



# CCE CURRENT

*A publication for alumni and friends of the College of Continuing Education*

Fall 2004

## EMERGING FASHION DESIGNER ALLIE ADAMS IS A CUT ABOVE

Recent graduate remembers the day she sketched out a future with her Inter-College Program adviser

Great Conversations promises a 2004-05 season of electric exchanges

Edith Mucke reflects on the drive to bring continuing education options to women at the U of M

Soldiers stay students and take the U of M with them into the field

UNIVERSITY OF MINNESOTA

# From the Dean



Photo by Tim Runnehlhoff

Dear friends and colleagues,

The University of Minnesota – where broad options allow young adults to follow their passions, and research innovations propel Minnesota’s economy and quality of life – is also a resource for the state’s motivated adult learners. The College of Continuing Education works with them to carry out a vision of how to use education to create a better future for themselves, their organizations, and their communities.

Campus was a hot place for those adults this summer. Creativity-seekers fueled their passion for writing, art, and design in week-long Split Rock Arts Program workshops led by master artists and writers from the University and around the world. Determined not to let kids have all the fun, adults explored local history, literary mystery, gardening, and cuisine in daylong, interdisciplinary Curiosity Camps led by University faculty. And professionals studying management and human resources topics took to the College’s Continuing Education and Conference Center – a new

home for programs previously offered through the Carlson School’s Employer Education Services unit.

That summer momentum brought us right into the crisp days of fall. Whether you are 20 or 80, there is just something about the turning leaves that turns your thoughts to sitting down with a good book, engaging peers in an energizing discussion, and planning for the future.

Here’s just a sample of the many ways adults make fall their “back to school” time through the College of Continuing Education:

- Thousands of Minnesotans join the ranks of citizens tapping first-hand insight during a new season of Great Conversations (highlighted in the article below), a series inviting the public into discussions with University faculty and leading experts from around the world.
- Adults with unique paths make their way into undergraduate- and graduate-level interdisciplinary degree programs – allowing them to work with an adviser to create a customized degree plan designed to meet their unique needs. (The story of emerging fashion designer Allie Adams on page four illustrates the importance of interdisciplinary education options.)
- Professionals from around the state attend a conference to get a first-hand look at University and industry

research into indoor air quality. They take away best practices they can use in their own communities to fight a pollutant classified as a carcinogen as dangerous as cigarettes and asbestos (see the article on page eight for more details).

- Hundreds of adults over the age of 55 gather to celebrate a new beginning for lifelong learning at the University in the creation of the Osher Lifelong Learning Institute (formerly ElderLearning Institute). They can sign up for a new slate of fall classes on everything from Darwin to Shakespeare.

Through our programs and services, motivated adult learners get the chance to see the world through a fresh set of eyes – those of peer learners, University faculty, industry experts, and thought-leaders from around the globe. Their new-found insight powers innovative processes and products at work and strengthens our vibrant community.

When their vision is sharpened, expanded, and illuminated, ours is realized. I’m proud to share some of their stories in this issue.

Sincerely,

Dr. Mary L. Nichols  
Dean, College of Continuing Education  
University of Minnesota

## Electric Exchanges Great Conversations 2004-2005 Season

Inspiration strikes can be like lightning – sometimes unexpected, always illuminating the horizon in a sharp, new light. In today’s world, inspiration is a precious commodity. Most often we need something to spark our imaginations. The sources are endless – the Internet and the library, movies and books. But the most sure-fire way to ignite a brain-storm is to engage in a passionate discussion with a powerful force.

Since its inception in 2002, Great Conversations has connected more than 12,000 Minnesotans with thought-leaders, risk-takers, and peace-makers for energetic conversations that bring issues into sharp focus. The College of Continuing Education series’ 2004-2005 season, which again pairs U faculty and guests experts who are leaders in their fields, is about to begin.

With the flame of the Olympics barely extinguished, champions of women’s sports will take the field on October 11 to provide first-hand accounts of the hard-won accomplishments of Title IX. Mary Jo Kane, Professor and Director of the University’s Tucker Center for Research on Girls & Women in Sport, will speak with Donna Lopiano, Executive Director of the Women’s Sports Foundation.

