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Michigan Today

The University of Michigan

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Difficult Choices for America's Youth

Teenagers on the dance floor at an 18-and-over sports club in Concord, New Hampshire.
(See page 8)

Photo by Dan Habib

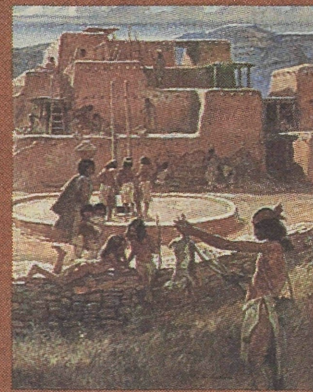
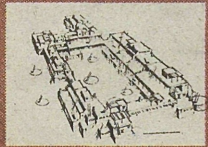
Michigan Today

The University of Michigan

December 1994 Vol. 26 No. 4

New summer field school in Southwest trains undergraduates in archaeology

They Dug That Place



Artist's conception of a 16th-century pueblo.

Artist's conception of Pecos Pueblo in the 16th century by Lawrence Ormsby. From Pecos: Gateway to Pueblos & Plains, Bezy and Sanchez, eds., Southwest Parks and Monuments Assn. Tucson, 1988.

By John D. Speth

About a week into the season, I heard a shriek from one of the students, but before I could reach her to see what was wrong, she sighed in relief and said, "Oh, it's only a tarantula." I knew they were now at home on the archaeological site.

For six weeks this past summer, 13 undergraduates in the Summer Training Program in Archaeology discovered the thrill of uncovering the ruins of an ancient Indian pueblo (a village of densely clustered rooms) that had remained shrouded in mystery for centuries, hidden beneath the dust and sand of the arid Southwest. They experienced the challenge of piecing together a picture of how these early Americans eked out their living in a vast wilderness. And they have added to the knowledge necessary to explain one day why the occupants of this pueblo, numbering no more than 100 or so persons at any one time, vanished before the first Europeans set foot in the Southwest.

The students' routine began each day shortly after sunrise with a hasty cafeteria-style breakfast of rubbery scrambled eggs and coffee that tasted like yesterday's brew. We then all piled into two dust-covered University vehicles and set off on the daily 14-mile trip from Roswell, New Mexico, where we were headquartered for the field season, to the Henderson Site, the ruins of a 13th-century Pueblo Indian village that we were excavating. Located on the 2C\ cattle ranch, the site was southwest of town atop Six Mile Hill, a low rocky ridge that formed the western edge of the Pecos River valley.

To the uninitiated, the Henderson Site wouldn't look like much. In fact, the first time we climbed the hill most of the field school students weren't sure how I knew there really was a prehistoric village there. But as they neared the crest of the hill and began to look more closely at the ground, the omnipresent scatter of flint chips, pieces of decorated pottery, shiny slivers of mussel shell, and broken *manos* and *metates* (the corn-grinding tools of these ancient Southwesterners) were hard to miss. And it didn't take them long to discern the unmistakable outlines of the village itself—long, low, grass-covered earthen mounds gently rising four to five feet above the rocky surface of the hill top. The pueblo had been built entirely of mud, or "adobe" in the parlance of Southwesterners.

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Authors Dean and Speth with Henderson pottery.

Photo by Bob Kaimbach



It's a dirty job, but somebody loves to do it

The Making of a Michigan Jones

By Rebecca M. Dean

Most people realize that Indiana Jones is just a Hollywood fantasy. However, we have all heard other myths about archaeology. I used to believe that archaeologists spend most of their time hunched in the hot sun moving acres of dirt one grain at a time with toothpicks and fine brushes. This summer I learned there's a grain of truth in that myth.

New Mexico's climate was the first shock of my introduction to archaeology. A Michigander born and bred, I flew from Ann Arbor, where we hardly know what the sun is, into one of the most blindingly hot summers New Mexico has ever known. The temperature reached highs of 114; we went for a month without the high going below 93 in the shade. The sun was so strong it turned the ice in our canteens into boiling hot water in a matter of hours, sent rattlesnakes into the shade under rocks, energized infinite numbers of whiptail lizards into scurrying over the site and burned through hats, 30 SPF sunscreen and even clothing. We adapted quickly to the heat, however, and by the end of our six weeks, anything under 100 felt cool.

We arrived in Roswell in the beginning of June. Our first trip to the Henderson Site was quite an adventure. Watching my feet for fear of trampling on tarantulas or rattlesnakes, I climbed the hill to the E-shaped mound situated on top.

Standing on that hill, you can see miles of rolling grassland in every direction, but it is difficult to picture the area as it would have looked to the inhabitants of the pueblo who stood here 700 years ago. Today the area is dry and dusty, and the channel of the Hondo River that snakes through it hardly ever carries water. However, during the excavation we found evidence of waterfowl, shells and fish. At one time, before modern farming and grazing dropped the water table, the Henderson folk had looked out over a fertile flood plain, with a sizable river, rich in life, running near the base of their hill.

We spent our first day driving stakes and stringing thread to mark off the areas we would excavate into a

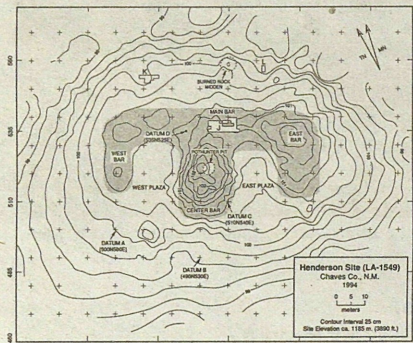
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By Roy Andersen is reproduced courtesy of the Pecos National Historical Park.

They Dug That Place

continued

Standing exposed to the elements for centuries on this wind-swept hill, the walls and roofs of the village gradually disintegrated, melting down into gentle mounds. From the layout of the mounds, it was easy to see that the village had been E-shaped (see map), with each arm of the 'E' made up of parallel rows of adjoining rooms, with the low, open spaces between the arms serving as plazas. The entire site was about 70 yards long and 35 to 40 yards wide.



Contour map of Henderson Site shows village's E-shaped layout. The two principal areas excavated this past summer by the field school are labeled 'J' and 'K'. The many crosses on the map indicate the grid system used as a reference for recording the precise location of everything recovered either during excavation or on the surface.

We began the season by selecting two places where we would focus our excavations. We then carefully laid out a grid system over these areas, a checkerboard of one-meter squares demarcated by wooden stakes driven into the ground. This grid became the basic

reference system for recording everything we found. Then we began the excavations.

At the beginning, I suspect most students thought that digging a room meant simply shoveling out the dirt that had blown or washed into it over the centuries. They soon discovered just how complex this process can be. Since the rooms had been built of adobe, when the walls began to disintegrate, the interiors of the structures became filled in with the very same material. Thus it is often very difficult to distinguish walls from room-fill or collapsed roofs from floors.

Further complicating matters, the villagers often remodeled rooms, adding new walls and floors and removing others, and, finally, over the centuries following the abandonment of the site, countless rodents burrowed into the mounds, riddling the soft organic-rich deposits with crisscrossing tunnels and dens. Excavating these ancient rooms was no simple matter.



Amelia Natoli cleans the packed-earth floor of a storage room built partially below the original ground surface in the main roomblock of the E-shaped village. The cluster of small holes in the floor directly in front of Natoli are burrows made by rodents that had tunneled into the collapsed remains of an even earlier structure beneath the pitroom.

Perhaps the hardest thing for the new students to come to grips with was excavating into the unknown, trying to figure out from subtle changes in the color and texture of the dirt what they were exposing and, of course, destroying as they dug. This is one of the hardest skills to learn, and one that is virtually impossible to convey to students in a formal classroom setting.

Something else that is very difficult for newcomers to learn is to leave every artifact in place, no matter how thrilling a discovery might be. The students' first impulse understandably was to yank the object out of the ground and run to me with their find. As the season progressed, they learned that to the archaeologist an object's context—that is, its exact position in the ground, the sediments in which it is embedded, and the other objects with which it is associated—is often as important as the object itself. A pot is just a pot, but its context may reveal that it had been hung from the rafters, or had been sitting on the roof when the structure collapsed, or had been some sort of votive object placed in a wall niche.

Not unexpectedly, the students dug very slowly at the beginning

of the season, inching their way downward into the deposits at a snail's pace, worried that with every slice of their trowel they would destroy the key piece of evidence that would unlock the past of the Henderson Site. But their confidence grew rapidly as they learned to decipher the complex history of a room's construction, use, remodeling and abandonment. They were becoming real archaeologists. And they adjusted marvelously to the long, tedious hours in the blazing shadeless sun—and even to tarantulas. **MT**



Three of the complete decorated pottery vessels from the Henderson Site. The small bowl is known as Lincoln black-on-red, and was probably made by villagers living in the mountains about 60 to 80 miles west of Roswell. The jar is called Chupadero black-on-gray, a form made in more or less the same area as the Lincoln bowl. The large bowl is a type known as Heshotauthla Polychrome, made several hundred miles northwest of Roswell.



The author's 3-year old daughter, Larrea, examining the complex stratigraphy at Henderson. She concluded that 'there is a lot of dirt here, papa.'

THE HENDERSON SITE

Henderson may not be the kind of site that graces the cover of magazines like *National Geographic* magazine or *Arizona Highways*. It is neither architecturally spectacular like the huge masonry pueblos in Chaco Canyon, New Mexico, nor quaint and picturesque like the cliff-dwellings in Mesa Verde, Colorado.

But what the Michigan field school students uncovered this past summer has added to the scholarly effort to reconstruct the history of these remarkable frontier people, who were unlike any reported by Southwestern archaeologists.

The Henderson people lived on the very margins of the Great Plains, making their living as part-time nomadic buffalo hunters and part-time village-farmers. Although the research is still unfolding, and a great deal of work remains to be done, here is a brief sketch of Henderson lifestyle that this summer's students have added to.

A Short, Mysterious Occupancy

The Henderson Site was a short occupation, beginning around AD 1275 and ending abruptly less

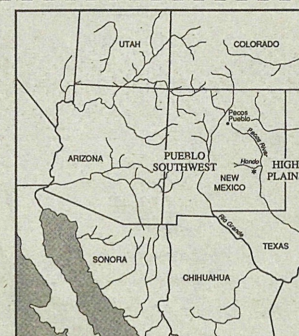
than 50 years later. That much has been established by the styles of their ceramics and data from radiocarbon dating. The village was actually quite large by Southwestern standards, having at its heyday at least 50 large rooms and housing perhaps as many as 100 people.

We have no clear idea yet who these people were or where they came from. Strong evidence indicates that they were not ancestors of the modern Apaches or Navajos. But beyond that we still know little about their identity. They were a kind of middle-man in the regional economy, trading with both Plains hunters and Pueblo farmers, but when the land dried out, this climatic deterioration may have combined with political and economic pressures to squeeze their small community out of existence. In terms of their artifacts—that is, their ceramics, architecture and burial patterns—and of their practice of raising corn, the Henderson dwellers were typical Pueblo folk.

Many other features of the Henderson Site, however, differ from typical Pueblo communities. First, Henderson was an isolated village, sitting alone

like a small island far out in the grassland sea, more than 80 miles east of, and 2,500 feet lower than, the closest Pueblo neighbors to the west. And while the Henderson folk grew corn, it was not their staple crop as it was among most contemporary Puebloan peoples elsewhere in the Southwest.

We know that corn played a limited role in the Henderson diet because of the excellent condition of the villagers' teeth. Most prehistoric Pueblo farmers had very unhealthy teeth, often riddled with cavities, pockmarked by abscesses and covered with a thick layer of plaque. The poor condition of their teeth is thought to be a consequence of their heavy reliance on a very starchy diet. In striking contrast, the teeth of the Henderson villagers, even those of



Map shows location of the Henderson Site in relation to areas traditionally inhabited by sedentary pueblo farmers and nomadic plains bison hunters. Henderson's intermediate position between these two cultures is clearly evident.

Michigan Jones continued

grid of one-meter squares, one for each student. Most of the students worked in the main section of the pueblo. I was in a group digging in an indentation in the ground just north of the pueblo. We nicknamed it the "Great Depression."

The technique of excavation is relatively straightforward, though it may be nerve-wracking to the beginner. Basically, you pick up dirt with a shovel, or a trowel, or a small broom, or even dental tools, depending on the significance or sensitivity of the area you are digging. This dirt you throw in a bucket. The bucket is then emptied over a screen. The dirt sifts through the screen, and left on top is a mixture of natural items (mostly rocks), and cultural items such as bones, pottery sherds and flakes of stone. The excavator's job is then to pick out all the cultural material and put it in a paper bag labeled with the square and vertical level from which the material was gathered.

This seems quite easy, right? The problem is, that to the beginner, almost everything that comes out of the ground looks like a dirty rock. It takes experience to tell that one small brown lump is a piece of broken pottery, and that another small brown lump really is a dirty rock.

Archaeology gives you an appreciation for how much dirt is in the world. Our field school ate, drank and inhaled dirt. We had dirt up our noses, in our ears, in our food, in our canteens. Our clothes got so dirty I still can't get the stains off. My white shoes and hat turned brown. Our skin was so coated with dirt we didn't need sunscreen. Our faces were so smudged, one of us earned the nickname "Raccoon." We got to the point where we licked dirt off pottery sherds, cleaned projectile points in our mouths and used other hygienically questionable techniques without thinking twice.

Excavating is a continuous process of discovery. Under every dirt layer that you peel back may lie something that had been hidden for centuries. Every time you go to the screen, you find something, even if it's just a few scraps of some ancient rabbit stew or a few bits of a broken pot that was thrown away hundreds of years ago.

As we learned more about the region and its pottery types and fauna, we also could start trying to identify what we found, whether it was a Chupadero black-on-white pot sherd (the most common 13th-century decorated pottery type in southeastern New Mexico) or a rabbit's tibia. And

there was always the possibility that you would find something even more rare and interesting, such as a tiny arrowhead, perfectly and delicately chipped from stone and no larger than your thumbnail. Or you could turn over what you thought was just a rock in your square and find that someone had once used it to grind red ochre pigment for ceremonial use. This enthusiasm for discovering is something that beginners, especially, must have. It is why we spent all day in the sun and dirt, and still loved it.

More interesting than just the object you found was its role in revealing aspects of a culture that had vanished long ago. All the bones, sherds, arrowheads and ceremonial objects gave information about the diet, hunting techniques, cultural affiliations, trading partners and cosmological views of the people who used them.

After excavating during the day, we returned to Roswell to shower and dine, then spent the evening in laboratory with the artifacts. Our "lab" was the living room of one of the two small houses the program leased. We had two main tasks in lab. First, we had to take the artifacts out of the paper bags we had put them in while in the field, and wash away all the dirt with water and a toothbrush.

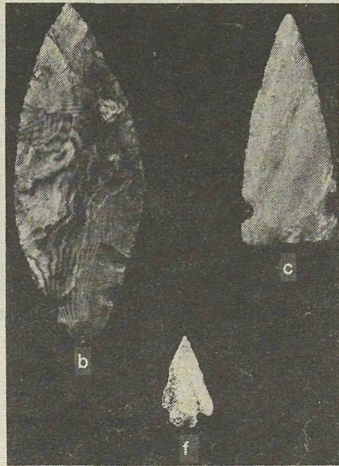
Once the artifacts had dried, we wrote a number on each in tiny characters which identified the square and the level where it had been found. The artifacts were then sorted and boxed to be sent back to the U-M Anthropology Museum in Ann Arbor.

We cleared one whole room in the main section of the pueblo in our six-week dig. The wall reached only about waist high, but you could stand in the middle of a room on a floor that had been buried hundreds of years ago. And the Great Depression, which had been an unknown at the beginning of the season, turned out to be filled with bison bones and fire-cracked rock. Probably it was an underground oven or roasting pit.

