall. The club has a \$25,040 net profit this year.

1936: Dale Shepard, a University wrestling champ in 1933 and boxing champ in 1934, replaces Don Hale as manager.

1938: The Committee of Women of the Chemistry Staff initiates action to join



the club. It takes the threat of lawsuits and several decades before women are admitted as full members and the flower boxes that separate men from women in the main dining room are removed.

1940: The club, with approximately 500 members, moves into floors four, five, and six of Coffman Memorial Union. The fourth floor houses the dining room, terrace, and faculty lounge. The fifth floor has two quiet rooms, one for men and one for women. Women are excluded from the rest of the floor, which includes a bridge and billiards room and a library. The sixth floor, also off limits to women, is a dormitory with accommodations for thirteen bachelor members of the club.

1958: *Playboy* magazine is

added to the club library. The club has about 1,150 members.

1970: Faculty women and faculty wives hold the first event in the club's history exclusively for women. "We really want to bring women into the club," says Bruce Anderson, entertainment chair, "and this party can be

described as a complement to the traditional men's stag." Men's dormitory rooms are converted to meeting rooms.

1972: Dale Shepard, who spent almost 40 years as manager, dies.

1973: AFL-CIO Hotel and Restaurant Workers 458 begins representing club employees. The credit card method to pay for meals is established. A new set of Articles of Incorporation and By-laws is filed with the state. Membership totals about 1,500.

1981: The University central administration begins subsidizing the club in the form of a \$75,000 contract that must be renewed annually.

1990: At a regents' meeting, mathematics professor William Messing speaks out against the club, citing the

overcrowding of students in the basement of Coffman Union and their need for more study space. Messing also protests the \$75,000 subsidy. Law professor Fred Morrison comes to the club's defense, saying that Coffman Union could not have been built in the late 1930s if the club had not paid part of the construction costs. Morrison says the University subsidy is justified because about 4,000 University events and meetings are held each year at the club.

Professor Warren Ibele tells the regents that the club is the "glue that holds this place together."

1991: The Campus Club continues to operate with about 2,000 members but has temporarily discontinued charging dues in an effort to increase its luncheon business. For the first time in the club's history, student employees are invited to join. Club manager David Jensen says he has applied for the \$75,000 subsidy this year, but because of budgetary hardships he doesn't expect to receive it. Thus, an increase in business is the only way the club can survive, says Jensen. "We're literally fighting for our lives."

MEN WHO LUNCH

THE PROFESSORS who lived in the men's dormitory during the early 1940s enjoyed a special relationship not unlike that of fraternity members on Greek row along University Avenue.

Professor Parker Lesley, an assistant professor of fine arts, always wanted to be a chef. He liked to fry his own ham and eggs in the morning, much to the dismay of both the kitchen staff and the other boarders, who had to wait for their own breakfast until Lesley was out of the kitchen.

Chemistry professor Izaak Kolthoff couldn't tolerate a room warmer than 60 degrees. German instructor Donald Munro liked his room temperature about 80 degrees.

English professor Harlow Richardson corrected student themes while listening to news reports on the radio, and chemistry professor Wesley Fugate enjoyed listening to Benny Goodman. But they had to wait until James Webb, associate professor of radio engineering, wasn't busy dismantling



and reassembling the club radio sets.

Law professor Stefan Riesenfeld won the distinction of having had the worst toothache of any club member.

Economics professor Clarence Tow was the quietest member of the group; University Hospital staff member Robert Shenck wasn't.

Zoology professor Charles Sigerfoos never lived at the club, but he did eat lunch there regularly, and each day he indulged himself in smoking one cigarette. He left his package of cigarettes in the compartment of an oak taret at the club. So far as it's known, no one ever stole a pack or even helped him smoke one.

▼ AMERICAN VOICES

ENGLISH PROFESSOR and department chair Kent Bales has a reputation for putting on a great conference. He organized "The Future of Doctoral Studies in English" at the University five years ago. It was so successful that the members of the Society for the Study of Multi-Ethnic Literature of the United States (MELUS) asked him to chair their fifth annual conference.

Bales accepted the offer for a couple of reasons: "First," he explains, "President [Nils] Hasselmo had already talked about the importance of bringing the University's efforts at increasing multicultural understanding to the foreground. And second, it's a great conference."

MELUS was founded in 1973 as an umbrella organization for scholars interested in multiethnic and multicultural literary studies. "Often people in minority scholarship are not members of the groups they study," says Bales. "So MELUS was created to provide, in good liberal fashion, a common ground for people of different ethnic and minority identities to come together."

Working with a committee of University faculty, Bales organized a variety of activities for the three-day conference, "American Voices: Discourses of Race, Gender, and Ethnicity," held this spring on the Twin Cities campus. The conference began with an ethnic tour, including the Native American and African American communities in Minneapolis and the Hispanic and Asian communities in St. Paul.

The tour was followed by the 33rd Joseph Warren Beach Lecture given by N. Scott Momaday, a Kiowa author who won a Pulitzer Prize for his novel *House Made of Dawn*.

Scholars from across the country talked together in small groups over the following two days. Topics included teaching methods, problems, and successes; oral tradition; ethnic literature; and minority representation in film, television, and theater.

Also scheduled were film and video showings, poetry readings, and a trip to Penumbra Theater for a performance of the

Ntozake Shange play *Spell #7: geeche jibarra quick magic trance for technologically stressed third world people Theater Piece*.

Bales invited the student cultural centers on the Twin Cities campus to participate in the conference. Asian American students responded enthusiastically by paying the airfare for the conference's second featured guest: Frank Chin.

Chin, a playwright and author, is best known for *The Chickencoop Chinaman*, one of the first plays ever produced in

the United States written by an Asian American. *Chickencoop* opened at the American Place Theatre in New York in 1972 and was televised by PBS in 1974. Chin, whose newest novel is *Donald Duk*, participated in discussion groups on media at the MELUS conference.

"We did our best to put together a diverse program," says Bales. "We scheduled an entire session on Finnish Americans, and we had one paper on Norwegian Americans. We wanted to represent the ethnic groups in this area."



Frank Chin

▼ EMBODIED SPIRITS



THE ASMAT PEOPLE of western New Guinea practiced headhunting and cannibalism as part of their religion. Because they believed death was a result of enemy magic or physical violence, they avenged all deaths except those of the very young and very old to maintain balance between the

material and spirit worlds. The Asmat believed that the spirits of people whose deaths were not avenged remained to haunt the village.

In the 1950s, with the help of Crosier missionaries, the Asmat embraced Christianity and discontinued their violent rituals. Bishop Alphose Sowada, a native of Elmdale, Minnesota, who introduced the Asmat people to the missionaries, encouraged the Asmat to continue the art forms that had accompanied the headhunting and cannibalistic rituals.

Wood carvings of soulships, ancestor poles, and war shields, all created to honor ancestors, were displayed in an exhibit called "Embodied Spirits" at the James Ford Bell Museum of Natural History in May.

Soulships are the most complex Asmat carvings. Ancestral figures are carved on the prowhead and the body of the ships, which resemble canoes.

Ancestor poles, sometimes 25 feet high, are carvings of two or more people stacked on top of each other, totem-pole style. The figures all represent people who have died.

"Listening to the Spirits," a symposium held in conjunction with the exhibit, explored parallels between the Asmat and Western religions. Tobias Schneebaum, an artist and anthropologist who lived among the Asmat for more than four years, was keynote speaker and curator of the exhibit.

▼ GOPHER FACT FILE

More than 4,000 foreign nationals were on the Twin Cities campus during the 1989-90 academic year. Of these, more than 75 percent were students (7.8 percent of total student enrollment) and the rest were visiting faculty and staff. The ten countries represented by the most students, faculty, and staff were:

- | | |
|-------------------------------|--------------------|
| 1. People's Republic of China | 6. Canada |
| 2. Korea | 7. Hong Kong |
| 3. Taiwan | 8. Iran |
| 4. India | 9. Malaysia |
| 5. Japan | 10. United Kingdom |



SOURCE: University of Minnesota Office of International Education

IN THEIR OWN WORDS

I bet every student in this room can name off every soap opera on TV. Students need to go out and get jobs and work their way through college.

—Gov. Arne Carlson speaking to University student leaders last spring

We asked students what they think of the governor's assessment.

Anne Sohn, 21, junior majoring in history, hometown: Minneapolis. Sohn rents an apartment off campus, and her tuition is paid for through a trust fund. She is unemployed but has been job hunting for two months. Sohn says jobs most popular among students, such as waiting tables and clerking in department stores, are being snatched up by college graduates who can't find other jobs.

"I think what Gov. Carlson said is horribly unfair," says Sohn. "My 22-year-old boyfriend works 40 hours per week and goes to school full time. No way would I call him lazy."

Sabra Siedare, 20, senior majoring in child psychology, hometown: Minneapolis. Siedare rents an apartment off campus and her parents pay for her tuition. She is unemployed



Sabra Siedare

now but has held jobs while she was in college. "I know someone who took a course last quarter from a visiting professor from Vassar," says Siedare. "He was assigning tons of homework and students were complaining. He said, 'I forget that students have to work at this college.' I think the economy is affecting how much money parents can contribute to students' education. They're using their savings to pay the increased property taxes, Gov. Carlson."

Catherine Jones, 23, senior majoring in civil engineering, hometown: Coon Rapids, Minnesota. Jones rents an apartment off campus and works about twenty hours a week. She pays her tuition with a combination of loans, scholarships, and income from her job. "Next year I'm no longer eligible for loans because I've been in school more than five years," says



Catherine Jones



Anne Sohn

Jones. "I was quite upset when I heard what Gov. Carlson said. He doesn't realize how expensive school is. The reason graduation rates are so low [at the University] is that many students can only go to school part time because they have to work. And I have never watched a soap opera."

Carolyn Hanson, 19, sophomore majoring in criminal justice, hometown: Dilworth, Minnesota. Hanson rents an apartment off campus and works 20 to 40 hours a week for the Minneapolis police department. She pays for tuition with a combination of loans, schol-



Carolyn Hanson



Scott Dahl

arships, and grants. Hanson says she would probably be a better student if she didn't work because she could study more. "I don't watch TV," she says. "I have better things to do with my time."

Scott Dahl, 30, graduate student in aerospace engineering, hometown: Minneapolis. Dahl works fifteen hours a week as a research assistant. His tuition is paid through a research grant. He disagrees with the governor. "I don't know how [students] could work more than we do," says Dahl. "Our sanity is as important as what we accomplish at work."

BLOOD FROM A TURNIP



\$7,530 (books and supplies, rent, food, transportation, medical insurance, miscellaneous personal expenses).

■ Average accumulated student loan debt for fall 1990 seniors was \$9,500.

■ According to a school-and-work survey, the mean stu-

dent wage is \$6.91 per hour.*

■ According to the survey, 83 percent of Twin Cities undergraduates worked an average of eighteen hours a week during the 1990 school year.

■ Negative effects of work include: tiredness (61 percent), not enough study time (53 percent), poor academic performance (58 percent), and not being able to participate in supplemental educational activities such as seminars (40 percent).

■ In a 1986 student interest survey, 11 percent of students said they frequently watch daytime soap operas, 30 percent watch occasionally, and 59 percent never watch.**

*The survey was mailed to 3,500 full- and part-time undergraduate day students on the Twin Cities campus in spring 1990; 2,629 students responded.

**A random survey of 800 degree-seeking students on the Twin Cities campus.

HEY THERE, YOU IN THE CLASS OF '41



**It's time for your golden get together.
So come celebrate in the golden days of a Minnesota fall.
October 11, 12, and 13, 1991**

The Class of '41. You were part of it. The most unique class in U of M history! Each member of that class was shaped by the Great Depression. We grew up in a savage economy. Most of us had very little. Even those with more than a little . . . didn't have much. And then, within months of graduation, along came the biggest war in history. It affected all of us, in one way or another, for the rest of our lives. 🍂🍁 So now, 50 years later, there you are. And here, waiting for you is your Class of '41 Reunion. Friday, Saturday, Sunday, October 11-13. There will be three days and nights of fun, conversation, and memories. On Saturday, there's the Homecoming game with Purdue at the Metrodome, site of the 1992 Super Bowl. 🍁🍂 We won't give you any details now but we'd like to know whether you plan to attend. For out-of-towners, we'll arrange special air fares and hotel rates. So just to help us plan, please fill out and mail in the coupon below.

Please! Fill out and mail this coupon today. And there'll be lots more information coming along later. Return to: **MAA, 100 Morrill Hall, 100 Church St. SE, Minneapolis, MN 55455** or call **626-ALUM**.

Yes, I am interested in attending the reunion of the Class of '41.

Name _____

Address _____

Phone () _____ Number in party _____

My school was (Journalism, Law, Education, etc.) _____

Sponsored by the University of Minnesota Alumni Association



With our apologies to the authors, a few good thoughts on books and reading to carry you through the summer.

- A good book is the best of friends, the same today and forever. Martin Farquhar Tupper, *Of Reading, Proverbial Philosophy*, 1838-42
- Books are the quietest and the most constant of friends . . . and the most patient of teachers. Charles W. Eliot, *The Happy Life*, 1896
- That is a good book which is opened with expectation, and closed with profit. A. Bronson Alcott, *Table-Talk*, 1877
- Read the

SEASON'S READINGS

best books first, or you may not have a chance to read them at all. Henry David Thoreau, *A Week on the Concord and Merrimack Rivers*, 1849

- Only two classes of books are of universal appeal: the very best and the very worst. Ford Madox Ford, *Joseph Conrad*, 1924
- I cannot live without books. Thomas Jefferson, in a letter to John Adams, June 10, 1815
-

- Where is human nature so weak as in the bookstore? Henry Ward Beecher, *Star Papers*, 1855
- The covers of this book are too far apart. Ambrose Bierce, a one-sentence book review, 1929
- There are persons who honestly do not see the use of books in the home, either for information—have they not radio and even television?—or for decoration—is there not the wallpaper? Pearl S. Buck, "In Search of Readers," 1950
- Some books leave us free and some books make us free. Ralph Waldo Emerson, journal entry, December 22, 1839
- Books won't stay banned. They won't burn. Ideas won't go to jail. Alfred Whitney Griswold, *Essays on Education*, 1954
- 'Tis the good reader that makes the good book. Ralph Waldo Emerson, *Society and Solitude. Success*, 1870
- Nature and books belong to the eyes that see them. Emerson, *Essays: Second Series. Experience*, 1844
- People die, but books never die. No man and no force can abolish memory. . . . In this war, we know, books are weapons. Franklin Delano Roosevelt, 1942
-

MINNESOTA
JULY • AUGUST 1991

A PARENT'S 2A.M. GUIDE TO SURVIVAL

*Parenthood is just a phase
you'll live through, says
New York Times columnist
and clinical psychologist
Lawrence Kutner, '78*

By Teresa Scalzo

Photographed by Judy Olausen

“THE ULTIMATE GOAL of parenthood,” says Lawrence Kutner, “is to put yourself out of business.” To that end, Kutner, who is a clinical psychologist specializing in child development, has written *Parent & Child: Getting Through to Each Other*, in which he helps parents face the daily traumas of raising children through their teen years. His approach is non-judgmental and reassuring. The important thing, he believes, is for parents to realize they don't have to be perfect: “You can make lots of mistakes and the kids turn out fine.” ¶ Kutner is probably best known for his column, *Parent and Child*, which appears weekly in the *New York Times* and 300 other newspapers nationwide. But he's also an Emmy Award-winning documentary producer, adjunct professor of public health at the University of

Minnesota, and a father who's done his share of diaper changings and middle-of-the-night feedings.

The father of twenty-month-old Michael, Kutner says that every time he thinks he has a handle on “this child development stuff, my son or some other child figures out a way to let me know I ain't so smart.” One of Kutner's favorite examples is when Michael was learning how to talk. “We thought, ‘Oh, this is just great. He's starting to name things,’” recalls Kutner. “He went over to my wife and said ‘mommy,’ and then he went over to the cat and said ‘daddy,’ and then he looked at me as if to say ‘nyah, nyah.’”

In addition to their shared parenting duties, Kutner and his wife, Cheryl Olson, own a video production company that produces medical training films. Both have backgrounds in public health and an affiliation to the University of Minnesota. Olson earned both bachelor's and master's degrees ('81 and '85, respectively) from the University and will begin working toward a Ph.D. in public health at Harvard this fall. Kutner received his Ph.D. at the University of Minnesota in 1978.

This summer they move to Cambridge, where they plan to continue their Minnesota modus operandi. Both value a nontraditional lifestyle that includes combining their living and working space. The couple's large split-level house in New Hope, Minnesota, served as a combination office, day-care center, and headquarters for the video production company. The upstairs was reserved for Michael and the children of their employees, who are invited—indeed, encouraged—to bring their children with them to work. The wrought iron railing that separates the house's two levels was covered with mesh netting to protect the children from tumbling downstairs, where Olson and Kutner had their offices, but it didn't keep out the sounds of children running across the upstairs floor. Nor did it stop the cat, Zabar (named after the New York delicatessen), from wandering into Kutner's office to rub against visitors' legs, purring contentedly.

