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# **MINNESOTA HUMANITIES CENTER TASK FORCE**

## **Report & Recommendations**

prepared by  
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**Minnesota Humanities Commission  
Saint Paul, Minnesota  
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# MINNESOTA HUMANITIES CENTER TASK FORCE

## Report & Recommendations

### EXECUTIVE SUMMARY

#### PURPOSE:

The Minnesota Humanities Center Task Force was appointed in February of 1990 to assist the Minnesota Humanities Commission in planning for a Minnesota Humanities Center. Over the past ten months, Task Force Members have heard extensive testimony on needs which could be addressed by the Center. While there was great diversity among the individuals presenting testimony, all of the testimony pointed to two basic needs: 1) recognition and renewal for Minnesota teachers and 2) increased support for and encouragement of lifelong learning.

#### RECOMMENDATIONS:

Members of the Task Force unanimously recommend the creation of a **Minnesota Humanities Center** comprised of two separate institutes: the **Minnesota Institute for the Advancement of Teaching** and the **Minnesota Institute for Lifelong Learning**.

Dedicated to the advancement of teaching as an art and a profession, the **Minnesota Institute for the Advancement of Teaching (MIAT)** will provide recognition and renewal to Minnesota's K-12 teachers. Initial planning for **MIAT** has been supported by a \$71,981 grant from The Bush Foundation. Patterned after a highly successful program in North Carolina, **MIAT** will recognize and reward teachers for their past accomplishments, renew their commitment to teaching, and inspire them to seek innovative approaches to teaching and learning through residential seminars emphasizing personal, professional, and intellectual renewal.

The **Minnesota Institute for Lifelong Learning (MILL)** will promote and support lifelong learning through an expansion of the Humanities Commission's existing programs and services. Providing grants, programs and technical assistance, **MILL** will increase the availability of packaged programs and traveling exhibits; foster cooperation and collaboration among cultural and educational organizations; and provide much needed support to the countless Minnesotans who recognize the value of lifelong learning and actively pursue it in libraries, museums, and senior centers throughout the state.

The Task Force recommends that the governance and administrative responsibilities for the **Center** and its two **Institutes** be assumed by the Board and staff of the Minnesota Humanities Commission.

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# **MINNESOTA INSTITUTE FOR THE ADVANCEMENT OF TEACHING**

## **(MIAT)**

*Proposed by the Minnesota Humanities Commission*

### **WHAT IS MIAT?**

One of the two Institutes of the Minnesota Humanities Center, the Minnesota Institute for the Advancement of Teaching is a 3-R program for K-12 teachers: recognition, renewal, and retention.

### **HOW WILL MIAT DO THAT?**

One thousand teachers every year -- twenty teachers a week, fifty weeks a year -- will be selected, through a competitive application process, to participate in intellectually challenging humanities seminars in a retreat setting.

### **DOES MINNESOTA NEED SUCH A PROGRAM?**

In a recent statewide survey of 1,600 teachers, 96% of those questioned rated recognition and renewal as important or very important in attracting and retaining excellent teachers. In excess of 80% believed that MIAT would have a positive effect on teacher performance, teacher retention, classroom environment, teacher morale, and teacher involvement in education reform.

### **HOW DO WE KNOW A RETREAT SEMINAR WOULD PROVIDE ADEQUATE RECOGNITION AND RENEWAL?**

The program has been tested successfully for five years at the North Carolina Institute for the Advancement of Teaching in Cullowhee, North Carolina. North Carolina teachers, administrators, and legislators enthusiastically support the program.

### **DO MINNESOTANS SUPPORT THE MIAT PROGRAM?**

Editorials endorsing MIAT have appeared in both the Star Tribune and the Pioneer Press. 85% of the teachers responding to the previously mentioned survey expressed an interest in participating in the MIAT program. Numerous letters of support and the results of a series of focus group meetings involving teachers, administrators, school board members, and other concerned citizens indicate widespread support for MIAT. The Bush Foundation provided \$72,000 for planning MIAT.

### **HOW MUCH WOULD MIAT COST?**

The Commission proposes to phase in the program; it will cost \$730,000 the first year and \$3,500,000 when it is fully operational in the fourth year. The '92-'93 biennial request to the state legislature will \$1,700,000.

### **WHO WILL ADMINISTER THE PROGRAM?**

The Minnesota Humanities Commission is a semi-state agency that has provided humanities programs for teachers and other Minnesotans for nearly twenty years.



# **MINNESOTA INSTITUTE FOR LIFELONG LEARNING**

(MILL)

*Proposed by the Minnesota Humanities Commission*

## **WHAT IS MILL?**

One of the two Institutes of the Minnesota Humanities Center, the Minnesota Institute for Lifelong Learning will afford all Minnesotans access to lifelong learning in the humanities.

## **HOW DOES MILL DO THAT?**

Providing grants, programs and technical assistance, MILL will increase the availability of packaged programs and traveling exhibits; foster cooperation and collaboration among cultural and educational organizations; and provide much needed support to the countless Minnesotans who recognize the value of lifelong learning and actively pursue it in libraries, museums, county historical societies, and senior centers.

## **DOES MINNESOTA NEED SUCH A PROGRAM?**

Twenty-three public meetings throughout the state and subsequent testimony before a Humanities Center Task Force revealed that few Minnesotans have adequate access to the opportunities for lifelong learning they want and deserve. While many county historical societies and libraries are eager to present programs for seniors and schoolchildren, most lack the resources necessary to do so.

## **WHAT WOULD BE THE BENEFITS OF SUCH A PROGRAM?**

The increasingly complicated and competitive world in which we live demands that all Minnesotans have access to the knowledge, wisdom, and judgement to be acquired through lifelong learning in the humanities.

Encompassing the history, literature, religion, law, politics, language, and culture of all the world's people, the humanities help Minnesotans interpret the past, understand the present, and prepare for the future.

## **HOW MUCH WOULD MILL COST?**

The cost will be \$3,400,000 for 1992-93 biennium. The federal government and private funds will contribute \$1,400,000. The request to the state legislature will be \$2,000,000.

## **WHO WILL ADMINISTER THE PROGRAM?**

The Minnesota Humanities Commission is a semi-state agency that has provided humanities programs for Minnesotans for nearly twenty years.





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## **INTRODUCTION**

Literature, philosophy, history, language arts, and political science are among the important subjects that constitute the humanities. The founding fathers considered the humanities central to the great American experiment. They believed the knowledge and judgment acquired through humanities education would provide our country with the informed citizenry on which representative democracy depends.

We see the legacy of that belief in our schools. The humanities are the most important component in K-12 education. In elementary school the humanities comprise as much as two-thirds of a student's curriculum. In junior and senior high school the humanities include history, social studies, language arts, world languages, and a host of interdisciplinary courses. Despite their importance, however, the humanities have been all but ignored in recent attempts at education reform.

While the attention focused thus far on math/science and the arts has generated some encouraging and important results, the ultimate success of attempts at education reform may in the end be dependent on ensuring that all Minnesotans have access to the opportunities and resources necessary for lifelong humanities education.

The Minnesota Humanities Center Task Force was appointed in February 1990 by Governor Perpich to plan a Humanities Center that would improve humanities education in Minnesota. The plan makes up the substance of this report and represents the opinions and ideas not only of the members of the Task Force but also of the many teachers, librarians, county historical society directors, nursing home residents and staff, and other concerned citizens who presented the oral and written testimony that guided

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the work of the Task Force.

While education is often discussed solely in terms of textbooks and classrooms, the testimony presented to the Task Force made it clear that to meet the needs of all Minnesotans, high quality humanities education must be available both within and outside traditional school settings. Senior citizens need access to the intellectual stimulation and self-esteem available through lifelong learning in the humanities. County historical societies must have the institutional support necessary to realize their potential as learning centers preparing Minnesotans for the future as well as repositories for artifacts that shed light on our past. Teachers must be given the recognition and opportunities for renewal that will enable them to help Minnesota's schoolchildren become the best and the brightest in the nation. These are among the pressing needs that individuals from throughout the state brought before the Task Force. The following report constitutes a blueprint for creating a Humanities Center designed in response to those needs.

**THE TASK FORCE STRONGLY RECOMMENDS THE CREATION OF A MINNESOTA HUMANITIES CENTER.** The humanities are at the heart of education. In the increasingly complicated and competitive world in which we live, the lessons of the humanities are fast becoming survival skills.

Trends of the 1980s suggest that Minnesotans entering the workforce in the 1990s will likely be faced with fluid job descriptions and numerous career changes. A single set of technical skills will be insufficient in such a rapidly changing environment. Success will depend on the ability to think critically, judge wisely, and learn continually--these are skills the humanities teach.

The work place of the 1990s will be culturally diverse. Between 1978 and 1988,

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the percentage of people of color in Minnesota's workforce doubled<sup>1</sup>. As Minnesota's workforce becomes increasingly diverse, the productivity, civility, and dignity of all its members will depend on their ability to understand and appreciate cultures different from their own--these are skills the humanities teach.

During the 1990s the people of Minnesota and their elected representatives will face difficult decisions on issues ranging from biotechnology to gun control, from health care to hazardous waste. The resolution of these complex issues must be guided by reasoned debate and informed discourse--these are skills the humanities teach.

Helping Minnesotans interpret the past, understand the present, and prepare for the future, the Minnesota Humanities Center can ensure that Minnesotans not only survive but thrive in the 21st century.

In producing this report, the Task Force worked in close cooperation with the Minnesota Humanities Commission, and the recommendations contained in this report have been endorsed by both the members of the Task Force and the Commission's Board of Directors. (Letters of support endorsing this report and the recommendations of the Task Force are on file at the Humanities Commission office.)

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<sup>1</sup> Minnesota Department of Jobs and Training; *1990 Economic Report to the Governor*, January 1990.



## **HISTORY**

A complete history of the Humanities Center project must begin with the organization that first proposed the creation of the Center, the Minnesota Humanities Commission. An independent, not-for-profit organization created in 1972, the Commission is an operating foundation making grants and conducting special projects that support and promote humanities education in Minnesota. Each year the Commission receives a federal block grant from the National Endowment for the Humanities. In accordance with the regulations which govern that grant, the majority of the Commission's federal funds are distributed to cultural and educational organizations throughout Minnesota by means of a competitive grant process.

While these federal dollars support many important educational programs, the Commission long ago realized that its limited federal funding was insufficient to meet the many pressing needs of Minnesota's cultural and educational organizations. Furthermore, the very nature of the federally mandated competitive grant program makes it difficult for many of Minnesota's smaller cultural and educational organizations, particularly those in greater Minnesota, to receive funding from the Commission. For these reasons, the Commission regularly seeks and receives corporate and private funding for special projects and, since 1979, has received a modest appropriation from the Minnesota State Legislature. (See Appendix A for a listing of State and private support the Commission received 1985-90.)

In March of 1987, as part of its efforts to increase funding for humanities education in Minnesota and to meet the needs of groups and organizations under-served by its competitive grant program, the Commission approached the Minnesota State Legislature and proposed the creation of a Humanities Resource Center. In April of

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1987, the legislature amended MN Statutes 1986, section 138.91 by adding the following subdivision:

"The Minnesota Humanities Commission shall establish a humanities resource center to ensure balance in public education and in the cultural life of the state.

"The humanities resource center shall transport people and resources to small towns, rural communities, and urban settings to provide high quality educational and cultural programs to schools and community organizations throughout Minnesota."

In March of 1988, the legislature made an initial appropriation to support research on and planning of the newly established center. Using that appropriation, the Commission conducted a series of 11 public meetings throughout the state. (See Appendix B for a list of meeting locations.) These meetings involved social studies, language arts, and world language teachers; librarians; directors of county historical societies; museum staff; and representatives from community, civic, and ethnic organizations. Collectively, the meetings generated a great deal of frank and informed discussion on the need for expanded support of humanities education in Minnesota.

In February 1989, the Commission presented the results of the meetings in a hearing before Agriculture, Transportation, and Semi-State Committee of the Minnesota House of Representatives. Following those hearings, the legislature made its first appropriation in support of Humanities Resource Center programs. (For a complete listing of current Humanities Resource Center projects see Appendix C.)

