
Michigan Today

The University of Michigan

October 1984

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3

Are managers taking too much heat?

9

Alternative schools chalk up successes

10

Archaeologist builds museum in Carthage

12

Faculty programming machines to think



The Michigan
Marching Band

Michigan Today

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October 1984

Vol. 16, No. 3

Repeat of Roosevelt race

Image edges out issues in '84

By Roger Sutton
News and Information Services

*I always voted at my party's call,
And I never thought of thinking for myself at all.*

— The Pirates of Penzance

Not so long ago, many American voters were as driven by party loyalty as the Englishman in Gilbert and Sullivan's operetta.

However, in the past 30 years — one generation — the major motivation in ballot box choice has shifted twice, according to U-M experts on voter

behavior.

"In the 1950s, we considered party affiliation the major factor in explaining voter behavior," recalls political science Prof. Samuel J. Eldersveld, a specialist in party activities and structure, "while in the '60s, scholars began identifying issues as more important."

"This year," says Eldersveld, "candidate personality seems to be playing a dominant role in the decisions voters are making."

If permanent and decisive, this voter tendency, confirmed two years ago by measures U-M researchers devised in 1979, could give a winning candidate maximum flexibility in office because he would be little identified with issues. But it would have ominous implications for the future if our chief executives were selected mainly on the basis of image rather than the substance of convictions.

U-M political science and social psychology Prof. Donald R. Kinder found during the 1980 presidential election year that the character traits candidates conveyed and the emotional reactions they evoked were stronger predictors of voters' choices than candidates' party affiliations or positions on issues.

"Pre-election surveys this year suggest an even more pronounced emphasis on presidential candidate personality among voters," says Kinder, who is also a researcher in the Center for Political Studies (CPS) of the U-M Institute for Social Research.

Political campaign scholar and pollster Michael W. Traugott, also a CPS researcher, agrees. "Ronald Reagan's people seem to have sensed the public's interest in candidate personality and have done a better job of political advertising and arranging appearances that suggest leadership and evoke confidence."

However, all three researchers point out that both political affiliation and campaign issues are — and should remain — major factors in voters' decision-making.

"If personality ever becomes the sole factor in voters' choices, the nation is in trouble," says Traugott. "Presidential elections should not become merely popularity contests."

Eldersveld suggests that finding different factors dominant in voters' choices in different election years is a sign of the health of American politics. "We want a system where innovation and change is possible," he says. "We don't want a stagnant consensus each election."

Kinder says, "It's not all that crazy that voters should pay as much attention to character as to issues."

It is difficult to tell what issues may face a president over a four-year term, contends Kinder, "so voters may want to choose a candidate in whom they feel confident. Thus a candidate's stand on a particular issue, like abortion, may be less important to a voter than the candidate's perceived personal qualities, like judgment, expertise and integrity."

The U-M political scientists agree that there are real issues in this year's campaign. In fact, Eldersveld finds Ronald Reagan and Walter Mondale "diametrically opposed" on several: religion in politics, tax policy, defense spending and human welfare spending. But Eldersveld says Walter Mondale's staff was unsuccessful before the televised presidential debates in getting people to consider their candidate in terms of issues.

"Not since the 1932 Roosevelt-Hoover race," according to Eldersveld, "has there been a campaign in which a candidate's personality was more dominant than Reagan's is in this one." Even in 1932, he says, "Roosevelt was pushing the New Deal and the responsibility of the federal government to deal with the problems of the Depression, so, despite Roosevelt's powerful

(Continued on page 2.)



Exit polls spark debates

By Gil Goodwin
News and Information Services

On the day of the 1980 presidential election, a television network announced as early as 6:30 p.m. EST that exit polls showed Ronald Reagan "headed for a substantial victory."

Reports of Jimmy Carter preparing his concession speech came an hour later.

West Coast and other late voters thus were exposed to word that the election was decided at least four hours before their polls closed — in many cases before even half of them had voted.

The debate, now refueled by the 1984 presidential election, continues to focus on what might have been: Were many Democrats discouraged from

(Continued on page 11.)

Media influence voter concerns

(Continued from page 1.)

public personality, the issues were prominent enough to be more clearly debated than they have been this year."

The three U-M scholars also agree that among the issues being considered by voters, economic recovery tops the list in affecting voter behavior this year. "Judgment of an incumbent administration's performance is always a major factor," explains Kinder, "and voters appear to credit Reagan with the recovery."

Mondale, says Traugott, has found himself in the unusual circumstance of being a majority party candidate who must woo back large numbers of his own party members whom the polls indicate have defected to Reagan. "With Reagan seeming to have the personality advantage in the public's view," says Traugott, "Mondale has had to rely largely on issues to convince voters, including Democrats, to choose him. Unfortunately for Mondale, the polls indicate people do not consider issues the dominant factor in their choices this year."

One reason for limited public interest in issues might be the messengers. "The mass media, especially television," says Eldersveld, "appear more interested in the 'horse race' itself than in detailing the issues."

Traugott, who is looking at the effect of media coverage on campaigns, especially congressional ones, says the brevity of electronic news coverage and the lessening number of cities with newspaper competition contributes to a limited public

knowledge of candidates and issues.

In addition, he says the last decade's decreasing public faith in government, documented in numerous surveys, can be attributed in large part to a combination of the media's critical attitudes and a trend among political candidates to run campaigns proclaiming "elect me and we'll crack the bureaucracy," as did both Reagan and Jimmy Carter.

Kinder suggests the effect of television may be even more subtle. He has followed research at Dartmouth College that is trying to determine if candidates evoke voters' emotions through non-verbal expressions. If there is any substance to that, says Kinder, President Reagan's on-camera experience gives him an edge.

Both Kinder and Traugott are conducting surveys which should shed light on how voters' reactions to the candidates and issues evolve.

Both their surveys involve a reinterview component with a representative panel of voters over time, a method considered by social scientists more useful than surveying independent samples at different times. "It helps us better identify cause and effect among voters," says Traugott.

Traugott's surveys are reported in his Detroit News column on Michigan voter attitudes.

Kinder's research is part of the National Election Surveys (NES), sponsored by the National Science Foundation. He calls the surveys, which have been conducted during every national election year since 1952, "a national archive providing a unique historical perspective on U.S. elections."

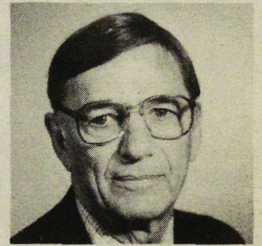
"As far as I know, nothing like this has ever been tried in the social sciences," Kinder remarks. "It's an enormous and complicated organizational enterprise."

The U-M political scientists believe the enterprise will be worth it, with the more frequent questioning providing previously unavailable detail on how voters react to candidates in light of current events, such as the bombing of the U.S. embassy in Beirut.

It may also clear up questions like whether the winner of an election is the recipient of "instant popularity" among voters who were lukewarm or negative toward the winning candidate shortly before the election.

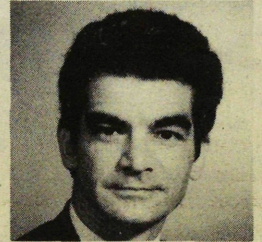
Each of the U-M political scientists interviewed for this article is author of a recent or soon-to-be-released book.

Samuel J. Eldersveld's "Political Parties in American Society" (Basic Books, 1982) is primarily a text (Eldersveld uses it in the course he is teaching at the U-M this term), but it is also useful to the general public for its outline of history and operations of U.S. political parties.



Eldersveld

Michael W. Traugott's "Campaigning for Congress" (Congressional Quarterly Press, 1984), written with U-M Center for Political Studies colleague Edie Goldenberg, was intended as a text for political scientists, but is reportedly also being purchased by politicians and their campaigners.



Traugott

An essay by Donald R. Kinder and UCLA social sciences dean David O. Sears assessing research on voters and elections will be part of the next "Handbook of Social Psychology" (Random House), expected out next year.

Party affiliations down slightly; more voters 'independents'

From 1952 to 1980, according to the U-M Center for Political Studies National Election Surveys, the portion of Americans who identified themselves as Democrats or Republicans dropped slightly, while the portion claiming to be independents rose markedly.

Party Affiliation by Percentages of Americans

	1952	1980
Strong Democrats	22	18
Weak Democrats	25	23
Independent Democrats	10	11
Independents	5	13
Independent Republicans	7	10
Weak Republicans	14	14
Strong Republicans	13	8.5
Don't know, No choice	4	2

The biggest percentage gain was in groups claiming at least some degree of independence—rising from 22 percent in 1952 to 34 percent in 1980.

With nearly twice as many self-declared Democrats as self-declared Republicans, it would appear that Democrats need only maintain a low defection rate and grab about a third of the independents' vote to elect a Democratic president.

It's not so easy.

First of all, the data show that since 1952, a higher percentage of self-declared "strong" Republicans have turned out to vote for president than self-declared "strong" Democrats. The same holds for self-declared "weak" Republicans and Democrats in all years except 1972.

NES surveys also show that greater percentages of Republican-leaning independents vote than do Democrat-leaning or "pure" independents.

Add to this a higher defection rate among Democrats for decades in presidential elections, and dramatically so in 1980, and one sees part of the problem facing Democrats this year.

Now, factor in the Federal Election Campaign Act (FECA) of 1975, and its various amendments which, says U-M Center for Political Studies researcher Michael W. Traugott, the Republicans have systematically been able to use to their advantage in raising and distributing funds.

Republicans have for years been able to gather larger campaign coffers nationally than Democrats. "This year," says Traugott, "every Republican senatorial candidate will receive the maximum allowable money from the party. The Democrats won't even approach that level of support."

A recent amendment to the FECA allows some of that money to be passed to the local level for voter registration, supposedly independent of candidate support. "But a Republican registered to vote for a local candidate is also likely to vote for the party's candidates for higher office," says Traugott.

"Republicans," says Traugott, "appear way ahead of Democrats in the use of computers, telephone banks, and other survey methods used to identify and register people likely to vote for a party's candidates."

Thus, although we may think of Democrats as being better at identifying, registering and mobilizing voters because of their larger declared numbers and their traditionally friendly relations with large, politically active groups such as labor unions, this may be the first presidential campaign year in which we see Republicans exceed Democrats in generating new voters for their candidates.

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U-M'S DRUM MAJOR tips his hat to the crowd.

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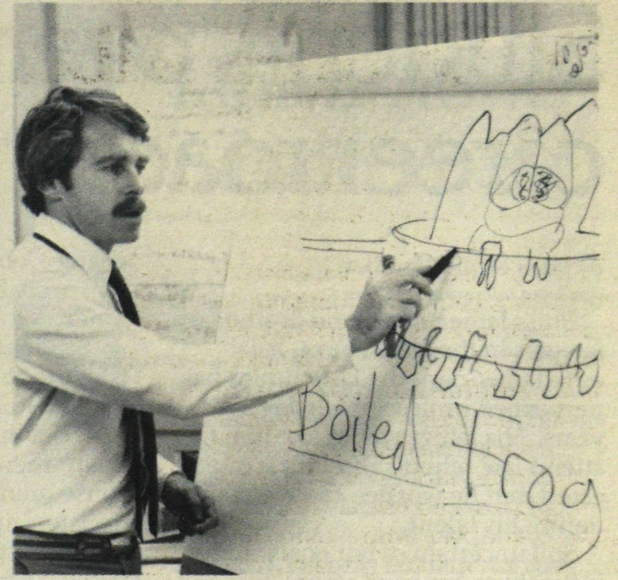
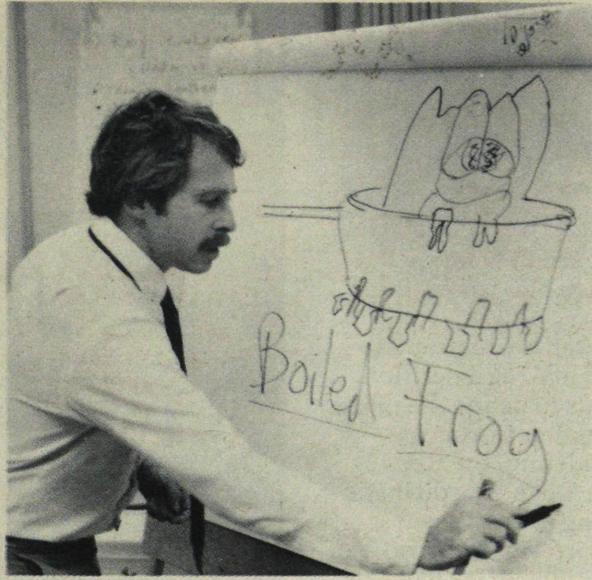
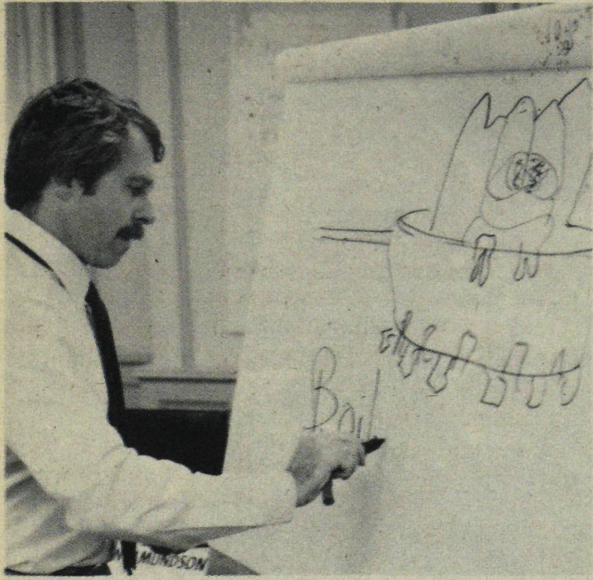
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LIKE THE frog in this drawing, many new managers may not realize they're in "hot water" until it reaches boiling, warns U-M's Noel M. Tichy, an expert in human resource development.

Beware of getting 'comfortable'

Test fresh ideas often, managers advised

By Sondra J. Covington
News and Information Services

The frog is in the pot and the pot's hot. Some industry managers are like those frogs, says Noel M. Tichy, professor of organizational behavior and industrial relations and editor of Human Resource Management, a U-M publication.