On the last day at the site, we filled in all the holes we had dug. Luckily, we did not have to shovel all the dirt back in ourselves. Spud Jones, foreman of the 2C\ Ranch, bulldozed the dirt piles back into the holes. As I threw back into my square all the heavy rocks I had lugged out of it, I could not help but noticing how quickly six weeks of work disappeared. When we left the site for the

last time, the only trace of the squares we had spent six weeks excavating were trampled vegetation and bulldozer tracks. **MT**

Rebecca Dean, a senior from East Lansing, Michigan, is writing her honors thesis on the Henderson dig.



Arrowheads (f), spear point (c) and a large hafted knife (b) from the Henderson Site. The arrowhead and spear point are made of Alibates chert from the Texas Panhandle, the knife of Tiger chert, which is found only in southwestern Wyoming. The artifacts underscore the villagers' wide-ranging trade.

FIRST U-M FIELD SCHOOL IN 40 YEARS

Making the summer field course a reality "took the combined efforts and generous support of the College of LS&A, the Museum and Department of Anthropology, the Office of the Vice President, and the Rackham School of Graduate Studies," Speth says.

All 13 of the 1994 field school students signed up for a lab course in the fall term and continued to work with Speth on the Henderson artifacts. And to Speth's "surprise and delight, eight of the 13 decided to use the field work and lab course as the basis for an Undergraduate Honors Thesis." Some will also present papers on their results at professional meetings, and a number of their reports are likely to appear in the final report on the site.

"As a teacher and researcher," Speth says, "this has been one of the most enjoyable and rewarding experiences of my life; I am counting the hours until next summer."

Speth is also curator of North American archaeology for the U-M Museum of Anthropology. He specializes in prehistoric hunters and gatherers, particularly their diet and food-gathering practices. Among his publications on the early Southwest are *Bison Kills and Bone Counts: Decision Making by Ancient Hunters* (University of Chicago Press, 1983) and a chapter on Plains-Pueblo food exchange in *Farmers, Hunters and Colonists*, K.A. Spielmann, ed. (University of Arizona Press, 1991).—JW.

adults, were in remarkably good condition, with surprisingly few cavities or other pathologies. Teeth like those at Henderson are usually seen among hunters and gatherers, not farmers.

Studies of the bones and teeth of young animals they ate—bison, antelope, jackrabbit, cottontail and prairie dog—indicate that the villagers hunted only during the spring and summer. This curious discovery suggests that the Henderson folk abandoned their village shortly after the harvest was in, and didn't return home until late in the winter or early the following spring.

Where their trips took them remains a mystery, but the large quantities of Pueblo trade goods we found at Henderson suggest that they frequented the large Pueblo settlements along the Rio Grande Valley some 100 to 150 miles to the west.

Another unexpected discovery at Henderson was large numbers of butchered and burned dog bones in the village trash, clear evidence that the villagers regularly ate dogs. Historical and archaeological evidence shows that "true" Pueblo peoples typically never ate dogs but many Plains folks did.

All of these diverse bits of evidence point toward a community that shared many features with Pueblo groups to the west, but that also shared many features with nomadic bison hunters out on the Plains. Thus,

in terms of their material culture—their village layout, their tools, even their burial customs—they looked a lot like Puebloan peoples. But they also ate dogs as part of their standard fare, something their Pueblo neighbors would never do. They raised corn, but only as a supplement to their diet, not their mainstay. And they abandoned their village each year after the harvest to hunt bison on the Plains and perhaps also to trade with communities far from their home in the Pecos Valley.

In 1540-41 Francisco Coronado, one of the first Spanish conquistadors to enter the Southwest, vividly described a group of "dog nomads" that he encountered wintering just outside the walls of Pecos Pueblo, a multi-storied village of more than 1,000 inhabitants just east of modern Santa Fe, New Mexico. He believed that these nomads did no farming, that they spent much of the year wandering the plains in search of buffalo, and came to Pecos after the fall hunt to trade hides and meat for corn, blankets, turquoise and pottery.

Coronado, however, knew very little about these nomads, and he may well have been mistaken when he asserted that they did no farming. It is quite possible, in fact, that the dog nomads he saw were semi-nomadic hunter-farmers, living much as the Henderson folks had lived more than two centuries earlier. —JDS.

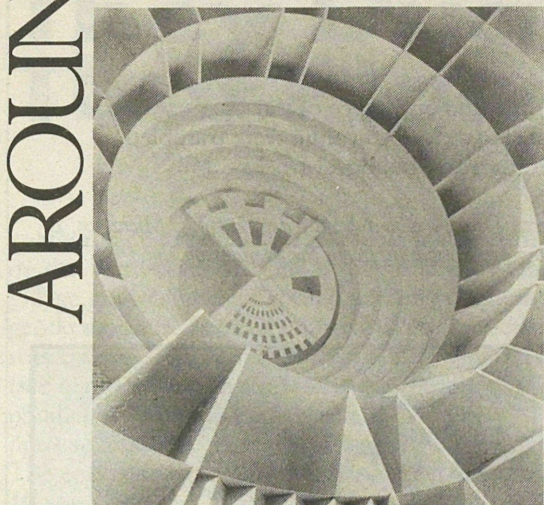
How the Henderson Site Got Its Name

A common practice in archaeology is to name a site after some prominent feature in the area, such as a spring, canyon, mountain, or even a town. When a site is on private land, archaeologists often name it after the landowners. This was the case with Henderson.

When I first became aware of the site, in the early 1980s, the ranch was owned by Matthew and Karen Henderson. A few years later, they decided to sell it, but were worried that the new landowners might open a section to developers, endangering the site. To assure that the pueblo would not be destroyed, they generously donated the site and surrounding 15 acres of land to the Archaeological Conservancy, a non-profit organization based in Albuquerque, New Mexico, that is devoted entirely to the acquisition and protection of endangered archaeological sites throughout the United States.

The Conservancy now protects the Henderson Site from vandalism and commercial development, assuring that this precious and fragile part of our national cultural heritage will be around for future generations to enjoy and study.—JDS.

AROUND CAMPUS



A detail from *Summaries of Arithmetic Through Dust, Including Writing Not Yet Printed*, Alice Aycock, aluminum and steel, 1992, College of Engineering, North Campus. Photograph by Stephanie Miller, '94.

U-M Endowment Fund Tops \$1-Billion Mark

The University of Michigan's Endowment Fund has topped the \$1 billion mark for the first time in the UM's 176-year history. The Fund is the largest of any public university's in the nation that were not university systems, according to the National Association of College and University Business Officers.

The Endowment Fund—up from \$160.6 million a decade ago—is made up of “true endowment and quasi endowment funds,” explains Norman G. Herbert, U-M treasurer and investment officer. True endowment funds are those that donors have given with the intent of providing perpetual programs. The University invests the gifts and spends only the income from the investment.

Quasi endowment funds, Herbert continues, are funds that function as endowment, and they include gifts donors have said can be spent or used as endowment.

The University has thousands of endowments. Elizabeth S. Hokada, associate investment officer, describes the Endowment Fund as similar to a big mutual fund with each endowment owning a certain number of shares.

The recent bull market, gifts to the Campaign for Michigan and accumulated surpluses that are being invested “all have contributed to the Endowment Fund's recent growth,” according to Hokada.

The University is meeting its goal of looking for long-term investments that provide increased amounts of distribution and protect against inflation, Herbert says.

Distributions over the last 10 years have approached 6 percent annually, providing funds for the University's current operations.

In addition, the Fund has grown by 2.6 percentage points per year above inflation, Herbert notes, “and the 2.6 percent is added value above the gift and the growth that is needed to keep up with inflation.”

Herbert attributes the University's recent success to “long-term investments in international and distressed markets.”

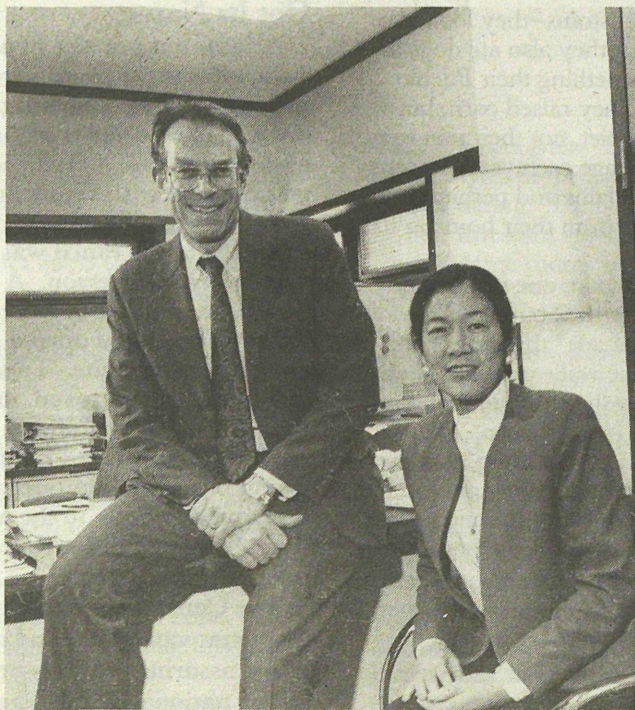
The Endowment Fund is becoming an increasingly important source of revenue to support research, teaching, scholarships and fellowships, Hokada says, although proceeds from the Endowment Fund are still a small part of the operating fund when compared with state support and student fees.

A strong, growing Endowment Fund also helps the University maintain its high bond rating so it costs less for the University to borrow money.

Moody's Investors Service raised the rating of the UM's debt to Aa1 from Aa last March, marking the first time Moody's had assigned a rating higher than Aa to a public university. In announcing the new rating, a Moody's spokesperson attributed the University's “very strong” financial condition to its “successful fund-raising campaigns and conservative fiscal practices,” as well as other funds that offer great financial flexibility.

The U-M ranked 19th nationally among private and public colleges and universities in 1993 market value of endowment assets. Three public university systems had larger endowments—the University of Texas System, Texas A&M University System and Foundations, and the University of California System.

The top five institutions in terms of endowment in 1993 were Harvard University, the University of Texas System, Princeton University, Yale University and Stanford University—U-M NIS.



Herbert and Hokada

President, Provost Act On Agenda for Women

By Mary Jo Frank
News and Information Services

“You are a powerful force for change. You can change this place. I'm convinced we have to change,” President James J. Duderstadt told a crowd of more than 500 women who attended a town hall meeting to discuss Duderstadt's “Michigan Agenda for Women: Leadership for a New Century.”

Flexible scheduling, child care, tuition reimbursement, the glass ceiling, race and gender prejudice experienced by women of color and the need for more enlightened managers were a few of the topics the women raised at the meeting sponsored last Wednesday by the Commission for Women.

Duderstadt opened the discussion with a brief description of the Michigan Agenda for Women, which he described as an “organic, action plan.” He envisions that by the year 2000, the U-M will be a leader among American universities in promoting the success of women of diverse backgrounds.

Responding to audience members' concerns, Duderstadt agreed that many managers have old ideas about the need for all employees to work 8 a.m.—5 p.m. Flexibility is the key to creating a high performance workplace, he added.

“It is hard to work in a unit where you are completely ignored,” one woman told Duderstadt. She said she hopes the Michigan Agenda for Women is more than a “paper” agenda.

The credibility of the effort depends on progress, said Duderstadt, who cited the success of the Michigan Mandate, which was launched six years ago.

Speakers expressed frustration with the pyramid structure of the University's work force, with many women at the bottom of the pyramid and few in high-level positions. Women staff who return to school are told when they graduate that they don't have the right experience. Women with years of experience but no degree are told they need to go back to school, women told the president.

“We've got to broaden the pyramid and break through the glass ceiling,” Duderstadt said. He noted that the University has created a chimney-style promotion system where there often is only one position to move up to. Instead, the U-M needs to develop a variety of career paths to provide more opportunities for promotion, he said.

Audience members clapped their support when Duderstadt said, “We have a lot of amateurs managing major parts of the University” and again when he said, “leadership can change.” Managers need more formal training in human resources, he added.

Providing professional development opportunities for their employees should be part of the performance evaluations of managers, said Duderstadt, who agreed that the

tuition reimbursement program and funding of Human Resource Development training need to be examined.

Adequate child care is another concern of women, Leslie de Pietro, coordinator of Family Care Resources, told Duderstadt. Tuition at a good child care center costs about \$150 per week, she noted, more than U-M in-state tuition.

One woman told the president that all of her fellowship money goes for child care.

At the end of the town meeting, Duderstadt invited the women to continue the dialogue, suggesting they communicate with him through E-mail. He added that he would like to participate in a similar town meeting next term because “I still have a lot to learn.”

New Fund For Female Faculty

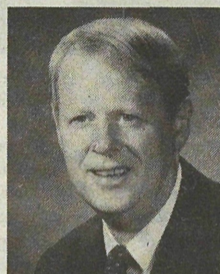
Twenty female faculty members have received support through the University's Career Development Fund. They are the first to receive funding from the new program, which is designed to respond to the “disproportionate service responsibilities” borne by female faculty.

“Our studies have shown that, because their numbers are still so small, women faculty often carry disproportionate commitments for student advising; department, college and University committees; dissertation committees; program development; conference planning; and professional and other service to the University and wider communities,” said Provost Gilbert R. Whitaker Jr.

“In an effort to respond to these disproportionate service responsibilities, the Office of the Provost has established a Career Development Fund for Women Faculty.”

The fund is one of several programs being launched this year as part of the Michigan Agenda for Women, President James J. Duderstadt's initiative designed “to make women full and equal partners at the University of Michigan.”

Awards consist of \$5,000 discretionary accounts with no time limit on expenditure. The funds can be used to support graduate students, for travel or for books, computers or other discretionary purchases relating to scholarship, research or creativity. Up to 20 tenured and tenure-track female faculty on the Ann Arbor campus will be selected each term, based on their achievement and potential and their service record, defined broadly as any professionally related activities, other than classroom teaching, that draw the applicant away from her scholarly or creative agenda.



Duderstadt



Whitaker

President Ford's No. 48 retired

The University retired the jersey number 48 of former U.S. President Gerald R. Ford '35 of Grand Rapids, Michigan, at a halftime ceremony of the Michigan State game on Oct. 8.

"Other honors that have been bestowed on me were because of my work or my efforts," Ford said of his number retirement. "But in this case I am being honored by a school where I learned skills and discipline that I used for the rest of my life."

Ford was an All-American center for the Wolverines, playing on the undefeated 1932 and '33 national championship teams. The team selected him as its most valuable player in his senior year, and he played in the College All Star and East-West Shrine games after his senior season.



The Fords at jersey-retirement ceremony. The former president was an All-American center in his senior year (below).

After graduation from Yale Law School and four years in the U.S. Navy, Ford entered politics, first serving as a Republican member of the House of Representatives and eventually rising to the nation's highest office in 1974.

Ford said that "you had to have a thick skin" to compete in football and politics, because "in both arenas, you have arm-chair quarterbacks who will criticize you whatever you do, so you have to just do what you think is right."

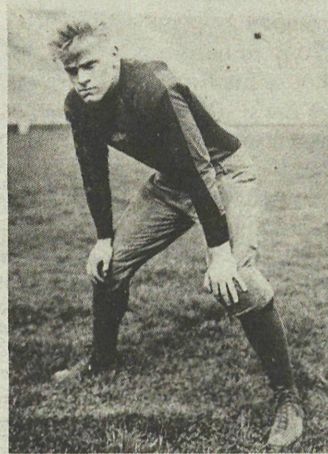


Photo by Bob Kalmbach

Dialogue on ethics

By Julie Peterson

News and Information Services

The University needs to reintegrate elements of religion, ethics and values into campus life, agreed panelists and other participants in a day-long conference titled "The Role of Religion and Ethics in Transforming the University."