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**Cover:** The University of Minnesota's Walter Library  
Cover photo by Tim Rummelhoff

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# *The start of something wonderful*

*For a generation  
of adult women,  
Edith Mucke  
refined the art of  
lifetime learning*

**O**n a blustery morning in November 1961, a 47-year-old Edina homemaker named Edith Mucke went bowling in the Ladies League and took a widowed friend to lunch. Then, she drove to the University of Minnesota for an appointment that would change the course of her life.

“I had reached a point where I didn’t know what was ahead,” recalled Mucke. “One of my children was married. The other daughter was getting ready to go off to college and life looked pretty bleak to me.”

Mucke wasn’t the only one. Many women in those times wanted to do more with their lives, and this burgeoning need was addressed by The Minnesota Plan, which was conceived by University faculty and funded by the Carnegie Corporation. The Minnesota Plan aimed to make the University’s courses and services more accessible to women, and succeeded in doing so by establishing the Continuing Education for Women (CEW) program in 1960, the first of its kind in the nation.

Mucke met with Dr. Vera Schletzer, director of the college’s counseling department, to discuss the possibility of going back to school through CEW. “After talking with her for about an hour,” said Mucke, “I walked out with my head in the clouds and my mind dizzy with the idea I could entertain the possibility of completing my degree. I complained to Vera that I would be 50 by the time I got my degree,” said Mucke. “Vera said to me, ‘Edith, you can be 50 years old with a degree or without one.’”

Initially, Mucke wasn’t committed to going back to school full-time, but as she began to take courses, she got hooked. “There were a lot of women like me who were hungry to learn,” said Mucke. “No one was ever happier than me just being on campus learning things. I felt that I would be happy going to school forever.”

Edith earned her bachelor’s degree in humanities in 1967, and her master’s degree in American studies in 1971.

She began her career at the University working with the CEW program on a part-time basis as a grad student. Then in 1970, she was offered a full-time position by the director of CEW, Louise Roff, with whom Mucke had a great working relationship and friendship.

Photo by Scott Quinard

“Louise was a wonderful person, and completely devoted to the program. We made an excellent team. The thing we had in common was that neither of us was climbing a ladder or furthering a career. We put the program at the top of our lives. We had a staff that really seemed like a family.”

“There were a lot of women like me who were hungry to learn,” said Mucke. “No one was ever happier than me just being on campus learning things. I felt that I would be happy going to school forever.”

They also had an uncanny ability to relate to their students and connect with them. Mucke explained, “When women came to our office and said, ‘There must be more in life than this,’ with tears rolling down their cheeks, we knew what they were talking about. Our hearts ached for these women because we had been there.”

When Louise Roff retired in 1974, Mucke replaced her as director of CEW. Soon after, the program experienced rapid growth. “The program grew so fast while I was there,” Edith humbly describes the era, “not because of me, but because of the times. I was in the right place at the right time.”

In 1960, when CEW originated, many of the students were wives of wealthy community leaders from Kenwood, Lake Minnetonka, and Edina. They weren’t looking for a career as much as expanding their intellectual horizons, so about half the classes were noncredit. In the 1970s, as more women were working toward completing their degrees to enter or advance their career, the program shifted toward credit classes.

Edith provided leadership for CEW until she stepped down at the age of 69. Under her guidance, enrollment tripled to 7,000 students per year, and her staff grew to ten employees. When over 500 people attended her retirement party in 1983, Edith remarked, “Continuing Education

for Women has changed my life, and I’ve seen the lives of hundreds of women become richer, fuller, more rewarding and more meaningful because of it.”

During her tenure, the University’s CEW program served as a model for similar programs around the country. Administrators from across the nation would visit Minnesota to tap Mucke’s brain. In fact, as the years went by, the program successfully achieved its mission to make the University equally accessible to women and men. When the program was disbanded in the late ’80s, many CEW courses were rolled into the Compleat Scholar program, currently operating as part of the College of Continuing Education’s Personal Enrichment Programs.