Settled comfortably at the managerial level, the executives fail to notice a change in the business environment, the rising temperature in the pot. Unable to recognize the need for change — introduction of new marketing and production strategies — they remain immersed in old ideas that could result in their company's demise.

A new manager, thrown suddenly into the caldron, might well detect impending danger. A newcomer, equipped with fresh ideas, could help the company leap to safety, Tichy told a group of managers attending a recent U-M Business School Executive Program.

"I believe a lot of business managers are boiled frogs," Tichy says. "They are comfortable sitting in water that's pretty close to boiling."

He advises managers to make frequent checks of "water temperature" — data affecting industry stabilization — to determine if a change in business strategy is warranted. Gradually warming water may go unnoticed, he warns.

As a human resource management expert, Tichy urges managers to be brave enough to introduce new ideas to their chief executives. Too many companies look for quick fixes, covering the gaping wounds of corporate ineffectiveness with bandage strips, he says.

"We are now at a point in history where more and more companies need to be institutionally reoriented," he says. "And that means shaking them up. The trigger for change occurs not only when companies face threats in their current environment, but when some leaders with foresight at the top say that 'in 1990, we aren't going to make it unless we change.'"

Increasing world competition has brought about the need for change in the technical, political and cultural arenas of American industry.

"We grew fat and flabby in the United States because we didn't really have to face competition from other parts of the world," Tichy says. "The United States auto industry did not face significant foreign competition until the last decade. So we never really knew how good we were. It was like playing a scrimmage with ourselves. Now our industries are forced to compete worldwide, and we weren't as good as we thought we were. We are going to have to fight just to stay in the game."

Change requires managers to assume strong leadership roles. Many managers, he says, are not transformational leaders — ones who can transform the basics of their organizations.

"You have to have a chief executive officer and a senior management group absolutely committed to changing themselves, who understand how difficult that is and are willing to bite the bullet on some of the psychic pain associated with change."

Much of the pain stems from unlearning certain behavior patterns (like praising inept

employees in a formal performance appraisal) or carrying out unpleasant tasks (like firing incompetent workers).

Too many organizations make political accommodations. He cites a company that created "make-work" jobs for two senior-level employees. That action "communicated to thousands of people throughout the organization that senior management was playing a game, because employees were being laid off and told to cut costs."

He says some executives feel the political price of firing workers is too high to pay, even though the organization's survival is at stake.

"My feeling is that that's short-sighted analysis, that it would be more cost-effective and humane to do a good job of cleaning house to save the organization. There is no difference between those at the top and employees at any other level in the organization."

Managers often falsify performance appraisals because they don't want to give negative feedback, don't want to differentiate among employees, or are copying other managers.

Executives may have to reach down several levels to promote employees with stimulating ideas. It's a very selective process.

One reason some organizations have mediocre people at the middle and upper levels is that managers have not appraised people effectively for years. This is critical during a period of change when industry managers must know their people and often must make the difficult decision about who stays and who goes.

Tichy says managers often falsify performance appraisals because they don't want to give negative feedback, don't want to differentiate among employees, or are copying other managers. ("The guy in the other division is doing this with his employees, and I don't want mine to get less.")

Executives need a system of checks and balances similar to that used by a controller, he says.

"No chairman will accept only his division president's view that the books are clean. You have a controller whose job is to follow standard accounting principles. But the human resources you manage are a more valuable resource than money. We are tough on money. Don't we want to be tough with ourselves on people issues? I think it's more inhumane to play a charade with people than to be realistic about their appraisals."

New ideas will help revitalize industry, and executives may have to reach down several levels to promote employees with stimulating ideas. It's a very selective process.

"You don't want mavericks who have no loyalty to the organization," Tichy says. "You want mavericks who are committed to making the

organization better. It's tough to find them, and once you find them, it's tough to put them in the right places."

Tichy is particularly interested in revitalizing the "smoke-stack industries." He says demographic projections indicate that high-technology jobs will comprise only a small part of the work force by the year 2000. High-tech jobs "are not our salvation," since many are low-paying.

He says the country will need a two-track economy, one that revitalizes heavy industry and one that expands high-tech.

He urges managers to become leaders, going to their executives with marketing ideas. "Bring your buddies to back you up, but you serve as the leader of your own staff. Say 'We better be marching in this direction instead of the direction we've been marching in for the last five years.'"

Industry needs transformational leaders to create a vision, a dream of what can be. These people provide the motivational pull for the organization. They are leaders "who can put their dream into action" and serve as catalysts.

This vision is different from the strategic business plan, which is more like the architect's blueprint. Both are necessary for success, says Tichy.

"The architect doesn't excite potential homeowners by showing them a blueprint. He shows them an artist's rendering with a landscape and a lake. In organizations, we spend 90 percent of our time drawing blueprints in the form of strategic plans, so it's no wonder we don't motivate people more."

The vision gives a company a sense of direction for the future, Tichy says. It should become part of the total plan, and every employee should be involved and encouraged to submit new ideas.

"We've got to tap into more of that visionary right-brain part of the process. All employees need their own little piece of the vision. If they don't have some kind of a personal vision, we are just going to be reactive. We are just going to get carried along with the stream, and that is not going to change the organization."

"If you look at organizations that are truly changing, somebody at the top like Lee Iacocca (chairman and chief executive officer of Chrysler) or Jack Welch (chairman and chief executive officer of General Electric) works very hard at articulating a vision of the future."

Tichy works with organizations "to stimulate that vision process, having people fantasize about what they would like to make happen over the next three to five years" and to help leaders develop concrete, pragmatic action to make the vision happen.

"I want these people to be able to be in the trenches and at the same time not to lose sight of the bigger picture," he says.

In September, Tichy introduced two new executive education consortiums to help executives implement "change projects" in their companies. After studying for a week in Ann Arbor, the executives return to their companies for several months to carry out specific projects. Then they return to Ann Arbor to report on their projects and to complete the leadership-and-change program.

Students overcome career roadblocks

By Janet Nellis Mendler
News and Information Services

Phil's father, sister and brother are lawyers in the family firm. A talented musician, the U-M junior has performed professionally for five years. His father would like him to attend law school, and Phil is interested, but he worries about squandering his talent.

Still uncertain of her goals, Karen is finishing her sophomore year and must declare a major. Her parents are pressuring their first college-educated offspring to decide what she's going to do with her life; she can't decide what classes she'll take next semester.

Armed with a pharmacy degree, Nancy had hoped to find a position in a major city. Accepting either of her only job offers would mean locating in a rural community, a move she views as devastating to her career and social values.

Overcoming these roadblocks is a familiar battle to the Office of Career Planning and Placement (CPP). The path from scholar to wage earner is not always smooth, but the right kind of preparation and career counseling can make it easier.

In fact, from long experience, CPP now starts to prepare students for career planning during freshman orientation.

"Many students come here with preconceived careerist views and notions about a college education that simply aren't accurate," says Simone Himbeault Taylor, a CPP counselor. Upperclass students, on the other hand, often lack confidence in their ability to land a job, or tend to be unrealistic about the impact of their first job.

What was once a campus placement office has evolved into a center staffed with counselors trained to help students identify and assess their career goals, as well as offer concrete advice on immediate job search concerns — writing resumes and cover letters, setting up on-campus recruiting appointments, even rehearsing interviews on video tape.

CPP counselors point out to students such as Nancy, concerned over their first job offer, that not only does the average person

change jobs seven to 10 times, but will probably change careers three times.

"Students often are reluctant to take the risk of making a decision. We ask students to define the risks of decision-making, to examine them, then to identify the worst consequences. Once they do that, decision-making doesn't seem so threatening or irreversible. Certainly it's frustrating to try to make the 'best choice' now, yet that's really training students for life," Taylor says.

CPP counselors might encourage Phil to explore, through a careful self-assessment, what role he wishes music to play in his life, what abilities he wishes to draw upon, and how those meet with the lifestyle he desires. He may discover that he need not sacrifice one interest for another. Entertainers, after all, need legal counsel, and many agents also are attorneys. Music, he decides, is an avocation.

Karen's dilemma is hardly uncommon, says Taylor, nor is the pressure her parents are exerting. Students like Karen need to know that they direct their academic choices.

Many employers, Karen is told, seek broadly educated liberal arts graduates of highly competitive universities who have developed the discipline and intellectual and research skills that enable them to tackle a variety of problems.

Unfortunately, Karen's parents didn't go through the University's parent orientation program, including a visit to the Career Planning and Placement office.

There, says Taylor, they would have listened to equally tense mothers and fathers lamenting their budding freshman's lack of direction.

"We try to put parents at ease, to let them know that whether their son or daughter has already chosen a major or is completely undecided, chances are that the college experience will influence their ultimate decision, and that their options are many. We try to explain the value of a liberal arts education from both a personal growth perspective and as a viable degree in today's tight job market."

Alumni offer job insights

Students hungry for first-hand career information can turn to some 200 alumni willing to share their professional insights with job aspirants.

"With almost 300,000 living alumni representing virtually every conceivable field, U-M has a natural resource pool from which to draw for this type of assistance," says Donna F. Winkelman, coordinator of the Alumni Career Network at the Office of Career Planning and Placement.

The program, developed last year, allows students "a brief look at a particular career area — usually for an hour or two." It is not, she emphasizes, a job placement service or an internship program.

Students, says Winkelman, are particularly interested in speaking with alumni sponsors about day-to-

day job responsibilities, entry level positions, existing career ladders and salary potential, the written, verbal and analytical skills important to the field, and the kinds of experiences they should seek while still in school.

Sponsors indicate how many students they wish to accommodate in an academic year, whether they prefer to speak with a student on campus or at their workplace, and if they are willing to arrange for a workplace tour or discussions with co-workers.

Winkelman is seeking more alumni volunteers. Anyone interested may contact Donna F. Winkelman, Alumni Career Network, Office of Career Planning and Placement, 3200 Student Activities Building, Ann Arbor, Mich. 48109 (313) 764-7460.



Arturo Toscanini

Photo reprinted from "This Was Toscanini" by Samuel Antek. Copyright 1963 by Alice Antek. Photographs copyright 1963 by Robert Hupka. By permission of The Vanguard Press, Inc.

Toscanini remembered for his energy, impact

U-M visiting Prof. Harry Berv, who played French horn in the NBC Symphony Orchestra under the late Arturo Toscanini, remembers the famous maestro as "the great conductor of the greatest orchestra in the world. I was honored to play for him."

Berv teaches French horn at the U-M School of Music during the summer and at the Juilliard School in New York City, where he resides. Berv and his two brothers, also French horn players, performed under Toscanini for 16 years, beginning in the summer of 1938 when the NBC Symphony Orchestra was established.

During this year's Ann Arbor Summer Festival, a month-long series of performances and workshops by world-renowned artists, Berv presented a series of videotapes of Toscanini conducting the NBC Symphony Orchestra.

"The number and intensity of questions during those sessions, and the many requests to repeat the videotapes, indicate that the series had a tremendous impact on the audiences," he says.

According to Prof. Berv, "The maestro studied incessantly, relentless in maintaining perfection. There was never anything flamboyant about his conducting. His motions were contained, yet they conveyed the message. We knew what he wanted from us."

Berv recalls Toscanini's "photographic memory, his innate sense of musical structure, a great reserve of physical energy and incomparable powers of concentration."

Toscanini conducted "what the composer wanted," Berv says. "He neither embroidered nor diminished his rendition. Yet, his interpretation always had his trademark."

Berv says Toscanini's emphasis on discipline remains with him.

"It has always influenced my teaching," he says. "I, too, believe music must be made with discipline in order that the feeling and emotions are free to be."

Someone who has played under a great conductor can tell within five minutes if the conductor knows what he is doing, Berv says. "You have to have respect for the conduc-

tor on the podium. If you don't, the best will not come from the orchestra."

Rehearsals for the NBC Symphony were held four times a week, and orchestra members believed that Friday dress rehearsals were deemed more important by Toscanini than the actual broadcast. "Toscanini dressed up for every rehearsal," says Berv, "wearing a black tunic and striped trousers. He was immaculate."

Because the maestro didn't want any noise filtering into the studio from outdoors, recording sessions took place late at night.

However, Toscanini wasn't "all work and no play," Berv recalls. "He threw lavish parties at his home,



Harry Berv

insisted that the orchestra members travel first-class, and allowed time for leisure pursuits."

Once, at the end of a two-month South American tour during World War II, says Berv, the musicians were exhausted. They had played dozens of concerts, had been under constant emotional strain because of the presence of the Nazis, and were especially homesick because it was the Fourth of July. Toscanini called a rehearsal.

The members were disappointed, but obligingly headed to the rehearsal hall, which, to their delight, was decorated with flowers and American flags. Toscanini conducted the orchestra in a rendition of the "Star Spangled Banner," and then announced that rehearsal was over.

"I don't think there was a dry eye in the orchestra," Berv muses.

Real students do eat quiche; cabbage, too

By Kate Kellogg
News and Information Services

No longer resigned to "hockey pucks" and "rainbow roast beef," U-M students living in residence halls regularly enjoy a choice of entrees, salad bars and carbonated beverages, with unlimited helpings on all items.

Special dinners, such as French, German, Oriental and soul food, frequently serve as "monotony breakers," along with unique desserts and other creations.

The Housing Division's food service staff serves more than 18,000 meals a day to about 10,000 students whose typical activities range from computer hacking to football scrimmaging. Besides supplying those students' basic nutritional needs, food service professionals try to keep the meals palatable and, yes, even trendy.

While residence halls do not cater to total vegetarian diets, spinach and cabbage souffles frequently appear with meat dishes as entrees. If the main dishes don't appeal to student tastes or moods, they may select from a well-stocked salad bar, ladle their own soup, or eat meats and cheese from the cold counter.

Saturday and Sunday brunches offer breakfast and dinner items designed to appeal to both early and late risers. "Quiche seems to be a student favorite," says Catherine W. Durocher, a food service supervisor.

These efforts resulted in favorable ratings by students on last year's food service surveys. (Students are surveyed twice yearly on their opinions of food service quality.) In a March 1984 survey, 90 percent of 2,060 students rated food services as fair to excellent.