More than 100 students, faculty, staff, administrators and community members attended the public session, held Oct. 26 in the Michigan League. Len Scott, liaison for ethics and religion in the Office of the Dean of Students, chaired the planning committee that organized the session, billed as a "day of dialogue."

President James J. Duderstadt, in opening remarks, noted that the University has had "a long history and tradition of embracing religious studies and discussion," dating back to its founding in 1817 by a Presbyterian minister and a Roman Catholic priest.

Panelist Maureen A. Hartford, vice president for student affairs, noted that more recently the University has struggled with the role of religion in the classroom and in campus life. The outcome of the 1960s, she said, was a world that became uncomfortable with the word "values." She added: "We're partially responsible for the 'me generation' of the 1980s; in the '70s, we turned out graduates with little sense of social responsibility."

That lack of moral guidance is particularly problematic for students who are "on the cusp between childhood and adulthood," Hartford said. "This is a very vulnerable time in their lives. It's also a time when many students become disconnected from their traditional supports."

Several panelists cited the need for more study and discussion among students, both within and outside of the classroom, of the world's religions. Ralph Williams, Arthur F. Thurnau Professor and professor of English, asserted that although "it's a useful and humanizing thing to know of others' religions," rather than simply presenting information about a religion, it is necessary that "we feel its warmth, its force."

Yet, he acknowledged, "this is a hugely dangerous area because it is the site of division as well as union" and that "exploration must take place without creating the impression among students that they are being directed toward any one set of beliefs."

The panelists identified the existence of a core set of values—distillations of the ethical teachings of the world's religions—as the source of principles all students should consider.

Regent Laurence B. Deitch also referred to the U-M Statement of Student Rights and Responsibilities, which he termed "a moral and ethical guide" that should be given to incoming students as a contract under which they agree to a common set of values and standard of behavior.

Vince Keenan, chair of student rights in the Michigan Student Assembly, responded that any code of ethical behavior must be agreed upon by those affected, rather than imposed from above.

Suggestions offered by participants included:

- Expand the scholarly study of religion and ethical values; establish a doctoral program in religious studies.
- Provide increased financial support for student religious organizations.
- Revive the Student Council on Religion, which existed during the 1940s, as a group that provides a vehicle for students to speak to the administration in an advisory capacity.

Science Learning Center opens new paths to knowledge

By Mary Jo Frank

Increasing numbers of introductory biology and chemistry students are studying, meeting with teaching assistants (TAs) and working with classmates on group projects in LS&A's Science Learning Center (SLC).

Housed on the first floor of the Willard Henry Dow Laboratory, the SLC encourages students to be part of a scientific community early in their undergraduate career, says SLC Manager Lynda Milne.

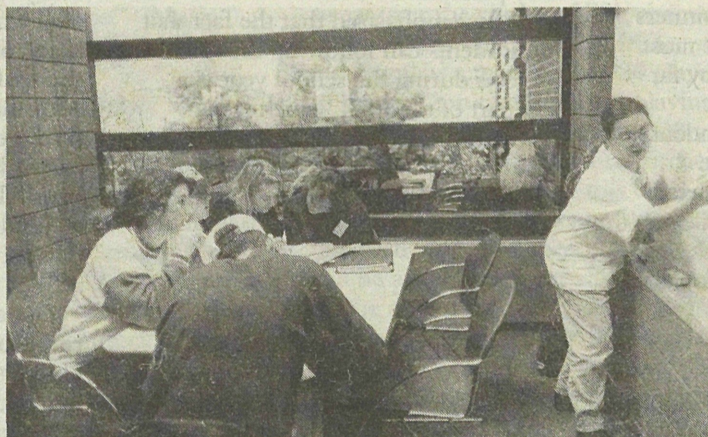
Staff and professors who provide computer software, TA time and reference materials are working to create a welcoming environment for students in the SLC, a space that equals about five Chemistry Building classrooms.

Live plants and a fish tank contribute to the relaxed atmosphere.

The SLC, which is open 56 hours per week, attracts large numbers of students—about 550 on a normal day and as many as 900 before examinations or when large projects are due.

Milne says the SLC consists of three major activity areas: biology and chemistry study centers, computer laboratories and a center meeting area.

The biology and chemistry study centers house seven alcoves where students can consult with TAs. Each



Teaching Assistant Kim Foltz explains a chemical reaction on the markerboard in a study alcove of the Student Learning Center in the Willard Henry Dow Laboratory.

alcove is furnished with a study table and six to eight chairs. This fall term 60 chemistry TAs and 30 biology TAs staffed the SLC.

Each study center is equipped with textbooks and study guides for reference use and a video viewing station with earphones so students can review video materials professors have assigned.

The SLC's computing resources include 21 IBM stations in the Biology Study Center and another 21 Macintosh stations in the Multimedia Instructional Laboratory. The computers are equipped with instructional software selected by professors.

A center meeting area, just beyond the front desk, is used by individuals and groups for study. Its use has quickly shown that the Center fits in

well with Dean Edie N. Goldenberg's and President James J. Duderstadt's goal of getting students to work more collaboratively, Milne notes.

Roy Belville, a second-year pre-med student from Ann Arbor, says the SLC is a good place to find study partners.

Louise Stanczak '98 of Nagoya, Japan, who is taking Chemistry 130, says she enjoys doing the "Seeing Through Chemistry" assignments

at the SLC because "if you have questions, there are people here to answer them; it's also usually pretty quiet."

April Bell '98 of Detroit estimates she spends about five hours a week at the SLC, studying for her Chemistry 130 class, and finds it "nice that students can come and get help and tutoring by different TAs."

In another SLC pilot project, part of the Center has been turned into a TV studio, with the assistance of Prof. Lynn Conway of the College of Engineering. Chemistry professors are using the U-M television network to reach students in their residence hall rooms through televised office hours 8-10 p.m. Mondays, with students calling in questions.

Photo by Mary Jo Frank

Succeeding in Science

By John Woodford

"If you succeed in science, it is largely based on what you can do for yourself," observes Billy J. Evans, professor of chemistry and head of the Program in Scholarly Research for Urban/Minority High School Students (PSR).

This year, 22 Detroit-area 8th through 12th graders participated in the 1994 PSR, bringing the total to 175 since Evans launched the Program in 1981. Each student picks a research project with a faculty adviser, completes the project, writes it up and presents it. The regimen is scrupulously professional, Evans says, because the goal "is not to get them to go to college or to give them exposure to a university—it's to get them to go to graduate school."

The students reside on campus for eight weeks in the summer, and many continue with their research projects on weekends or weeknights throughout the school year.

"Almost any student can stand a highly structured program for a few weeks," Evans says. "It takes a very motivated student to stick with 20 weeks of unprogrammed work. Here, they learn to use their eyes, their hands, to work in a lab with great resources, one open to them 24 hours a day—it's a setting where they can learn how to make up for any deficiencies they have. They learn to operate sophisticated laboratory equipment and to perform sophisticated calculations."

Both anecdotal and objective evidence support Evans's enthusiasm

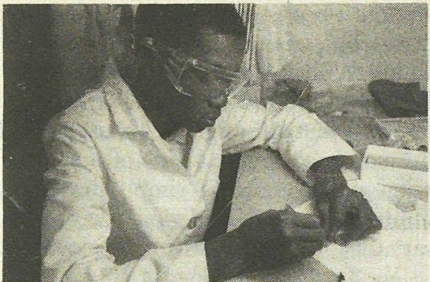


Photo by Bob Kaimbach

David Kuhn, a 9th-grader at Detroit's Cass Technical High, is in his second year in the program. He is studying the effect of chemical composition on the electrical conductivity of the mineral iwaite in Evans's lab.

for the Program. Since 1982, every winner of a Westinghouse Science award at the city level in Detroit has gone through the program. This year, the only Westinghouse national winner from the state of Michigan was a PSR student, Darius Hollings.

"Darius is from the East Side of Detroit," Evans says, "and although his SAT scores were low, his grades were high, and he is very hard-working. He is probably the first member from an under-represented minority group to become a Westinghouse finalist."

Although the PSR is not a direct recruiting program, about half of the participants have enrolled at U-M. Hollings, however, decided to attend Morehouse College in Atlanta, where Evans got his bachelor's degree before receiving his doctorate at the University of Chicago.

The PSR students' continued success at the city and state levels in Westinghouse competitions is important, Evans says, "because it is an independent validation of our approach: there are no affirmative action or diversity rules involved in the Westinghouse program."

Evans also points out that the U-M program "keeps the state in the Westinghouse picture. Michigan is lower than Indiana, Illinois and Ohio in Westinghouse winners by a factor of two, but Michigan has more Black winners than any other state in the country, and more minority winners than New York, which has the most winners of any state but also by far the most applicants."

Evans had the PSR independently evaluated in 1991. Eighty-five percent of students who completed the PSR program attended college; 46 percent completed college, and 37 percent attended graduate school.

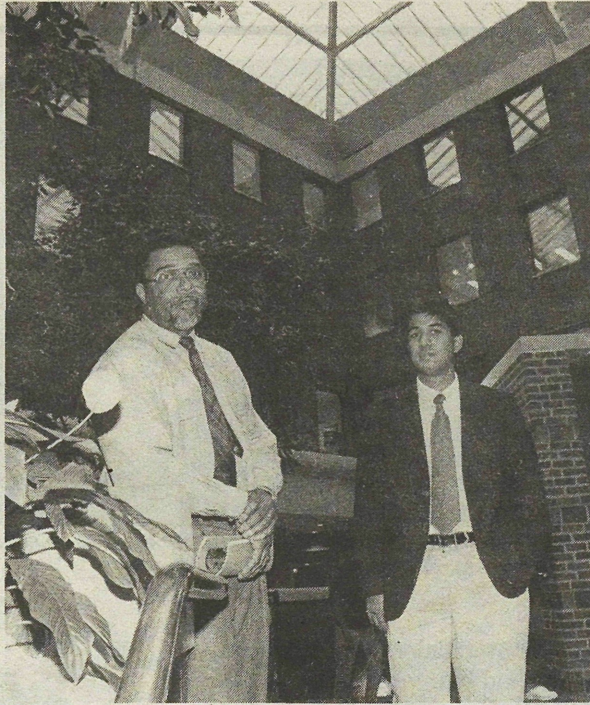


Photo by Bob Kaimbach

Evans and PSR and U-M graduate Harish Chand '88 in the Willard Henry Dow Laboratory. Chand, a PhD candidate in economics at the University of California, Berkeley, studied in the PSR during his final two years at Detroit's Cass Technical High School. He did research in Prof. William Butler's chemistry lab and Prof. Harry Douthit Jr.'s biology lab, but decided to pursue social science instead of medicine or biology. Chand was on campus to present at the Institute for Social Research his paper on the dynamics of the assets of the elderly. "It's a grand feeling," he said, "to come back to your old college and give a paper."

Statistics like those "would be impressive if they were based upon students in an exclusive prep school," the survey noted. "When such percentages describe urban and minority public high school students from the Detroit area, they are extraordinary."

Those who have benefited most from the Program, Evans says, "are the ones who've had the greatest needs—the economically needy student from a nonprofessional family. They come from families with no computers, with no quiet room for study, yet they do the best absolutely, they perform the best."

Evans emphasized that the fact that the students can follow up their projects during the school year is a key part of the PSR, which is currently in the second year of a two-year, \$255,856 grant from the National Science Foundation Young Scholars Program.

Achievements, goals cited in Mandate report

By Jane R. Elgass

News and Information Services

The University can take pride in its accomplishments in implementing the Michigan Mandate, but also must overcome some serious obstacles to retain its leadership position in achieving a community in which all individuals are respected and valued for their contributions, according to President James J. Duderstadt.

His remarks are contained in *The Michigan Mandate, A Six-Year Progress Report, 1987-1993*.

The president noted that the University's "leadership will be greatly determined by the diversity of our campus community. Groups with different ways of conceptualizing and addressing intellectual issues give new vitality to our learning and living environment. Excellence and diversity are not only mutually compatible but mutually reinforcing objectives. We are able to draw great strength from our extraordinary plurality."

Among the accomplishments cited in the report were a continued increase in the number of students of color in the student body; a more diverse faculty than ever before; and the launching last spring of the Michigan Agenda for Women (see story on p. 4).

Duderstadt noted that the American Association of Colleges and Universities had "identified the University as one of the 20 leading resource institutions on issues related to diversity in the curriculum."

Despite the accomplishments, Duderstadt said that "serious obstacles have hindered complete success at Michigan" and that he was "very disturbed, for example, by the data which indicate that some academic units have not been as successful in recruiting and retaining African-American faculty in the past three years as they were during the early phases of the Michigan Mandate." He said that the situation would be assessed across campus "so that we may launch appropriate actions as quickly as possible."

Duderstadt said that with some early successes under its belt, the University must now deal with "more difficult issues." Among them, he said, should be a stronger focus on curricular and pedagogical reforms to improve the environment for teaching and learning; pre-college preparation of potential students; and building alliances with K-12 education and with industry.

Concluding, the president said: "In order to thrive in this age of complexity and change, it is increasingly vital that we resist any tendency to eliminate options. Universities, more than any other institution in our society, have a legacy of striving for tolerance and intellectual freedom. We must continually work to advance this heritage and to learn to appreciate and promote the value of a myriad of experiences."

Copies of the report are available from the Office of the President, 2074 Fleming Administration Bldg. 1340, Ann Arbor MI 48109; phone: 313/764-6270.

'An Untapped GOLD MINE'

By Sally Pobojewski
News and Information Services

Venture capitalists are discovering that U-M research is an "untapped gold mine," according to Robert L. Robb, director of the U-M Technology Management Office.

In a presentation to the Board of Regents in October on "Technology Transfer and Economic Development," Robb said the level of interest shown by the investment community in U-M research has increased in response to the University's proactive position on technology transfer.

The mission of the Technology Management Office (TMO) is "to identify, evaluate, market and transfer U-M inventions and software to the private sector for further development and the ultimate benefit of the public."

During FY '94, TMO facilitated the creation of three new spin-off companies to market U-M technology, and processed 100 invention disclosure statements, according to Robb. Nearly one-half of these disclosures were from the Medical School. About one-quarter originated in the College of Engineering with the remaining one-quarter coming from chemistry, pharmacy, physics and other fields.

The University received \$2.1 million in revenue from technology and software development in FY '94—a \$400,000 increase from the previous fiscal year. Although Robb predicted that income received from marketing U-M technology would continue to increase, he told the Regents that income "is not the main reason for the U-M's increased emphasis on technology transfer; the primary reason is to serve the community and support economic development in Michigan and the nation."

George A. Hartford, director of engineering technological transfer, reported on the College of Engineering's Display Technology & Manufacturing Center, where 14 faculty scientists are working with nine corporations to develop technology and manufacturing processes for use in the flat panel display industry.

Orchestras, bands and ensembles
depend on the selectivity of John Miller '68

Regards From Broadway

H By Susan Ludmer-Gliebe
is name lights no theater marquee but John Miller '68 is a very familiar face to the denizens of Broadway. Walk down the Great White Way with him and turn right, away from the total cacophony and onto the relative calm of West 45th Street. Pass the Minskoff Theater. Continue by the Booth and the Plymouth, the Music Box and the Royale, toward the Imperial.

Traversing this single city block will go slowly because every few steps somebody—the sound operator from *Les Mis(erables)*, a bass player with *Phantom of the Opera*—stops to chat with Miller, or he with them, about rehearsal times, previews for a play or reviews of a musical. “New York seems like a small town to me,” Miller says as he walks around his domain. “It’s where I’ve operated out of since I returned from my student days at Michigan. I’m deeply ensconced here, and I love it.”

