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St. Paul, MN 55108-6080

Nonprofit Org.
U.S. Postage
Paid
Minneapolis, Minn.
Permit No. 811

MP-424/04.06



Spring 2006

cce.times

A Newsletter for Lifelong Learners



CURIOSITY CAMP

More than just an intriguing day away from work, camp experience triggered new passion for participant. An expanded camping season is just around the corner.

Also in this issue:

Team instructors, each with a multidisciplinary background, resonate with adults who want to "challenge their own critical thinking skills."

This summer, novice artists and writers can escape from a landscape of frenetic change to spend a week with masters and find a "sense of place" through art.

UNIVERSITY OF MINNESOTA

Team instructors bring a wealth of knowledge – biochemistry, musicology, sociology, law– to dynamic course

Photo by Tim Rummelhoff



DonnaMae Gustafson and Sarah Dennison

The Chinese philosophy of yin and yang describes two opposing but complementary forces. According to their students, it also describes Master of Liberal Studies (MLS) instructors Sarah Dennison and DonnaMae Gustafson. While seemingly at opposite ends of the spectrum in terms of their personalities and backgrounds, these team-teachers bring a dynamic to the classroom that uniquely harnesses the power of interdisciplinary thinking.

After earning a degree in medical technology from the U of M, Gustafson spent nearly two decades working as a biochemist. Eventually, she went back to the U where she tapped into her lifelong passion for music and earned both an undergraduate and a master's degree in music theory and then a Ph.D. in musicology. Now a musicologist specializing in 16th-century Italian music and culture, Gustafson is well-versed in topics ranging from handwriting and language to music editing and music history stretching from the earliest scratchings on a rock to last night's concert at the Target Center. Dennison, who has an undergraduate degree in sociology, a law degree, and a master's degree in English

literature, recognized that she was happiest in an interdisciplinary setting. "I practiced law for a year and realized I was not cut out to be an attorney. So, I quit. I really wanted to figure out how I was going to live my life." Today her teaching focus lies with history and rhetoric of classical liberalism and capitalism with specific interests in the history of economic and political ideas.

This diverse, dynamic duo met 10 years ago. As they got to know each other, Dennison and Gustafson found that many of their interests meshed. This led to their answering a newspaper ad seeking instructors for the new MLS program. "We spent an entire weekend working on our proposal," Gustafson says. "Out of that effort we developed the

Resonant Notes and Ideas: Economics and Politics course we continue to teach today."

Since its beginnings, the MLS program has been rooted in interdisciplinary study. Through small, convivial classes that meet evenings and Saturdays, students engage in reading, writing, reflection, and discussion of specific themes, problems, ideas, and questions within broader, more comprehensive areas of human intellectual interest than strictly discipline-based courses. The interdisciplinary nature of the program is well-suited for Dennison and Gustafson's brand of co-teaching in which they challenge their students to adopt multiple perspectives on specific issues.

"What is amazing is that we are so different—our fields of study, our ways of thinking—but our talents fit well together," Dennison says. "Students see that our conclusions

about a particular topic may be different, but that it doesn't make either one wrong."

"It's a really well-integrated team approach," Gustafson adds. "We don't step on one another's information, and we don't contradict each other. We like and respect each other's personality, education, and expertise and really enjoy the experience of teaching together."

In addition to their live demonstration of interdisciplinary thinking, their shared belief and respect for the power of asking great questions is another thing that makes Dennison and Gustafson's classes more rewarding and provocative than most, explains MLS student Mary Ellen Muckerman. "Not only does this require students to challenge their own critical thinking skills, but also it creates a very open, accepting learning environment that allows the students' interests to direct the inquiry."

The Master of Liberal Studies is a self-designed degree program of the Graduate School, administered by the College of Continuing Education, University of Minnesota. For more information about the program, call 612-626-8724 or visit www.cce.umn.edu/mls.

New scholarship adds to the wealth of resources for students

Thanks to a new scholarship — the Osher Reentry Scholarship Program — College of Continuing Education students now have even more resources to help pay for their education. The new scholarship will help students (from Minnesota or reciprocity states) admitted to a U of M bachelor's degree who have a financial need, have not completed a bachelor's degree, have a significant gap in their education, and have a significant time remaining in the workforce.