Salad bars, desserts and beverages received marks from 91 to 95 on a 100 point scale; entrees and vegetables scored less favorably, receiving satisfaction ratings of 84 and 66, respectively.

Pleasing students in these areas isn't easy, notes Lynn Tubbs, director of food services. "Last year, students complained that the vegetables were too bland, so we added seasoning. Prior to that, students said they wanted vegetables left plain."

Tubbs and his staff have devised "monotony breakers" such as "make your own" sundaes, fondue tables, cheese tables, bread tables and baked potato bars to satisfy student demand for variations on the master menus.

Durocher, a nutrition educator, also has initiated two means of communicating with students about their nutritional concerns. The monthly newsletter "Just for U" informs students about fundamental, current and controversial nutritional issues.

In addition, "table tents," the type restaurants use to explain their daily specials, are centered on dining hall tables. The tents, changed weekly, offer eating advice on such topics as stress, athletics, weight loss, vegetarianism, food additives, alcohol consumption, nutrition labeling and anorexia nervosa.

The 36 supervisors and managers in Food Services, with degrees in dietetics, nutrition or hotel management, work with a support staff of 165 cooks and bakers.

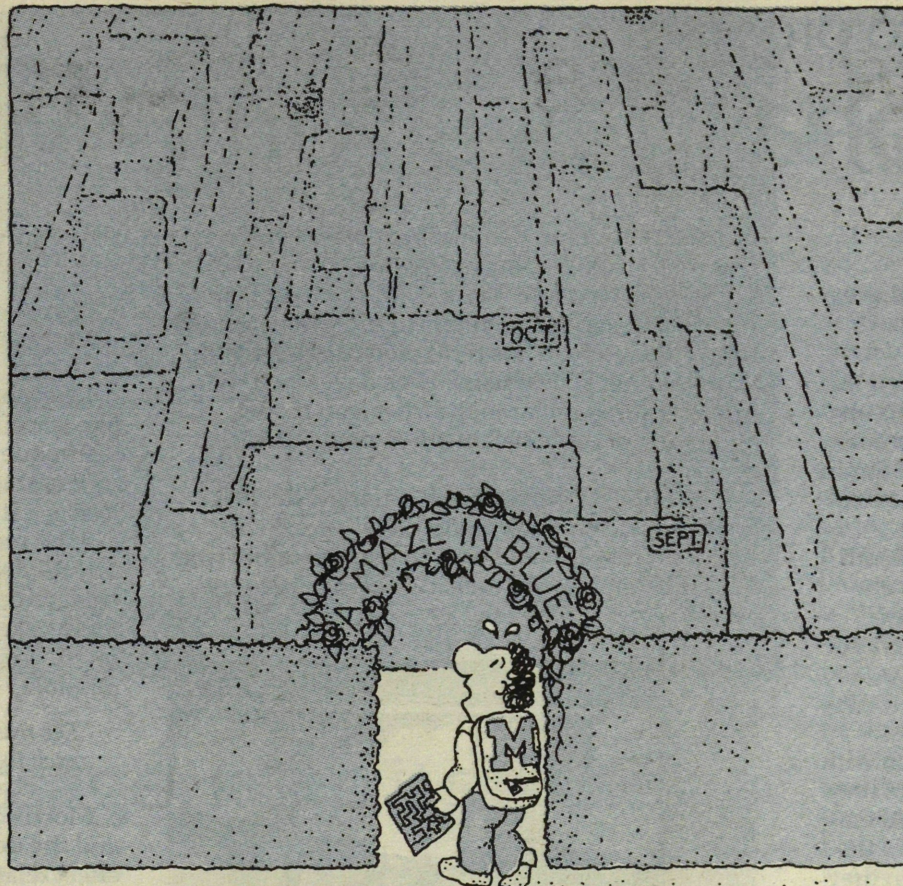


Illustration: Carol A. Gregg, University Publications

'Predictable' stressors are no major cause for alarm

By Janet Nellis Mendler
News and Information Services

The Michigan maze can quickly turn some students blue.

The traps are predictable, even visible, but not altogether avoidable, according to John Heidke, associate director of housing for residence education.

Starting in September, at least 76 percent of Michigan's freshmen find themselves sharing a room for the first time in their lives. They are meeting, and perhaps living with, people from different cultural, political and religious backgrounds.

Homesickness, however, is not much of a problem at U-M. "Most folks who come here have traveled widely and been away from home," Heidke says. Still, the 306 residence hall staffers are alert to behavior patterns which may indicate a student is homesick.

At highly competitive universities, students may experience feelings of inferiority for the first time. From being one of the brightest and best in high school, they are now competing with hundreds of others who are equally capable and well-prepared.

"Students sometimes set their expectations too high and pressure can build from parents when the first reports of lower-than-expected grades begin to filter home.

October

By October, freshmen begin to realize that campus life is not as idyllic as they were led to believe. "Everyone talked about the freedom they'd have, but no one mentioned the frightening aspects of newness. Suddenly, freedom clashes with personal responsibility," Heidke explains.

November

The midterm workload pressure builds in early November; volumes of reading that should have been paced through the semester have been left to the last minute. It's already time to register for next term's classes. Economic anxieties surface. Nightly pizza parties have depleted recreational and social funds budgeted for the whole year.

December

Further straining the budget are December's holiday gift-giving and travel expenses. Seasonal parties, religious activities and community service projects compete against time required to finish papers and study for final exams before students head home.

There, some students create more stress, for themselves and their families, by openly discussing the new sexual and social standards they've encountered on campus.

January

Even if family conflicts make the holiday visit tense at times, returning to campus in January creates a new strain of homesickness, Heidke says. "The students once again are pulled away from the security of home and the reassurance and encouragement they received from family and old friends."

The Mid-Winter Blues

— February, March

Michigan's harsh winters tend to create a "cooped-up" feeling that may last well into March; a sense of sameness sets in — dorm rooms look drab, cafeteria food seems boring, and so do roommates.

Seniors face additional mid-winter pitfalls. "Will I find a job? Do I have enough money to finance myself until I do? Is my education worth anything? Was my major a mistake? Must I leave school?"

April

By April, everyone's starting to feel job panic, underclassmen because they must find summer employment to finance next year's education. Sophomores will have to declare a major; round two of finals looms. Social pressures wax with end-of-term banquets, picnics and departmental activities.

The taste of freedom leaves some students reluctant to submit to parental restrictions at home; now it's hard to leave new friends.

These traps in the Michigan maze are as normal as they are predictable, Heidke points out.

And then, of course, there's summer...

U freshmen rank among nation's best

By Sondra J. Covington
News and Information Services

This year's typical U-M freshman ranked in the top 7 percent of his or her high school graduating class, attended an academically strong high school, elected its most challenging courses, and placed in the top 5 to 6 percent on national tests.

Eighty percent of incoming freshmen ranked in the top 15 percent of their graduating class, compared to 72 percent in 1983, representing the most dramatic increase in recent years, says Clifford F. Sjogren, undergraduate admissions director.

In addition, this year's median Scholastic Aptitude Test scores jumped 20 points over last year.

"As a whole, these are very academically powerful students coming in now," Sjogren says.

The 14,685 freshman applications processed for fall 1984, the largest number ever for a single term, increased 17 percent over last year's 12,540. Out-of-state applications rose 32 percent, from 5,943 to 7,846.

Personalized, stepped-up recruiting efforts helped send applications pouring into the University, Sjogren says. Admissions officers, students and alumni phoned "blue-chip" students to encourage them to attend U-M, and hosted informal get-togethers to make student contacts. Recruiters also increased their visits to high schools.

Fifteen percent of the 1984 freshmen placed in the top 1 percent of their high school graduating class, compared to 13 percent last year. Forty-one percent ranked in the top 5 percent, compared to 36 percent last year, while 65 percent placed in the top 10 percent, compared to 58 percent last year.

U-M ranks second in the nation this year in the number of students submitting Advanced Placement (AP) scores. AP students take college-level courses in high school, and their grades from a standardized national exam determine whether they receive college credit. This year, 1,870 students submitted AP scores to U-M, up 11 percent over last year's 1,680 students.

The median SAT verbal score jumped from 550 last year to 560 this year; the math score jumped from 620 to 630.

With more students than ever vying for niches in the major universities, "we see a definite trend toward a heightened interest in a quality college education," Sjogren says. "I think it's caused by the hard, cold realities of the economics of the country."

"We are in an information society, and it's very clear that you have to go to college for more than just job training. You get a liberal education so you can deal with a complex world."

It wasn't very long ago, he points out, that a college degree almost guaranteed you a job. "Now it's getting to be more difficult to get the job, and once you are employed, to be promoted. Students realize that those who complete a sound education in a top academic environment will have some advantages in the work world."

Practice is the key to progress

ECB emphasizes strong writing skills

By Pat Roessle Materka
News and Information Services

They are four short words, but they strike fear in the hearts of many:
"Put it in writing."

For some people, verbal communication is no problem. But expressing the same thoughts on paper is torturous. Finding the task uncomfortable, they avoid it. Lack of practice further diminishes their confidence, and so writing becomes increasingly difficult.

The University's English Composition Board (ECB) has been effectively working for seven years to break this cycle, starting with an expanded writing program for U-M's undergraduates, and following with a state, and then national, outreach effort.

Because of the efforts of writing teachers throughout Michigan, often in consultation with ECB staff, students are better writers when they come to U-M. And because of the increased emphasis on composition throughout much of the University, they are more competent when they graduate.

"Student illiteracy" surfaced as a national concern in the early 1970s. Educators and employers voiced alarm at young people's decline in writing ability. It wasn't that the students were less bright. But their compositions were deficient in organization and clarity of expression.

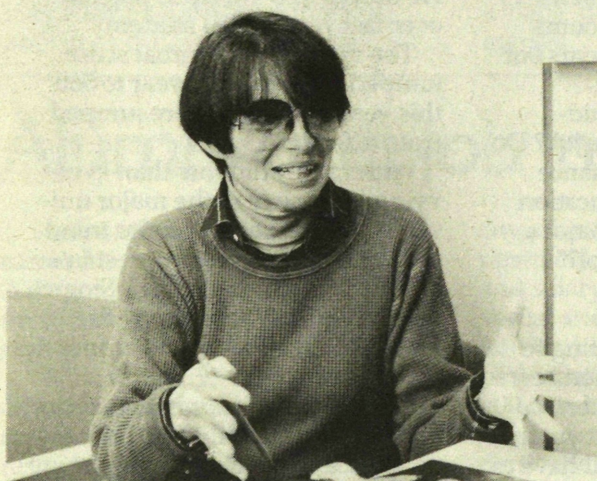
At U-M, when the College of Literature, Science, and the Arts conducted an internal review of its graduation requirements in 1973, faculty and the students themselves expressed concern about the students' poor writing — both when they entered the College and at graduation.

"Lots of reasons have been cited for the decline in literacy," says Barbra S. Morris, lecturer in U-M's Residential College and long-time ECB staff member. "One of the most frequently mentioned is class size. Many high school English teachers are confronted with about 40 students per class in each of five or six class periods. How could they assign and grade more than 200 essays? Many tried valiantly, but sheer numbers made the task impossible."

So the Board was established in 1978 with a dual mission. The first was to strengthen the University-wide writing requirements. All incoming freshmen and transfer students take an assessment essay exam during orientation. Based on their scores, about seven percent are assigned to a special tutoring program, 80 percent take introductory composition, and 13 percent are exempted. All students are required to take a junior/senior level writing course, preferably in their area of concentration.

The program's second emphasis is outreach. ECB chairman and English Prof. Jay L. Robinson explains, "We knew from the outset that success

depended on complementary and cooperative efforts in the high schools and community colleges from which we draw students. Learning to write well requires effort and instruction throughout a student's entire education."



Barbra S. Morris

depended on complementary and cooperative efforts in the high schools and community colleges from which we draw students. Learning to write well requires effort and instruction throughout a student's entire education."

In May 1978, with a grant from the Mellon Foundation, the ECB invited teachers and administrators from every high school, community college and four-year college in Michigan and northern Ohio to discuss the new writing and

outreach program. Some 550 representatives from 250 schools attended that first conference.

Over the next four years, ECB sponsored more than 270 in-service seminars in the schools and responded to requests from more than 40 institutions in other states. Some have developed writing programs similar to the Michigan model, and many of these include their own outreach programs.

One of ECB's biggest undertakings, the 1981 conference, "Literacy in the 1980s," drew 175 teachers from 16 states and an equal number from Michigan for a broad exchange of materials and ideas.



Jay L. Robinson

The out-of-state participants were organized in groups of university, community college and secondary school teachers from various geographic areas so that they could form networks in other parts of the country like that which exists in Michigan.

Although Mellon grant funding has ended, many ECB faculty have maintained their liaison with individual school administrators and writing teachers, and continue to provide consultation on a fee basis.

"There's no question but there is more writing going on in the high schools and more awareness across the educational community of the importance of writing," Robinson says.

"Several studies of the ECB's effectiveness are under way. We can't yet point to hard evidence that student writing has improved. But there is a general perception among staff members that the freshmen essays are longer and more proficient."

Robinson adds that there is evidence that new ideas about the teaching of composition have spread broadly as a result of the outreach effort of U-M and other state universities.

One tangible product of the U-M outreach program is a 18-minute animated film, "Write Write," which has been shown in about 40 schools around the state and is slated for national distribution.

"Write Write" was designed and produced by Morris after consultation with hundreds of high school writing instructors who had expressed a need for instructional materials that would illustrate the "process" of writing.

"Too often, high school writing instruction is preoccupied with the mechanics of writing, such as grammar, punctuation and parts of speech," Morris explains. "One of the goals of the film is to show the evolution of the composing process: identifying the problem, gathering information, composing, evaluating the response of the audience, revising, and finally, completing the final product."

As a trigger film, "Write Write" has been successful in getting classroom students to discuss the problems of good writing.

It also reinforces the message that writing needn't be a grueling, frustrating endeavor — it can be very enjoyable and satisfying.

