Rosenblatt Receives National Teaching Award for His Distinguished Career

Introduced as “a much honored man, and he deserves it all,” Dr. Paul Rosenblatt was presented the Ernest G. Osborne Award at the National Council on Family Relations’ annual conference in November 1997. This award recognizes the distinguished career of an outstanding teacher in the family field.

In accepting the award, Rosenblatt credited his students and colleagues. “You can’t be a good teacher without great students,” he said. “I’ve had great students, and it’s a blessing.” He thanked past Osborne Award winners from the department, Dick Hey and Gerry Neubeck, for being “really helpful in establishing an environment where teaching is valued.”

One of Rosenblatt’s doctoral advisees, Terri Karis, also was recognized by NCFR this year. She received the Jessie Bernard Award for Outstanding Research Proposal from a Feminist Perspective.

Rosenblatt began teaching in the department 25 years ago, when it was founded. He has influenced many students who have gone on to have significant careers in service to families. Dr. Janice Hogan, department head, says Rosenblatt “inspired thousands of students to see the world with a broader perspective and more critical eye,” and in doing so, he is “acclaimed among colleagues and students as an inspirational teacher who assists students to discover the complexities of family life.”

Rosenblatt typically has contact with every undergraduate student majoring in Family Social Science, and he is eagerly sought after as a mentor to graduate students. Most students find

Family Social Science

Affectionately known as the “Minnesota Mafia,” our faculty have a knack for getting elected as president of the National Council on Family Relations. From left, David Olson, 1988-89; Pauline Boss, 1996-97; Janice Hogan, 1989-90; and William Doherty, president-elect. Emeritus faculty Richard Hey and Gerhard Neubeck (not pictured) served as president in 1969-70 and 1977-78, respectively.

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From the Department Head

Dear Friends:

This is an exciting time at the University with a new central administration and a meaningful dialogue with the Regents. President Mark Yudof has been greeted by faculty and staff with enthusiasm and a spirit of optimism. I have the opportunity to meet with President Yudof and other central administrators frequently this year as a member of the Faculty Consultative Committee. We are working together on an agenda of academic excellence.

New initiatives in distance education are on the 1998 agenda. Most of our faculty and staff have been to Web camp to learn how to effectively use technology in teaching. David Olson and Hal Grotevant are leading the way by preparing two Web based courses, “Family Relationships” and “Family Psychology”. Pauline Boss and I traveled to Sukhothai Thammathirat Open University (STOU) in Thailand to work with colleagues to develop a new distance education Master's degree in Family and Social Development. STOU, the recipient of international excellence awards, has over 200,000 students enrolled in their degree programs. We can learn a lot from them about teaching through radio, television, correspondence media, and face-to-face tutoring at regional centers. Hopefully, distance education and new technology in the classroom will provide more and better options for learning on campus and around the globe.

Our faculty continue to look to the future of the professions -- family science, marriage and family therapy, family policy, family life education, and related fields, to determine the research projects to pursue, new programs and courses to develop, and how to better communicate our knowledge to the community. We welcome your ideas about our work and a future agenda. Please write or call any time.

Sincerely, Jan Hogan

Dean Makha Khittasangka, School of Home Economics, Sukhothai Thammathirat Open University, (center), and 13 SHE faculty met with Jan Hogan (8th from left) and Pauline Boss (7th from right) to plan a new Master's degree in Family and Social Development.

Quotes from Colleagues and Students

Here are a few of the many words of acclaim for Dr. Paul Rosenblatt’s teaching excellence:

“One of the phrases Paul used frequently was ‘ask yourself what is really going on here.’ I hear his words nearly every day.” -- Margaret McCullough, president of Christian Children’s Fund

“He helped me focus on quality. He listened carefully to what I had to say, even when it wasn’t very good. Paul has an abundance of skill, wisdom, and enthusiasm...” -- Ruth Hathaway Jewson, former NCFR executive director

“No single educator in my 56 years of learning has had as much of an impact on my thinking, the discovery of my potential, and my progress in becoming a researcher... Paul is fond of referring to himself as a ‘fan’ of his students.” -- Janice Nadeau, Ph.D.