Informality is the norm in the Kutner-Olson household. On the day I visited them, Olson was recovering from a virus she picked up from one of the children. She came into Kutner's office to say hello, diplomatically refused to shake my hand (in case she's contagious), and plopped down on the carpeted floor. She exchanged jibes easily with her husband, whom she calls “young Dr. Kutner.” At 39, Kutner is much younger than Benjamin Spock, Berry Brazelton, and other well-known psychologists in his field.

Kutner and Olson don't believe in traditional roles for their employees, either. If someone has a doctor appointment or is sick, the other family or staff members willingly pick up the slack. When an employee's husband had open-heart surgery, Kutner told her to take off as much time as she needed, with pay. “One of the big frustrations I felt as an employee, especially in the unskilled



jobs that I've had, but also in the hot-shot professional ones, is that I wasn't treated as an intelligent human being," says Kutner. "If you treat your employees with respect, you get wonderful stuff in return. You don't build loyalty by increasing your sales figures."

THE MOVE OUT EAST IS A HOMECOMING OF sorts for Kutner, who grew up in New York City. The adopted son of a landlord and a union organizer, Kutner says his family was very different from the families he grew up watching on television. "Political discussions were as much a part of dinner as dessert," he says. His father died when he was five years old, and he and his mother lived with various relatives. "There were some tough times, but also some very good times," says Kutner.

His mother was a high school dropout and his father

had only a high school education, but there was a "tremendous emphasis on the value of education" in his family, and Kutner was encouraged to take advantage of educational opportunities.

At age 17, he participated in an experiment conducted by a Columbia University professor who wanted to see how much a bright but untrained person could learn working in a medical research lab. "I was mixed in with all these professors from Columbia, and I loved it," says Kutner. "It was a hoot. And I thought: 'Oh, I'm going to go to medical school.' But I worried about how I'd handle the blood and guts, so I arranged to [observe surgery]

Lawrence Kutner, '78, and Cheryl Olson, '81 and '85, are successful authors and business partners with a winning formula for combining work and family.

that summer, and I was fascinated."

Ultimately, it was his dislike of chemistry that kept Kutner from a life in surgical scrubs. After receiving his undergraduate degree from Oberlin College, he opted for the "intellectual rigor" of clinical psychological research at the University of Minnesota. "I was convinced that I would become a professor at a small liberal arts school like Oberlin or Carleton College," says Kutner, "but my career just sort of took off as I got interested in different stuff."

While he was in graduate school, Kutner became annoyed with the media's treatment of science in general and psychology in particular. "Many of the inaccuracies stemmed from naiveté and lack of training on the part of people writing about science," says Kutner. So he applied for a fellowship with the American Association for the Advancement of Science, which arranges summer internships with various media for students majoring in science. Kutner was placed with the documentary unit at WCCO television in the Twin Cities. He and Susan Spencer, who is now White House correspondent for CBS, produced a series on juvenile prostitution in Minnesota. As a result of their work, the state's pimping statute was strengthened and a safe house for teenage prostitutes was established. "I realized I did more to help these kids in seven weeks of work on this one project than I could do in a twenty-year traditional practice. And I was good at it," Kutner says emphatically.

After completing a psychology fellowship at Mayo Clinic in Rochester, Minnesota, Kutner became science editor for public television in New York City. That job cemented his multifaceted career, which he describes as a public health/psychology practice that uses mass media as its primary tools.

"I never fit in with the typical mode of a psychologist," says Kutner. "My interests are very diverse. I wanted a chance to do something other than the traditional 'Tell me about your childhood. Hmmm. Tell me more.'"

THE DOCUMENTARY ON PROSTITUTION attracted the attention of editors at the *New York Times*, who invited Kutner to apply for a position as a weekly columnist. He was a bit skeptical at first. "I looked at the other columns that were out there, and they seemed to fall into two general categories: 'I am the master of all knowledge and I shall impart it unto you in weekly doses' or 'I have three cute kids and I'm going to write cute stories about my cute kids.' I didn't want to do either. I told the *Times* I wanted to do this as a journalist who has specialized training and expertise in psychology because I cannot pretend to be an expert on 52 topics a year. What I do best is synthesize other people's work and make it accessible for the average parent."

Kutner tries to cover topics outside the realm of other columns for parents. "I vowed I would never do a column

on toilet training," he says. Instead, recent topics have included: when you don't like your teenager's date, choosing to forgo parenthood, and making your business trips anxiety-free for you and your children.

Kutner is frustrated that his column, which he has been writing for almost four years, reaches only people who are literate. "Some of the people I'd like to reach most either can't read or don't read," says Kutner.

Like his column, Kutner's book, *Parent & Child*, is designed as a guide for parents to turn to repeatedly as their children grow into adulthood. "Most authors envision their books being read in an oak-paneled library by a reader wearing a smoking jacket and sitting in an overstuffed chair," says Kutner. "I envision my book being read at 2 in the morning, out of order, in the bathroom, by an exhausted parent." To aid sleepy parents who find themselves in this scenario, Kutner has provided age-finder indices that locate information appropriate for their child's age group and has boxed practical, how-to information for easy reference.

William Morrow and Company, which published *Parent & Child* in February, has contracted with Kutner to write four more books, each of which will cover a specific age group, over the next two years.

KUTNER ISN'T THE ONLY AUTHOR IN THE FAMILY. Olson has written a book entitled *Forgotten Mourners: When a Brother or Sister Dies* about the loss of an adult sibling. It will be published by Avon next spring. "There's been a lot written for kids who have lost siblings," says Olson, "but nobody I talked to, people who are experts in the field, knew of any books written for adults." Olson wrote from personal experience: Her brother died two years ago from bone marrow disease.

But like her husband, Olson can interject humor into the most serious topic. "Avon had a 50th anniversary party in the Twin Cities, and we got to go together as Avon authors. [Avon and Morrow are divisions of Hearst Publishing.] It was kind of romantic," says Olson. "Anyway, I had a wonderful moment when a real perky author came up to me and said, 'Hi! I do weddings, what do you do?' And I said, 'Sibling death.'"

"Right," Kutner joins in. "And then they say, 'You do video, too? What do you do in video?'"

"Oh, you know," Olson retorts, "sexual impotence, reattaching severed limbs."

Michael awakens from a nap and waves sleepily as Kutner, acting more the proud father now than the award-winning documentary producer or critically acclaimed writer, encourages his son to say "bye-bye." The phone is ringing for the millionth time, Zabar barely escapes being stomped upon by a departing guest, while an employee's youngster is playing happily with bright-colored toys that are scattered across the kitchen floor.

All business as usual for Lawrence Kutner. ◀

OF SAINTS AND ANGELS

*Through the wonders
of technology and a generous
gift, University scholars
can look into the face
of divine majesty revealed
in the centuries-old
Book of Kells*

By Deane Morrison

TWELVE CENTURIES ago, Celtic monks put the finishing touches on a book depicting the four gospels of the New Testament in a Latin text of stunning calligraphy, ornamented with figures of saints, angels, beasts, and devils in glorious color. The monks, who many scholars think worked in the monastery of Iona, off the coast of Scotland, managed, in between Viking raids, to produce their era's greatest surviving piece of illuminated art: the Book of Kells. Now, the first full-color facsimile of the 680-page book has been produced, and a copy resides on the Twin Cities campus, in the Wilson Library Special Collections section. ¶ The medieval mind stares out from every page of the Book of Kells in the faces of Christ and the Madonna, fantastic serpents and birds of prey, sinners and demons;

in the incredibly fine artwork that turns letters into tapestries of color; and in the perfect balance of line and form that celebrates a cosmos at one with its creator. Here, a serene Christ dismisses the demon tempter—a sooty, scrawny, winged apparition—before a host of angels and people; there, a church mouse scampers away from the altar with a communion wafer in its mouth, pursued by the monastery cat. Virtually every page bursts with life's glorious diversity and the monks' joy in their lot.

The University's Book of Kells is one of 1,480 copies produced in a ten-year effort by Fine Art Facsimile publishers of Switzerland. Using a laser- and computer-based process that preserves the fragile pages of the original, the company reproduced every detail of the text, right down to the discolorations and wormholes. The volumes were then bound by hand in white leather. Only 500 copies were earmarked for North America, and the University possesses the first to arrive in Minnesota.

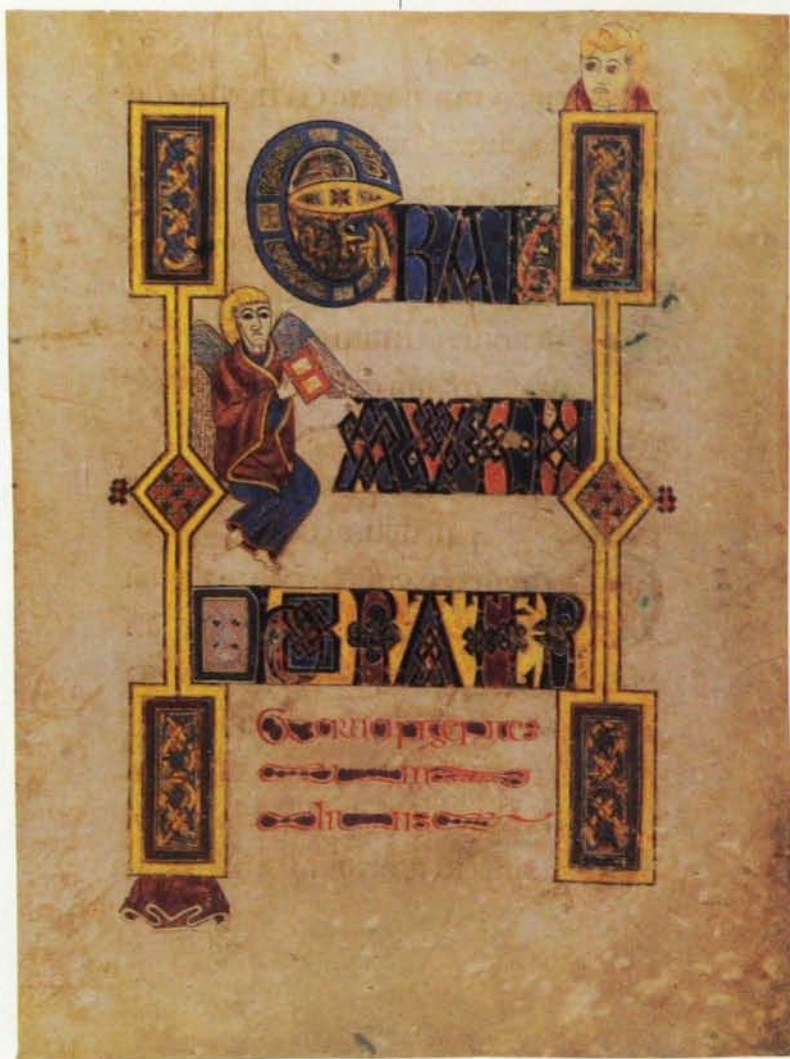
The book was bought with \$13,250 from the Francis V. Gorman Art Library Fund, presently valued at \$800,000. Art librarian Herbert Scherer says the Gorman fund, donated by a 1933 graduate of the School of Architecture, has made possible the purchase of hundreds of books, including complete works catalogs of great artists. Scherer calls the Book of Kells "a work of art in itself."

"Only a few libraries in the United States have been able to make a purchase of this importance," Scherer says. "With this copy of the Book of Kells at the University of Minnesota, scholars will be able to study questions of technique, color, artistic style, and symbolism—previously impossible without a costly trip to Dublin."

BELIEVED TO HAVE BEEN COMPLETED IN KELLS, Ireland, the book was buried near the stone church of Kells in 1006, after being stolen by Viking invaders, and was found sometime later. The twenty-pound book was repaired several times and rebound in 1953 into four volumes that now rest in Trinity College library in Dublin. Two volumes are usually on display under light- and humidity-controlled conditions. The fragile calfskin vellum pages are gingerly turned every week.

Despite the fact that its gem-encrusted cover was ripped off and about 60 of its original 740 pages have been lost, the Book of Kells has survived remarkably intact. Wherever it was begun, it was completed by monks of the Columbine order in Kells, about 50 miles north of Dublin. It stayed in their monastery





The Crucifixion narrative from St. Mark's Gospel, chapter 15, verse 25.

or the village church until Oliver Cromwell's armies replaced the Vikings as the invaders *du jour*, when it was sent to Protestants in Dublin for safekeeping. (The Book of Kells possesses the rare power to transcend the religious and political strife that has plagued Ireland.) In 1661, it was presented to Trinity College library, where it later survived a visit from Queen Victoria and Prince Albert, who mistook it for a guest register and signed their names on an endsheet.

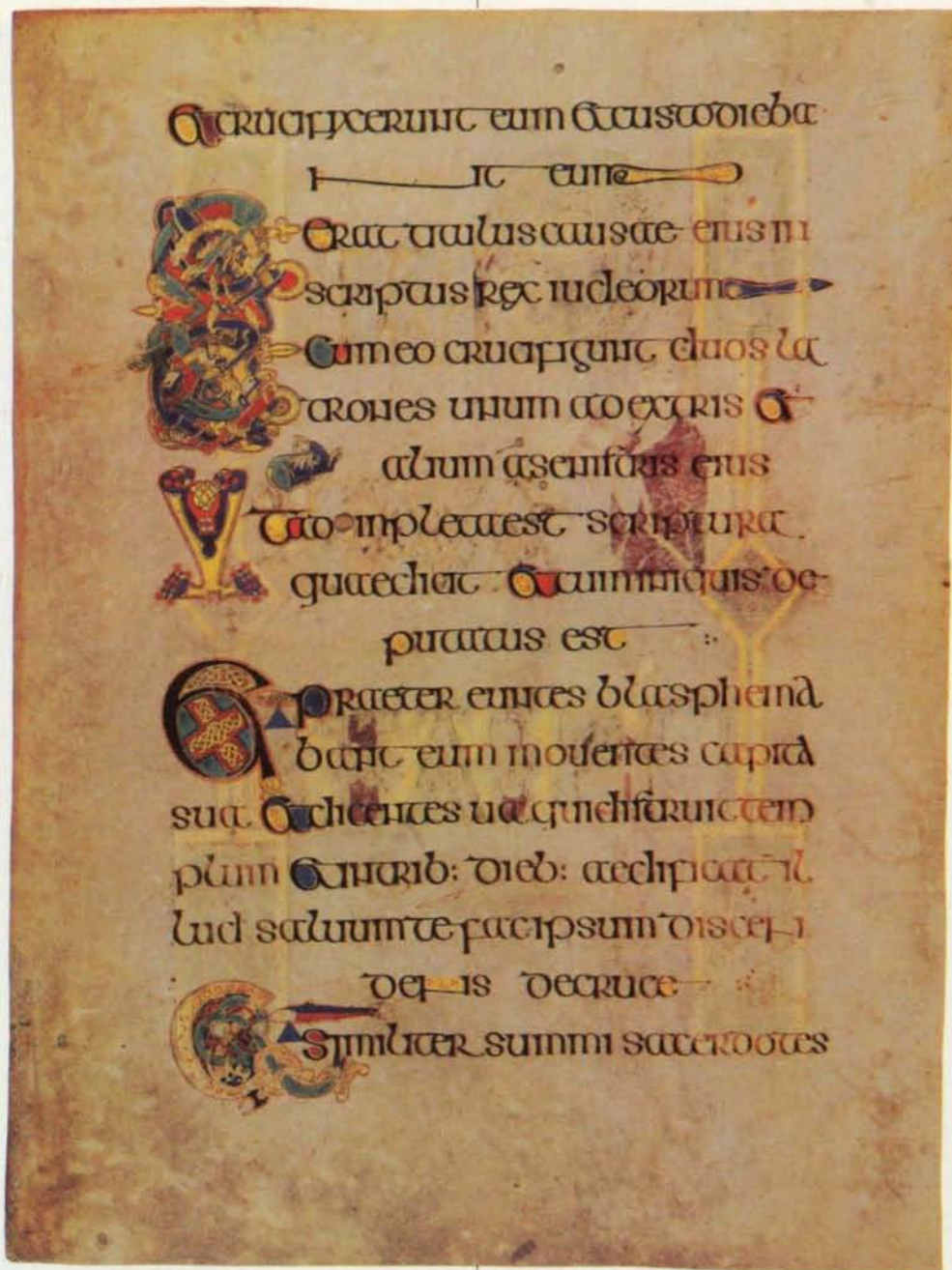
Perhaps even more than the artistry of figures and letters, the colors of the inks make the Book of Kells a living manuscript. The soft blues derive from lapis lazuli, a stone mined in the foothills of the Himalayas and imported as powder from Afghanistan at great cost. Kermes, an extract from female insects of the Mediterranean, was imported to make the bright reds. The golds owe their brilliance to a mixture of sulfur oxide and arsenic.

The Celtic monks surely

traveled to lands beyond Europe as missionaries, bringing back artistic influences of Byzantine, Coptic, and Arabic cultures, which show up in the arches, arabesques, and filigrees that grace the margins. The Book of Kells bears witness to the labor of the monks, who helped to preserve Christianity and Western civilization and to earn Ireland its "island of saints and scholars" sobriquet. Indeed, many monks were martyrs to the cause, dying to protect their store of manuscripts from plunderers.

Scholars using the University's copy of the Book of Kells can turn to any page and study such questions as the symbolic meaning of figures. For example, Regents' Professor Rutherford Aris points out one picture adorning the page that opens St. Matthew's account of Christ's conception. There, two cats and four mice support consecrated hosts; one host is held by two mice, and two others rest on the backs of the cats.