Many myths surround the craft of writing, Morris notes. She identifies and responds to the most prevalent ones:

"You're either a born writer, or you're not."

Writing is a skill that can be learned. Just as people learn to talk, to organize and express their

thoughts verbally, they can learn to express themselves in writing.

"Once you learn to write, that's it. It's a skill you have forever."

Learning to write is an ongoing process. It's not like learning to ride a bike — you pick up the technique and repeat it over and over. You write different ways for different audiences. Each new task is a step in the learning process.

"The reader is constantly passing judgment." The reader is not some hostile enemy to be won over, critiquing every sentence. The reader is just there to receive information. Your goal is to communicate your message as clearly and directly as possible.

"The reason today's students can't write is they watch too much television."

Morris doesn't buy the theory that television and the decline in writing skills are in a cause and effect relationship.

"Because of television, our students have a different mix of literacies, verbal and visual. We need to define 'language skills' more broadly. One of my reasons for producing an animated film is the belief that the electronic media can be used to help teach good writing skills. Television needn't be considered the enemy of literacy."

The key to improving writing is practice, Morris and Robinson agree. While many secondary school teachers are beset with large class sizes, there are steps they can take to incorporate more writing projects within the curriculum.

"Assign more frequent, short writing projects instead of one or two lengthy term papers," they advise, "because they are less burdensome to grade. And studies show that frequent writing produces the most improvement."

"Emphasize the fun of writing. Encourage students to keep personal journals or logs of classroom activities. Let them collaborate on producing a dialogue for a television script. Focus less on evaluation and more on communication."

The ECB has fostered the idea of effective writing throughout U-M's schools and colleges. Through the intensive tutorial program, even students who begin with disadvantages in composition show remarkable gains in skill and confidence, Morris reports.

And through the outreach program, the ECB has been a change agent in hundreds of Michigan schools and in many other states.

"I think an important factor in our success is that we did not impose new tasks and more work on the teachers, but engaged them in a cooperative effort," Robinson says. "These efforts have been marked by a sense of common interest and commitment."

"Every teacher has to be a writing teacher," he stresses. "We must push the idea of good writing within all parts of the curriculum."

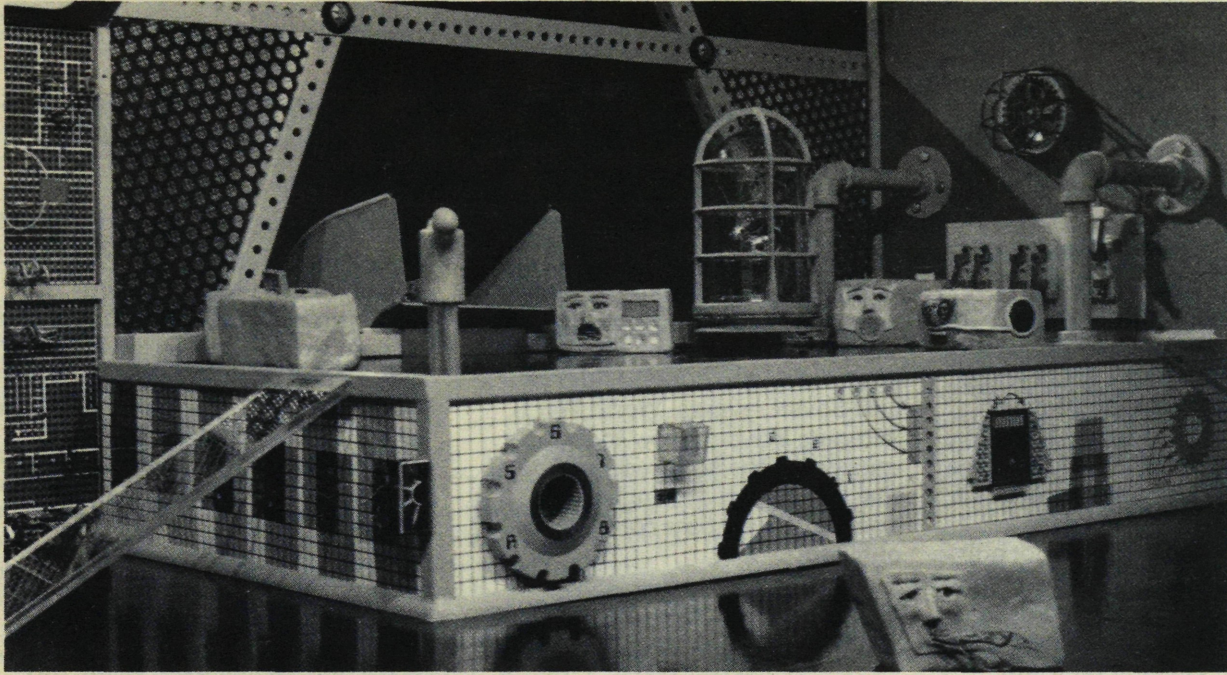
League offering culinary secrets

The Michigan League is a U-M landmark, serving as a meeting place, an inn for visitors, a live theater and a quiet study haven for students.

But above all, it is known for its fantastic food. For the first time, the popular and imaginative fare has been collected in "The Michigan League Cookbook," presented by the Alumnae Council of the U-M Alumni Association. Proceeds will go for League operating expenses and maintenance.

A half-century of dishes, judged outstanding by League patrons and scaled for family and entertaining, are collected.

The pages also include sketches and commentary about the League's heritage. Copies of the Michigan League Cookbook are \$12 including postage and handling (Michigan residents add sales tax) and may be ordered through the Michigan League, 911 N. University, Ann Arbor, Mich. 48109; (313) 764-0446.



RESIDENTS OF THERE receive plea for help.

'Caring' may raise stress

The last time you had a problem, who did you ask for help? Chances are, you confided in a woman.

Women tend to talk over problems with other women, often turning first to their mother, daughter or sister. Beyond the family, they create networks among female friends, co-workers and other associates, a U-M sociologist reports.

But men also approach women more often for advice and support. Listening, counseling and caring exact a high emotional toll, Prof. Ronald C. Kessler suggests, and may be one of the reasons women report higher stress levels than men.

"It's not that men are less empathetic than women, or less willing to offer support. But having provided help, men seem more able to detach themselves from other people's troubles," he says. "Women continue to feel concerned."

While many researchers have looked at the health benefits of receiving help, Kessler and his graduate student associates Jane McLeod and Elaine Wethington are among the first to examine the health hazards of giving it.

Women are more vulnerable than men on several counts: they are called on for help more often; they find it difficult to say no; they involve themselves more deeply in the lives of people they care about; they care about a larger number of people, Kessler says.

"We believe one of the major reasons for the sex differences in stress levels is this tendency of women to take on the concerns of others."

Most serious personal life crises affect women and men equally, Kessler emphasizes. The death of a child or a marital disruption is devastating to both wife and husband.

Kessler thinks, too, that women tend to buffer men from many of life's stresses. "A wife might not tell her husband that their daughter had an abortion, knowing it would greatly upset him. Instead, she confides in a friend, who provides sympathy and an outlet for her distress. Women screen the information men receive," he says, "and men profit emotionally from this."

ECB film's message: keep it simple

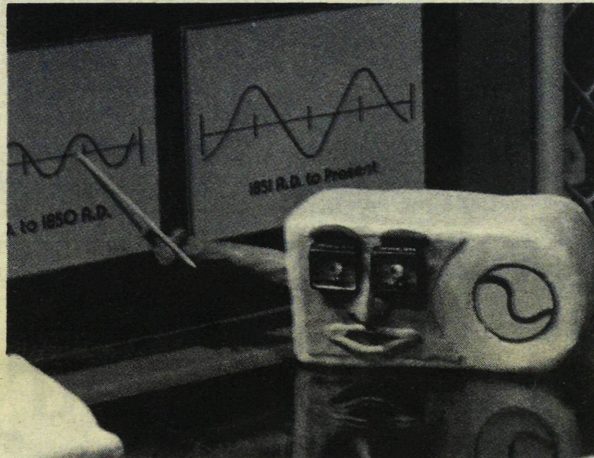
Good writing is more than grammar, punctuation and parts of speech. Knowing your audience, composing and revising are all central to the process of effective communication.

That's the message of "Write Write," an 18-minute, 16-millimeter animated educational film produced by U-M's English Composition Board and animated by Michael Frierson, Martha Garrett and Susan LeVan.

It describes the plight of the island of Here, whose inhabitants cultivate rare, beautiful words and phrases. When the island is immobilized by a raging blizzard, its citizens send a message for help to the high-technology residents of the mainland, There.

But the letter is so poetically convoluted that the people of There misunderstand its message. "What a masterpiece!" they exclaim. "Where shall we store it?" The crisis is resolved when the Here residents send a revised letter asking for food and supplies in a clear, direct manner. Then the rescue effort begins.

"Write Write," slated for national distribution, has been effectively used as a trigger film to stimulate classroom discussion about the steps involved in the writing process.



A TECHNICIAN from There plans rescue effort.

Nation prepares for another nose count

Census — a popular, patriotic enterprise

By Kate Kellogg
News and Information Services

As its 200th anniversary approaches, the United States Census remains one of the few national "celebrations" open to every American, regardless of race, religion or economic class, says a U-M social scientist and census scholar.

More Americans answer the census than vote; many even enjoy filling out the forms, thereby adding their input to this important collection.

Although the next census is more than five years away, the work of analyzing the 1980 data goes on, as does preliminary work of formulating questions for 1990.

According to Erik Austin, research associate at the Center for Political Studies in the Institute for Social Research, there is little support so far for the suggestion that a survey replace the national head count first established in 1790, and U.S. census officials are keeping their fingers crossed that recent census revolts in Europe will not cross the ocean.

The U.S. Census Bureau has reason to exploit the "ceremonial" aspect of the census, according to Austin.

"The Bureau counts heavily on voluntary participation of the citizenry to get a high rate of response," he says. "So it encourages respondents to feel that they're providing a patriotic service, rather than just filling out another government form."

A majority of Americans dutifully answer all 16 or 64 questions (depending upon whether they get the "long form" or the "short form") about their incomes, educations and living arrangements. Respondents even tell the Bureau whether they have access to public sewers and provide other information about housing condi-

tions. More than 83 percent of all Americans returned their 1980 census forms without follow-up contacts from the Bureau, Austin says.

Yet the remote specter of a major anti-census movement looms over the Bureau as it prepares for the 1990 Census. Groundswell anti-census movements in West Germany and the Netherlands virtually shut down 1981 censuses in both countries.

Austin notes that "the Bureau has been following the European census protests very closely," but to date, the U.S. Census process appears intact.

Combined responses to the 1980 U.S. Census generated roughly 7 billion statistics, stored on several thousand reels of computer readable magnetic tape, estimates Austin. "The sheer volume boggles the mind — even of people who are familiar with data in computer-readable form," he adds.

As director of archival development for the Inter-University Consortium for Political and Social Research (ICPSR), Austin is the keeper of about 500 of those tapes. They are available to ISPCR's 290 members (all colleges and universities) at the reduced price of \$25 per tape. Academicians typically use the data for research on population groups and their characteristics as measured by responses to the decennial census questions.

Private corporations also buy tapes from the Bureau and use the data mainly for marketing research and mass mail solicitation. Corporations are more than willing to pay the full government price of \$140 per tape, especially for the coveted zip code file, Austin says.

The Bureau will not release any data that identifies individuals, in keeping with its "excellent

reputation for protection of confidentiality," says Austin.

Throughout the 1960s and 1970s, the Census Bureau has striven toward 100 percent enumeration through television advertising, local outreach activities and by avoiding "taboo" questions.

The Bureau learned in public meetings that people consider questions about political affiliation and religious preference an invasion of their privacy. Such questions are now in the "taboo" category and don't appear on the questionnaire.

The hearings enable the Bureau to assess public opinion on census questions and to determine whether questions reflect social and technological change. For example, the Bureau deleted the question, "Do you have a wringer-style washing machine?" from the 1980 Census, but added a question on vans or trucks for home use, Austin notes.

In an effort to sustain public involvement, the Bureau attempts "the protean task" of sifting through all the information gathered at public meetings, says Austin. "However, it routinely turns down suggestions that are obviously not in the broad public interest, such as a genuine proposal to enumerate the canine population to determine if the public favors large or small dogs."

Minorities and ethnic groups are the most often "missed" by the Census Bureau. Early figures for the 1980 Census show an undercount of anywhere from one to seven percent for blacks and "about double that for Hispanics, the most heavily undercounted group," Austin says.

"Failure to achieve 100 percent enumeration — more than inconvenience or invasion of privacy — is the cause of most of the Bureau's public relations problems," he explains.

Letters

Praise for the June issue

To the editor:

It had been my intention to write you about the excellence of your June 1984 issue. It was no single article that gave my favorable impression, but the entire splendid production.

Ralph E. Edwards, '35
Baltimore, Md.

Ford was 'most valuable'

To the editor:

Nice try on clearing up the confusion about Gerald Ford and the 1934 Wolverine football team, but you fumbled the ball again!

Jerry Ford was never an All-American, nor was he captain of the 1934 team. He was elected "most valuable" but that was the extent of his recognition with that ill-fated team that won only one game, against Georgia Tech.

Captain of the team was Tom Austin, whose father was on the police force at — of all places — Columbus, Ohio.

George O. Hackett
Dearborn, Mich.

To the editor:

The new *Michigan Today* is excellent and much needed. One small cavil: in the June issue, Charles Bernard is the right spelling for the old All-America center who kept Jerry on the bench for a good deal of his first two seasons...

Jerry often has said that given the 1-7 record of that team, he wondered whether being named "most valuable" was really such a great thing after all. In a sense, you might say that Jerry had the misfortune to be on the one varsity, in his sophomore and junior years, which had a better center than he was. Of course, Chuck Bernard was better than anybody in the country too. Jerry would have been first string at any other school.

Ivan M. Kaye '54 Lit
Scarsdale, N.Y.

Preventive dentistry Not a new approach

To the editor:

Twenty years ago, or thereabouts, some of us dentists thought, naively, that the time for prevention was at hand. So we taught and practiced what we thought to be preventive dentistry.

