
Michigan Today

The University of Michigan

February 1988 Vol. 20, No. 1



As Phony As A \$3 Bill
(See page 8.)

Michigan Today

The University of Michigan

February 1988 Vol. 20, No. 1

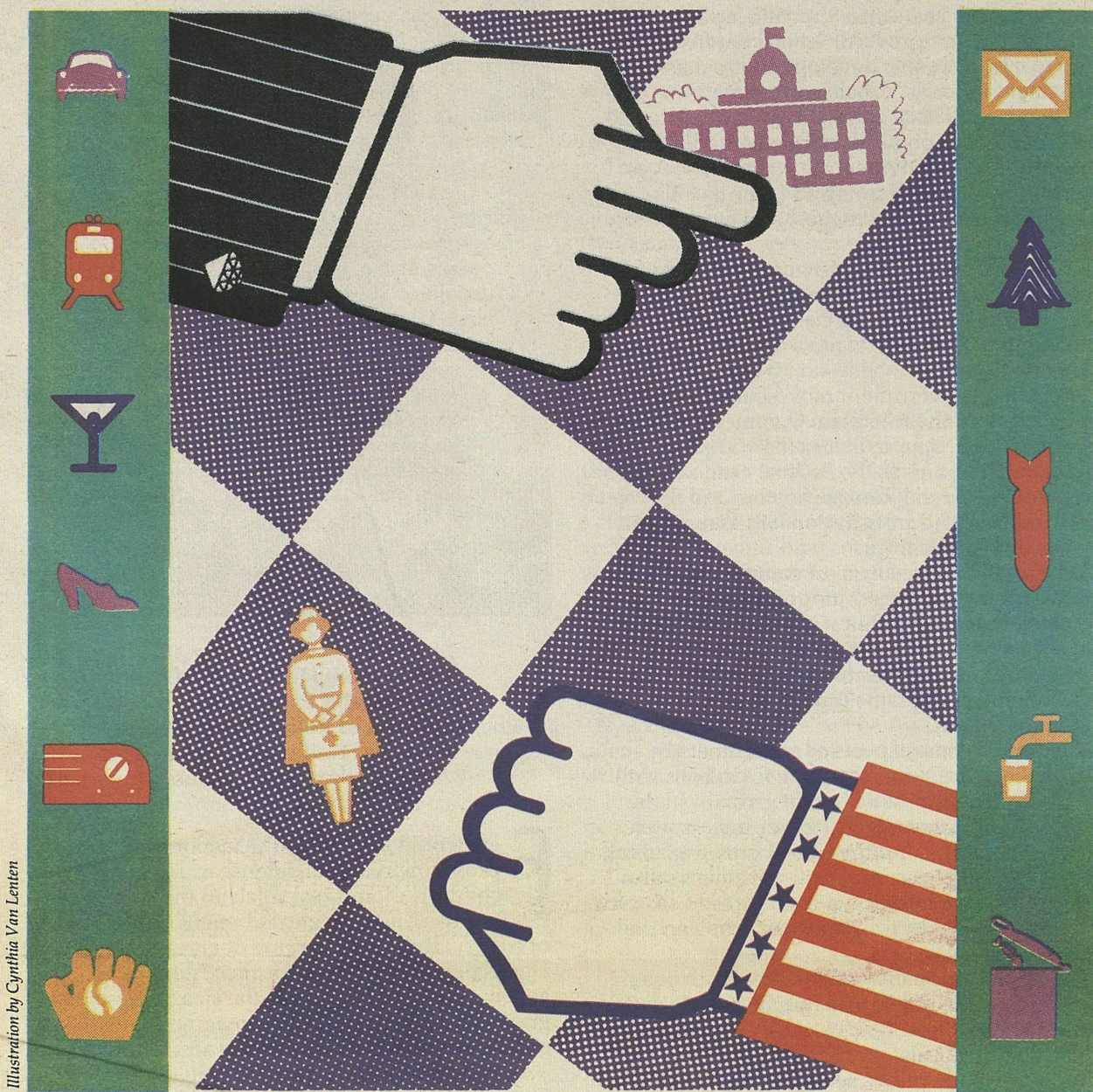


Illustration by Cynthia Van Lenten

Private vs.
Public:
How Do We
Decide Which
Services to
Place Where?

BATTLE OF THE SECTORS

By Peter Seidman

For more than 200 years, Americans have struggled with their deep ambivalence toward government.

Government casts the safety net that keeps the poor from starving. But so too does it spin webs of regulations that snare many a small entrepreneur.

It was government that ordered the busing of school children to help ensure equality of educational opportunity. Yet this same government has allowed many inner city schools to degenerate into lethal playgrounds for gun-toting or dope-dealing teens.

There seems to have been perpetual dissatisfaction with the balancing of the regulatory and supportive roles of government against its failures to achieve some important objectives in education, welfare, mail delivery and other public programs.

