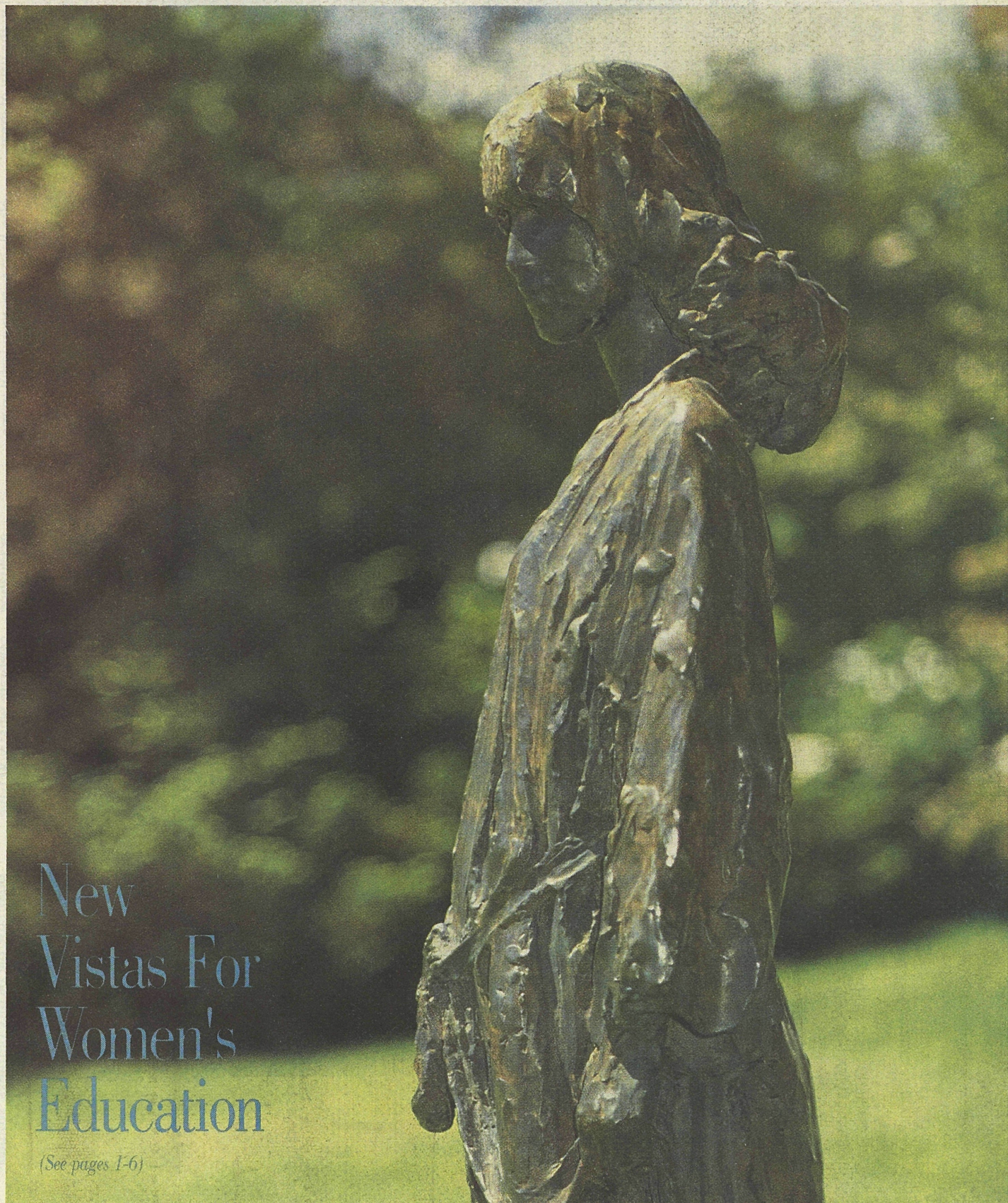


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# Michigan Today

The University of Michigan

June 1994 Vol. 26. No.2



## New Vistas For Women's Education

(See pages 1-6)

Photo by D.C. Goinis



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The University of Michigan

June 1994 Vol.26, No. 2



Michelle Lee Thompson of the WISE program tests the laws of linear motion in a spring physics course. 'Our experiment is so precise that we have to determine the gravitational force in our lab,' she says. One of the busiest students on campus, she is a chemical engineering major and Michigan Daily reporter, and plans to study medicine.

## A WISE Move

*54 women in science and engineering room together in new residence program*

By Melissa Peerless

**I**t's finals time, and tension is particularly high on three halls in Couzens Residence Hall. The 54 women in the first year of the residential program of the University's Women in Science and Engineering (WISE) program are readying for a couple of tough weeks. All but two are first year students, and they're nervous. They're tired from spending nights up studying. But they're thankful they have each other.

Michelle Lee Thompson, a chemical engineering major from Troy, Michigan, is relatively relaxed today, but last semester, she says, "I was a wreck." She was having "big trouble" with organic chemistry. The help of her hallmates amazed her—and helped get her through.

"People cut major chunks out of their own study time to help me," she says, noting that this type of support is the norm in WISE. "It's totally about positive reinforcement. If you do well, everyone is happy for you."

This noncompetitive attitude is rare among Michigan students, especially those enrolled in the difficult science courses that can open, or close, doors to future employment and graduate school.

Engineering student Shannon Rohrer of Langsbury, Michigan, mentioned one factor that may keep rivalry to a minimum among WISE participants. "We try not to discuss

grades," she says, stretching out in the tight triple room she shares with two other engineers.

Thompson agrees, and describes an average noontime conversation around a dorm cafeteria table. "We don't sit around at lunch and talk about how we do in our classes," she says. "We hardly ever talk about science."

But Erin Kleis of Holland, Michigan, says grades and science are discussed in one particular situation: "We all complain so much about our grades and how difficult our classes are."

But at least everyone else understands.

One of Rohrer's roommates, engineering student Brandy Jones of East Lansing, Michigan, says that despite living in close quarters the last eight months, she found the program beneficial because "people are in the same classes and understand each other's stresses and problems; people realize that it's really difficult here just to get through."

### A Fraternal Precedent

Building camaraderie was a key objective of the program, according to WISE director Cinda-Sue G. Davis, who said the residential program was in the planning stages for 10 years. She said she got the idea when a man she met at a convention described the engineering fraternity in which he had lived 40 years ago. About 50 men lived in the house, and split rent accordingly. When

someone failed and dropped out, everyone's rent increased, so upperclassmen tutored the freshmen and sophomores to ensure that they stuck around.

Davis thought this type of residential support could be applied to women entering non-traditional fields today. The program is funded entirely by a grant from the Center for the Education of Women.

"It gives them a support system, a way to decrease the isolation they may feel as one of only a few women in a class section," Davis says, adding that research has shown that women do not get adequate "air time" in the classroom.

Engineering student Christina Dobson of Chicago says that when she gets back to her room, she finds the support that was missing in her classrooms, where the atmosphere is "a little unfriendly."

Engineering junior Deanna Wicker, who serves as the WISE resident adviser, wishes WISE had existed when she was a first-year student for that very reason. "This would have been a nice thing to have," Wicker says. "You don't have to try to find friends in your classes; you already have them, rather than having to hunt for friends among the few women in male-dominated classes."

Thompson says sometimes just getting to

Photo by D.C. Goings



## A WISE Move continued

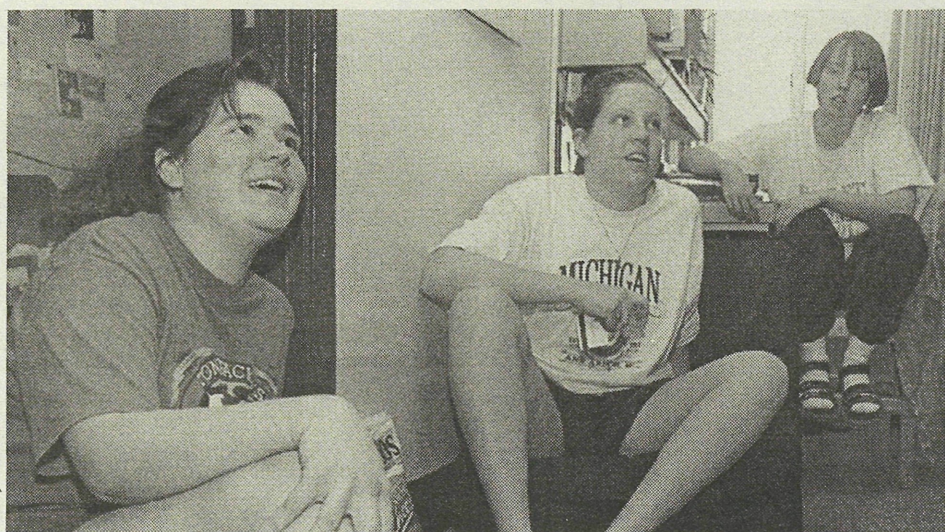


Photo by Evan Patric

'We try not to discuss grades,' says Shannon Rohrer (left). 'People cut major chunks out of their own study time to help me,' says Thompson (center). 'If you do well, everyone is happy for you.' 'We understand each other's stresses and problems,' adds Brandy Jones.

class is difficult enough. She and several other WISE women dragged each other out of bed to share breakfast before early-morning chemistry lectures every Friday last term. But she has found the classroom environment neither unfriendly nor intimidating.

In addition to providing support, the program strives to introduce women to the world of science by bringing faculty panels, professional scientists and University administrators directly to Couzens Hall to help the students look ahead. Many WISE participants have also found internships and research opportunities through networking encouraged by the program. The program provides chemistry and calculus tutors, and divides students into study groups.

A visitor to the hall witnesses immense and constant transfer of information that goes on among the residents. Some are studying individually; others are gathered around a fellow WISE woman, helping her work through a tough equation.

Amanda Bierig of Plymouth, Michigan, said her hallmates helped her survive the rigorous first year faced by College of Engineering students. "At 10 at night when you need help, you can't call up your professor," she says. "But help is right here."

Mary Kay Lehman, a pre-med student from West Valley, Michigan, did not participate in WISE last year. But a year spent living on an adjoining hall piqued her interest in the program. "If I have a question, I just walk down the hall and knock on doors," she says. "It's just

like a big family." She will be moving in for her sophomore year.

WISE director Davis says another strength of the program is that it eliminates some of the peer pressure to go out and party that many college students experience.

Jones agrees: "It's very quiet here. We all study a lot, which is kind of weird."

But Davis notes that party life is accessible with other students in Couzens with just a short trip up or down stairs. She adds that the program was originally supposed to involve an all-female dorm, but those

plans were changed due to student requests. The WISE women are proud of their program, but they don't want it to separate them from the rest of the students on campus.

### A Cheer for Normalcy

Jessica McShay of Ann Arbor summed it up for the rest of the women, who cheered as she declared, "We're normal. WISE doesn't set us apart from anyone else."

Residence Adviser Wicker points out that WISE students have the same problems of all first-year students adjusting to life away from home. "They get homesick. They have trouble getting used to life at the University. We are trying to ensure that it is as easy as possible for them."

Currently, the 100 spots in the WISE residential program are being advertised to students who have returned security deposits to the University; 22 sophomores will be returning to the program next year. Davis hopes to expand the program to become a recruiting tool for the University itself. She would like it to include space for more students and to provide sophomores with closer ties with faculty and other mentors. **MT**

Melissa Peerless '94 is a former editor of the Michigan Daily. She plans a career in academic public relations in Washington, DC.

Chemist Isabella Karle  
receives nation's richest science prize

## Joy in an Unfolding Field

By Luise Z. Moskowitz

She looks like many other mothers and wives: abundant white hair arranged in a neat pageboy, a smart navy blue suit covering a comfortable frame, a silk scarf and Aztec-inspired pin adding some color and flair to an understated ensemble. But then this mother and wife, Isabella Lugoski Karle '41, '44 PhD, steps up to a podium in Philadelphia's venerable Franklin Institute Science Museum and shows the expectant audience another side of herself. For this mother and wife also happens to be a groundbreaker in x-ray crystallography, a researcher whose work has contributed critical information to the disciplines of molecular biology, chemistry, physics, metallurgy, geology, genetics and pharmacology, and one of the 1,000 most cited authorities worldwide in all scientific fields.

She addresses the audience of scientists, teachers and students as the most recent recipient of the Bower Award and Prize for Achievement in Science, an honor bestowed annually by the Franklin Institute on an outstanding contributor to the advancement of science. The award, the richest American prize given in science today, has added a quarter of a million dollars to Isabella Karle's bank balance and a prestigious medal to her already impressive list of official accolades.

In a breathy voice colored with a tinge of an Eastern European accent, Karle takes her listeners on a tour of her career with humor and self-effacing charm. She is the senior scientist for structural chemistry at the Naval Research Laboratory in Washington, DC, and is best known for developing the "symbolic addition method," a way of determining the three-dimensional structure of molecules using both x-ray and electron diffraction. This widely adopted procedure has allowed Karle to reveal the

Alice Freeman Palmer, Class of 1876

## A New Woman of the 19th Century

By John Woodford

"F or almost all middle-class women of Alice Freeman Palmer's generation, combining marriage and a career was an impossibility," writes Ruth Bordin in the first biography of alumna Alice Freeman Palmer, Class of 1876, one of the nation's most influential figures in shaping the higher education of women.

In a stirring biography (*Alice Freeman Palmer: The Evolution of a New Woman*, Ann Arbor, University of Michigan Press, 1993), Bordin traces Palmer's evolution as a "new breed" of woman known then as "the New Woman."

"The phrase *New Woman* was coined originally by Henry James," Bordin writes, to describe rich, sensitive and independent American expatriates in Europe, like James's heroine Daisy Miller, who asserted, "I've never allowed a gentleman to dictate to me or to interfere with anything I do."

In the United States, Bordin says, the term "was attached to the new American professional women emerging in increasing numbers in the last two decades of the 19th century." A college education was usually the passport to New Woman status, and Michigan, with graduates like Palmer and her contemporaries Lucy Maynard Salmon, Angie Chapin, Mary Marston, Eliza Mosher, Olive San Louie Anderson, Dr. Amanda Sanford, Octavia Bates, Sarah Dix

Hamlin and Cora Benneson, probably launched more New Women into education, the professions, social service work and volunteer efforts than any other school in that era.

In June 1872, Alice Freeman and her father, James, arrived in Ann Arbor during commencement exercises to see if the University of Michigan was the right choice for her.

Alice grew up in a village near Binghamton, New York, and although her father was a physician, he had only recently switched from farming to being a country doctor. His cash income was probably around \$400 a year, says Bordin, and an out-of-state U-M student faced approximately \$350 in annual college costs.

### An Elite Group

Few women went to college in those days, especially if, like Alice, they had a brother. Women made up about 21 percent of all college students in the 1870s, but only 0.7 percent of all American women 18 to 21 were attending college, so Alice was in an elite group. (Michigan had admitted its first woman, Madelon Stockwell, only two years before Alice's visit to campus, and she heard Stockwell deliver one of the commencement orations that June of 1872.)

Alice had already promised her parents that she would contribute to her brother Fred's tuition if they let her continue her education. (Alice did more than make good on her promise. Her father was in and out of



Palmer as a U-M freshman.



crystal structures of a range of complex organic substances, work that has significantly facilitated studies in chemistry, biology and medicine—all fields that rely on the determination of molecular structure to advance their research.