Some of the younger men (and a few older ones) caught the "bug" and were genuinely inspired by the possibilities. But in general, we received scant thanks from our betters and, in fact, received a considerable measure of professional ostracism from some quarters.

Reading in the June *Michigan Today*, "Dentistry shifts to prevention," I hope and trust that Dr. Christiansen will enjoy great success in his mission. However, it is not really a new approach, as the article seems to imply, albeit that new knowledge and technology may well lead to innovative applications in practice.

The concept of prevention in therapeutics is as old as the hills, but it lacks glamour, and it is a very tough idea to "sell."

Lee A. Counsell, D.D.S.
Carbondale, Ill.

Bounce increases risk

To the editor:

The article about Micki King Hogue referred to diving boards with great flexibility. They surely do give more bounce and permit flashy high dives. This is fine for Olympic games and other competition at swimming and diving pools built to accommodate them. But those same boards can lead to disasters at pools not designed for them.

The more flexible boards not only bounce divers higher, but also can propel them farther forward or to the side. If a flexible board is used at a swimming pool built for a stiff board, a diver may land where the water is too shallow for safety. The victim could be a novice or a skilled diver who is tired or careless. Paraplegia or worse could result.

The recent Olympics will inspire more competitors to higher levels of performance. Flexible boards help make that possible, but few existing swimming pools have diving areas that are suitable for them. Let us hope that overzealous diving enthusiasts will not be inspired to retrofit with those diving boards where they do not belong.

Paul D. Hodges, P.E.
Department of Public Health
Lansing, Mich.

A few last words on the Soviet issue

To the editor:

Belated congratulations on your April issue. The quotes from U-M experts were a real contribution to sanity when we have people in high places trying to out-do Hitler in anti-Soviet ravings. World War II veterans like me know the consequences of the last great episode of that kind of activity and its sequelae. A next time could bring oblivion.

Ted Astley '43 Lit
Seattle, Wash.

To the editor:

Several friends (to whom I have given copies) join me in expressing appreciation for the April and June issues of *Michigan Today*. The section dealing with misperceptions about the Soviet Union was especially perceptive. As a basis for achieving lasting peace, we need the sort of insight conveyed by professors whose deep study and vast experience enable them to see beyond prevailing conceptions.

The articles on the College of Engineering were also quite stimulating.

Phillips P. Moulton
Visiting Scholar, U-M

To the editor:

Let me commend you for focusing on international concerns and exhibiting an openmindedness one should expect from a university. It was a good attempt to dispell some of the misunderstandings about the U.S.S.R. However, I found it disturbing to read the negative letters which followed in the June issue, primarily reflecting some old narrow-minded myths. The attitudes against detente would lead us back to the repressive atmosphere reminiscent of McCarthyism...

It's time we realized, as the professors indicated, that peaceful negotiations would be in our self-interest in terms of employment, and trade as well as improved relations. We do live on the same globe. We must seek ways of getting along. Instead of castigating those who have the courage, sensibility and foresight to speak on behalf of international cooperation and peaceful competition, let's support and congratulate them. It's time to leave a legacy of peace and hope for the future of our children and grandchildren.

Marilyn (Schiff) Baumkel
'60 B.A. '65 M.A.
Pontiac, Mich.

'Simple, flawless art'

Hayden's poetry published

By Gil Goodwin

News and Information Services

A young black man came one day to Prof. Robert Hayden's office in the English department — not on literary business, but to reproach the poet for his manner of dress.

"How can you, a black man, come to your office day after day wearing a suit like that, the uniform of your white oppressor?" the visitor complained.

Hayden, who expressed his artistic nature in both poetic and sartorial elegance, replied: "I'm just coming into my style, boy. You ain't seen nothin' yet."

Because he was black, famous for his poetry, and a professor at Michigan, it was natural that Hayden became a role model and a symbol for other black people.

But he had no interest in using his position to perpetuate racial rancor. His goal was to share the black experience and enlighten all Americans. And this he did, says critic William Meredith, "by the difficult, simple method of almost flawless art, an art which finally called so loud across the chasm of race that, at last, he was heard on both sides, reminding us of our humanity."

Hayden's death in 1980 deprived the University of a great teacher and the nation of a great poet, the first black man to hold the position of Consultant in Poetry to the Library of Congress.

Readers have another chance to experience his artistic voice in "Collected Prose of Robert Hayden," a new book published by the U-M Press in its Poets on Poetry series (216 pages, paper, \$7.95).

Hayden consciously rejected the label "black poet."
"As a poet," he wrote, "I am try-

ing to come to grips with reality, yes, to define reality, as I can perceive it. Isn't that what every poet worthy of the name is attempting to do? Why does a particular racial identity make me any the less aware of life, life as human beings live it? What is a poet but a human being speaking to other human beings about things that matter to all of us?"



Robert Hayden

These humanistic and spiritual values in poetry, Hayden added, provide valuable fuel in our travels through what Hayden's friend W. H. Auden described as the Age of Anxiety:

"The present century is a time of expanding consciousness, a time when new frontiers are being opened and new possibilities of life and art investigated. The concepts of God and the universe, of man and society, are in the process of revision. Poetry can offer us no solutions to our dilemmas, nor is it intended to, but it can help us understand ourselves at this stage of human evolution. It can make us aware. And it gives us a special kind of joy."

Hayden was perhaps most touching in describing the struggle to become a poet, to follow the muse that seldom rewards in riches.

He recalled "the tough old woman I once knew who said to me, 'Boy, what you messin' round with all that poetry stuff for? Ain't no percentage in that.'"

But he continued to do what he had to do. "I have been writing for many years now, but my development as a poet has been slow and tortuous, and my failures are more numerous than my successes, owing partly to the fact that I have had to work in defiance of limitations imposed from without while fighting personal demons within.

"Yet I know that the struggle to exist as a poet at all has given my life its truest definition. ... I want to experiment with forms and techniques I have not used before — to arrive at something really my own, something patterned, wild, and free."

And so he worked: "And purified, I rose and prayed/ and returned after a time/ to the blazing fields, to the humbleness./ And bided my time."

How little time a poet really has may be indicated in these prophetic lines from Hayden's poem, "Full Moon":

*Some I love who are dead
were watchers of the moon and knew
its lore;
planted seeds, trimmed their hair,*

*Pierced their ears for gold hoop earrings
as it waxed or waned.
It shines tonight upon their grave.*

Flexibility is key to effectiveness

Alternative schools chalk up successes

By Gil Goodwin

News and Information Services

Americans have mixed feelings about alternative schools, the non-traditional scholastic programs set up to accommodate troubled students.

U-M researchers report that alternative schools do help many troubled youngsters, and flexibility — both in academic routines and in teacher-student relations — has been a key ingredient in that success.

Delinquent youngsters, expelled because of disruptive behavior at conventional schools, often respond with marked change in attitude and behavior when they're sent to alternative schools. Many seem inspired to try harder.

Nevertheless, critics (including many conventional school teachers) say such programs are unnatural and unfair.

Martin Gold, U-M psychologist and nationally-known researcher on delinquency at the University's Institute for Social Research (ISR), and David W. Mann, U-M alumnus and personnel psychologist with Michigan Bell, examined the dynamics of alternative school education in a recent study.

Findings are reported in a new book, "Expelled to a Friendlier Place: A Study of Effective Alternative Schools," published by the U-M Press (176 pages, paper, \$12.95).

What sort of youngster did they encounter in the alternative schools? A composite might look like this: A 16-year-old tenth grader, an indifferent student with a D+ grade average, on the verge of being suspended or expelled for cutting classes, truancy, fighting and other usually intolerable behavior, no prospects for going to college, and little acceptance in the school's social circles.

Competition for academic and social recognition can make conventional schools a "no-win" situation for these students, Gold and Mann point out. A sense of failure and alienation may lead them to seek other ways of gaining attention: they may drink, smoke, deal in drugs, steal cars; they may run away from home, or, when they aren't playing truant, threaten other students, and deliberately damage school property.

This behavior is likely to get attention all right—often from the police. About 40 percent of such students had already appeared in juvenile court.

It is also likely to gain the disaffected student an assignment to an alternative school. Judging from the findings in the U-M study, students who are not "beset" by extreme depression and anxiety often do well in the alternative program. They appear willing to consider a new approach, perhaps welcoming a chance to start over.

Gold and Mann say two ingredients of alternative education are essential in helping reduce disruptive and delinquent behavior: an increase in the proportion of a youth's successful (versus unsuccessful) experiences; and a warm, accepting relationship with one or more adults.

An effective alternative school tailors the program to the student in

several ways:

— The educational materials and tasks are appropriate to the student's present level of skills.

— Their content appeals to the student's own interests.

— The student is allowed to master them at his own pace.

— Evaluation is based on individual progress — comparisons are made with the student's own previous performance, not with norms for age or grade.

The ideal alternative school teacher tries to create a unique relationship with each student — one which incorporates a genuine liking and acceptance of the student.

In place of the social norms that typically govern teacher-student relationships are more informal, more personal relations.

In conventional secondary schools, the researchers explain, teachers are encouraged to assume "a routine pleasantness" toward their students — a neutrality that is fair and relatively constant from one student to another.

The ideal alternative school teacher tries to create a unique relationship with each student — one which incorporates a genuine liking and acceptance of the student.

Honest, open personal relations of this sort, Gold and Mann point out, allow students and teachers to demonstrate their changing feelings toward one another.

This type of relationship with teachers, they add, helps build students' self-image and also promotes the social bonds they need to strengthen their control over personal behavior.

Personal contacts and possibilities for success offered by a good alternative school can help break the chain of circumstances that leads to delinquent and disruptive behavior, they believe.

At the three alternative schools chosen for the U-M study, Gold and Mann found a "marked, statistically reliable" decline in disruptive behavior by the time most of the students they interviewed returned to conventional schools.

How effective an alternative education program can be for an individual student appears to depend somewhat on what kind of emotional baggage that student is carrying.

"We found that students who at their first interview evidenced unusually strong signs of anxiety and depression were not enduringly affected by the alternative schools." Students who benefitted the most were "those who, according to our theory, were successfully using dis-

ruption and delinquency to defend against psychic pain."

Alternative schools did not succeed as well with the "beset" students whose delinquency did not seem to help them avoid symptoms of anxiety and depression. The best success rate was with less anxious and depressed students who were the most delinquent or disruptive at the beginning.

Students were interviewed in three waves, at the start, and in the middle of their year at an alternative school, and again after a full term at a conventional school.

One youth who came into the program "mostly bored" with school routine, said at mid-year that boredom was no longer possible "because we have a choice of what we do in seminar" and with the school's work contract system, "you can work at your own pace."

Many of the alternative school students — especially those less disturbed emotionally — received significantly higher grades after they returned to conventional schools.

Contrary to the authors' expectations, "We found that the alternative schools had no significant effect on the self-esteem of their students." Nor was self-esteem crucial to the social and psychological process of change as the U-M researchers expected.

Gold and Mann say their study strongly supports the contention that poor scholastic experiences are significant causes of delinquent behavior, particularly at school.

Liberal arts degree is adaptable to wide range of growing fields

By Kate Kellogg

News and Information Services

Can a broad-based liberal arts education produce anything beyond personal enrichment? That is the "overriding concern" of U-M's undergraduate liberal arts majors, according to Louis Rice, associate director for academic counseling in the College of Literature, Science, and the Arts (LSA) and head of pre-professional advisory services in the Office of Career Planning and Placement (CPP).

'Employers hire people—not majors. I urge students to draw upon the resources they're developing as liberal arts majors, such as ability to think in imaginative ways... to discipline themselves and solve problems independently.' —Louis Rice

"We at LSA believe that personal enrichment and the transmission of Western culture are legitimate ends in themselves," says Rice. "But naturally when our students read that only MBAs and engineers are getting jobs, they question the utilitarian value of their education."

Such generalizations are inaccurate, says Rice, and he and other LSA faculty are helping liberal arts

students through seminars and counseling to recognize and cultivate their marketable abilities.

Rice, who coordinated and conducted much of a recent seminar on "The Liberal Arts Dilemma," does not paint an unrealistically rosy picture of the rapidly changing work world. Yet liberal arts majors — if they achieve their educational goals — often adapt to that world more easily than those who pursue more specialized fields, Rice points out.

"I urge the students to draw upon

the resources they're developing as liberal arts majors — such as the ability to think in imaginative ways, to perform abstract reasoning and to apply a variety of skills," says Rice. "No one can adapt to new occupations and situations without those abilities."

Employers hire people — not majors, Rice says. "Employers and deans of professional schools want

the best and the brightest graduates who have learned to discipline themselves and solve problems independently.

"I stress to students that educational goals are definitely not the same as career goals," he adds. "Yet students who achieve the first are most likely to have successful careers."

LSA's recent enrollment increase also indicates that students do not consider a liberal arts degree a career liability. Total undergraduate enrollment in LSA has risen from about 12,400 in 1974-75 to 14,000 for 1983-84, according to the LSA Blue Ribbon Commission on Demographics and Educational Policy.

Liberal arts students are much more concerned about job security than they were a decade ago, Rice says. At weekend symposiums and in the columns of the Michigan Daily, liberal arts students are raising questions about the value of their education.

Information processing, personnel work, financial services, general management, public agency direction and technical writing are among the growing fields open to liberal arts graduates, according to CPP literature.

Those graduates who do not immediately embark upon careers or enter graduate school are not necessarily desperate job-seekers, notes Rice.

As museum opens in Carthage — Ancient civilization comes to life



JOHN H. HUMPHREY and his wife, Laura, examine a worked bone artifact from last summer's excavations at Carthage.

By Pat Roessle Materka
News and Information Services

Some people believe faculty research is an ivory tower pursuit. U-M archaeologist John H. Humphrey knows better.

He has spent most of the past 10 summers digging underground in North Africa, sifting through the remains of the ancient civilization of Carthage. Last August, the work culminated in the opening of a museum on the excavation site.

Here, tourists can see examples of the most important and intriguing finds: mosaic pavements; chicken and camel bones fashioned into rings and hair ornaments; tools, lamps, gaming boards, coins, pottery and cooking vessels. All merge to form an image of daily life as it existed in 400 to 700 A.D.