During the last decade, this dissatisfaction has often expressed itself in a call for privatization of potentially profitable segments of the public sector, such as national land reserves, the U.S. Postal Service and the National Institutes of Health.

Privatization, as defined by the Heritage Foundation, a conservative think tank and leading proponent of privatization, is a generic term for the use of the private sector in some capacity to carry out functions previously undertaken by government.

It can take four forms:

- **Asset sales.** Government sells tangible or financial assets to the private sector, which uses those assets to provide services to the public. The sale of Conrail is an example of asset sales, as is the sale

of \$4 billion worth of federal loans to institutional investors.

- **Contracting out.** Here, government pays private firms to deliver services. Contracting out is more commonly used by state and municipal governments: 37 percent of 1,000 municipal governments say they contracted out at least \$500,000 worth of services a year, while 22 percent contracted out \$1 million or more. In St. Paul, Minnesota, private businesses provide sanitation, street paving and some lighting. In Phoenix, Arizona, the city bus system is run by a private firm.

- **Vouchers.** Government finances the service, as when contracting out, but does so by giving the intended recipient a certificate of certain value which can be used to buy the service on the open market. In Minnesota, 11th and 12th graders are given vouchers for their education and allowed to choose for themselves which school to attend. Secretary of Education William Bennett would like to implement a national voucher system.

- **Deregulation.** This involves lifting restrictions on the private sector so that private firms are able to offer services that they were previously barred from providing. For example, one way to privatize the postal system is by repealing the Private Express Statutes, which give the U.S. Postal Service a monopoly over first class mail.

In most cases, proponents argue that privatization will result in more efficient services and thereby reduce the federal deficit painlessly. This claim is especially attractive now that many Americans are

clamoring for increased government services while simultaneously resisting a tax increase.

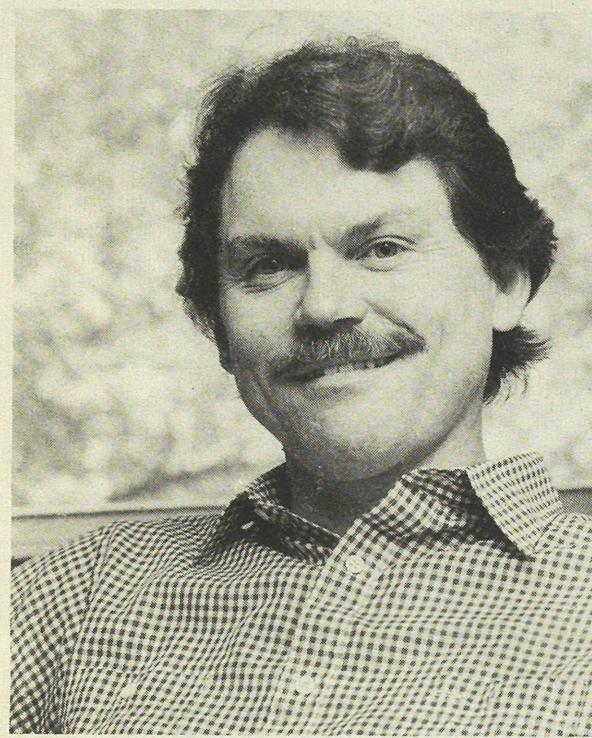
"In many ways, we are more likely to see privatization under a moderate Democratic administration. The issue would be de-politicized," says Stuart M. Butler, executive director of the Heritage Foundation. "Reagan foolishly made it a partisan issue through his rhetoric, arguing that privatization is a way to stamp conservatism on the provision of government services. He was too strident and shrill."

Since 1982, undergraduate students in the University of Michigan's Taubman Program in American Institutions (PAI) have had a chance to step behind the veil of partisanship cast over so much public debate today to analyze the theory, experience and practice of America's social, economic and political institutions.

PAI, funded with grants from A. Alfred Taubman, the U-M alumnus, real estate developer and art patron from Bloomfield Hills, draws on faculty from six disciplines to provide students with a comprehensive view of the origins and functions of the institutions which give color, distinctiveness and direction to American society.

Michigan Today asked four PAI professors to discuss their views of the battle of the public and private sectors. We hope this mini-symposium on privatization will help readers better understand, enjoy and even participate in a debate that is no less vigorous for being hundreds of years old.

THE BATTLE OF



EVOLUTION OF THE SECTORS
Terrence J. McDonald
Associate Professor of History

Much of the problematic character of the relationship between the private and public sectors in America has stemmed from our effort to balance political and economic opposites in the 200 years since the Constitution was ratified.

At the level of constitutionalism and politics, the struggle has been between powers and rights, over how our society can have a government powerful enough to do what it must without ignoring or trampling upon the political rights of its citizens.