“Skilled at communicating his expectations for excellence, he stimulates critical thought and conversation. His course materials provide a model of integration, drawing from many fields and literatures.” -- Dr. Marilyn Fuss-Reineck, Professor, Concordia College

“He has an ability to encourage, even demand, critical thinking and analysis in a gentle and nurturing manner... about how we view the world, what we accept, what we can’t see, and how we know what we know.” -- Annelies Hagemeister, doctoral student

“Paul encourages me to bring my experiences and perspectives into the classroom and he is willing to be educated by students whose life experiences are different from his own.” -- Ramona Oswald, doctoral student

“In addition to being an exceptional teacher... [he] fosters the love of learning in students by providing tireless support and encouragement. ... His personable style and open-door policy puts students at ease and encourages dialogue and reflections...” -- Ciloue Cheng Stewart, doctoral student
New Faces: Graduate Students

Kevin Doll has an M.S. in family studies and human services from Kansas State University, where he specialized in marriage and family therapy. Kevin's work experience includes conducting therapy with juvenile sex offenders and also doing premarital counseling. His current research interests are cross-cultural studies and medical family therapy.

Heather Hathaway has a B.A. in Spanish from the University of Illinois at Urbana-Champaign and is completing her M.A. in child development from Michigan State University. She grew up near Chicago. Heather spent last summer studying at La Universidad de Guanajuato in Mexico. Her research interests include migrant farmworker families, social justice, and the transmission of values and morality through "dichos" (common sayings). She gives credit for her inspirations to her extended family, both in the U.S. and in Mexico.

Ann McNattin has a masters degree in marriage and family therapy from the University of Wisconsin-Stout. She has worked at a center for eating disorders in Arizona and, most recently, at the U of M as a psychotherapist in the outpatient psychiatry clinic. She is currently doing part-time work as a divorce mediator and hospital crisis worker. Ann is married with four children ranging from 11 to 18 years old. She enjoys playing the piano, solving logic puzzles, and has a special interest in researching and collecting ethnic heritage dolls.

Carey Sherman earned her M.A. in child development from Tufts University. Since then, she has worked on several longitudinal research projects, most recently a national study of Head Start children and families. She received her clinical training in England and has worked as a school-based therapist/advocate in a model program in Minnesota. Carey is married and has three children, all of whom, she says, think it's cool that she now has homework too.

John Sobraske earned an M.A. in clinical psychology from John F. Kennedy University in California where he specialized in child/adolescent and family issues. He has a B.A. in studio arts and art history from Stanford University. John recently directed the counseling and respite services at Resources for Adoptive Parents (RAP) in the Twin Cities. His research interests are attachment, adoption, medical family therapy, alternative medicine, and "metatheory." He likes to write poetry and also enjoys classical singing.

Nora Dunbar earned an M.S. in developmental psychology at the University of California, Santa Cruz. Her research interests include child and adolescent development, issues of identity and self-efficacy, and strengths of parenting and parent-child relationships in minority and low-income families. Nora lives with her fiancé, Ted, who is a graduate student in ecology at the U. In their free time they enjoy cross-country skiing, hiking and shopping at thrift stores.

Danielle Hunt, a master's student, graduated with a B.S. in child and family studies from the University of Wyoming in Laramie. She was born and raised in Wyoming, where winter, she says, lasts much too long. (Welcome to Minnesota!). She is planning to get her Ph.D. so that she can teach and conduct research on families in developing nations. She is interested in the effects of economic and political development on indigenous cultures.

Mindy Nakamoto, a master’s student, earned a B.S. in family science, psychology, and public health from Central Michigan University, where she gained experience working as a sexual health coordinator. Mindy has worked on research projects that have examined "regrets" in college students and also empathy training for couples. She is planning to combine courses in public health with family social science in her program.

Amanda Siegenthaler has an M.S. in human development and family studies from Colorado State University, where she was coordinator of the marriage and family therapy clinic. She worked as an intern at a family medicine center in Colorado and is now at Southside Community Health Center in Minneapolis. She is interested in medical family therapy, stress and resiliency, sexuality and eating disorders. She misses Harley, her "great" dog, who is with her parents in Ohio.