The text
of St. Mark's
Gospel,
chapter 15,
verses 25-31.

"Are the symmetrical cats symbolic of the devil, and mice sinners kept safe from his wiles by the Eucharist?" asks Aris. "Or is it a much more elaborate image involving the swelling of the mouse's liver with the phases of the moon and the teachings of St. Ambrose on the Resurrection? Or is it that the artist liked both cats and mice and saw no reason why they should not be together in harmonious symmetry? All have been suggested and learnedly debated."

No scholar has escaped the sense of wonder at the sheer beauty of the Book

of Kells. Aris cites a twelfth-century scholar, Giraldus Cambrensis (Gerald of Wales), who described one illuminated Irish text, perhaps the Book of Kells itself:

"Here," says Giraldus, "you may look upon the face of the divine majesty drawn in a miraculous way. . . . You will see nothing subtle where everything is subtle. But if you take the trouble to look very closely and penetrate with your eyes the secrets of the artistry . . . you will not hesitate to declare that all these things must have been the work, not of men, but of angels." ◀



MURDER, HE WROTE

*Murder, mayhem,
and mystery are afoot
at a major metropolitan
university, and Professor Allen
Simpson, alias M.D. Lake,
knows who dunnit*

By Teresa Scalzo

Photographed by Paul Shambroom

AS AN UNDERGRADUATE at the University of Minnesota in the 1950s, Allen Simpson wanted to be a writer. He enjoyed some literary success with *Ashes in My Coffee*, a humor column he wrote for the *Minnesota Daily* during the 1956-57 school year. The column helped feed what he calls his "basic, desperate need for attention." Simpson would spend afternoons in Coffman Memorial Union spying on students as they read his column, "dying a little if they looked disgusted and coming to life again if they were laughing." ¶ But circumstances led Simpson to become a college professor instead. A native of Burbank, California, he came to the University on a G.I. bill to study Scandinavian languages

and literature. Simpson had fallen in love with a Norwegian woman in California, and he thought the surest way to win her affection was by learning to speak her language. His plan didn't work. "She wasn't impressed," says Simpson. "In fact, she thought it was a pretty stupid thing to do."

Meanwhile, Simpson had also fallen in love with Minnesota, and after completing his master's and Ph.D. degrees at the University of California at Berkeley, he returned to join the Scandinavian studies department at the University of Minnesota.

For many years, Simpson's writing was restricted to articles for scholarly journals. "About five years ago I wrote an article that I was very proud of," he says, "and I said everything I wanted to say about this particular Norwegian writer."

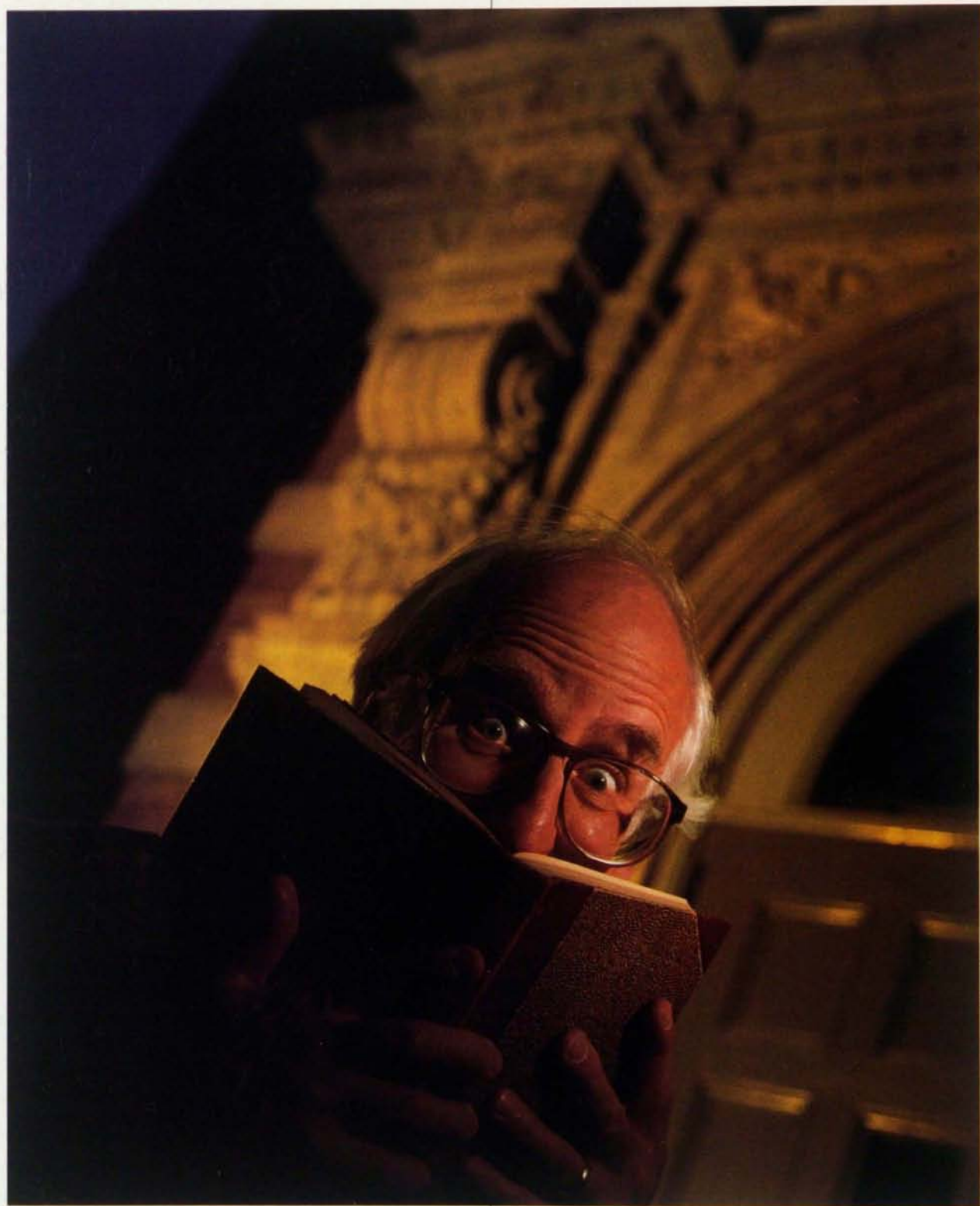
Faced with the prospect of starting to research another writer, Simpson decided to establish *himself* as a writer instead. And so, after 25 years as Allen Simpson, college professor, he has become M. D. Lake, writer of murder mysteries. (More about the name change later.)

Sitting in a dimly lit corner of Nolte cafeteria, Simpson reflects on his transformation. "I decided I wanted to write mysteries because I'd read quite a few and it seemed like a fun thing to do," he says. "I knew that I wanted the mystery set on a university campus because I don't know anything else. I've been here a quarter of a century, and they don't let you leave. You can just look over the fence to see what's on the other side."

Simpson also decided to write first-person mysteries in the tradition of Mickey Spillane and Raymond Chandler, but he didn't want his protagonist to be a college professor. "Professors are tedious people," he explains. "And if you create an interesting professor, the reader is going to say, 'He doesn't know anything about professors because professors are tedious people.' So right away you'd have a credibility problem."

After he'd ruled out an academic as protagonist, Simpson remembered that the little girl who used to live next door to him in Prospect Park had grown up to become a University of Minnesota police officer. He called her up and pitched his idea to feature a campus cop who investigates homicides. She loved the idea and invited him to spend some time with her on the job.

"She prefers the dog watch," says Simpson, "the 11 p.m. to 7 a.m. shift. Sometimes she walks her beat, but we had a squad car the night I was with her. We drove down the pedestrian walk on Northrop mall, past Walter Library, down to the river flats, over to the St. Paul campus, through dark and woodsy areas. Campus police used to patrol in pairs, but budget cuts have forced them to be alone. But I discovered, and she knows this, too, of course, that no cop is alone. They're wearing that uniform, and they carry a pistol, which



they know how to use. They've got a walkie talkie and a squad car with a red light on top. And all of that works on most people. I watched her arrest a couple of men. They weren't violent, but one was drunk and I wouldn't have cared to deal with him."

WHEN SIMPSON SAT DOWN TO write his novel, it occurred to him that he was being unfair. "Here I'd gotten everything I know about being a cop from a woman," he says, "and I was going to turn around and play into the stereotype that being a detective is something men do."

So Simpson created Peggy O'Neill, a gutsy, sometimes insubordinate, campus cop who spends more time dealing with corpses than with unruly students. Though Peggy has had to ward off passes from amorous faculty, Simpson doesn't delve too deeply into issues of gender in his books. "I write from the human point of view," he says. "I think there's a big area where men and women overlap, where you don't let gender constrict what you can do in life. And that goes for men as well as women. Men can act in ways that are not manly."

But gender was an issue at Avon, which has published both of Simpson's novels (*Amends for Murder* and *Cold Comfort*). Editors there were concerned that women readers wouldn't buy books featuring a female protagonist written by a man. One editor suggested using only Simpson's initials. "I faced one of those little choices we have to make in life between integrity and success," says Simpson. "So I said, 'Of course I'll be J. A. Simpson.'"

Then Avon discovered it was already publishing mysteries by an author named J. A. Jance. (Ironically, Jance is a woman writing about a male detective.) So Simpson became M. D. Lake, a wink to his in-laws, who live on Medicine Lake.

"I'm glad now to be M. D. Lake," says Simpson. "Would you buy a novel by someone named J. A. Simpson? It gets a little schizophrenic sometimes, but, on the other hand, it gives me distance from Allen Simpson, the college professor."

For University alumni, reading the novels is like a trip back to their alma mater. In his first book, *Amends for Murder*, an English professor is murdered in Frye Hall, easily identifiable as Folwell Hall on the Twin Cities campus.

"I didn't want to make up a whole new university," says Simpson, "but at the same time, if you're going to have professors being murder victims, suspects, and killers, you don't want it to be too real." Nonetheless, he has received calls from professors asking if characters are certain University faculty members.

Like the Twin Cities campus, Simpson's fictional university is split by a river, separating the Old Campus and the New Campus. "This gives me a chance to play off Peggy's bias against what she calls 'the age of brutality,'" says Simpson. "She doesn't like the New Campus, where all the sciences are located. The Old Campus houses the humanities and social sciences. It has ivy-covered buildings, old lights, and winding trails."

In his third novel, *Poisoned Ivy*, which will be published by Avon next spring, most of the action takes place

in a building influenced by Nolte Center. And high on his list of priorities for an upcoming novel is the campus tunnel system. "You can imagine what a mystery writer would think of those tunnels," he says. "Somebody in one of my novels is going to get murdered in those tunnels. I'm sure of it. Especially because I make them leak. They're damp and very dim. There's a lot of budgetary hardship at my university, so buildings tend to have only half of their lights on. It makes for more atmosphere."

OVERALL, CRITICS AND FANS HAVE RESPONDED favorably to Simpson's mysteries, which are selling "chipperly," according to the author. He did receive one ghastly review in *Publishers Weekly*, which, he says, "left me with no choice but to go into aluminum siding or waterproofing basements." His editor at Avon told him about the review and suggested that he not read it. "My first thought was, 'Well, why should I read it? Life's too short,'" says Simpson. "But I've learned that whatever critics say about my work doesn't mean anything. I'm really aware now of how absolutely irrelevant both good and bad criticism is to the writer."

Simpson didn't set out to write a series, and he may explore other avenues, including writing fiction other than mysteries. Nonetheless, he has grown fond of his protagonist. "Sometimes I'll try to put Allen Simpson's lines in Peggy O'Neill's mouth and she somehow rejects them," he says. "She's become, in my mind, a real character. When I sit down at my word processor, Peggy O'Neill comes to life."

While "Lake" writes mysteries, Simpson continues his professorial work, currently teaching classes in nineteenth-century Scandinavian literature, his area of specialty. He would like to teach a course on modern female mystery writers, whose feminist sleuths are decidedly unlike Miss Marple of the Agatha Christie novels. It is a relatively new genre that he stumbled upon accidentally, and of which he has become a fan. "I know it sounds pathetic to say that I was never influenced by anybody," he says, "but it's true. I didn't know these women authors when I started, but I apparently came along in the middle of a big wave." His favorites include Liza Cody, Sara Paretsky, and Amanda Cross (a pseudonym for Carolyn Heilbrun, who is an English professor at Columbia University).

Simpson enjoys both of his careers but wants to be a rich and famous novelist, a goal he is willing to pursue, well, vigorously. "I'll kill for publicity," says Simpson. "If I were ever arrested, I'd tell the cop, 'Now be sure to put down that I'm M. D. Lake, the mystery writer.'"

"I didn't want to make up a whole new university, but at the same time, if you're going to have professors being murder victims, suspects, and killers, you don't want it to be too real."

PRESS FOR THE TIMES

*After 66 years,
University Press is preparing
for changing times*

FOUNDED IN 1925 SOLELY to assist the library in expanding its collection base, the University of Minnesota Press today is a "mixture of ongoing projects and new kinds of things," says Lisa Freeman, who became director in 1990. ¶ Freeman's publishing philosophy is admittedly in the minority among university publishers. For starters, she believes in strong marketing, which historically has not been a priority for university presses. Freeman has doubled the marketing department's size and increased its budget substantially. "I believe that you have to sell books," she says. "You do everyone a disservice if you don't use sophisticated marketing to do that." ¶ University presses also have a reputation for being slow to publish in paperback, but Freeman now releases paperbacks concurrently with hardcover editions. "If you publish books, you



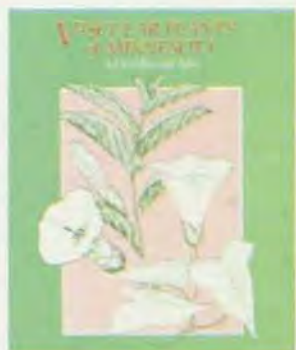
ought to get them to people so they can read them," says Freeman.

She also wants to expand topics currently published by the press into areas that tap the resources of University faculty: natural history, Minnesota ecology and politics, Native American culture. The press will maintain old favorites such as Scandinavian immigration history, literary studies and theory, and the popular Minnesota Studies and the Philosophy of Science series, which has been published since the late 1950s.

The press currently publishes about 40 titles each year. Freeman's five-year plan is to double that number. She also has substantially increased the staff, which now includes 33 full-time and 6 part-time employees.

Although some of Freeman's colleagues may find her ideas revolutionary, she sees them as reflections of the changing times.

"Many people feel that university presses should concentrate on what used to be called the monograph, a very scholarly book that no one else would publish because the audience for it was too limited," she says. "Well, I believe that the question isn't whether the information should be published, but whether a book is the right form in which to publish it. There are so many options now with electronic media that increasingly, for material that is only going to sit in the library, there are better ways to store it. A librarian will tell you the same thing. Books take up space, they're expensive to maintain, they disintegrate. A lot of scholarly books are never read cover to cover, but are simply used for reference. At the risk of sounding cynical, I hate the idea of publishing a book and having 600 copies sitting in dusty libraries." ◀



A CHILD'S WONDERLAND

*The University's
Kerlan Collection
of Children's Literature
is a hidden garden of
small treasures*

Photographed by Larry May



MOST OF US HAD A favorite book when we were kids. And whether we were visiting the island of the Lost Boys or wishing that just this once Charlotte wouldn't die, we'd beg our parents to read the story over and over again. ¶ The world of children's literature is a marvelous place, and countless people carry their love for these stories into adulthood. Irvin Kerlan, '38, longtime chief of medical research for the U. S. Food and Drug Administration, was such a person. For many years, Kerlan collected rare books, but prohibitive prices kept him from adding to his collection indefinitely. A friend gave him a copy of *Johnny Cottontail*, then a new children's book, and Kerlan was hooked. He started col-

lecting children's classics published by Newbery, but they also were very expensive, so Kerlan bought only what he perceived as the best in new children's literature.

As his collection grew, Kerlan began searching for a permanent home for the books. Though several institutions offered to take the collection, Kerlan willed it to his alma mater, the University of Minnesota. He donated some of the collection in 1949, and the rest was delivered to the University after Kerlan died in 1963.

Since that time, the Kerlan Collection of Children's Literature has grown to more than 40,000 books, which are kept in temperature- and humidity-controlled rooms in Walter Library on the Twin Cities campus. Included in the collection are the original manuscripts, artwork, galleys, and color proofs for more than 5,000 books representing seven decades of children's literature. About 700 authors and illustrators have donated original work, and 31 translators have given their manuscripts. In addition to contemporary American books, the collection includes books published in England, Australia, Denmark, Japan, and Germany. The oldest book in the collection was published in 1717.

"The unique part of our collection is the manuscripts and original illustrations for the books," says Karen Hoyle, curator of the collection since 1967. "This is what people often come to see."

By examining the manuscripts, readers can see how the author struggled with certain details and how an editor influenced the outcome.

The collection also is used by scholars from all over the world who come to the University (the books don't leave the library) to research such broad areas in children's literature as architecture, consumerism, science, and gender—or such narrow ones as the appearance of wolves and the devil.

Hoyle solicits much of the material from authors and illustrators directly, though collectors continue to donate



their books. She tries to bring together all the books by a particular author or illustrator. Hoyle also selects books based on current trends in children's literature, which she determines by attending conferences and consulting with faculty from many universities.