Karle was not steeped in the sciences as a child. Her parents, a seamstress and a house-painter, were Polish immigrants, her father from a small town north of Warsaw, her mother from a town west of Warsaw, near where Chopin was born. "My father was all self-taught and my mother was very adept at all sorts of things, but neither one knew anything about science. For various reasons they did not have the opportunity for much formal schooling, but they were very anxious that my younger brother and I be educated."

One of the benefits of foreign-born parents was bilingualism. In fact, though born in Detroit, Karle never spoke a word of English until she entered school. "My parents, although they did speak English, didn't want to speak English at home because they thought that perhaps they didn't speak it well enough, and they worried that I would not learn it well enough from them. I spoke Polish at home, and I spoke Polish with all my relatives, and that worked very well until my parents bought a new house in the suburbs. There, a different language was spoken in every house. I learned a little Flemish so I could play with the girls next door, and the boy on the other side spoke Ukrainian. When we started school every child spoke a different language and only the teacher spoke English. But it didn't take long for everybody to pick up the new tongue."

#### High School Chemistry

Karle began her lifelong fascination with the natural world at Denby High School in Detroit when an adviser informed her that to qualify for college entrance she'd have to take a science course. "Well, what's a science?" was Karle's first reaction. "My adviser told me I had to take either chemistry or biology or physics, so we decided on chemistry and I was lucky to have a really good teacher. Her name was Mrs. Demming and from the very first day in class I decided that it was the most interesting thing I had ever studied."

Karle graduated from high school in the middle of the year at the age of 16. "I went down to what is now Wayne State and there, by some administrative mix-up, I was put into a chemistry class that was intended for chemical engineers. I was the only girl and there were something like 99 boys. Well, that didn't faze me a bit! I did really very well academically in that class and the professor took an interest in me—his name was Joseph Jasper—and before the semester was over I was awarded a four-year scholarship to the University of Michigan. When I told him I was leaving he said, 'The University of Michigan is a good school, and you'll like it very much, and you will of course go on to graduate school.'

To which I replied, 'What's that?'"

She indeed did go on to graduate school, completing her BS, MS and PhD degrees in just seven years, and earning her place as the first American woman to receive a doctorate in physical chemistry from Michigan, and the first woman to teach chemistry at the University.

It was in her senior year that Isabella also learned a thing or two about human chemistry when she found herself seated in class next to a graduate student, Jerome Karle, who was switching from biology to chemistry and therefore had to take some undergraduate courses to continue in that field. (Jerome Karle went on to share the 1985 Nobel Prize in Chemistry.)

#### An Alphanumeric Romance

"His last name started with K, mine with L, and we were assigned adjacent laboratory benches in physical chemistry," Isabella explains. "Well, it was a competition to begin with because I was always accustomed to being at the head of the class and here was somebody who was maybe better than I was! But it didn't take too long before we realized that we had similar aims."

Several years later, the Drs. Karle had wed and she received her PhD a year after his. Stimulated by a physical chemistry course taught by Lawrence O. Brockway while at Michigan, the Karles had chosen to study electron diffraction by gaseous molecules. It was 1944, and the 22-year-old chemist and her young husband took their knowledge to the Manhattan Project in Chicago. After the end of WWII, the couple began to search for permanent positions, but found that nepotism rules at most academic centers barred the hiring of spouses. Then they discovered the Naval Research Lab, which offered both of them labs and funding to research gas electron diffraction. Dr. Karle's relationship with the lab has been a fruitful one, allowing her the freedom and flexibility to take her research in a variety of directions, including her current interest in ion transfer via peptides.

A woman known for her mentoring skills, Karle is quick to provide a layman's explanation of her work. "X-ray crystallography allows us

to see what a molecule looks like, to see which atoms are attached to which, to see the shape of a molecule, the surface of a molecule, whether it repels water or attracts oily things. These physical properties are very important, really vital to know. One of the big uses for crystallography now, for example, is in drug design. Imagine there's a receptor, a big protein, that attracts various things. That receptor may or may not do something good, and so the idea is, if you can block it by pushing a small molecule into it, you can stop its action—sort of a lock-and-key concept that has been around for a long time. Supposing you already know that there are some substances that do this, but they have terrible side effects. To try to alleviate some of these side effects, people want to design or discover a molecule with a slightly different shape or grouping, which will still be attracted by the receptor by fitting in like a Lego set. X-ray-diffraction techniques have given drug companies a library of molecular shapes to help solve these problems."

Karle's experience as a Michigan undergraduate did a great deal to maintain her commitment to scholarship. "I lived in a place called Alumni House, which was one of the grand old houses on the intersection of Hill and Washtenaw and another street right off campus. It's all paved over now. It was a cooperative dorm with only 16 girls living there. Amongst them were students who were the better

*Continued on page 4*



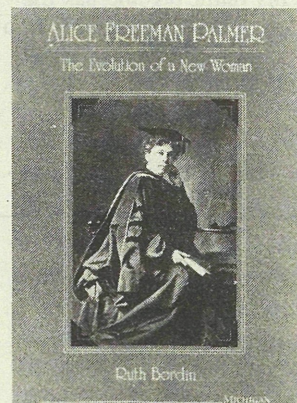
Isabella Lugoski Karle

financial difficulties throughout her life. Though suffering one of her intermittent bouts of tuberculosis, she interrupted her college career at one point to work not only for some of her tuition but to support her bankrupt parents and three younger siblings as well.)

"Alice seems not to have considered Cornell, the only private university admitting women, or Oberlin, Antioch or other coeducational denominational colleges," Bordin writes. "She looked to the new state universities, of which Michigan was the oldest and largest. Certainly it offered high-quality training. Michigan was among the most prestigious universities in the country. By the 1870s there were disciplines, such as history, in which it excelled Harvard and Yale. And it was less expensive than many of its competitors." The U-M averaged about 1,110 students in the 1870s, 3 percent of them women.

Michigan's President James Burrill Angell had just finished his first year in office, and he was known to be committed to coeducation. Bordin writes of the first meeting between Angell and the young woman who would become the first woman president of Wellesley, the first dean hired by the University of Chicago and the nation's leading figure in the education of women:

"Alice and her father were ushered on that June morning in 1872 into Angell's office, for Angell served as registrar, dean of the Literary College and professor of international law as well as president. Angell described Alice as he remembered her from that first encounter as 'a simple modest girl of 17 ... a child of much promise, possessed [of] a bright alert mind, of great energy, of quick sympathies and an instinctive desire to be helpful to others.' Angell was immediately smitten by that charismatic personality, and he was to remain her adoring friend and fervent supporter for the



Palmer during her presidency of Wellesley College.

rest of her life."

In 1876, Alice, who had majored in history, was among three women commencement speakers, an honor that faculty and students conferred only upon popular and outstanding students.

After teaching stints in Lake Geneva, Wisconsin, and Saginaw, Michigan, where her family had moved, Alice Freeman was invited in 1879 to join the faculty of four-year-old Wellesley College by its founder,

Henry Durant. At first he asked her to teach mathematics but she declined. Later that year, he asked her to teach Greek. Again she refused. But in June she accepted a professorship in history.

#### 'A Galaxy of Giants'

Her responsibilities at Wellesley expanded so quickly that upon Durant's death in 1881, the trustees elected her president and, at the age of 26, she became the first woman to head an independent, nationally known college. "The only woman," Bordin notes, "in a galaxy of academic giants, all of whom were making pronouncements on the proper course of the republic."

So popular among her students that she was dubbed "the Princess," Freeman served until 1888, when she fell in love with George Herbert Palmer, a widowed professor of philosophy at nearby Harvard.

Alice and George faced a dilemma. Both had

demanding jobs, but he was unwilling to leave Harvard or to live close enough to Wellesley for Alice to commute. Alice decided to step down from her office while continuing to guide Wellesley as a trustee. "The College life is over!" she wrote her fiancé. "And I feel like an empty-handed, lonely creature. But I have you dearest! I say it over and over to quiet my heart."

Alice Freeman Palmer continued as the nation's leading spokesperson and consultant on women's education, however, bravely fighting recurring bouts of tuberculosis to advise and speak at all of the nation's top campuses.

When William Rainey Harper was looking for key aides to help launch the University of Chicago in 1892, he turned immediately to both Palmers. George refused to join Alice in what would have been the first big-time spousal package deal in higher education, but Alice accepted the post of dean of women provided she could remain based in Cambridge and commute to Chicago.

Alice Palmer's duties at Chicago ranged beyond women's issues; she helped choose male faculty members and shape faculty and student policies as well.

When Alice Palmer decided to end her tiring job at Chicago in 1895, the University of Michigan offered both Palmers chairs, but they declined. Alice resumed a lecture career which saw her speak often to women students on "The New Education" and "Why Should Girls Go To College."

Never free from health problems, she sailed with her husband for a recuperative trip to Europe in 1902. In Paris, an abdominal pain turned out to have been caused by an intestinal fold treatable only by surgery. The surgery went well, but a subsequent infection, common in those pre-antibiotic days, killed her within a week. She was only 47 years old.

MT



## Beatrice Guyton '97 Back in Business After 40 Years

**W**hen I go to the bar with some of my classmates, no one asks me for an ID," says Business School junior Beatrice Guyton. She's not insulted by the automatic service, however, because when she entered U-M as freshman Beatrice Hall it was 1952.

After her first year in Ann Arbor, she returned home to Grand Rapids and got married. She quit school and was soon raising her first child. Ten years later she resumed her education at Grand Rapids Community College, "but then I had some more children—I have six in all—and had to leave after a year." Her formal education appeared to be over.

In 1966 the Guytons moved across the state to Inkster, outside Detroit. Between then and 1990 her marriage soured—so much so that "I ran away from home and filed for divorce."

Her children were grown, and she was alone. "I knew I had to take care of myself," says Guyton, a thin, quiet-spoken woman whose eyes reveal her toughness. "I went to the Michigan Employment Commission and learned about the Displaced Homeworkers Program at Washtenaw Community College. There, I figured I could acquire a skill with which to support myself."

The academic talent that had brought her to U-M 40 years back was rekindled; it was a fire all of her teachers noticed, and one of them suggested she attend a picnic that would inform students about the U-M program for transfers from area community colleges.

Guyton met Eleanor Hendershot, assistant director of admissions, at the picnic, and then firmed up her transfer with the help of Business School Assistant Dean Judith Goodman and the director of the School's undergraduate program, Denise Harvey.

### 200 in BBA Program

After winning several awards and scholarships (the Michigan Community College Scholarship, U-M Community College Achievement Award, Business School Scholarship and Karla Scherer Foundation Scholarship), Guyton enrolled in the computer information systems program. She is one of 200 undergraduates who transfer into the bachelor's in business administration program as juniors each year.

Dean Goodman calls Guyton "a very special role model and source of strength because of her determination, wisdom, energy and sensitivity to others; as a scholar and a person, she has overcome enormous personal challenges to continue her degree work."

Guyton was in the College of Literature, Science, and the Arts in 1952, when she entered Michigan the first time. It didn't take her long to meet the other Black students on campus because there were only a handful in each class and they were assigned each other as roommates ("They didn't mix races in rooms back then"). Guyton could not afford residence hall fees, however, so she obtained special permission to work for room and board for a Burns Park family.

Students from diverse backgrounds got along fairly well, she recalls, and there was only a minor disruptive incident at East Quad that year. Members of a Black fraternity were serenading young women to whom they were pinned, and "a bunch of white guys came down in sheets to boo them."

University officials reprimanded the pranksters, who apologized to the Black students. "They said they hadn't meant to be offensive and had put on the sheets as a joke because the serenading had disturbed them," Guyton says.

Guyton also remembers Black students as holding social functions "separate from other student functions." They did so to avoid animosity and harassment stemming from the country's segregated culture of the time. But the practice led to what Guyton calls "an unfortunate tradition of self-isolation: if a Black student went to a general University event, other Black students would question why they did it."

The Business School's current practice of assigning students to ethnically diverse academic working groups seems to negate bigotry and isolationism, Guyton says. "Everybody gets along quite well—Blacks, Whites, Asians and Hispanics. And it carries over to the social part of life, too. In the lounge you see students mixed in groups."

Nevertheless, she finds that B-School clubs are still "dominated by whites," so various ethnic groups have formed their own clubs in addition to the schoolwide

By John Woodford



Guyton in the Business School Student Lounge

Photo by D.C. Goings

dubs that they are active in. She belongs to the Black Business Students Association, one of the largest, and also to the Information Technology Group.

Guyton picked the computer information field for its job opportunities and because it is physically undemanding for a person who has lost a lung to surgery, as she has. "I hadn't touched a computer before going to community college," she says. "First I had to learn the basic operations, then the concepts, functions and different types of computer systems and languages."

### An Algebraic Shock

Other courses presented greater challenges, however. "To walk into an algebra course today was a shock at first. "There were things the other students knew that weren't even in the book when I took algebra."

But now she has algebra and calculus under her belt, and only statistics looms as the final hurdle.

"Some students have asked me why I came back to school," Guyton says, "and I just say I want to finish what I started." Her perseverance has made her someone her classmates turn to for advice. "One girl had a run-in with an instructor, and asked me what to do, in tears. I told her to stand up for her rights."

With schoolmates so young that most of them are "bragging about not having to use a fake ID," Guyton finds "there's no way I can blend in. When I talk to people in firms, they look at my name tag and ask me if it shouldn't say I'm an MBA student. Whenever I go to meetings, I try to make a connection—I start looking around for people who are older." **MT**

## Karle continued from page 3

students, mostly on scholarship, those that were awarded places to live as long as they were willing to cook and houseclean and so forth!"

Karle found this living situation very supportive, and useful for a fledgling female in a predominantly male field. "My housemates there were musicians and English majors, but also the first girl engineer, Tenho Sihvonen, and she and I had a lot in common. I also had a lot in common with my roommates who were not in scientific fields, but both the variety and the shared interests were very good. I think the current plan to offer female undergraduates in the sciences a shared dormitory space is a good one. Such an atmosphere would be useful and encouraging."

Isabella and Jerome's children clearly found a "useful and encouraging" atmosphere at home. Of their three daughters, Louise '67 MS and Jean '71 are chemists and Madeleine is a geologist.

In the Franklin Institute's auditorium with guests who are here to applaud her, Karle stops on her way to a cup of coffee to answer a question here, to take a

Jane Bloom was a  
chicken farmer  
with 10 children  
and no college degree  
when she decided  
to become a doctor

S

By Kathy Hulik

Someone attending the University of Michigan in the mid-1960s might have seen an egg truck marked "Springlane Farm" parked in the loading dock outside Angell Hall, the hub of the College of Literature, Science, and the Arts. Emerging from the truck would be a thin woman, perhaps carrying an egg crate as well as books, with her hair gathered on top of her head in a style she said made her look like Popeye's girlfriend, Olive Oyl.

That woman was Jane Maginnis Bloom—now Jane Bloom, MD. She was in the first stages of her journey to become a doctor. She already had a family of 10 children and helped her husband operate an egg farm with 3,000 chickens. She was in her 40s, and drove the egg truck to classes because the University would not allow undergraduate students to own cars. She figured she could get by driving a service vehicle, without considering that Angell Hall was not a place where eggs ordinarily would be delivered.

### 'You Keep Going'

Hers is a story of nurturing a life-long dream, and having the determination, courage, support and sheer guts to go out and make it happen. "You keep going, two steps forward, one back, and just do it," she says. At a youthful 70, she continues to work in the emergency departments of two area hospitals. "I love the work and the people with whom I work, especially the patients."

Bloom's interest in medicine began as a child, when she accompanied her father in his duties as a veterinary student in Ithaca, New York. The family had little money, having lost its savings in the Great Depression.

young girl's chin in her hand there, teaching and explaining and encouraging at every pause. Her vibrant aspect completely belies her septuagenarian status, a fact which can be at least partially attributed to her lifelong work.