Miller, 49, likes nothing better than “shlepping” one of his basses—he owns five electric and three uprights—to a gig, whether it’s a recording session, commercial work, movies, TV or social functions. But around this part of town he’s best known as a music coordinator, the person charged with assembling musicians for pit orchestras. *Music Magazine* says Miller is responsible for the hiring of more musicians than anyone in New York City.

Jobs Are Scarce

Miller champions any musical idea that allows musicians to bring home their daily bread, an increasingly problematic proposition at a time when arts funding for symphonies is stalled at best, stage productions routinely use taped music, and synthesizers can take the place of whole orchestras.

“The basic scale for pit musicians is \$978 per week—more if they double on more than one instrument,” Miller reports. “The fee is set by the collective bargaining agreement between the League of American Theaters and Producers and the Associated Musicians of Greater New York, Local 801, American Federation of Musicians.” (Music coordinators like Miller negotiate their fees independently with the producers.)

Miller’s music coordinating career began in 1978 when he was chosen as one of four musicians who also had to sing, act and “be able to put one foot in front of the other without tripping” for Cy Coleman’s production *I Love My Wife*. Coleman had also worked with Miller on several recordings, “so when he did *Barnum*,” Miller recalls, “he asked me to be the music contractor, as the job was known then. Cy said, ‘I have to give it to some schmuck, I might as well give it to you.’”

A Coordinator's Duties

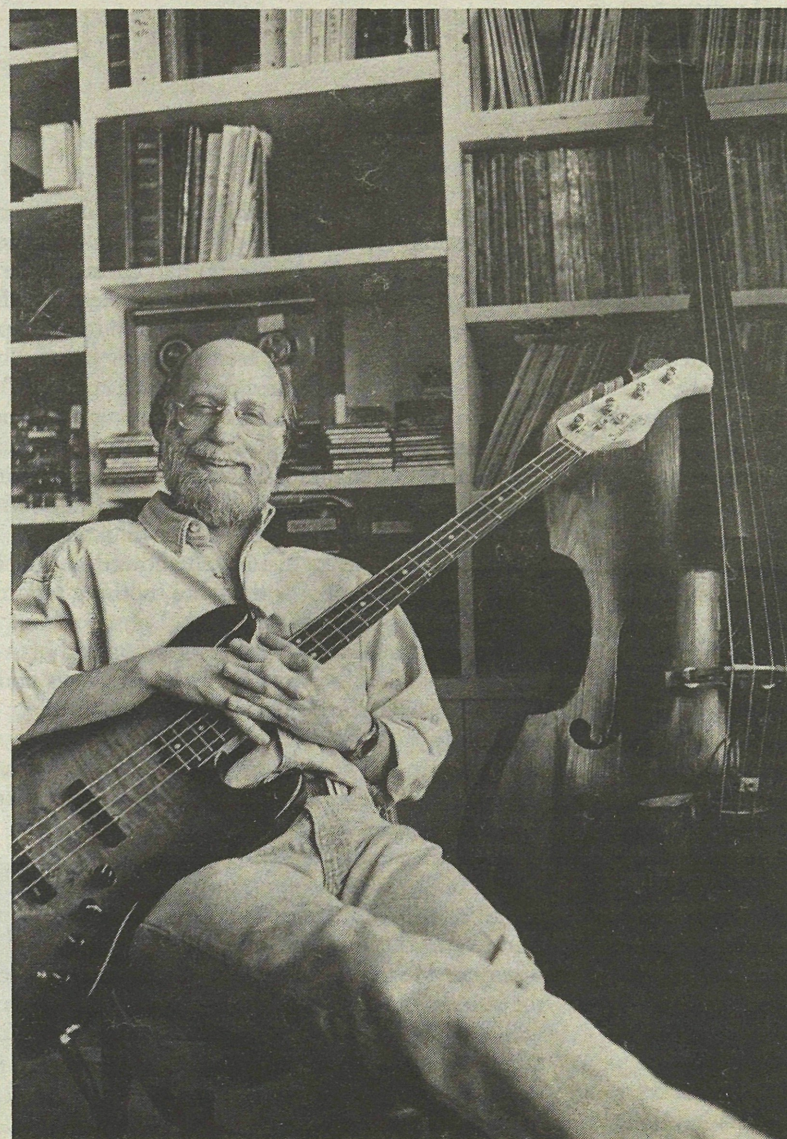
“Coordinator’ is the term now because the job has grown; it includes everything from being in on the selection of the music director, orchestrator and copyist, to selection of the musicians.”

Miller is one of only three major music coordinators on Broadway. He says the job is a combination of talent scout (Miller estimates that he knows the work of 5,000 musicians), casting agent, psychologist, employment agency, labor negotiator, management employee and crystal ball reader.

Last season alone he put together the musical teams for the \$14-million-plus Walt Disney extravaganza *Beauty and the Beast*, the Tony award-winning shows *Tommy* and retro J. B. Priestley thriller *An Inspector Calls*.

The first thing he does when putting together a musical team is to sit down with the producer and composer and learn about the show. Then he searches for professionals whose musical strengths and personalities best suit that show.

“As far as the pit orchestra goes, most of the musicians I know are ‘industrial-strength’ players like myself,” he says. “They can play anything. But I ask myself who’s going to get the essence of what each show needs; whose musical style resonates with the music of the show?”



“Musicians, unlike actors, are each other’s agents,” Miller says. “I can’t think of any job I’ve ever gotten as a bass player by making a phone call or sending a tape and resume. Music jobs come by word of mouth, from conductors, producers and fellow musicians. So I advise aspiring musicians, play as well as you can in every situation and build your reputation in the circle you’re already in.”

No Bad Apples

“When I’m putting together a pit orchestra, I sweat over the choice of fifth-chair violinist as much as the lead trumpet player” Miller says. “I have to put together a team of, say, 24 players who are going to be sitting in tight quarters playing the same music eight times a week for possibly 10 years. My credo is: One s.o.b., and the whole orchestra suffers.”

“I try to imagine that this band is on a bus and it breaks down in a snowstorm on I-94. If the people like each other and respect each other’s talent, that can be a terrific upbeat adventure. But if they don’t, it’ll be one of the worst experiences that any of them will have. It’s not about the bus breaking down, it’s about who’s on the bus. Because buses break down.”

The right personality requires forbearance in the face of literal pitfalls. “Sometimes you have to put a net over the pit to protect the musicians from props that might fall, or from a dancer who might trip,” Miller says. “And when smoke machines are used, you have to make sure fumes don’t seep into the pit.”

And then there is the decibel problem. “Broadway pits were designed for shows like *Annie Get Your Gun*, not for loud rock-and-roll shows like *Tommy*,” Miller says. “To make a show with a rock style sound convincing, it has to be played convincingly, which means *very* loud. It’s a problem to make sure the musicians’ hearing isn’t permanently damaged, but also that the sound is appropriate. In *Beauty and the Beast*, the flute players were sitting in front of the French horns, who were in front of the trumpets. We had to rearrange them to make everyone comfortable.”

Spatial Problems

Sometimes, just finding room for woodwind players who may use three or four different instruments, or a cellist who is using an extra-long bow, can be Miller’s biggest problem. “Occasionally, you can’t even get the whole orchestra in the pit. In *Will Rogers Follies* and *Tommy* the strings had to be put in a separate room on the seventh floor watching the

conductor on a TV monitor.”

Despite music’s soothing charms, the pit can be a stressful place. *An Inspector Calls* requires 20 minutes of music and 90 minutes of sitting still, with the first row of the audience seated so close they can read the music on the stands. “You have to be centered,” Miller says. “You can’t leave, you can’t read, you can’t talk, and you can’t fidget.”

It’s hard to imagine Miller fidgeting for anything. He oozes equanimity, a trait he showed even as an undergraduate. “I’m not susceptible to the panic of the urgency of the moment,” he explains succinctly. When he was in the U-M Jazz Band on a 13-week State Department tour of South and Central America in 1965, the band members found themselves in the Dominican Republic during a revolution. “We were in the hotel, swimming and drinking pina colodas while hand grenades were going off,” Miller recalls. “As we were waiting in the hotel parking lot for the US Marines to evacuate us, someone yelled, ‘Hit the dirt!’ Evidently the rebels were also staying at the hotel. Being 19 years old I thought it was great fun.”

The fun continued when Miller returned to Michigan. “The formative roots of my professional life are in Ann Arbor,” he notes.

And, by coincidence, so is his first string bass teacher, Stewart Sankey, who lived a block from his parents apartment in New York City, but later became a U-M professor.

Much of Miller’s education in Ann Arbor was extra-curricular, learned in venues like The Canterbury House, Blazos, The Ark, The Rubaiyat, The Old Heidelberg and the Falcon Club, where he “played everything from German oom-pa-pa to jazz and Dixieland.”

What does Miller do when his work is done? Nothing’s changed since his college days. “Only now instead of wheeling my bass to the Ark after a day at the Music School, I throw it in the back of my station wagon and drive a couple of hours to play free with a guitarist friend at the Red Lion Inn in Stockbridge, Massachusetts. Because if you choose a career you love, you’ll never have to work.”

MT

Susan Ludmer-Gliebe is a New York City freelancer.

A Man for the Coming Season

MILLER WILL BE INVOLVED with five new Broadway shows and two Off-Broadway in the 1995 season. Broadway shows include *Smokey Joe’s Cafe*, the music of Jerry Leiber and Mike Stoller, *Victor/Victoria* with Julie Andrews, *How to Succeed in Business Without Really Trying*, and Cy Coleman’s *The Life*. Off-Broadway openings include *Das Barbecu* (a country western version of Wagner’s Ring Cycle) and *Inside Out*, a show about a women’s therapy group.

If shows succeed in New York, Miller coordinates the road shows as well. Currently he’s involved with out-of-town productions of *Tommy*, *Beauty and the Beast* and *An Inspector Calls*. And in the works are *Chaplin*, *Dr. Zhivago*, *Little House on the Prairie* and a revival of *The King and I*.

MATTERS OF LOVE & DEATH

Teen Health in the Age of AIDS

Photography by Dan Habib
Story by Rebecca Blumenstein

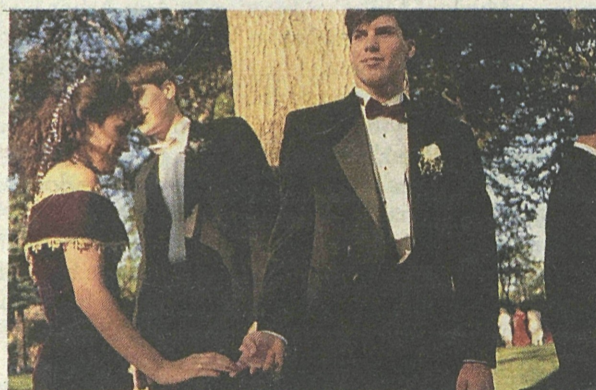
They are abstinent and active, knowledgeable and naive, and patient and embarrassed. They are scared and courageous, cynical and idealistic, rebellious and conformist. They are teenagers. And they are Dan Habib's subjects as he goes about documenting what could be the least understood, most awkward, subject in America today: teen sexuality. Troubled by the conflicting messages today's teens are receiving about sex in an age when sexual encounters must be viewed as a potentially deadly act, Habib has set out on an exploration of the forces that are shaping the decisions that, for many, define adolescence.

Habib, a 1987 LS&A graduate who got his start in photojournalism at *The Michigan Daily*, has not found any simple answers. But time and time again, he has found teens who are struggling to make sense of the complex web of cultural factors that often seem to tell them everyone else is having sex, but amid a society that cannot even seem to agree whether the word should be uttered in the classroom, not to mention at the kitchen table.

Habib is preparing to take his project, "Love and Death Decisions: Teen Sexuality in the Age of AIDS," a multimedia documentation of nine young people, to schools and community centers across the nation in June 1995. After each multimedia presentation profiling teens from all points of the sexual spectrum, a panel of teens, parents, educators, scholars and health workers will break the silence that often surrounds the subject. The New Hampshire Humanities Council is assisting him with an \$11,000 grant.

"I'm trying to create a balanced, honest look at the forces that impact when and how teens act on their sexuality," says Habib, who has provided both the pictures and text for his project. "Teen sexuality by itself is not a problem. Teens are sexual beings, like all of us. But teen sexuality can become a problem when it collides with other forces like pop culture, drugs and alcohol, low self-esteem, poverty and sexual abuse."

Habib first developed an interest in the subject after documenting for the *Concord Monitor* the life of Bill Newman, a gay man with AIDS. Just before his



Michelle Dionne and Sam Burke of Manchester, New Hampshire, at Central High prom. A peer educator, she says teen magazines tell girls 'how to be there for guys... for a lot of girls, that's the only sexual education they're going to get.'



Tina Bleu rushes to embrace her husband, Michael. The Vermont groom decided to follow his Catholic principles, explaining, 'If you never give yourself to anyone except the person you marry on your wedding night, then that is the ultimate act of love.'

death in 1991, Newman told Habib that it was not homosexuals who would be at the future epicenter of AIDS, but those teenagers who had chosen to be sexually active but had not learned the lessons of safe sex. Newman's warning stirred Habib to attempt to "elevate the debate about teen sexuality beyond simply saying, 'Just say no,' or 'Here's a condom.'"

Habib soon began an 18-month documentation of the lives of ninth-grade students in a Concord health class; in 1993, his four-part series, "Sex Education, Teen Realities," appeared in the *Monitor*. The series generated more letters to the editor than any peacetime event in its history. It showed images of teens at school dances and parties, nothing unfamiliar to most parent chaperones.

But what really became the lightning rod of debate was Habib's portrayal, through words and images, of what happened within the walls of teacher Tom Walton's Health/Related Fitness classroom in Rundlett Junior High School. It's not a typical health class, with a teacher explaining in scientific terms the functions of different parts of the male and female body. Walton encourages teens to talk, ask questions and write about their health concerns, from eating disorders and depression to substance abuse and sexually transmitted diseases. He believes that information demystifies the subject of sex, making it less probable that teens will "do it" to satisfy their curiosity or rebel against taboos or succumb to peer pressure to do something they don't want to do.

Habib sat in Walton's classes with a tape recorder for a full year after receiving permission from the parents of each student. Habib found the teens he observed deeply influenced by the world around them and yearning to talk about their thoughts about sex. In film and text, he presented in the *Monitor* the teens' story in their own terms.

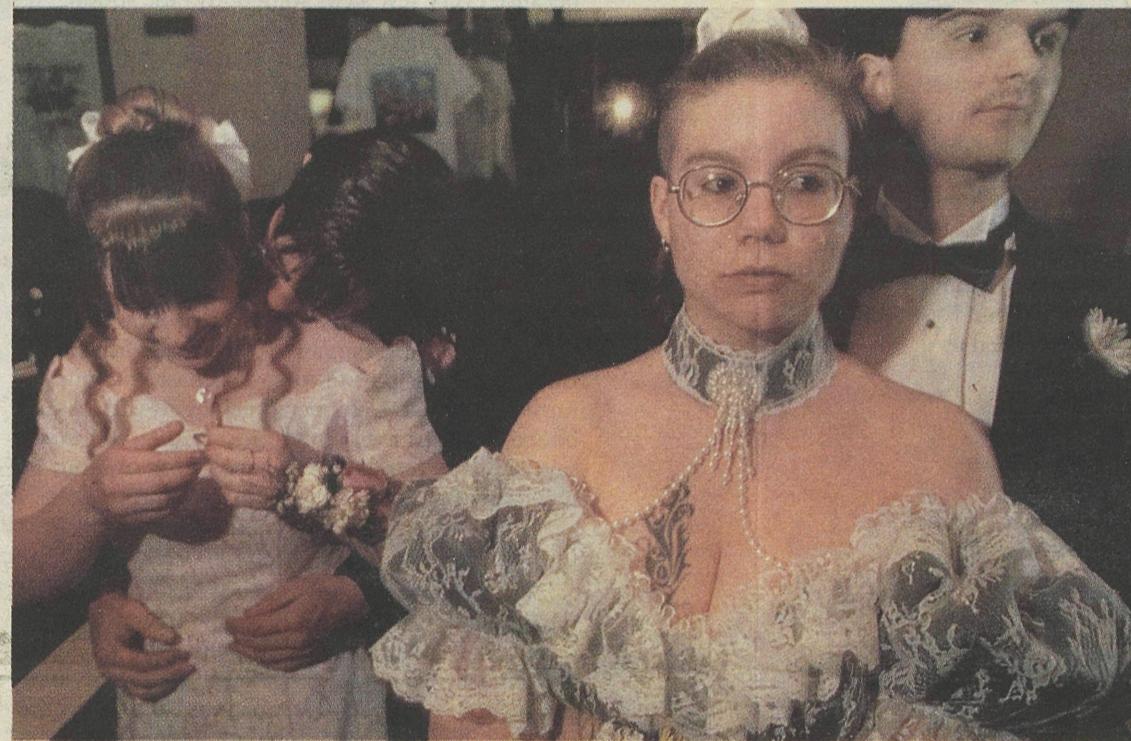
Gabe, a 15-year-old, said AIDS didn't worry him as much as pregnancy did. He said it was "pretty crazy" to ask teenagers to be abstinent "because most teenagers, with all they hear in music, TV and movies, they're not gonna wait to have sex until they are married."