"I have seen books become increasingly pluralistic, and that's very exciting," says Hoyle. "First there were books about African Americans, and then gradually one could see African American children integrated into the books because they're integrated into children's experiences. It's also happening with Chicanos

and American Indians."

The Kerlan Collection is funded through University Libraries, research grants, and donations from the Kerlan Friends, a group that has about 200 members. Traveling exhibits include "From Swedish Fairy Tales to American Fantasy: Gustav Tenggren's Illustrations, 1920 to 1970," which is now at the Svenska Emigrantinstitutet in Sweden, and "Building on Imagination: Architectural Imagery in Children's Literature," which is on loan to Normandale Community College in Bloomington, Minnesota, through August. ◀

COOL READING

“B

ECAUSE WRITING IS something we all do every day, most people think they can write,” a University of Minnesota journalism professor told his students a few years ago. “You won’t ever hear anyone say, ‘I think I’ll practice a little law when I retire.’” ¶ Judging from the response to our request for information about recently published books written by alumni and faculty, the University has seen a fair share of people who really *can* write. ¶ We offer the following lists of authors who join the ranks of such University literati as Saul Bellow, Robert Penn Warren, Harrison Salisbury, Kate Millett, and Garrison Keillor, to name a few. ¶ Our thanks to the authors and readers who notified us of books just published, and our apologies to those we missed.



Alumni Authors

Walter Bateman, '42, *Open to Question: The Art of Teaching and Learning by Inquiry*. A guide to help people learn to think critically and to recognize their own biases (Jossey-Bass, 1990).

Joel Best, '79, *Threatened Children: Rhetoric and Concern about Child-Victims*. Compares the portrayal of threatened children in a variety of data including court records, television, and public opinion polls to reveal how the cultural construction of social problems evolves (University of Chicago Press, 1990).

Dante Cicchetti, '77, *The Self in Transition*. The most recent research on the self during the pivotal period of transition from infancy to early childhood (University of Chicago Press, 1991).

Jeanne K. Hanson, '77, and Deane Morrison, *Of Kinkajous, Capybaras, Horned Beetles, Selagangs, and the Oddest and Most Wonderful Mammals, Birds, Insects, and Plants of Our World*. Informative sketches about the most inventively adapted animals and plants (HarperCollins, 1990). Morrison is a writer for University Relations and a frequent contributor to *Minnesota*.

Arthur Herman, '78, *The Ways of Philosophy: Searching for a Worthwhile Life*. Examines how sixteen philosophers from Socrates to Martin Luther King address the central question of philosophy: What is the most worthwhile life I can live? (Scholars Press, 1991).

Marshall Houts, '41, and Harold Stassen, '29, *Eisenhower: Turning the World Toward Peace*. Examines Eisenhower's contributions to U.S. foreign policy, relying heavily on Stassen's papers and recollections as an Eisenhower confidante (Merrill/Magnus, 1990).

James Hufferd, '79, *The Majoritarian Solution*. Uncovers the common root of America's recent lack of participatory spirit, productivity, and economic competitiveness (University Press of America, 1990).

Inkeri Väänänen-Jensen, '76, *Finnish Proverbs and The Fish of Gold and Other Finnish Folk Tales*, two books of translation (Penfield Press, 1990).

Jeffrey Levine, '80, *Doing Business in Chicago*. Inside information on Chicago's business community including profiles of 246 public companies and 220 chief executive officers (Dow Jones-Irwin, 1990).

Curtis O. Lynum, '40, *The FBI and I: One Family's Life in the FBI During the Hoover Years*. A chronological

accounting of the 26-year career (1941-67) of an FBI agent as he rose through the ranks to become special agent in charge of the San Francisco office (Dorrance & Company).

Marshall McKusick, '52, *The Davenport Conspiracy Revisited*. An update of the original 1970 publication, offering insight into the highly competitive world of nineteenth-century archaeology, which was riddled with scandals such as the Davenport burial mound hoax (Iowa State University Press, 1991).

Elias C. Mandala, '83, *Work and Control in a Peasant Economy: A History of the Lower Tchiri Valley in Malawi, 1859-1960* (University of Wisconsin Press, 1990).

James W. Miller, '85, *In the Arkansas Backwoods: Tales and Sketches by Friedrich Gerstäcker*. Previously untranslated short stories about and sketches of antebellum Arkansas and the Upper South frontier at the turn of the century (University of Missouri Press, 1990).

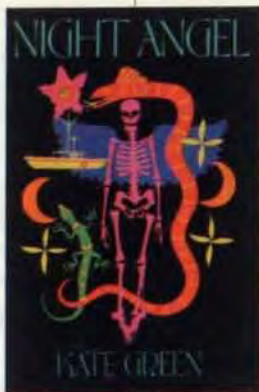
Carl Rowan, '48, *Breaking Barriers*. A mostly favorable look back at Rowan's career as a journalist during the Johnson and Kennedy administrations, and at a life spent breaking down race and class barriers in American society (Little, Brown, 1991).

Joe William Trotter, Jr., '80, *Coal, Class, and Color*. The experiences of black coal miners in southern West Virginia between World War I and the Great Depression (University of Illinois Press, 1990).

Marilyn Nelson Waniek, '79, *The Homeplace*. A collection of poems by the author (Louisiana State University Press, 1990).

Thomas Woods, '87, *Knights of the Plow: Oliver H. Kelley and the Origins of the Grange in Republican Ideology*. The tumultuous early years of the Grange, an association of farmers founded in the United States in 1867 by Oliver Kelley (Iowa State University Press, 1991).

Carrie Young, '44, *Nothing to Do but Stay: My Pioneer Mother*. The story of Carrine Gafkjen, who left Minneapolis at age 25 to claim a homestead on the North Dakota prairie, spent ten years doubling her landholdings, then married at age 35 and had six children (University of Iowa Press, 1991).



Faculty Authors

Ronald Anderson, professor of sociology, *Computer Applications in the Social Sciences*. How state-of-the-art computing methods are applied in social science research (McGraw-Hill, 1990).

Rutherford Aris, Professor of Classical and Near Eastern Studies and Regents' Professor of Chemical Engineering and Materials Science, *Explicatio Formarum Litterarum: The unfolding of letter forms from the first century to the fifteenth*. Workbook of time charts of Latin paleography (Colleagues of Calligraphy, St. Paul, 1990).

Wesley Balk, professor of theater arts, *The Radiant Performer*. Assesses the current state of training for singers and actors and prescribes a process to unleash the energies of radiant performing (University of Minnesota Press, 1990).

Terence Ball, professor of political science, *Political Ideologies and the Democratic Ideal* (Harper and Row, 1990).

Carol Bly, adjunct faculty in English, *The Passionate Accurate Short Story*. A how-to guide for writing short stories (Milkweed Editions, 1990).

Roy Brooks, professor of law, *Rethinking the American Race Problem*. How civil rights laws and policies have aggravated the plight of African Americans, and the excruciatingly stringent proof of discrimination in housing, employment, and education required by the courts (University of California Press, 1991).

Judith Brown, professor of human development and nutrition, *Everywoman's Guide to Nutrition*. A basic guide to health and nutrition for women (University of Minnesota Press, 1991).

Rey Chow, assistant professor of comparative literature, *Woman and Chinese Modernity: The Politics of Reading between East and West*. The relationship of women to issues of non-Western culture (University of Minnesota Press, 1990).

Tom Conley, professor of French and Italian, *Film Hieroglyphs: Ruptures of Classical Cinema*. The ways in

which writing bears upon cinema (University of Minnesota Press, 1991).

Peter Firchow, professor of English, *Philosophical Fragments*. A translation of works by German author Friedrich Schlegel, who is regarded as the central force in the rise of the Romantic movement (University of Minnesota Press, 1991).

John Freeman, '78, professor of political science, *Democracy and Markets: The Politics of Mixed Economics* (Cornell University Press, 1989).

Philip Furia, professor of English, *The Poets of Tin Pan Alley: A History of America's Great Lyricists*. The songwriters of Tin Pan Alley from the turn of the century to the 1960s (Oxford University Press, 1990).

Kate Green, '72, adjunct faculty in English, *Night Angel*. A mystery that weaves elements of witchcraft, 1960s counterculture, and the twenty-year reunion of college roommates (Dell paperback, 1991).

Thomas King, associate professor of American Indian studies, *Medicine River*. A man returns to his hometown, a small Alberta town just outside the Blackfeet reserve, to attend his mother's funeral and is persuaded by his friends to stay (Viking, 1990).

Helen Kivnick, associate professor of social work, *Where Is the Way: Song and Struggle in South Africa*. Weaves together culture and politics to explore the power of music and singing as a unifying element for black culture in the land of apartheid (Penguin, 1990).

Karal Ann Marling, professor of art history and American studies, *Blue Ribbon: A Social and Pictorial History of the Minnesota State Fair*. The history of the fair from its beginnings in the 1850s to its place in the 1980s among the top five major North American fairs (Minnesota Historical Society Press, 1990).

Susan McClary, associate professor of music, *Feminine Endings: Music, Gender, and Sexuality*. The range of musical forms from madrigals to Madonna (University of Minnesota Press, 1990).

Gerald Ownbey and Thomas Morley, professors emeritus of plant biology, *Vascular Plants of Minnesota: A Checklist and Atlas*. A definitive reference to the 2,010 vascular plant species—including ferns, conifers, and flowering plants—currently found in Minnesota (University of Minnesota Press, 1991).

Madelon Sprengnether, professor of English, *The House on Via Combita: Writing by North American Women Abroad*. An anthology of women's writing (New Rivers Press, 1991).

Joel Weinsheimer, professor of English, *Philosophical Hermeneutics and Literary Theory*. How the insights of Hans-Georg Gadamer alter our understanding of literary theory and interpretation (Yale University Press, 1991).

WHAT STUDENTS ARE READING

*The ten best-selling books
at Twin Cities campus bookstores,
listed alphabetically by author*

FICTION

All I Need to Know I Learned From My Cat,
Suzy Becker
Dances With Wolves, Michael Blake
A Yellow Raft in Blue Water, Michael Dorris
Foucault's Pendulum, Umberto Eco
Silence of the Lambs, Thomas Harris
A Prayer for Owen Meany, John Irving
The Bourne Ultimatum, Robert Ludlum
Beloved, Toni Morrison
Skinny Legs and All, Tom Robbins
The Revenge of the Babysat, Bill Watterson

NONFICTION

What Color Is Your Parachute?, Richard Bolles
Barbarians at the Gate, Bryan Burroughs
Seven Habits of Highly Effective People,
Stephen Covey
From Beirut to Jerusalem, Thomas Friedman
All I Really Need to Know I Learned in Kindergarten,
Robert Fulghum
It Was on Fire When I Lay Down on It,
Robert Fulghum
Liar's Poker, Michael Lewis
Feminine Endings, Susan McClary
Meditations for Women Who Do Too Much,
Anne Shaf
Minneapolis/St. Paul Job Bank, Carter Smith,
Sharon Cook, Peter Weiss

SOURCE: H.D. Smith Bookstore, University Book Center,
Books Underground

DURING THE 1980s, the Minnesota State University System (MSUS) spent hundreds of thousands of dollars to upgrade its library catalog system. By all accounts, the upgrading went smoothly, and the MSUS ended up with a state-of-the-art system—with a Catch-22. “We have this wonderful computerized library catalog system and you can go into any library in our system and find out where the books are,” says Linda Bunnell Jones, MSUS vice chancellor for academic affairs. “The problem is, there are no books. We stopped buying books in the eighties so we could pay salaries.”

A ban on book buying is not the only example of a Minnesota higher education system gone awry that surfaced following the days of growing enrollments and expansion of the eighties. As schools struggled to come up with enough money to pay faculty and staff and keep their facilities operating, investments in equipment, facilities, and student services were also sacrificed at the state universities and at the state’s three other public systems of higher education—the University of Minnesota and the technical and community college systems.

At the University of Minnesota, where one of the keys to getting students through their crucial first two years is good academic counseling, the ratio of students to academic counselors in some undergraduate programs rose to nearly 500 to one, more than twice the recommended level, before declining slightly. By the end of their second year, almost half of the University’s freshmen classes drop out, and the school has the lowest graduation rate in the Big Ten.

And at all of Minnesota’s institutions of higher education, the number

HIGHER EDUCATION, LOWER EXPECTATIONS?



After a decade of expanding enrollments and facilities, overlapping missions, and declining resources, are Minnesota’s institutions of higher education headed for mediocrity?

• BY JOHN KOSTOUROS •

of students who walk into classes unprepared to do college-level work has increased dramatically. “High school preparation has declined, there’s no doubt about that,” says Nicholas Barbatsis, assistant vice president for student affairs at the University of Minnesota. MSUS Chancellor

Robert Carothers estimates that his system’s seven campuses now spend 25 percent of their time and resources on remedial instruction, teaching students what they should have learned in high school. The story is the same at the community colleges.

When Gov. Arne Carlson announced only weeks into his first term that he intended to create a commission to study higher education in the state, he knew what few Minnesotans know: The elaborate systems of public higher education are laboring under the burden of growing enrollment, outdated equipment, and too many institutions, and their missions overlap in a number of areas, causing a duplication of efforts.

Minnesota spends heavily on public higher education—only three other states outspend it per capita, and one of them is Alaska, a sparsely populated state rich in oil money and federal dollars. In spite of the huge investment, however, leaders of the four systems openly admit that the quality of the education they are offering is highly uneven, and in many cases, simply poor. “The disparity between what the public pays and what the students get is too great,” says Carothers, who leaves July 1 to become president of the University of Rhode Island. “Something is very wrong with the system.”

If the status quo continues, warns Carothers, Minnesota’s public colleges and universities are on a collision course with mediocrity. University of Minnesota President Nils

Hasselmo agrees.

THE ROAD TO NOW

THE STORY of how Minnesota got into this bind is an object lesson in good intentions run amok. It starts with a legislative decision in the 1960s to put a postsecondary institution

within easy driving distance of every citizen in Minnesota. That decision, and a baby boom that created unprecedented pressures on the state to increase the capacity of its colleges and universities, resulted in the establishment of 28 new campuses between 1965 and 1973. Today the state has 67 campuses: the University of Minnesota 5, the community colleges 21, the technical colleges 34, and the state universities 7. (A generous array of private institutions, including 16 private liberal arts colleges enrolling 43,000 students, and numerous private technical and vocational schools are also located in Minnesota.)

With expansion came duplication. Fourteen cities, many of them small, have both community colleges and technical colleges, in some cases within blocks of each other. The community colleges now offer technical courses, while the technical schools offer academic courses. The MSUS campuses offer a number of advanced degrees, while the University of Minnesota offers occupationally oriented extension courses and, through its General College, admits marginal students.

A system that served only 45,000 students in 1954 ballooned to almost 200,000 students by 1980. Planners predicted that a drop in the number of high school graduates in the 1980s would lead to college enrollment declines that would allow schools to catch their breath and upgrade their physical plants and equipment. But instead of declining, enrollment went up, topping 250,000 in 1990, as the schools found themselves inundated with a new type of student they hadn't expected and hadn't planned for: the adult learner.

Enrollment at the 21 community college campuses soared 48 percent in six years, from 37,000 in 1984 to 54,000 in 1990. The average age of students, meanwhile, jumped from the low twenties to 27. Enrollment at the seven state universities shot from 41,000 in 1980 to 66,000 in 1990. The vocational schools, renamed technical

colleges during the 1980s, experienced steady but less radical growth until they began accepting part-time students in 1989, a change that brought 14,000 new students in two years. Today, in a dramatic departure from the past, when recent high school graduates made up all but a tiny proportion of enrollments, about half of the students at the technical and community colleges are over age 25.

College administrators could see that their facilities and faculty were being stretched, but the state financial

than they receive state money for.

Schools rely on tuition and other sources of revenue to fund the remaining costs, but those revenues also fell behind. As a result, instructional expenditures per student fell between 1978 and 1989 at three of the four systems. The decrease was 9 percent at the state universities, 7.6 percent at the community colleges, and 2.9 percent at the technical colleges. Only the University of Minnesota went up, by 7.9 percent, thanks to enrollment and funding controls agreed to by the legislature.

For students, the problems of high enrollments and too few resources—huge classes in which there is no interaction with instructors, inadequate study space and library materials, and out-of-date equipment—translate into an inferior education. In a 1989 University of Minnesota survey of 2,061 spring graduates from the Twin Cities campus, 37 percent of the respondents rated the quality of their introductory courses outside their major fair or poor (43.6 percent ranked the quality of their lower and upper division course work in their majors as very good to excellent), and 23 percent said they had had to delay their graduation because classes they needed to graduate weren't available when they needed them. When asked if they would attend the University if they had it to do over again, 24 percent said no and 17 percent said that they were not sure.