Sungeun Yang has an M.S. in child and family studies from Yonsei University in Seoul, Korea. She arrived in the U.S. just four months ago. She has experience as a university lecturer and also as a kindergarten teacher. Her masters thesis, "Effect of Empathy and Social Evaluation on Children's Prosocial Behaviors," was published in the Korean Journal of Child Studies in 1995. Her research interests now include family stress and cross-cultural studies. One of her special talents is performing puppetry shows for children.
Marriage and Couples Education: An Old Idea Making a Comeback

William J. Doherty

In the 1970s, what was then termed "marriage enrichment" made its entrance on the national stage. Building on national interest in the human potential movement, marriage enrichment aimed to help couples enhance the quality of their marriages and avoid the need for marital therapy. Programs ranged from communications skills courses to revivalist religiously-based weekends. During this period, the only successful marriage enrichment program in terms of numbers (hundreds of thousands of couples) was the church-based Marriage Encounter program, but it faded in the 1980s culture that was not particularly interested in marriage enrichment or weekend growth experiences. The other marriage enrichment programs quietly continued to draw small numbers of couples and made barely a ripple in the national consciousness.

In the late 1990s, there has been a resurgence of interest in preventive, skills-oriented programs for couples. This interest has been fueled by professional and popular reconsideration of the divorce revolution, and, I suspect, by a new generation approaching marriage who have been products of divorced families. There is greater fear among marrying couples these days about whether they will survive as a couple. Churches and other religious institutions, rather than just bemoaning the high divorce rates, are examining what they can do to help ensure that the people marrying in religious ceremonies are prepared for married life. Public officials and judges are asking themselves what the courts and legislatures can do about what they perceive as the problem of high divorce rates. Most advocates of marriage and couples education, however, usually frown on legal attempts to make divorce more difficult, preferring instead voluntary programs for couples.

The marriage and couples education movement received a major boost two years ago by Diane Sollee, who founded the Coalition for Marriage, Family and Couples Education in Washington, D.C. Sollee single-handedly sponsored a major national conference last year that crystallized a reborn field, now termed "marriage and couples education," and attracted extraordinary media attention. In addition to the older programs still emphasizing communication skills, the 1996 conference spotlighted newer efforts, mostly based in churches, to create mentoring programs for young couples. And it highlighted the phenomenon growth of premarital programs such as David Olson's PREPARE, which is being adopted around the country and across the world, as more people become convinced that the best approach to dealing with marriage problems is to prevent them.

The field of marriage and couples education covers a range of professionals and lay people representing a broad spectrum of values orientations. Many professionals invite every kind of couple to their programs -- married, cohabiting, gay, and lesbian -- while some conservative, religiously-oriented programs accept only married couples. Some feminists worry about whether a movement to promote marital stability will foster a mindset that traps women in unhappy or abusive marriage. Some multiculturists worry that the marriage and couples education movement is a white, middle class phenomenon, a charge vigorously denied by marriage and couple educators. The field has rebirth pains as it faces resurgent interest in a 1990s era when marriage is a politicized topic, but it does offer a unique opportunity to promote a community-based preventive, developmental approach to marriage and couple relationships. And it offers a special opportunity for family professionals who want to make a difference in an era of wariness and hope about family life.

The Scientific Case for Marriage and Couples Education

1. For adults, a stable, happy marriage is the best protector against illness and premature death, and for children, such a marriage is the best source of emotional stability and good physical health. Decades of research have clearly established these links (Burman & Margolin, 1992; Dawson, 1991; Verbrugge, 1979).

2. Marital distress is an important health hazard for adults and children. Marital distress leads to depression and reduces immune system functioning in adults. In addition, chronic marital conflict harms the emotional and physical well-being of children (Emery, 1982; Gottman & Katz, 1989; Kiecolt-Glaser et al., 1993).

3. Divorce is a major health risk for American adults and children. In addition to well-established links between divorce and mental health problems, adults who experience divorce more than double their risk of earlier mortality. And children who experience a parental divorce have their life expectancy shortened by an average of four years, according to a fifty-year longitudinal study (Dawson, 1991; Cherlin et al., 1991; Doherty & Needle, 1991; Tucker et al., 1996; Schwartz et al., 1995).
4. Marriage education is effective in promoting marital quality and stability. Well-researched marriage education programs have demonstrated that brief, skills-based educational programs for couples increase couple satisfaction, improve communication skills, reduce negative conflict behaviors including violence, and may prevent separation and divorce (Markman et al., 1993; Wampler, 1990).


Version 2000
PREPARE/ENRICH Program

"PREPARE and ENRICH are not just inventories, but are part of a complete couples and marriage education program," said Dr. David Olson at a recent seminar for alumni and students. In the new “Version 2000,” there are background items on clinically sensitive issues such as abuse. Four personality scales -- assertiveness, self confidence, avoidance, and partner dominance -- have been added to the original scales that assess relationship and family functioning. The computer scored report contains a typology which classifies couples as vitalized, harmonious, traditional, conflicted, or devitalized.