But you don't need to meet these criteria to be eligible for other scholarships and grants. Admission is not required for most funds (and other eligibility requirements vary). If you are enrolled in courses as a non-admitted student, seeking a degree or certificate, or are interested in taking a short "noncredit" professional development or personal enrichment offering, scholarships and grants are available for a wide range of courses.

A straightforward application for the many scholarships and grants that you may qualify for and that do not need to be repaid can be the first step to pursuing your goals. College staff will match you with all the funds that apply to your situation. For more general information about the resources available to help you pay for your education, visit www.cce.umn.edu/financialaid or call 612-624-4000. If you are admitted to a degree or certificate program, visit www.cce.umn.edu/financialaid/resources.html.

Well-crafted, the written word can allow professionals to effectively and persuasively share their knowledge

U of M Effective Business Writing *course proves you don't have to be a born writer to write well*

Hiring and promotion decisions, especially in management and leadership, turn on writing skills according to the National Commission on Writing's 2004 Business Roundtable survey, "Writing: A Ticket to Work...Or a Ticket Out." We all know writing *effectively* is a vital business skill, and a skill we all could improve.

If a certain sense of dread pervades your life when a writing assignment is looming on your "to do" list, you aren't alone. Finding the right words can be a time-consuming and stressful task. But the U's *Effective Business Writing* (May 24, 9 a.m.-4 p.m.) course can give you the techniques you need for getting started, show you how to meet the needs of your audience while accomplishing your goals, and help you evaluate your writing for clarity and style.

You will improve your writing by practicing helpful strategies for organizing and formatting letters, memos, reports, e-mail, and specialized written materials, such as instructions and minutes.

The instructor is Sandra Becker, a professor and extension educator in the Department of Rhetoric at the University of Minnesota. She is the owner and instructional and media designer of E-Training Company which has won numerous media awards for education videos and communication programs, including the Bronze Award at the 29th Annual Media Festival, 2003.

To make the most of the class, Becker encourages participants to bring in their own writing projects. The group meets at the convenient Continuing Education and Conference Center on the U of M's St. Paul campus.

For more information about (or to register in) this and other professional development courses in topics ranging from communications and project management to leadership and human resources, call 612-624-4000 or visit www.cce.umn.edu/professionaleducation.

U Reads 2006

Each year, the College of Continuing Education asks some of the U's leading thinkers to recommend the one book that they found most intriguing. The U Reads 2006 results are now in. The captivating titles are:

- *In the Time of the Butterflies* by Julia Alvarez. Recommended by: Dr. Anne Taylor, Professor of Medicine, Associate Dean for Faculty Affairs.
- *The Kite Runner* by Khaled Hosseini. Recommended by: Kathleen O'Brien, Vice President, University Services.
- *It's Your Ship: Management Techniques from the Best Damn Ship in the Navy* by Captain D. Michael Abrashoff. Recommended by: Steven Rosenstone, Dean, College of Liberal Arts.
- *The World Is Flat: A Brief History of the Twenty-First Century* by Thomas L. Friedman. Recommended by: Gerald Fischer, U of M Foundation, President and CEO.
- *Strangers from a Different Shore: A History of Asian Americans* by Ronald Takaki. Recommended by: History Professor Erika Lee.
- *Collapse: How Societies Choose to Fail or Succeed* by Jared Diamond. Recommended by: Charles Muscoplat, Vice President and Dean, College of Agriculture, Food and Environmental Sciences.
- *The Eternal Frontier: An Ecological History of North America and Its Peoples* by Tim Flannery. Recommended by: G. David Tilman, Regents Professor, Ecology.
- *The Namesake* by Jhumpa Lahiri. Recommended by: Kenneth Keller, Denny Professor of Science, Technology, and Public Policy.
- *Conversations with Jack Cardiff: Art, Light and Direction in Cinema* by Justin Bowyer. Recommended by: Jane Kirtley, Silha Professor of Media Ethics and Law.
- *The Catcher in the Rye* by J.D. Salinger. Recommended by: Britt Johnsen, Editor-in-Chief, *The Minnesota Daily*.

For commentary or to order a poster listing the 2006 titles, visit www.cce.umn.edu/ureads.