"Work that is really a lifelong career does keep you young," she says. "It is very meaningful. New, interesting problems keep coming up all the time, and because new techniques develop too, you can do more and more difficult things, more complicated things that weren't possible 20 years ago. If I wanted to, I could have retired 17 years ago. But I've been lucky enough to spend my life doing what I've always wanted, in a field that keeps unfolding all the time, and I intend to keep looking for answers, and new questions, for as long as I can." **MT**

Louise Z. Moskowitz is a Philadelphia writer and a publicity and external affairs coordinator at the University of Pennsylvania.



# Commitment to a Dream



Bloom found it difficult to be in medical school while several of her children were adolescents.

After her father's graduation from Cornell in 1931, they moved to Oklahoma. Jane received an excellent education at St. Joseph's Academy for Young Ladies in Guthrie, a frontier school run by Benedictine nuns who gave their students "a foundation for life," she says. Her curriculum included "four years of Latin, two of French and German, two of math, science, philosophy, English and American literature plus grammar, history, table manners, grand silence before daily mass and, of course, *no boys!*"

In the fall of 1943, she enrolled in what was then Oklahoma A&M at Stillwater in pre-med, but experienced a major setback. "I had been in a convent boarding school, and the transition was difficult," she says. She withdrew during the first semester and horrified her parents by getting married. She met her husband, Bill, at a United Service Organization function in Stillwater, and he proposed the second time he saw her. They were married in March 1944. By the time the Army sent Bill overseas, Jane was pregnant with her first baby. Because Bill came from Michigan, Jane moved north to live with his parents while he was gone.

## Chickens and Eggs

Bill's family had a strong history of farming. As he and Jane continued to add to their family—they had seven children under 9 years old at one point—they bought a 145-acre farm outside Ann Arbor where they raised chickens and sold eggs.

It became evident, however, that they couldn't support their family solely on profits from the farm. Bill got a job at Parke Davis pharmaceutical company to supplement their income. In the meantime, Jane was taking care of the 10 children, 3,000 chickens and a house that was heated by a potbelly stove. She couldn't watch her youngest and tend to the chickens at the same time. Something had to change.

"We sat down, and as a family decided we would have to go out of chickens," she remembers. "Bill suggested I could get a job, but what could I do? I was a farmer's wife: I could babysit and candle eggs—neither of which was in great demand. I decided this was the golden opportunity to educate myself for a better job. I would return to school, but I had not

thought what that job would be."

Jane never considered any other school but the University of Michigan. In the spring of 1964, she donned two pair of hose so the holes in one pair wouldn't coincide with the holes in the other, and went off to the admissions office. There, she was directed to Paul W. Brubacker, admissions counselor, to whom she explained, "My children are growing, we are going out of chickens, and I'm ready to go back to school." Brubacker asked her what she intended to do. Totally off the top of her head she replied, "I intend to become a physician." Although she didn't know it at the time, Brubacker wrote on her application, "She intends to become a physician. Let no

one tell her otherwise." The comment followed her throughout her career at Michigan.

She was accepted as a special student. She was an undergrad at age 40, with a husband, 10 children and an egg truck.

## No Turning Back

Bloom was fortunate because throughout her life she had the benefit of good mentors. Brubacker was one of those people. He told her she and her husband would have a major adjustment to make, and might grow apart. He referred them to the appropriate counseling department at the University, so they could discuss what it would mean to the family when she enrolled. "I truly had to work through deserting my family," she says. "I realized my relationship with family and friends would change, but the desire to be in school was overwhelming. I can't describe it. I was excited and frightened at the same time. I could not have reversed my course if I had tried. Of course, there simply was no money. My husband's earnings supported the family. My return to school presented an additional financial drain."

At about the same time, she saw an article in the local newspaper describing a new department at the University for "motivated women returning to school." This was the Center for the Continuing Education of Women. The egg truck came in handy again. She parked in the loading zone of the Michigan League where CEW was located at the time, and entered the cramped office. She was CEW's second client.

"They gave support in personal, caring ways," she says. "When it looked impossible to keep going financially, they somehow came up with enough funds to keep the U of M class doors open. I suspect this was pooled from their own pockets."

Jean Campbell, the former director of CEW, remembers Bloom well. "She came in very early," Campbell says. "She came to us as an undergraduate, and she had never doubted that when she got around to going back to school, she would be able to. When she first came in, she did not tell me she wanted to be a doctor. Perhaps she thought she might frighten us all. But we all understood she had read Betty Friedan's *The Feminine Mystique*. She often came in carrying it under her arm.

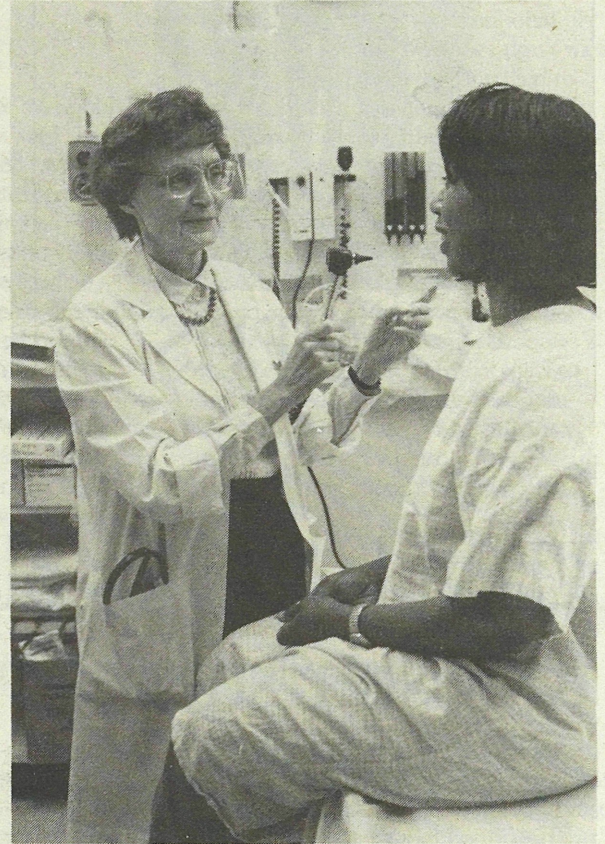
"CEW didn't have much money in those days, but we were there when she needed us. For the next 10 or 15 years, every time I gave a speech, I included an update on Jane Bloom. She is such a remarkable woman and such a wonderful CEW participant."

It took Bloom five years to complete her undergraduate degree in 1968, and her record was up and down. She had to drop courses when the load became too burdensome. She usually aced the final, but often was discouraged by results of smaller tests.

If the final test was weighted heavily, she received that grade. If the little tests were factored in, her grade reflected this. She slept on her books, hoping the information would seep into her head overnight.

She was not accepted into medical school on her first try, but her counselor convinced her to enroll in a master's degree program, explaining that if she left the University, she might never return. The next year she reapplied to medical school and got in. She was told she would have no individual consideration and was not to be a part-time student. "I didn't care," she says. "I was in. I was accepted at the U-M Medical School on my 25th wedding anniversary. What a gift!"

Medical school was a challenge the entire time, especially the beginning: from the pre-admission



Emergency medicine proved to be the field for Bloom.

interview, when she was asked how she intended to avoid having another baby, to the end of the second year, when many of her adolescent children were having serious growing pains while she was coping with a full class load.

When graduation came, her husband and all 10 children were present to share the moment. She was within a month of being 50 years old, and finally ready to start the work she was truly meant to do. She obtained an internship at Wayne County General Hospital in Detroit and followed that with a residency in internal medicine in Rochester, New York. In 1977, on her 53rd birthday, she passed her board on her first try and became a certified specialist in internal medicine.

Bloom worked for a time with a pioneer HMO organization and briefly had her own practice, but realized neither was for her. She began to moonlight in a local emergency department, and suddenly knew emergency medicine was her field. She is now a fellow of the American College of Emergency Physicians as well as a certified internist.

## Supporters and Mentors

Jane Bloom is aware that in spite of the advances in the women's movement and minorities' movements, there are still difficulties entering the professional fields. "My husband is very supportive," she says. "Without his help, I couldn't have done it. What one needs is a dream and total commitment to that dream. There has to be support—from family, friends and outside sources such as CEW. Mentors are vitally important. My models were many: any sex, any race, any age. I grabbed hold of every encouraging encounter. I might never see the person again, but I would cling to the sentiments, attempting to change myself in some small way. I think I networked intuitively."

Jean Campbell says Bloom "has returned any nurturing she got from us 100-fold. It wasn't easy for her, let me tell you. But she really didn't need any help from us. She was her own best expeditor. That self-confidence carried her along."

Soon after Jane returned to school, Bill Bloom enrolled in Washtenaw Community College to develop his own special interests. The couple celebrated their 50th wedding anniversary this March. "Our relationship has always worked for us," Jane says. "What counts is that you are helpful and comfortable and enjoy being together, regardless of formal education."

MT

Kathy Hulik '65, '68 MA, '75 MA, is an Ann Arbor free-lancer.



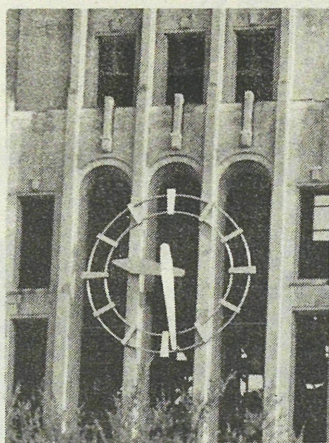
Off to work shortly after receiving her MD in 1974.

## ABOUT OUR COVER

A post-apple Eve—knowledgeable and clad—graces the garden of the Martha Cook Building. Alumnae of the women's residence hall, described as the most beautiful college dormitory in the nation when it opened in 1915, donated the bronze statue by Paul Suttman to mark the building's 50th anniversary.



## AROUND



## CAMPUS

## U-M launches plan to foster success of women

The University of Michigan announced April 15 a plan to foster the professional success of its women faculty, staff and students.

The initiative, the "Michigan Agenda for Women: Leadership for a New Century," sets the year 2000 as a target date for becoming "the leader among American universities in promoting the success of women of diverse backgrounds."

Drafted by President James J. Duderstadt in consultation with numerous women and men throughout the University, the Agenda proposes a range of goals and specific strategies and actions.

"The draft is just that—a draft," Duderstadt said. "We will be seeking the suggestions and contributions of many individuals and groups throughout the University community as the draft is refined. To achieve the vision proposed by the Agenda, it will be necessary to change the University in very profound, pervasive and permanent ways."

Duderstadt noted that he had a strong personal interest in the Agenda. "I am fortunate to be a friend and colleague to many talented, wise, energetic and determined women, and I have seen firsthand some of the barriers that continue to prevent women from achieving their full potential and contributing their great talents and leadership, not just to this University, but to society at large. And I have learned that at times, my male-biased view of the world was just plain wrong."

Calling the Agenda the "highest priority of my presidency," Duderstadt noted that the University has made some progress over the past two decades. "For instance, in 1950, women were only 32 percent of the student body. Today, women comprise 48 percent of undergraduate and 40 percent of graduate enrollments. Professional schools have made similar progress, and women have assumed more roles in middle and upper management.

"Yet, it is also clear," he continued, "that the University simply has not made enough progress. Our actions to date, while characterized by the best of intentions, have been ad hoc and lacking precise goals and strategies."

The Agenda, which proposes such goals and strategies, will augment the Michigan Mandate, the University's plan for evolving into a diverse, multicultural institution.

Among the Agenda's goals are the following:

- Develop and implement a targeted strategy specific to each unit for increasing the presence and participation of women staff and faculty at all ranks where they are underrepresented, with special attention to increasing the presence and participation of women of color.

- Improve assessments of gender patterns in compensation and resource allocation to staff, faculty and students.

- Establish a Presidential Commission to evaluate and restructure faculty tenure and promotion policies "to better reflect the contemporary nature of University teaching, research and service, and the increasing diversity of U-M faculty."

- Create a climate that develops opportunities for the full participation of women staff, faculty and students in decision-making processes.

- Commit the full resources required for the appointment of 10 new senior (tenured and tenure track) women faculty over the next five years. (In fall 1993 there were 281 senior women faculty and 1,683 senior male.)

- Create a career development awards program for women faculty members who make significant service contributions to the University, to assist them in their capacity to carry out research.

- Appoint more women to such key positions as executive officers, deans, directors and chairs.

- Assess University policies and practices from the point of view of family responsibilities (e.g. child and elder care), and implement appropriate actions.

- Analyze those job categories that traditionally have been dominated by women, such as the "office" job category, to address gender and racial equity concerns and provide better opportunities for advancement.

- Design and implement a campuswide education program for students, staff and faculty aimed at eliminating violence against women and discouraging

## Dalai Lama delivers Wallenberg Lecture

The Dalai Lama, Tenzin Gyatso, the spiritual and secular leader of Tibet and recipient of the 1989 Nobel Prize for Peace, told a University and community audience of 9,000 that the goal of humanity as it faces the 21st century is "to build a happier world."

The Buddhist leader also received from U-M President James J. Duderstadt the U-M's Raoul Wallenberg Medal, which the University established to honor Wallenberg and other champions of human rights. After graduating with a degree in architecture in 1935, Wallenberg returned to Europe. Working as a Swedish diplomat, he saved the lives of thousands of Hungarian Jews during World War II.

In delivering the fourth Raoul Wallenberg Lecture in Crisler Arena April 21, the Dalai Lama said that in the 20th century humankind "experimented with many things" that profoundly changed natural, political, economic and psychological conditions.

Recalling a recent visit to the Holocaust Museum in Washington, DC, the Dalai Lama said that the exhibits showed the full picture of humanity. The "immeasurable suffering" of those victimized by human greed, hatred and violence was negated by the "compassion and inner strength" of persons like Wallenberg, who "showed how much humanity can achieve."

The great qualities of the human heart—compassion, love and forgiveness—must be conveyed to people in some fashion; they must be developed, he continued. "And as society becomes more secularized, perhaps some of these moral qualities are being neglected at the same time."

If the 21st century is to fulfill his dreams for it, the Dalai Lama said, the present generations, and especially young people, must act with the gentility, compassion and positive frame of mind that are the "basic qualities of human nature."

The Dalai Lama said it is more important than ever before that universities shoulder the responsibility of developing "good hearts" as well as able brains. "Knowledge is a kind of instrument," he said. "It can be used positively or negatively. How it's used depends on that human self. Human affection makes for constructive use of knowledge."

Education can foster the self-discipline required to suppress negative impulses if it fosters compassion, which he defined as "concern for others' rights and close feeling towards others, and granting them the same rights you have to overthrow suffering."