The excavations Humphrey has led since 1975 have also exposed an early Christian church, a baptistry, an ecclesiastical complex, a late Roman house and three streets belonging to the grid of the Roman city. Many U-M graduate students have taken part in the excavations, along with professional archaeologists and hundreds of volunteers.

Born into the space age, Humphrey has always been fascinated by the past.

He grew up in England, surrounded by history. "My mother was a Latin teacher, and she exposed me to the classics when I was quite young. Like most British children, I began studying Latin when I was 7 and Greek at 11," he relates.

He bicycled around the country, exploring cathedrals and castles, museums and monuments. At 16, he took part in his first archaeological dig.

Graduate study brought him to America because, "by then, I knew I wanted to excavate extensively in the Mediterranean, and more

funding is available in this country than in Europe for excavations."

In recent years, a sense of urgency underscores his work in North Africa. He explains:

"Carthage was the second most important city, next to Rome, in the ancient Mediterranean, encompassing four square miles and some 300,000 inhabitants. It was first destroyed by the Romans in 146 B.C. during the Punic Wars and again by the Moslems in 698 A.D. In the Medieval period, the ruins were plundered by the Turks to obtain building stone for the port city of Tunis.

"Now the land is being ravaged by bulldozers and earth moving equipment." Coastal real estate is at a premium, he says, and lots are being sold to construct villas for wealthy Tunisians and diplomats.

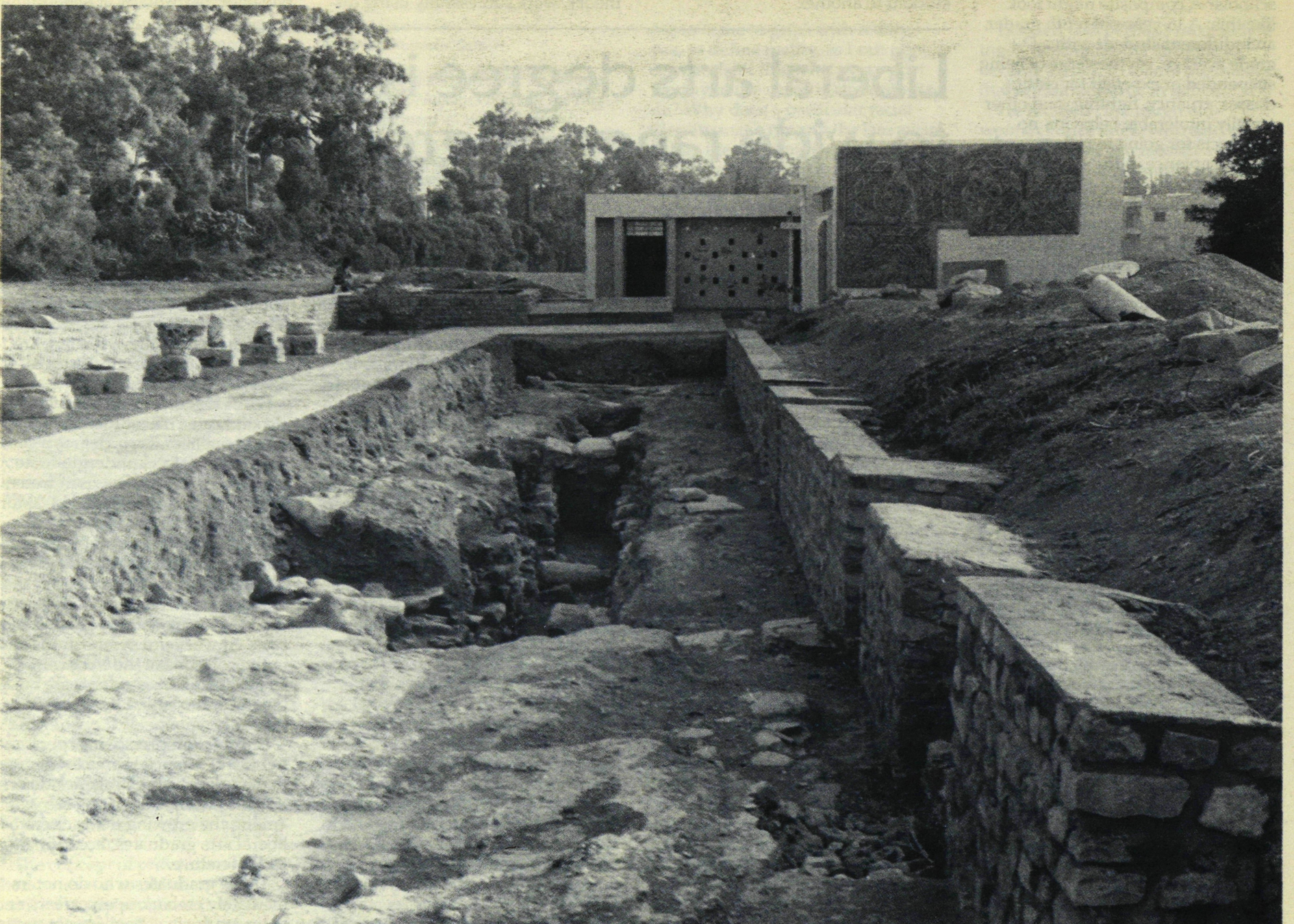
"A bulldozer can remove in a single day the accumulation of 1,500 years of history. The construction of cellars, underground garages and swimming pools cuts into the archaeological layers and does irreversible damage," Humphrey explains.

Recognizing the threat, the Tunisian Institute of Archaeology and Art appealed to foreign governments to send excavation teams. "I believe our discoveries thus far are evidence that the site where we are now working should not be destroyed," Humphrey states.

As insurance, he enlisted the help of British and American architects, museum conservators and archaeological specialists last summer to build a museum on the excavation site.

Earthwatch, a non-profit organization which sponsors scientific fieldwork throughout the world, financed the project, and 59 American volunteers assisted in the construction. They

(Continued on page 11.)



FROM THE rear of the museum at Carthage, tourists can view the archaeological levels that have been uncovered in the excavations. The brick wall, built by Tunisian workers and volunteers, shows where the houses would have fronted against the narrow Roman street. Mounted on the walls of the museum are some of the mosaic pavements found during the 10-year project.

Early election poll reports sway voters

(Continued from page 1.)

voting since Carter had apparently lost? Did many Republicans decide not to add one more vote to a landslide?

According to John E. Jackson, U-M professor of political science and member of the Institute for Social Research (ISR) Center for Political Studies, another central issue is the fact that voter turnout for a presidential candidate can be a crucial factor in the outcome of state and local election questions also appearing on the ballot.

Is there real evidence that the early projections of Nov. 4, 1980, influenced voter turnout?

The news media, defending their First Amendment rights, said no.

Jackson's analysis of data from more than 1,200 respondents in ISR's 1980 National Election Studies shows that those early projections did affect individual voter behavior.

"Almost half of our respondents in the post-election survey said they had heard or read news coverage of the election results before their local polls had closed, and more than one-quarter said they knew Reagan was the projected winner," Jackson says.

"This was not simply a time zone problem, as was popularly assumed. Most polls stay open until 8 or 9 p.m., so even in the Eastern Standard Time zone, TV network coverage begins two to three hours before the polls close."

Jackson's analysis shows that overall voter turnout was reduced among would-be voters who heard early projections — a negative influence that was found to be stronger for Republicans than for Democrats or independents.

Arranging data to provide both experimental and control groups, Jackson was able to estimate the effects of news exposure on turnout rates.

"For example," he explains, "we estimate that among average registered Western voters, just 43 percent would have voted before 6 p.m. EST — which is only 3 p.m. PST — and that by the time their polls closed, if no one had heard the projected outcomes, another 50 percent of those registered would have voted, resulting in a total turnout of 93 percent among eligibles."

"But if everyone who had not voted by 6 p.m. EST heard the projections, only another 38 percent would have voted — a potential 12 percent drop that could reduce total turnout among these average registered Western voters from 93 percent to 81 percent. The actual decrease, of course, depends upon what proportion of those who had not voted by 6 p.m. EST heard the projections before poll closing."



THIS STATUE of Ganymede and the eagle, broken in about 20 pieces, was discovered by the Michigan excavators in a deep cistern. Less than two feet high, the statue is an outstanding example of artwork representing both Christian and pagan symbolism, according to John Humphrey, who dates it at about 400 A.D. It depicts the meeting of the god Zeus, in the guise of an eagle, with Ganymede, whom he took to Mt. Olympus to be his cupbearer.

(Continued from page 10.)

presented the museum to the people and government of Tunisia as a gift.

Six mosaics adorn the museum walls, including two peacock designs and an elaborate late Roman mosaic depicting four Greek charioteers. Display cases hold the most important discoveries, including a marble statue of the mythological figure Ganymede, found in one of the city's massive underground cisterns and meticulously reconstructed. Museum visitors can explore a similar cistern below the museum.

Carthaginians devoted some of their leisure time to the circus. In recent years, the American team unearthed skeletons of horses near a building used for chariot racing. The circus artifacts are displayed in another section of the museum.

U-M has had a long association with excavations in Carthage. Francis W. Kelsey, for whom U-M's Museum of Ancient and Medieval Archaeology is named, led an exploratory expedition to the city in 1925. The panoramic photographs taken then are displayed in the new Tunisian facility; they illustrate the massive changes resulting from 60 years of urban development.

Seven volumes of "Excavations at Carthage Conducted by The University of Michigan" have been published and are available through the Kelsey Museum.



U-M GRADUATE students carefully dust and expose a mosaic floor pavement uncovered in the Carthage excavations.

Unhampered by emotions like panic

Machines might outthink humans

By Sondra J. Covington
News and Information Services

"Introduction to Egghead Machines" may well be a required course at U-M in 50 years if artificial intelligence develops as researchers predict.

Machines that think and learn will occupy their own cultural niche, and humans will face the challenge of absorbing these intelligent contraptions into society, according to John H. Holland, professor of electrical engineering and computer science.

Holland, a pioneer in machine learning, is attempting to apply human thought processes to computers so mankind can benefit from computers' rapid-fire, level-headed decision-making.

While news magazines tout "expert systems" that diagnose medical ailments and govern spacecraft, Holland is delving into the mechanics of the human brain with a long-range goal in mind — to create intelligent machines that will help the human race cope with an increasingly complex world.

His is a quiet quest that requires reams of patience, but one that has already led to a computer model that Holland is "teaching" to make decisions. In another project, one of Holland's students developed an intelligent model that "learned" to control the flow of gas through simulated pipelines.

While existing computer systems have more immediate pragmatic applications, they are less flexible and useful than the thinking machines of the future will be, Holland says.

Machines that think and learn will occupy their own cultural niche, and humans will face the challenge of absorbing these intelligent contraptions into society.

He says humans will have to learn to interact with these machines that imagine, reason and make decisions because "it's going to be like having another species around." Intelligent machines will operate from a different set of societal mores.

"If, in fact, we develop large numbers of intelligent machines, they are not going to be like us," he says. "They are going to have a different background and a different way of looking at things."

Unhampered by emotions like fear and panic, machines will still exhibit some emotion, or at least 'feel' a pressure to obtain goals, Holland believes. "I don't think we can really get into processes like thinking and induction without taking emotion into account."

Machines will be able to outthink humans in certain areas, just as one person can outthink another in specific fields. Some machines, for instance, might be adept at abstract manipulations or able to react quickly in a crisis.

A human whose car is about to crash into a retaining wall may panic and fail to act in time to avoid danger. A fearless computer, however, could calculate the appropriate evasive action in a fraction of a second.

Machines might also help the quest for world peace by applying the principles of neighborliness to whole nations, developing a formula for harmony.

Yet "I doubt a machine is going to be able to write a good novel," Holland says. "There is so much that depends on human background and human understanding."

Machines must learn to do what humans take for granted, like recognizing the objects in a room or different breeds of dogs.

Humans have a backlog of experiences to draw from when they make decisions; similarly, computers must build an internal "map" of the world, based on trial and error, so they can make accurate predictions.

"In most cases, we don't have the faintest idea of how to make a machine do these things," Holland notes. "So in one sense, we've got a heck

of a way to go. It's going to be a long time, in my opinion, before machines rival humans in these types of abilities."

He says research into machine learning will result in a better understanding of people, since it involves a detailed study of human thought and behavior.

Holland and three other U-M scientists are writing a book on the mechanics of inductive reasoning, to be published next spring. The other writers are Richard E. Nisbett, professor of psychology; Keith J. Holyoak, associate professor of psychology; and Paul Thagard, professor of philosophy at U-M-Dearborn.

"Until very recently, nobody has had a very good procedural notion of how learning and induction take place, so that is the area in which we are trying to make progress," Holland says.

Holland and other U-M scientists meet weekly to exchange ideas, discussing the application of thought processes to computers and how to revise human thinking to improve people's actions.

Michael D. Cohen, associate professor of political science and public policy, wants to know "what intelligence really is" so that by understanding people's thought processes, he can help modify their behavior.

Cohen helped develop the "garbage can model of organizational theory," which suggests that organizations work backward from the way they usually work, looking for a problem to fit the solution instead of a solution to fit the problem. This turns the "garbage can" of ideas upside down, resulting in unconventional but often productive thinking, he says.

For example, if an organization has a vacancy (the problem), it usually searches for an individual (the solution) to hire to fill the vacancy. A company using Cohen's theory might start with an individual (the solution) and look for a suitable job (the problem).

"The idea is that sometimes things in an organization work backward from the way we expect them to work," Cohen says. "Usually, you have a problem, think about possible solutions and choose one that is best. The garbage can turns this upside down and gives you the solution first. Organizations look around for a problem and say 'What sorts of things would happen if we started from here?'"

One of the scientists, Arthur W. Burks, professor of philosophy, electrical engineering and computer science, is interested in "computers that enable us to study very complex systems like evolutionary processes." He wants to define the similarities and differences between artificial and natural intelligence.

Robert Axelrod, professor of political science and public policy, is interested in "game theory," the mathematical study of competition and cooperation among nations.

Another, larger group, led by Paul D. Scott, assistant professor of electrical engineering and computer science, also meets weekly to discuss artificial intelligence.