Looking for a Change?

Career Workshops

Who Am I? Clarifying Your Career and Lifework Goals (includes the newly revised *Strong Interest and Skills Confidence Inventory* and the more detailed *Meyers-Briggs Type Inventory Step II* career assessments)

Two meetings: June 21 and 28, 6:30-8:30 p.m.

What's Next for Me? Exploring Career and Educational Options

Two meetings: April 26 and May 3, 6:30-8:30 p.m.

Two meetings: July 12 and 19, 6:30-8:30 p.m.

How Do I Get There? Setting Goals and Taking Action

Two meetings: May 17 and 24, 6:30-8:30 p.m.

Two meetings: August 2 and 9, 6:30-8:30 p.m.

Workshops, which are offered at the McNamara Alumni Center on the Minneapolis campus, can be taken individually or as a three-part series. Series cost: \$275. Or, cost for the first (Who Am I?) workshop is \$155 (includes cost of assessments); second and third workshops are \$85 each. For more information or to register, call 612-624-4000 or visit www.cce.umn.edu/careerservices.

University of Minnesota Alumni Association members and College of Continuing Education learners admitted to College degrees, credit certificates, and those enrolled in noncredit professional development certificates receive discounts. Complimentary parking is available next to the McNamara Center.

Free Information Sessions

College of Continuing Education information session

Find out more about a wide variety of programs that meet adults' needs, budgets, and schedules.

May 20, 10-noon

Continuing Education and Conference Center, St. Paul campus

Inter-College Program information sessions

Find out how you can create an undergraduate degree drawing on course work from the University's over 100 majors. Choose from these dates (evening dates describe a new Inter-College Program track that allows adults with previous college experience to complete their degree in the evening):

Morning session (9:30-10:30 a.m.)—May 17

Lunch hour sessions (noon-1 p.m.)—May 1, 4, 8, 11, 15, 18, 22, and 25

Evening sessions (5-6 p.m.)—May 15 and 29

Program for Individualized Learning information sessions

Create your own project-based liberal arts degree and work at your own pace to complete it. Choose from these dates:

May 2 (9:30-11 a.m.), 8 (5:30-7 p.m.), 16 (9:30-11 a.m.), and 22 (5:30-7 p.m.)

For more information, or to reserve your space: 612-624-4000 or www.cce.umn.edu/infosessions.

Career Matters

Advice from a University of Minnesota career consultant with years of experience helping motivated adults explore their options, chart their course, and reach their goals.



Janet Pelto

Although people decide to reinvent their careers for reasons that are many and varied, what's common is their tendency to begin by making only superficial changes. What does this get them? Well, generally just more of the same. The difference between a job change and a true career reinvention lies in the depth of personal transformation. It isn't until people dig a little deeper that they move closer to achieving their career goals.

In her book, *Working Identity: Unconventional Strategies for Reinventing Your Career* (Harvard Business School Press, 2003), renowned organizational behaviorist, Herminia Ibarra, illustrates this point by assembling career decision criteria into a pyramid horizontally divided into three parts. Level 1, she explains, relates to the job, industry, or sector in which we work. These are the easiest elements of our career to alter; after all, people change jobs every day. Level 2 relates to our work-related competencies, motives, and values. These elements are more difficult to change, but still people can change what motivates them about work and can learn new skills with a little effort. Finally, there's Level 3, which relates to basic, but implicit, assumptions about what is desirable and possible in our lives and in the world. Although these basic assumptions are not always in our conscious awareness, making them difficult to change, they are powerful forces in how we manage our careers.

The problem comes from people never exploring much past Level 1 and continuing to operate on assumptions that may be largely outdated or untrue. In this mode, people tend to move from one job

to another job that is only superficially different. They fall back into the same roles and continue with the same work and life structure they've always had. Without fully examining Level 3, Ibarra contends, people cannot make a career change into something more satisfying. The key, she says, is to become aware of some of our basic assumptions we have about our lives and careers and examine them, asking if they are, in fact true, and if they best serve us. True, dropping long-held assumptions is not simple, and often, we need to unlearn those beliefs that seem to point us in the next logical but completely wrong direction. This is where an experienced career counselor can be most helpful. A career counselor can challenge basic assumptions and articulate what is implicit in their clients' thinking that they haven't even realized, and help them shift to more explicit thinking that creates forward momentum. This process does take time, however, and rather than one big grand attempt at change, which actually can be counterproductive, deeper change usually comes from a series of small wins. My goal when counseling clients is to help them engage in practices that enhance their capacity to change, and thus, achieve the small wins that result in a true career transformation.