Like many in her peer group, Jamie said the pressure to have sex began as early as age 10, a statement that incensed many *Monitor* readers. "Having sex did take the pressure off," she said. "A lot of people make fun of you if you are a virgin."

The teens who are most likely to become sexually active in an attempt to enhance their self-image are those with the lowest self-esteem,

Walton and other educators have found. But their decision is also often influenced by alcohol, and made far away from supportive family members or other influential persons.

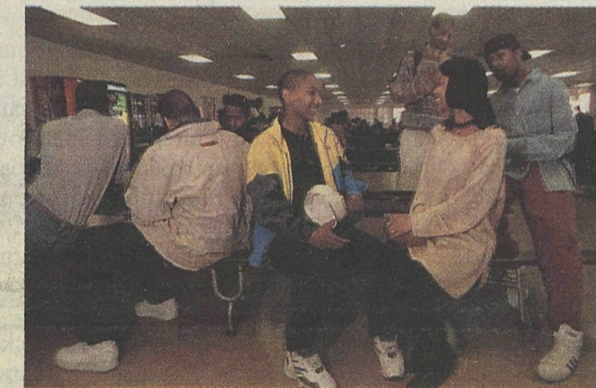
Habib's portrayal of teen life startled many adults in the community. The morning after Habib's first stories about the Concord class appeared, Walton recalls that few, if any, teachers commended him. "It was like someone had died," Walton recalls. "It was



SAME AS IT EVER WAS?

It's an old debate: Are today's teens confronted with more difficult choices than previous generations? Arguing the "Yea," is Susan Bordo, a professor of philosophy at the University of Kentucky and author of *Unbearable Weight: Feminism, Western Culture and the Body*.

Bordo has studied the influence of popular culture upon society and is serving as a consultant to Habib's national project. She argues that there is a big difference between today's teens and those of yesteryear. "Previous generations were taught by parents and teachers how to become men and women; today, young people learn these lessons from the sensori-



Top left: Aimee Sandquist, 16, and Jay Prevee, 15, at New Hampshire high school prom.

Above: Germaine Powell, 16, of Philadelphia chats with friend in school cafeteria. 'I'm the funny man with girls,' he says. 'That seems to attract the right girls for me.'

Left: 15-year-olds Andy Berardo and Ted Dickinson of Concord survey a lingerie catalog during a small party.

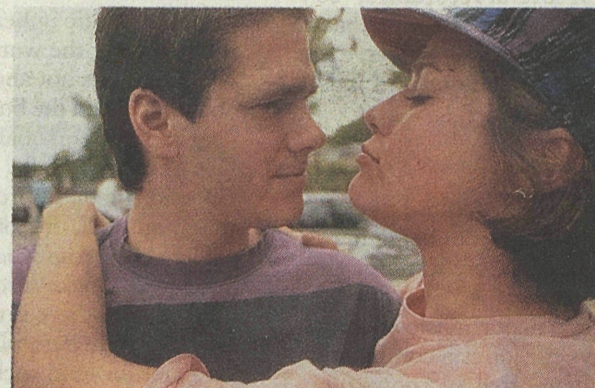
the talk of the town, and no one in the school even mentioned it to me."

For Habib, who at the age of 29 has won awards for his photos of subjects ranging from presidential campaigns to documentaries of Jamaican migrant workers, the struggles of single fathers, and the life of teenagers in China, this remains his most important work yet.

"Teen sexuality is extremely complex," says Habib, who has left the *Monitor* to freelance, "but much of American society continues to prescribe simplistic solutions. MT

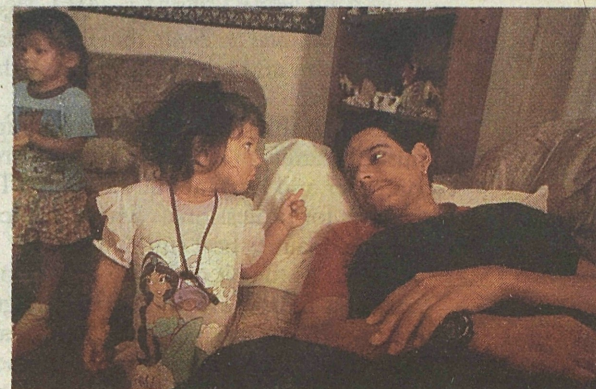
Rebecca Blumenstein '89 is a reporter for Newsday in Long Island, New York. She says of her days as editor-in-chief of the Michigan Daily, 'I doubt I'll ever have to work as hard again.'

Dan Habib '87 has published his photos in Life, Newsweek, The New York Times, People, Fortune and Esquire. He and writer Blumenstein were colleagues on the Michigan Daily. He can be E-mailed at: dhabib@igc.org



(Above) Kerry Carson of Portland, Maine, with an old boyfriend, Brent. When she learned she had contracted the HIV virus from her second sexual encounter, she thought, 'No one is ever going to want to have anything to do with me again.'

(Right) Jose Gonzalez, 21, of Lowell, Massachusetts, and his daughters Natasha, 1, and Jessica, 3. He says he contracted AIDS from a heterosexual relationship at 17.



ally and emotionally compelling—and utterly fabricated—images provided in magazines, movies and music videos," Bordo writes. "So pervasive and powerful are these images in contemporary culture that some philosophers have argued that we are rapidly losing our ability to distinguish between what is a created illusion and what is 'real.'"

But other scholars disagree that the reality—and dilemmas—of sexuality differ significantly from what they have been since the beginning of time. Lawrence Stone, professor emeritus at Princeton University, examined the history of sexuality in England from the Middle Ages to the early modern era in *Family, Sex and Marriage: England 1500-1800* (Harper and Row, New York, 1977) and later works.

Stone, a visiting fellow at the U-M Institute for the Humanities this semester, says that Puritanism kept a lid on sexuality in England and America throughout the 17th century. But marriage and birth certificates, divorce cases and other records compiled during the 18th and 19th centuries show that 40 to 50 percent of Englishwomen were pregnant when they married.

Neither premarital sex nor births to unwed mothers are recent phenomena, Stone told *Michigan Today*; the only thing that changed in the 20th century is that they moved out of the lower classes of society and permeated its highest reaches.

"There's nothing new about sexuality; I don't think we talk about much else," Stone continued. "But there has been a tremendous change in habits." Because of pregnancy, he said, sex was never "free" until contraception became widely available in the 1960s. "There were 10 to 15 years of free sex—you were safe. That has now come to a grinding halt with AIDS."

Yet as educators and parents argue over what to teach their children in the classroom, public health experts appear to be reaching a consensus on one point: if teens do not learn about sexuality in the classroom, they will most likely learn about it on much more stark and often dangerous terms outside the classroom.

Upon being named head of the White House AIDS policy office in November, Patricia S. Fleming reported, "One out of four infections occurs in people under 20 years of age. That's really appalling... I think kids today have to delay having sex as long as possible to protect themselves."

Prof. June E. Osborn, former dean of the U-M School of Public Health, served as chairman of the National Commission on AIDS for four years. Before the commission was disbanded in 1992, it urged more education to prevent further HIV infection among adolescents.

"Pushing boundaries, testing limits and questioning adult authority are ways for young people to move into adulthood," the commission wrote in its 1993 report, *Preventing HIV/AIDS in Adolescents*, "[but] the presence of HIV makes sexual and drug-taking behavior particularly dangerous today."

The commission found that only 48.2 percent of the nation's high schools in 1990 were advising sexually active students to use condoms. The panel emphasized that researchers have found no evidence that sexuality education promotes sexual activity and expressed alarm about spiraling rates of HIV infection among 20- to 29-year-olds who were probably infected in their teens. There are more than 55,000 AIDS sufferers in that age group, representing about 20 percent of AIDS victims.

Osborn fears the commission's recommendations, which now are available at a national clearing house for the asking, have not been heard. It is "very distressing to see the findings just lying there."—RB.



Raphael, 18, of Manchester, New Hampshire, engaged in homosexual sex. 'People are afraid to be different,' he says, 'especially in high school. If you're different, you're not liked.'

U-M reaches out and in to educate youths about HIV/AIDS

By Mary Jo Frank

Each time Karen A. Ocorr teaches animal physiology or cell biology, she knows exactly when she'll have students on the edge of their seats, asking for more information. It's when she is lecturing on HIV and AIDS.

"I have better attendance at these than any other lectures," Ocorr says. She also can count on a number of students to wait for her after class to ask specific questions.

In Biology 325, Principles of Animal Physiology, Ocorr talks about the immune system from the perspective of the whole animal; in Biology 428, Cell Biology, Ocorr talks about cellular genetics.

Students learn how the HIV virus attacks the immune system. "Then I always include a segment about how HIV is transmitted and how not to get the disease," says Ocorr, who is one of more than 70 U-M faculty members who teach courses or incorporate information about HIV/AIDS into their course work, according to the University Health Service.

Residential College students in Barbara M. Sloat's first-year seminar course Science: Image, Issues, Public Responsibilities recently focused on HIV/AIDS. Among the issues the class of 15 students raised with Sloat, an assistant research scientist and

lecturer in biology, including how the infection initially spread, how it became associated with the homosexual community in the United States and what scientists are learning about the early stages of epidemics from their study of HIV and AIDS.

Larry M. Gant, assistant professor of social work, has been teaching "HIV/AIDS Services, Policies and Programs" since 1990. "When you look at HIV and AIDS, it cuts across everything we do in social work, including social systems, service delivery issues, financing and health," he says. "We're talking about every aspect of social work."

"The Center for Disease Control reported in 1992 that female adolescents 10 to 19 presented 66 percent of the reported 4,072 syphilis cases and 56 percent of the 147,471 gonorrhea cases, says Asst. Prof. Barbara Guthrie, of the School of Nursing's Health Promotion/Risk Reduction Programs.

These statistics, coupled with the additional fact that 24 to 50 million females are affected by genital human papilloma virus (HPV)—a marker indicating risk of cervical cancer and HIV/AIDS—suggested a two-fold health education issue to Guthrie:

"Female adolescents are engaging in sexual intercourse, and they are not practicing self-protec-

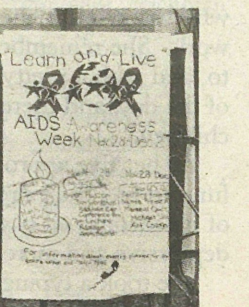
tive behaviors such as delay of early sexual experiences, monogamous relationships and use of condoms."

Guthrie concluded that the sex-is-forbidden-fruit approach to education has clearly been ineffective. With a grant from the National Cancer Institute, she and research associate Kay Doerr designed, with teen input, a program called Girl Talk, which uses teenagers as peer educators to provide other female adolescents with basic information about HIV/AIDS and other STDs.

"The Girl Talk approach consists of three interactive and role-playing sections—respect yourself, discover yourself and express yourself," Guthrie says.

"In the discover-yourself section, the participants learn what is going on in their own bodies, and especially that the immature cervix is vulnerable to infection from early and/or unprotected sex."

Guthrie and Doerr are currently assessing the program's effect on the 140 participants. MT



Professor's gift gives secretary room to grow

A NEW LEASE ON LIFE



Photo by Bob Kaimbach

'Everyone gets something different out of my story,' says West (left), who enjoys duets with Feldt. 'Some say it shows that most women in a bad marriage are stuck there. Others say it shows there's always hope for the better. One woman seemed most bothered that I continued to work at a relatively low salary.'

T By Susan Ager
o appreciate the rest of Kathy West's story, you have to know the end, at least the end so far.

A few months ago, she sold the big brown house and moved into a much smaller house with the man she loves, Allan Feldt.

West is nearly 60.

She was married for 32 years to a man who drank too much and wasn't keen on listening or talking—but when he did talk, he said mean things. Feldt, professor of urban planning in the College of Architecture and Urban Planning, is 62. He was married for 39 years to an ailing woman who last year collapsed with a fatal heart attack.

Today, they live together, laughing and loving like teenagers, all because of that big brown house. And because of a man named Jim Martin.

Martin has been dead almost nine years. His death from AIDS was the first in Washtenaw County, Michigan. Nobody talks about him much anymore except Kathy West. She thinks about him every day. He rescued her. Without ever having expected salvation, she got it, from him.

WEST WAS Prof. Jim Martin's secretary at the University of Michigan Law School. She typed and edited his manuscripts, prepared class materials, proctored exams. His reputation was mixed. He was brilliant and prolific, but nitpicky and somewhat of an intellectual snob. "He would," she says, "call flowers by their Latin names."

But she liked him. He spoke with her as if she were his equal. He would drop by her desk or she by his to chat. Nothing intimate, just their views of the world, their philosophies of life, the news of the day.

Or he asked what music she practiced on her piano the night before. "Oh, some Mendelssohn, some Bach, some Schumann," she would say. "Well, what?" he would insist. "I don't know!" she would reply, exasperated. "I start at the first note. I don't read the titles."

He thrived on classical music and equipped his house with a stereo that pumped sound into every room and the yard. Eventually he bought the rental houses on either side of his own, inflicting his music on his tenants, who did not complain.

West dropped papers off at his home regularly but went in only twice: once when she and her husband were invited for dinner, and once for a lavish dinner party.

Lots of people knew Martin was gay, but he didn't talk about it. She told him about her long and difficult marriage, but he never spoke of his love for Don, his partner for 10 years.

Once, the professor asked his secretary why she didn't get out of her marriage. "Well," she remembers saying, "it's the money." He did not ask again. She suspected he liked her and wanted her to be happy. He brought her flowers all the time.

KATHY WEST had small ambitions. She took typing and shorthand in college, then dropped out to marry and have children.

Within 10 years she had five, raising them in an old rented farmhouse in the country. Her husband, who worked the line at Ford, drove their only car to work. She remembers "doing what I was supposed to, and with a pretty cheerful heart. Doing the work of the day, and there's nothing thrilling about raising children."

As her five approached college, West wanted a fund to fuel their dreams. Her husband spent much of his income on psychiatric care. He was manic-depressive and increasingly dependent on alcohol.

She took a typing test, and, after pounding out 85

words a minute for five minutes with only three errors, was hired by the law school. She earned \$5,400. At 38, it was her first job outside the home.

Her income gave her husband more to spend on booze. Each night he drank a glass of wine, then more. Then gin. Then almost a fifth of gin daily. Sometimes he passed out by 6:30 p.m.