Today, at 90, Edith is still active. “I play bridge and go to lunch and movies with friends young enough to drive automobiles,” she said. “Life is good!”

She reads voraciously, saying, “I thank God for big print. The most important thing in my whole life has been books. Ever since I was a little girl, the only thing I really wanted to do was write a book.”

As you’ve learned by now, Edith is one who accomplishes her goals. She’s written two books, *Beginning in Triumph* (1994) and *The 85th Year* (2001). They are heartwarming, deeply personal tales of Edith’s experiences. She said, “When North Star Press decided to publish my manuscript, it was the most exciting day of my life.”

Every day seems to have a bright spot for Edith, who simply loves connecting with people. “I still meet people on the street who say, ‘you changed my life.’ I’ve talked to so many people who make it sound like I walk on water. That’s pretty gratifying.”

However, she dispels the notion that many put forward that she’s “a legend at the U,” pointing instead to the courageous female staff members who did the field work and got women’s programs such as CEW off the ground. “They planted a garden that I continued to cultivate. Today, I give most of the credit for my present happiness to my continued education.”

– *Thank you to Edith Mucke for her dedication to helping others find the education they needed to brighten their futures.*

## The Mucke-Roff Scholarship Fund

In 1974, this scholarship was established through contributions from friends, colleagues, and former students honoring Louise Roff, retiring Director of the Continuing Education for Women program.

Later, in 1989 when Edith Mucke retired, the fund was renamed the Mucke-Roff Scholarship, recognizing both women for their outstanding leadership in pioneering programs in Continuing Education for Women in the College of Continuing Education.

“I thought it was important to get some money for those students who were having a lot of trouble,” said Mucke. “Husbands would put the education of their children high on the list, but never felt moved to give their wife money to go to school.”

A recent recipient of the award, Song Yang, wanted to take the U of M’s GRE Test Prep course to boost her chances of getting into a master’s creative writing program. Unfortunately, as a recent college graduate with only an entry-level income, she couldn’t afford to take it.

“I needed more structure,” said Yang. “I wanted to be part of a class so that I could be with other people and bounce ideas off of them, and it would force me to study a bit harder.”

While on the College of Continuing Education Web site one day, Yang learned of the Mucke-Roff Scholarship Fund. She applied and was awarded the full tuition for the course.

This fall, Yang will enter the master’s program in creative writing at the University of Wisconsin-Milwaukee.

Yang credits the scholarship for helping her make it to graduate school and pursue her dreams. “I would love to thank Edith Mucke for making the scholarship available, because I wouldn’t have taken the course without financial assistance.”



Song Yang, Mucke-Roff Scholarship recipient

# A CUT ABOVE

INTER-COLLEGE PROGRAM GRADUATE BECOMES OVERNIGHT SUCCESS AS A FASHION DESIGNER



Allie Adams was once told that she did not have any talent nor would she ever work in fashion. Just five years later, she's taking the fashion world by storm. How did she make the transformation? Perseverance, talent (yes, someone is eating their words), and – according to Adams – help from the College of Continuing Education's Inter-College Program (ICP).

In the past year, Adams' vintage-inspired apparel collection, Doris Ruth ([www.doris-ruth.com](http://www.doris-ruth.com)), has been featured in the pages of *Lucky*, *Redbook*, and *Elle Girl*. Based in Chicago, the clothing line has found its way into chic boutiques from coast to coast. This fall, her pieces can be found in her native Minnesota at Q in St. Louis Park and LaRue's in Minneapolis.

Decorative detailing on feminine, charming, and flirty pieces provides the foundation for Doris Ruth. A tribute to Adams' maternal grandmother, the collection is inspired by female icons (Grace Kelly, Stevie Nicks, Madonna, and so on) that have enriched her life and influenced her sense of style.

The lure of the fashion industry developed from a Barbie fascination and an obses-

sion with pop culture. When MTV debuted in 1981, she was parked right in front of the TV – at the age of six! By the time she arrived on the U of M campus, Adams was clearly focused on studying apparel design.