These initial programs, coupled with the Commission's presentations to the legislature, brought the Humanities Center project to the attention of Governor Perpich. In November of 1989, a delegation from the Minnesota Humanities Commission met with Governor Perpich and shared with him some of the ideas and opinions the

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Commission had collected on the need for and possibilities of a Minnesota Humanities Center. At the invitation of the Governor, and in consultation with the director of the State Planning Agency, the Commission developed and submitted a "Proposal for Planning" a Minnesota Humanities Center.<sup>2</sup>

On February 20, 1990, the Governor appointed the 20-member Minnesota Humanities Center Task Force. (See Appendix D for a complete listing of Task Force members and their professional affiliations.) Charged with assisting the Minnesota Humanities Commission in "developing a plan for a Minnesota Humanities Center designed to improve humanities education in Minnesota," the Task Force held its first meeting on March 30, 1990. At that meeting the Task Force reviewed documents and heard presentations on the history of the Humanities Center project; considered its charge from the Governor; delineated its responsibilities; and set about fulfilling those responsibilities by hearing testimony on needs to be addressed by the Humanities Center.

Task Force members made certain that the testimony considered by the Task Force expressed the needs of individuals and communities throughout the state. They paid close attention to geographic distribution in inviting individuals to provide testimony; conducted one-on-one interviews with individuals in their communities; and collected additional ideas and opinions regarding the establishment of the Center by means of surveys and questionnaires. Given these activities and the previous public

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<sup>2</sup>It should be noted that the Minnesota Humanities Center plan called for by the Governor and put forth in this report represents a much more comprehensive program than the Humanities Resource Center first proposed by the Commission and established in MN Statutes in 1987. Whereas the existing Humanities Resource Center operates as one part of the Commission's overall program, the Minnesota Humanities Center, described in subsequent sections of this report, includes all of the Commission's current programs and expands upon those programs so as to provide the means and resources necessary to significantly improve humanities education in Minnesota.

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meetings held throughout the state, the Task Force is confident that concerned citizens throughout Minnesota were able to make significant contributions to the planning of the Center.

At its second meeting, the Task Force heard further testimony on needs to be addressed by the Center and considered possible models. To ensure that adequate resources would be available for thoughtful planning of all aspects of the Center, the Task Force endorsed a Planning Proposal seeking private foundation support to plan teacher programs to be offered through the Center. That proposal was subsequently funded by The Bush Foundation in the amount of \$71,981.

At its third meeting, the Task Force again considered testimony and reviewed the results of interviews and surveys on needs to be addressed by the Center. Guided by this testimony, as well as previous reports and testimony, the Task Force turned its attention to the shape and substance of its report. By the completion of the meeting, the Task Force had formally endorsed an outline for that report, appointed a review committee to oversee production of the report, and held thoughtful deliberations on how best to present the Center's mission and goals.

At the fourth meeting, the Draft Review Committee presented an initial draft of the Task Force Report and Task Force members engaged in a section-by-section review of the draft. Following the review and discussion of comments and concerns related to the draft, Task Force Members approved a motion to submit the draft to the Minnesota Humanities Commission's Board of Directors for comments and suggestions. The remainder of the meeting was dedicated to strategic planning related to the formal presentation and public dissemination of the Task Force report.

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At its October 5 meeting, the Commission's Board of Directors formally endorsed the report, suggesting only minor editorial changes. Those changes, as well as revisions suggested by Task Force Members, were incorporated in a final draft to be reviewed by the Task Force.

The fifth and final meeting of the Task Force was held on November 16, 1990, at the State Capitol in Saint Paul. Following careful review, members of the Task Force unanimously endorsed this report and the recommendations that it contains.

### **NEED**

#### **Minnesota's Unfinished Education Reform Agenda**

Education reform efforts of the past four years suggest that Minnesotans, both within and outside state government, have the will and determination necessary to improve education in Minnesota. Minnesota has been in the forefront of the education reform movement, gaining national attention from the media and the Bush administration for its efforts. Despite this national prominence, the testimony collected over the past two years by the Minnesota Humanities Commission and the Minnesota Humanities Center Task Force suggests that two crucial elements are missing from Minnesota's current reform package.

While Minnesota's school reform efforts have been lauded for innovative approaches to issues such as governance, choice, and learner outcomes, innovative ideas for improving teaching and strengthening academic content have been conspicuously absent. The teachers, educational experts, and concerned citizens who testified before the Commission and the Task Force pointed to this oversight as a major obstacle to the success of Minnesota's reform efforts. **Recognition and renewal of outstanding teachers,**

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**increased access to resources and specialists within the subject areas, and an overall commitment to the advancement of teaching as an art and a profession must play a central role if school reform is to succeed.**

In Minnesota, and elsewhere, conventional wisdom seems to equate "education" reform with "school" reform. The many concerned citizens who shared their opinions with the Commission and the Task Force would argue that education involves not only schools but libraries, museums, and county historical societies as well. They apply the title of student not only to the children in Minnesota's schools but also to the countless Minnesotans who understand and value lifelong learning and actively pursue it in libraries, heritage societies, civic organizations, and senior centers throughout the state. **Lasting and meaningful education reform must include significant support for and encouragement of lifelong learning.**

**The Need for a Minnesota Humanities Center**

These two distinct needs--support for and encouragement of lifelong learning and a commitment to the advancement of teaching as an art and a profession--can be simultaneously addressed through the creation of the Minnesota Humanities Center.

The humanities are at the heart of teaching and learning. History, literature, philosophy, language arts, political science and the other subjects that constitute the humanities are the foundation of education both within and outside our schools. The humanities are the most important component in K-12 education; over half the subjects the Task Force on Education Organization<sup>3</sup> recommends for inclusion in a core curriculum are humanities subjects. In community life, the humanities are equally

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<sup>3</sup> Task Force on Education Organization; *Supplemental Report to the Legislative Commission on Public Education*, October 1989.

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important. By teaching critical thinking and careful reading the humanities can empower the electorate to become more informed and can show people how to become masters of technology and not its unthinking servants.

The value of the humanities and the important role they have to play in both lifelong education and teacher renewal were eminently apparent in the 16 public meetings which the Minnesota Humanities Commission and the Minnesota Humanities Center Task Force held throughout Minnesota during the past three years.

In the course of those meetings, the Commission and Task Force heard repeatedly of the need to address a serious omission in Minnesota's current efforts at school reform. As noted earlier, Minnesota has received national acclaim for a number of major school reform initiatives, including innovative approaches to issues such as governance, choice, and learner outcomes. Unfortunately, Minnesota has not provided the same national leadership when it comes to improving teaching and strengthening academic content.

The Governor's primary publication on education reform, Access to Excellence: Education in Minnesota, highlights enrollment options in postsecondary and K-12 programs, early childhood family education, and programs for financing access to higher education. Quotations from the Governor included in the publication address matters of choice, citizenship, and technology. Except for a brief mention of the Concordia Language Villages and opportunities for teachers to participate in goal-setting for schools, academic content, and teachers were not mentioned in the document.

Similar omissions exist in the Citizens' League recommendations for the 1990 legislature. The recommendations include encouraging parental involvement, enabling "chartered" schools, broadening desegregation, and continuing choice. The only mention

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of teachers in the document is a recommendation for a system that "includes teachers and parents in the decision-making."

The situation in Minnesota is typical of school reform efforts throughout the country and reflects the conventional wisdom that the role of teachers in school reform consists primarily of expanded governance and administrative responsibilities. That teachers should bring their experiences in the classroom to bear on the organization and administration of America's schools makes a good deal of sense. However, encouraging and enabling teachers to share such responsibility requires more than the few seminars on governance proposed by so many of the reform efforts. To ask teachers to simply assume a governance role ignores the current status and responsibilities of those in the teaching profession.

According to a recent publication of the Minnesota Teacher Mentoring Task Force<sup>4</sup>, approximately one in every four students who complete a teacher preparation program either never enters teaching or leaves teaching within the first five years. The Task Force goes on to say that "These figures are of even greater concern when they are linked to another common suggestion of research: The most qualified new teachers may be the first to leave." Their research indicates that, contrary to popular belief, money is not necessarily the primary reason for leaving. Rather, rewards, recognition, and renewal are among the most important factors in keeping teachers satisfied with their profession. Testimony presented to the Commission and the Humanities Center Task Force suggests that opportunities for Minnesota teachers to receive much-needed recognition and renewal are few and far between.

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<sup>4</sup>Commissioner's Mentoring Task Force; *Recruiting, Empowering, and Retaining Teachers: A System of Incentives--Recommendations from the Commissioner's Mentoring Task Force*, January 1989.



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Kimberly Rukavina, who teaches Spanish at Wadena Senior High School, told Task Force members of her involvement in a one-and-one-half day seminar entitled "The Changing Map of Europe: The European Community in 1992." Drawing world language teachers from Wadena and the surrounding area, the seminar not only provided teachers with tangible materials to take back to their classrooms but, more importantly, it afforded teachers opportunities to engage in scholarship, form collegial relationships with other world language teachers at both the secondary and postsecondary level, exercise their language skills at a level far above the classroom norm, and generally benefit from the excitement and energy of an intellectually stimulating experience. Rukavina noted that the seminar was unique not only for its engaging and enlightening intellectual rigor, but also because the lodging, meals, and release time associated with attending the seminar were provided at no expense to the participating teachers.

According to Rukavina, and the many other teachers and education professionals who testified before the Task Force, it is not uncommon for teachers to have to pay their own expenses, including the costs of a substitute teacher, in order to attend a professional development workshop. Likening the European Community seminar to "a glass of water in the desert," Rukavina said it was one of the most refreshing and inspiring experiences in her ten years of teaching.

The seminar that Rukavina attended was one in a series of seven such seminars that the Humanities Commission sponsored throughout the state during 1990. Made possible by an increase in the Commission's appropriation from the Minnesota State Legislature, the seminars were enthusiastically received by all who attended. Unfortunately, the resources available to the Commission were only sufficient to make the seminars available to 185 of the state's 1,145 world language teachers. The vast majority of world language teachers, as well as their colleagues in the social studies, language arts, and other disciplines, did not, and do not, have the opportunity to

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participate in such seminars. The enthusiasm with which the European Community seminars were received is a testament not only to the quality of the seminars but also to the scarcity of such programs.

### *An Institute for the Advancement of Teaching*

The nearly uniform failure to recognize the central role that teachers must play in school reform is difficult to explain. Most parents of successful children recognize the important part teachers play in their children's development. Most school administrators agree that the key to learning is what takes place in the classroom between individual teachers and their students. Successful individuals in virtually every field of endeavor can point to one or more outstanding teachers who encouraged or inspired them.

To ensure that Minnesota's classrooms are filled with inspired and inspiring teachers, we must provide recognition and renewal to outstanding teachers throughout the state. To attract and retain such teachers, we must find ways to enhance their self-esteem, pride of accomplishment, and enthusiasm. In countless other professions, recognition of accomplishments and opportunities for personal and professional renewal are a matter of course: college faculty are granted paid sabbaticals, the judicial system provides a wealth of continuing education opportunities for members of the bench, and the corporate world is replete with examples of motivational and inspirational retreats and rewards.

The comments and testimony shared with the Commission and the Task Force during the past two years indicate that recognition of and renewal for elementary and secondary teachers are scarce in Minnesota. The success of school reform may well turn on finding the means to retain outstanding teachers and inspire them further. Before teachers can become effective governors of schools they must be recognized for, and inspired to become, and continue to be, outstanding teachers. If we want teachers who

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are passionate about teaching, we must provide them with regular opportunities to exercise the passion for learning that first inspired them to teach. If teachers are to be taken seriously as partners in the process of education reform, they must receive the kind of recognition and renewal that acknowledges their professional status, rewards their commitment to teaching, and inspires them to work to improve all facets of the educational system, from the classroom to the boardroom. This is the essential revolution in teaching that must occur if reform in Minnesota's schools is to succeed. The Minnesota Humanities Center, through an **Institute for the Advancement of Teaching**, could provide the catalyst for such a revolution.

In addition to requesting that the Humanities Center help make the intellectual renewal of teachers an important part of education reform in Minnesota, much of the testimony presented to the Commission and Task Force argued for a Humanities Center capable of extending efforts at education reform beyond Minnesota's K-12 classrooms. Noting that Minnesotans of all ages demand and deserve on-going educational opportunities, many of those testifying requested that the Humanities Center provide increased support for and encouragement of lifelong learning.