At the level of relations between government and society, the struggle has been over "private" versus "public" goods, or between an economy that values and rewards private wealth creation and a government which must both facilitate and constrain those private efforts in order to produce the public policy that society needs.

When we look at American history, therefore, we do not find some natural boundary between the public and private sectors. Nor do we find some "triumphant" or "dismal" — depending on your politics — march from *laissez-faire* to intervention.

What we see instead is a longstanding relationship between the private and public sectors that is defined by an almost constantly shifting and contested boundary. At any one time that boundary reflects the balance of political power in society, the developmental state of the economy and polity, and the ability or willingness of social movements to pay the costs necessary to shift the boundary.

There are a number of well-known recent examples that illustrate this ongoing shifting process. It has been within the last 50 years that discrimination on the basis of race or gender has moved from a private affair to a public concern and a crime. Conversely, at the same time abortion has changed from a public concern and a crime to a private matter and a right.

The changing status of some economic issues is similarly interesting. While at one point the rise and fall of corporations was strictly a matter for the private sector, firms like Lockheed and Chrysler have successfully argued that their activities were critical to the public good and thus justified government loans or loan guarantees.

In the area of consumer affairs, the shift from *caveat emptor* — let the buyer beware — to government regulation and product liability has been equally dramatic.

All of these changes have occurred in the course of my relatively short life time, but the point is that such change has been ongoing in American history. Furthermore, inactivity at one level of government has sometimes been accom-

panied by more activity at another.

In the first 50 years after the ratification of the Constitution, state governments went from little or no role in economic development to massive investment in roads, canals and railroads.

In these years state and local governments also had broad police powers under which they regulated economic activities; the weight of loaves of bread; the hours of inns and taverns; tolls charged by ferries and coaches, and even the size and weight of iron nails.

After the Civil War the growing power of corporations gave rise to movements of farmers, workers and, later, middle class reformers that demanded more public control over the activities of private firms.

The federal government moved into this area beginning with the Interstate Commerce Commission in 1887. Again, in less than 50 years such now-familiar bodies as the Federal Trade Commission, the Federal Reserve System and the Food and Drug Administration had assumed at least an embryonic form.

The Great Depression is, of course, regarded to have been the severest judgment on the unregulated free market, but it is important to note that, as we have seen, the New Deal built upon a long tradition of government involvement in the economy at the same time as it extended that involvement.

The troublesome aspects of government growth since the New Deal have to do both with the location and the scale of that growth. In the 19th century, state and local governments were the most powerful and the fastest growing; today it is the federal government. And estimates are that government has grown from three to six times faster than the economy as a whole in the 20th century.

The privatization movement is part of a belief that it is now the public and not the private sector that is the "problem."

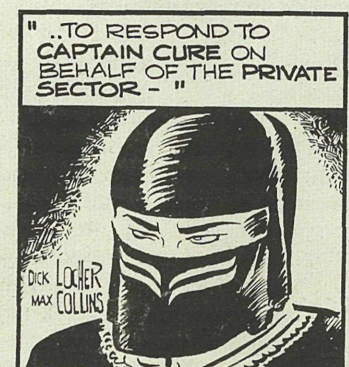
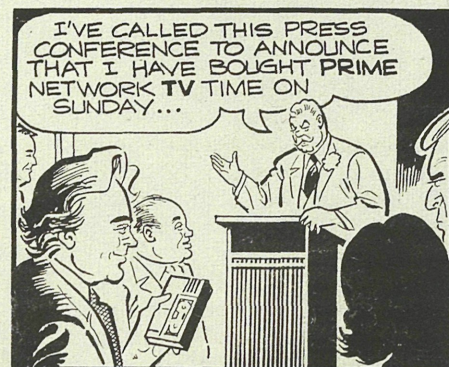
Nothing in our history indicates that every act or program of the public sector is sacrosanct. On the contrary, as products of the political process, programs may linger on long after they have fulfilled the needs for which they were created.

But our history also shows that government intervention in various areas of private activity is by no means "un-American," either.

In his famous book *The Great Transformation*, the political economist Karl Polanyi argued that a society based entirely on the self-regulating "free" market is just as much a utopian vision as is that of a society maintained by an all-powerful but beneficent state.

It is critically important to search for the most efficient way to perform public services, but probably less useful to hurl utopian visions at one another. For most Americans for most of American history, a fully privatized society has been a contradiction in terms.

THE CLASHING of private and public interests is now so common in our national discourse, that cartoonists can count on their readers' familiarity with the complex issues.



CHOOSING INSTITUTIONS
John E. Jackson
Professor of Political Science and
Director, Taubman Program in
American Institutions

Few would argue that the responsibility for providing national defense or aid to poor children should rest solely in the private sector. Because these programs benefit all members of society, though in varying degrees, it is generally recognized that some form of governmental action is required to decide the size of these programs and to finance them. Imagine trying to sell each individual a little bit of our armed forces.