"I always felt like I was in the right major," said Adams. "I really enjoyed most of the courses, especially the drawing studios and the History of Costume." But a year into the program, it seemed that her talents might best be suited elsewhere when she found she could not sew a blouse in under an hour.

Upset and unsure where to turn, Adams recalled that a friend had "designed her own major" through ICP and had nothing but wonderful things to say about the program.

"I must be honest and tell you that I first investigated ICP in an act of desperation," said Adams. "My adviser, Josh Borowicz, was very supportive throughout the entire process. Not only was he a mentor, he was literally a therapist! I was pretty shaken up the first time I went to meet with him, and he assured me that everything would be okay and that he could help me. The U is a big place with a lot of students and several

zip codes. Working with ICP, I finally felt like I was an individual on campus, not a packet of papers being shuffled around."

ICP equipped Adams with a depth of knowledge that has proven indispensable to her transformation to fashion diva. "So often you hear about students who graduate and do something completely different from what they studied," explained Adams. "I have utilized every aspect of my designed major. The classes I took through apparel design helped me focus on thinking about the body and its need for clothing relative to the environment. The classes through studio arts helped me develop a heart and a consciousness about my work. The classes through the journalism department taught me the basics of advertising, copywriting, public relations, and agency standards. It all tied together in a neat little package."

Adams graduated in 2001 with a degree in Textiles and Clothing, Studio Arts, and Journalism. Shortly thereafter, she moved to Chicago to join her boyfriend (now husband) Michael. She took a job as a sales assistant for a textile company and later pursued a copywriter position at an online trading brokerage.



“Doris Ruth began with the intention of diverting my attention from the stresses of daily life,” said Adams. “I wanted to design stuff for myself and begin a sort of ‘casual hobby.’ The original budget was about \$200. I started hitting vintage stores and stocking up on printed scarves, skirts, pieces of jewelry—all the items I had loved to play dress-up with as a child.”

With a pile of vintage, and some not-so-vintage, pieces to work with, she set up shop with a sewing machine on her dining room table and hangers all over her small apartment – cutting skirts apart to make tops, stitching scarves to make skirts. “I literally began designing pieces right on my own body!”

About a month later, a friend asked to borrow one of Adams’ tops to wear to a gallery event. The night of the event, Adams made a fashionably late arrival to the gallery, the elevator doors opened, and there stood her friend in a far corner with about five women standing around praising her unique top. Suddenly, people were asking to meet “the designer.” This was the night that the hobby turned into the dream that became the reality of Doris Ruth.

The rush of success has been fun and exhausting, but it certainly hasn’t gone to her head. “Surrounding yourself with the right people is incredibly important. That old saying: You’re only as strong as your weakest link – I really believe this is true. I have found that my husband – a fantastic

business partner with an entrepreneurial spirit – and Julia Moran, my old college friend handling our finance-related issues, are my strongest links.”

What’s next for the runaway freight train that is Doris Ruth? Shoes! “Right now I am concentrating on the collections, but eventually hope to branch out into shoes and accessories when the time is right.”

By then, you can be sure the fashion world will be lining up to get the first peek.

*For more information about combining unique interests into an interdisciplinary bachelors degree, call 612-624-4000 or visit [www.cce.umn.edu](http://www.cce.umn.edu).*

## Alumni Voices

*The College of Continuing Education serves a diverse body of students – mostly working adults, some complete certificates or degrees, while others seek noncredit continuing professional education. In Alumni Voices, we learn their connection to the College and hear their stories.*

### **Patricia Buschette, B.S. 1996, Program for Individualized Learning**

*National Association of Wheat Growers*

We don’t always plan the destinations on the roadmap of our lives. As a student at the University, my studies focused on “Women in Religion and Law.” I enjoyed my work as a paralegal and my goal was to better understand the world. After getting my Program for Individualized Learning degree through the College of Continuing Education, I walked further down that path with a master’s degree in Organizational Leadership from Bethel College in St. Paul.