Olson is credited as having more information about more marriages than anyone else in the world. He was featured in Time magazine’s cover story on marriage that looked at the state of marriage as we approach the next century. And recently in the Atlantic Monthly, October 1997, his work was highlighted by Francine Russo in her article: “Can the government prevent divorce? Researchers say that they can -- and some states feel they should -- reduce the likelihood of divorce by altering the course of bad marriages in the making.” Olson has proposed increasing fees for marriage licenses to create funding for marriage preparation and enrichment programs.

The Atlantic Monthly article compares and contrasts Olson’s work with that of Dr. John Gottman, University of Washington, Seattle: “Gottman found that contempt ... is one of the four strongest divorce predictors -- together with criticism, defensiveness, and stonewalling. ... In study after study these behaviors identified those who would divorce with a remarkable accuracy of greater than 90 percent.” Olson can predict marital dissolution with similar accuracy, Russo writes, but his approach focuses on signs of success and areas for growth. “Couples who stayed happily married, he [Olson] found, scored higher in such categories as realistic expectations, communication, conflict resolution, and compatibility.” When premarital couples score low in these areas, they may break their engagements or seek more intensive therapy.

The pool of information collected from these surveys is used to provide marriage counselors, therapists, clergy, and other professionals with practical insights into what makes families work. The Version 2000 PREPARE/ENRICH Program, with its training manual, contains a semi-structured format to use with couples. It includes exercises on how to be assertive and listen actively in communication, how to resolve conflict, and ways to understand family of origin influences.

New Course, Spring 1998

A new course on marriage and couples education, developed by Dr. William Doherty, is being offered in the Spring 1998. It will cover the widely practiced models for teaching couples interpersonal skills. Students will have the opportunity to learn these models in an experiential context through teaching the skills to one another and practicing them.

The course objectives are to have students: (1) identify the historical and cultural roots and values orientations of contemporary marriage and couples education; (2) articulate the theoretical and research bases of the major models of marriage and couples education; (3) demonstrate a beginning competence in teaching couple listening and problem solving skills; (4) describe how existing models apply to a range of couples across racial and ethnic groups, social classes, and sexual orientations; (5) recognize how marriage and couples education dovetails with marriage and couples therapy; and (6) identify local and national resources in marriage and couples education.

The course will be listed as “FSos 5240, Special Topics: Marriage and Couples Education,” and it is open to graduate students, community professionals and advanced undergraduates. Contact the office staff for further information (612-625-1900; rdaigle@che2.che.umn.edu).
In each issue of Interactions, we feature one of our alumni. This time it's Judy Tiesel (Ph.D., 1994). In her career, she is successfully balancing the roles of family therapist, researcher, and teacher -- a "triple threat." How does she do it? Let's find out.

1. Describe the scope of your professional work at present. I have a private practice doing marriage and family therapy and individual therapy. I am a faculty associate at Bethel Seminary, and I directed the Minnesota Family Strength Project.

2. Did you imagine you would be where you are today in your career? The biggest surprise is that I've combined therapy, research, and teaching outside the context of a formal academic position. That independence has both benefits and drawbacks. When I hear some of my colleagues moan about yet one more faculty or organizational meeting, I don't mind my independence at all. On the other hand, I have to be more intentional about networking and I don't have as ready a source of feedback for ideas.

3. What is your favorite memory of the time you spent in McNeal Hall? Here's a collage of memories: Bonding with my initial cohort -- many of us still meet on a regular basis. Drop in chat times with faculty and students. Meeting around the coffee pot in the kitchen to hear the latest. My first NCFR, realizing that I could do that. Prelim study group and the endless acronyms/pneumonics we developed to help us remember key tenets of key theories, and this was pre-Sourcebook! Ordering pizza into McNeal at midnight for three or four of us who were trying to beat a grant proposal deadline. Feeling totally perplexed about some requirement and having Jim Maddock and Kathy Rettig ask if they could help me with anything. Bill Doherty's "in the beginning ..." Pauline Boss' delight when she could see that "I got it" as a professional, not as a student. David Olson's endless patience to edit yet one more draft of a paper, and his positive feedback ranging from "Excellent job" to "Let's talk" (oh-oh), and his ongoing support of me as a colleague. Lorraine Haley's greens, William Goodman's accordions, Kathy Witherow's search to squeeze one more assistant from somewhere, and the celebrations when one of us jumped a hurdle!