In subsequent private meetings with students, faculty and administrators during his three-day visit, the Dalai Lama addressed a variety of topics, including the following

posed in questions from students:

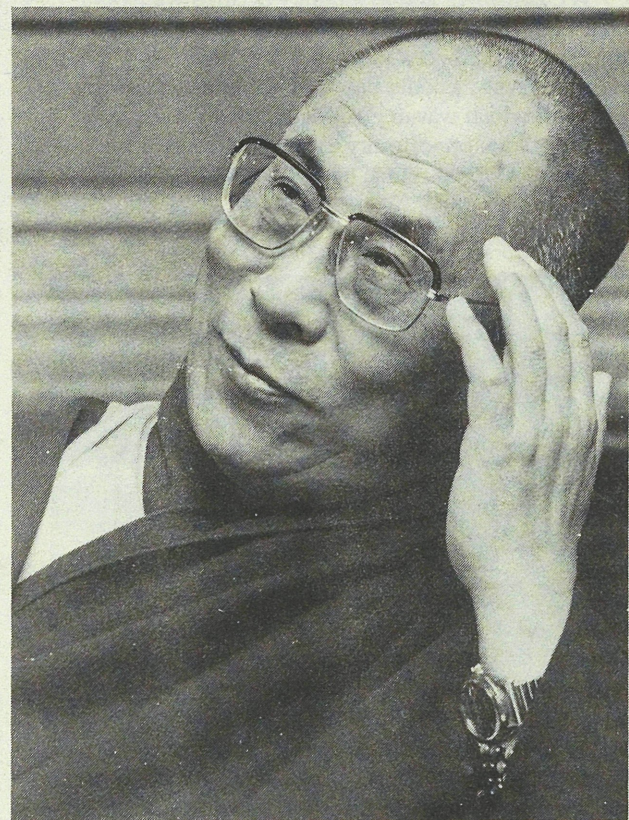
**On the universality of human rights:** "All beings that experience pain and pleasure have equal rights to seek happiness and overcome suffering. Whether it's rich people or poor people, this nation or that, this culture or that culture, we are all born the same way and die the same way. When certain cultural practices and traditions conflict with universal ideas like human rights, it is the culture that needs to modify, not the ideals of universal human rights."

**On non-violence:** "The idea of passive non-violence comes from an ancient Indian tradition, but in Buddhist tradition non-violence is not the mere absence of violence. Neutrality and indifference are not non-violence. Verbal or physical actions that come from compassionate motivation are non-violent."

"It can be difficult to judge whether an action is violent or non-violent if one looks only at appearances. "If you want to cheat or deceive someone, and with that motivation you use gentle words, a smile, or even give some priceless gift—such action seems non-violent on the surface, but in its deep nature it is violent. But actions taken sincerely to help others, even if you use harsh words or rough physical action, are not violent because the motivation is completely helping and affectionate."

**On high technology:** "There might eventually be some danger to our learning process if there is over-dependence on computers and other sophisticated machines that are helping us gain knowledge. We may become slightly lazy and less responsible and less prepared to make the extra effort to fully utilize our intellectual potential."

The Dalai Lama's visit was sponsored by the U-M's College of Literature, Science, and the Arts and Rackham School of Graduate Studies, and supported by the Warner-Lambert Lecture Series and the University Wallenberg Endowment. —JW.



The Dalai Lama



# Hentoff, panel tackle free vs. hate speech

Nat Hentoff lit into what he considers the tyranny of politically correct speech as the guest speaker at the seventh Annual Jack L. Walker Memorial Conference, "Free Versus Hate Speech in the Academic Setting." The March conference was organized by the Undergraduate Political Science Association.

Hentoff, a music critic and columnist and author of *Free Speech for Me—But Not for Thee*, decried "punitive group-think," whether from the left or right, "that has created a herd of independent minds that have given over independence of thought for the collective good."



Hentoff

Hentoff said that the academic ethos is "free inquiry," and that "we need to have more dialogues—that's why speech codes are stupid." He praised a school that sponsored "a three-hour free-for-all after which students began to see each other as individuals, breaking through group-think."

In contrast he noted that at Sarah Lawrence, "a guy was suspended for a year for inappropriate laughter," and he cited Michigan's previous "speech code," which was eventually struck down in court.

During what Hentoff predicted would be the "question and denunciation" period, Hentoff, eight panelists and audience members discussed the concept of hate speech, the

imbalance of power between professors and students, ways to deal with offending professors and the value of academic freedom.

Jayne Thorson, executive assistant to the Faculty Senate, said that about a third of all universities have speech codes, and defined hate speech as "speech that's intended to deny free speech, to push people away. Free speech allows exchange; efforts to prohibit hate speech help free speech."

"That's like burning down a Vietnamese village to save it," Hentoff countered. "If we say there are words you can't use, it drives bigotry underground."

Responding to Hentoff's statement that college is supposed to be challenging for students, not comfortable, Dennis J. Shields, associate dean and director of admissions at the Law School, said he thought it was the faculty who had



Shields

become too comfortable, "and when they're challenged, they cry academic freedom. Why does a professor think he can put forth provocative ideas and think that students must respond in ways he assumes? There's a power difference, and students are hesitant to confront a professor because it can affect grades and references."

Kim Lane Scheppele, Arthur F. Thurnau associate professor of political



Scheppele

science and public policy, said she, too worried "when academic freedom is used for professors to shut down and silence students. Academic freedom is invoked here inappropriately." The free-speech debate points to the need "to ensure that the classroom environment is open to discussion," Scheppele continued. "We need to talk about the diverse reactions

students have to material. That's what the University has tried to do, to take students' reactions into account."

Dean Edie N. Goldenberg of the College of Literature, Science, and the Arts urged students to speak directly to professors, to say, "I was really uncomfortable with what you said." A lot of comments are unintentional or jokey. We all say things we don't mean to say. Most people are appalled to have offended someone."

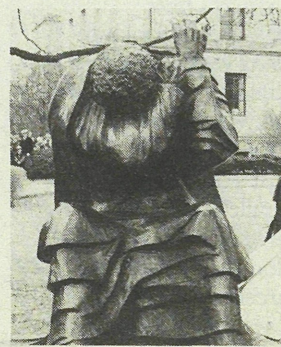
Hentoff denounced "star chambers" set up to try faculty for inappropriate speech, and urged students not to complain to a judicial board. "It's not wrong to be offended, but the procedures are wrong. We need to avoid speech codes because no speech deserves punitive action; it deserves a lot of education. It's always hard to have free speech, and it's becoming even harder outside. The university might be the only place where we can have real free speech. Keep it pure." —LRW.

## Holocaust Memorial is dedicated

A Holocaust Memorial sculpture by the noted artist Leonard Baskin was dedicated at a ceremony on the grounds of the Rackham Building in March.

The sculpture is a focus for remembrance of and reflection upon the genocidal assault on Jews by Nazi Germany and its supporters, said Todd Endelman, the William Haber Professor of Modern Jewish History, and keynote speaker at the ceremony.

President James J. Duderstadt joined Endelman in accepting the statue on behalf of the University from Robert



Levy, a U-M medical professor and president of the Ann Arbor Holocaust Memorial Foundation. The foundation spent six years raising funds for the memorial statue, and received donations from hundreds of people.

The statue—the figure of a seated man with bowed head and half-raised arm—stands at the corner of

Washington and Fletcher streets.

Its meaning is for everyone who looks at it to decide for themselves, said Baskin, who did not title his creation.

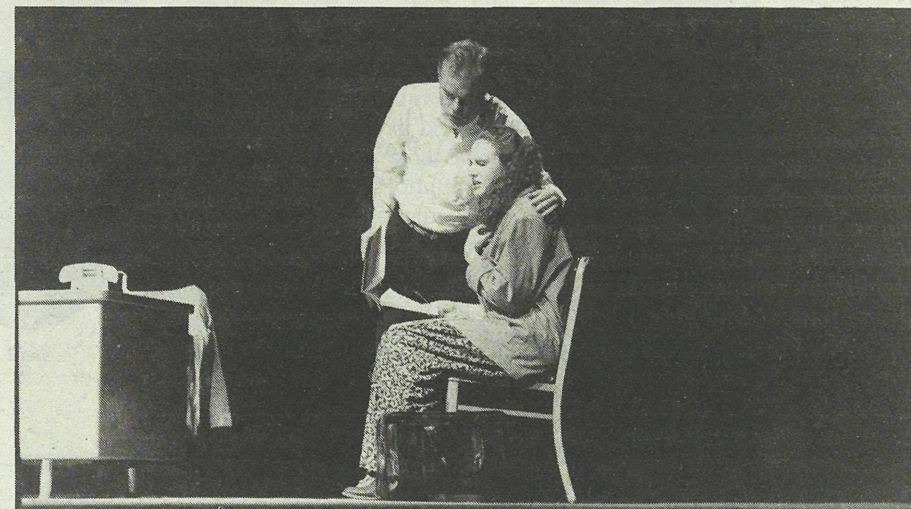
## Power Play

After attending a reading of David Mamet's *Oleanna*, a craftily ambiguous play about sexual harassment, power relationships between faculty and students, and trendy ideological rigidity, students, faculty and staff in March discussed some of the most sensitive topics on college campuses.

*Oleanna* features two characters, a faculty member named John and a student named Carol, in several discussions in John's office. The events of the play's first act involve comments loaded with possibly but not necessarily sexual innuendos, physical contact that can be seen as inappropriate, and a promise from John that Carol, who has expressed low self-esteem about her academic potential, needn't worry about getting a good grade if she discusses the course's subject matter with him in his office.

In Act II, Carol informs John that she belongs to a radical feminist organization that has convinced her to formally charge him with sexual harassment. The accusation swiftly results in John's loss of his bid for tenure and his job; a house deal collapses and his marriage is threatened as well.

After the reading, the audience of several hundred adjourned from the Power Center to the Rackham Building for a Conversation on Academic Priorities program titled "Learning from



In one of *Oleanna's* many ambiguous moments, John, played by drama professor Leigh A. Woods, puts his arm around his student, Carol, portrayed by Cecilia Grimwald '95 of Big Bend, Wisconsin.

*Oleanna*," sponsored by the Horace H. Rackham School of Graduate Studies.

Graduate School Dean John H. D'Arms, the Gerald H. Else Professor of Classical Studies and vice provost for academic affairs, told *Michigan Today* that he had conceived of the reading and discussion as "a perfect vehicle for generating candid reflection on important campus topics, without reducing them to particular cases of harassment, discrimination and the like."

D'Arms said that "works of art—a poem, a symphony, a painting—offer a powerful 'objectivity'; they are special experiences which permit audiences to distance themselves from day-to-day issues and see these in different, broader perspectives. Seeing the play was thus

crucial to the success of the whole undertaking, and we were fortunate to secure the rights to *Oleanna* from David Mamet and his producers."

During the discussion conducted largely by a student-faculty panel, Phoebe C. Ellsworth, professor of law and of psychology, said that some incidents in the play are everyday occurrences in higher education. "In America we have an egalitarian ideology, which is at odds with reality," she observed. "We don't like to talk about power difference. We think we should treat each other as equals and this can result in ambiguity in relationships." "Student-teacher relationships are emotionally charged and can be

erotically charged," Ellsworth said. Some teachers even marry their students, she noted. "Personal relationships are risky. Power differentials can make them even riskier," she commented.

Ellsworth said she would be hard pressed to find any women professors who are now in their 40s and 50s who had not been harassed or abused as a student, or at the least been subjected to remarks about their physical appearance. "There were hands up your skirt, hands down your shirt," Ellsworth said.

Although female students are less likely to be harassed today than when she was a student, Ellsworth said, the climate for women "can still get better" despite the increase in female faculty members and support groups.

June M. Howard, associate professor of English and of women's studies, recalled a line from *Oleanna* in which John says to Carol, "Don't you look fetching." A teacher owes it to a student to value students' work, Howard said, but not their appearance. Teachers should "stay impersonal" if there is any doubt as to the effect of complimenting a student's looks or outfit.

Sociology major Rebecca Kidder '94 said students should speak out when a professor says something that inhibits learning. She also praised the new U-M Faculty/Staff Sexual Harassment Policy, which includes confidential counseling as an option.—JW.



Eliza Haywood was one of the first novelists in the English language, but she needed rescuing from obscurity and disrepute

# 'Love's Pow'rful Queen'

**W**omen's views of love make the publishing world go round. It all began 270 years ago with Eliza Haywood, whose best-selling novels captivated readers with prose like this:

"Fly this barbarous Place, O thou once most charming of thy Sex, and still valued, though an Eunuch."  
 "That passage from *Philidore and Placentia*, a novel of 1727, gives you an idea of Eliza Haywood's plots—not exactly classics, but fun," says Christine Blouch, assistant professor of English at Bradley University, Peoria, Illinois. Blouch received her PhD from Michigan in 1991, and won the English department's Thorpe Award for the outstanding dissertation. Blouch established that Haywood may have as much right to be called the first English novelist as Daniel Defoe.

Eliza Haywood, 1693?-1756, wrote *Love in Excess* in 1719, the year of Defoe's *Robinson Crusoe*. Haywood's romance novel went into seven printings over 10 years and was second only to Defoe's book in popularity. "It's hard to find a parallel in our time for a career like Haywood's," Blouch says. Haywood's career spanned almost 40 years. She wrote more than 50 novels, had four plays performed, published six periodicals, made numerous

translations from the French and also wrote poetry, political satire and a popular conduct manual for female servants. Rounding out her versatility was a 1735 chronicle of the British theater, *A Companion to the Theater*, which was in print for 20 years.

"The early 18th century was marked by increasing literacy among everyone, but especially women who created a new audience for literature," Blouch notes. "Women had always published private collections of verse, circulating poems to friends, but had not been successful in the literary marketplace. That began to change in the previous generation when Aphra Behn (1640-89) was able to support herself with her writing. Behn paved the way for authors like Delariviere Manley, Penelope Aubin, Jane Barker and Haywood.

"When Haywood began writing there was precedent and an audience," Blouch says. "What she offered were lively, erotic books that became hugely successful." In a typical Haywood novel a beautiful heroine with a foreign name ("Haywood's characters are really English, but she puts them in remote countries so they can do things that would take explaining in England," Blouch says) succumbs to the wooing of a man.

### Heroines in Pursuit

But sometimes, as in *Fantomina*, the Haywood heroine is in pursuit, assuming disguises so that the fickle man she's pursuing falls in love with her again and again.

Haywood's heroines are ever mindful of the consequences of sex out of wedlock—pregnancy and loss of reputation—yet "they risk them sometimes four or five times in a single chapter," Blouch says. "To Haywood, love and passion could be both irresistible and fatal to women; in fact the word 'fatal' appears in many of her subtitles."

In *The Tea-Table* (1725), Haywood distinguished between the gendered consequences of passion:

Gentlemen!...No Ruin of Character, no Loss of Fame, glare in your Face, and stop the Progress of your Passion... But 'tis not so with us... when Woman falls a Prey to the rapacious Wishes of her too dear Undoer, she falls without Excuse, without even Pity for the Ruin her Inadvertency has brought upon her.

Haywood's life displays a combination of vulnerability and chutzpah. The circumstances of her

birth and marriage remain unknown; Blouch is working to discover who Haywood's parents and husband were. By 1719, only in her mid 20s, she had written *Love in Excess*, separated from her husband and given birth to two children who were probably illegitimate.

Haywood began her career as an actress, and possibly turned to writing to support her family. She was a part of the London literary scene and counted among her acquaintances Daniel Defoe, Henry Fielding and the fast-living poet Richard Savage (the subject of a famous biography by Samuel Johnson). Blouch has established that Savage was probably the father of one of Haywood's children.

### Haywood's Historic Journal

In a lively literary world where authors responded to each other in new works, Eliza Haywood held her own. When Henry Fielding wrote *Tom Jones*, she wrote *Betsy Thoughtless*. In response to Samuel Richardson's *Pamela*, she wrote *Anti-Pamela*. And her journal, *The Female Spectator*, the first periodical written by a woman for women, was a response to Joseph Addison and Richard Steele's *Spectator*.

"Haywood employed the custom of challenging other writers' works because she had points she wanted to make," Blouch says. "She argued that male writers misrepresented women. To them, women were the object, perceived through male interests. She was among the first to describe women subjectively, attributing sexual feeling and desires to them. For example, Richardson presented Pamela as the hapless, pursued object. But the heroine of *Anti-Pamela*—whom Haywood named Syrena Tricksey—was an out-and-out sex fiend with big plans."