Sincerely,

Janet Pelto

Career and Lifework Consultant
College of Continuing Education
University of Minnesota

Great Conversations Explores the Changing Face of Retirement

The U's Phyllis Moen invites guest Marc Freedman of Civic Ventures to discuss "Social Forces Reshaping Retirement"

Since we first began living in human communities, conversation has been at the root of how we share knowledge, discover what we value, and make sense of the world. It is through conversation that mindsets are reshaped and life is made more interesting, friendly, and passionate. Such is the premise of the College of Continuing Education's Great Conversations series. Since 2002, Great Conversations has connected more than 15,000 intellectually curious Minnesotans with University faculty and guest experts who pair up to discuss some of the most significant topics of the day.

"The dialog is never scripted," explains Margy Ligon, director of Personal Enrichment Programs for the College of Continuing Education. "It is a true conversation between peers in a comfortable environment that gives people the chance to be a 'fly on the wall.'"

On May 16, Twin Cities audiences once again have the opportunity to participate with two innovative thinkers as they look through new lenses at the social forces reshaping retirement. This season finale features the U's Phyllis Moen, professor and McKnight Presidential Chair in the University's sociology department, and Marc Freedman, founder and president of Civic Ventures, a national nonprofit organization that works to expand the contributions of older Americans to society.

The Not So 'Golden Years'

In the boom years following the end of World War II, increasing numbers of Americans began retiring. Cut off from work and much of society, these retirees assumed "roleless roles" with nothing really expected of them. People passed into retirement around age 65, with death often occurring soon after. In the 1950s, a transformation began, shifting the ideal of retirement into that of an "endless vacation."

"Retirement became part of the lock-step career mystique," Moen explains. "People went from preparation (education) to continuous full-time employment throughout adulthood, to the 'golden years' of continuous leisure."

This lock-step ideal, Moen reminds us, was possible only for white-collar and unionized blue-collar men; it was never a reality for women, minorities, immigrants, those with little education, or those with disabilities—people who moved in and out of the workforce often in jobs without retirement benefits.



Marc Freedman



Phyllis Moen

Nonetheless, the golden years idea became part of the culture, taken for granted. Yet, these years were often isolating and empty as no one really knew how to best occupy that time.

Since then, medical advances and lifestyle changes continue to increase longevity, and retirees now can expect another 10, 20, 30, or more years of good health after they retire from their career jobs. "Older workers confronting retirement are better educated, healthier, and more energetic than ever in history," Moen says. "What has not changed is the fact that retirement largely remains a passage to the sidelines of society. Americans still view older people as dependent and requiring care. However, most older people are, and want to be, independent, but find it hard to fit in to our youth-oriented society."

Now emerging is what Moen calls "converging divergences" as men and women of all ages and stages are experiencing lives that are definitely not lock-step. Moreover, Moen says, couples now have to coordinate two retirements and

must customize their plans on a moving platform of technological, economic, and organizational changes. "People know they will not experience their father's retirement, but life after the career job, or the patchwork of jobs throughout adulthood, is fraught with ambiguity. Many people today feel ambivalent about when to retire and what to do with the second half of their lives."

"What has not changed is the fact that retirement largely remains a passage to the sidelines of society. Americans still view older people as dependent and requiring care. However, most older people are, and want to be, independent, but find it hard to fit in to our youth-oriented society."

— Phyllis Moen



Although many retirees want both leisure and the opportunity to make a contribution, they find they have no roadmap. "There is a lot of financial planning and less of the kinds of creative lifestyle and life planning I'd like to see," Moen explains. "It shouldn't be age-graded. Life planning should go on at all ages and stages. It could be something offered by employers, libraries, universities. Institutions of higher education could make a real contribution by facilitating these 'second acts' of life."