They are all interested in dividing human

Future car may drive itself home while you catch up on paperwork

Expert systems may be "smart," yet not be intelligent machines. They may use logic to solve problems, but they do not learn over time, as intelligent machines do.

Expert machines are rigidly programmed to perform certain tasks. To change their performance, they must be reprogrammed. Intelligent machines, on the other hand, learn to carry out new tasks on their own, with built-in adaptive software, and do not need to be reprogrammed. They learn from past experience and are able to "remember," building up a repertoire of knowledge.

A household robot is not an intelligent machine, since it is not adaptive to different situa-

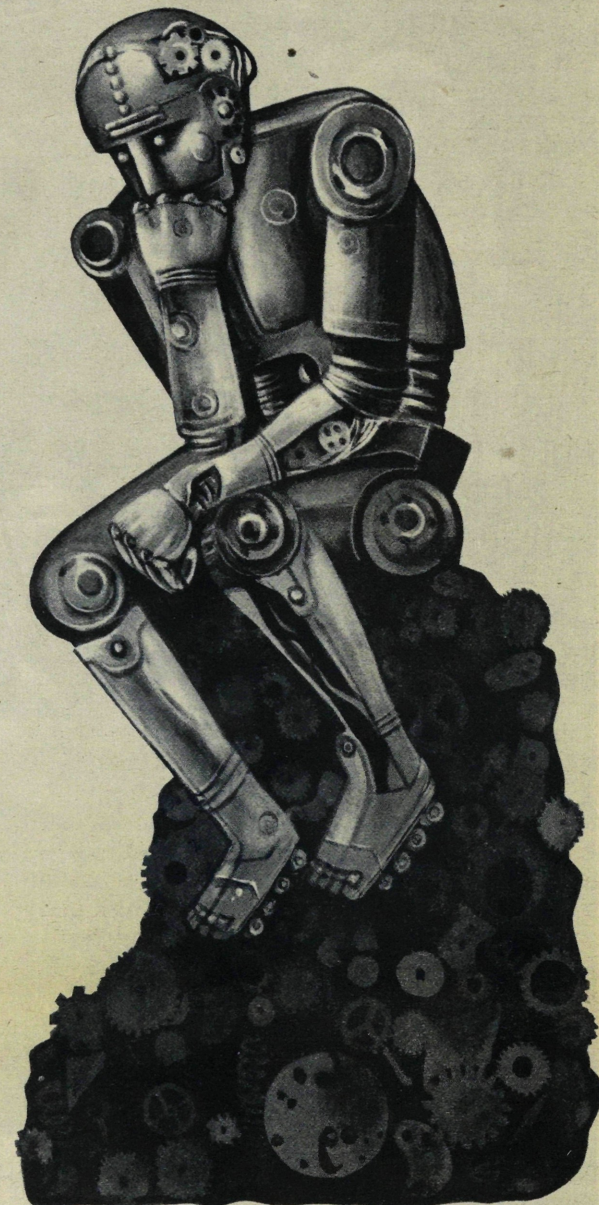


Illustration: Carol A. Cregg, University Publications

thought processes into mathematical principles to be meshed with computer hardware.

Holland says a new breed of machines with experience-based intelligence could be marketable within 30 years. Current computers or "expert systems" that are programmed to perform certain duties also may evolve with proper research and development to become more functional.

"A century ago, if we had a horse and sent the horse home, it would have gone home," Holland says. "Maybe if I had an intelligent automobile, I could do that. But I would never personally trust any computer to drive my car right now. I will trust them to warn me that I have an empty gas tank."

He says machines and people are likely to be more compatible than competitive and that intelligent machines, in the long run, will "make this world more human-oriented, more flexible, more resilient."

It may perform tasks like ironing and cooking flawlessly in one house, yet become totally disoriented in another.

"Even though we have computers and super-expert systems like the space shuttle, nobody has been able to market a household robot that does dishes and cleans the house, because every house is different and every housekeeper has a different idea as to what's reasonable housekeeping," says John H. Holland, professor of electrical engineering and computer science.

"So if we're going to mass produce these robots, they've got to have some kind of machine

(Continued on page 13.)

Future...

(Continued from page 12.)

learning to enable them to adapt to each household."

So far, the world has very few examples of intelligent machines.

One of the first, Holland points out, was a "checker player," a computer software program built by Arthur Samuel some 25 years ago. The game had tournament players scratching their heads as they tried to outwit the computer, which deftly switched tactics with each player.

"If the machine bumped into a new player who used different techniques, causing the machine to lose steadily, it would reprogram itself," Holland says. "It learned to revise and compensate."

Today's chess-playing machines are faster, with a larger repertoire, but less flexible. They play by rote, failing to meet the learning standards of Samuel's "checker-player" program, Holland says.

"They use a standardized set of rules, but if the opponent deviates, they get into real trouble. That's why a lot of people who attend those chess tournaments spend their time trying to study what the machine doesn't do well."

A second type of intelligent machine was created at the U-M by one of Holland's students. A simulated model learned to control the flow of gas through pipelines, opening and closing valves at appropriate intervals.

While sophisticated, expert systems don't "think," they still turn in phenomenal performances. Examples of expert systems include NASA's space shuttle, which transports equipment to outer space; the "Prospector," a gadget that uses satellite information to search for ore deposits; the "Internist," a tool that makes medical diagnoses; and a new automobile developed by Detroit car makers that uses radar to detect potential crash hazards and automatically deploys safety devices.

All of these systems, with the possible exception of the expensive space shuttle, would perform better if they could "think," Holland believes.

NASA would be unlikely to add machine learning to the control procedures of the space shuttle, since "any time we change the rules, we've got a chance that we changed them the wrong way," Holland explains. "We wouldn't want to take a risk on something that is as fine-tuned as that."

Still, the shuttle could learn from simulations to correct problems so that launches wouldn't have to be delayed.

The "Prospector" could benefit from machine learning, improving its techniques for discovering mineral deposits as it received expert advice from mineralogists and geologists.

Likewise, the "Internist" could make more accurate diagnoses, expanding its "knowledge" without vast reprogramming, since machine learning would enable machines to quickly employ rapidly advancing technology without waiting to be reprogrammed.

And a machine that has undergone rapid technological change — the automobile — will certainly benefit from being able to "think," Holland says.

He compares programming the car of the future with "the much-used telephone number that I punch into a telephone. In 50 years, I will be able to punch a simple program into a panel that will direct the car to drive me to home or work. Then I can watch television or do some paperwork and tell it to 'Call me only if you need assistance.'

"Obviously, everybody who buys a car is going to have a different route, so I can't buy one standard map or one standard program that I can run on the production line. But I can build a learning routine that lets each individual car learn the routes that are appropriate for that auto owner."

The intelligent machine changes its rules and reflexes, modifying its software as necessary so that it is unlikely to repeat a mistake.

"That's what machine learning offers us if we can learn to do it right," Holland says. "We can customize each car, each machine, to the individual by simply letting it experience the owner's routines and then directing the machine to 'remember' and re-use those routines that are most helpful."

Families caring, coping with Alzheimer's Disease

By Pat Roessle Materka

News and Information Services

A woman who in 40 years had never had a speeding ticket developed a fascination with driving very fast — down the wrong side of the road.

A doctor stopped filling out medical records and forgot which treatments he had advised for his patients. He began prescribing drugs that were no longer available.

A teacher, beloved for her easygoing nature and concern for others, became self-centered and irritable, even combative, with her family and students.

In these and countless cases, personality changes evolved so gradually that they were attributed to emotional problems or simply the onset of old age, according to Prof. Emeritus Dorothy H. Coons at the U-M's Institute of Gerontology.

But for an estimated 2.5 million people, those changes may be signs of Alzheimer's Disease, an irreversible, degenerative brain disorder. Doctors have not yet found either cause or cure for the disease, compounding the trauma for families as well as Alzheimer victims themselves.

How do families cope? What can they learn from their shared experiences? A recent issue of the Research News, published by U-M's Division of Research Development and Administration, examines Alzheimer's Disease as it affects some 500 spouses and relatives Coons surveyed. An accompanying article describes some of the medical progress made during the past decade.

A German physician, Alois Alzheimer, first reported the disease in 1906. He performed an autopsy on a woman patient who had experienced progressively serious loss of memory and intellectual functioning, and found that her brain had atrophied, shrinking to smaller than normal size.

Today, an autopsy is still the only way to positively prove Alzheimer's presence. Often, the family's first problem is obtaining a diagnosis. Symptoms cover a broad range, Coons reports: forgetfulness, disorientation, depression, personality change, loss of appetite, sleep disorders, troubles with such routine tasks as grooming and personal hygiene, and ill humor, ranging from irritability to combativeness.

"One woman told of her husband being fired from his job and losing all of his health and retirement benefits," says Coons. "This can be a devastating situation for someone who is faced with long-term care and medical treatment."

"In the most dramatic case, a woman said her husband had been fired 38 times between 1965 and 1980, each time from lower-paying, lower-class jobs."

But the Michigan researchers also heard stories of caring and coping. Employees at one company looked after a co-worker whom they realized was seriously ill. They led him to the dining room for lunch after he could no longer find his way there, covering for him until he could retire with full pension.

Families worked out a number of strategies for caring for patients at home, Coons reports. Some put gates on bedroom doors or stairways to prevent patients from wandering and hurting themselves. Some installed automatic dialing devices to make placing phone calls easier. Some families used soft, soothing music to reduce the patient's feelings of anxiety, or provided arts and crafts materials to help them feel useful and occupied.

As the disease progresses, victims forget how to eat and care for themselves, and families face



Dorothy H. Coons

the stressful decision of placing their relative in a nursing home, Coons says. Many institutions, however, are not equipped to provide the round-the-clock care Alzheimer's patients need; some families reported that they visited so often they functioned almost like staff.

Said a survey respondent: "One thing the patients need is a great deal of loving, caring, touching, hugging, kissing and reassurance. I did a great deal of this and tried to teach the nursing home staff to do the same."

Coons agrees. "I believe the emotional memory of relationships is the last to go. You can see daughters or sons come to visit, for example, and the mother will respond. She doesn't know who they are, but you can tell by her expression that she knows they're persons to whom she is devoted."

Alzheimer's Disease is the fourth leading cause of death in the United States after heart disease, cancer and stroke. As the average age of the population increases, some researchers predict that as many as 4 million Americans will fall victim by the year 2000, Coons says.

While researchers at Michigan and elsewhere continue to seek clues to the causes and cures of the disease, Coons hopes that studies such as her own will increase awareness and understanding.



WHAT WOULD Homecoming be without the Mud Bowl?

Research

Segregation lowers wages

American workers remain sharply segregated into "women's jobs" and "men's jobs" despite laws intended to eliminate bias in hiring, education and training programs.

According to U-M sociologist Barbara F. Reskin, "One quarter of all employed women are crowded into just 22 of the 500 occupations distinguished by the U.S. Census. Men are distributed across most of the remaining occupations.

"Viewed another way, 33 million people work in the 187 occupations in which at least 90 percent of their co-workers are of the same sex."

The chief consequence is low wages, Reskin says. If a large number of workers is crowded into a small number of occupations, either as a result of their own preference or of biased hiring practices, wages in these occupations fall. Research shows that the more female-oriented a profession, the less its workers of both sexes earn, she states.

Income up; spending too

Family personal finances continue to be in their best shape in more than a decade, and American consumers are not only making more money — they're ready to spend it, according to the U-M Institute for Social Research (ISR).

The latest ISR Survey of Consumer Attitudes points toward "continued high sales levels through 1984, and into early 1985," study director Richard T. Curtin reports. Forty-two percent of the families surveyed indicated they were willing to use accumulated savings to finance major purchases in the near future — the highest level recorded in 10 years.

Income and employment gains were primarily responsible for the recent improvement, but declines in inflation during the past several years have had a substantial cumulative impact. The positive attitudes appear to be tempered only by public concerns about rising interest rates, Curtin says.

Book tracks top execs

Marketing-sales and general management-administration are the fastest tracks to corporate success, followed by accounting and finance, according to a U-M study.

"The Newly Promoted Executive: A Study in Corporate Leadership," available from the Business School's Division of Management Education (44 pages, \$2) details the responses of 1,021 newly promoted chairmen, presidents and vice presidents of their firms.

The survey presents this composite of the executive suite occupant: a 47-year-old white male; the first or only child born in the East or Midwest to a middle-income family oriented to the professions, management or sales; a Protestant college graduate whose wife does not work outside the home but is considered a potent force in her

husband's professional advancement.

The executives reported an average salary of \$122,000 after promotion. The highest paid earned \$500,000.

Nearly half (49 percent) of the executives cited "personal challenge" as the most important factor in their decision to change positions. Other factors were "normal career advancement pattern" (40 percent), "future opportunity for advancement" (28 percent), and "monetary considerations" (24 percent).

Myths block job progress

Women engineers receive slightly higher starting salaries than men with the same college degrees. But this advantage is usually reversed by their third year on the job, according to a book just published by The University of Michigan Press.

Naomi J. McAfee, one of the contributors to "Women in Scientific and Engineering Professions," says myths — she calls them "old husband's tales" — create stereotypes that block the professional progress of women and help keep them in traditional jobs. These include the beliefs that men won't work for women, that women won't work for women, that women won't travel or change job locations, that women can't make decisions or enforce discipline, and that women are too emotional and unable to handle a crisis.

These stereotypes often prevent women engineers from being offered leadership opportunities and promotions, according to McAfee, a design manager with Westinghouse Electric Corp.

Game plan is cooperation

Simple strategies help the competitor in a chess tournament or an athletic contest.

But is there a game plan for real life situations, such as the business world, international diplomacy, foreign trade or the arms race?

Robert Axelrod, U-M professor of political science and public policy, thinks so, and believes the key element of that game plan is cooperation. Fairness toward associates (or adversaries) — what might be called a "tit-for-tat" response — can lead to both sides working better together than separately, he says.

How cooperation works, and how its success is demonstrated in computer game tournaments, is detailed in Axelrod's critically-acclaimed new book, "The Evolution of Cooperation" (Basic Books). It describes a simple winning strategy which calls for cooperating in the first round and thereafter duplicating the other player's behavior in the previous round.