In *The Female Spectator* Haywood wrote such articles as "Flying-Machines: The Impossibility of their Use," "Caterpillars: Their Structure Very Amazing," "Study of Philosophy Recommended," "On Gaming," "Fibs: The Danger of Them," and "A Letter from John Careful on Tea: Its Constant Use Prejudicial." As Blouch sums up, "She wrote about anything."

### 'No Sex in Souls'

Haywood also challenged the famous assertion by Addison and Steele that, "There is a sort of sex in souls." She responded decisively, "There is, undoubtedly, no sex in souls." Haywood ascribed the following motives to men's opposition to the education of women: "Learning puts the sexes too much on an equality, it would destroy that implicit obedience which it is necessary the women should pay to our commands. If once they have the capacity of arguing with us, where would be our authority?"

Haywood's books were popular and gathered notice, if not traditional critical acclaim. "In the early days of their relationship, Richard Savage wrote dedications to her novels in purple poesy," Blouch says, "such as, 'Eliza, still impatient Love's pow'rful Queen! Let Love, soft Love! exalt each swelling Scene.'"

But this unprecedentedly successful woman writer came under sharp attack, Blouch says, "because of the sexual activity of her characters. Male authors felt free to describe their own sexual appetites but attacked women whose female characters expressed desire and acted on it." But perhaps their "moral" attacks were meant to disguise the underlying source of antipathy—envy over the sales of her books.

"Because of the high stakes involved in the burgeoning market for literature," Blouch notes, "writers began to fight for turf." Haywood's most famous detractor was Alexander Pope, whose attack on her in his poem about hack

writers, *The Dunciad*, has for a long time been her best-known literary notice:

See in the circle next, Eliza placed,  
 Two babes of love close clinging  
 to her waist.

"Pope equated her 'two babes of love' with her 'illegitimate' literary output," Blouch says. "And to be sure that no one missed the point, he added in a note, 'In this game, is expos'd in the most contemptuous manner, the profligate licentiousness of those Shameless Scribblers (for the most part of that Sex,



Haywood



Swift

which ought least to be capable of such malice or impudence.' Pope would not have paid so much attention if her books had not been selling so well." Haywood became the target of choice for other male writers, too. Jonathan Swift called her a "stupid, infamous, scribbling woman," and Savage,

For all that Blouch has researched Haywood, the woman remains elusive. "We still know very little," Blouch points out, "about a woman who seems to have lived a life beyond the imagination of most of her female protagonists, few of whom were stay-at-homes by any standards."

## At the Kitchen Table (Or: Why I write romance novels)

"Nina didn't get married, of course, because her beau saw her naked arm. Came up onto the porch when they were trying a new gown on her. Alta, now Alta was engaged to Luther, and you know what happened there."

It's Thanksgiving. I'm 11 and am chopping apples in a hot, crowded kitchen listening to the talk of the women in my family while they baste the turkey, stir the cornbread, cream the corn, slice the yams. Mother tips the pan of potatoes over the sink to drain off the steaming, milky water, and continues.

"Now, Alta, well, she was going to marry Luther, he never was any good, though I met him when I was 13 and he was nice to me. That was when my sister and I spent the summer with him and Alta in Dysart, when

turning against her after the end of their affair, called her "a cast-off Dame [who] Pants, And melts, and swells, and pens luxurious Rants." (And then he added that he had never read any of her books!)

The Earl of Egmont summed up this disparaging view in his diary when he called Haywood a "Whore in her youth, a bawd in her elder years, and a writer of lewd novels, wherein she succeeded tolerably well. By the use of these several means she had amassed, 'tis said, near 10,000 [pounds]."

### The Double Bind

Haywood saw her situation as typical for women writers: "If her efforts be pitiable," Haywood wrote, "'tis said to be Nature; if she succeeds, 'tis to censure."

It used to be assumed that after she was ridiculed in *The Dunciad*, Haywood retreated into silence. Blouch reasoned, however, that silence would have been improbable for a writer of such provocative and fearless spirit, so she looked for other Haywood writings in London and discovered new works not previously attributed to the author. Blouch also argues that Haywood returned to the theater in the 1730s following Pope's attack and appeared in at least six plays. "Those were not the actions of a woman retreating from public notice," Blouch observes, and adds that at the time of her last illness, Eliza Haywood was trying to establish a new periodical.

Moby Dick was blown out of the water

The popularity of women writers that began with Eliza Haywood continued through the 19th century. And so did the attacks by male critics and competitors.



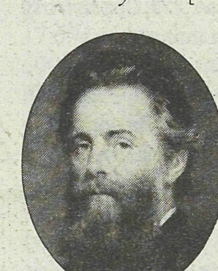
Alcott

Popular Gothic author Clara Reeve, surveying the literary scene in 1785, wrote that the "learned men of our country" had "contempt for this kind of writing" and saw romances as "proper furniture" only for women's libraries.

Popular fiction was changing as the 18th century drew to a close. In the 1800s the open eroticism of Eliza Haywood gave way to the circumlocution and sentimentality of the romantic and Victorian periods. But women writers adapted to the new mores and continued to command a huge audience.

"Most people, if asked to identify the best-selling American novels of the 19th century, would probably name something by Melville, Hawthorne or Twain," scholar Christine Blouch says. "But, in fact, they were by women." The century's best sellers were *Uncle Tom's Cabin* by Harriet Beecher Stowe and *Little Women* by Louisa May Alcott.

Another top seller was Susan Warner's *The Wide, Wide World*, published in 1850. "It blew *Moby Dick* [1851] out of the water," Blouch says.



Melville

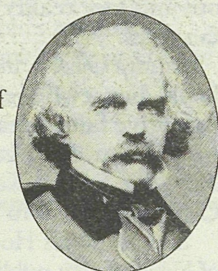
Herman Melville was so embittered by the excitement and sales generated by Warner's book, Blouch says, "that in 1852 he wrote *Pierre, Or the Ambiguities*, the story of a young man who ends up tragically warped from having read too many women's novels." As he admitted in a letter to his publisher, which said that *Pierre* was "more calculated for popularity than anything

you have yet published of mine—being a regular romance," Melville was aiming at that very audience of women. But *Pierre* sold only 1,856 copies in the next 35 years. That dismal failure led Melville to excuse himself from such projects with the sour-grapes explanation that he could no longer be "entertainingly and profitably shallow in some pellucid and merry romance."

Nathaniel Hawthorne, too, resented the huge audience for women writers. He railed about the "damned mob of scribbling women" and belittled the audience that flocked to them by characterizing it as "that great gull, whom we are endeavoring to circumvent." MT



Warner



Hawthorne

Readers (anonymously), writers and critics reflect on 'them'

"The *LS&A* professor said that she wouldn't publicly admit that she read 'them' and wouldn't carry them to work. She added that she had friends who wouldn't admit to reading them either."

The professional consultant and faculty wife said that she wanted to be taken seriously and that if people knew she read them, "it would make me seem unprofessional."

The Rackham PhD candidate loves to read them but rejected even an anonymous interview, concerned that it would detract from her academic seriousness.

A professor reported to be writing one refused to speak about it when she was contacted by telephone.

It appears that academic tolerance for ideas does not extend to the genre of romance novels. Reading romance novels at a big U is strictly non-U. Westerns, mysteries, thrillers, action-adventure and science fiction novels are accepted as appropriate escape literature for readers of either gender. Romance novels are dismissed as trash.

The novelist Nicholas Delbanco, who directs the Hopwood Awards and the graduate creative writing program at Michigan, offers a story to illustrate his disdain for the genre.

Delbanco read Baroness Orczy's *The Scarlet Pimpernel* at the age of 11 and told everyone it was a great book. At 17, a teacher encouraged him to read it again. "It was an atrocious book, a real bodice-ripper. I could not read it now. In some sense the distance I traversed between those two ages is the distance we as teachers all want our students to cover—the long and winding road towards adult literacy.

"I don't admire romance fiction. It candy-coats reality. No matter how popular romance fiction is," Delbanco adds, "we have to keep it in proportion. Waller's *The Bridges of Madison County* is amazing everyone. Still, he makes less money than Sylvester Stallone.

"It's surprising that people who don't know how to read are still reading," Delbanco says. "People on airplanes would rather read than watch TV or use headphones. There's a kind of privacy that reading provides when the consumer chooses to escape."

Faulting romance novels on literary grounds is common even among those who enjoy the genre.

Nancy Lowenbergh, coordinator of brain research in the Division of Nuclear Medicine at the U-M Medical Center, had "always bad-mouthed" romance novels but now enjoys them after finding *Outlander* by Diana Gabaldon. "It had romance and history. Being a Scot, I know about the Jacobite era and the facts were correct. This is an incredible book, and the writing is wonderful."

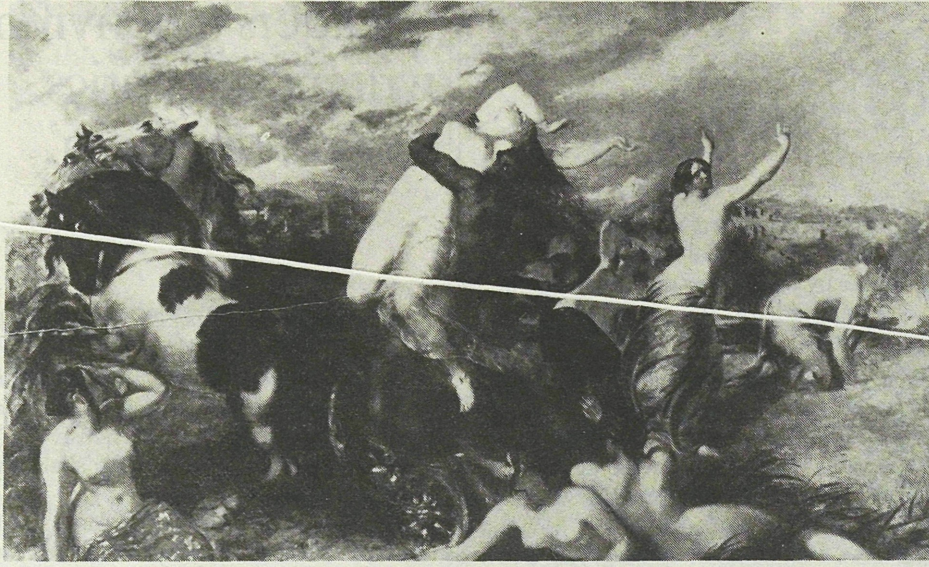
"Men's fantasies often deal with violence," adds Joan Avery '68, whose romance novel *Angel of Passage* was published last year. "That's more threatening to society than women's fantasies about love. We're not in danger from too much love. Why do we get defensive and they don't? Men's fantasies are legitimate and so are ours." MT



Linda Walker in the grip of a 'non-U' fantasy.

Linda Robinson Walker's second Regency novel, *Thief of Love*, was published by Jove/Berkley in May. She received a master's degree from the School of Social Work in 1966.





'Pluto Carrying Off Proserpine' by William Etty (1839), Victoria and Albert Museum, London.



'The Return of Persephone' by Frederic, Lord Leighton (1891), Leeds City Art Gallery.

## My Hero . . . You Villain!

Most interpretations of popular literature owe a great deal to Northrup Frye's *The Secular Scripture* of 1976. His thesis is that romance bears mythic messages. As Frye put it:

"The heroine who is saved from rape or sacrifice, even if she merely avoids Mr. Wrong and marries Mr. Right, is reenacting the ancient ritual which in Greek religion is called the anabasis of Kore, the rising of a maiden ... from a lower to a higher world."

In the myth's oldest known form, as recounted by the scholar Walter Burkert, the maiden is Persephone, the daughter of Demeter, the goddess of corn and the fruits of the earth. In the Homeric *Hymn to Demeter*, Persephone (or Proserpine) and other girls are gathering flowers in a meadow when, as Persephone

bends to pick a flower, the earth opens up and Hades, god of the underworld, seizes her and carries her off. Demeter, lamenting the loss of her child, refuses to let anything grow and the earth becomes fallow. The gods allow the underworld to be opened up for Persephone's rising up or return, and the world flourishes once again.

Scholars have noted that the role of Hades in the tale is ambivalent, and this ambivalence is akin to the powerful contradiction that shapes the character and deeds of heroes in romantic novels. This dialectic of romance is captured in the question Burkert asks of the Kore tale: "Is Kore carried away to marriage, to death, or to both at once?"

## Romance Yea or Nay

Jayne Ann Krentz, "The Alpha Male," *Romance Writers' Report*, January-February, 1990: **Why do we keep looking for ways to sneak those macho heroes and those retrograde plots past those vigilant people who are standing guard to make certain we stay on the straight and narrow and produce only politically correct heroes and stories? ... I'll tell you why ... In order for the book to be a powerful romance ... our heroes must play two roles. They are not only our heroes. They are also our villains. They are the challenge our heroines must meet and conquer.**

Tom Henighan, who teaches English at Carleton University in Toronto, in *The Romance Revolution*, by Carol Thurston: **If I became a dictator, God forbid, maybe the first thing I would do would be to ban Harlequin romances and burn down the factory that makes them, and society would be much**

**better thereby, because women would have to go out and face reality instead of reading these fantasies.**

Sandra Gilbert, in *The Romance Revolution: What hooks housewife-readers on these endlessly repetitive fairy tales of desire? Why don't they move from *The Flame and the Flower* to *Pride and Prejudice* ... from Kathleen E. Woodiwiss and Celeste de Blasis to Bronte and Lawrence?*

Samuel Storrs Howe, "The Dangerous Prevalence of Fiction," first published in *The Annals of Iowa*, 1884: **More than one lunatic asylum, if the register of the causes of madness are duly kept, will contain inmates brought there by the influence of tales, and novels and romance—that truthless literature of this age. ... And outside of the insane hospital ... as one father actually confessed, 'excessive reading' of fiction had given his daughter 'fits of insanity.'**

### The Lighthouse



Illustration by Robert A. Maguire

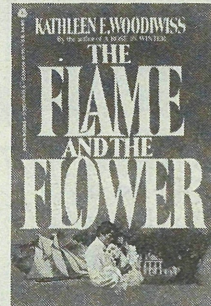
The protagonists of alumna Laura Halford's *Hostages to Fortune* are shown at the Au Sable Light Station on Michigan's Pictured Rocks National Lakeshore.

While doing research, Halford slept one night on the 18-inch catwalk at the top of the lighthouse. "A storm came up with winds and thunder and rain in sheets. That storm is in the book."

"Laura Halford" is one of the pen names (the other is "Jocelyn Griffin") of the 1968 honors graduate in medieval and renaissance studies who also teaches humanities to junior and senior high school students in Farmington Hills, Michigan. Her first book, *The White Wave* (1977) sold 1,000,000 copies worldwide in seven languages and 14 countries.

## ROMANCING THE BUCK

Women as readers, buyers and writers continue to dominate the publishing world.



- It's generally accepted in the book industry that women purchase between 80 and 85 percent of all books — Paul Dinas, of Zebra Books.

- Of the 7 to 12 percent of the adult population which reads serious contemporary literature, the typical reader

is a woman — Jonathan Yardley, citing a study in the Book Research Quarterly.

- Every year for the last 10 years, American publishers have released an average of 45,000 new titles. Roughly 10 percent of these are fiction—including mysteries, melodramas, romances, military sagas, thrillers and so on.