By the same token, few people in the United States believe governments should be in the retail liquor business or produce steel and automobiles. Decentralized, competitive firms are likely to be more responsive to consumer needs, more innovative, and more efficient than large bureaucratic monopolies — public or private.

For steel and missile silos, it is relatively easy to see where the proper balance between public and private provision lies. The privatization debate becomes more intense and interesting when we look at a large set of intermediate situations, where the choice is far less obvious. In these cases, the services provide potential benefits to many people besides the direct consumer, but there is no obvious reason why government employees should be the producers and providers.

The important factors relevant to these choices are the many possible institutional arrangements, the nature of the service being considered and the criteria to be used in comparing institutional performance.

Organizations try to protect and enhance their revenue sources by becoming monopolists and insulating themselves from competition and innovation. This behavior applies whether the revenues comes from market sales or public budgets. Competition controls this behavior.

In the private market this competition is between different firms. In the public sector, the

THE SECTORS

competition is between political parties; the legislative, executive and judicial branches; and between different levels of government. And we sustain considerable tension between the public and private sectors as a means of restraining each of them. The question is how institutional arrangements alter these organizations' behavior and how the consequences differ from the interests of consumers and voters, as they surely do.

Services differ significantly in many important ways — the frequency of purchase; the number of choices available; the amount of information consumers have about choices; the stability and coherence of preferences; the amount of disagreement among individuals about the level and type of service desired, the feasibility of having many alternative, independent producers, and the consequences of a "wrong" decision.

Another very important factor in assessing the impact of public/private institutional arrangements is the interdependent relationships involving people's and institutions' well-being. Political scientists and economists call these relationships "externalities."

There is strong evidence that private markets work very well where purchases are frequent, choices and information are abundant, little regret for wrong decisions is evident, few externalities arise and many producers exist.

This is clearly the case with retail liquor stores and steel production, despite the fact that some states maintain government liquor stores and that some countries have government-owned steel mills.

By contrast, where there are natural monopolies and/or many complex interdependent relationships between the individuals and institutions concerned, government provision is usually required. National defense, highways, water and sewer systems and other public works fit this category.

In areas where there are substantial inter-

dependencies, many producers of goods or services, abundant information about these products and great differences among consumers' preferences, some form of private provision — with government subsidies for some consumers — is very appealing. Housing, health care and food would fit this description.

The permutations of these categories can become endless, yet each deserves special consideration because of the infinite variations in the nature of the services and the type of possible conflicting criteria.

How are we to judge how well institutions in either sector are performing? Efficiency is frequently the top criterion for those advocating privatization, but that is only one of several often conflicting criteria.

For some programs, distributional objectives are more important than efficiency. This is surely the case with aid to poor children. Distributional objectives are generally ignored by private markets. Governments are presumed to give greater weight to distributional considerations, but their actions do not always favor the intended recipients of the redistribution.

The likelihood of innovations is a third criterion. These innovations lead to new services, to expanded delivery of existing services and to cost reductions.

On this point there is very mixed evidence about which sector is better. Our experiences with parcel post service, automobiles and computers suggests that insulation from competition over long periods of time leads to less innovation in both sectors.

Lastly, institutions are evaluated on procedural grounds. The level of participation in decisions and due process to prevent arbitrary and unpredictable decisions are very important features.

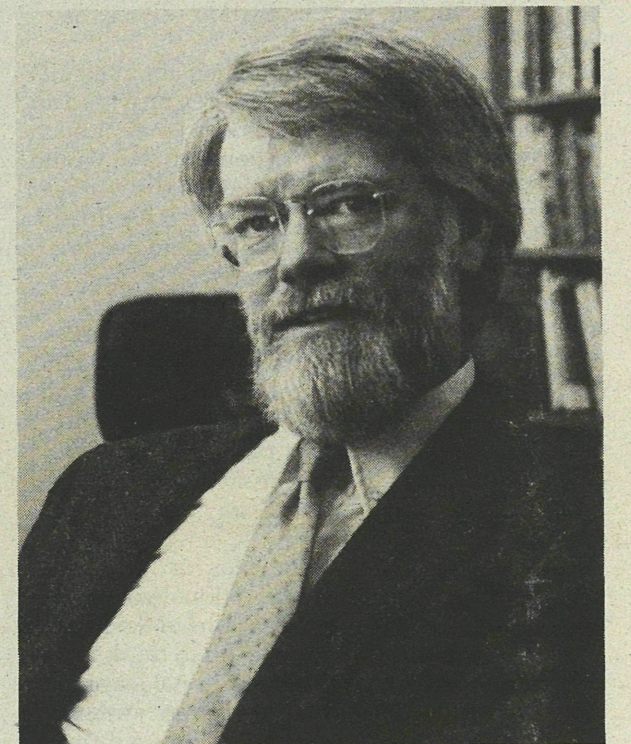
The privatization debate arises from people using different evaluation criteria, making different assumptions about how institutions perform,

or seeing different aspects of a service.