True, there is increasing recognition that retirement is not the final stage of life, but rather, an interlude between stages and a time for people to take a breath before moving on to the next chapter of their lives. However, there is still much question around what, exactly, the purpose should be during this time, Freedman says. What is becoming apparent, he adds, is that a large majority of older adults will continue to work in some fashion during their retirement years. Part of this is out of financial need; as people live longer, fewer can afford to "live well" that long on a fixed income. But it's not just about extending work years for financial reasons, but doing so with the goal of adding meaning to these years.

Still, Moen cautions, there is a wide divergence in goals but limited real possibilities for new careers, returning to school, taking on volunteer work, or starting a small business. "As a society, we have no institutions or organizational arrangements that foster second acts or take advantage of this experienced, energetic, and growing segment of the population. Baby boomers are more technologically advanced than current

retirees. The challenge is getting companies to see that they should invest in and hire older workers."

The philosophy behind Freedman's Civic Ventures is that society truly cannot afford to overlook, or worse, write off an older population that should be an enormous resource. Thus, Civic Ventures works diligently to tap the talents and skills of older Americans by developing avenues for meaningful service to communities. One of the many Civic Ventures initiatives, *The Next Chapter*, provides resources for local organizations across the country, including the U's own Vital Aging Network (www.van.umn.edu), that promote civic engagement of older adults and help people over 50 pursue new life options.

While organizations like Civic Ventures and the Vital Aging Network are steadily furthering a paradigm shift of what it means to age and thrive in our society, Moen says there is much work yet to do. "It's great that all these 'boomers' are going to reinvent their second half of life, but it's problematic given the fundamental mismatch between all these capable, experienced, energetic people and no place to go. America is better at technological inventions than social inventions. We need to invent new alternatives for second—even third and fourth—acts and new institutional arrangements that make it easy to learn about and choose alternatives. Our lock-step life course is a myth, and we need to recognize that fact and create new scenarios as citizens, as organizations."

It is through public discussions such as Great Conversations, that individuals can take part in

reshaping societal views of retirement. "Reinventing retirement will require a new generation of policies, pathways, and priorities," Freedman says. "We must create an aging America that swaps the old leisure ideal for one that balances the joys and responsibilities of engagement across the life span." In the end, he concludes, this might just create a society that works better for all generations.

Social Forces Reshaping Retirement with Phyllis Moen and Marc Freedman

Tuesday, May 16, 7:30 p.m.
Ted Mann Concert Hall

Event tickets are \$28.50 (\$23.50 for U of M faculty, staff, students, and alumni association members). Tickets can be ordered from the U of M Ticket Office at 612-624-2345. For more information, visit www.cce.umn.edu/conversations.

Great Conversations is produced by the University of Minnesota's College of Continuing Education with additional support from the University of Minnesota Foundation and TIAA-CREF. Promotional support is provided by *Mpls/St Paul Magazine*.



The mission of the College of Continuing Education is to provide adults with quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transitions, and academic growth.

UNIVERSITY OF MINNESOTA

c.c.e. times
(USPS 711-240)

Volume 8, Number 1

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c.c.e. times is a newsletter for College of Continuing Education University of Minnesota students published by the College of Continuing Education, University of Minnesota, 340 Coffey Hall, 1420 Eckles Ave., St. Paul, MN 55108-6080.

For address changes, send entire address panel to *c.c.e. times* at address above.

Students are encouraged to submit editorial opinions to *c.c.e.times* editor at address above.

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The contents of this publication and other University bulletins, publications, or announcements are subject to change without notice. The information in this publication is available in alternative formats. Call 612-625-1711.

Disability accommodations are available upon request. Call the information number given for the specific programs described in this publication, or call 612-625-1711 for referral.



Finding Your Sense of Place Through Art

Split Rock Arts Program offers workshops for artists and writers

Remember when you didn't have to wander far from your own backyard to discover something truly one of a kind? It's a different story today as blank-faced "Big Box" stores cover our country.

We're a nation fallen victim to 'mall-dom' where there are more chains than charm, and it's virtually impossible to find the special flavor that identifies a place. Those who wax nostalgic for bygone landscapes of place and play can take comfort in knowing that through art, they may find their way home.