Once, when her two youngest were 14 and 17, they pleaded with her to take them away and let Dad fend for himself. "I can't," she told them, her heart aching. "We couldn't even get a decent apartment for the three of us on what I make. I just can't." She resigned herself to the long haul.

Her salary jumped when she moved to the U-M president's office. But as her home life deteriorated, she made what seemed a crazy decision: to take a big pay cut and return to the law school.

One night before she returned in 1984, she caught a glimpse of Martin at a concert. Fear stabbed her. "Something's wrong with Professor Martin," she thought, then, just as quickly, "or maybe he's just getting old." His throat looked more wrinkled, his 40-year-old face more gaunt.

That summer, he suffered from inexplicable fevers. By December, he was hospitalized with an unusual form of pneumonia. Finally, in February, his condition was diagnosed: acquired immune deficiency syndrome, or AIDS. Fewer than 45 people in Michigan had the disease, and nearly everyone else feared it.

Some faculty members retreated from Martin. "I think he felt very alone," she says. He told her how every two weeks he called his devoutly Catholic mother who, horrified by his homosexuality and his disease, urged him to pray and confess his sins.

West listened. Her life was not much, but at least she had a future.

That fall, after he quit teaching, West hardly saw him. Visiting him just once in the hospital, she could tell nothing would save him. He died at home on Dec. 12, 1985. A colleague called West to tell her.

The next morning, as she proctored a final exam, she wrote Martin's mother a note of condolence. Twenty days later, Martin's partner, Don, died of AIDS, too.

WITH HER trademark precision and reliability, West helped plan her boss's memorial service. She would emcee it herself. She would play Bach on the piano as mourners filed in.

Two nights before, she dropped by the home of a young couple Martin had named as executors of his estate. She was ready to dash home when they told her the news that would change her life: Martin had left her not one house, but two. His own big brown house and a rental house next door.

More shocked than she had ever been, she blurted out, "There goes my marriage." It was as if a sea parted, or a skyful of dark clouds broke, but for only an instant.

For months, numb, she did nothing. She couldn't take Martin's house, or the other one. She didn't deserve them.

"That same year," she recalls, her eyes filling with tears, "my mother died, my sister died, my father-in-law died and my boss died, and then I found out I

inherited those houses, and that was the hardest thing to take. I went to work every day, and I did my job, but all my nerve endings were totally disrupted. Nothing seemed real. I believe it was probably the hardest time I ever had in my life.

"I guess," she says, "when you're married to an alcoholic for so long, and you stick it out, you come to think you're not worth very much. Yet here was a man who thought I was worth almost everything he had."

By September, West relaxed. She moved into Martin's big brown house—with her husband.

His last chance lasted 11 months. Although he quit drinking for a time, he didn't quit acting like an alcoholic: nasty and controlling. He let her commit to playing the organ at church each Sunday but would disappear with the car when she needed to drive to practice.

And this is a little thing, but it took on huge meaning: when her therapist asked what she most wanted in life, West said, "I want to learn jazz piano."

For days afterward she thought about it and kept bumping up against her husband: he frowned on her taking up new things and complained when she didn't play each note perfectly. Loose, imprecise and free, jazz would have her stumbling around the keyboard for months or years, ducking her husband's anger.

In a blinding moment of clarity, she told herself, "You know, this is going to go on for the rest of your life."

EVERY MORNING since she filed for divorce, Kathy West has awakened with a silent prayer, "Thank you, Jim." At 52, after 32 years of marriage, she started doing more than the work of the day. She loved his house's shiny oak floors, its nooks and crannies, the views from its 56 windows, the stained glass in the addition Jim designed.

A year later, she summoned her courage. She enrolled in a jazz-theory class at Washtenaw Community College, then joined a jazz combo for senior citizens, knowing no one would care if she played with zest but imprecision.

Months later, when Allan Feldt joined the combo, she felt peeved that he expected to play keyboard, too. He hadn't played piano since high school but needed distraction from his sick wife, and a vessel for his energy. He found jazz and, after his wife died, Kathy West. Now, neither is looking for marriage or money. Only companionship for as many years as they have left.

In August, she moved into Feldt's house. She put Jim's house up for sale, sold it the first day and more than doubled the nest egg from the earlier sale of the rental house. She still works at the Law School, even now earning less than \$25,000. But she has more faith in every aspect of her future. Next year, Feldt might teach in Australia, and she'll go on leave with him.

"In Professor Martin's death," she says, "he gave me a life I never dreamed I would have. I can see so many more adventures ahead."

On many evenings, West settles onto the pink cushion of her piano bench, three feet away from Feldt hunched over his electric keyboard. She announces a page number, they find the same song and they play it, loudly, so loudly the neighbors can hear. Rocking on their haunches, improvising as they go, they follow each other's leads as if they've been partners for years.

Jazz was not Jim Martin's favorite. But he loved music, and he wanted Kathy West to be happy, and now, here she is. **MT**

This article is reprinted with permission of Susan Ager, who published it in the Detroit Free Press, where her column appears three times a week.

LETTERS

Student-Faculty Friendships

PROF. CARL COHEN'S tips on fostering student-faculty friendships (Oct. '94 issue) reminded me again why my 18-year-old daughter just began her freshman year at Pomona College instead of the U of M. There is no question that there are some freshmen who will want faculty contact enough and are assertive enough to follow his suggestions. There is also no question that many freshmen will not.

When people asked me why my daughter is not at Michigan, I've been saying that when I graduated, with a 4.0 in my major, I suspected that not a single professor in my department knew my name. That doesn't mean I didn't have a great experience at Ann Arbor. I did. I also have no doubt that today's freshman will get an excellent education. But the faculty are, after all, the heart of any college. As a parent concerned about getting the best value for my hard-earned college dollars, I cannot say that faculty contact is irrelevant, or only a small part of the college equation. If I were still a Michigan resident the in-state tuition rates would probably be enough to overcome the lack of that contact. But at the "market" rates charged (appropriately) to out-of-state students, a Michigan education quickly loses its value.

I admire Professor Cohen's honesty. The problems he describes are inherent to any large university. But I would hope that Michigan would encourage faculty, not just students, to make that extra effort necessary to establish "warm and cordial" relationships.

Ann Hilton Fisher '69
Oak Park, Illinois

Revelli's Career

ON BEHALF of the U-M Band Alumni Assn., thank you for the article on William D. Revelli in your October issue. I would like to point out, however, an error in your sidebar, "Legendary Music Man." Revelli began his conducting career in Hobart, Indiana, in 1925, not 1929. After four years of developing a band program from nothing, he won his first championship in 1929.

Richard Alder
Secretary/Treasurer, U-M BAA
Westland, Michigan

I GREATLY enjoyed your article on Dr. Revelli. I had the privilege of playing for him (and George Cavender) in the marching band for four years and can assure you that while this diatribe may have been longer than most, it was by no means unusual in content.

But tirades at perceived errors do not in and of themselves imply great ability or genius. (Just ask my kids!) As Director of Bands, Dr. Revelli felt personally responsible for the product that was put forth on Saturday afternoons in the Fall. He did not view the musical organization that most visibly represented the University as a group that was beneath his dignity or the dignity of the School of Music. It was just the opposite.

Times change, people change, and society changes. Perhaps the methods with which Dr. Revelli ran his organizations would not work today and it is time to move on. However, for many years now, the administration at the School of Music has done its best to erase the quality of our once great Marching Band. Now, with the passing of this great man, it would be much more intellectually honest if the individuals in charge of the University's bands publicly admitted that they no longer agree with his philosophies and goals.

Salo Korn '69
West Bloomfield, Michigan

MANY THANKS for Michael Zucher's fine piece on William D. Revelli. I cannot imagine a better word picture of this unforgettable man and the "Vintage Revelli" article was priceless!

I came under the influence of this master teacher as a freshman in 1942. The draft had cut into the staff of the School of Music and he was called upon to teach a beginning clarinet class. He was everything described by Mr. Zucher and I felt all of those emotions, but I felt that I learned more about music-making in that little class, and while accompanying a trumpet student of his, than I had learned in my prior 12 years of private lessons.

A few years ago, I attended a rehearsal in which Dr. Revelli worked with a community band. At age 89 he was just as insistent on tone quality, detail and clarity as he was 50 years ago. It was such fun to hear him use the same phrases to get the same results that I struggled to produce—what a dynamo! There cannot be another man like him; however, his priceless legacy will continue to be practiced as it was impossible not to listen and to act on what he said.

Jean Morgan Hove
'46 BM, '48 MM
Elgin, Illinois

Thoughts on Colorado Game

I'VE SEEN ninth-inning home runs before and last-second baskets from half court. But until Saturday afternoon, I thought I had seen it all. Just when you think victory is yours to keep, it's deftly swept away from your grasp. There was drama, action, displays of courage. But there was no victory, and my heart was broken. Why that ball wasn't tipped away, I don't know.

But you and I and millions of other people Saturday afternoon witnessed something that happens only once every decade or so; the images last a lifetime—victory or defeat. Just before leaving Moran's Tavern I turned to my close friend and former college roommate for a quick look of solace. From his look I realized he too knew what this game meant. The words he then uttered I believe will stick with me for quite some time. "It was" he said, "the greatest game that ever sucked." That about says it all.

David Picker '92
Chicago

Blind Zeal Corrected

YOUR RESPONSE in the October issue to Brad Jolly '86 was belabored, off target and unnecessarily righteous in its PC-ness. Jolly was pointing out a plural/singular agreement error in the sentence "Everyone should decide for themselves," where "Everyone" is singular and "themselves" is not. To avoid male/female pronouns, it is acceptable to convert them into plurals; however, if that is done, both the pronoun and antecedent must still be in agreement. The writer could have said, "All viewers should decide for themselves." But this writer left the antecedent singular, making a grammatical error you didn't

seem to recognize. Jolly was loath to submit that this agreement was a sign of the grammatically incorrect times we live in. That is why he generously tried to excuse the error by suggesting it might have been caused by the writer's gender sensitivity or the possibility that the viewer "everyone" had multiple personalities, each one deciding separately about liking the artwork exhibited.

I enjoyed the Willow Run reminiscence by Olivia Murray Nichols. It brought to mind Ann Arbor author Harriet Arnow's *The Dollmaker*, whose characters inhabited those same paper-thin walled apartments during the war.

Janet Gravelin Messenger '65
Evanston, Illinois

Editor's Note: None is more chagrined than I. Thanks also to Burt Brody '70 PhD and Prof. Carl Cohen for their corrective letters.

Pedagogy Reconsidered

YOUR PUBLICATION is always good, interesting, invigorating, insightful! It deserves to be printed on better than newsprint—at least on calendered stock, perhaps on vellum. Usually I am impelled to write, usually I resist. Not now.

Re: Susan Mauldin's letter [on the value of open discussion in education—Ed.] in October: I echo her sentiments, and have been doing so for about 60 years. I was a victim of the new think of '34, espoused by the University of Chicago and the University of Minnesota: large lecture classes, conducted by outstanding speakers, with small discussion/quiz sessions led by lesser lights.

Life consists of problem-solving. Whatever your chosen field, problem-solving is where the rubber meets the road. In the classroom, students should be given problems to work out, applying techniques of whatever the course may be. They should discuss, exchange perceptions, argue passionately if not always logically. "Teacher" should moderate, inject occasional fact when overlooked and essential (not all the time), and tell them when time is up. And they should work collectively, because most of us will spend our working lives dealing with others of similar or vastly opposing ideas. They have to learn that being right is not always the way to go, that being right but unable to convince others is valueless. Sometimes it is necessary to suspend argument and wait for a better day. Students should leave the classroom, excited, voluble, stimulated to read, to search, to prove that elusive point next time—or in the dorm or coffee shop.

Stanley G. Harris '47 MA
Lincolnwood, Illinois

Info Highway Entrance Ramp

TODAY I received my *Michigan Today*. The sight of the News & Information Services return address got me to thinking. I recently opened an Internet account at the University of Montana. Several times in the past month I've wished for some Ann Arbor Internet addresses. If there is such a listing in print, could you please send me the Internet addresses for the libraries (Hatcher, Clements and UGLi) or a library staff listing? If such listings are unavailable, would you please forward this letter to the Library Dean's office with the request for an E-mail response?

John Fletcher '72
Missoula, Montana

Editor's Note: The best way to get the Internet addresses of U-M faculty, administrators or staff is to find them in the X500 Internet directory by name. They can then inform you about any library-oriented E-mail conferences. Michigan Today will send the relevant directories to interested readers.

Brains, Genes and Ethics

THANK YOU for Diane Swanbrow's article "Brain Twister" (Oct. 94). In it she describes Fred Bookstein's technique of measuring biological shape and change. I was immediately struck by the picture you included of Francis Galton's system for classifying profiles of habitual criminals, as I had just glimpsed one like it of Nazi victims at the National Holocaust Museum. Those of us who have had the privilege to sit in on Dr. Bookstein's lectures know how far the spirit of his techniques is from the eugenics mentality:

1. He uses "landmark points" to discern statistically significant deviations from averaged anatomy, not a scheme or typology for classifying people of different races and backgrounds; 2. Morphometrics deals with human pathology and leads to medically relevant solutions—alcohol-abstinence policy, identification of schizophrenics, special care of fetal alcohol syndrome-affected children by social workers—not to withdrawal of social benefits or human rights; 3. Bookstein's studies do not center on issues of race and gender. In one fetal alcohol study, these variables were just two of 150 covariates. The most significant outcome variable was nonverbal intelligence, which is not race-essential.

Bookstein's intent greatly contrasts with Galton's and his recent literary descendants. Charles Murray and Richard Herrnstein's book *The Bell Curve* advocates eliminating welfare and affirmative action programs, an act aimed at classes of "less-than-average intelligence," but intruding on racial and socioeconomic groups. Your article depicts Dr. Bookstein as studying disease to help people. He is not driven by the study of classes of people to what is wrong with them, nor does he sacrifice the individual for society. Philippe Rushton's *Race, Evolution and Behavior* sorts the races by brain size, while Bookstein focuses on clinically meaningful shape distortions. The Pioneer Fund, whose charter promotes studies in heredity and eugenics to "improve the character of the American people" by encouraging the procreation of the original white colonial stock, has supplied Rushton with \$441,000 over the last 10 years, a fact that has surely influenced (and biased) his work. These books depart widely from the "client-centered ethos" Dr. Eric Juengst of the National Center for Human Genome Research espouses.

Thanks also for your mention of Fran Zorn in Jon Altschul's piece on University seminars. Few people realize that both Bookstein and Zorn teach in the School of Public Health's On Job/On Campus program educating professionals in clinical research methods. Your articles show they care about and value others because people are human beings, not simply because of genetic or neurologic wiring.

Stephen Modell MD, '91 MS OJ/OC
U-M Genome Ethics Committee

Letter Rip

WAS OCTOBER right-wing write in month? I miss the connection between the Dalai Lama and a right wing abortion stance and "U-M and the Decline of Christianity." It was getting a little scary there. Please cancel my "subscription."

Dahlia E. Petrus '86
Birmingham, Michigan

Michigan Today attempts to publish all letters received. Letters may be edited for reasons of length, clarity, accuracy and taste. Readers can send letters by E-mail to Michigan Today at the address: john.woodford@um.cc.umich.edu

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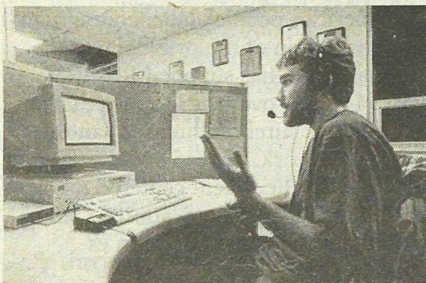


Annual Fund Director Juliana Brown reports that before Telefund began in 1984, fewer than 10 percent of alumni donated to U-M; now 21 percent contribute.