These complex factors are characteristic of most situations in which a decision will tilt influence, control or revenue toward public or private institutions. No option is optimal. Institutional arrangements must be created for particular circumstances. There are government failures just as there are market failures.

We cannot afford an ideological approach that presumes one institutional form, be it the market or the government, is best regardless of the situation.

The challenge is to create, analyze and choose among the less than perfect options that best deal with the circumstances of a particular service and set of consumers.



EFFICIENCY VS. EQUITY
John R. Chamberlin
Professor of Political Science and Public Policy
Associate Dean of the Horace H. Rackham
School of Graduate Studies.

My principal quarrels with proponents of privatization are that they make it sound too easy and they talk as if economic efficiency is the only value at stake in these decisions. Their arguments rely heavily on the ability of a competitive market to allocate resources efficiently, yet there is little reason to believe that this ideal applies to most of the activities they wish to privatize.

Public sector growth in this country began in earnest in the early part of this century, largely as a response to the consequences of the industrial transformation of the late 19th century.

Immigration, rapid industrialization and crowded and unhealthy living conditions in the cities gave rise to problems that called for government action.

In many cities, the response came in the form of machine politics, and subsequent concerns about the corruption associated with machine politics was one of the issues that brought the Progressives and other reformers to power in the first decades of this century.

These reformers solidified the place of public provision of many municipal services and set in place bureaucratic institutions that were to be insulated from corrupting influences and would be managed by enlightened, professional public servants.

Bureaucratic growth accelerated during the Great Depression as governments shouldered increased responsibility for buffering citizens from economic forces that were beyond their control.

Over time, these bureaucracies have taken on lives of their own — lives not always coincident ▶



BATTLE Continued

with the public purposes for which they were established. They have not been as insulated from corruption as reformers had hoped, and their insulation from competitive forces has too often made them insensitive to efficient operation and the quality of services they deliver. It should come as no surprise, then, that some should think that a dose of competition would improve performance, and that the private sector is the appropriate place to find a remedy.

We don't have national monopolies that produce steel, airplanes and the other commodities that have been the proper target of privatization efforts in Europe. We can usually tell a plausible story about undesirable effects that will accompany market provision of the services now provided by governments, but advocates of privatization do bring to our attention a lesson about institutions that is too often ignored: the fact that a market will not work perfectly is not sufficient justification for keeping an activity in the public sector.

I think the toughest, most interesting, and most important choices concern the privatization of public services that are delivered directly to citizens, including such important services as education and health care.

In these areas, we are concerned about escalating costs, the quality of the services provided and distributional issues as well as efficiency. Vouchers have been proposed as a solution that would invoke the competitive discipline of the market while at the same time recognize that we do not believe that these vital services should be dispensed on an ability-to-pay basis.

Education in particular presents some fundamental challenges to the standard market model. Many parents care deeply about the kinds of students their children go to school with, and many teachers have distinct preferences about whom they teach. Contrast this with the usual case of a seller who is indifferent among potential customers so long as each can pay for the product or service.

There will be strong tendencies for "skimming the cream" in a system of educational vouchers, and despite the fact that definitions of "cream" may be diverse, there is no reason to think that vouchers will improve the educational lot of those who are ill-served by the current system. In fact, the public schools may become a dumping ground for students whose parents find few private alternatives to choose from.

In response to this concern, proponents of vouchers propose a system of "graduated" vouchers that would pay schools more for accepting students who are more costly to educate, but such a system necessarily reintroduces a bureaucracy to decide who gets what voucher. The political pressures such a bureaucracy would be subjected to would very likely give rise to rigidities similar to those we observe in our current school systems.

If one is truly concerned about equal educational opportunity, it seems to me that attention paid to the inequitable way in which public education is financed is much more likely to lead to progress than a voucher system which simply rearranges educational services within the existing financing structure.

It is also important to distinguish between the academic debate about privatization and the political debate over the structure of public institutions.

I think that the academic argument for privatization is frequently overstated, but I am even more suspicious of the argument as it features in the national political debate, where many backers of privatization also advocate the dismantling of redistributive programs of various kinds and the reallocation of federal social service programs to local and state governments.

When politicians in Washington, D.C., begin to go along with someone who says, "We want to get this out of federal hands so the local people can do what they want to do with their money," everyone knows they are sticking it to poor people.

Just below the surface of some of the arguments that emphasize efficiency and local choice are echoes of social Darwinism and standards of distributive justice that I believe are wrong.