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—Robert Carothers,
Chancellor,
Minnesota State
University System



aid formula discouraged them from limiting enrollments. Because Minnesota funds one-third of the instructional costs of educating each student attending a public institution of higher education, the more students a campus has, the more state money it gets. In addition, because state funding is based on enrollment reached two years earlier—a formula that was created when enrollments were falling in the 1970s—campuses with growing enrollments must serve more students

**A NEW
KIND OF STUDENT**
ADULT STUDENTS returning to school after years in the work world brought with them a new job for colleges: remedial teaching. Universities as well as technical schools were forced to offer classes in the most basic academic skills. But it wasn't just adult students who needed remedial help. For the first time, colleges were finding large numbers of recent high school graduates unprepared for college, a reflection of the increased number of high school graduates going to college, falling academic standards in K-12 education, and Minnesota's lax requirements for high school gradua

tion. A 1988 report by the legislative auditor documented what many college instructors already knew, that a Minnesota high school diploma was no guarantee that a student could handle college work. The controversial report started out saying, "We found strong evidence that Minnesota's reputation [for educational excellence] is overstated and out of date."

The auditor's investigation found, among other things, that Minnesota students' performance on national tests had fallen to about the national average, that only 27 percent of the state's high schools met accreditation standards for adequate curriculum and staff, and that Minnesota had lower curriculum standards and graduation requirements than many other states. Minnesota students were required to complete only one year each of math and science. Forty-three states required at least two years of each. The report found that only 45 percent of the courses being taught in Minnesota high schools were in the core academic areas of English, social studies, mathematics, and science.

FIXING THE SYSTEM

THE ORGANIZATION that was supposed to make sure that overlap and general weakening of the system didn't happen seemed unable—or unwilling, depending on whom you ask—to do anything about it. The Higher Education Coordinating Board (HECB) was created in the 1960s to advise the legislature on higher education issues, but lawmakers stopped short of giving the board real authority over the four systems. "The legislature created the HECB to control higher education and then emasculated it," says Carothers.

"The HECB lacks a clear purpose," says Bunnell Jones. "That's because the



legislature didn't want to give up the power, and the systems didn't want to give up the power."

Even after David Powers came to the HECB as executive director in 1989 and started raising the agency's public profile on such issues as new campus sitings ("Read my lips; no new

campuses," he says), the jury remains out on whether the board will be a major player in education policy in the 1990s. The agency manages the state's student loan programs but has little authority over the four systems other than to reject proposals for new degree or academic program offerings.

Suggestions that HECB's authority be expanded are regularly opposed by the heads of the four systems and by most legislators, many of whom view themselves as protectors of the campuses in their districts. Many legislators have come to see higher education as an economic development tool because it creates jobs in their district. As a result, streamlining proposals are viewed suspiciously and are usually vigorously opposed in the legislature. "Campuses are very important components in regional economic development," says Hasselmo. "But I don't think that's the best way to set educational priorities."

Until the 1991 legislative session, higher education planning received little attention from state lawmakers. "There was just no real political constituency for doing anything," says Curt Johnson, head of the Citizens League and a former community college president. Over the years the league has made several recommendations for consolidation, including a proposal to merge the technical colleges and the community colleges—an idea that drew stiff resistance from the AFL-CIO, whose affiliate, the Minnesota Federation of Teachers (MFT), represents faculty at

many of the technical colleges. The MFT fears that a merger would force its members to join the rival Minnesota Education Association, which represents the faculty at the community colleges. The loss of MFT dues would be considerable if that happened.

A NEW LAW

OTHERS PROPOSED consolidating the 34 technical colleges, which are currently run by local school districts, under a single state entity, but until the 1991 session, when Senate majority leader Roger Moe proposed a merger of the boards of the state university, community college, and technical college systems, any proposal to do anything other than expand the existing systems was quickly defeated. Even Moe's proposal, with all the considerable force he could bring to it as Senate majority leader, barely passed the legislature, and then only after some major arm twisting and a vow by House leaders who opposed the merger to reverse it in the next legislative session. Opponents will have some time to muster their forces, because the merger isn't scheduled to take place until 1995. Even a merger of the boards won't guarantee that the three systems will be consolidated. The new superboard could leave the systems intact and simply consolidate some board-level administrative functions.

Bunnell Jones is one of many administrators, including Hasselmo and Carothers, who believes that Minnesota should follow California's lead and create a master planning board whose job it would be to create and enforce a comprehensive plan for higher education that would determine such issues as mission differentiation and campus locations. Proponents of such a strategy, including Leonard Kuhi, University of Minnesota senior vice president for academic affairs and Twin Cities campus provost, believe that by allowing Minnesota's four systems to operate independently and rise or fall on their ability to garner support in the legislature, the state has chained itself to a high-cost system that lacks the self-discipline to deliver a high-quality education to its students.

COMMITMENT TO FOCUS

FORMER UNIVERSITY of Minnesota president Kenneth H. Keller was the first to call attention to the blurred missions of the four systems in his 1984 document, Commitment to

Focus. Keller declared that his own institution had spread itself too thin trying to be everything to everyone and needed to pare back its offerings and shrink its enrollment.

Keller's Commitment to Focus plan called for raising admission requirements at the University in an effort to cut down on the remedial instruction needed, as well as to raise the quality of the student body. The higher stan-



“Campuses are very important components in regional economic development. But I don't think that's the best way to set educational priorities.”

—Nils Hasselmo,
President,
University of Minnesota

dards ended up having a secondary effect: They pressured Minnesota high schools to offer more advanced courses and pressured students wanting to go to college to take them. Within two years of announcing the higher standards, which go into effect this fall, the number of advanced placement courses being offered by Minnesota high schools had tripled.

Keller also succeeded in getting the University exempted from the state higher education financing formula. For the first time the legislature was willing to provide funds on the basis of mission rather than enrollment, and it

was a significant break with tradition.

While many other college administrators reacted with alarm, Carothers saw Keller's action as courageous leadership and took up the mantle. “Keller was right,” says Carothers, who went around the state saying what most administrators were afraid to say: that their systems were weak and struggling and that students were being short-changed as a result. Carothers next convened a commission of influential Minnesotans—including, among others, the head of the state AFL-CIO, the director of the Minnesota Business Partnership, the CEO of U.S. West, and Citizens League director Johnson—to study the MSUS. The group issued a strongly worded document called the Q-7 Report that concluded that the system was badly overextended and suffering from serious gaps in quality. “Minnesota stands to lose much of what has been achieved and the pride we take in it today. Indeed, we fear that our recommendations may already be too late,” the commission members said.

In 1990 Carothers used the Q-7 initiative to get his board to raise admissions standards for the state universities, although the new standards are not as strict as those for the University. The board also limited enrollment at St. Cloud because of overcrowding, marking the first time the board had been willing to put an enrollment cap on one of its campuses. Carothers also shifted an estimated 12 percent of the system's operating budget from support services to academic areas to help relieve the workload on instructors, as well as to provide students with smaller classes and more complete course offerings.

But Carothers admits there is still much to do. Too many programs continue to turn out large numbers of graduates for whom there are no jobs. A case in point: In spite of evidence that there is a surplus of teachers in the state, Mankato State University allowed its elementary education program to grow from 350 students to

1,200 in the past five years.

The community colleges and the technical colleges also have made some preliminary efforts to reexamine their spending priorities, but the changes have been incremental rather than structural. Only the University of Minnesota has had the will to actually reallocate substantial resources and eliminate programs in order to raise the quality of its remaining offerings.

The University is currently redirecting \$40 million internally. The College of Liberal Arts and the Institute of Technology stand to benefit the most, while College of Education and central administration funds will be cut. The Waseca campus will be closed. "CLA has been seriously understaffed," says Hasselmo, and the result has been overly large classes and inadequate course offerings that often force students to delay graduation. IT will get a badly needed upgrading of its equipment, some of which is 30 years old.

CAN MINNESOTA MAKE SOME TOUGH DECISIONS!

IN SPITE OF opposition from Waseca students and faculty and people living near the school and their legislators, the proposal to close the campus won approval from the University's Board of Regents. Don't look for many more campus closings, however. Rep. Lyndon Carlson, head of the House Education Committee, says that while lawmakers agree that the system is too costly and believe that administrative costs in particular are too high, they are reluctant to do anything that might lead to a reduction of services in their district. "Lawmakers want access for their people," says Rep. Carlson. "The convenience issue becomes large whenever anyone proposes program reductions."

Rep. Carlson says it was only the



state's pressing budget deficit that caused lawmakers to even consider several proposals that might some day lead to streamlining the system. The implication is that once that budget deficit is solved, the pressure to consolidate the systems may dissipate.

Rep. Carlson is one of several influ-

ential legislators who believes that a merger would actually increase costs because salaries would tend to rise to the highest level in the consolidated system. As the bill to merge MSUS and the community and technical colleges gathered support in the legislature, Gerald Christenson, community colleges chancellor, speculated that contrary to many news media reports, many lawmakers saw the plan as an opportunity to get more programs in their district, not fewer. System administrators and boards themselves are equally reluctant to propose radical reductions in programs. "Higher education is terrible at stopping anything once it's begun," says HECB's Powers.

Hasselmo, Carothers, and Powers favored merging the two-year schools but would have kept the state university system independent. "Some form of merger is desirable in order to set priorities and get coordination across the system," says Hasselmo.

Christenson also favored merging the two-year schools, and he, too, would have preferred to have left the state universities out of the deal. Mostly, though, Christenson advocates increased support for the community colleges, which he argues should be the "open door" through which anyone can enter Minnesota's university system while the University of Minnesota and the state universities become more selective.

Carol Johnson, who became chancellor of the technical college system last fall, opposed merging the community colleges and technical colleges. She maintains that a merger will produce pressures on administrators to cut back on technical courses in favor of cheaper academic offerings. "It's just so much less expensive to have 40 people take algebra than to have 20 take laser optics," she says. Johnson favored

merging all of the state's technical schools, including the University of Minnesota's Crookston and Waseca campuses. She also disputes the need to reduce the number of technical campuses, saying technical school students tend to be place-bound and therefore aren't able to travel great distances or move in order to get training.

Johnson does concede, however, that course duplication exists in the technical colleges. "We cannot afford to have 34 of everything," she says. She has developed a plan in conjunction with the technical college presidents that she says will eliminate some cost inefficiencies. The plan stops short of calling for campus closings, however, settling instead for merging the administrative functions of some of the schools. The technical colleges are also in the final phase of a three-year project designed to identify and eliminate courses that are no longer attracting students or placing graduates in jobs. Next fall Johnson expects to eliminate some courses—about ten—for the first time as a result of the project.

NEW DIRECTIONS

HASSELMO is not alone in arguing that the debate about governing structures, while important, is not the most critical factor in the battle to get Minnesota's higher education system under control. More important, he says, is the need to change the way the state funds its colleges. "The enrollment-based financial formula has outlived its usefulness," says Hasselmo. "We need to go to a funding strategy based on mission and objectives." But so far, only the University of Minnesota has been exempted from the enrollment-based funding strategy.

The University is also attempting to improve quality and efficiency by adopting some of the methods that made Japan the world leader in manufacturing. Total Quality Management (TQM), as it is called, attempts to identify barriers to efficiency and excellence, and then eliminate or reduce them. The University is considered a national leader in the effort to bring TQM principles to higher

education, even though it is only a year into the effort.

The technical colleges and MSUS are also beginning to work with the TQM methods. If it works, and Hasselmo is convinced it will, the TQM approach would turn a culture that has often been indifferent to the needs of students into one that puts student success at the top of its agenda.

Some people think such a sea of change in attitudes could ultimately do more for Minnesota's colleges than



"The challenge will be how to raise quality to needed levels without destroying the access we have built."

—Curt Johnson,
Executive Director,
Citizens League

all the other efforts combined. They reason that once the student's interests become paramount, faculty members and administrators will be hard pressed to justify huge classes, too few academic advisers, long waiting lists for needed classes, poor instructional techniques, top- and middle-heavy administrative budgets, and all the other things that go into making the Minnesota public higher education experience less than exemplary.

Hasselmo thinks the greatest opportunities to increase efficiency and make the system more responsive to students may lie in intersystem cooperation. The most advanced example so far is in Rochester, where the community college, nearby Winona State University, and the University of Minnesota plan to offer

courses in a single facility on the existing community college campus.

"I can begin to see regional educational centers that belong to one system in one region and another in another area," says Hasselmo. "And as telecommunications opportunities expand, the systems will have even more chances to provide statewide services. Geography will no longer be the sole criterion for determining program offerings." Hasselmo wants to develop a planning process that would involve all four systems in addressing the educational needs of a region's residents.

While all four systems are making some effort to streamline their operations, few significant structural changes are under way anywhere except at the University of Minnesota.

With the University cutting enrollments and raising admission requirements, and the state universities tightening their admission requirements, weaker students are likely to gravitate to the community colleges, which will then be forced to provide even more remedial instruction. Some worry that the community colleges may become the ghettos of higher education, dead-end schools where everyone who can't get in somewhere else starts college, but where few make it on to four-year institutions. This has happened in other states.

For all his innovations, Carothers avoided tackling the hard issue of the need for MSUS program consolidation. The system is stretched to the breaking point now, and the state funding cut in the recent legislative session could produce a further decline in quality.

"The challenge will be how to raise quality to needed levels without destroying the access we have built," says the Citizens League's Johnson.

"We are at a critical point here," says Hasselmo. "With limitations on resources, if we do not set priorities and have a stronger sense of what our higher priorities are, the whole educational scene in Minnesota is going to suffer."

CHRIS OTTEM, a seventh grader at Twin Bluff Middle School in Red Wing, is just one of 1,500 students—from age 8 to 98—who take over the University of Minnesota in the summer following the exodus of the more traditional students for home or work. Ottem and his summer campus classmates populate the summer sports programs, geared to young men and women entering their senior year in high school but frequently open to students as young as age 8, and Minnesota Elderhostel, which offers campus living and learning for those over the age of 60.

Ottem is back on campus for his second season of baseball camp. A catcher in a summer baseball league, Ottem improved his game and met new friends whose sports careers are sure to mirror his own: "There

were a lot of coaches, and they helped me improve my hitting by showing me how to stand and to swing. I also got to work on my catching. We worked hard during camp, but it was fun getting away from home for a week. And we had a lot of fun meeting other kids and getting to play baseball every day."

SPORTS CAMPS, WHICH USUALLY BEGIN IN JUNE and are held through the first week of August, help students strengthen and refine their athletic skills and techniques. In some instances, students can choose from day and overnight camps. All of the overnight camps offer the option of commuting, which lowers the cost. Prices for day camps range from \$85 to \$230; overnight camps vary between \$190 and \$300, including meals and lodging in a campus dormitory. While many of the camps are divided according to gender, several are coed, and all are geared to players of varying skill levels.

The following list of summer athletic camps includes those offered off campus by men's basketball coach Clem Haskins and hockey coach Doug Woog. Some of the 1991 camps are already over, in which case the approximate dates for those in 1992 are listed.



SUMMER SCHOOLS

*A guide to University
of Minnesota sports camps for kids
and Elderhostel programs
for adults over 60*

BY KATIE GUNDAVALDSON



WOMEN'S SPORTS CAMPS

For more information, call 626-SKIL

Gymnastics

July 7-11

Age 8 through entering seniors

Katalin and Gabor Deli, University gymnastics coaches and former Olympic Gymnastics Academy coaches, provide expert instruction in the Cooke Hall gymnastics facility. Spring-floor exercise mats, trampolines, and a foam pit for tumbling and vaulting are available. A trip to Valley Fair and a skit/costume night are planned.

Volleyball

July 30-August 3 (Elite Camp)

Age 12 through entering seniors

Up-to-date training methods and skills taught by head coach Stephanie Schleuder help improve both the physical and mental volleyball game. Two camps are offered for different skill levels (the regular camp was held in June this year). The regular camp, which stresses fundamental skills and team play, is for beginning and intermediate players who have not previously attended camp or reached varsity level. Elite camp offers specific training for setting, middle hitting, etc., for varsity players who have attended camp before.

Basketball

June 1992

Age 12 through entering seniors

During an intense week of fun and education, campers learn to refine their passing, rebounding, shooting, and defense skills. Campers work under head coach Linda Hill-MacDonald, meet Gopher basketball players, and participate in one-on-one and free-throw shooting competitions.



COED SPORTS CAMPS

For more information, call 626-SKIL

Cross Country

June 1992

Entering eighth graders through entering seniors

Head coach Gary Wilson offers his campers success through hard work and fun. Camp activities include daily runs along the scenic Mississippi River, presentations on nutrition and mental imagery techniques, and video analysis of campers' form.

Diving

June 1992

Age 8 through entering seniors

Day campers train under head coach Doug Shaffer in the new state-of-the-art Minnesota Aquatics Center. Divers practice on 1- and 3-meter spring boards and on 1-, 5-, 7.5-, and 10-meter platforms. A limit of 24 campers insures a low coach-to-camper ratio. Features include video analysis and water and dry-land training.

Golf

June 1992

Age 12 through entering seniors

The golf day camp focuses on improving physical aspects of golf such as grip, posture, set up, alignment, and swing. Instruction takes place at the University's Les Bolstad Golf Course. Golfers receive a video analysis of their skills.

Track and Field

June 1992

Entering seventh graders through entering seniors

Campers can choose one or more events to work on during their five-day visit. Instructor Kirk Elias and other nationally experienced coaches run campers through their paces in pole vault, triple jump, long jump, high jump, shot put, and discus.

Softball

June 1992

Age 8 through entering seniors

Head coach Teresa Wilson stresses positive learning. Emphasis is on throwing, catching, pitching, base running, and defensive positioning. Each camper receives a copy of the 1990 College World Series video.