At one of the first Task Force meetings, Meredith Hart, Associate Director of the Minnesota Alliance for Health Care Consumers, described the meaning of the humanities to thousands of nursing home residents throughout the state. According to Hart: "Many of Minnesota's 446 nursing and boarding care homes offer quality health care, but few offer enough of the challenging and stimulating programs that positively affect the quality of life spent in the homes." A 1986 grant from the Humanities Commission enabled residents at 18 nursing homes throughout the state to experience the intellectual stimulation and sense of purpose to be found through lifelong learning. In the words of one participant, "This was a superb program! I think many of us (senior citizens) need this cultural experience for spiritual and emotional growth."

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While Hart expressed delight at bringing the joys of lifelong learning to residents of those 18 homes, she also expressed deep regret at the fact that the scarcity of funding meant that over 50 other homes that requested programs had to be turned down. A second grant the following year brought similar results: 30 programs booked in one day, 74 nursing homes turned down because of limited funds.

This hunger for lifelong learning and the scarcity of programs and resources to address it are not limited to Minnesota's nursing homes. Similar stories can be told about libraries, historical societies, civic groups, and other cultural and educational organizations throughout Minnesota. During the public meetings of the past three years, the Task Force and Commission heard repeatedly of the need to provide county historical societies with the institutional support that will enable them to realize their potential as learning centers preparing Minnesotans for the future as well as repositories for artifacts that shed light on our past.

John Baule, Director of the Hennepin County Historical Society, aptly described the current situation of county historical societies throughout the state in his testimony before the Humanities Center Task Force.

There are currently county historical societies in all 87 counties. Contrary to popular belief, the more progressive ones do more than warehouse grandmother's bustle and the ubiquitous treadle sewing machine. In the past year, for example, the Douglas CHS (Alexandria) sponsored programs that explained how social service agencies were able to help families during the 1988 drought, the Freeborn CHS (Albert Lea) cosponsored an arts fair, and the Jackson CHS (Lakefield) assisted with the restoration at Heron Lake. At my own agency, with assistance from the Humanities Commission, we are embarking on a video project that will help explain how the construction of I-35W and I-94 permanently altered inner-city neighborhoods. We believe that such an activity can help urban planners understand more clearly the effect of past decisions and, therefore, be better prepared to make future ones.

This increased attention toward using history to educate is prevalent throughout the history museum field. Historical societies are as concerned about

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documented deficiencies in humanities education as are teachers and school administrators. Statistics about the failure of students to understand even basic geographic facts or to know very much about the history of this state are especially alarming.

Historical societies have a distinct role to play in humanities education. Especially in the more rural areas of the state, the county historical society often functions as the only cultural agency in town. They have a ready-made constituency through their membership and have the express mission to educate the local populace. As such they have a tremendous responsibility to help the community maintain an unique sense of identity, and be a local resource for all sorts of educational activities.

County historical societies are increasingly sensitive to justifiable criticism that they have avoided the community's minorities, local controversies, or things that may seem negative by community standards. New efforts are being made to give a better representation and voice to stories once ignored.

County historical societies have an obligation and a desire to meet these challenges, but it can not be done cheaply. Quality educational programming requires new research and new ways of looking at subjects. There is some validity to the old adage that you get what you pay for.

In conclusion, county historical societies, buffeted by increasing audience expectations, rising costs, changing demographics, and a more competitive giving climate, need help. Their potential will only be realized when they are provided with the financial support needed to provide educational programs relevant to contemporary needs.

Many of the ideas and sentiments expressed by Baule were echoed in a survey of county historical society directors conducted by the Task Force. (See Appendix E for a copy of the survey and information on survey distribution.) The final question of that survey asked county historical society directors to project how a modest institutional support grant, 3 to 5% of their annual budget, would enable them to expand their educational services. Those responding to the survey suggested that such grants would enable them to: increase programming for the elderly; develop a more well-structured, historically-accurate local history curriculum; produce well-planned traveling exhibits to take throughout the county; prepare slide-narrative programs on the history of the county for school classes; make speakers available for public meetings on specific aspects of

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county history; and publish a booklet for teachers on the educational resources of the society.

In both their responses to the survey and their comments and testimony to the Task Force, several county historical society directors suggested that institutional support grants constituted a logical expansion and extension of their longstanding relationship with the Humanities Commission. Representatives of many societies noted that the Humanities Commission has been a valued partner in their efforts to provide educational programming, not only because of past financial support the Commission has provided but also because of the many support services unique to the Humanities Commission.

As a statewide organization dedicated to humanities education, the Commission functions as an umbrella organization, fostering collaboration and cooperation among diverse groups of individuals and organizations interested in humanities education. Working with the Commission has provided many county historical societies with contacts and connections. The resulting network has led to educational projects that not only serve the constituency of a particular historical society but also provide resources to local school teachers, generate special book displays for library patrons, and involve scholars and professors from nearby colleges and universities. By providing access to this network of individuals and organizations interested in humanities education, the Commission will help county historical societies enhance both the quality and scope of the expanded educational services made possible by institutional support grants.

A further illustration of the need to expand the Commission's existing grant program came in testimony which Dave Danielson delivered to members of the Task Force. Danielson, a researcher in the Education Division of the Fond du Lac Reservation, described a recent project designed to explore the way in which language renewal could be used as a means to preserve Ojibway culture.

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With support from the Commission, the Education Division conducted a series of six seminars led by Elders, linguists, language instructors, and a cultural anthropologist. Addressing topics ranging from tribal history to language and dialects, the seminars were highly successful and promise to serve as a foundation for on-going efforts to preserve the language, culture, and traditions of the Lake Superior Band of the Minnesota Chippewa.

Danielson pointed to the success of the project as an example of the overwhelmingly positive results which can come out of cross-cultural cooperation. When asked to envision Fond du Lac's relationship with the proposed Humanities Center, Danielson said he hoped the relationship could continue to be a cooperative one. Danielson went on to say that increased support of Fond du Lac programs through the Humanities Center would result in the educational and social benefits of those programs being shared with communities throughout Minnesota.

In the past two years, the Commission has supported five projects, including the Fond du Lac language renewal seminars, on four different reservations. Recognizing the special relationships that tribes have with the state, support of such projects has been, and will remain, a high priority in the Commission's grant program. Believing that the humanities have a vital role to play in promoting cultural understanding and preserving cultural heritage, the Commission also places a high priority on supporting projects sponsored by individuals and organizations in Minnesota's Asian American, Hispanic American, and African American communities.

The creation of a Humanities Center will make possible sustained support for such projects and will facilitate the production of traveling exhibits, speakers bureaus, and similar resources capable of extending the scope and impact of these important projects.

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### *An Institute for Lifelong Learning*

Promoting cross-cultural understanding, improving the quality of life for Minnesota's senior citizens, and enabling county historical societies to realize their potential as educational institutions are but a few of the compelling reasons for establishing an **Institute for Lifelong Learning** within the Minnesota Humanities Center. In addressing these and similar needs expressed to the Task Force by concerned citizens throughout the state, the Minnesota Humanities Center will make meaningful lifelong education available to Minnesotans in every region and at all socioeconomic levels. Such a commitment to lifelong humanities education is essential not only to a high quality of life for the citizens of Minnesota, but also to the economic health of the state itself.

### *The Challenge to All Minnesotans*

To ensure that all Minnesotans enjoy life and acquire the degree of prosperity that will allow them to pursue their dreams and aspirations in an increasingly complicated and competitive world, Minnesota must preserve and renew its commitment to education. Current school reform efforts are a good beginning, but alone they are insufficient to create real and lasting education reform in Minnesota.

Lasting reform requires that all Minnesotans be afforded the opportunity to benefit from the knowledge, wisdom, and judgment to be acquired through lifelong learning in the humanities. Expanding current reform efforts beyond schools to include libraries, museums, cultural centers, and county historical societies will ensure that Minnesotans have on-going opportunities to learn about and from all cultures, to appreciate and apply the lessons of history, and to further develop and refine the critical skills which are fast becoming survival skills in the ever-changing job market.

Lasting reform also requires that Minnesota teachers become an important part of the reform equation. If we want to improve education--and that is the underlying



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principal of education reform--we must find ways to recognize and reward excellent teaching. We must provide opportunities for renewal that will send teachers back to their schools inspired and invigorated. Such teachers will not only pursue excellence in their own classrooms but will also inspire excellence in the classrooms of their colleagues.

## **MISSION AND GOALS**

### **MINNESOTA HUMANITIES CENTER**

#### Mission:

*The Minnesota Humanities Center strives to preserve and renew the commitment to education at the heart of the values and aspirations of the people of Minnesota.*

*As an expression of that commitment, the Center rewards and encourages exemplary teaching, provides opportunities for teacher renewal, supports cultural organizations active in lifelong learning, and fosters collaboration among cultural and educational groups.*

*Through such means, the Center seeks to ensure that future generations of Minnesotans will share a love of learning, a belief in participatory government, and a commitment to public life.*

In order to fulfill this mission, **The Minnesota Humanities Center** maintains two institutes dedicated to the improvement of education in Minnesota: **The Minnesota Institute for the Advancement of Teaching** and **The Minnesota Institute for Lifelong Learning**.

### **THE MINNESOTA INSTITUTE FOR THE ADVANCEMENT OF TEACHING**

#### Mission:

The Minnesota Institute for the Advancement of Teaching is dedicated to improving education in Minnesota through the advancement of teaching as an art and as a profession.

#### Goals:

- \*\*To recognize and reward excellence in teaching**
- \*\*To renew teachers both personally and professionally**

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- \*\*To retain outstanding career teachers in Minnesota schools
- \*\*To inspire young people to choose teaching as a career

**THE MINNESOTA INSTITUTE FOR LIFELONG LEARNING**

Mission:

The Minnesota Institute for Lifelong Learning is dedicated to improving education in Minnesota by promoting and supporting lifelong learning in the humanities.

Goals:

- \*\*To provide all Minnesotans access to opportunities for lifelong learning in the humanities
- \*\*To foster cooperation and collaboration among cultural and educational organizations throughout Minnesota
- \*\*To increase funding for humanities education in Minnesota through partnerships with government and the private sector

## **STRUCTURE**

The **Minnesota Humanities Center** will include both a **Minnesota Institute for the Advancement of Teaching** and a **Minnesota Institute for Lifelong Learning**.

Incorporating both residential and outreach components, the two **Institutes** will ensure that the programs and resources of the Center are available to all Minnesotans.

### *The Minnesota Institute for the Advancement of Teaching*

The **Minnesota Institute for the Advancement of Teaching (M.I.A.T.)** will provide recognition and renewal to the state's outstanding elementary and secondary teachers. In determining eligibility for participation in **M.I.A.T.** programs, teacher will be broadly defined to include K-12 classroom teachers of all disciplines as well as counselors, librarians, school nurses, and other professionals who work with children in K-12 schools. Teachers from all of the state's public and private schools, as well as from all tribally controlled schools in the state, will be encouraged to participate in **M.I.A.T.** programs.

**M.I.A.T.** will bring teachers from throughout the state together to participate in residential seminars. Unlike virtually all of the professional development opportunities currently available to Minnesota teachers, the **M.I.A.T.** seminars will work toward professional, personal, and intellectual renewal rather than pedagogical proficiency.

The majority of the seminars will be held during the school year. All of the expenses associated with attending the seminars, including full reimbursement for substitutes, will be covered by **M.I.A.T.** In any given seminar a mixture of teachers from a variety of grade levels, disciplines, cultural backgrounds, and geographic locations, will study, discuss, and debate the topic at hand with nationally and internationally recognized experts. Topics will vary from seminar to seminar, but will always draw on

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the humanities for content and/or approach. Potential topics are limitless, ranging from ethics in the media and comparative constitutional history, to Native American literature, African American art, and Boundary Waters ecology.

Providing intellectual stimulation, affording opportunities to develop collegial relationships, and allowing teachers to exercise the passion for learning that often first inspired them to teach, the seminars will recognize and reward teachers for their past accomplishments, renew their commitment to teaching, and inspire them to seek new and exciting approaches to teaching and learning. In addition, the seminars will engage teachers in an exciting model of cooperative group learning and provide a wealth of academic content. Both the learning model and the content can be taken back to the classroom.