When it comes to the broad social and political agenda of these advocates, I cannot help but feel

that concern for economic efficiency (for who can oppose that?) is just a stalking horse for outmoded and unacceptable views about the responsibilities that governments have to protect and promote the interests of all citizens, not just those who succeed in the many market games that take place in our society.

I therefore approach political proposals to privatize basic human services with a healthy scepticism about the mixture of motives that lie behind them.



A MODEL OF HARMONY
Frank P. Stafford
Professor of Economics

Traditionally, American economists and financial leaders have believed that business is most likely to succeed when the government is kept totally out of it and when it is governed instead by free market forces.

When we had a closed market economy that was a nice, happy belief. We had a fair amount of success, and the way we did business was rarely questioned.

Then, in the mid-1970s, we saw the United States become part of an international economy. That meant it had to compete with other countries, like Japan, Germany and newly industrialized nations like Taiwan.

These countries were using different institutional structures, different financial structures and different roles for government. And rather than doing categorically worse than we did, they seemed to be very effective competitors.

So now we can no longer take cover beneath the security blanket of smugness, comparing the extremely awkward central planning systems of the Eastern bloc countries to our own market economy.

Instead, we're being confronted with the apparent success of models of market regimes with a significant dose of government control, or at least oversight.

It's as if we had been saying, "The best way to win a football game is to have a ground game." Now all of a sudden we're playing a successful team that uses more passing than we do. So we can't avoid saying, "Maybe we ought to pass a bit, too."

It raises the question of whether we want to continue our commitment to a pure market paradigm. I'll probably lose my "economist's card" for saying it, but I think the answer is no. The market is necessary but not sufficient. We need intelligent government supplements — but supplements that stop well short of the nationalization of key industries.

Look at the semiconductor industry in Japan. The Japanese government said, in effect, "It is in the public interest for the industry to develop manufacturing technology." It did not say, "What we need to do is manufacture semiconductors of this sort or that sort." It ended up organizing a research effort to develop generic manufacturing techniques, leaving the decision of how they were to be used to each company.

In the end, the cost of producing semiconductors was lowered for all the companies without any of them giving up the right to decide what kind of semiconductors to make. Now that's a blend of government intervention in the private market that works. And it's certainly different from saying we're going to nationalize the semiconductor industry.

We've begun doing this sort of thing in the United States. One example is government involvement in the ongoing development of more sophisticated techniques to manufacture clothing and shoes.

There are many small U.S. textile firms, all of which use a fairly obsolete technology. If they are ever to be competitive in the world market, they will have to start using computerized, robotic technology. But no one firm is going to find it in its interest to work out how you set up a plant that would make greater use of sewing robots. It's a very complicated technology and their learning experience could be pirated by competitors.

The president of the textile workers union, Murray H. Finley (he's a U-M grad, by the way), realized this was the case. He convinced the textile companies to join the union in forming the Textile/Clothing Technology Corporation to finance the introduction of this new technology. He knew this technology would displace some of the labor force. But he also knew that if the technology didn't come along, the imports would replace the entire labor force. So half a loaf was better than none.

The point is he correctly identified the fact that it was in the interests of each of the hundreds of clothing manufacturers, who are normally competitors, to cooperate.

The consortium to develop this new technology would ordinarily be broken up under anti-trust laws, but the government agreed to overlook that. Furthermore, the Department of Commerce gave the consortium a grant to help fund the research.

This is an example of our government realizing that an economically beneficial development will not take place without some cooperation among competitors.

It was not a case of the government's saying, "You need X, Y and Z and we want you to invest in it." I just don't think the government has the technological insights to know what the problems are or to make those kinds of decisions. But it should be able to listen to an appeal from industries for certain types of cooperative arrangements to allow joint funding for new technology.

Employee retraining and relocation is another area in which the government could stand to play a larger role. European countries and Japan have traditionally spent more money in this area than the United States.

The makeup of the labor force in the United States is changing. We have the high skill group becoming very, very skilled and then a whole bunch of people — your generic workers — who have virtually no skills and who are not acquiring them, either in schools or on the job. So they spend an entire career at a very low skill level.

It's fine to talk about retraining programs for 55-year-old workers, but it's just a heck of a lot harder to design ones that work. The thing to do is to make employees versatile enough when they're young so they're not totally stranded later on.

You'd like to be able to take a free market approach and assume that rational individuals will see that it is in their interest to invest enough time when they're age 15 to 25 to learn adequate skills. Unfortunately, I don't know of any society where, if you just let rational individuals do what they feel like between the ages of 15 and 25, they will invest the right amount of time in training.

The government shouldn't mandate that you can't goof off when you're 18 years old. But the government should step in to shape the technical training opportunities for kids 15 to 25, as the governments of newly industrial countries are doing. Those governments don't dictate that people must go to training centers, but rather they create incentives to do so — incentives such as subsidies to employers who provide training programs.