Throughout the summer, the College of Continuing Education's Split Rock Arts Program offers adults 47 weeklong and three-day workshops in creative writing, visual art, and design. These workshops, which are taught by renowned artists and writers, run June 18 through August 4. Some Split Rock offerings are geared to individuals advanced in a particular artistic discipline or area of interest. However, the program also includes several workshops geared to the novice. For example, artists Kinji Akagawa and Mara Adamitz Scrupe, and writer Alison Hawthorne Deming offer interested participants three distinct opportunities to explore and rediscover a "sense of place."

Kinji Akagawa
Site Specific: Eco/Aesthetics and Environment
July 9-14

From the time he was a small boy in 1950s Japan, Kinji Akagawa was keenly aware of his purpose in life: to be an artist. He recognized a connection that drew him into the world of senses and emotions. Today, Akagawa is an internationally known sculptor and widely regarded as one of the United States' most prominent public artists. His work combines the elegant simplicity of traditional Japanese art with a deep concern for the impact of art on public places, and explores the contrasts between public and private, inside and outside, natural and made.

His workshop, *Site Specific: Eco/Aesthetics and Environment*, will focus on the creation of sculpture within the natural environment while using ecology as a foundation for participants' thinking. Students will learn how to use this ecological journey to express themselves. "It is from self-expression that we discover our authenticity and can then fully participate in the world," Akagawa says.

Split Rock Soirées

If you are unable to attend a workshop, satiate your appetite for art Tuesday evenings (7 p.m.) at a Split Rock Soirée. These intimate events feature readings and artists' talks celebrating the artistic accomplishments, energy, and talents of the 2006 Split Rock faculty. Dates are June 27 (McNeal Hall Auditorium, St. Paul campus), July 11, 18, 25 and August 1 (Coffman Union Theater, Minneapolis campus).



Photo by James Boyd-Brent

This summer, three of the Split Rock Arts Program's 47 workshops will focus on celebrating a sense of place.

In his teaching, Akagawa aims to impart a sense that art is not just an object or a thing, but it is a relationship with the world. "Art is not a static notion of looking at something and calling it beautiful," he explains. "Rather, it is the dynamic view of looking at the relationships. I encourage my students to become conscious of the interrelatedness in our beautiful world and then to do their work accordingly."

Alison Hawthorne Deming
The Power of Place: A Writing Retreat at the Cloquet Forestry Center
July 16-21

"We all have experiences of loss of the places that we love. Art is one way we heal from this," says author and creative writing professor Alison Hawthorne Deming. "It's not just the ability to express our feelings of loss, but also to search in our writing for new things that give meaning to our lives in the face of change. When a place that you treasure is lost, you can hold it forever and honor it by writing a poem or essay."

In *The Power of Place: A Writing Retreat at the Cloquet Forestry Center*, participants have the chance to step away from the velocity of their daily lives for a time of reflection and interaction with a particular place, the Cloquet Forestry Center. The week will begin with a tour led by a local naturalist, so that the group can get its bearings among the old-growth red and white pines of this spectacular preserve. Students will then combine observational abilities

with imaginative abilities—memory, dreams, stories, folklore—to draft poems and essays.

"As writers, we study place through the lens of our senses, the love that people bring through place," Deming explains. "The wonderful thing about adult learners is that they have so much life experience to tap into. They have certain concerns about the world that become obsessions that keep calling them back and are what they want to write about. The richness of experience they bring is as inspiring as the place."

Mara Adamitz Scrupe
Into the Garden: Drawing From Nature
July 16-21

For sculptor and landscape artist, Mara Adamitz Scrupe, long-term experience with rural living has heightened her awareness of the relationships between people and the land they live on. "I am convinced of the dilemma of urban people who are disconnected from access to nature on a day-to-day basis," she says. "I seem to revisit garden forms over and over in the work I do . . . the garden is important in our experience in nature."

In *Into the Garden: Drawing from Nature*, students will work in the studio and in Twin Cities parks so they may closely and carefully observe plants, flowers, and other elements of nature and render what they see in the natural world. "It's not just a pretty flower we're looking at, but it's a plant, a part of nature that interacts with other parts of nature," Scrupe says. "As an artist and teacher I want to communicate a sense of joy when we look at nature. If we truly feel pleasure in the experience of nature, then we will preserve it."