No one could have predicted the offer of Congressman David Minge of the 2nd District to serve as an Agricultural Legislative Assistant in Washington. It was a path unknown; an invitation appealing, yet alarming, and meant a commute of nearly 1,000 miles. However, my family encouraged me, and I chose the new direction.

When the constituents did not return Minge to Congress, my agricultural contacts in Washington helped me connect with the National Association of Wheat Growers, and my career was on a new road.

Agricultural policy is important to me. As a Director of Government Affairs, my concern for our family farm and for

Minnesota farmers was broadened to national and international policy. Issues include production, trade, research, transportation, crop insurance, and taxes and their implications to America’s farmers.

One of the greatest challenges is my joint effort with other farm groups as we seek to inform the public of the changes in agriculture possible through technology and research. These changes have improved agricultural practices, enhanced the environment, increased quality and provided new energy sources. International markets improve our nation’s balance of trade. While we acknowledge a crisis of over-consumption, there is an adequate supply of food in America. Farm policy helps hold it together.

### **Douglas W. Barr, participant in professional education programs co-sponsored by the U’s Civil Engineering Department and the College of Continuing Education** *Barr Engineering*

I grew up on a farm in western Minnesota and was of an impressionable age during the Great Depression of the 1930s. I went to the small town school, where there were fifteen students in my graduating class.

My first year of college was at Harvard on a scholarship. The tuition was \$400. World War II and the impending draft put me in

the Army Air Force. They sent me back to school and I ended up with a Meteorology degree from the University of Chicago and a commission to do weather forecasting. I served in California and the Pacific.

After the war, I entered the University of Minnesota on the GI Bill and started over in Civil Engineering. This led to a B.S. in 1948 and an M.S. in Hydraulic Engineering in 1949. The atmosphere was much different than today. The U struggled to provide enough space and faculty to handle the mob of veterans anxious to make up time lost in the service and get on with life. The U performed amazingly well.

After several years of employment in government and private engineering, I got into the consulting side of the business, where I’ve been ever since.

As my business grew, it has been especially beneficial to have the University remind us of the value of education by feeding us knowledgeable graduates and, through the efforts of the College of Continuing Education and the Civil Engineering Department, keep us up-to-date with professional development courses and conferences. Plus, it’s very helpful that you can take individual courses without being enrolled in a degree program.

# ABOVE AND BEYOND



# THE CALL OF DUTY

Independent and Distance Learning students (left to right) Bridgett Rocheleau, Brian Minkler, and Adam Jennings.

For military personnel deployed overseas, you'd think that keeping up with course work in pursuit of a bachelor's degree would be one of the last things on their mind.

In the case of three Minnesota soldiers, it's actually top of mind.

Bridgett Rocheleau, a staff sergeant with the Minnesota Air National Guard, took courses in history, foreign relations, and

German while supporting Operation Iraqi Freedom and Operation Joint Guardian (Kosovo).

Brian Minkler, a Marine corporal serving in an Aviation Logistics squadron, studied chemistry and calculus during his deployment in Kuwait earlier this year.

Adam Jennings, a Specialist with a Finance battalion in the Army National Guard, is presently stationed in Kosovo. He's taking

macroeconomics and introduction to financial reporting.

All three soldiers enrolled in distance education courses through the College of Continuing Education's Independent and Distance Learning program, which provides access to the University of Minnesota's world-class faculty through challenging credit courses offered by mail or via the Internet. The

program's flexibility makes it the perfect choice for students on active military duty.

Jennings said, "It's a good way to continue your course work when you find you don't have the luxury of regular class attendance. While it allows you to work at your own pace and finesse a sometimes-sporadic schedule, you need to have the discipline to make time for your course work."

Rocheleau took courses overseas not only to work toward her degree, but also to do something "fun" in her free time. "In support of a military operation," she explained, "mission always comes first, but when you do have downtime between shifts, it can be very healthy to have something else to focus on and relieve stress."

While these soldiers have different paths and career aspirations, they are bonded by their love of country and a strong desire to continue their education.