Swimming

June 1992

Age 7 through entering seniors

The focus here is on improving stroke and start-and-turn techniques while providing enjoyable and competitive workouts. Swimmers train with head coach Jean Freeman and use the world-class University Aquatics Center. Campers are taped under water to analyze their performances.



MEN'S SPORTS CAMPS

Baseball

June 30-July 3,

July 30-August 3, August 4-August 8

Ages 11-17

Head coach John Anderson directs the Minnesota Baseball Instructional School, teaching fundamental concepts in throwing, hitting, pitching, base running, fielding, and team play. Campers practice and play at Siebert Field, play one game at the Hubert H. Humphrey Metrodome, and receive videotaped and written evaluations. For more information, call 626-0705.

Football

Junior Day Camp,

Overnight Camp, Day Camp

June 1992

Entering third graders through entering seniors

Guest speakers, mini-lectures, football highlight films, use of weight rooms, individual instruction, and modern facilities give football campers a head start on the competition. Head coach John Gutekunst

and his coaching staff teach campers skills in offense (quarterbacks, receivers), defense (linebackers), and special teams (punters, field goal kickers). For more information, call 624-6004.

Wrestling

June 30-July 5, July 7-12

Entering seventh graders through entering seniors

At head coach J Robinson's Technique Wrestling Camp campers practice takedowns, reversals, escapes, riding, and pinning. In addition, strength training, conditioning, nutrition, and weight loss are discussed. This camp boasts instructors who are Olympic medalists, national champions, and all-Americans. For more information, call 349-6585.



OFF-CAMPUS SPORTS CAMPS

Clem Haskins Basketball Camp

Beginning mid-June through mid-July
Coed, entering third graders through entering seniors

Head coach Clem Haskins teaches developmental skills needed for a strong foundation. Both day and overnight camps are available. Day camps are held in Fridley, Minnetonka, and Edina. Overnight camps are held at the University of St. Thomas. For more information, call 591-1772.

Doug Woog's

Kiwadinipi Hockey Camp

July 21-27,

July 28-August 3, August 4-10

Ages 9 to 16

For eighteen years, Doug Woog and his staff of world-class instructors have offered training and recreation in the north woods. Emphasis is on fundamental skills such as stick handling, shooting, and passing, and on individual and team skills. Camp is available for both day and overnight campers. For more information, call 451-7974.



ELDERHOSTEL

Inspired by European youth hostels and folk schools, Elderhostel is a national program for people over age 60 who are interested in broadening their horizons. Minnesota Elderhostel attracted more than 3,000 people from 41 states last year. Nationwide more than 225,000 are expected to take part in the program this year.

The Minnesota program, in its thirteenth year, offers learning opportunities at 36 educational institutions at 50 sites throughout the state, including all the University of Minnesota campuses. Classes are offered from April through September, and a limited number of scholarships are available for Minnesota residents. The price for most Minnesota Elderhostel programs is \$270 per class.

The following programs are offered at University of Minnesota campuses during the rest of this summer. For more information, or to receive a registration form, call 612-624-7004, or write: Minnesota Elderhostel, 137 Nolte Center, 315 Pillsbury Ave. SE, University of Minnesota, Minneapolis, MN 55455.

University of Minnesota

Crookston

July 14-20

Native and Exotic Flowers

Thriving in a Northern Climate

Are 10,000 Lakes Enough?

Minnesota's Water Resources

in the 1990s

Prescription for Wellness:

Beyond Diet and Exercise

July 28-August 3

Turn-of-the-Century Music from
Joplin to Stravinsky
India: The People and Their
Culture
Stress Management: A New
Wellness Approach

August 11-17

1930s America: The New Deal,
Huey Long, the Untouchables
The Performing Arts in the
Dust Bowl Years
Journals: Reflections of the Past

University of Minnesota

Crookston,

at Mount St. Benedict Center

September 29-October 5

Mozart, Haydn, Beethoven:
The Anatomy of a Symphony
Settler Sagas, Voyageur Shouts:
The Sounds of French Canadian
Culture
Prairie Civilization: The Power
of Tribal Women

University of Minnesota

Duluth

July 14-20

Tiananmen Square, the Berlin Wall:
I Was There!
Today in the Soviet Union:
Historical and Cultural
Perspectives
Civilizations of Ancient Mexico

University of Minnesota,

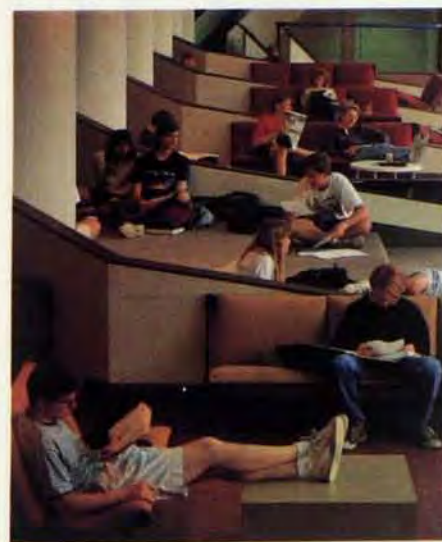
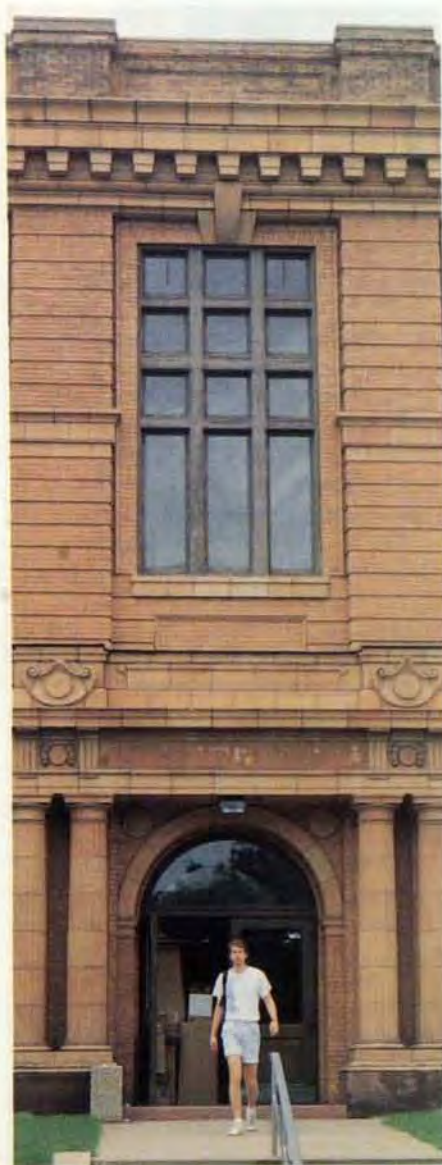
Twin Cities

Minnesota Orchestra, Orchestra Hall

July 15-21 and 18-24

Sommerfest '91: A Viennese
Music Festival

EDITED BY MAUREEN SMITH



THE HIGHER EDUCATION bill approved by the legislature includes a **\$41 million biennial cut** for the University, or about \$20 million each year. The base cut is 4 percent.

Gov. Arne Carlson signed the higher education bill June 4, but he **vetoed line items** totaling \$55 million. The University was cut \$23 million in second-year funding for several specials, including the Supercomputer Institute, women's intercollegiate athletics, minority fellowships, and a mathematics program for talented youth. University officials say they will ask the 1992 legislature to restore the cuts.

A **balancing act** will be needed to draw up the 1991-92 budget, Robert Erickson, senior vice president for finance, told the Senate Finance and Planning Committee May 21. He showed how three components could be used: \$12 million in tuition increases, \$23.5 million in foregone salary increases, and \$13 million in program cuts. The 1992-93 budget will not go to the regents until December, after the November state economic forecast, Erickson said. He said the administration is "very sensitive" to the difficulty of **two years of no salary increases** and will look carefully at the salary question for the second year of the biennium.

Two new regents were elected April 17: **Ann Wynia** of St. Paul, former House majority leader, and **H. Bryan Neel** of Rochester, a surgeon at the Mayo Clinic. Regents Wendell Anderson and Stanley Sahlstrom were re-elected. Regents Charles Casey, board chair for the past two years, and Mary Schertler retired April 12.

The Twin Cities Campus Assembly voted May 16 to approve **new liberal education requirements** for all students on the Twin Cities campus. The key vote was 62-48 against an amendment that would have deleted the four designated themes of cultural diversity, international perspective, citizen ethics, and environmental education. The vote followed spirited debate.

The regents voted in May to **deny**

tenure to four assistant professors from Waseca. They had met tenure requirements, but University officials said the tenure code allows the closing of a program to be considered in a tenure decision. The Waseca campus is scheduled to close in 1992.

After a three-year investigation, the National Collegiate Athletic Association (NCAA) passed down its **penalties for rule violations** in men's football, basketball, and wrestling. The penalties include two-year probation for the University, prohibition on postseason play for the 1991-92 football team, and the loss of one basketball scholarship for next year. Citing the University's own investigation, the NCAA did not levy the maximum penalties called for under its own bylaws.

Thomas Scott, director of the Center for Urban and Regional Affairs, has been elected chair of the Faculty Consultative Committee for 1991-92. Norman Kerr, professor of genetics and cell biology, will be vice chair.

The fall 1991 **freshman class** will be the first class required to meet new preparation standards, and tracking of students' preparation is promising, vice provost Anne Hopkins told the Senate Consultative Committee May 30; 75 percent of freshmen will have met all preparation requirements when they enter, and many of the remaining 25 percent will have only one deficiency to make up.

"Attending to human detail" was the theme of a **diversity forum** May 29. The heart of the forum was a report on more than 90 interviews with faculty, staff, and students. President Nils Hasselmo urged people to get involved in next steps. Plans include a fall forum on issues for African Americans and Jews, a series of dialogues on various themes, and a clearinghouse to implement ideas.

CNN's Pulitzer Prize-winning correspondent **Peter Arnett** and former Soviet foreign minister **Eduard Shevardnadze** gave Carlson lectures at Northrop Auditorium during spring quarter.

JULY

1ST-31ST

"Laughter in the Palace of the Dragon: Chinese Fisherfolk Paintings," University Art Museum, Northrop Auditorium, Minneapolis campus.

12TH-31ST

"Dracula," University Theatre Showboat, Mississippi River, east bank, 2:00 p.m. and 7:00 p.m. Sundays, 8:00 p.m. Tuesdays through Saturdays.

14TH-31ST

"Points of Departure," an exhibition of works by alumni and Department of Design, Housing, and Apparel graduate students, Goldstein Gallery, 241 McNeal Hall, St. Paul campus.

17TH

Band Alumni Society performs in Minneapolis Aquatennial Parade, 7:00 p.m., Minneapolis.

28TH

Queen Ida and the Bon Temps Zydeco Band, presented by



Queen Ida, the reigning empress of Cajun dance music, will provide foot-stomping music July 28 at the Fine Line Music Cafe, 318 First Avenue North, Minneapolis. She and the Bon Temps Zydeco Band will perform at 7:00 and 10:00 p.m. For more information, call Northrop Auditorium at 612-625-6003.



"Crappie Chapeau" by Susan Ashdown makes its debut in "Points of Departure," a Department of Design, Housing, and Apparel exhibition, at the Goldstein Gallery from September 1-30.

Northrop Auditorium, 7:00 and 10:00 p.m., Fine Line Music Cafe, 318 First Avenue North, Minneapolis.

30TH

Hospital and Health Care Administration Alumni Annual Membership Meeting and Banquet, Anaheim, California.

AUGUST

1ST-23RD

"Laughter in the Palace of the Dragon: Chinese Fisherfolk Paintings," University Art Museum, Northrop Auditorium, Minneapolis campus.

1ST-25TH

"Dracula," University Theatre Showboat, Mississippi River, east bank, 2:00 p.m. and 7:00 p.m. Sundays, 8:00 p.m. Tuesdays through Saturdays.

1ST-31ST

"Points of Departure," an exhibition of works by alumni and Department of Design, Housing, and Apparel graduate students, Goldstein Gallery, 241 McNeal Hall, St. Paul campus.

12TH

Law School Alumni Breakfast at the annual American Bar Association meeting,

8:00 a.m., Seattle.

SEPTEMBER

1ST-30TH

"Points of Departure," an exhibition of works by alumni and Department of Design, Housing, and Apparel graduate students, Goldstein Gallery, 241 McNeal Hall, St. Paul campus.

4TH

First Annual Minnesota Medical Foundation Golf Classic fundraiser for University of Minnesota Medical Schools research, 12:30 p.m. registration, 1:30 p.m. start, Edinburgh USA, Brooklyn Park. For more information, call 612-625-1440.

10TH

Rice and Steele County Alumni Dinner and Meeting, guest speaker Professor Tom Bouchard of the Psychology Department speaking on "Twins Reared Apart," Faribault, Minnesota. For more information, call Deanne Magnusson, 612-624-2323.

Education Alumni Society Board Meeting, 5:00 p.m., Campus Club, Coffman Memorial Union, Minneapolis campus.

Pharmacy Alumni Society Board Meeting, 4:00 p.m., 6-194 Health Sciences Unit F, Minneapolis campus.

11TH

Nursing Alumni Society Board Meeting, 5:15 p.m., 6-194 Health Sciences Unit F, Minneapolis campus.

12TH

Public Health Alumni Society Board Meeting, 4:00 p.m., Mayo Building, Minneapolis campus.

14TH

Carlson School of Management Alumni Council Leadership Workshop planning meeting for alumni activities for the coming year, 8:30 a.m. to noon, 180 Humphrey Center, Minneapolis campus. For more information, call 612-625-1556.



Football Buffet with former Gopher greats, cheerleaders, and a bus to the 7:00 p.m. Gophers vs. San Jose State game, 4:30 to 6:30 p.m., Alumni Club, IDS Center, Minneapolis.

27TH

Dentistry Alumni Society Board Meeting, noon, Moos Tower, Minneapolis campus.

28TH

College of Liberal Arts Welcome Picnic for the New Dean, afternoon, location to be announced.

Football buffet with former Gopher greats, cheerleaders, and a bus to the 7:00 p.m. Gophers vs. Pittsburgh game, 4:30 to 6:30 p.m., Alumni Club, IDS Center, Minneapolis.

COLLEGE OF AGRICULTURE

'57 **Sam Hsieh** of Taiwan has received the University of Minnesota Outstanding Achievement Award, the highest honor bestowed on alumni. Hsieh is governor of the Central Bank of China.

SCHOOL OF DENTISTRY

'52 **Dale Olseth** of Hopkins, Minnesota, has received the University of Minnesota Regents' Award for volunteer work and philanthropic contributions to the University. Olseth is president and chief executive officer of Bio-Metric Systems.

'57 **Lloyd Pearson** of Edina, Minnesota, served on the planning committee for a recent two-day symposium, "Orthodontic Concepts for the Nineties," presented by the Minnesota Association of Orthodontists in conjunction with the University of Minnesota Division of Orthodontics.

COLLEGE OF EDUCATION

'64 **Paul Ramseth** of Forest Lake, Minnesota, has been named executive vice president of Lutheran Brotherhood, where he heads the Fraternal and Corporate Planning Division.

'65 **Beverly Spagnoletti** of Rockford, Illinois, has been named engineering controller for Sundstrand Corporation in Rockford. Spagnoletti was previously manager of pricing and cost management for the company.

CARLSON SCHOOL OF MANAGEMENT

'54 **Duane Kullberg** of Chicago has been elected to the newly created position of vice chair on the University of Minnesota Foundation board of trustees. Kullberg is former managing partner and chief executive officer of Arthur Andersen & Company.

'73 **Joseph Kenyon** of New Hope, Minnesota, has been elected to the governing council of the American Institute of Certified Public Accountants. Kenyon is director of litigation and insurance consulting services with Schechter, Dokken, Kanter, Andrews & Selcer.

LAW SCHOOL

'52 **Sheldon Gitelman** of Washington, D.C., returned recently from Casablanca, Morocco, where he served as a volunteer with the International Executive Service Corps. Gitelman is retired executive vice president of Marine Midland Bank.

MEDICAL SCHOOL

'46 **Alvin Schultz** of Minneapolis has been named president of the Council of Medical Specialty Societies. Schultz is a regent of the American College of Physicians and senior vice president at Health One Corporation.

'47 **Philip Paterson** of Eagle River, Wisconsin, has become professor and chair emeritus of the departments of microbiology-immunology and neurobiology at Northwestern University Medical and Dental Schools.

'75 **James Hart** of Stillwater, Minnesota, has been named associate medical director for quality and utilization management for Group Health. Hart was previously chief of professional services at St. Croix Valley Clinic.

COLLEGE OF NATURAL RESOURCES

'59 **Roger B. Johnson** of Missoula, Montana, will retire this year after 34 years with the U.S. Department of Agriculture Forest Service as land adjustment specialist in the Northern Region Headquarters Division of Recreation, Wilderness, and Lands.

COLLEGE OF PHARMACY

'61 **Waldo Narr** of Londonderry, New Hampshire, has been named Walgreen Company manager of the newly formed New Hampshire district. Narr, who joined Walgreen in 1960, oversees fourteen drugstores in New Hampshire and northern Massachusetts.

SCHOOL OF PUBLIC HEALTH

'90 **Chris Miles** of Albuquerque, New Mexico, has been named executive director at Presbyterian Hospital in Albuquerque.