TBy Judith W. Malcolm
elling people you work as a telemarketer is a surefire way to elicit groans. Hardly anybody likes those people who call you at home in the evening urging you to apply for a new VISA card or to put new siding on your house. But the students who work at the University of Michigan Telefund know that what they are doing has a tremendous impact on the welfare of the University by providing money for student financial aid, funds for new equipment and support for programs.

Mark Brotherton is a typical example of the students who work for the Michigan Telefund. He worked in a dormitory dining hall to meet his school expenses, but didn't like it very much. One day during his sophomore year in 1988 as he was walking through the Michigan Union, a student stopped him and several other students and challenged them with these two questions: "Do you get financial aid? Do you know where that money comes from?" While most of the students did receive aid, none knew where the money came from. The questioner told them that much of it came from contributions from alumni and then asked them if they'd like to help raise that kind of money for other students. Mark was convinced. He applied for and got a job at the Michigan Telefund.

Mark worked as a caller for a year and a half, then as a student manager on weekends, and now, having graduated, he is the full-time director



Rob Lacy tries to convince a graduate that her gift will make a difference to the School of Music.

of the Telefund. He's watched the center change during this time. In 1990, students started taking on a far more active role in all operations. They began serving as managers for the weekend shift and were involved in the training and recruiting of new callers.

Students also started running the pre-calling sessions each evening, briefing student callers, who may number up to 50, about the U-M schools whose alumni they will call that night. The preview involves everything from basic facts about the

schools or units to the goals those schools have set for themselves. While 1/2 to 3/4 of the callers are from the College of Literature, Science, and the Arts, they make calls to alumni from every school on campus and the two regional campuses in Flint and Dearborn.

Before the callers ever make a call, they have gone through an extensive training process. Mainly, they are taught to listen, explain and respond to what the person they've called is saying. That way they can make a clear case for supporting the annual fund of a particular school or college and respond to any reasons the person might have for not giving. Mark's first night on the job offered him the perfect opportunity to put his training to use. He called a woman who had two children in private schools and had just bought a new house. While Mark's initial response was to think that he really couldn't ask this woman to make a donation to Michigan, he was convinced that he was "doing something really important for students." So he explained to her that any gift made a difference, regardless of the size. In the end, she made a donation.

Sometimes, Mark explains, instead of just saying no or telling the caller that it's a particularly inconvenient time to call, the person answering the phone lashes out. Callers have been trained to expect it. But, as Mark says, "No matter how many times it happens, it always makes the caller feel bad."

While callers can be taught to listen and reason with donors, a more important attribute can't be taught—an enthusiasm for the University of Michigan. This comes through loud and clear in their conversations with donors. It also shows in the fact that while the average length of employment is one semester, 25 percent of the staff have been at Telefund for one year or more. Callers describe the Michigan Telefund as a great place to work because they can have a flexible schedule working in a relaxed, friendly atmosphere. Since students handle the scheduling, they are particularly sensitive to the academic demands on their callers, making sure students get time to study for exams or get time off to work on the paper that's due. Many friends or relatives of former callers apply for jobs based on word-of-mouth advertising.

Unlike the VISA card salesmen, these students are raising money for a cause they not only believe in, but support, with over 35 percent of the senior class making a pledge to the University.

These callers don't just solicit gifts; sometimes they serve as messengers, giving a professor a greeting from a former student, conveying dissatisfaction with a University policy



Donna Dolsey '96 works as a clerk and a caller.



Telefund Director Brotherton (r) meets with (l-r) Lisa Mitchell Yellin, manager of the Law School Campaign, and callers Zack Miner and Melamed before evening calls begin.

to the appropriate person. Sometimes they even reunite friends. One evening a woman chatted with the student caller about her days at Michigan and mentioned that she had been unable to locate one of her dearest school friends and gave the name. Amazing, but true, the next call the student was to make was to that old friend. She told the friend of the first woman's wish to locate her and the two women were reunited.

While evening may not be a particularly convenient time for many people to receive calls, calling at that time has proven to be an efficient and successful way to ask people to support the University.

Before the Phone Center began in 1984, fewer than 10 percent of the alumni made a gift to the University, either as a result of a call or a mail solicitation. That number has now risen to over 21 percent.

Judith W. Malcolm is U-M Director of Development Communications

A TYPICAL EVENING

On this evening, calls are being made to graduates of the College of Engineering, School of Art, and the College of Literature, Science, and the Arts. Student callers will make approximately 200 contacts between 6:30 and 10 p.m., calling donors from one school at a time. Jason Smith has worked at the Phone Center for four years. He describes his job as "the best thing that ever happened to me. It's a great mental job. All you have to do is think." At first, he says, he felt "kind of awkward" asking people for money, but then found that people were usually very receptive and thoroughly enjoyed talking about Michigan. A recipient of financial aid, he observes that "if there were no Michigan Telefund, a lot of programs and students would suffer." Pointing to a row of numbers on the wall, he adds, "Since July 1, 1994, the phone center has raised over \$2 million. That makes you feel great." Smith says he's one of four students on his shift who have worked at the Center for four years.

There's a constant hum of friendly conversation which the sensitive headsets the students wear don't pick up. Dave Suomi, an LS&A senior, ends a call and announces with a broad smile, that the woman he'd called had doubled her gift from last year. An elderly woman, she had told him about the early days of the Michigan League and about friends she had kept in touch with all these years. The next call is not so productive when the alumnus insists that he and his wife would have to sit down and talk about the amount of the gift before making any commitment. Suomi is persistent,



Law School Dean Jeffrey S. Lehman briefs callers on the uses of the School's Annual Fund.

but gracious, and agrees to call the man back in December.

Callers know that keeping and making friends for the University is a vital part of fund raising, so they make every effort to be responsive to people's wishes. "Some people hate telemarketers and are angry when they receive a call, even from a student," Suomi explains. "But this man was not at all abrupt. He just wanted time to talk to his wife."

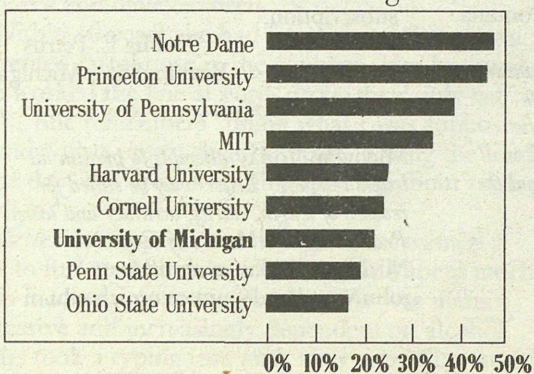
In the next pod, Mark Melamed, who never uses a chair, preferring to pace and use hand gestures constantly, ends a call and says loudly, "Spousal refusal!" There is a chorus of commiseration from all callers in the vicinity. "Those are the worst kind of rejections," someone yells out. They explain that "spousal refusal" is their term for when the spouse of the graduate won't let the caller talk to the alum or will not even listen to the request for a gift. It's particularly frustrating when the alum has been a donor in the past.

Cyrus Sidhwa, a junior in LS&A, says that most people she calls understand that the University has pressing needs and listen to her explanation of why she is calling. She has worked at the center for a month and feels the experience will be a plus on her resume because it requires clear thinking, an ability to present her case for the University and good salesmanship.

Brian Burns cuts paper snowflakes with the scissors on his Swiss Army knife as he calls. He is casual and friendly, clearly enjoying his work. He chats with the retired man he's called about how his grandfather too did a lot of traveling after he retired and then brings the conversation back to the needs of the Annual Fund. Even after the alumnus has made a gift Brian continues the conversation, encouraging the donor to visit campus.

At 7:30 PM JaNele Jordan, program manager, gives the first report of the evening. During the first hour, callers have contacted 133 people and received 97 pledges for a 73 percent pledge rate, considered very good. Callers aim for a rate between 70 and 80 percent from past year donors. In that hour they have raised \$21,075 with an average gift of \$217. The callers smile, pick up their headsets and pull the next file up on the computer screen. They're off to a great start this evening. —JM.

Percent of Alumni Contributing FY/91-92



Language proficiency standard is raised for foreign TAs

The College of Literature, Science, and the Arts has raised the standard of competency in the English language for teaching assistants (TAs) whose native language is not English.

"LSA established the previous standard in 1986," said Sarah Briggs, the English Language Institute's (ELI) director for testing TAs. "The standard introduced this year raises the minimum test score that a non-native speaker of English must reach to teach our undergraduates."

As before, the proficiency rating is scored on a five-point scale. A score of five is superior, and automatically qualifies the TA to teach in most departments. A four is acceptable. But a four-minus won't pass the candidate.

"In the old system," Briggs explained in an interview, "someone with a four-minus was considered acceptable. Now, someone with a four-minus can teach only if an associate dean and departmental chair decide that there is compelling evidence from other sources, such as staff who worked closely with the person in a training workshop, that the candidate can in fact communicate well."

"These TAs," Briggs continued, "would be rated as a four-provisional, and be systematically monitored and supported in the first year by people at ELI, the Center for Research on Learning and Teaching [CRLT] and the department. At the end of a year, a decision will be made as to whether to classify them as a four or higher."

A three qualifies a TA to teach only a foreign language beyond the first-year level. And scores below three disqualify a TA from teaching in

LS&A. A bit more than a fourth of TAs fail to qualify, Briggs said.

The level of proficiency to score even a four-minus is "far above that typically achieved by, say, an English-speaking American who fulfilled a foreign language requirement in college," Briggs emphasized. "It's comparable to the minimum level one would need to pass a foreign service exam to work for the State Department."

Why are there complaints about the English skills of foreign TAs? Students often identify "foreign accents" as the issue, Briggs said. And she acknowledged that understanding accented English can be a worrisome challenge to students. "International TAs are sometimes hard to understand. Others may find it hard to interact well while speaking English. There are also cultural issues and differences in teaching styles. All of these things run together; each has an impact. We have alleviated the problems to some extent, and we are always trying to do better."

Briggs added that there is a "great polarity" in how undergraduates rate TAs in the course surveys the University conducts each term. "One student can say, 'This is the best TA I've ever had,' and the person sitting beside him can say the TA is the worst ever. In such cases, it may be the background of the person who is the judge that is the key factor. As a university, we realize we have to address the underlying factors affecting all parties."

Briggs advises students who are having difficulty understanding a TA or a professor (foreign professors are not screened by tests) to meet with the teacher and explain their problem. They should also communicate their feelings to the department, she added.

A 1988-89 ELI/CRLT study of TAs in the departments of chemistry,

economics and mathematics indicated that student satisfaction with new foreign TAs had risen to be about par with English-speaking TAs.

Student reactions to all TAs—whether native or non-native speakers of English—vary by department, Briggs said, and TAs who teach required courses tend to have a lower rating than those teaching an elective or an advanced course, she added.

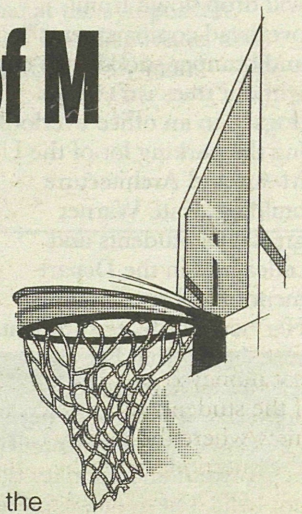
Briggs said LS&A is "in the process of improving the ways we get feedback on course surveys the students fill out at the end of the term. We're looking for more specific information

about what the students are thinking. As things stand now, if a student is unhappy with the whole course, they may blame TAs for it even though TAs don't control the course."

Throughout Michigan's history, "many of the best and brightest who have come to study and teach here have been from other countries," Briggs pointed out, "and with the increased internationalization of higher education at the leading research institutions, our interactions with people from other countries will increase."

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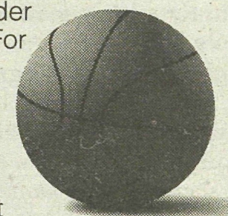


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Clinton discusses new student loans with Duderstadt, recipients, others

President Clinton met with President James J. Duderstadt and 10 other representatives of the University and Detroit-area academic community at the U-M-Dearborn to discuss the impact of the William D. Ford Federal Direct Student Loan Program.

Under the program, federal loans go directly to the student via their schools rather than lending institutions. The transactions are made electronically, eliminating piles of paperwork. Approximately 300,000 students receive what are called Individual Education Accounts in the program this year.

The University is one of 104 schools in the nation participating in the program; the figure is expected to reach 1,500 next year. The program is reportedly expected to save students \$2 billion over five years and a total of \$4.3 billion for taxpayers.

Clinton said he supported the program because of his concern that young people "either didn't go to school or started it and dropped out because of the high cost of college education. Or because they either couldn't get the loans or they thought if they did get the loans, they would never be able to pay them back."

Noting that the U-M has played a significant role in developing and implementing the program, Clinton said the program was "a tribute to the leaders of your institutions of higher education in Michigan."

"This is almost a model federal program, Duderstadt said. "It saves the taxpayers money. It eliminates bureaucracy ... and it opens the doors of opportunity."

The discussion also included Dearborn Chancellor James Renick; Wayne State University President David Adamany; and US Reps. John Dingell, William Ford and Bob Carr. Students who took part in the discussion were Erika Hodge and Kellie McElhaney, graduate students on the Ann Arbor campus; and Dearborn undergraduates Stacey Tadgerson, Charles Tuzzo and Alex Vinson.



Participants in discussion of federal student loan program were (clockwise from center): Renick, Tadgerson, Duderstadt, Vinson (partially obscured), Clinton, Carr, McElhaney, Adamany, Tuzzo, Ford, Dingell and Hodge.

Photo by Tom Laundroche

REAL ESTATE

KATE WARNER MAKES MANUFACTURED **OR** THE CASE FOR HOUSING IN AMERICA

REAL MISTAKE?

By Tovah Redwood

Behind the door covered with cartoons ("in case of further deregulation, bus tickets will drop down from overhead compartments") and bumper stickers ("a city without trees isn't fit for dogs"), in an office overlooking the parking lot of the U-M Art and Architecture building, Kate Warner greets her students and colleagues in the Department of Urban Planning. Her new graduate students soon learn what her colleagues have come to appreciate throughout her 22 years in the department: her warmth and gentility do not belie, but in fact complement, her fierce determination to see all Americans in decent homes—and in communities as strong and diverse as the one in which she was raised.

Warner grew up in one of the country's first "planned communities," Mariemont, Ohio, a Cincinnati suburb designed in the 1920s by one of the leading land use planners in the world, John Nolen. Homes, businesses and community facilities are all within walking distance of each other, and are located around a town center.