In taking this approach to teacher renewal, M.I.A.T. will follow in the footsteps of a highly successful program in North Carolina, The North Carolina Center for the Advancement of Teaching (NCCAT). Despite numerous state and national reports citing the importance of attracting and retaining quality teachers, NCCAT is the only state-funded center in the country dedicated to the recognition and renewal of outstanding teachers. On-going evaluations continue to document the success of NCCAT in helping North Carolina attract and retain quality teachers, and NCCAT alumni are fast becoming the vanguard in North Carolina's school reform efforts.

Although indebted to the North Carolina model, the structure of M.I.A.T. will reflect the unique needs and demands of Minnesota's educational system. With support from The Bush Foundation, a statewide survey of teachers and a series of focus group meetings--involving teachers, principals, superintendents, and school board members throughout Minnesota--are being conducted to identify modifications and alterations necessary to ensure that M.I.A.T. will most effectively meet the needs of Minnesota

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teachers.

Drawing on the results of the survey and focus group meetings, a detailed plan for **M.I.A.T.**'s first two years of operation will be completed by May 1, 1991 and will be appended to this report at that time. To ensure the continuing refinement of **M.I.A.T.** programs and to allow for on-going assessment of the **Institute's** effectiveness, funds from The Bush Foundation have been used to secure a professional evaluator, Dr. Glenn Bracht. Dr. Bracht will develop and oversee the implementation of an evaluation plan that will provide both formative and summative evaluations of **M.I.A.T.** programs.

During its first year of operation in 1991, **M.I.A.T.** will conduct ten seminars with 20 teachers attending each seminar. The following year the number of seminars will be increased to 20. Once fully operational, it is anticipated that **M.I.A.T.** will conduct 50 seminars a year affording 1,000 Minnesota teachers the opportunity to benefit from **M.I.A.T.**'s unique program of recognition and renewal each year.

While the residential seminars are expected to remain at the heart of **M.I.A.T.**, alumni and outreach programs will have an important role to play in the **Institute's** future. Alumni programs will be essential in fostering the continuation of collegial relationships begun at the **Institute**, while outreach programs will provide some measure of recognition and renewal to those teachers not immediately able to participate in **M.I.A.T.**'s residential seminars. Once fully operational, **M.I.A.T.** expects to serve an additional 1,000 to 2,000 teachers each year through outreach and alumni programs.

In developing plans for **M.I.A.T.**, representatives of the Humanities Center Task Force and the Humanities Commission have consulted with a number of individuals and organizations closely involved with education in Minnesota including: the Commissioner and Assistant Commissioner at the State Department of Education (Tom Nelson and

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Mae Gaskins), the president of Minnesota Education Association, the president of the Minnesota Chapter of Teachers of the Year, as well as the current and past presidents of the Minnesota Council on the Teaching of Foreign Language, Minnesota Council of Teachers of English, and the Minnesota Council for Social Studies.

All of these individuals and the organizations they represent endorse the concept of **The Minnesota Institute for the Advancement of Teaching** and support its creation as part of the **Minnesota Humanities Center**. This broad base of support offers further proof of the unique and innovative nature of the **M.I.A.T.** program and the important role it has to play in education reform in Minnesota. Continuing contact with these and similar organizations will ensure that **M.I.A.T.** does not duplicate existing services and may foster on-going collaborations among a number of organizations that, in the past, have often been on opposite sides of many important educational issues.

### *The Minnesota Institute for Lifelong Learning*

**The Minnesota Institute for Lifelong Learning (M.I.L.L.)** will give all Minnesotans the opportunity to benefit from the knowledge, wisdom, and judgment to be acquired through lifelong learning in the humanities.

For the past 17 years the Minnesota Humanities Commission has been dedicated to supporting and promoting lifelong learning in the humanities. In those 17 years the Commission has established close working relationships with cultural and educational organizations throughout the state and has played an important role in supporting many of those organizations in their efforts to provide educational services to the people of Minnesota.

**The Minnesota Institute for Lifelong Learning** will incorporate all of the Commission's existing programs and will expand on those programs to provide the means

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and resources necessary to significantly improve humanities education in Minnesota. The establishment of **M.I.L.L.** as part of the **Minnesota Humanities Center** will mark the first time that significant resources will have been made available to address the needs of the thousands of Minnesotans who pursue lifelong learning in libraries, nursing homes, senior centers, county historical societies, and ethnic and cultural centers throughout the state.

In fulfilling its mission to promote and support lifelong learning in the humanities, **M.I.L.L.** will offer three distinct services: grants, programs, and technical assistance. In each of these areas **M.I.L.L.** will be building on past efforts of the Humanities Commission.

### Grants

As the state-based affiliate of the National Endowment for the Humanities, the Commission receives slightly more than \$500,000 each year. The bulk of this appropriation, roughly \$300,000, goes to support the Commission's grant program, while the remainder is used for direct services and administrative expenses.

Since 1972 the Humanities Commission has made grants to organizations throughout Minnesota in support of cultural and educational programs. In 1988--the last year in which final figures are available--the Commission's grant program enabled over 60,000 Minnesotans to enjoy the benefits of lifelong learning. The Commission made 81 grants in 1988, providing a total of \$311,368 in support of cultural and educational projects.

While the Commission's judicious use of its federal appropriation has provided some measure of support for lifelong learners throughout the state, federal funding alone is insufficient to make meaningful lifelong education available to Minnesotans in every



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region and at all socioeconomic levels. In planning for a **Humanities Center** to redress that deficiency, it became readily apparent that both the number and types of grants available must be increased.

Accordingly, through **M.I.L.L.**, the **Humanities Center** will provide modest educational outreach grants to organizations throughout the state which conduct humanities programs. Initially, these grants will be restricted to Minnesota's 87 county historical societies and similar agencies on each of 11 Native American reservations within Minnesota. Once **M.I.L.L.** demonstrates the positive results of providing such grants to county historical societies and tribal cultural centers, the program may well be extended to libraries, museums, and other cultural centers where Minnesotans pursue their interest in lifelong learning.

Unlike the project grants currently available through the Humanities Commission, educational outreach grants will provide on-going support and will enable Minnesota's county historical societies and tribal cultural centers to make substantial and sustained increases in the educational services they offer. The matching requirements of federal project grants often mean that such grants ultimately cost an organization money. Because such grants rarely provide continued funding, many project grant recipients find it impossible to repeat or build on past successes. In contrast, educational outreach grants allow organizations to invest in the staff and resources necessary to provide sustained educational programming.

### Programs

The Humanities Commission realized long ago that grants alone could not bring meaningful educational programs to everyone seeking lifelong learning in Minnesota. Many of the state's cultural and educational organizations, particularly the smaller organizations throughout greater Minnesota, do not have the staff or resources to

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compete successfully for grant funds. Minnesotans served by such organizations have repeatedly expressed the need to find alternative ways to bring high quality educational programs to their communities. To meet this need, the Commission has developed and distributed a variety of packaged programs, traveling exhibits, and other direct services to communities throughout the state.

Minnesota Chautauqua, which takes its name from the lyceum and public lecture movement begun in Chautauqua, New York, in 1874, brings informative and entertaining programs on literature, history, and culture to libraries and civic organizations throughout the state. In 1989, more than 10,000 Minnesotans in 108 different communities attended Chautauqua programs.

From 1986 through 1988, in commemoration of the Bicentennial of the U.S. Constitution, the Commission's Constitution Resource Center placed traveling exhibits, videotapes, and public lectures on constitutional history in over 100 communities, enabling over 75,000 Minnesotans to engage in the kind of discussion and debate that initially led to the ratification of the Constitution.

Currently, the International Speakers Bureau is helping hundreds of Minnesotans acquire a new understanding and appreciation of diverse cultures within and outside Minnesota through lecture/discussion programs on topics ranging from "African American Prairie Pioneers" to "*Perestroika* and *Glasnost*."

Many of these programs, and others like them, have been made possible by the modest appropriations the Commission has received from the State of Minnesota since 1979. The Commission also raises a substantial amount of private funds, from foundations, corporations, and individuals to support these programs.

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While the programs described above have meant improved educational opportunities for many of the state's residents, several important populations, including senior citizens and the economically disadvantaged, are still woefully under-served. The expansion of existing programs and the creation of new ones as part of M.I.L.L., will begin to meet the needs of these groups.

M.I.L.L. projects in 1992-93 will include a concerted effort to make many more intellectually stimulating programs--such as Minnesota Chautauqua and the International Speakers Bureau--available in Minnesota's nursing homes and senior centers. In so doing, M.I.L.L. will help ensure that quality of life becomes a part of the quality health care that Minnesota prides itself on providing the state's senior citizens.

Another M.I.L.L. initiative for 1992-93 will involve the creation and operation of MOTHEREAD, a family-based reading program that benefits parents and children alike. Drawing on 25 years of research into literacy development, the MOTHEREAD model was first implemented in North Carolina in 1987 and has been extremely successful. MOTHEREAD meets parents at their present reading level and challenges them to think imaginatively and analytically about what they are reading. In turn, by reading to their children, parents provide a positive role model and teach their children to think creatively and philosophically about events and problems in their own lives.

Perhaps the most dramatic illustration of MOTHEREAD's potential has come from its use in North Carolina's correctional facilities for women where it has enabled incarcerated women to reestablish meaningful communication with their children. Through reading to and writing for their children, many of the program participants are, for the first time, able to explain and transcend the disruption of normal parent-child relations caused by their incarceration.

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In bringing the MOTHEREAD program to Minnesota, **M.I.L.L.** will initially work closely with **Parents Anonymous of Minnesota** to bring the benefits of MOTHEREAD to parents and children identified as being at high risk of child abuse. The communication and understanding fostered by the MOTHEREAD program will offer new hope to those struggling to break the cycle of abuse.

### Technical Assistance

Since its inception, the Humanities Commission has served as a "cultural broker" fostering collaboration among many of the state's educational and cultural organizations and assisting those organizations in identifying human and material resources. The free flow of ideas and resources encouraged by collaboration are essential if as many Minnesotans as possible are to benefit from the limited resources available to support and promote lifelong learning in the humanities.

**M.I.L.L.** will expand the Commission's role as cultural broker by providing the state's cultural and educational organizations with additional resources and staff assistance. For example, many of the county historical society directors surveyed by the Humanities Center Task Force expressed their interest in participating in the collaborative development of traveling exhibits to be shared by historical societies, schools, and libraries throughout the state. Such collaboration will ensure that the needs and opinions of the organizations that will ultimately display the exhibits are taken into consideration in design and production of the exhibits.

Increased technical assistance will also enable a greater variety of groups and organizations to participate in the development of important educational programs. Such assistance will be particularly valuable to many of the state's ethnic and cultural groups. They recognize the importance of educating other Minnesotans about their cultures and traditions but lack the organizational and administrative services necessary to develop

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public education programs.

By involving culturally diverse groups in the collaborative development of educational programs and resources, **M.I.L.L.** technical assistance projects will also promote cross-cultural understanding among staff of cultural and educational organizations throughout the state. **M.I.L.L.** support of professional conferences on important issues, such as the ethics of collecting cultural property, will provide professional development opportunities for staff of cultural and educational organizations. Further professional development opportunities for educational staff of the state's cultural organizations could become a part of **M.I.A.T.** once it becomes fully operational.

Support for publications, such as the Microform Resources for Historical Research recently produced and distributed with the assistance of the Humanities Commission, is another form of technical assistance that **M.I.L.L.** plans to provide to Minnesota's museums, libraries, cultural centers, and county historical societies.

Looking to the future, there is great potential for the use of new technologies to improve and expand the technical assistance services of **M.I.L.L.** For example, a computerized database listing Minnesotans willing to share their expertise in various humanities disciplines would be invaluable to organizations throughout the state engaged in educational programming. Such a database might also prove useful to members of the media and private sector as they seek outside expertise to help them report on and conduct business in our increasingly complicated world.

In providing the grants, programs, and technical assistance outlined above, the **Minnesota Institute for Lifelong Learning** will help extend the benefits of lifelong learning to Minnesotans in every region and at all socioeconomic levels.

## **GOVERNANCE**

Experienced and informed leadership will be essential to the success of the **Minnesota Humanities Center**. To ensure that the **Center** has such leadership, the Task Force recommends that the **Minnesota Humanities Center** operate as a semi-state agency governed by the Board of Directors of the Minnesota Humanities Commission.