Brian Minkler graduated from high school in Buffalo, Minnesota, in 2000 and quickly joined the Marines. "After about a year," he said, "the light came on in my head that school was very important." Stationed near San Diego, he began to take night classes and will enroll at the U of M next year when he completes his five-year enlistment. Minkler plans on earning a bachelor's degree in chemistry and then perhaps going on to medical school to study ophthalmology.

Jennings is an Oklahoma native who moved to Minnesota in 1995 and enrolled at the U of M shortly thereafter. Along the way, he began working full-time at the U's Department of Pediatrics while taking night classes. But with the time constraints, he wasn't able to attend classes as often as he would have preferred. Six months after 9/11, he joined the service because he felt the need to get involved.

"While I contemplated other branches of military service, I ultimately chose the Army National Guard because it would allow me to stay close to Minneapolis and would also allow the U.S. to call upon me more readily if another event like 9/11 were to occur."

He is currently on track to earn a B.A. in English literature in 2005 and plans to resume working with Ford Motor

Company in the Twin Cities when he returns.

Bridgett Rocheleau has an A.A. degree from North Hennepin Community College and is working toward a B.A. degree in global studies/political science at the U of M. Since her return from Kosovo in April, she is a full-time student, as well as a certified weather forecaster at the National Guard's 133rd Airlift Wing in St. Paul.

She plans on continuing her military service with the Guard as a lifelong career; however, once she graduates, Rocheleau wants to enter government work. She said, "My short-term goal is to get an internship with the State Department and my long-term goal – well, I never narrow the possibilities."

Independent and Distance Learning covers a wide range of subjects, from biology to art history to women's studies. The material is as in-depth as classroom study, and the instructors are equally as committed. Many courses are offered in an "extended term" format that gives students up to nine months to complete their studies.

Some students may be challenged by the lack of face-to-face communication with instructors and peers, and a greater tendency to procrastinate. "One needs to remain focused," said Jennings. "It's important to remember, because it can get away from you if you're not careful. I really like working at my own pace. When my schedule decides to throw me a curve ball, I'm not nailed to a deadline."

Of course, these soldiers frequently face obstacles above and beyond what the typical student might face.

As Rocheleau said, "Doing coursework in a combat zone is quite a bit different from at home, in comfortable surroundings. There are more obstacles to overcome when traveling and operating outside of your home. But I would not call them difficulties as much as I would challenges. You learn to deal with situations as they come along and not lose your focus."

Minkler added, "The most difficult part is the inconsistencies in the work schedule – working late or having to come in early. Returning home from work and almost falling asleep on the way makes it hard to

open a calculus book and absorb what you're studying.

"That's the good thing about the program: I can make my own schedule and not have to worry about missing a class or running out of time for an assignment. But it can be a tough way to learn if you only have Marines to ask questions and try and explain things – you'll usually get more out of asking a rock outside the tent."

And there's always the looming threat of violence to contend with. Adam Jennings talked about witnessing riots in Kosovo in March. A great deal of violence had erupted, amongst other places, in the town directly next to his base.

"You could hear the crowd of protestors who were gathered outside the front gate," said Jennings. "Helicopters patrolled the skies throughout the night and armed patrols were extended to stabilize the situation. At the time, it was difficult to know what direction it would go. In retrospect, relative to the other things occurring in the world, it seemed relatively small.

"A few days later I found myself driving through Pristina while some of the buildings and automobiles still smoldered. I had been assigned to guard an outpost nearby. Although I wasn't directly involved with any of the uprisings, it had an impact on my ability to concentrate completely towards school. Normally, it's not a problem. Every once in a while things happen, but that's to be expected given the line of work."

All three soldiers spoke glowingly of their experience with distance learning. Rocheleau summed it up: "I found the courses to be very efficient, and feel that I learned just as much as I would have from traditional classroom instruction. I was impressed by the commitment and care that the program gave to me when I was deployed overseas. They worked with any issue that came up involving time constraints and slow mail service, and I appreciate the excellent program and instructors that followed my progress through three countries."