INSTITUTE OF TECHNOLOGY

'49 **Daniel Jenny** of Arlington Heights, Illinois, has received the Reinforced Concrete Research Council Arthur J. Boase Award for his contributions and achievements in the structural concrete field. Jenny retired recently after 24 years with the Precast/Prestressed Concrete Institute in Chicago.

'79 **Chris Andersen** of Minneapolis has joined Marquette Bank as a community development officer. Andersen was previously assistant vice president at First Bank System.

'82 **Ross Levin** of Minneapolis has been named to the advisory board of the BNA Tax Management Financial Planning Journal.

UNIVERSITY COLLEGE

'82 **Frank Harvey** of Marietta, Georgia, has been appointed manager of the Atlanta branch of Keane custom software development company. Harvey was previously sales manager for Keane's Minneapolis branch.

DEATHS

Margaret Earl, '21, Hyattsville, Maryland, February 2, 1991. Earl taught secondary school mathematics in Minnesota and Nebraska.

Ruth Elliff, '53, Arlington, Virginia, March 23, 1991. Elliff was a retired deputy staff chief at the Central Intelligence Agency in the division that collects foreign intelligence volunteered by U.S. citizens. Elliff served as the division's training officer and equal employment opportunity officer and was responsible for Freedom of Information and Privacy Act matters. Prior to joining the CIA in 1953, she worked briefly at the United Nations in New York.

Deana Harris Hoffman, '35, Rockville, Maryland, January 25, 1991. Hoffman was a portrait photographer whose *Portrait of a Child* is included in the permanent collection of the Museum of Modern Art in New York City. Hoffman, who worked as an independent photographer for 50 years, often photographed children and the elderly.

William E. Kendall, '46, Longwood, Florida, February 19, 1991. Kendall served in World War II as a navy communications officer, then worked for Lago Oil and Transport in Aruba. He returned to the United States in 1959 and worked for the Psychological Corporation before establishing his own consulting company. Kendall retired in 1980.

Irving "Ozzie" Simos, '58, Bethesda, Maryland, December 9, 1990. Simos was a psychologist for 30 years with the National Institutes of Health before retiring in 1987 as deputy branch chief of the referral and review branch of the research grants division. In retirement, he served as volunteer counselor with A Woman's Place, an arm of the Montgomery County Women's Commission.

Charles R. Speers, '28, Naples, Florida, March 2, 1991. Speers worked for American Airlines for 36 years before retiring in 1965 as senior vice president of sales. In 1934 Speers created the Air Travel Card Plan, the first airline charge account system. He also originated the American Airlines youth fare program—an industry first—which allowed young people to travel at half fare. In retirement, Speers became director and vice president of R. Dixon Speas Associates, an aviation consulting firm.

NCAA Double Jeopardy

WHEN THE UNIVERSITY of Minnesota received the report of the National Collegiate Athletic Association (NCAA) Committee on Infractions in March of this year, it did so with a great sense of relief that the three-year investigation was finally over. The University officially accepted the sanctions laid down by the NCAA and moved to put this frustrating and lengthy chapter behind it.

No longer present at the University are the people or policies responsible for the violations allegedly committed within the football program, which received the harshest penalties from the NCAA. Gone are the head coach, the athletic director, the players, and the wayward administrator involved in these unfortunate acts of carelessness and poor judgment. It is the current set of players, coaches, and administrators who will be punished by the NCAA's rulings. The 1991 football team is prohibited from participating in a postseason bowl game. The expected improvement in and skill level of this year's team makes this penalty even more difficult to accept. In spite of this injustice, the University community has accepted its fate complacently.

Let's review this investigative odyssey, which actually encompasses two separate NCAA investigations.

In March 1988, following the NCAA's first investigation, the NCAA infractions committee issued penalties for 1982-86 violations committed in the men's athletic program. The most serious citation was for the University's "repeated failure to exercise institutional control over the administration" of the program. Although limited violations were found in the football program, it was the 1988 basketball team that received the toughest penalties. The team was prohibited

from playing in any post-season tournaments, and the program was placed on probation for the following year.

One month after that report was issued, University auditors discovered that Luther Darville, then acting director of the Office of Minority and Special Student Affairs (OMSSA), had misappropriated University funds, allegedly issuing payments and loans to student athletes, primarily football players. The University's investigation eventually led to Darville's November 1989 conviction on three counts of theft. Through the course of this investigation and trial, there was no evidence that the University of Minnesota had been aware of Darville's activities, let alone condoned or abetted them.

Results of the University's investigation were sent to the NCAA in June 1989. Prompted by the Darville revelations, the NCAA began its second investigation in December 1990 and issued a report in March 1991.

Although the most recent NCAA infractions committee report recognizes the role the University played in bringing the Darville matter forward, the NCAA once again cites the University for "a failure of institutional control." Yet Darville's activities occurred during the same period that the University's athletic program was investigated the first time.

How can the NCAA contend that a major penalty against the football program is justified if what was discovered is by and large an affirmation of



Brian Osberg is
Minnesota's
sports columnist

its prior investigation? The consequences of the "failure of institutional control" in the Darville case were more significant, but the University was not prosecuted for any wrongdoing and should not be punished for Darville's crime. Even in criminal law, a person cannot be convicted for the same crime twice.

The University was appropriately punished for "lack of institutional control" in 1988.

Even if a major penalty could be justified, it is the institution, not the 1991 football team, that should pay the price. A penalty against the institution—a fine, for example—may have been more appropriate.

Furthermore, the major penalty against the football team is arguably unfair because OMSSA is not under the control of the football program, nor of the athletic department for that matter. The fact that most of the student athletes who allegedly benefitted from Darville's actions were football players led the NCAA to penalize the football program. In actuality, the football team did not achieve a competitive edge or intend to gain from these activities.

Additional football program violations cited by the NCAA include providing automobile transportation to players at no cost and failure of graduate assistant football coaches to meet minimum academic requirements. Again there was no deliberate attempt to gain a competitive advantage, no knowing violations of the rules. These

By Brian Osberg

actions, stemming from ignorance and poor discipline, do not constitute major violations, and do not deserve a major penalty.

In addition to penalizing the football program, the NCAA also placed the men's basketball team on probation and took away one scholarship for the upcoming season. The team was cited for forgiving dormitory fees for a recruit—which allegedly occurred in 1986, a period covered by the initial NCAA investigation—and for recruitment violations, including inviting a

high school player from Michigan and his father to a sky box at the Metrodome during a 1990 football game.

The men's wrestling team was also penalized. The NCAA accused the team of gaining a competitive and recruiting advantage by combining practices of the University's varsity squad with an outside wrestling club made up of potential recruits and ineligible athletes. Although the wrestling coach apparently was not aware that this violated NCAA rules, the infractions committee dealt a major penalty to the

wrestling program. The sanctions were directed primarily at head coach J Robinson, who was placed on probation; his salary was frozen at the prior year's level. The coaching staff was prohibited from off-campus recruiting during the past year, and was required to participate in an educational and testing session related to NCAA and Big Ten rules and policies. More significant penalties such as prohibition of post-season competition and suspension of coaching personnel were not imposed due to the University's cooperation and involvement in the investigation, according to the NCAA report.


In an official statement, University President Nils Hasselmo said, "I know that the penalties imposed on us will seem harsh to the student athletes and coaches of the affected sports. However, I believe that we have been treated fairly. It seems to me that the thorough investigation given by the University itself has stood us in good stead. I also believe that the institutional controls that have been introduced in the last several years have affected the outcome of the investigation It is my hope that we now can put these matters behind us and see a strong men's intercollegiate athletic program move into the future."

The University registered concern over the length of the second investigation—nearly three years had lapsed by the time the NCAA issued its second report—but the NCAA was not sympathetic. The University further contended that the NCAA enforcement staff wasted a great deal of time tracking down and interviewing witnesses who had very little credibility. Again the NCAA disagreed.

The NCAA actions will leave an indelible mark on the University's recruiting efforts and the reputation of the men's athletic program. The penalties issued by the NCAA could indeed have been worse, but the underlying fact is that the University was denied due process.

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An American Odyssey: A Testimony

WITH THE insight of a historian and the poetry of a master storyteller, Pulitzer Prize-winning playwright August Wilson delivered a powerful message—about diversity and pride and the Africans' odyssey in America—to 1,400 alumni, regents, faculty, and friends at the 87th annual meeting of the Minnesota Alumni Association May 7.

America has the means to provide decent, prosperous, and meaningful ways of life for all of its citizens; all it needs is the will, said Wilson. "Then, with our hands on the sail and God's speed and grace, all of our names could ring down the line in the vibrant air of an American society taking advantage of all of its human resources and potential."

"I came here today to place our concerns and difficulties as black and white Americans in an historical context so as to understand better the origins of our suspicions and their continued presence in our society," Wilson said. "I have come to make a testimony of sorts." But, he added, "I speak only for myself and those who may think as I do."

Wilson lamented society's attempts to "obscure and obliterate the moral personality of Africans in America," attempts that, he said, continue unabated today. Black Americans, he said, want to participate in society as Africans, not as part of an assimilated culture made up largely of Europeans.

In order to understand why things are as they are today, Wilson said, it is necessary to examine the historical implications of the African's arrival in America and to go back to the idea of slavery as a labor system. Ironically, he said, Africans were brought to America not as people but as goods, as raw ma-



Pulitzer Prize-winning playwright August Wilson

**"Our status is grand in law
and denied in public recognition."**

terials, by people who settled this country looking for freedom from political and religious suppression.

Enslaved in America, Africans lost their moral personality. "It is this denial of our moral personality, these ideas and attitudes that are left over from slavery, that [are] at the core of the problematic nature of our relationships today and have echoed throughout our history," Wilson said. "Our freedom and the securing of our moral personality [have] met with every possible obstruction. Our status is grand in law and denied in public recognition."

When the freed Africans began moving north in the early 1900s, Wilson

said, "we came strong, eager, searching, carrying Bibles and guitars, our pockets lined with dust and fresh hope, marked men seeking a way of bludgeoning and shaping the malleable parts of ourselves into a new identity as free men of definite and sincere worth," he said. "But the North did not make ready our welcome."

Faced with poverty, disease, and insufficient housing, African Americans didn't have much, Wilson said, "but they had a song and they had a name. John Lee 'Sonny Boy' Williamson sang it out loud: 'I hear a black name a'ringin' all up and down the line. And so it did . . . it rang out down the line: Here we are; this is us; this is who we are; we up here now.'"

Left outside the mainstream, blacks began to build self-determining communities that were economically viable and culturally sufficient. Then, "after 330 years of brutality and neglect," Wilson said, "the doors to American society were suddenly thrown open to those who would deny their black name." Society, he said, stood at the door and checked credentials, checked to "see whether the African had been beaten out of you," saying, "this is the great melting pot, and you must melt in the pot."

But, Wilson said, Africans could not and would not melt into that pot and adopt European values and ideas. Although some were willing to deny their black name in order to participate in

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society, others saw a "value in themselves," a "value in their Africanness," and refused to give up their culture. As an old man in San Diego told Wilson, "We somebody; we us."

"For many years," Wilson said, "we were led down the wrong road, the road of cultural assimilation, a road that did not take into account our needs as a people and did not respect our culture." Black Americans, many of whom are "mired in poverty and neglect and infested with the seed of despair and germs of deceit," will demand an accounting, said Wilson.

"We are close to the last chance we have to solve the problematic nature of the relationships between white and black."

"There are 30 million people of African descent whom the irreversible sweep of history has decreed to be in the United States of America," Wilson said. "We are not going back to Africa, and you are not going back to Europe. We are both here to stay. We are both settlers. Though our specific histories in America are different, they are inextricably bound to one another. We are as much a part of your history as you are a part of ours. And we are close to the last chance we have to solve the problematic nature of the relationships between white and black."

SCHOLARSHIP ESTABLISHED

AT THE MAY 7 annual meeting, the University of Minnesota Alumni Association presented a \$10,000 endowment to the University of Minnesota for the establishment of the August Wilson Scholarship Fund. The scholarship will be based on achievement, creativity, and community involvement and will be awarded to an undergraduate or graduate black student studying dramaturgy or literary criticism.

In accepting a plaque commemorating the evening and the establishment of the scholarship fund, Wilson said, "It's an honor to give my name to the scholarship being announced here. This is the first time in my life that I've received such an honor, and it is one that I will cherish."

PEOPLE AND EVENTS

DIVERSITY, membership, and alumni outreach are top priorities for the new officers of the University of Minnesota Alumni Association (UMAA) elected May 7 at the annual meeting. Leading the association in 1991-92 are national president John French, '55; first vice president Mike Unger, '77 and '81; second vice president Emily Anne Staples, '50; treasurer Janie Mayeron, '73 and '76; secretary Ezell Jones; and past president Sue Bennett, '65 and '67.

As national president, John French says he hopes to see the University and association work closely to promote and support diversity. French, managing partner of Faegre & Benson, has long been active with the University and the UMAA. He has been on the UMAA national board since 1985, serving as vice president in 1989 and first vice president in 1990. He has been a member and chair of the Public Policy Committee (now the University Issues Committee), and in 1988 he was named co-Volunteer of the Year for helping secure passage of state legislation creating the Regent Candidate Advisory Council. He has served on the board of directors of the College of Liberal Arts and as vice chair of the Humphrey Institute of Public Affairs Advisory Committee.

As the leading publicly financed institution of higher education in Minnesota, the University cannot claim to adequately serve the population unless it is representative of the population, says French. "There are segments of the population—particularly minority students and minority faculty—where we can do more. That's not to say that the University has not vigorously tried to do its part in the past, because it has, but we believe we can do better."

French's commitment to diversity is reiterated by Jones and Bennett, who both served on the University Issues Committee, which studied diversity last year. Bennett is an independent



Serving as officers of the University of Minnesota Alumni Association for 1991-92 are, from top left, clockwise, Janie Mayeron, treasurer; John French, national president; Ezell Jones, secretary; Sue Bennett, past president; Emily Anne Staples, vice president; and Michael Unger, first vice president.

consultant who works with nonprofit organizations on financial and long-range planning issues.

If the University hopes to become a global society and prepare students to live in a global society, says Jones, "it must implement a plan that will allow us to focus its educational goals within the realm of diversity and pluralism." Jones attended the University from 1965 to 1969 and is chair and chief executive officer of Premiere Resource Group and senior vice president of the Twin City Group. He is chair and founder of the Archie Givens, Sr., Collection of African-American Art, is on the board of the African-American Learning Center, is a member of the Regent Candidate Advisory Council, and is on the advisory board for the Friends of the General College. He has served on the UMAA national board for three years and is beginning his second year as secretary.

"Expanding our membership base will also be a big priority for us," says

French, who is concerned that the percentage of Minnesota alumni who are association members is significantly lower than at other Big Ten schools. Universities with larger alumni associations have "broader support bases when dealing with state legislatures or when a crisis arises," says French. "They have a broader base of constituents to provide ideas to the university."

The association must reach out to all alumni and encourage them to become actively involved in the University through the association, says French. To do so, he says, will require better communication efforts targeted at alumni with specific needs and interests, many of which were identified during the recent membership survey.

"For the first time—through the efforts of the Membership Committee, chaired by Janie Mayeron and staffed by Susan Casey—we have a much better understanding of what alumni want in terms of participating in the associ-

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ation and how to reach them."

Results of the membership survey indicated that many alumni would join if they better understood what the association had to offer them. "We have to send our message farther and make it louder," says French.

Mayeron wholeheartedly agrees. A strong membership base, she says, gives the UMAA the human and financial resources it needs to serve effectively as an advocate for the University. "What's important to me," she says, "is that the UMAA continue as an advocate for the University and help to shape the direction that it takes in serving its students and the state."

Mayeron, a partner in the Minneapolis law firm of Popham, Haik, Schnobrich & Kaufman, has served on the UMAA national board since 1986; she was secretary in 1989. She chairs the Minnesota State Bar Association Alternative Dispute Resolution Committee and is a council member of the Minnesota State Bar Association Civil Litigation Section.

Increasing the UMAA membership base is particularly important in view of the state's dismal financial situation, say French and Mayeron. Public funding for the University is almost certain to either remain stagnant or decrease. "There never has been a time when alumni support—both moral and financial—has been as important as it is now," says French. "Private citizens—and that's going to include alumni who love and admire and respect the place—are going to have to come forward and fill the void."

Alumni outreach, in terms of both the UMAA geographic outreach program and the Alumni Legislative Network, are important priorities for Unger. "I want to try to cement our expanding Legislative Network in support of the president's goals at the legislature," he says. Unger adds that the proposed new Gateway Center, which will house the UMAA and the University of Minnesota Foundation, is also important because it will give the UMAA an identity and a "home" on campus.

Unger, an attorney with Hvass, Weisman, & King, in 1976 was the University's first student member of the Board of Regents. He has been on

the UMAA national board since 1988, serving as treasurer from 1988 to 1990. He has been president of the Minnesota Justice Foundation and currently serves on the board of the Minnesota Lawyers Committee for International Human Rights.

Staples, a former member of the Minnesota Senate and 1990 candidate for lieutenant governor, is a private consultant and volunteer. She has been on the UMAA national board for four years, serving as vice president in 1990. She was active in the Minnesota Campaign and is on the board of the University of Minnesota Foundation, International Center, and United Nations Association. She also chairs the Minnesota Adult Literacy Campaign and is a member of the Regent Candidate Advisory Council. "The University is such an incredible resource for the people of the state that the UMAA needs to support it in every way it can," says Staples. "We want to make sure we maintain a strong and healthy University; the UMAA is in a position to do that."