Adopting the existing Board of the Commission will place governance responsibilities of the **Center** in the hands of Minnesotans already committed to improving humanities education. As the governing body of a statewide organization dedicated to humanities education, the Commission's Board is familiar with issues and ideas relevant to the governance of the **Center** and has had nearly 20 years direct experience in governing many of the programs and services that the **Center** will provide to the people of Minnesota.

### **The Commission's Current Board**

The Minnesota Humanities Commission's Board of Directors consists of 21 Minnesotans from throughout the state. (See Appendix F) Five of the Board members are appointed by the Governor while the remaining 16 are elected by the Board. Gubernatorial appointees serve a four-year non-renewable term while the other 16 members are elected to three-year terms and may serve two such terms consecutively. Approximately one-half of the Commission's current Board of Directors is drawn from colleges and universities throughout the state while the other half of the Board consists of representatives from business, K-12 education, and cultural and community organizations. In electing members to its board, the Commission has an excellent history of maintaining balanced racial, geographic, and gender representation.

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**Suggested Changes**

As part of its recommendation to adopt the Commission's board as the governing body for the **Minnesota Humanities Center**, the Task Force makes the following suggestions:

- 1) The Board should create a formal statement of policy to ensure the continuation of its commitment to balanced racial, geographic, and gender representation.
- 2) The Board should make elected members' terms consistent with appointed members' terms.
- 3) In replacing members through its normal election and appointment process, the Board should decrease the number of college and university faculty and administrators who serve on the Board. Such a reduction would enable the Board to achieve a better balance of representatives from the education, business, cultural, and civic organizations.
- 4) To guarantee Minnesota's teachers a direct role in the governance of the **Minnesota Institute for the Advancement of Teaching**, at least three of the Board members should be K-12 teachers.
- 5) The Board should create two advisory councils--one drawn from the constituency of the **Minnesota Institute for Lifelong Learning** and the other drawn from the constituency of the **Minnesota Institute for the Advancement of Teaching**. Such constituency-based advisory councils will ensure that Minnesotans served by the **Center** have significant and on-going involvement in the Center's governance. A statement of policy, ensuring balanced racial, geographic, and gender representation of the advisory councils should be adopted.

**Powers and Responsibilities**

The Task Force recommends that as the governing body of the **Minnesota Humanities Center** the Board of Directors be given the following powers and duties:

- 1) Determine policy for Humanities Center operations.
- 2) Engage in strategic and long-range planning.
- 3) Employ and discharge an executive director.
- 4) Enter into contracts and provide for payment of all just claims.
- 5) Accept gifts and governmental grants.
- 6) Engage in fund-raising activities.
- 7) In all proper cases, commence, join, or defend actions by or against the **Center**.
- 8) Establish advisory councils as needed.
- 9) Publish revenue and expenditure budgets.
- 10) Engage in activities related to promoting and supporting the humanities in Minnesota as it sees fit.



### **ADMINISTRATION & STAFFING**

Much as experienced and informed leadership will be essential to the effective governance of the **Humanities Center**, so too, experienced staff will be essential to the effective day-to-day administration of the **Humanities Center** and its two **Institutes**. The Task Force recommends that the Commission's existing executive director be made executive director of the **Minnesota Humanities Center**. The powers and responsibilities of the executive director, as well as the executive director's relationship to the Board of Directors, shall be as described in the attached by-laws. (See Appendix G)

The Task Force further recommends that the Commission's existing staff assume positions within the **Humanities Center** as the executive director sees fit. Including the executive director, the Commission currently has seven full-time staff. In its first year of operation, the **Humanities Center** will require a full-time staff of 22. A detailed listing of staff requirements is contained in Budget & Funding section of this report (pp. 42-47). Hiring of staff for the **Center** will be the responsibility of the executive director and shall be carried out in accordance with all rules and regulations which govern equal opportunity employment.

## **FACILITIES**

### **Administrative Offices**

#### **Spacial Requirements**

Currently, the Commission's seven-person staff operates out of 1,757 sq. ft. of rented office space in the Exchange Building in downtown St. Paul. This translates to approximately 250 sq. ft. per person, which includes common reception and conference areas, central filing and storage areas, and individual office space. Assuming a modest decrease in the amount of common space per staff member, spacial requirements for the administrative office of the **Humanities Center** can be reasonably calculated at 200 sq. ft. per staff member. Assuming a staff of 22, the **Humanities Center** will require 4,400 sq. ft. of space for its administrative offices.

#### **Location**

Since its establishment in 1972, the Commission's administrative offices have been located in the Twin Cities metropolitan area. Commission board and staff believe that this location has been a valuable asset in the Commission's remarkably successful efforts to make its programs and services available to Minnesotans throughout the state. In 1986-1988, the last biennium from which complete data is available, the Commission supported programs in 172 different Minnesota communities with at least one program in each of the state's 87 counties. (See Appendix H). Preliminary data from the 1989-1990 biennium indicate that during that biennium, Commission-sponsored programs will have been held in over 190 Minnesota communities.

The proximity of the Commission's administrative offices to state government, corporate and private philanthropic foundations, and the many cultural and education

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organizations in the Twin Cities, has helped the Commission secure the resources and form the partnerships that have resulted in the balanced and equitable distribution of programs and services throughout the state.

Given the Commission's successful record of supporting programs and providing services to individuals and organizations throughout the state and the contributing role that the Twin Cities locale has played in establishing that record, the Task Force recommends that the **Humanities Center** administrative offices be located in the Twin Cities metropolitan area.

Noting the expense involved in constructing new facilities, the abundance of suitable office space currently available in the Twin Cities area, and the Commission's history of securing rental property adequate for its purposes, the Task Force recommends that space for the **Center's** administrative offices be acquired on a rental basis. Cost estimates for such space, based on current rental rates, are listed in the Budget Detail on pg. 45.

### **Program Facilities**

#### **M.I.L.L.**

Facility requirements for **M.I.L.L.** will be quite modest. Facilities for all projects conducted through the **M.I.L.L.** Grant Program will be provided or secured by the grant recipients. Facilities for projects conducted through **M.I.L.L.** Programs and Technical Assistance divisions will be arranged on an as-needed basis. Facilities for such projects often consist of little more than a simple conference room. Such space is frequently provided by a cosponsoring organization and may also be available adjacent to the **Center's** administrative office as use of such space is usually incorporated into office rental agreements. No separate facilities line-item has been included in the proposed

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**M.I.L.L.** budget.

**M.I.A.T.**

Given the residential nature of the **M.I.A.T.** program, the facilities needs will be considerably greater than those of **M.I.L.L.** To ensure a careful review of those needs and various options to meet them, the Task Force has formed a **M.I.A.T.** Facilities Committee.

The Task Force has instructed committee members to only explore ways in which **M.I.A.T.** spacial requirements could be met without the construction of any new facilities. In placing this restriction on committee members, the Task Force was guided by the belief that rental of existing facilities will ensure that the vast majority of **M.I.A.T.**'s initial budget is spent directly on programming. As **M.I.A.T.** develops a successful track record and gains further insight into the long term facility requirements of the program, plans for construction of facilities and a corresponding capital campaign can be developed.

A facilities line-item, based on cost estimates for renting facilities for **M.I.A.T.**, is included in the Budget Detail on pg. 43. The recommendations of the **M.I.A.T.** Facilities Committee will be appended to this report no later than June 1, 1991.

**BUDGET**

**FUNDING**

			<u>FEDERAL</u>	<u>CORPORATIONS/ FOUNDATIONS/ INDIVIDUALS</u>	<u>STATE REQUEST</u>
FY 1992	M.I.A.T.	\$729,340		\$100,000	\$629,340
	M.I.L.L.	\$1,691,228	\$562,227	\$150,000	\$979,001
	Total	\$2,420,568	\$562,227	\$250,000	\$1,608,341
FY 1993	M.I.A.T.	\$1,199,120		\$110,000	\$1,089,120
	M.I.L.L.	\$1,697,945	\$568,944	\$150,000	\$979,001
	Total	\$2,897,065	\$568,944	\$260,000	\$2,068,121
FY 1994	M.I.A.T.	\$2,398,240		\$120,400	\$2,227,840
	M.I.L.L.	\$2,097,945	\$568,944	\$150,000	\$1,379,001
	Total	\$4,496,185	\$568,944	\$270,400	\$3,656,841
FY 1995	M.I.A.T.	\$3,497,800		\$131,216	\$3,336,584
	M.I.L.L.	\$2,097,945	\$568,944	\$150,000	\$1,379,001
	Total	\$5,595,745	\$568,944	\$281,216	\$4,745,585

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**FY 1992 BUDGET DETAIL--Minnesota Institute for the Advancement of Teaching**

**10 Seminars, 20 Teachers per Seminar**

Personnel, salary, payroll taxes, and fringe benefits:

Administration .....	\$40,000
Faculty (Fellows--2) .....	\$80,000
Faculty (Visiting--2 @ seminar, no fringe) .....	\$60,000
Finance (1--1/2 time) .....	\$15,000
Public Information (1--1/2 time) .....	\$15,000
Logistics (2--1/2 time) .....	\$25,000
Secretarial (2--1/2 time) .....	\$20,000
Fringe & Payroll Taxes (22%) .....	<u>\$42,900</u>
Total personnel cost .....	<b>\$297,900</b>

Participant Expenses

Release Time (20 x 10 x 5 x \$75) .....	\$75,000
Travel (20 x 10 x \$200) .....	\$40,000
Lodging (30 x 10 x 5 x \$50) .....	\$75,000
Food (30 x 10 x 7 x \$30) .....	\$63,000
Supplies .....	<u>\$3,000</u>
Total participant expenses .....	<b>\$256,000</b>

Other Expenses

Supplies .....	\$7,500
Program Facilities (meeting rooms) .....	\$10,000
Travel (Staff, Visiting Faculty, & Advisory Council) .....	\$15,000
Printing (Promotional material, reports, applications) .....	\$25,000
Postage .....	\$5,000
Telephone .....	\$12,000
Office Space .....	\$20,000

Humanities Center Task Force  
Report & Recommendations

Public Information .....	\$2,000
Insurance .....	\$4,000
Audit .....	\$3,000
Data Processing .....	\$2,000
Program Evaluation .....	\$17,000
Contracts .....	<u>\$10,000</u>
Total other expenses .....	<b>\$132,500</b>

Equipment Expenses

Computers:

Workstations 6 @ \$2,000 .....	\$12,000
File Server .....	\$4,000
Printer .....	\$3,000
Tape Backup System .....	\$3,000
Software .....	\$5,000
Photocopier .....	\$4,500
Adding Machines 4 @ \$60 .....	\$240
Office Furniture:	
Desks & Computer Stand 6 @ \$750 .....	\$4,500
File Cabinets 4 @ \$200 .....	\$800
Chairs 6 @ \$150 .....	\$900
Equipment Maintenance .....	<u>\$5,000</u>
Total Equipment Expense .....	<b>\$42,940</b>

**GRAND TOTAL .....** **\$729,340**

Humanities Center Task Force  
Report & Recommendations

**FY 1992 BUDGET DETAIL--Minnesota Institute for Lifelong Learning**

Personnel, salary, payroll taxes, and fringe benefits

Executive Director .....	\$58,900
Administration .....	\$40,000
Grant Program Officers	
3 @ 28,000 .....	\$84,000
Community Programs Coordinator .....	\$28,000
Technical Assistance Coordinator .....	\$28,000
Comptroller .....	\$40,000
Development 2 @ 24,000 .....	\$48,000
Grants Administrator .....	\$24,000
Public Information (1/2 time) .....	\$12,000
Support Staff	
3 @ 20,000 .....	\$60,000
Receptionist .....	\$20,000
Fringe & Payroll Taxes (22%) .....	<u>\$97,428</u>
Total personnel costs .....	<b>\$540,328</b>

Program & Service Expenses

Project Grants .....	\$270,000
Operating Grants .....	\$350,000
Programs .....	\$200,000
Technical Assistance Projects .....	<u>\$100,000</u>
Total program & service costs .....	<b>\$920,000</b>

Other Expenses (Does not include current budget)