*For more information about Independent and Distance Learning courses, call 612-624-4000 or visit [www.cce.umn.edu/idl](http://www.cce.umn.edu/idl).*

# Breathe Freely

U researchers and the College of Continuing Education provide indoor air quality practitioners with the latest breakthroughs in both theory and practice

"In the United States, we spend billions of dollars to improve outdoor air quality. Yet we spend 90 percent of our time in buildings," explains Bill Angell, U professor and director of the indoor air quality project.

Angell is part of several teams of U of M, government, and industry experts teaming up with College of Continuing Education staff to create conferences. These act as forums to share research with professionals who can take the new insights into their communities and work to prevent, detect, or eliminate indoor air pollutants.

So we spend a lot of time inside. But the air is cleaner – no smog, or pollen – right? Turns out, just the opposite is true. According to Angell, pollutant concentrations – ranging from the pesky dust and pet dander to the dangerous mold and radon infestations – *inside* are many times more than those *outdoors*.

"The health effects of exposure range from cancer to eye, nose, and skin irritation. The estimated cost of indoor air pollution exceeds \$80 billion," says Angell. This includes direct treatment cost as well as loss in attendance at work or school and lower productivity of workers exposed while they remain on the job.

Angell explains that the programs he and advisory committees produce include a conference on controlling and improving

the indoor air quality in occupied hospitals during construction (from the building of a new wing or the demolition of adjacent building to simply removing ceiling tiles). The compromised immune systems of

vulnerable patients, such as organ transplant donors, get a helping hand when administrators employ the latest research to keep their facilities' air pure.

"It is the only conference of its kind anywhere in the world and is based on unique U of M research and expertise. It attracts an international audience," says Angell.

"Another course I've worked with CCE on delivering focuses on mold in non-health care facilities – residential, institutional, and school buildings." Participants glean insight into the issues. These range from our evolving understanding of the health impacts of mold to practical implication of managing the water intrusions that are responsible for mold, such as plumbing leaks, flashing or caulking defects, and ground moisture.

An air pollutant categorized as a carcinogen as lethal as cigarettes and asbestos is the focus of another program. This invisible pollutant leaches into our buildings from the surrounding soil. "Radon causes lung cancer. All people need to test their homes for radon before they even consider a mold test," advises Angell. He knows the advice

runs counter to public perceptions. However, "the U. S. Environmental Protection Agency recently increased its estimate of the annual number of deaths due to radon by 50 percent to 21,000 per year."

And, according to Angell, Minnesota homes are among those most at risk. "Since our homes are closed up and heated for a longer period, the heating changes the pressure in a house and draws in the radon."

With the help of the College of Continuing Education, and in cooperation with the EPA, Angell will actually take the course – designed to teach people how to measure and mitigate the deadly substance in homes, schools, and public buildings – on the road throughout the 10-state region.

We'll all breathe a little more freely tomorrow knowing that U researchers are sharing today's innovations with practitioners through professional development conferences.

*For more information about conferences designed to bring University of Minnesota and industry research to professionals in air quality and other fields, visit [www.cce.umn.edu](http://www.cce.umn.edu) and click on "Courses, Conferences, and Seminars" in the Professional Development area or call 612-625-5267.*

# From the Director of Development

Dear Friends,

As I opened the mail this past week, I found a group of extraordinary letters from students, thanking our scholarship donors for their generosity. A laid-off teacher writes: "The College of Continuing Education is a lifesaver for non-traditional students like me. This scholarship not only frees my mind to concentrate on my first semester of instruction, but puts much of the excitement and anticipation back into going to school."

One of our 39 Split Rock Arts Program scholarship recipients shared: "This past week, I attended a workshop on writing, and will be forever changed. I've taken writers' workshops in a college environment before, but I was not prepared for this. The learning environment fostered inspiration and camaraderie and was pure magic. Please accept my deepest thanks for this powerful gift."

A traditional age student pursuing a B.S. degree with concentrations in business and music through the Inter-College Program writes: "This program has provided me an amazing opportunity to develop a focused and personal college experience which I could never have imagined. The concepts I took away helped me form a cohesive vision of where I want to go in my life."