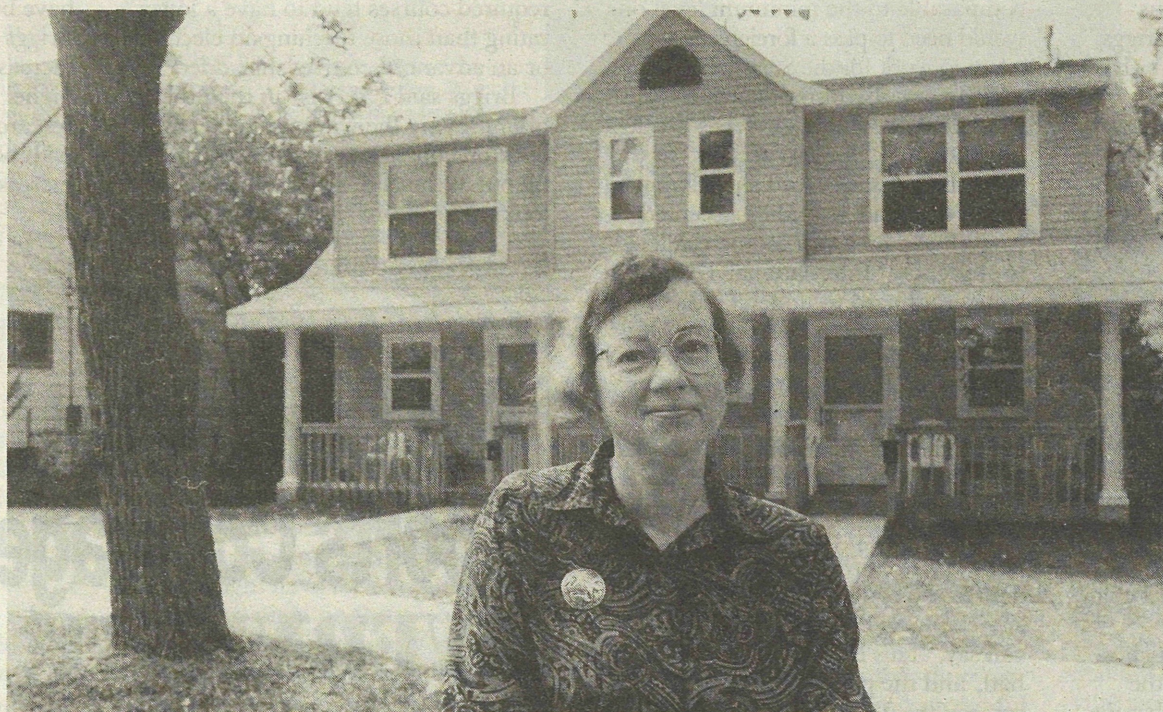
In the 1990s, a similar style of urban design, sometimes called "neo-traditionalism," is popular with some city planners, who rally to revive everything from front porches to town commons to recreate more compact, friendlier communities. Places like Mariemont are their models.

To Kate Warner, Mariemont was simply home. She remembers walking to the corner grocery store to buy popsicles, walking to school, walking to the park, walking to restaurants, walking to the library—and she "always assumed this is the way it should be."

She also remembers a mix of housing: single family homes, row houses, and apartments buildings of different sizes. This range of housing choices, she says, helped make Mariemont a diverse place, where the children of wealthy families went to school with kids from single-parent homes. Promoting this kind of diversity—in housing choices and in communities—would become the focus of her career.

LOOKING IN THE MIRROR

"Land use is a mirror of society's social and economic values," she says. "When I look in the mirror, I'm not happy with what I see reflected: an insecurity, an exclusiveness, an 'enclaving' pattern that is isolating certain groups, creating an accessibility problem with the provision of services, both commercial and public."



Warner says this townhouse on Summit Street in Ann Arbor is an example of a recent non-profit housing development. She's on the board of the developer, Washtenaw Affordable Housing Corp.

The most common response of city planners, she says, has been to choose "access through mobility, with cars, rather than access through proximity. We don't develop as communities, we develop as residential tracts, where you must drive from one driveway to the next." More highways, she points out, have spurred the growth of subdivisions, malls, and office buildings at highway interchanges—the "edge cities" that may well go down in history as the dominant urban form of late-20th-century America.

Warner is studying the housing trends of one nearby edge city: the Detroit suburb of Southfield. Like a sympathetic biographer forced to acknowledge the bad habits of her subject, Warner doesn't like one trend she's finding: whites and African-Americans are comfortable with integration at different ratios. Whites tend to move out of what they perceive as increasingly mixed communities when African-American residency reaches 30 percent, well before the 50-50 rate of integration African-Americans prefer.

ANN ARBOR PEDESTRIANISM

Even as edge cities proliferate, Warner points to exceptions where downtowns are enjoying a small revival. Cities and older suburbs that matured before the urban sprawl of the last several decades are more dense, more suited to walking and increasingly popular, she says.

She cites Ann Arbor as a "very pedestrian town for comparable cities its size," and says that shopping malls "haven't snuffed out downtown" as some had feared, but instead have "made downtown a much more interesting area, with specialty stores, entertainment, restaurants and historic buildings." With a boom in downtown restaurants and new townhouses, Royal Oak outside Detroit is another "swinging place to be," she says.

Still, sprawl is the rule. Warner

says the average new home is 2,000 square feet, rests on at least a 1/4-acre lot, has at least a two-car garage and costs almost \$200,000. The cost is prohibitive for more and more people, she says, and adds to "the crisis in this country: how will we do housing for low- and moderate-income people?"

In another 30 years, 20 percent of the population will be over 60. "Single-family, suburban homes the way we've continued to build them—disconnected from services and other people—don't fit a graying society, and will fit less and less as people grow older."

But Kate Warner believes we already have the technology to house far more people and to build stable communities in the bargain, and she has dedicated the last several years of her career to spreading the news.

BALLISTIC OVER 'TRAILER PARK'

"I talked to a reporter once for two hours about manufactured housing," she says. "The headline said 'trailer park.' I went ballistic." Not a surprising reaction from someone who once spoke to an international audience on "The House Trailer That Became a Manufactured Home."

Her husband loves to needle her by pointing out the "trailer parks" along Michigan Avenue in Ypsilanti. She insists that these parks, which date from the 1950s and '60s, are relics. Manufactured homes no longer look like trailers, she says, and they're not all in parks.

Though the smaller "single section" units are still available, the market is growing for larger "multi-section" ones. Some purchasers place their homes on their own private lots instead of renting space in a park. And state-of-the-art designs include large kitchens, several bedrooms, decks and picture windows.

Manufactured homes are now more stable and weather-resistant too. In a major 1993 study of manufac-

ured homes in Michigan for the state Department of Commerce, Warner and her colleagues found that federal regulations enacted in 1976 to strengthen construction and inspection standards helped to improve structural durability, fire and wind safety.

"It's a wonderful technology," she says. "We can produce homes of quality at less cost than site-built housing, and we can produce them faster."

What's more, "manufactured homes frequently do appreciate, because manufactured home market values respond to the same conditions which determine the value of site-built

housing." In other words: location, location, location.

The 1993 study team found that the re-sale prices of manufactured homes vary across regions within Michigan just as the re-sale prices of site-built homes do. After poring over state records, Warner and her colleagues concluded that "manufactured homes, like site-built housing, can be viewed as an investment with probabilities of appreciation and equity accumulation."

THE NEEDS OF THE ELDERLY

Perhaps more than anything else, Warner believes manufactured homes can meet the needs of elderly people. A nationally recognized expert on housing for the elderly, she bases her opinion on years of experience including a research post at the U-M Institute of Gerontology. While young families still view manufactured homes as a "stepping stone," she says, seniors increasingly view them as a "desirable retirement destination."

Her survey of the largest manufactured home community for seniors in Michigan, Chateau Avon in Rochester Hills, found that three-fourths of residents had moved there from single-family, site-built homes. The same number are satisfied with their manufactured homes and with the community. They especially liked the "all senior character," the accessibility to shopping, the community's appearance, and the security and safety.

Warner's "dream" is to see a fuller range of uses of manufactured housing: by non-profit housing developers, co-ops, condo owners and in subdivisions. Ever the visionary, Warner muses: "Has anyone ever thought of a neo-traditional manufactured housing community?" MT

Tovah Redwood is a former Ann Arbor freelancer. She has recently joined the Department of Housing and Community Development in Kansas City, Missouri.

Photo by Bob Kalmbach

U-M BOOKS

Recommended reading: Books by U-M faculty and graduates, and works published by the University of Michigan Press.

BOSNIA AND HERCEGOVINA:

A TRADITION BETRAYED,
by Robert J. Donia '76 PhD and John V.A. Fine Jr.
(Columbia Univ. Press, 1994, \$24.95).

The US news media have cast the story of the battling minstates and nationalities in the former Yugoslavia as a revival of ancient feuds among violence-prone peoples. The authors argue, however, that for 700 years Bosnian tradition has been one of religious and ethnic diversity, pluralism and toleration.

The current conflict, they maintain, developed over the 1980s and early '90s, with violence breaking out after Yugoslavia fell apart, with two of those parts, Serbia and Croatia and their surrogates, attacking not only Bosnia, but the ideals of a pluralistic community that Bosnia represents. By their relative inaction, the European Union, the UN and United States also have betrayed these ideals and bear some responsibility for the bloodshed in Bosnia, the book contends.

The forces of extreme nationalism that threaten Bosnia's existence represent not any distinctive aspects of Balkan or Serbo-Croatian culture, but the worst qualities of the human political animal, the authors maintain. At a forum at the U-M Center for Russian and East European Studies and in a subsequent interview, the authors underscored the significance of the Bosnian crisis for Americans.

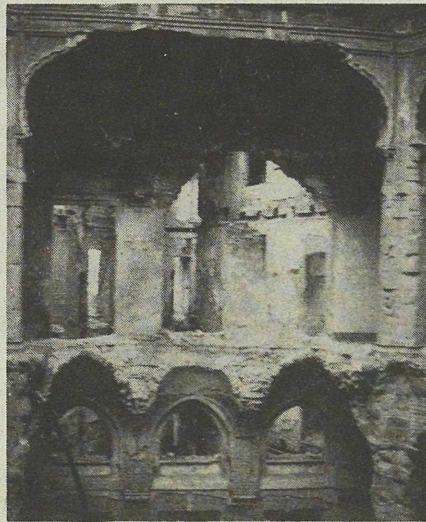
"If you put David Duke in charge of the US news networks for five years, you'd have a violent ethnic

crisis here, too," said Fine, a U-M history professor, citing an observation by the Bosnian journalist Milos Vasic. "The Bosnian conflict is portrayed as Muslims versus Christians, and that is false; it buys into the propaganda of ultra-nationalists."

Donia, a vice president of the Merrill Lynch brokerage house in



Spires of a mosque, synagogue and church in Sarajevo attest to the close relations among the people of the multiethnic Bosnian state before the recent outburst of hatred, warfare and sabotage, say authors Donia and Fine.



Destruction of the National Library in Sarajevo by focused Serb bombardment in 1992 was 'the biggest book burning in history,' library director Kujundzic told U-M library staff, who will assist in preservation and restoration efforts.

Forth Worth, Texas, added, "Bosnia is not a Muslim minstate; it's a multiethnic state. Sarajevo, its capital, has 280,000 persons, about 45,000 of them Serbs, 25,000 Croats and 210,000 Muslims. The term 'Muslim' is more an ethnic than religious designation in Bosnia, much as is the term 'Jew' in the United States or Western Europe. The identity derives

from religious affiliation, but the individuals identified as Muslim today are not necessarily religious."

Fine and Donia cited many examples of Bosnia's multiethnic values, pointing out that 40 percent of urban marriages since World War II in Bosnia have been mixed, and that Jovan Divjak, a Serb general, is one of the top commanders of Bosnia's defense forces.

"The Western newspapers ignore such facts," Fine said, "so the public doesn't learn of them. As a result, the conflict is being portrayed inaccurately, ludicrously and shallowly."

Presenting the war as ethnic and/or as a civil war makes intervention seem hopeless, Fine said, and it also cloaks the practice of "ethnic cleansing" in the guise of respectable "scenarios" such as partitioning the country into "cantons," which Fine sees as an intermediate phase that would likely lead to the dismemberment of Bosnia/Hercegovina, with the pieces going to Croatia and Serbia.

"This is a clash between civilization and barbarism," Fine said. "Bosnia has been committed to a multicultural society for centuries, and now it is attacked from without by self-interested politicians whipping up again the hatred and fear seen in World War II that had since been overcome."

Meanwhile, especially under the UN/European Union arms embargo that the United States recently announced it would no longer observe, the Bosnian capital of Sarajevo remains powerless to break a siege that has now lasted 100 days longer than the cruel 900-day siege of Leningrad by the Nazis in World War II.

"Some people call the killing and destruction in Bosnia a natural catastrophe," said Enes Kujundzic, director of the National and University Library of Bosnia and Hercegovina, at the symposium, "but it is not. It is man-made, and can be stopped only by man." —JW.

THEN AND NOW

THE MAKING OF THE UNIVERSITY OF MICHIGAN 1817-1992

by Howard H. Peckham,
edited and updated by
Margaret L. Steneck and
Nicholas H. Steneck (U-M
Bentley Historical Library,
\$17.95).

Originally written in 1967 for the 150th anniversary celebration of the University, this history has been updated by the Stenecks, both



When autos were banned from campus in 1927, students took to smaller wheels.



Rollerbladers at Mitchell Field. Today's students have it all: small wheels for infra-campus travel and, judging from Ann Arbor's car population, plenty of autos as well.

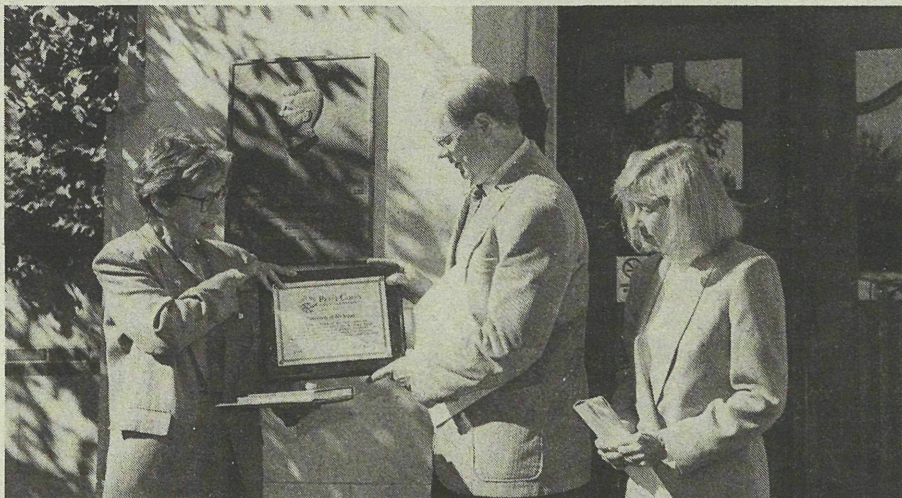
faculty members, for the 175th anniversary. The Stenecks teach History 265, a course on the history of the U-M, and are also on the University History and Traditions Committee.

The authors combine archival evidence from the Bentley Historical Library and interviews with Presidents Robben W. Fleming, Harold Shapiro and James J. Duderstadt in their interpretation of the past 25 years at U-M. Key characteristics of that era were student unrest over such issues as the Vietnam War, military research and social justice, and the

economic crisis of the late 1970s and early '80s.

In addition, over 75 photographs have been added to the book—something sorely missed in the original edition—including paintings and aerial photos of the campus from 1880 to the present. These photographs complement the text by conveying the physical development of the University over the past 175 years. For students, alumni or anyone with a connection to the U-M, this history of "a university characterized by change" will be an enlightening and enjoyable book.—M.Q. Thorburn.

PEACE CORPS Commemorative



Nearly 34 years after John F. Kennedy announced on Oct. 14, 1960, on the front steps of the Michigan Union, his plan to form the Peace Corps, Corps Director Carol Bellamy (left) presented a commemorative plaque to the University. On Oct. 12, President James J. Duderstadt and Vice President for Student Affairs Maureen A. Hartford received the plaque, which will be displayed at the Union entrance. With 82 volunteers currently overseas in 50 countries, and 1,100 Corps veterans, including Duderstadt's daughter Kathy, who is now a U-M graduate student, the University is ranked second in the nation for the number of students who have been accepted as Corps volunteers.

Photo by Bob Kalmbach

From *The Making of the University 1817-1992*

Photo by Marjorie Marshall '96

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Michigan Today



First Impression by Prof. Edward West is among the works in the School of Art faculty's year-long exhibition at the Institute for the Humanities in the Rackham Building. 'I shot this on my first day in China in 1993,' West recalled. 'It was right after people had done their morning fitness exercises near a canal in Beijing.' West visited China to evaluate art education programs from the elementary to university level at the invitation of the Ministry of Culture.

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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