*The New York Times Book Review* receives 8,000 books and bound galleys each year; only about 2,500 are reviewed. Staff workers toss out anything judged inappropriate for review (romance novels, genre westerns, game books, how-to books, textbooks and so on.) — Michael Norman, *New York Times Book Review*, February 6, 1994.

- Some 60 percent of all US households didn't buy a single book in 1991. Romance novels account for 46 percent of all mass market paperbacks sold in the US in 1991. Spending on the romance market, not just books, came to \$750 million in 1991. Average age of romance novel readers, 39 years; 45 percent are college educated; more than 50 percent work outside the home; average household income: \$40,000 — *Forbes*, July 6, 1992.

- There are 4,634,000 copies of Kathleen E. Woodiwiss's *The Flame and the Flower* in print. It has gone through 74 printings. This was the first historical romance to go into the bedroom. Published in 1972, it helped set off the 1980s romance novel boom — Liz Perl, Avon Books.



Moody's gives U-M a top rating

# Growth in Endowment Fund Helps Secure U-M Future

By Rick Krupinski

**T**he University of Michigan Endowment Fund, an investment pool for hundreds of individual endowment gifts received since the University's founding, forms a financial foundation for Michigan's programs of education and research.

The Endowment Fund's capital is invested to provide support that is distributed to the schools and colleges donors have designated. Among other things, the Endowment funds scholarships and fellowships, programs and professorships throughout the University.

Small wonder, then, that news this spring of the Endowment Fund's growth in 1993 to \$911.8 million—an increase of 33 percent in one year—pleased alumni like J. Ira Harris '59 BBA. Harris, senior partner of Lazard, Freres & Company in Chicago, is a member of the University's Investment Advisory Committee (IAC). The IAC is an alumni group of investment experts who provide guidance to the U-M investment staff. Establishing the committee was part of revamping Michigan's investment management policies over the last decade.

"The Endowment's growth over the past 10 years and its excellent 1993 performance," Harris explains, "speak to a sophistication of investment management that is serving the students, faculty and donors of the University exceptionally well."

In 1993, \$37.6 million was available for distribution to schools and colleges, compared with \$30.5 million the year before.

"What's going on at Michigan is top class," adds IAC member Patricia deBlank Klink '67, president of the New York-based investment management services firm Advisers Capital Management Inc. "Returns in 1993 are the result, in part, of an intense focus on continually reviewing the best possible investment strategies," says Klink. "It's complicated and difficult to manage a portfolio for excellent rather than average returns, and the University is committed to ensuring the best investment management over the long term."

Another IAC member, developer/investor A. Alfred Taubman '91 LLD (Hon.), agrees. "We cannot overstate the importance of the Endowment Fund to the University's future," he adds. "It is a key indicator

of the strength of the institution and essential to its quality."

Moody's Investors Service recently reinforced Taubman's point when, based largely on the strength of the Endowment, it upgraded the University's bond rating to the highest ever assigned to a public university. Referring to Michigan as a "flagship state university" and "one of the nation's leading educational and research institutions," Moody's said in upgrading the bond rating from Aa to Aa1 that "the University's financial condition is very strong" and cited successful fundraising campaigns as well as sound fiscal practices as principal reasons.

In addition to Harris, Klink and Taubman, other members of the IAC are David Belin '53 MBA, '54

JJD, a partner in Belin Harris Lamson McCormick, Des Moines; Terrence Elkes '58 LLB, managing director of Apollo Partners, Ltd., New York; and Sanford "Sandy" Robertson '54 MBA, chairman of Robertson, Stephens and Company in San Francisco.

*Increasing the Endowment is a key objective of the Campaign for Michigan, which seeks to raise \$125 million for endowment of student scholarships and fellowships and \$190 million for endowment of professorships throughout all the University's schools and colleges.*

*For more information, contact the Campaign for Michigan, 301 East Liberty Street, Ann Arbor MI 48104-2260; or phone (313) 998-6000.*

## New Gifts, Investment Gains Spur Endowment Growth

"The University of Michigan has arguably the greatest history of broad-based private giving among this country's public universities," says Norman G. Herbert, U-M treasurer and investment officer. "It's no coincidence that it is also one of the strongest public universities in quality of teaching and research."

New gifts played an important role in Endowment growth in 1993, as did the overall investment return of 17.5%, a rate that exceeded both the Standard & Poor's 500 and the Lehman Government Bond Indexes for the year. This success is in no small measure the result of concerted efforts to change investment strategy and management.

"During the last half of the '80s we took a hard look at the way we manage investments at this university," Herbert says. "We adopted a far more aggressive approach than we had traditionally."

Farris W. Womack, U-M executive vice president and chief financial officer, says of changes in strategy and investments, "We've worked very hard to bring investment sophistication to Michigan's portfolio. Results have been good, and we think we're positioned

to take advantage of opportunities in the future. The importance of good management has never been greater."

Starting with a portfolio comprising domestic, publicly traded stocks and bonds, the U-M has since diversified the portfolio to include international exposure and investments in private markets such as real estate, oil and gas, and venture capital. The goal is to balance high return with safety through a variety of investments. The endowment has grown 473 percent over the 10 years during which diversification and policy changes have been implemented.

"Looking to the future," Herbert says, "the Endowment will play a critical role in the University's effort to achieve a more balanced financial structure and ultimately to have a larger voice in determining its own destiny."

*According to Fiscal Year 1993 endowment information, some peer institutions still outpace U-M: Harvard's endowment totaled \$5.8 billion, Stanford's was at \$2.9 billion, and MIT stood at \$1.8 billion. (Source: NACUBO Endowment Study, 2/94.) — RK.*

## SEATS OF LEARNING

# Endowed Chairs Are at the Base Of University's Intellectual Life

### The Cecil J. Nesbitt Chair in Actuarial Science

So important to educational quality are endowed chairs that the establishment of one is key to an effort under way in LSA's Department of Mathematics to restore the Actuarial Program to the position it held during the 1940s and '50s. Many past and present leaders in the field of actuarial science were trained in the program in those decades.

A group of Actuarial Program alumni is helping the rebuilding effort and assisting with fundraising strategies. The bachelor's program is being strengthened and a master's program is being developed.

In response to the groundwork of the leadership group, Actuarial Program alumni established in 1992 the Cecil J. Nesbitt Actuarial Education Fund to endow a chair whose

holder is to direct the revitalized Actuarial Program.

Professor Nesbitt is the longest-serving actuarial faculty member and one revered by four generations of students. Despite retirement, he still puts in full days in the Actuarial Program offices. Though named for Nesbitt, the chair will honor all the distinguished actuaries who have taught for at least two years in Michigan's Actuarial Program.

The first contribution to the Fund was a challenge gift from the Byrne Foundation; to date, over 50 donors have pledged or made gifts totaling more than \$475,000. Major gifts have come from alumni Walter Menge, Curtis Huntington and John Byrne.

"Fully endowed chairs are the most effective means of ensuring that first-rate scholars

come to Michigan and stay," notes Edie Goldenberg, dean of the College of Literature, Science, and the Arts. "They are the prestigious cornerstones of a university."

When the Nesbitt Fund reaches \$1.5 million, it will support the Cecil J. Nesbitt Chair in Actuarial Science, and Michigan will be poised to reclaim its prominent position in actuarial studies.

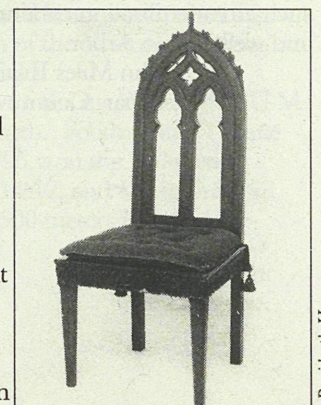
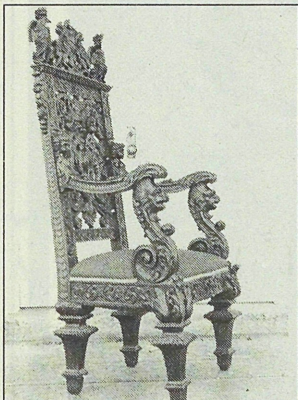
### The Bates Professorship of the Diseases of Women and Children

The first gift to Michigan designated specifically to endow a named chair was made by Elizabeth Bates, a physician from Port Chester, New York, who died in 1898. Like many donors of endowed chairs, Dr. Bates used her gift to promote an interest close to her heart: the medical education of women.

While she was not a Michigan alumna and quite possibly never visited the University, Dr. Bates was impressed by the fact that the Michigan Medical School was one of the few in the nation at the turn of the century to admit women, and she gave the bulk of her estate to the School.

The current holder of the chair, Timothy R. B. Johnson Jr., was appointed chairman of the Department of Obstetrics and Gynecology last year, and named the Bates Professor of the Diseases of Women and Children, a position traditionally held by the department chairman. Dr. Johnson is nationally known for his work in maternal-fetal medicine.

Simpson Memorial Research Institute



President's House



# LETTERS

## Preserving the Best

I ENJOYED Susan Wineberg's article on preservation in the March issue very much. As a graduate of the School of Architecture, I, of course, enjoyed reading about the many buildings she mentioned. It brought back memories of walking the Quad and taking classes in some of the rooms in these fine buildings.

I would be interested in purchasing her book *Historic Buildings, Ann Arbor, Michigan*; if you could tell me where to buy it I would appreciate it.

Leslie H. Kenyon  
Peoria, Illinois

*Ed. Note: The book is available for \$14.95 plus \$2.50 postage/handling from the Ann Arbor Historic District Commission, 312 S. Division, Ann Arbor MI 48104.*

YOU STATED in "Building on Tradition" that the Undergraduate Library expansion has been funded by tax-exempt bonds secured by a pledge of student fees; that the Cancer and Geriatric Center has been funded with debts secured by Hospital revenues; that Mott Children's Hospital has been funded with debt secured by Hospital gross revenue; that Randall Laboratory renovation has been funded by tax-exempt bonds secured by a pledge of student fees; that East Engineering renovation has been funded by tax-exempt debt secured by student fees.

*Michigan Today* states, that the Electrical Engineering and Computer Science Building has been funded by bonds issued by the State Building Authority; that North Campus Commons has been funded by borrowing secured by a pledge of student fees.

Would the University Provost consent to explain, how this debt funding is distinguished in law from Bills of Credit emitted by the State of Michigan?

Robert Maxwell Lauer  
Boulder, Colorado

## Interdisciplinary Programs

I WAS pleased to read about the interdisciplinary Program in Evolution and Human Behavior, and the use of faculty from multiple departments in the Religion 404 course "The Theory and Practice of Evil in the 20th and 21st Centuries."

One of the primary strengths of the University of Michigan is the willingness of the University administration, and the faculty members of various departments, to undertake interdisciplinary projects such as those mentioned above. The stimulation and creativity which such efforts engender contribute to the richness and quality of undergraduate and graduate education at U-M in many ways.

I am delighted to see that support for such cross-fertilization continues alive and well in Ann Arbor.

John Miles Evans, PhD '82  
Castlebar, County Mayo, Eire

LAURA BETZIG'S article "Sex in History" should have been called "Some Heterosexual Activity in History," or a more precise title about the content of the essay. Some of those who had only one wife also had homosexual experiences, and some of the concubines, slaves, prostitutes and others who were used for sex by men in power were at least bisexual. Even a short piece on sex in history needs to be more comprehensive in scope than Ms. Betzig's essay was.

Wm. Walter Duncan '49 MA  
Professor Emeritus,  
City University of New York  
New York

NO, I HAVEN'T heard the one about Nelson D. Rockefeller ("Sex in History"), but I've heard many stories about Nelson A. Rockefeller. Cheers!

Carl Stein  
Durham, North Carolina

PLEASE NOTE that Laura Betzig is not "religiously correct" when she or other writers refer to the Roman—or Papal, Latin or Vatican—Church as the "Catholic Church."

There is a "Catholic Church"—the "One Holy Catholic and Apostolic Church"—which is usually known as Eastern, Greek, Russian, etc., or simply as the Orthodox Church. This distinction in terminology/identity is similar to one properly identifying "milk": If one needs 2% milk for diet or especially health requirements, one better make sure 2% is specified or 100% milk may be provided.

Thus, celibacy of priests is a Roman, not Catholic, practice—Orthodox Catholic priests must be married before ordination unless they decide to be "Monk" priests. And, besides the Roman innovation of Papal Supremacy and the FILIOQUE Clause which are major causes separating Rome from "Catholicism," there is the more practical/social impacting innovation by Rome (and subsequently "taken" with them by the Protestants when they separated from the Roman Church): Pascha or Easter. Rome changed the original requirement by the Holy Fathers that Pascha must not be celebrated until the completion of Passover so that, for example, this year Passover begins on 27 March, non-Orthodox Easter is on 3 April, and Orthodox Pascha is on 1 May! (Next year these dates will be respectively 15, 16, and 23 April.)

Please caution your writers to clearly differentiate between the Roman and Orthodox Catholic Churches.

Victor Chacho  
West Bloomfield, Michigan

## Co-op Campus Living

FIFTY YEARS ago, January, 1944, the Inter-Cooperative Council at the University of Michigan was incorporated. As an organization devoted to providing alternative housing for students on campus, it has flourished. It purchased its first house at that time and now owns 20 houses providing full residence services for 575 members. Over the years, throughout great social changes world-wide and also on campus, more than 10,000 students have passed through their doors.

Cooperative living at Michigan predated the Inter-Cooperative Council by a number of years. Motivated toward self-help and economical living on campus and operating within the pattern of Rochdale principles and ideals, co-op houses enabled their members to provide and control their own housing within University guidelines. Currently, co-op students can save over \$200 per month compared with University residence halls.

The Inter-Cooperative Council will hold a Grand Celebration and homecoming on the weekend of October 1, 1994.

The Co-op Story at the University, starting in the '30s and including the Wolverine Eating Co-op, a book exchange, as well as houses now closed, would make a great article; it is a significant part of U-M history—and it's ongoing.

Robert Shugart '45 LSA  
St. Clair Shores, Michigan

## Regental Bylaw 14.06

I AM submitting this letter to express my disgust with the University's newly revised Bylaw 14.06. I am ashamed to admit that I graduated from the University after this recent ruling and especially after reading the degenerate responses from U-M alumni supporting the revision. Their beliefs are what is hurling this once Christian Nation (based on Godly, Biblical Principles) into a satanic, socialist state controlled by evil, wicked men whose only intent is to "...pervert the words of the righteous" (DEU 16:19).

God's Word, which is righteous, describes homosexuality in Romans I, verses 26 through 32: "...God gave them up into vile affections: for even their women did change the natural use into that which is against nature: And likewise also the men, leaving the natural use of the woman, burned in their lust one toward another; men with men working that which is unseemly...." But there is hope for these and all sinners, "For all have sinned, and come short of the glory of God..." (ROM

3:23) and that is to seek the Lord Jesus Christ while he may be found and "bring forth therefore fruits worthy of repentance" (LUKE 3:8).

Paul K. Moots '89  
Livonia, Michigan

*Letters to Michigan Today are welcomed. They may be edited, however, for reasons of length, accuracy or taste.*

## Maintaining Your Reference Letters

The Office of Career Planning and Placement is conducting its regular review of reference letter files that are no longer active. Files that have been inactive since June 1984 will be destroyed by the Reference Letter Center.

To maintain an active file, a student or alumnus/a must have conducted one or more of the following transactions since 1984: transmitted (mailed) reference letters as part of admission or employment processes; added new letters to the file; submitted updated personal data (e.g. current address, telephone or newly acquired degree).