One of our 2,800 part-time students writes, "Thank you for rewarding my decision and my hard work. Your gift gives me the certainty to continue and has assured me that I am on the right path."

Alumni, friends, corporations and foundations who support scholarship programs at the College of Continuing Education continue to make a real difference in the lives of students and their families. Thanks to their support, and our innovative programs, individuals and companies who are

committed to life-long learning have a place at the University of Minnesota. With your help, our students and learners will follow their passions and continue to create vibrant and productive communities along the way.

Warm Regards,



Kathleen Davoli  
Director of Development  
College of Continuing Education



Photo by Tim Hummelhoff

## Electric Exchanges (continued)

November 10, just a week after U. S. ballots are cast, political insiders will bring an international perspective to the discussion of how the nation is perceived in world affairs. During An International Perspective on Politics, join Humphrey Institute Dean J. Brian Atwood and Clare Short, a member of the British Labour Party who has served as a Member of Parliament since 1983.

Medical experts will take race and gender to heart on February 8 when examining how social distinctions still govern equal access to medical treatment. Anne Taylor, who is Professor of Cardiology, Associate Dean of the Medical School, and Director of the University of Minnesota's National Center for Excellence in Women's Health, will discuss Gender and Race in Medical Treatment with Vivian Pinn, the Director of the Office of Research on Women's Health at the National Institutes of Health.

Curious minds will sketch a blueprint for how the hidden stories behind the engineering of everything from pencils to

bridges can inspire creativity. The March 9 event, Design of Everyday Life, will feature Wendy Pradt Lougee, University Librarian and McKnight Presidential Professor, and guest Henry Petroski, the author of numerous fascinating books tracing the history of ordinary objects including *The Book on the Bookcase* and *The Evolution of Useful Things*.

And a historian will be joined by an impassioned advocate for the needs of children in countries devastated by war. On April 19, Regents Professor of History Allan Isaacman will discuss *The Struggle and Hope for Southern Africa* with Graça Machel who was recently appointed by U.N. Secretary General Kofi Annan to Chair "The Study of the Impact of Armed Conflict on Children." Machel is the former first lady of Mozambique and currently lives in South Africa with her husband Nelson Mandela.

Join us for evenings filled with electric exchanges. Leave with a new spark.

*Series tickets are \$115, single event tickets are \$28.50 (\$95 or \$23.50 for U of M faculty, staff, and students; and Presidents Club and University of Minnesota Alumni Association members). All events start at 7:30 p.m. and take place at the Ted Mann Concert Hall. For more information, visit [www.cce.umn.edu/conversations](http://www.cce.umn.edu/conversations) or call 612-624-2345.*

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*We strive to accurately acknowledge all of our donors. If you find an error in the listing of your name or gift category, please accept our apologies and contact the Development Office at 612-625-1253 so that we may correct our records.*

# Walter Library

Following an extensive three-year renovation, this architectural treasure reveals the classical style of the past along with the technology of the future

When groundbreaking commenced on the Walter Library in 1922, no one would have guessed this homage to the Roman Renaissance style – with its red brick and Bedford limestone trim and a colonnaded portico – would someday serve as the U of M's hub for the Information Age.

Designed by architect Clarence Johnston, the library was a very ornate and classical building with ornamental plaster ceilings (pictured on cover), intricate woodwork, and state-of-the-art steel book stacks.

Today, most of the library's collection is housed below ground as the building has been transformed from a book repository to a byte repository.

Completed in 2002, the three-year, \$63.4 million renovation restored the building's structural integrity and natural beauty, and it wired the building to the rafters – with 200,000 feet of fiber optic cable and over 800,000 feet of data cable.

The Digital Technology Center (DTC) – a hub of innovation in leading-edge tech-

nologies serving the industrial, educational, and public needs of the state and nation – now resides in the building. The library also is home to the Science and Engineering Library, Learning Resources Center, Digital Media Center, Institute of Technology Dean's office, and the Minnesota Supercomputing Institute.

And it's still a library, too, just not in the old-fashioned sense. Today, students can bring in their laptops and enjoy high-speed Internet access using plug-in or wireless connectivity.