"In effect, this strategy punishes defection, carries no grudges and rewards cooperation. It is retaliatory, forgiving and clear," Axelrod says, and he suggests it can work in a number of real life situations, such as trading between companies, logrolling in Congress, establishing free trade, perhaps even defusing the Cold War.

Seat belt use adds safety

Drivers or passengers who use seat belts are twice as likely to be conscious after a collision as those not using seat belts, report research scientists at the U-M Transportation Research Institute (UMTRI).

Analyzing accident data compiled by the National Accident Sampling System, representing more than six million traffic accidents of all kinds, James O'Day and Robert E. Scott found that one of every 190 automobile occupants using seat belts was unconscious after a crash, compared to one of every 78 occupants

who were not using seat belts.

"Wearing a seat belt doubles a motorist's chances in three areas: surviving a crash, escaping serious injury and remaining conscious," O'Day, UMTRI interim director, stated.

"The analyses also show that seat belts hold a person inside a car during a crash. That's important, because one in five occupants ejected from a car receive fatal injuries, compared with one in 200 occupants who remain inside," he added.

Deregulation may cause lost revenues — Canham

By Tom Hemingway
WUOM Sports Director

Everybody agrees on one outcome of the U.S. Supreme Court's decision to televise college football games. The chaotic effects will be felt for years to come.

To help shed some light on the situation, *Michigan Today* talked with U-M athletic director Don Canham, longtime member of the NCAA television committee.

MT:

What exactly did the Court do?

Canham:

Putting it simply, the Supreme Court deregulated the industry, just like they did the airline industry and the trucking industry, by saying you can't have complete control over the games you telecast.

A good example is right here in Ann Arbor. If Michigan telecast every home game, first of all we wouldn't sell a whole lot of tickets to some games; Eastern Michigan University would have an even tougher time, since people are going to stay home and watch the games on TV.

This is something that could happen all over the country. The smaller schools in the shadows of the big stadiums will be in tremendous trouble if the larger schools choose to televise all of their games.

MT:

Is that why you opted to limit Michigan TV appearances to four this year?

Canham:

That's part of it. You see, there will be upwards of four to five games on every Saturday in the Detroit market, and we don't want to go the way of college basketball, which has oversaturated the market.

MT:

Is this more lucrative than the old arrangement with ABC and CBS?

Canham:

No, because the advertisers are simply stretched too thin. Last year, the Big Ten schools received \$7 million, which was shared equally. This year, we're going to make about the same but we are going to have to telecast three times the number of games to make that money.

MT:

What about independent schools like Notre Dame, which are televis-



Don Canham

ing every game? Is this going to be a bonanza for them since they have the market all to themselves?

Canham:

Notre Dame is making a serious mistake, in my opinion. I just think they are going to be over-exposed.

MT:

You mentioned basketball's blanket coverage on television last year. You drew some criticism for not having every Michigan game available. Looking at some of these other conferences and schools that are now drawing back from a full slate of TV, your point seems to be well taken.

Canham:

Last year in television alone, through the Big Ten package and our own, basketball generated about \$600,000. Now it only costs you about \$300,000 to run the program, so you can see that with your gate receipts and TV, basketball can be a very lucrative sport. But you run the risk of killing the goose if you aren't careful about your televising practices.

MT:

Do you see pressure growing even stronger for schools to have a winning program with the television carrot dangling in their face?

Canham:

Absolutely. Under the former NCAA policy, all schools would get an appearance on TV. Now, the best teams are going to be on, not the poor ones. I think winning now will become a financial necessity that will lead to more rules being broken and more schools trying to take the shortcut to success.

Campaign at 40 percent of goal

By Kate Kellogg
News and Information Services

On a windy October morning in 1983, Regent Robert E. Nederlander, former President Gerald R. Ford and U-M President Harold T. Shapiro faced a room full of national and local media waiting to learn about the biggest fund-raising drive ever launched by a public university.

One year has passed since Honorary Chairman Ford came to Ann Arbor to join Shapiro and Campaign Chairman Nederlander to kick off the \$160 million Campaign for Michigan.

Ford (BA, '35) told reporters at the campus press conference that his U-M tuition was a "minimal investment for a darn good education." Nederlander used the opportunity to "summon our friends and followers to share in the University's greatness and strengthen its heritage of leadership for the rest of the century."

Today, on the first anniversary of the campaign kick-off, those "friends and followers" already have raised more than \$63 million, or about 40 percent of the total campaign goal. The product of intense planning and research since 1980, the five-year campaign now enters its third year of identification and solicitation of prospective donors.

"We are in a new ballgame so far as financing public higher education," said Jon Cosovich, vice president for development and university relations. "It is time to move forward in the private fund-raising sector with all the determination and commitment we can muster."

The campaign's initial success indicates that many individuals, corporations and foundations believe that U-M is a smart investment. Last year the University placed 11th in the nation among all private and public colleges in total voluntary financial support, according to the Council on Financial Aid to Education.

"It has been most encouraging to find so many people across the country who are enthusiastic about helping U-M's campaign," said Nederlander. "Many of them have always been interested but had never been contacted before."

Under the direction of Cosovich and Roy Muir, campaign director, members of the National Campaign Committee have been enlisting other volunteers and screening potential donors throughout the country. Campaign volunteer enlistment now totals 246, up from 80 at last year's kick-off; Nederlander says he regards formation of a strong, nationwide network of campaign volunteers as one of this year's "major accomplishments."

The National Campaign Committee roster lists many familiar names, including Dr. Harry Towsley, professor emeritus of pediatrics and postgraduate medicine; Sarah Goddard Power, U-M Regent; and A. Alfred Taubman, an international businessman whose headquarters are in the northern Detroit suburbs. Roger B. Smith, (MBA, '49) chairman of the board of General Motors Corporation, is honorary campaign co-chairman.

"Campaign progress can be measured in the number of volunteers enlisted as well as dollars and cents," said Muir. "I think we are

very much on track, both in our financial projections and in recruiting new volunteers who are finding new pledge prospects."

Among the busiest volunteers is

President Shapiro. He has visited 30 cities to participate in campaign events during the past year, Muir added.

Campaign staff and volunteers



KRESGE BUSINESS Administration Library.

Business School annex houses computer network

The School of Business Administration is about to enter a new phase of business education as the school completes its new computerized, state-of-the-art building annex.

Dean Gilbert R. Whitaker Jr.'s vision of a new kind of learning and research environment has become a reality through the School's \$15 million capital campaign. Led by Whitaker, a committee of 25 national business leaders and U-M faculty helped raise \$14.5 million of that total in less than three years.

The campaign is a component of the University's \$160 million Campaign for Michigan.

The three separate structures, which when completed will comprise the School's new addition, are being funded entirely by private donations raised in the campaign. The Kresge Business Administration Library and the Computer/Executive Education Center, just completed, total \$10.8 million.

Executives of the nation's top corporations have worked with their competitors to cooperate in supporting the School. John R. Edman, vice president for General Motors Corporation, Will M. Caldwell, executive vice president for Ford Motor Company, and others joined Whitaker and President Harold T. Shapiro in the Oct. 12 dedication.

Not all institutions would dare kick off a major fund-raising drive in the midst of a recession. But the uncertain economy did not deter the School's campaign leaders like Donald Mandich, chairman of the board of Detroit's Comerica Inc., from pursuing their goal.

"The business world is immensely more complex than it was three or four decades ago," said Mandich, co-chairman of the School's Special Gifts Division. "And the companies the School serves are international in scope. We know it's not enough to be good — we must stay on the leading edge if we intend to keep Michigan one of the top three or

four business schools in the country."

Dean Whitaker sees completion of the new facilities as a major step toward permanently establishing the School among the premier business schools in the nation by the end of this decade.

With a faculty increase of about 40 percent since 1979 and an increasingly busy admissions office, the School's physical plant needs have reached a critical point. The expansion was necessary not only to accommodate growth but to ensure greater interaction among students, faculty, and visiting executives, noted Whitaker.

A \$2.5 million challenge grant from the Kresge Foundation of Troy, Mich., helped fund the 55,000-square-foot Kresge Business Administration Library.

"The library will be one of the first in which students can 'check out' study areas that include terminals and microcomputers the way they once checked out books," noted Prof. Alan Merten, associate dean for executive education and a member of the campaign's development advisory board.

Under a cooperative agreement with the School, Burroughs Corporation has pledged \$12 million in microcomputer workstations and services.

In addition, the Burroughs agreement allows staff and students to purchase Burroughs computers at a reduced rate in return for that company's right to market software programs written by students and faculty.

The new computing center will serve three main purposes for students, explained Merten. The students can use the 70 Burroughs microcomputers and 25 printers to complete specific assignments; they can experience "hands-on" use of general-purpose computing tools; and they will be taught by faculty who use the computers in preparing teaching materials.

are concentrating on obtaining gifts of \$100,000 and more in this phase of the five-year fund drive. Muir noted that "a small number of very large gifts usually comprises about 80 to 85 percent of dollars raised in major campaigns."

Solicitation of "special" gifts — \$10,000 to \$100,000 — will begin in 1985 and will be followed by a planned solicitation of all alumni to take place in 1986 and 1987. "That final year, 1987, will push us over the top," said Muir.

Campaign funds are being sought for two broad categories: \$80 million in increased endowment to enhance teaching, scholarship and student aid, and another \$80 million for "bricks and mortar" primarily on the central campus. Of the more than \$63.8 million accumulated to date, nearly \$39 million is earmarked for facilities and about \$24 million for endowment.

National reputational surveys for years have rated U-M's faculty among the best in the country. Endowment for professorships plays an important role in maintaining that reputation because faculty who are so honored attract other scholars who in turn recruit equally distinguished colleagues.

Below the level of a fully endowed full professorship, endowment gifts for visiting professorships and lectureships enable the University to bring distinguished men and women from higher education and other professions to campus for short periods.

Endowment targets of \$40 million for faculty support, \$30 million for student support, and \$10 million for teaching, research and libraries are the result of a great deal of consultation between U-M executive officers and deans. Development officers in the schools and colleges are working with campaign staff to identify prospective donors for the following levels of gift support for faculty:

- \$1 million each for fully-endowed professorships;
- \$500,000 each for rotating research and teaching professorships;
- \$350,000 each for junior faculty appointments;
- \$250,000 to \$750,000 each for distinguished visiting professorships; and
- \$100,000 or more for each lectureship.

By Sept. 30, the Campaign had received \$10,489,000 for endowment of faculty positions and \$9,937,021 for endowment of student aid programs. Included in the faculty support pledges will be several new named professorships in a number of schools and colleges.

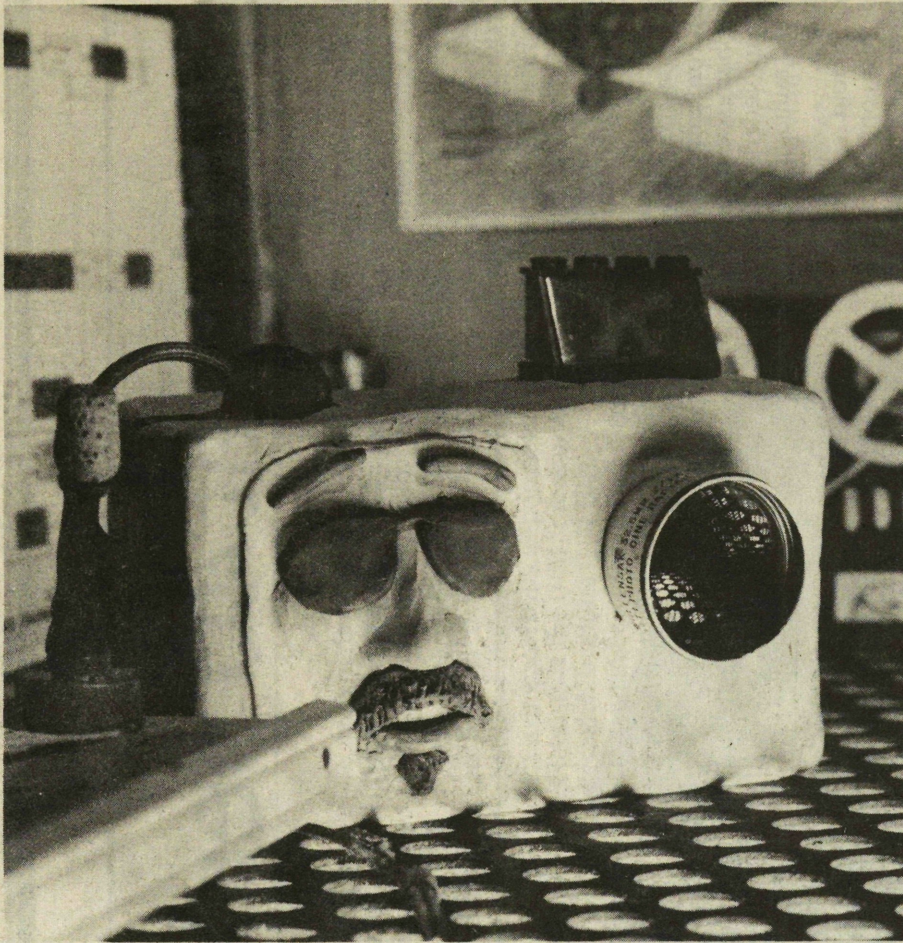
Like faculty support, the \$30 million for undergraduate scholarships and graduate fellowships will strengthen the University's ability to attract the best and the brightest students.

As a U-M Regent for the past 16 years, Nederlander has seen student fees and expenses rise steadily over the past decade, often faster than the rate of inflation.

"The student support target is a key area of this campaign," said Nederlander. "Fellowships and scholarships are clearly an area of importance in light of rising tuition and other costs. We need to increase our ability to provide money to quality students who can't raise the necessary funds on their own."

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Michigan Today



WHAT'S GOING on here? What does this character have to do with good writing? See pp. 6-7.

The University of Michigan

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Petoskey

Gerald R. Dunn
Lansing

Robert E. Nederlander
Birmingham

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