Supplies .....	\$10,000
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Humanities Center Task Force  
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Travel (Board, staff, panels, advisory council) .....	\$30,000
Board & Advisory Council Meetings .....	\$5,000
Printing .....	\$25,000
Duplicating .....	\$5,600
Postage .....	\$10,000
Telephone .....	\$12,000
Office Space .....	\$29,000
Public Information .....	\$2,000
Insurance .....	\$10,000
Audit .....	\$7,000
Data Processing .....	\$4,000
Dues .....	\$7,000
Contracts .....	<u>\$30,000</u>
Total other expenses .....	<b>\$186,600</b>

Equipment Expenses

Computers:

Workstations 6 @ \$2,000 .....	\$12,000
File Server .....	\$4,000
Printer .....	\$3,000
Tape Backup System .....	\$3,000
Software .....	\$5,000
Photocopier .....	\$4,500
Adding Machines 5 @ \$60 .....	\$300

Office Furniture:

Desks & Computer Stand 7 @ \$750 .....	\$5,250
File Cabinets 6 @ \$200 .....	\$1,200
Chairs 7 @ \$150 .....	\$1,050

Humanities Center Task Force  
Report & Recommendations

Equipment Maintenance .....	<u>\$5,000</u>
Total Equipment Expense .....	<b>\$44,300</b>
<b>GRAND TOTAL .....</b>	<b>\$1,691,228</b>

## Appendix A

### Minnesota Humanities Commission State Appropriation and Private Support 1985-90

<u>YEAR</u>	<u>Source</u>	<u>Amount</u>
1985	MN State Legislature .....	\$32,100
	The Jerome Foundation .....	\$50,000
	Northwest Area Foundation (three grants totaling) .....	\$83,975
1986	MN State Legislature .....	\$32,100
	F.R. Bigelow Foundation .....	\$8,723
	The Bush Foundation .....	\$21,500
	The Jerome Foundation .....	\$50,000
	Lawyers Trust Account Board .....	\$10,823
	National History Teaching Alliance .....	\$1,000
	Northwest Area Foundation (two grants totaling) .....	\$72,000
	The Rothschild Financial Corporation .....	\$10,000
1987	MN State Legislature .....	\$32,100
	F.R. Bigelow Foundation .....	\$8,723
	The Bush Foundation .....	\$21,500
	The Jerome Foundation .....	\$50,000
	Lawyers Trust Account Board .....	\$10,823
	National History Teaching Alliance .....	\$1,000
	Northwest Area Foundation (two grants totaling) .....	\$72,000
1988	MN State Legislature .....	\$47,100
	Northwest Area Foundation .....	\$12,000
1989	MN State Legislature .....	\$147,000
	Individual Donors .....	\$3,115
	Carleton College Alumni Association .....	\$500
	Concordia College Alumni Association .....	\$500
	First Bank System Foundation .....	\$1,000



Northwest Area Foundation .....	\$12,000
Minnesota Commission on the Bicentennial of the United States Constitution .....	\$6,000
St. Anthony Park Bank .....	\$966

1990

MN State Legislature .....	\$172,000
Individual Donors .....	\$10,567
The Otto Bremer Foundation .....	\$11,000
The Bush Foundation .....	\$71,981
The Patrick & Aimee Butler Family Foundation .....	\$5,000
First Bank System Foundation .....	\$1,000
Lutheran Brotherhood Inc. ....	\$500
Minnesota Commission on the Bicentennial of the United States Constitution .....	\$5,250
Minnesota State Bar Foundation .....	\$1,500
Saint Anthony Park Bank .....	\$2,717
The TCF Foundation .....	\$1,692
Target Stores .....	\$42,753



## Appendix B

### **PUBLIC MEETING SITES**

Bemidji Arts Center, Bemidji

Duluth Public Library, Duluth

Heritage Hjemkomst Center, Moorhead

Martin Luther King Center, Minneapolis

Minneapolis American Indian Center, Minneapolis

Minnesota Valley Regional Library, Mankato

Morris Public Library, Morris

North Saint Paul Public Library, North Saint Paul

Southwest State University, Marshall

Spring Hill Conference Center, Orono

Stearns' County Heritage Center, Saint Cloud

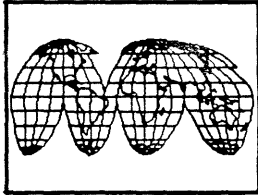




## Appendix C

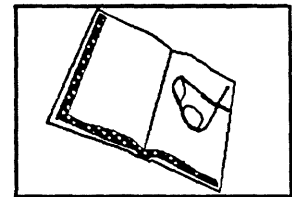
### PROGRAMS OF THE HUMANITIES RESOURCE CENTER--1990

\*\*\*Minnesota Chatauqua placed entertaining and informative programs on topics ranging from Minnesota folklife to American history in over 90 communities in 1990. Those programs played an vital role in the cultural life of small towns and rural communities throughout the state.



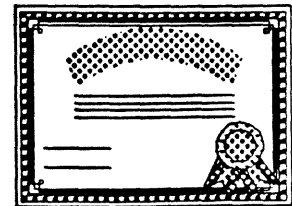
\*\*\*"The Changing Map of Europe"--a statewide series of professional development seminars that afforded World Language teachers the opportunity to engage their colleagues, scholars, and other experts in discussion and debate of the historic changes occurring in Europe.

\*\*\*The compilation and publication of a **Braided Lives: An Anthology Multicultural American Writing** that will help provide English and Language Arts teachers throughout the state with the resources they need to comply with the state's new multicultural gender-fair curriculum rule.



\*\*\*"Reliving Liberty: The Return of Patrick Henry"--a video tape featuring historian Chuck Chalberg's dramatic impersonation of Patrick Henry in an appearance before the Minnesota State Legislature. Accompanied by a study guide and other resource materials the video will be a valuable tool for Social Studies teachers teaching about the Bill of Rights during its bicentennial in 1991.

\*\*\*Ten scholarships that afforded Minnesota World Language teachers the opportunity to attend a two week professional development program conducted at Concordia College's Language Villages.



\*\*\*Duplication and distribution of "Microform Resources for Historical Research," a guide to microform collections for historical research in Twin Cities libraries. A valuable research and reference tool, copies of the guide were sent to each of Minnesota's 87 county historical societies.



## Appendix D

### **Minnesota Humanities Center Task Force**

**Roger Buffalohead--St. Louis Park**  
Director,  
American Indian Learning Resource Center,  
University of Minnesota-Twin Cities

**Leslie Caye--Coon Rapids**  
President,  
Minnesota Council on the Teaching of  
Foreign Languages

**Jean Chesley--Red Wing**  
Director,  
Goodhue County Historical Society

**Bill Dean--Edina**  
CEO,  
Master Communications Group

**Roland Dille--Moorhead**  
President,  
Moorhead State University

**Don Drake--St. Paul**  
Vice President,  
Minneapolis Foundation

**David Ebnet--St. Cloud**  
Director,  
Stearns County Heritage Center

**Paul Goodnature--Albert Lea**  
President,  
Minnesota Chapter of Teachers of the Year

**Paul Gruchow--Northfield**  
Chair,  
Minnesota Humanities Commission

**Meredith Hart--Edina**  
Director,  
Minnesota Alliance for Health  
Care Consumers

**Linda Hunter--Northfield**  
President,  
Minnesota Council of Teachers of English

**Maria Kautto--Nashwauk**  
Spanish Teacher,  
Nashwauk-Keewatin High School

**Christine Matuzek--Spring Lake Park**  
Director of Community Services & Education,  
Minnesota AFL-CIO

**Waiva Menefee--International Falls**  
Chair,  
Advisory Council, Office of Library  
Development & Services

**Juanita Morgan--West St. Paul**  
Principal,  
Longfellow Elementary--Humanities Magnet

**Burt Nygren--Shoreview**  
Superintendent,  
Mounds View Public Schools

**Tom Schmid--Shorewood**  
President,  
Minnesota Council for the Social Studies

**Donald Q. Smith--Monticello**  
Publisher and Editor,  
Monticello Times

**John Taylor--St. Paul**  
Past President,  
First Bank System Foundation

**John S. Wright--Minneapolis**  
Professor,  
Dept. of Afro-American Studies,  
University of Minnesota--Twin Cities



## Appendix E

### Distribution and results of County Historical Society Survey

#### MINNESOTA HUMANITIES CENTER TASK FORCE

##### County Historical Society Questionnaire

Directors of the following county historical societies were asked to complete the attached questionnaire regarding the role of county historical societies in presenting humanities programming and the resources necessary to fulfill that role.

Blue Earth Co. Hist. Soc.  
Brown Co. Hist. Soc.  
Carlton Co. Hist. Soc.  
Clay Co. Hist. Soc.  
Crow Wing Co. Hist. Soc.  
Dakota Co. Hist. Soc.  
Douglas Co. Hist. Soc.  
Goodhue Co. Hist. Soc.  
Hennepin Co. Hist. Soc.  
Itasca Co. Hist. Soc.  
Jackson Co. Hist. Soc.  
Kanabec Hist. Ctr.  
Kandiyohi Co. Hist. Soc.

Kittson Co. Hist. Soc.  
Koochiching Co. Hist. Soc.  
Marshall Co. Hist. Soc.  
Morrison Co. Hist. Soc.  
Olmsted Co. Hist. Soc.  
Otter Tail Co. Hist. Soc.  
Pipestone Co. Hist. Soc.  
Pope Co. Hist. Soc.  
Ramsey Co. Hist. Soc.  
St. Louis Co. Hist. Soc.  
Stearns Co. Heritage Ctr.  
Winona Co. Hist. Soc.



**Minnesota Humanities Center  
Planning Task Force**

**County Historical Society Questionnaire**

**Instructions:**

Please read the 4-page transcript of testimony presented by John Baule, Director, Hennepin Co. Hist. Soc., and the one paragraph general summary of comments and testimony presented to the Task Force concerning county historical societies. After reading the transcript and the summary, respond to the questions which follow. While many of the questions may be answered with a simple "yes" or "no," you are encouraged to elaborate. Feel free to include additional comments or ideas which you would like the members of the Task Force to consider as they develop the Humanities Center Planning Document. **Please return the completed questionnaire and any additional comments to the Minnesota Humanities Commission office no later than June 25, 1990.** A stamped, self-addressed envelope has been included for your convenience.

Note: It *is not* necessary to return the transcript of Mr. Baule's testimony with the completed questionnaire.

**Summary of Comments and Testimony Presented to the Task Force:**





In the course of its meetings the Minnesota Humanities Center Planning Task Force has heard testimony and comments from three county historical society directors. Collectively, their comments suggest that many county historical societies are in a period of transition. Their experiences suggest that for quite some time many county historical societies have emphasized the collection of artifacts over the interpretation of artifacts. This appears to be changing as more and more county historical societies have come to believe that they can best serve their constituencies by finding more and better ways to use their collections as the basis of cultural and educational programs. Much of the testimony and commentary revolved around the financial resources and staffing necessary to facilitate this change. One particular issue which received extensive discussion was the value of institutional support grants in assisting county historical societies in their efforts to consistently present high quality interpretive programs.

#### **Questions:**

**\*\*Do you see an increasing need for your organization to provide interpretive programming?**

**The response to this question has been a unanimous and resounding yes.**

#### **Examples:**

*"Yes, not only does the field require this but the public, also, is more interested in concepts and relationships not just viewing a collection of "old stuff." I firmly believe that survival in the long term depends on activities that are relevant to contemporary audiences."*

*"Yes. It is our experience that the generation comprising the largest percentage of our audience is no longer satisfied with "static" exhibits. They demand and require at least three forms of education: 1) visual stimulation via objects and photographs, 2) interpretive pieces via informational texts that accompany each exhibit, and 3) entertainment via video presentations, live demonstrations, and/or oral histories."*

*"Absolutely. We're in a catch 22. The more we do, the more we're expected to do on the same budget and staff levels. We no longer just collect and store, we interpret."*

**\*\*Do you feel you have adequate staff to handle both the collection and programming duties of your organization?**

**The response to this question has been a unanimous and resounding no.**



### **Examples:**

*"No. New interpretive programs are people driven and people intensive, thereby requiring substantial time. Additional people are required to meet both needs."*

*"No. Each of the society's staff members, including the executive director, is a part-time worker. It is difficult for four part-time people to maintain a museum, provide programming, and care for collections."*

*"No. Far too large a portion of current staff is devoted to physical plant maintenance, daily administration, and "putting out fires." Good collections management and programming takes serious amounts of time."*

**\*\*What percentage of your current budget is available for planning and conducting interpretive programs?**

Responses to this question ranged from lows of "1%" and "limited to donations" to a high of "approximately 20 %" which included funds budgeted for "education, exhibition, publication, and related personnel services."