To reactivate a file that has not been used since 1984, contact the Reference Letter Center as soon as possible. You will be asked to supply updated information about yourself. There is no charge to reactivate a file.

*File deactivation affects only reference letters.* Transcripts and other academic material will not be affected by deactivation of reference letter files.

To start a new file, any U-M graduate, or current student with at least 12 credits, may create a new, updated file by contacting the Reference Letter Center and requesting the necessary information to open a file.

Other questions about the reference letter service or the status of a particular file may be directed to: Reference Letter Center, 3200 Student Activities Building, 515 E. Jefferson St., Ann Arbor, MI 48109-1316. Phone (313) 764-7459; fax 313-763-4917.

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Edited & Published by  
Rosalie Savarino Edwards,  
(UM: BM-MM '59)



# Would Paul Graham Go Pro Or Stay in School?

By Darcy Lockman

On the morning of March 31 College of Engineering senior Paul Graham of Bloomfield Hills, Michigan, headed for classes on North Campus as he'd been doing for the previous seven and a half semesters. But never before had he left his residence on the day of his very own press conference! And whether the press showed up or not, he would announce to the world on this day his decision: whether to go pro or stay in school.

Earlier in the semester, Graham's schoolmate Tyrone Wheatley '95 of Inkster, Michigan, the All-American football player, had held a press conference to announce that he would remain at Michigan for his senior year and delay an expected multimillion-dollar pro football career.

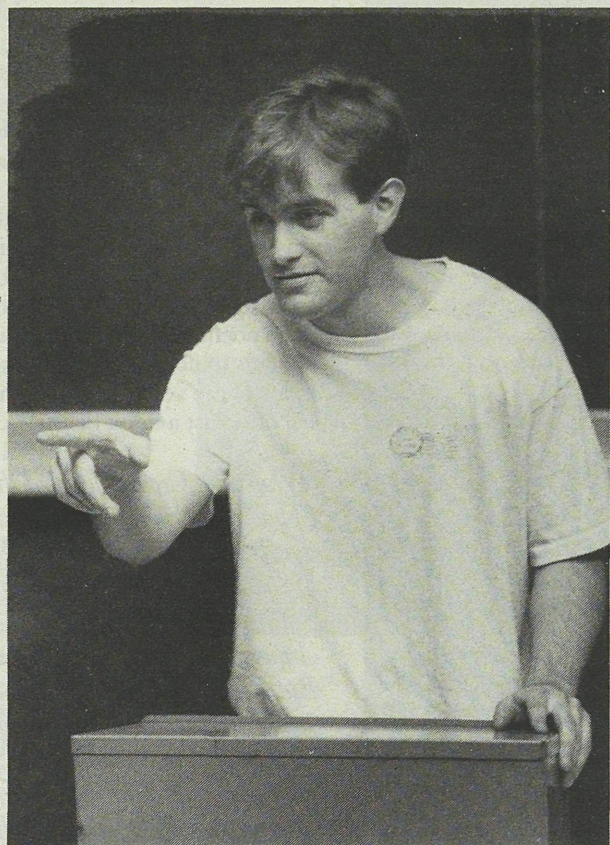
But Graham had set up his conference on January 20, well before Wheatley's. That was the day his roommates, Business School senior Mike Tarlowe and LSA senior Brian MacDonald, asked him if he was going to graduate school or taking a chemical engineering job. Paul frowned and said, "I'll announce my decision at a press conference on March 31."

A few days before the 31st, Graham's roommates wrote a press release and faxed it to area newspapers and the Detroit affiliates of ABC, NBC, CBS and Fox TV networks. The release said:

**FOR IMMEDIATE RELEASE:  
"WILL GRAHAM GO PRO OR  
STAY IN SCHOOL?"**

**Ann Arbor, MI (March 25, 1994)—  
University of Michigan  
undergraduate Paul Graham has  
scheduled a press conference for  
March 31st, in which he will finally  
announce his much-anticipated  
future intentions.**

**By choosing to go pro at the  
conclusion of the semester, Graham**



Graham demonstrates his question-fielding style in a re-enactment of his historic press conference.

Photo by D.C. Coatings

**will have the opportunity to earn a substantial sum of money, which obviously is difficult to pass up. However, he has made it clear that he is committed to fulfilling his educational goals.**

**You are invited to join Paul, as he finally makes his future plans known. The press conference will be held on Thursday, March 31st, at 5:30 p.m. in Auditorium D of Angell Hall, on the campus of the University of Michigan.**

There was no phone number to contact. No clue as to the identity of Paul Graham. But Roddy Ray of the *Detroit Free Press* decided to get Paul Graham's phone number through the U-M Student Locator.

Mike Tarlowe was the only one home when Ray called. "Is this a joke?" asked Ray, well aware that March 31 was the day before April Fools Day.

"No," Tarlowe replied. "I'm Graham's press secretary." Ray sensed a story of some kind and said he'd cover the press conference. ABC had phoned. Fox, too. But they made no commitments.

Ray met Graham's "agents" in Angell Hall Auditorium D at 5:00. A sign taped to the door read, "Graham Press Conference." The conference had been set for 5:30 to enable TV news crews to broadcast live if they so chose. Graham, who'd been studying in the Dow Building's engineering library on North Campus up to the last minute, dashed home, put on a suit and drove to Angell Hall. He was not nervous until he saw the Fox Channel 50 news truck parked on State Street. Then he was nervous.

When he entered the auditorium, only the *Free Press's* Roddy Ray was there, right in the front row of the large auditorium. Then the Fox TV crew arrived in the corridor outside. "Are we in the right place?" they asked.

Where were the newspapers? Where were the other camera crews? Mike Tarlowe went out to tell them the press conference was about to begin. He received some hard looks. But still they followed him in and placed a Fox 50 microphone on the podium for Paul.

"Thank you for coming today," Tarlowe says. "Paul's had a difficult decision to make. Here he is."

Graham takes the podium. He reviews his options: going to graduate school or accepting a lucrative offer from a Dallas petroleum company. "There are pros and cons to each decision," he notes. "After weighing each, I have decided to go to grad school." Silence. "I'll now take any questions." Still silence.

Roddy Ray is smiling. The Fox 50 anchorwoman is not smiling. She speaks: "So you're obviously trying to prove a point here."

"Not really," Graham says.

"You're not trying to make a point about how much attention college athletes get?"

"No," says Graham. He shrugs.

"You're not attempting to illustrate the fact that athletes get too much media attention?"

Graham shakes his head. She blinks her eyes at him. She and her news crew leave. Roddy Ray stays and interviews Graham and his roommates.

After the press conference Graham changes clothes and returns to the Dow Library. The next day, April Fools, his photograph is on the front page of *The Free Press*. "He Wanted the World to Know," reads the headline. Despite Fox Channel 50's decision to kill the story, the world does now indeed know that Paul Graham will not go pro, that he will attend graduate school in chemical engineering at the University of Illinois.

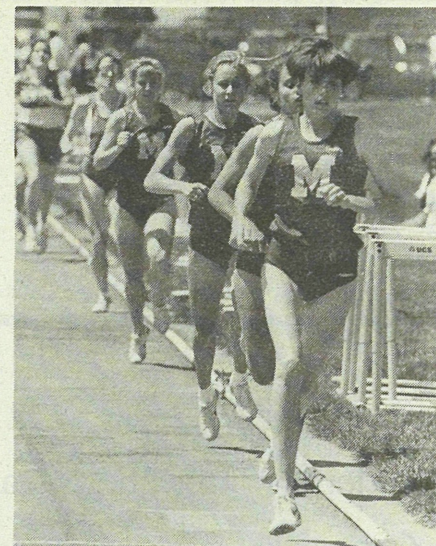
When asked about Paul Graham's difficult decision, U-M President James J. Duderstadt, who chose to prepare himself for a doctorate in nuclear engineering rather than to prolong his football playing days, commented, "Most interesting careers will require further education."

*Darcy Lockman '94 was an editor of the Michigan Daily's weekly magazine.*

## TRACK TROPHY

All-American Molly McClimon '94 led the women's track and field team to a second straight Big Ten title, winning the 5,000 meters in 16:48.40 in her hometown of Madison, Wisconsin. She triumphed on a track named after her father, Dan, a Wisconsin coach who died in a plane crash 11 years ago.

Richelle Webb of Cleveland won the 100- and 200-meter dashes in 11:42 and 22:90, respectively, setting school, track and meet records in both events, and earning the meet's Outstanding Performer award. "It's my senior year,



McClimon

and I wasn't going out with anything less than first," Webb said.

Courtney Babcock '96 of Chatham, Ontario, won the 3,000 meters in 9:34.21. Babcock and Christine Szabo '94 of Worthington, Ohio, took second and third behind McClimon for a U-M sweep in the 5,000.

"It was definitely a good feeling to finish 1-2-3, but it didn't matter how we finished," McClimon said. "We just wanted the team points."

As a result of his squad's victory, and record setting score of 179 points, Coach James Henry was named Big Ten Coach of the Year in women's track and field.

Illinois won the men's title, and U-M finished fourth. Football star Tyrone Wheatley '95 won the 110-meter hurdles in 14:12, and Kevin Sullivan won the 1,500 meters in 3:43.16.



Webb

### Michigan Today

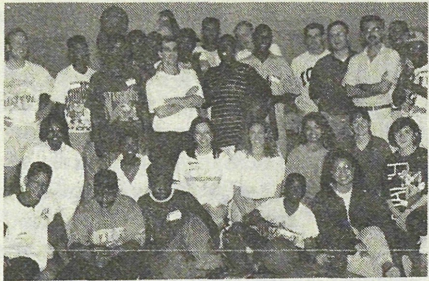
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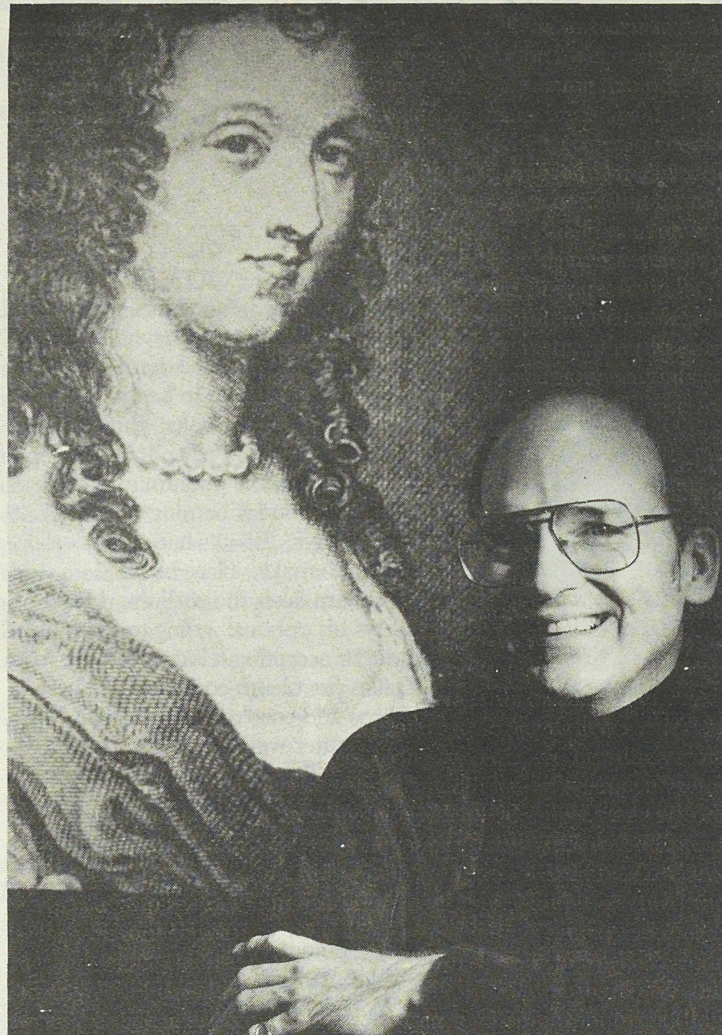
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## MBA Students Say 'Stay in School'



This spring, first and second year MBA students hosted 14 7th through 10th graders from Benton Harbor, Michigan, a small economically depressed community in southwestern Michigan. The MBAs spent three days at the center last year, said Kim Zeier of Ypsilanti, Michigan, a first-year MBA student who coordinated the return visit to Ann Arbor, which included a basketball game at a local high school. Working through the B-School's Global Citizenship Program and the student-alumni volunteer organization Global Blue, U-M students organized a Stay-in-School program with staff of a Benton Harbor recreation center. The U-M students emphasized the importance of maintaining high standards in all activities, and of going on to college. They also discussed ways to handle various academic and social problems. The Benton Harbor-based Whirlpool Corp. helped fund the program.



One of the slides in Winn's verse-lecture is an engraved portrait of Aphra Behn (1640-1689), the first Englishwoman to earn her living by writing. The portrait was by Mary Beale, Winn says, 'who was the first Englishwoman, and only one at the time, to make a living by painting. Beale's husband took care of their children and was probably the first house husband, as we use that term today.'

## Professor's heroic efforts delight his students

The honors section of Restoration and 18th Century English Literature was treated to a tour de force of the heroic couplet, that era's favorite verse form, when Prof. James A. Winn turned the semester's last lecture into a 104-line poem illustrated by 77 slides of art, architecture and portraiture.

Winn, who is also director of the University's Institute for the Humanities, galloped over the high and low points of a 150-year period with a wit that captures the intellectual drive of the epoch and the tension between its puritanical and unlicensed urges.

The poem, which Winn refines each time he teaches the course, never fails to delight his students, who especially relish those sections of the verse that would make a few of our readers blush. We'll offer just a tidbit here:

*While iron Cromwell ruled the martial fields,  
(That's war, not dry goods), there were few appeals  
To Art or Beauty, Painting, Poetry  
Or Music; Sermons took a higher fee.  
Still, Andrew Marvell found a place for song  
Adjusting Cromwell's right and Charles's wrong.  
But Cromwell croaked, his son Dick tumbled down,  
And Charles the Second brought his train to town.  
Supported science, walked in St. James's Park,  
And fathered royal bastards after dark.  
Orinda sang his praises, and her own,  
While Evelyn rejoiced to see the throne  
Restored, though London weathered war and fire  
'Til Wren arose to build the towers higher.  
Then Dryden, that Neander of his times,  
Exploited the heroic couplet's rhymes;  
He scored with satire's rapier point a hit  
On Shaftesbury's politics and Shadwell's wit.*



Students honor chem teacher

## 'Look for the dog'

In addition to a \$1,000 gift, recipients of the annual Golden Apple Award for outstanding teaching are asked by the award's sponsor, Students Honoring Outstanding University Teaching (SHOUT), to present the lecture they would give if it were the last one of their career. There were 500 nominations this year, and the winner was Brian P. Coppola, a lecturer in chemistry.

Coppola urged an audience of several hundred undergraduates in Rackham Auditorium one mid-April evening to go out and tell somebody about the dog.

The image of a dog, hidden in a black-and-white picture that looked something like a Rorschach inkblot test, was the symbol of Coppola's "last" lecture.

Coppola admitted he was surprised that U-M students had selected him for the award, since he teaches organic chemistry which most students line up to take only because the course is

required by many professional and graduate schools. "What the heck is it about chemistry, anyway?" Coppola asked. "Is it a marketing problem?"

In remarks directed as much to faculty as to students, Coppola cited disintegrated teaching methods as one factor responsible for much of chemistry's bad reputation. "Teachers must always remember what it's like not to be able to see the larger picture," Coppola said.

If teachers spend all their time teaching discrete facts, Coppola warned, students may never learn to integrate knowledge across disciplines and find connections between chemistry and other fields.