Those feelings are echoed by other UMAA officers and are the motivation behind their efforts on behalf of the University. Says French, "I had a fine learning experience at the University, and I owe it something. Even if I hadn't attended the University, I would believe it is the most important single human resource in the state and that a healthy, vigorous, successful University is essential to a healthy, vigorous, successful Minnesota. It is a vital resource and one that we need to preserve."

GULLICKSON WINS NURSING AWARD

BLOSSOM GULLICKSON, an associate clinical specialist at the University, was honored with the 1991 Excellence in Nursing Award at the Nursing Alumni Society's 31st annual program in Minneapolis. The award recognizes her creativity in teaching, interest in students, and high level of clinical knowledge.

Society president Rosalie Carlson announced that funds are being set aside for an endowment for an annual student scholarship. The first scholarship will be presented at next year's annual meeting.

Saying Thanks for Julie's Gift

IN A RECENT COLUMN, I reported on Minnesota Gov. Arne Carlson's enthusiasm for the University and for Gopher sports. My upbeat commentary received compliments from one reader who called me a "great gal" and said, "your column is my first read," and chiding from another who accused me of being a middle-aged "perky cheerleader."

There is no doubt about it: I love the University, and I let it show. Over the years I've shared with you some of the reasons why. The University gave me my first professional job, a mentor and extraordinary boss in Keith McFarland, my Ph.D. degree, and my position as alumni director. There is another reason that I love the University—one most personal of all. At University Hospital, Dr. Robert Letson gave my daughter Julie the gift of perfect vision.

When Julie was two years old, I noticed that her eyes weren't focusing right, particularly at bedtime. Early on, it seemed as though it was a problem that only a mother could see. At regular check-ups, doctors could find nothing wrong with Julie's eyes. But by the time she was three and a half, it was apparent to everyone that Julie had a severely crossed left eye. Despite months of her wearing thick lenses and patching the good eye to make the bad eye try harder, the eye only became more distorted.

On January 22, 1975, we checked Julie into University Hospital for strabismus repair, performed by Dr. Letson, to shorten the muscle and help align the eyes. Since I had only been in a hospital twice as a patient, and five-year-old Julie was a first-timer, we were anxious—even overwhelmed—by the place.

The new University Hospital and Clinic had not been built yet, and the old hospital was crowded. Julie had three roommates. Five-year-old Jeanne, who had been paralyzed since birth, was to

have brain surgery. Four-year-old Katy, her leukemia in remission, had pneumonia. Michael, blind since birth, was having surgery to relieve the pressure behind his eyes.

The nurses and medical staff treated us like friends rather than patients. As a resident took our lengthy family history, we realized that Julie's crossed eyes could be traced to her paternal uncle and great aunt.

The hallways were as busy with families as the wards were with patients.

I remember seeing a mother and father receiving instructions on how to pound on their daughter's back. Inquiring about the procedure, I learned that the girl had cystic fibrosis, a fatal disease that affects the lungs and pancreas. (Little did I know that I would later serve as executive director of the Minnesota chapter of the Cystic Fibrosis Foundation for three years.)

Surgery took only an hour and a half, and Julie was sent home the next day. I remember the enormous rush of feelings as we pulled away from the hospital—both gratitude that excellent help was so close by and a sense of sorrow that there were so many other children who couldn't be cured by a skilled surgeon.

As Julie went through her short convalescence, the details of her surgery pervaded her school days and play time. Her kindergarten teacher reported that Julie was delighted to be back in school and gave everyone minute-by-minute details of the hospital stay. One day I found Julie playing hospital with her



Margaret Sughrue Carlson
is executive director of the
alumni association

younger sister, Elizabeth. I noticed the eyelashes of one of the dolls were gone. Julie explained that the doll was having an operation so she had to pull the lashes out.

Within a month after her surgery, Julie's eyes were absolutely perfect. I thanked Dr. Letson profusely at follow-up visits, and then we went our separate ways. It was as if our family had forgotten that Julie had not been born with perfect eyes.

Our paths might never have crossed again had I not attended a March alumni event in Boca Raton, Florida. Susan Dunlop, Department of Ophthalmology development officer for the University of Minnesota Medical Foundation, introduced me to Helen and Dr. Willis Redding. The Reddings, Susan explained, were benefactors of the University's ophthalmology program. I told the Reddings very briefly about Julie's surgery. When I was back in the Twin Cities, I showed Susan a recent photo of Julie and her sister (following page), and she said, "What a wonderful testimonial about research and medical care at the University. You should share your story."

I thought about it. To jog my memory, I sorted through boxes of pictures taken of Julie during the years before surgery and read through a weekly journal that I kept for the first ten years of Julie's life—a journal I continue faithfully on a biweekly basis even today. The story was there to tell. But I knew that before I could make the decision I had to talk to Dr. Letson and to Julie. I

By Margaret Sughrue Carlson

would have loved to have interviewed them in the same room, but separate phone calls had to do.

Now 21 years old, Julie has vivid memories of her hospital stay. In fact, they are some of her earliest—undoubtedly reinforced by pictures that fill our photo albums. “The kids at school didn’t tease me about my strange eye,” said Julie, “but they were always pointing at it and telling me that my eye was disappearing or that I only had part of an eye. I have no doubt that the eye would have caused me emotional and physical pain in the years ahead if it hadn’t been fixed.

“I know that my problem was small compared to the other kids in the hospital, whose parents were all hoping for big miracles to cure their diseases, but this was a mini-miracle for me. I know it changed my life, because of how I feel about myself.”

Many other patients and their families have experienced the same miracle, no matter what its size. Through the years, Dr. Letson, who has been the chief of Pediatric Ophthalmology Services since 1967 and is a specialist in strabismus repair, has performed more



Julie, above left, and Elizabeth, above right, today; and in 1974, at left, before Julie's surgery.

than 2,000 operations on childrens' eyes. This number is magnified many times if you include those performed by the 125 doctors that he has trained.

From Dr. Letson, I learned that the University of Minnesota is one of the major centers for treatment of children's

eye diseases, conducting state-of-the-art research. In one research study, patients with misaligned eyes volunteered to have an experimental drug injected into the eye muscle. The drug is now used around the world for specific types of eye muscle problems, enabling patients to avoid the type of eye surgery Julie needed. Currently, the ophthalmology department is participating in a multi-center study of blinding eye disease in premature babies.

After thanking Dr. Letson and hanging up the telephone, I wondered if just saying thank you was really enough. A more fitting way to express my gratitude did not come to me until I was doing the final edit of this column.

I am always encouraging people to show their appreciation of someone else through a donation to the University—in honor of happy times such as birthdays, anniversaries, Christmas, or Chanukah. That evening, on May 20, my sixth anniversary as alumni director, I called Julie to tell her that we would thank the University for all it had done for her through a contribution to pediatric ophthalmology.

What better way to say thank you?

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An Introduction

I DO NOT KNOW what led my predecessors to devote a year of their lives to the presidency of the University of Minnesota Alumni Association. I have two reasons for making the commitment: First, as a student I loved the place (B.A., 1955, College of Science, Literature, and the Arts). Second, it has become apparent to me as an adult working citizen of Minnesota that the University is the state's single most important human resource.

I cannot recall precisely my reason for choosing the University of Minnesota. My academic performance in high school earned me some scholarship offers from private colleges, and there was no Minnesota tradition in my family—my parents are from Missouri. I simply thought I would be more comfortable at the University of Minnesota.

Some well-meaning souls cautioned me against attending the huge, impersonal University where I would only be lost in the crowd. They could not have been more wrong. The apparent size of the place masked the presence of an extraordinary array of programs and disciplines populated by the most interesting and stimulating people—both faculty and students—I had ever met.

And what an education! To be taught English by Ruth Bean, history by Clarke Chambers, and humanities by John Berryman was an experience not to be missed. To borrow from the observations of a learned judge about his former teachers, they were "patient, considerate, courteous, and kindly," but they "asked no quarter of absolutes and they gave none." They excited my youthful curiosity at this University in simple ways: Ruth Bean managed to teach me freshman English while only smiling politely, rather than sneering openly, at the quality of my compositions. Clarke Chambers taught American history with a verve that

brought Teddy Roosevelt to life in the classroom and made me enjoy with him his "bully time" as president. John Berryman regularly amazed me, but never more so than on the occasion when he analyzed a contemporary poem line by line down to a single word—which he admitted he could not explain, but had called the poet, who could no longer remember why he had used it.

If you were to ask me what any of these people, or their colleagues, contributed to my life, the answer would have to be: nothing tangible. Nothing tangible, because it was much more than that. They filled my life with the joy of learning—learning for its own joyful value, rather than for the legal tender for which it might be traded.

So, to paraphrase Webster, it is a large school, but there are those of us who love it. As president of the alumni association, I want to do what I can to help the University to continue to be a place that its students love.

I also want to try to preserve—even enhance—the University's ability to serve the state. It is difficult to exaggerate the importance of the University to the state's intellectual ferment, cultural betterment, and material progress. When it flourishes, all of us prosper. If its light were to fail, or even dim, all of us would feel the cold and know the darkness.

What can the alumni association do to help the University to be both more lovable and more effective? Not enough, but something.



John D. French is
managing partner of
Faegre & Benson

We can try to help make both the faculty and the student body even more diverse and exciting than they now are.

We can try to reach out into the state to spread the University's message and to learn from the University's constituents what they need from the University and how they want to contribute to it.

We can try to interest more alumni in helping the University and in deriving benefits from it.

While there is much that

alumni can do as individuals, it is in our unity that we have strength. It is as members of the alumni association that we can work together in a prioritized way to achieve the University's most important objectives.

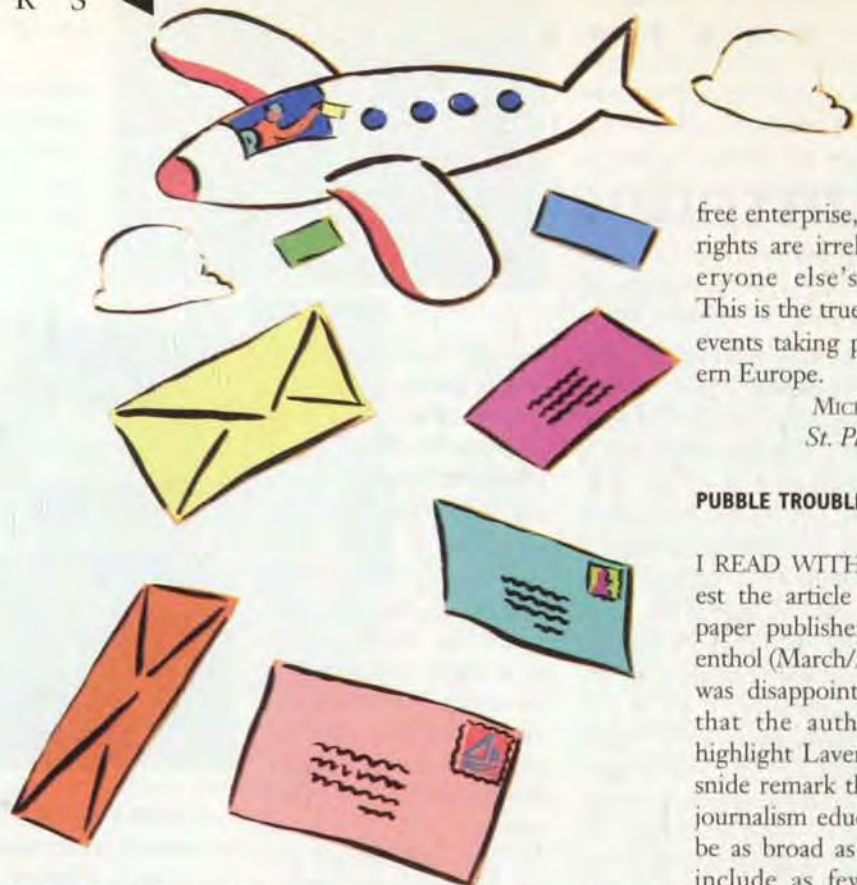
And, with some luck and a lot of hard work, we can strive to create a new physical gateway into the University—a building to honor the institution, to welcome its visitors, and to be a home to alumni and the alumni association.

This is, to say the least, a very full agenda. But with the help of all of the University's alumni and friends, the association intends to cover it.

I will write in greater detail on each of these topics, and more, in coming months. Meanwhile, please don't wait to hear from me. If you have any ideas to offer on these or other subjects, please write to me at my law firm, Faegre & Benson, in Minneapolis or at the offices of the association in Morrill Hall on the Minneapolis campus.

I will need a lot of help to do this job right. How about it?

By John D. French



SELLING OUT?

I CANNOT REMEMBER A more wretched example of an alumni magazine than the January/February issue of *Minnesota* . . . I'm talking about the content of two policy articles—the columns by Sue Bennett and M.S. Carlson—and the omission of the Graduate School heading under the compendium of news section.

I have a Ph.D. in English from Minnesota (1963). If I could trade it like athletes traded, I would. Why? Because the alumni association is either going to sell out one of the few social ideals of the Minnesota populace—education for all—or it is going to follow the Michigan model of restricting admissions to conformist kids who are tailor-made to fit a certain admissions profile. And why that? Because there's going to be a \$1.2 billion deficit over the next biennium and the new governor, never identified by party, can only bleat the Republican Party line of more football and more economic development coming from the University. And the alumni crowd is going along.

Bennett's column is the most disgraceful. Instead of fighting for the interests of those of us whose degree partly identifies us, she parrots the managerial line—"consolidate or eliminate areas of wasteful duplication," "define our niches," "focus resources on strong departments . . ."

The Sughrue Carlson article is almost as bad. Athletics are not necessary to the support of state universities.

And with all the problems in the world, who cares about Lou Holtz?

So what should the alumni association be doing? First and always, raise money. Everywhere. In the legislature, from foundations, from Arne Carlson and his eastern funders, from rich alumni. Use it for faculty salaries and student scholarships in the humanities. Second, have a section in your magazine on the accomplishments of those who took their Ph.D.'s in the humanities at Minnesota.

GEORGE SIMSON
Sceaux, France

BERKELEY, IT AIN'T

I AM RESPONDING TO your article on Leonard Kuhl [March/April 1991]. Minnesota isn't California and the "U" isn't Berkeley. President Bush has claimed he is an education president. Why then do we find Kuhl and Hasselmo submitting to the Board

of Regents a proposed cut in the College of Education? I am outraged by this article: Academic Affairs, California Style—BAH!

RONALD TROIA
San Jose, California

THE STUFF OF NIGHTMARES

IT SEEMS QUITE evident from the essays on revolution [January/February 1991] that it will be a while before the winds of change clear away the stale air that the academics continue to breathe. These essays confirm the intent of the intellectual vanguard to continue to bend and fit mankind to their ideas. The twentieth century is replete with examples of death, suffering, and deprivation due to mankind's being subjected to the Procrustean bed of ideas, of which Marxism and its concomitant worship of the state must be considered the linchpins. The dream of intellectuals—where God, freedom,

free enterprise, and property rights are irrelevant—is everyone else's nightmare. This is the true lesson of the events taking place in Eastern Europe.

MICHAEL D. FISHER
St. Paul, Minnesota

PUBBLE TROUBLE









I READ WITH some interest the article about newspaper publisher David Laventhol (March/April 1991). I was disappointed, however, that the author chose to highlight Laventhol's rather snide remark that "the ideal journalism education should be as broad as possible and include as few journalism courses as possible." That rather pompous attitude is heard all too frequently—often from the very same people who accuse journalism schools of being more concerned with teaching "theory" than providing job skills training . . .

Frankly, I question whether Laventhol or the author really understands—or has taken the time to find out—what goes on in quality journalism/mass communications programs. There certainly seems evidence of that when a man who is appointed publisher of a major newspaper is forced to ask "What does a publisher do?"

DAVID L. MARTINSON
'70 M.A., '74 Ph.D.
Cooper City, Florida

Letters may be edited for style, length, and clarity. Send your letters to the editor, Minnesota, 100 Morrill Hall, 101 Church Street SE, Minneapolis, MN 55455.

THE RIGHT GIFT... FOR BOTH OF US

Last year  (Bob) and  (Mary) both gave a  (check) to the  (University of Minnesota). The  was very grateful. But was that the right  (gift) for  and  to make?

It may have been. Writing a check is certainly the easiest way to make a gift. On the other hand, the right gift might make your contribution go even further. Don't miss out on valuable tax savings, on options that allow your own dollars to grow, or on gifts that don't even require cash. When Bob and Mary make their next gifts, they may write out a check. They may also want to consider the gift planning idea described below.

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MORE THAN THAT. EVERY DAY BROUGHT NEW CHALLENGES. BY
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PREPARED ME FOR LIFE. ◆ ALTHOUGH MY STUDENT DAYS WEREN'T
THAT LONG AGO, I REALIZE NOW THAT GOING TO THE UNIVERSITY OF
MINNESOTA WAS MORE THAN A CHOICE. IT WAS AN INVESTMENT IN
MYSELF. AND I PROTECT THAT INVESTMENT THROUGH THE
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