To learn more about Soirées or how you can study with these and other master artists and writers, visit www.cce.umn.edu/splitrockarts, call 612-625-8100, or e-mail rap@cce.umn.edu.



Photo by Tim Rummelhoff

Why Should Kids Have All the Fun?

Cathy Schaefer

“I don’t have time.” “I can’t get away.” “I can only take a day or two.”
Sound familiar?

If it does, you’re not alone... Workplace studies show that more and more people are taking less and less vacation time each year. In fact, according to research done by a Harris Interactive study, Americans let more than 415 million vacation days go unused in 2004. Given a five-day workweek, that’s nearly 1.6 million YEARS of free time!

So many people *want* to take time for themselves...but just can’t seem to find the time. Curiosity Camp offers the opportunity for busy adults to nurture new interests, rediscover learning, and have some fun in a time frame that fits their schedule.

So go ahead, take that vacation day... as camp attendees can attest, it may be the best thing you do for yourself all summer!

Cathy Schaefer is just one of Curiosity Camp’s enthusiastic alums. As an employee in the U’s Office of Human Resources and someone who had taken a few credit classes on her own, Schaefer thought she was familiar with all the U had to offer...until she attended a Curiosity Camp.

“I was at a lecture over at the Bell Museum, and they were doing a presentation on summer camp,” Schaefer says. “And it got me

thinking—‘hey, it’d be great to have a summer camp for adults! Why should kids have all the fun?’”

She went looking and found that there was, in fact, a “summer camp for adults”— right at the U. “I was really into gardening, and my niece has a landscaping business and was looking to broaden her horizons. So we signed up for University Professor Deb Brown’s ‘Gardening with a Guru’ Curiosity Camp.

“It was perfect for me—it was fun to be in a group of adult learners who have parallel interests. Plus, it’s such a unique opportunity to be able to ask questions and learn from someone with that level of expertise. Having instructors who are ‘names you know’ is a big perk.”

The unique format of Curiosity Camp also interested Schaefer. “This type of learning appeals to adults, I think, because it’s a snap-shot. These

classes are a great way for the U to reach people who wouldn’t or couldn’t jump right in to a full-length course. The concentrated format was especially nice for me, since I work full-time.”

And what summer vacation would be complete without a souvenir or two? Even better than a postcard or a trinket, what Schaefer took away from her experience at Curiosity Camp was a new passion. Inspired by one of the contributing instructors (Jeannie Larson, a faculty member at the U’s Center for Spirituality and Healing), she has since gone on to receive her Certificate in Therapeutic Horticulture. “Sometimes I say it must have been ‘divine intervention’ that I ended up on this path. I definitely learned more about myself and what the U has to offer. The experience really triggered something for me!”

2006 Curiosity Camp

These unique, interdisciplinary summer camps help adults rediscover how much fun learning can be. Take a day for yourself and join University and community experts who help you to see an intriguing topic in a new light.

- June 1 **Come One, Come All to Judyland**
- June 8 **Minnesota’s Deciduous Treasure: The Big Woods**
- June 12 **The Way of Cheese**
- June 14 **Metropolitan Portraits: Rebirth of the Riverfront**
- June 19 **Behind the Scenes at the Bell Museum of Natural History**
- June 24 **Here Comes the Sun: Renewable Energy for Your Home**
- June 26 **More Than Elementary: Our Fascination with Sherlock Holmes**
- June 28 **Flintknapping: Hands-on Archaeology**
- July 8 **A Geology Tour of the Twin Cities**
- July 10 **Stop and Smell the Roses: Creating a Happier Life**

- July 12 **The Tall Grass Prairie**
- July 13 **Women’s Health: What’s New, What Works**
- July 17 **On the Street Where You Live: Housing and the Social Environment**
- July 19 **Inside the Raptor Center: Helping Hawks and Owls**
- July 27 **Behind the Scenes at the Weisman Art Museum**
- July 31 **Behind the Scenes at the Goldstein Museum of Design**
- August 1 **If These Halls Could Talk: The Story of Campus Architecture**
- August 7 **Wine Made in Minnesota**
- August 8 **Books That Changed My World**
- August 15 **Stardust, the U, and the Universe**
- August 16 **Between the Lines: Publishing in Minnesota**

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