I think we're going to change our ways of doing business in this country. We're going to see government becoming more involved, but hopefully in more intelligent and selective ways. The key is to understand where the government can play an effective role and where it cannot.

At stake is the ability of United States manufacturers to compete with foreign manufacturers, both in our own market and for a significant share of the world market, which could drop off if our prices go up or if the quality of American-made products deteriorates.

NOBODY HAS TO LIVE IN PODUNK ANYMORE

"In terms of access to information, nobody has to live in Podunk anymore." That is how Richard M. Dougherty, director of the University of Michigan Library, sums up the significance of a five-year pilot project that will bring the extensive resources of the University Library closer to many citizens of Michigan through their local libraries.

Under the project announced by Dougherty and officials of the W. K. Kellogg Foundation, public libraries in at least five Michigan communities will soon be selected for electronic linkage to the University Library's reference and research staff in Ann Arbor through the University of Michigan Library Information Network (U-M Link).

"If a system like this one can be kept affordable," Dougherty says, "we can help eliminate one big potential menace of the computerized society: the threat that only wealthier sectors will be able to afford access to up-to-date information. In a way, U-M Link reinvigorates the old ideal behind the Carnegie library tradition — the notion that the free public library is a democratizing institution offering the power of knowledge to all."

Users of U-M Link will have direct access to information, library materials and special research services at the U-M Library, including hundreds of online data bases connected to sources located throughout the nation. The University Library holds some six million books, 66,000 serials and many specialized research components.

"Especially noteworthy," Dougherty says, "will be the fact that a huge fund of information will become immediately available to businesses, governmental bodies, professional and citizens' groups, and other local entities that have been left out of many electronic information networks by reason of their local libraries' restricted budgets and limited facilities.

"We intend," Dougherty says, "to establish an electronic reference library that will be comprehensive, timely and responsive to the public's needs and make a real contribution to the educational and economic well-being of Michigan communities. This is the most important outreach program we have ever undertaken."

The idea of maintaining an electronic information network among libraries is not new in itself. New York and Illinois, for example, have linked their state university libraries' catalogs electronically and successfully streamlined procedures for interlibrary lending of materials and for electronic resource-sharing. But no state universities have reached out to public libraries as intensively as U-M hopes to do.

"That is a critical difference," Dougherty says. "We intend to demonstrate that a major university research library can use modern technology to serve individuals and special interest groups in remote locations quickly and comprehensively without compromising service to its primary constituencies: its own scholars and students.

"The U-M Library has always tried to reply helpfully to citizens' requests for information. With the Kellogg Foundation's support, we're now about to modernize and formalize that service and, we hope, establish a model for its eventual expansion."

Also supportive of the outreach project, says Dougherty, is the Kellogg Foundation's concurrent support for catalog conversion in all of the state's "big five" research libraries: the libraries at U-M, Michigan State University, Wayne State University, the Detroit Public Library and the Library of Michigan in Lansing are all converting the 130-year-old card catalog system to a computerized format.

All five institutions will be using the same computer software package for their online catalogs, which means that each of the libraries will be able to search the others' catalogs electronically.



Dougherty

"This is a major step in statewide research technology in itself," Dougherty points out, "but for U-M Link this compatibility means that a user at a project site in, say, the Upper Peninsula would have ready access to data held in any of the five institutions.

"That's one of the most exciting aspects of U-M Link," the U-M Library director adds. "If U-M Link proves worthy five years from now, I hope we'll be able to continue it on a cost-recovery basis, at the very least. But I really hope for more. The University of Michigan has already committed 50 percent matching funds to Kellogg's grant, up to a million dollars. And the state library board has endorsed the project. If we work hard to make this outreach program second to none, I hope that the state government will also see the wisdom of supporting the program, and even expanding it. The nearby Midwestern states of Minnesota, Wisconsin, and Illinois are already adding public funds to outreach programs that are less ambitious than ours.

"Information is the raw material of power, and in an increasingly competitive and volatile economy, we need to nourish inquiry and discovery throughout the state. We literally can't afford to do anything less. In that light, this project could turn out to be one of the most cost-effective 'diversification programs' we'll have seen in years. It should also help members of the public gain new incentives to visit their public libraries over and over again."

MICHILIMACKINAC

In 1846, a small community of Mormons led by "King" James J. Strang settled on Beaver Island off Traverse City. Earlier settlers resented the Mormons, and as the influx of the Mormons increased, so did legal and illegal resistance to it.

In 1854, Strang published *Ancient and Modern Michilimackinac, Including an Account of the Controversy Between Mackinac and the Mormons*.