Throwing out the high and the low the average amount budgeted for interpretive programming was about 6%. Several respondents commented on the inadequacy of funds they currently are able to devote to interpretive programming.

**\*\*If you were contacted by a local school teacher who wanted to use the resources of the society for a unit on local history would you have the means, staff time, and expertise to provide the teacher with access to the resources of the society and direct them to additional materials?**

This question drew a wide range of responses--a few outright "nos" a few unqualified "yeses" and several "definite maybes." Virtually everyone who completed the survey indicated that responding to such a request would be a priority, however, several responses suggested there would be numerous obstacles to successfully filling such requests.

### **Examples:**

*"It might be possible for us to pull together an adequate amount of information and objects for a teacher to use for a specific history unit. However, staff costs would be prohibitive for such a process, and retrieval of all available information would be difficult and time consuming."*

*"We lack adequate resources but would make all efforts to serve. Because of poor past efforts, few educators perceive historical societies as educational institutions."*



*"Yes. We would be eager to provide society resources for a local teacher. We would be limited only by staff time. As with most aspects of our museum, we must "juggle" to meet all demands. However, a request from a teacher would be a high priority."*

**\*\*Have you ever had such a request from a teacher or other representative of an educational organization?**

**All of the respondents indicated that they had been approached by teachers looking to take advantage of the resources of their society. Many of the respondents noted that the requests did not typically involve the sort of cooperative effort described above. More often teachers were interested in programs and exhibits which the society has already developed for schools or which might be readily adapted to schools use. Several respondents indicated their interest in developing more of a collaborative working relationship with local teachers.**

**\*\*Would your society participate in and benefit from the development and circulation of statewide traveling exhibits, interpretive programs, and other collaborative projects involving county historical societies around the state?**

**Virtually all of the directors expressed their enthusiasm over the possibility of participating in the development and distribution of traveling exhibits and other collaboratively developed programs. However, many directors expressed their concern that the cost of participation in such projects be kept to a minimum.**

**Examples:**

*"Yes, we would definitely benefit from traveling exhibits and other collaborative projects. However, some grant funded programs and exhibits for which we receive brochures are still too expensive for our modest budget."*

*"Our historical society and our community would indeed benefit from statewide traveling exhibits, programs, etc. However - a word of caution. If these exhibitions, programs, and other projects become costly to ship and install, this society would have to choose them very carefully so that they remain within our budgetary constraints."*

**\*\*In developing interpretive programming, would your society be more likely to make use of packaged programs (e.g. Minnesota Chautauqua, International Speakers Bureau, etc.) or to apply for a grant to develop your own program?**



The majority of respondents indicated that they would be most likely to use packaged programs because they are less demanding in terms of staff time and resources. Those respondents who said they were more likely to apply for grant funds indicated that the appeal of grant funds is that they enable the society to develop programs specifically tailored to meet the needs of their constituency.

**Examples:**

*"Considering our limited staff, the society would be more likely to make use of packaged programs. We currently have several programs running which are financed with grant money and our staff is presently overextended."*

*In the preliminary stages of defined interpretive programming project, I believe we would be more apt to utilize pre-packaged programs than to seek funding to author our own programs. However, as the programming project became more focused, and some measure of success had been realized from hosting pre-packaged projects, we might well seek grant monies to tailor interpretive programs to the immediate needs/interests of our particular audiences."*

*"We have used packaged programs and have also applied for grants. The packaged programs are attractive both for the high quality of the programs and also for the small amount of paperwork involved. The grant process is time consuming, but allows for greater freedom of program content. We are grateful to have access to either option."*

**\*\*Do you think institutional support grants have an important role to play in enabling you to better meet the needs of your constituency in terms of increased interpretive programming?**

Respondents were virtually unanimous in the assertion that institutional support grants could do a great deal to strengthen interpretive programming, although it was noted that the scope of their impact would be closely tied to the size and duration of such grants.

**Examples:**

*"Yes. The society has 1.75 million dollars of artifacts housed within our Depot museum facility. The public sees only a fraction of those items because we do not have the resources to pull together in-house interpretive exhibits."*

*"Yes, in the long run, general operating support allows for more consistent and permanent growth in institutional strength. Project support is more effective when it is part of an institutionally supported program that persists even during times of low outside funding for projects."*

*"Yes. It is important for state wide funders to place a little more trust in the institutions. Through their normal budgeting process, they can make reasoned judgements about what is*





*best for the institution's long term health and interpretive philosophy. There are many good, bright people at the heads of county historical societies throughout Minnesota. A tightly restricted grant only encourages the society to create programs that meet the vision of review panels.*

**\*\*If you were to receive a modest annual institutional support grant, say 3% to 5% of your annual budget, how might you be able to expand your services to the public?**

**The potential expansion of services which respondents suggested would be possible with a modest institutional support grant is staggering.**

**Examples:**

*"We would be able to expand hours of service, such as open on evenings. We would be able to "take our show on the road" and go out into the county more, we would be able to do a more professional job on educational handouts for kids. A 3-5% would make a huge difference to our organization."*

*"--Programming for the elderly--more well structured, historically accurate, local history curriculum development--expand educational programming to a larger market."*

*"We would be able to produce well planned traveling exhibits to take throughout the county; prepare slide narrative programs on the history of the county for school classes; provide speakers for public meetings on specific aspects of county history; publish a booklet for teachers on the educational resources of the museum; and expand interpretive exhibits throughout the museum."*

*"The possibilities are endless but could include the following:*

- 1) Hire a person to work on special events for the summer months,*
- 2) Develop additional audio-visual programs which we presently use for outreach programs in outlying towns in our county, at fairs, and in schools,*
- 3) Publish items from our archives and manuscripts collection."*

**Name of Society**

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Name of Individual Completing the Questionnaire

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**Additional Comments/Suggestions:**

**Examples:**

*"Additional staff in the area of exhibits and programming may also enable the society to develop units on aspects of regional history for use by teachers. The units could include printed materials and artifacts."*

*"Continued support for permanent staff would be optimal. Often times coordinators are lost after grant terms and funding expire."*

*"I would like to see the Humanities Commission broaden their scope of support and recognize the genuine contribution made by county historical societies. We get a small amount of help from the state historical society but in order to grow and to survive we need a broader base of support."*



## Appendix F

### Minnesota Humanities Commission Board of Directors--1990

#### *Chair*

**Paul Gruchow**--Northfield  
Writer, Small Business Owner

#### *Vice Chair*

**Barbara Hauser**--Minneapolis  
Attorney,  
Maslon, Edelman, Borman &  
Brand

#### *Secretary Treasurer*

**Pamela A. Brunfelt**--Crosby  
Executive Director,  
Crow Wing County Historical  
Society

**Mary Farrell Bednarowski**--New  
Brighton  
Professor,  
Religious Studies  
United Theological Seminary

**Cynthia A. Cone**--Minneapolis  
Professor,  
Anthropology  
Hamline University

**Stephen E. Forestell**--St. Paul  
Director,  
Minnesota State Courts Judicial  
Advisory Service

**Frederick K. Grittner**--St. Paul  
Supreme Court Administrator/  
Clerk of the Appellate Courts,  
Minnesota Supreme Court

**Michael J. Haeuser**--St. Peter  
Head Librarian,  
Folke Bernadotte Memorial Library  
Gustavus Adolphus College

**Margaret A. Hennen**--St. Paul  
Communications Specialist,  
Unisys Corporation

**Barbara King**--Duluth  
Chair,  
American Indian Studies  
College of St. Scholastica

**Orval A. Lund, Jr.**--Winona  
Associate Professor,  
English  
Winona State University

**Phyllis M. May-Machunda**--Moorhead  
Assistant Professor,  
Humanities & Multicultural Studies  
Moorhead State University

**Raymond H. Merritt**--St. Cloud  
Dean,  
College of Social Sciences  
St. Cloud State University

**Leon Narvaez**--Northfield  
Professor & Director,  
Hispanic Studies  
St. Olaf College

**Burton M. Nygren**--Shoreview  
Superintendent,  
Mounds View Public Schools

**Emily S. Rosenberg**--St. Paul  
Professor,  
History  
Macalester College

**Joel Shinder**--Minneapolis  
Small Business Owner

**Florence L. Sponberg**--Mankato  
Retired Professor,  
English,  
Mankato State University



## Appendix G

### **BY-LAWS**

### **MINNESOTA HUMANITIES CENTER**

#### **ARTICLE I NAME**

Section 1. Name: The name of this organization shall be the Minnesota Humanities Center, hereinafter referred to as MHC.

#### **ARTICLE II PURPOSE**

Section 1. Purpose: MHC preserves and renews the commitment to education at the heart of the values and aspirations of the people of Minnesota. As an expression of that commitment, MHC rewards and encourages exemplary teaching, provides opportunities for teacher renewal, supports cultural organizations active in lifelong learning, and fosters collaboration among cultural and educational groups. Through such means, MHC ensures that future generations of Minnesotans will share a love of learning, a belief in participatory government, and a commitment to public life.

#### **ARTICLE III POLICIES**

Section 1. Policies: MHC will maintain two institutes dedicated to the improvement of education in Minnesota: The Minnesota Institute for the Advancement of Teaching and the Minnesota Institute for Lifelong Learning which will be governed by the MHC Board of Directors.

The Minnesota Institute for the Advancement of Teaching is dedicated to improving education in Minnesota through the advancement of teaching as an art and as a profession. MIAT will:

- \* Recognize and reward excellence in teaching
- \* Renew teachers both personally and professionally
- \* Retain outstanding career teachers in Minnesota schools
- \* Inspire young people to choose teaching as a career

The Minnesota Institute for Lifelong Learning is dedicated to improving education in Minnesota by promoting and supporting lifelong learning in the humanities. MILL will:

- \* Provide all Minnesotans access to opportunities for lifelong learning in the humanities





- \* Foster cooperation and collaboration among cultural and educational organizations throughout Minnesota
- \* Increase funding for humanities education in Minnesota through partnerships with government and the private sector

**Section 2.** It is the objective of MHC that it shall at all times remain exempt from taxation under the Internal Revenue Laws of the United States and, to such end, MHC shall have no power to engage in any activities that would constitute a basis for denial, suspension, or revocation of exemption for MHC from federal income taxes by virtue of the expressed or implied prescriptions, limitations or conditions of Section 501, 503, or 504 of the United States Internal Revenue Code of 1986, as amended, or any substitutionary provisions of such code or of any future Internal Revenue Law or Act which may be similar or related to such sections or otherwise applicable to the MHC.

**Section 3.** It is the objective of MHC to comply with the provisions of Public Law 89-209, as amended, and with the directives of the National Endowment for the Humanities in the administration of the National Endowment for the Humanities funds.

#### **ARTICLE IV BOARD OF DIRECTORS**

**Section 1. Membership:** The MHC Board of Directors (hereafter referred to as the Board) shall consist of not fewer than fifteen (15) nor more than twenty-five (25) directors from all areas of the state. In compliance with Public Law 89-20, five (5) directors shall be appointed by the Governor of the State of Minnesota. Governor's appointees, whenever appointed, shall be considered to be appointed at the June meeting to serve until replaced but normally for no more than four years.

**Section 2.** Directors shall be persons from a broad diversity of backgrounds and interests, committed and effective in their roles in civic, educational, business, or cultural activities, either as volunteers or professionals. Directors shall reflect the state's cultural and geographic diversity and include at least three (3) K-12 teachers.

**Section 3.** All directors shall be subject to the By-Laws of MHC.

**Section 4.** Vacancies, however created, shall be filled by election on the vote of the Board according to Article IV, Section 2. New directors shall be elected at the June meeting. Election as a director requires a vote constituting a majority of the directors. The Nomination Committee may nominate a former director to fill a vacancy caused by a current director's leave of absence of at least one year.

**Section 5. Tenure:** Each Director shall serve a four (4) year term, commencing at the time of election. Leaves of absence of whatever length shall be counted as part of the director's term. A director who has served on the Board for a full term shall not be



eligible for nomination and election for at least one year after the director has left the Board.

**Section 6. Meetings:** The Board of Directors shall meet at least four (4) times a year. Special meetings for any purpose may be held at a time and place specified by the Chair or any three (3) directors not less than five (5) days notice in writing. Robert's Rules of Order shall be followed in the conduct of the Board meetings.