4. What was your greatest challenge as graduate student? How did you deal with that? One that remains an ongoing challenge is the pursuit of balance. I had to balance the requirements of coursework, an assistantship, research, and a clinical internship. And if that was not enough, there was a husband and three kids whom I really like and wanted to spend time with, plus friends I'd "misplaced," and a self that began to feel fairly distant. I remember just plodding through each quarter, doing what needed to be done on each syllabus, while my husband took over the cooking, the kids convinced me they wouldn't like a "Donna Reed" mom, and I decided my

loyal friends would still be there when I emerged with a degree. What kept me going was the enormous support of my family, the relief-valve talks and walks with friends, and the pure joy of "aha" learning experiences with faculty and peers. I'm finally realizing that balance is not a goal that is once-and-for-all achieved. It must be sought (at least for me) on a continual basis, which in turn provides opportunity for self-examination personally and professionally. As challenging as that may be at times, it also keeps me from stagnating.

5. What advice would you give to FSfS students today, to get the most out of their time here? First, identify those parts of the grad school experience that are most exciting and meaningful to you, and then make sure you get lots of them! Plan them into your schedules. Second, take advantage of the accessibility of the faculty, who are such leaders in our field, and get to know them as professionals and as persons. Finally, celebrate every accomplishment you can -- your own and those of others around you.

6. What will the future be like for you? I suspect there will be more open doors in the future: to professional opportunities, and to more fun traveling. I hope there will be enough teaching to keep me humble, enough research to be exciting, and enough clinical work to keep me growing.

NOTE: To reach Judy Tiesel, write: 621 West Lake Street, Suite 203, Minneapolis, MN 55408. Voice: (612) 822-8238. Email: tiesel003@tc.umn.edu.

Minnesota Family Strengths

Judy Tiesel

The Minnesota Family Strength Project focused on what families are doing right that others can learn from. It tapped into the perceptions of persons from more than 1,500 families. Five common themes emerged as important components of family strength: communication; health (physical, mental, and economic); spending time together; spirituality; and support. These proved consistently important across all ethnic and cultural groups. Four additional themes, emerged among African American, American Indian, Chicano/Latino, Somali, and Vietnamese. These were: respect, unity, traditional culture, and expanded sense of family.

The results differed based on family structure. Overall, gay/lesbian families scored most consistently as the healthiest and strongest, despite perceptions that their families of origin were not strong. Cohabiting families, particularly those with children, scored the least strong; they reported the most stress and the least developed problem solving skills. Traditional families tended to score high (second to gay/lesbian families), followed by extended, multi-generation families. Single-parent families scored similarly to stepfamilies on most indicators except that single-parent families were less satisfied with being connected to the neighborhood.

One of the conclusions from this research is that married/partnered adults (except for cohabitating heterosexual couples) and extended family structures may serve to buffer against stress. Single parent families do not have the cushion of extra adults, however, one of their strengths is a tendency toward better communication skills.

NOTE: To receive a summary of the research and a free booklet outlining strength building tips for families, call this toll-free number: 1 (888) 719-8097.
Faculty
For their program "Responding Knowledgeably: From Welfare Reform to Well-Being," Jean Bauer and Bonnie Braun received an award for Outstanding Achievement in Public Issues Education, presented by the Farm Foundation and the National Public Policy Education Committee in September 1997.

Offering guidelines to family therapists and educators, Pauline Boss delivered a plenary and workshop on "How Families Stay Healthy When They Face Uncertainty" at Messiah College in Grantham, Pennsylvania -- the heart of Amish country. She was delighted to once again discuss research on Amish and Mennonite families, the population she studied for her masters thesis in 1972.

Hal Grotevant received a Graduate School Grant-in-Aid for his project to work with the National Longitudinal Study of Adolescent Health, data collected from more than 90,000 adolescents and many of their parents. The research will focus on adoption, family and peer relations, adjustment, and mental health. Manfred Van Dulmen, doctoral student, is a research assistant for the project.


Paul Rosenblatt was elected a fellow of the American Psychological Association.

Marlene Stum and her colleagues who developed "Who Gets Grandma's Yellow Pie Plate," are recipients of the Dean and Director's Distinguished Team Award presented at the Minnesota Extension Service Annual Conference in October 1997.