Coppola introduces themes from history, philosophy, psychology and literature into his chemistry classes. "In the last 10 years," he said, "there has been a revelation that we need to integrate various subject matters for students. We really mean re-integrate.

The world is naturally connected, but it is the system of formal education that has created the boundaries."

Paraphrasing the 18th-century French chemist Antoine Lavoisier, Coppola said, "You can never get a properly developed meaning of 'tree' if all you do is study oaks."

Coppola also criticized students who give the "I-didn't-learn-it-because-you-didn't-teach-it" excuse for gaps in their knowledge. Teacher are not completely responsible for learning, he said. "My role is to create an environment that facilitates learning, but I can't teach you anything. You must learn it."

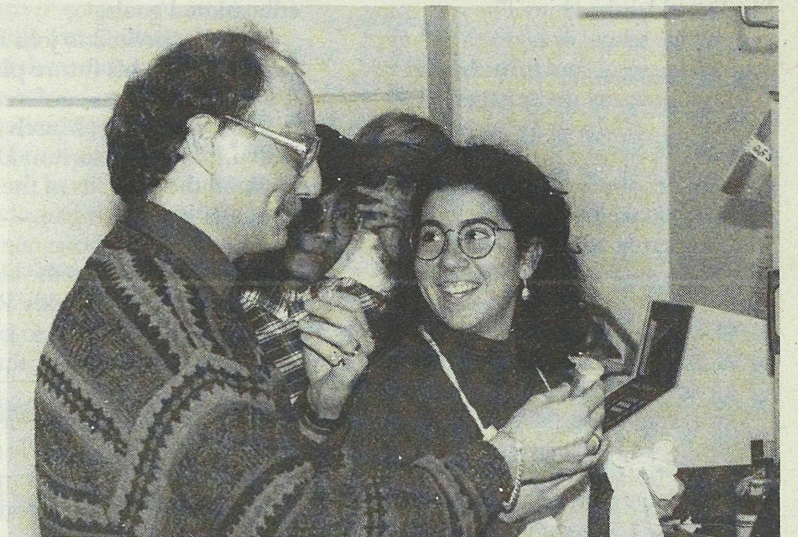
Viewing teaching as the opposite of learning is a false dichotomy, according to Coppola. "Teaching is an implicit part of learning," he said. "I want learners who also consider the need to express or teach what they have learned.

"Whenever you learn new and difficult information, it's important to be

convinced there's a bigger picture there to see," he continued, as the image of the hidden dog flashed on the screen. "Keep grouping and regrouping the little pieces of information until you see the role each plays in the assembly of the big picture. And always remember that seeing the dog is a metaphor for persistence."

The only U-M award for outstanding teaching that is given solely by students, the Golden Apple is administered by a SHOUT committee comprising representatives from several campus honorary and service organizations. The award is sponsored by Hillel Foundation and Apple Computer and co-sponsored by more than 25 U-M academic and administrative units.

It is rare for a teacher not in line for tenure to win the award, but Coppola told a reporter that foregoing tenure was "a small price to pay" for teaching the way he wished to.



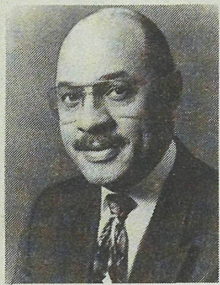
Coppola and his chemistry students. Look for the dog at left.



# Seven Receive Honorary Degrees

Dennis W. Archer, the recently elected mayor of Detroit, delivered the commencement address for graduates of the Horace H. Rackham School for Graduate Studies in Hill Auditorium on April 30. He was among seven persons who received honorary degrees at U-M's spring commencement April 29-30.

Archer said his personal ties with Michigan included being the father of an undergraduate and a law student, and that among his professional ties was "the benefit of many insights developed at this university and through the good services of President Duderstadt," which he used in drawing up his position paper, "Thoughts for a Greater Detroit."

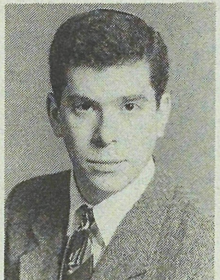


Archer

Archer, who was appointed to the Michigan Supreme Court in 1986 at the age of 44, said that "being born literally dirt poor, and facing the problems that come with growing up as a minority in the racially segregated '40s and '50s did not discourage or demoralize me or limit the size of the dreams I had for myself."

He urged the graduates always to "dream beyond your apparent means and abilities, for I will tell you that it is the appearance of limitations, and the small dreams that those appearances produce, that stand in the way of great successes."

Other degree recipients were the Pulitzer Prize-winning columnist David Broder of the *Washington Post*; Father William T. Cunningham, founder of the Detroit civil and human rights organization, Focus: HOPE; Charles T. Fisher III, past chairman and president of National Bank of Detroit Bancorp and NBD Bank; Eleanor M. Josaitis, associate director of Focus: HOPE, who has led a program that distributes food and medicine to infants, preschool children and pregnant and postpartum mothers; L. William Seidman, chief commentator of the Consumer News Business Channel (CNBC), chairman of the Federal Deposit Insurance Corporation in 1985 and former presidential assistant for economic affairs under Gerald Ford '36; and Horace L. Sheffield Jr., a retired United



Weiss

Auto Workers official and civil rights leader who helped organize a 12-year-long registration and voting campaign in Alabama. Students were recognized for their academic achievement at the University's

annual Honors Convocation March 20 in Hill Auditorium. Seniors Leah N. Niederstadt of Harbor Springs, Michigan, winner of a Rhodes Scholarship, and Michael K. Weiss of West Bloomfield, Michigan, winner of a British Marshall Scholarship, spoke on behalf of the students.

For Niederstadt, winning the Rhodes means she will pursue a master's degree in social anthropology. Her special

interest is Ethiopia, where she also plans to do research as part of her program at Oxford.

Both Niederstadt and Weiss say they have benefited from close relationships with faculty members who encouraged them to pursue the prestigious scholarships.

"Being in CAAS (Center for Afro-American and African Studies) has really helped me because of the interdisciplinary action that I've



Niederstadt

experienced here," Niederstadt says. "I've worked quite extensively with professors Yaw Twumasi, Teshome Wagaw and Gracia Clark, and I think that that benefited me greatly. The Rhodes committee looks for close relationships with professors who can evaluate you and give you strong recommendations."

Weiss, a triple major in math, physics and English, says that professors Jens Zorn in physics and Ralph Williams in English have greatly influenced his undergraduate education.

"Prof. Zorn has been really great to me for four years now," he says. "We've done a lot of work together, and he's the one who nagged me to apply [for the Marshall]. He's been very important. Ralph Williams has also been very wonderful to me."

## Beth Wymer's parents made the most of their bouncing baby girl

By Elisabeth Dalton

Fear of heights is not one of junior Beth Wymer's problems. She's more likely to encounter difficulties from thinking she can fly.

An All-American and Big 10 Gymnast of the Year, holder of U-M records for every individual event, Wymer says, "I like to be a daredevil and see how far I can go."

Being a daredevil got her the first perfect 10 on the vault in school and conference history when she led the women's team to the Big 10 championship in March. She has been ranked number one in the nation on the uneven bars for two years running, and is second nationally on the balance beam and floor exercise. At the NCAA championships in April, Wymer and her teammates earned a school record-breaking fourth place.

"We always knew we were one of the best teams," Wymer said after the squad compiled a 27-1 record, "but now we proved it to ourselves and to the country. I really believe we can finish first, second or third next year."

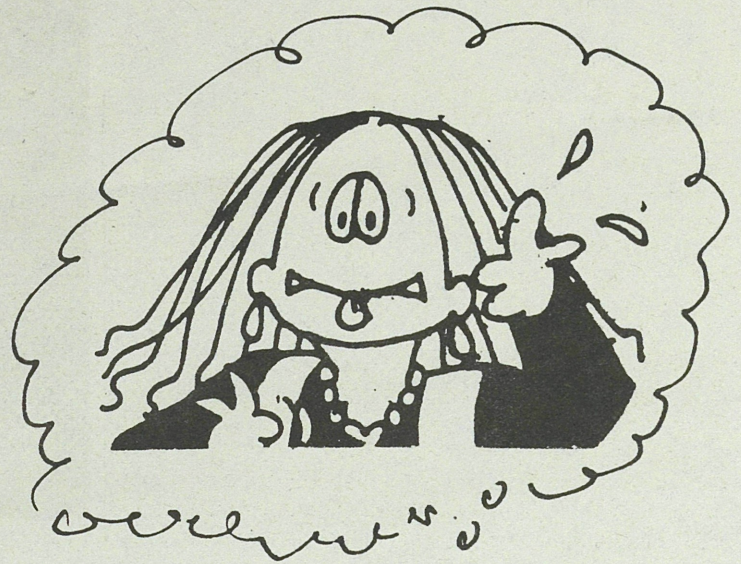
This has been a season Wymer trained for all her life. She started gymnastics when she was four. "My

parents put me in gymnastics, actually," she said. "I had so much energy and was always bouncing around. I think I was kind of annoying. So they started me in gymnastics to burn off all that energy."

Following graduation from Sylvania High School in Toledo, Wymer decided to become a Wolverine after Coach Bev Plocki told her she could "be recognized for turning the gymnastics program around."

Five years ago, Plocki took over a team that had finished 2-19 and finished seventh in the Big 10 tourney. U-M's record the last three years has been 72-7, with three Big 10 titles in a row. At this year's Big 10's, every individual event was won by a Wolverine gymnast. Plocki was recently named Co-National Coach of the Year. The Wymer-driven turnaround was complete.

"What Beth has done for Michigan and the Big 10 Conference is unparalleled," Plocki said. "She is the most intense person I have ever met. As an athlete, she obsesses with perfection. She has all the awards, but is still very much a team player. She's like a Baptist minister or something, the way she gets everyone fired up."



## Cartoonist Guisewite addresses LSA grads

Award-winning cartoonist Cathy Guisewite '72, creator of the widely syndicated "Cathy" comic strip, keynoted LS&A's commencement April 30 at Michigan Stadium.

Guisewite said she discovered her gift for creative writing when she got an A- on a final on the novel *Ulysses* even though she hadn't read the book.

Guisewite advised graduates that it was wiser to "shoot for five good minutes in a row" than for perfection; to "remember what you love"; that "if you want something to change, do something different"; and to re-evaluate their careers every four years by "re-graduating ... celebrate what you have done and admit what you are not doing."

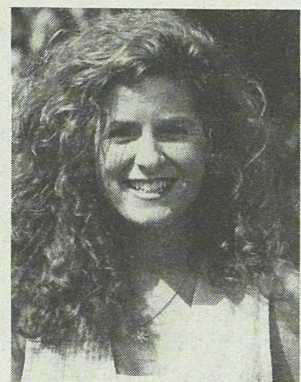
In a radio interview, Guisewite said her career began when she started sending drawings of herself to her mother "to show I had a sense of humor



Guisewite and alter ego.

amidst the trauma of love life." Her mother said they were so good she should send them to a newspaper syndicate. And she did.

"The syndicate said it wanted a strip that dealt with changes in women's lives," Guisewite said. There were two roles for women when she graduated, she continued: "You could stand by your man as a housewife or be a career woman. There was no middle ground. A lot of my beginning work dealt with that. Many women were and still are dealing with same kind of confusion. But in the big picture of things, women are doing and are expected to do a thousand times more things than they did when I graduated."



Wymer

Plocki said that although she'd "love to take 100 percent credit for myself," a lot of the team's success reflects "more support and encouragement from the administration. The attitude toward women's sports has really changed. Not too long ago women's teams felt like second-class citizens, so they trained like second-class citizens."

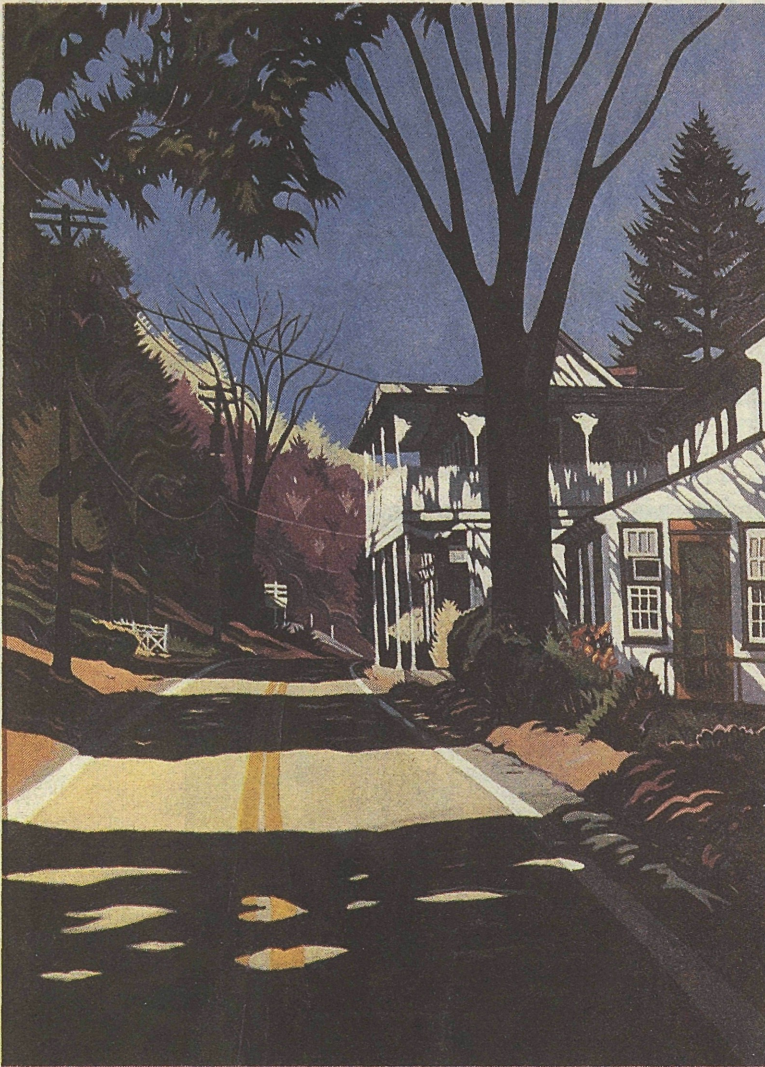
After she graduates next year, Wymer plans to continue with the sport in some way. She would like to coach someday, but "may just keep on training after school and see what comes." The Olympics are one thing that is coming.

Elisabeth Dalton '97 of Rochester, Michigan, worked in the NIS office during the past academic year.



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# Michigan Today



Gift of Dr. and Mrs. Jules Altman, 1981/2.84

*A bright summer holiday scene is oddly somber in Jon Carsman's Lumberville Streaks I, an acrylic on canvas painting of the late 1970s. Carsman did for suburban and hometown views what Edward Hopper did for cities, 'except Carsman eschewed a human presence,' says Annette Dixon, curator of the U-M Museum of Art. Carsman's flattened forms are eerie; the leaves are menacing, as in a spooky cartoon sequence; the atmosphere vivid but frozen. The painting is part of the Return to Figuration: 1970s-1980s exhibition at the U-M Museum of Art through Sept. 4.*

U-M Regents: Deane Baker, Ann Arbor; Paul W. Brown, Mackinac Island; Laurence B. Deitch, Southfield; Shirley M. McFee, Battle Creek; Rebecca McGowan, Ann Arbor; Philip H. Power, Ann Arbor; Nellie M. Varner, Detroit; James L. Waters, Muskegon; James J. Duderstadt, President, *Ex-officio*.

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