**Section 7. Quorum:** A quorum for commencing a meeting and election of directors shall consist of a majority of the Board. For the process of removal of a director, a quorum shall consist of three fourths (3/4) of the Board.

**Section 8. Duties:** Attendance at designated meetings and participation in assigned tasks are the essential duties of directors.

**Section 9. Removal:** Upon recommendation of the Executive Committee, a director may be removed from the Board by a vote constituting three-quarters (3/4) of the Board. The director concerned must be notified two weeks in advance of the proposed action.

**Section 10. Reimbursement:** Directors shall be reimbursed for travel expenses for travel thirty (30) miles or more in the service of the MHC.

**Section 11. Compensation:** Directors shall receive no compensation for serving on the Board or for participating in federal regrant programs.

**Section 12. Information Regarding Actions of the Board:** Any inquiries about actions of the Board or requests for information concerning those actions shall be directed to and handled by the Executive Director or Board Chair.

**Section 13. Conflict of Interest:** Directors or their families shall not gain financially from service on the Board. Members shall make disclosure of conflict of interest on and shall absent themselves during the discussion and abstain from voting on that matter.

## **ARTICLE V OFFICERS**

**Section 1. Officers:** The Board shall, at its June meeting, elect a Chair, a Vice-Chair, and a Secretary-Treasurer, each to serve a one-year term. Service as an officer shall be limited to two (2) consecutive years in any one position.

**Section 2. Chair:** The Chair shall preside at all meetings of the Board, be an ex-officio member of all committees and perform other such duties as may be designated by the Board. The Chair is empowered to appoint committees, except for the Executive Committee. The Chair shall also serve as Chair of the Executive Committee.



**Section 3. Vice-Chair:** The Vice-Chair shall perform such duties as the Board shall designate and in the absence or resignation of the Chair shall perform the duties of the Chair.

**Section 4. Secretary-Treasurer:** The Secretary-Treasurer shall review the record keeping of the Board meetings, shall keep copies of all reports, and shall make an annual written report to the Board on MHC's financial status. The Secretary-Treasurer, upon consultation with the Chair and the Executive Director, shall assign the day-to-day implementation of the responsibilities of the office to the Executive Director.

**Section 5. Executive Director:** The Board is empowered to hire an Executive Director. The Executive Director shall have such authority as delegated by the Board and will be responsible to the Board. The Executive Director shall act as assistant Secretary-Treasurer to the Board.

## **ARTICLE VI COMMITTEES**

**Section 1. (a) Executive Committee - Composition, Election and Tenure:** The Executive Committee shall consist of the Chair, Vice Chair, and Secretary-Treasurer, immediate past Chair, and three (3) other members elected from the Board for one (1) year terms at the June meeting. Nominations shall be made by the Nominations Committee and may also be made from the floor. Membership on the Executive Committee shall be limited to three (3) years.

**(b) Executive Committee - Meetings and Quorum:** The Executive Committee shall meet at least four (4) times a year at a time and place designated in the meeting notice. A quorum of the Executive Committee is three (3).

**(c) Executive Committee - Functions:** The Executive Committee shall act on behalf of the Board between meetings to insure proper function of MHC. Any action taken shall be submitted to the Board at its next meeting for a review. The Executive Committee will serve as the budget and personnel committee for MHC.

**(d) Executive Committee - Removal:** A member of the Executive Committee may be removed by a majority vote of the Board. The Committee member concerned must be notified two weeks in advance of the proposed action. The vote may be taken only at a regular meeting of the Board.

**Section 2. Evaluation Committee:** The Chair shall appoint an Evaluation Committee of four (4) directors. The Evaluation Committee will review evaluation methods for the federal regrant program and make recommendations to the Board regarding evaluation methods or program modification. The Evaluation Committee shall also prepare a report regarding the effectiveness of the federal regrant program.



**Section 3. Nomination Committee:** The Chair shall appoint a Nomination Committee consisting of four (4) directors. The Nomination Committee shall evaluate the nominees. The Nomination Committee shall make recommendations to the Board for election. The Nomination Committee shall encourage suggestions from the general public. The Nomination Committee shall also make recommendations for officers and Executive Committee to the Board.

**Section 4. Advisory Committees:** The Board shall appoint an advisory committee for each of MHC's two institutes, MIAT and MILL. The advisory committees shall be comprised primarily of representatives of the populations and organizations served. The Membership of the Advisory Committees shall reflect the state's cultural and geographic diversity. The Advisory Committee shall advise the staff on programs.

**Section 5. Ad Hoc Committees:** The Board may form any ad hoc committee composed of a portion of its members for any purposes deemed necessary. The Chair may appoint such ad hoc committees of the Board as may be required by the needs of MHC or may be needed to investigate particular concerns or implement particular policies or decisions of the Board.

## **ARTICLE VII RECORDS**

**Section 1. Records:** The Executive Director be responsible for maintaining all necessary records of MHC.

## **ARTICLE VIII AMENDMENTS**

**Section 1. Amendments:** The By-Laws may be amended by a two-thirds (2/3) vote of the Board. Proposed amendments shall be submitted in writing to each director at least ten (10) days prior to a vote on them by the Board.

**Section 2. Unspecified Areas:** Areas of policy and procedures not specified in the By-Laws shall be provided for by resolution of the Board until such times as they are formally amended to the By-Laws.

## **ARTICLE IX INDEMNIFICATION**

**Section 1. Directors, whether or not still in office, and the executors, administrators or other legal representatives of the MHC, shall be indemnified by MHC against all reasonable costs and expenses and counsel fees paid or incurred in connection with, or arising out of, any action, suit or proceeding to which any directors, or their executors,**





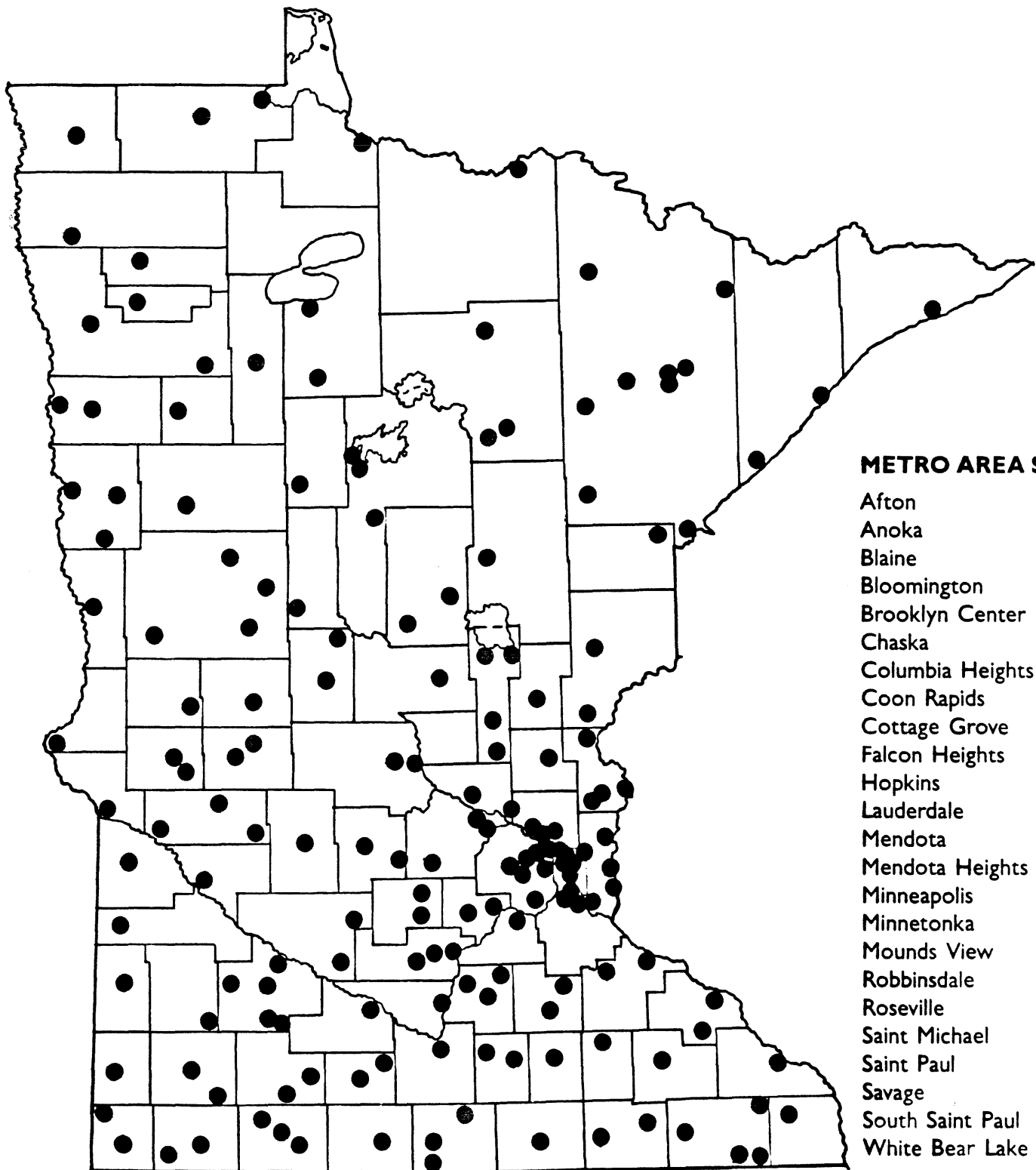
## Appendix H

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### PROGRAM SITES

Ada	Fairfax	Mabel	Saint Cloud
Adrian	Fairmont	Madelia	Saint James
Ah-gwah-ching	Faribault	Madison	Saint Peter
Aitkin	Fergus Falls	Mahnomen	Sanborn
Albert Lea	Floodwood	Mankato	Sandstone
Alexandria	Fosston	Marine-on-St. Croix	Silver Bay
Appleton	Fulda	Milaca	Silver Lake
Arlington		Milroy	Slayton
Aurora	Gaylord	Minnesota Lake	Spring Valley
Austin	Gheen	Montevideo	Staples
	Glencoe	Monticello	Starbuck
Bagley	Glenwood	Moorhead	Stillwater
Barnesville	Grand Marais	Mora	
Baudette	Grand Meadow	Morris	Taylors Falls
Becker	Grand Rapids	Mountain Lake	Thief River Falls
Bemidji			Tracy
Benson	Halstad	New Prague	Two Harbors
Bigfork	Hancock	New Ulm	
Blue Earth	Hawley	New York Mills	Virginia
Brainerd	Henderson	Northfield	
Breckenridge	Henning		Wabasha
Browns Valley	Heron Lake	Onamia	Wabasso
Buffalo Lake	Hibbing	Ortonville	Wadena
Buhl	Hoffman	Owatonna	Walker
	Houston		Warren
Cambridge	Howard Lake	Park Rapids	Warroad
Canby		Perham	Waseca
Cannon Falls	International Falls	Pierz	West Concord
Canton	Isle	Pine City	Willmar
Chisago City	Ivanhoe	Pine River	Windom
Cloquet		Pipestone	Winona
Coleraine	Jackson	Plainview	Worthington
Collegeville	Janesville	Princeton	
Crookston	Jasper		Young America
Crosby		Red Lake	
	Kerkhoven	Red Lake Falls	
Dassel		Red Wing	
Detroit Lakes	Lake Bronson	Redwood Falls	
Duluth	Lakefield	Rochester	
	Lamberton	Roseau	
Elk River	Le Center	Rush City	
Elmore	Le Sueur	Rushford	
Ely	Lindstrom		
Eveleth	Litchfield		
	Long Prairie		
	Luverne		





#### **METRO AREA SITES**

Afton  
Anoka  
Blaine  
Bloomington  
Brooklyn Center  
Chaska  
Columbia Heights  
Coon Rapids  
Cottage Grove  
Falcon Heights  
Hopkins  
Lauderdale  
Mendota  
Mendota Heights  
Minneapolis  
Minnetonka  
Mounds View  
Robbinsdale  
Roseville  
Saint Michael  
Saint Paul  
Savage  
South Saint Paul  
White Bear Lake

During 1986-88, public humanities programs have been placed in 172 different locations with at least one program in each of Minnesota's 87 counties.