This past summer, professors Carolyn Tubbs and Hal Grotevant, along with staff member Ann O'Grady Schneider and doctoral student Julie Kohler, collaborated with personnel from Hennepin and Ramsey counties to develop a plan to track the recruitment, training effectiveness, and retention of families hoping to adopt children of color. The Minnesota Department of Human Services has funded the proposal. The team is currently working on the start-up phase with a new nonprofit group, the African American Adoption and Permanency Planning Agency (AAAPPA).

Staff
Welcome Jennifer Welsh, the department's new receptionist. She received her B.A. in English at the U of M and has plans to do graduate work to obtain a teacher's license.

Also welcome Patricia (Trish) Olson, research fellow who is working with Jean Bauer on welfare issues. She is also a doctoral candidate at Ohio State University.

Graduate Students
Althea Dixon, Seonju Jang, and Poonsuk Wachwitan each received a Neubeck Award to present at the NCFR annual conference in November 1997.

The following passed their preliminary orals: Ronit Leichtertritt, Elizabeth (Beth) Robbins, and Jane Tornatore in June 1997; Beth Maddock Magstad in August 1997; and Jane Bennett in October 1997.

Ramona Oswald received a Doctoral Dissertation Special Grant from the Graduate School. Ramona also received the McFarland assistantship for the 1997-98 academic year.

Jane Tornatore successfully defended her dissertation, "Predictors of Family Caregiver Burdens and Satisfaction after Nursing Home Placement of a Relative with Dementia" on December 11, 1997.

Terri Karis received the Jessie Bernard Award for Outstanding Research Proposal from a Feminist Perspective from NCFR at its recent annual conference.

Undergraduates
Undergraduate students who studied in other countries recently include: Brenda Joseph in Spain; Margaret Fernandez and Vicki Laho in Ecuador; Kara Dramer and Anna Scheurer in Mexico; Misty Hegness in Venezuela; Kristine Sjöhol in Honduras; and Amy Weisheimer, Anne Thompson, Elissa Unger, and Elizabeth Wilhelm in Austria. The latter four studied in Innsbruck about the Holocaust and traveled to many cities that housed concentration camps.

Alumni
Frances Berg (M.S., 1968), has written a book, Afraid to Eat: Children and Teens in Weight Crisis published by Healthy Weight Journal, 1997, which offers practical advice to parents and practitioners to help youth overcome problem eating behaviors. For information call: 701-567-2646

Donna Christenson (MA, 1988; Ph.D, 1990) was promoted and received tenure in the Department of Family Studies at the University of Arizona in Tucson.

Marilyn Mason (Ph.D, 1980) has written a new book, Seven Mountains: The Inner Climb to Commitment and Caring. Published by Dutton, 1997.

Marcie Parker (Ph.D, 1996) has been awarded the 1997 Dissertation Award from The International Society of Quality of Life Studies for the best study related to quality of life issues. It is entitled "Loss in the Lives of Southeast Asian Elders."

Karen Schmid (Ph.D, 1994) was appointed Associate Provost at West Chester University in Pennsylvania.

FSoS Undergraduate Round Table
The FSoS Round Table is a university student organization, comprised of undergraduates who are inspired to build a strong link between students, faculty, and the community at large. Plans for spring 1998 include an open house, Career Fair, an AIDS walk, and volunteering to serve food at a local shelter for the homeless.

Current officers are: Kelly Dykstra, president; Anne Thompson, vice-president; Linda Scheffler, treasurer; and Beth Wilhelm, secretary. The group meets on select Wednesday mornings throughout the quarter.

Volunteers are needed! If you would like to participate in the Round Table's activities, attend one of the meeting or contact Kelly Dykstra by email at: dyks0008@tc.umn.edu.
Connect with FSoS on the Internet

In addition to "Interactions", are you receiving "FSoS News"? "FSoS News" is the department’s electronic mail newsletter, distributed biweekly. It contains alumni news as well as information on special projects, events, courses, and other relevant services offered by the department and the university. You’ll also find position announcements from universities across the country as well as grant and award notices. If you want to be added to the electronic mailing list, or have items of interest to submit, please contact Roberta Daigle (612-625-6272, or email: rdaigle@che2.che.umn.edu).

You can also visit the FSoS site on the World Wide Web at: http://fsos.che.umn.edu. This has information on current FSoS programs as well as descriptions of faculty research projects. We will be continually updating and adding information to this site, so visit often!

Visit FSoS on the World Wide Web: http://fsos.che.umn.edu

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