The history is valuable for its account of the life of the Native American, French, French-Canadian and Anglo-American peoples in a large region of the northern Lower Peninsula and Upper Peninsula of Michigan. More than half of the 50-page work is devoted to the Mormon controversy; in this section, Strang depicts himself as a hero with epic courage, wisdom and skill. After Brigham Young expelled Strang's sect from the Mormon movement, Strang was shot dead by two of his former followers in 1856.

The University of Michigan Library provided Friends of the Library (those donating \$100 or more in 1987) with a facsimile of Strang's book. Remaining copies are available from the U-M Library for \$9.95 plus \$1 for postage and handling. In the following excerpt from *Michilimackinac*, Strang describes an early conflict between his group and its opponents.



"On the third of July [1850], several boats arrived at Whiskey Point, from the fishing grounds, filled with armed men. One vessel from Mackinac arrived, and anchored in the Harbor. During the night they had a carouse, in the course of which Mr. Strang, with a select party, reconnoitred their quarters, ascertained their plans, numbers, &c., poured some of their powder in the Lake, and put tobacco in one of their barrels of whiskey, by means of which those who drank of it became excessively drunk.

"The plan was to go to the [Mormon General Assembly] meeting singly, and in small groups, with slung shot, and other concealed weapons; but affecting good order and propriety, and get seats as nearly as possible in a body, in the region of the speaker's stand and Clerk's tables. In the progress of the services they were to commence talking, drinking, swearing, &c., and if any one interfered, or attempted to keep order, begin a fight; and falling suddenly on the unprepared congregation with pistols, bowie knives and slung shot, disperse them, and disable or kill all the leaders, before they had time to rally, arm or make a stand. This was to be followed up by a general debauching of the women, and burning of houses.

"At the first dawn of the fourth, the Mormons commenced firing a national salute; which was the first intimation to the Gentiles that they had a cannon. They were not a little alarmed when they discovered that at every boom of the cannon the balls skipped along the water, past Whiskey Point, scarcely two rods from them, and were regularly getting the range for their buildings. Before their surprise had time to abate, McKinley, who was proprietor there, was waited on by a deputation of Mormons, with the notice that as he had made his place the head quarters of the mob, he would be held responsible for any attack from that quarter; and the first gun fired would be the signal for destroying his establishment, and every soul in it. Notice was also given to all the Gentiles having property on the Island, that if they joined in, furnished, or even associated with the mob, they would be taken as enemies, and their homes made as bare as a sand bank."

Poet Dorothy Donnelly '31:

AN ACCOMPLISHED WITNESS OF LITTLE THINGS



AFTER TEACHING in Detroit to earn her college tuition, Donnelly received her B.A. in 1931. This photograph was taken when she was 27, in the fall of her senior year, when Prof. Louis Bredvold advised her to compete for the U-M's first Hopwood writing awards. 'I hadn't even heard of them before,' she recalls; nevertheless, she won one of the three major awards — \$1,500 for essay writing.

THREE-TOED SLOTH

In the first place, the slow sloth labors heavily under the undue derogation of his name, the same as the seventh deadly sin, and secondly, somewhat suffers, in our eyes, from the dull delusion that slowness is a defect — though we are agreed that Rome was not built in a day.

Beethoven, to name just one, knew that the slow is neither sinful nor sad, but just a way of moving differently and saying something else. The sloth is not fashioned for the gigue, he is the *molto lento* movement in a fugue, the animal *andante* of the suite.

Though there are those who find his stone-hinged motions laughable, he is really no comedian; no clown, he seriously enjoys himself, and slowly, as some play chess. His game is with gravity, hanging all day, opposed, resisting it, like a clam walking broadside against a wave.

Loth to leave a present place he lingers in it exploring its riches exhaustively, like a bee in a rose. His movements understate sensate felicity, as, an empiricist, he feels his way, engaged in epicurean loitering, in an empire of space and leaves.

From *Kudzu and Other Poems*, Burning Deck Press, 1978.

AFTERNOON OF A GNAT

Stranger to time and the obsolete egg, estranged from the maggot past and never minding a mother, the gnat, at once full size and full wise — like skull-born *minerva* — springs from the bursting shell

and joins the cloud, at home in the social whirl where, heir to a gap, he adds his diamond-chip shape and dizzy step to the dionysiac dance crazing the midday glaze with a maze of z's.

Still in his sphere at dusk floating in violet, his wheel still wound, he rides his singular cycle in the time allowed, till quick as he came he comes to a natural end for a gnat — in a swift swallow.

From *Kudzu and Other Poems*.

When she settled on Lawrence Street in Ann Arbor with her husband Walter, Dorothy Boillotat Donnelly was not yet 30 years old. There she raised Stephen, Jerome and Denis, and there she still lives at 84. Her house is the only private residence remaining on a street otherwise inhabited by students. In that house has been spent one of the most interesting but quietest literary lives of our time.

Few who live around her know that this petite woman, whom they may see taking long walks every day, is the author of books of philosophy and poetry praised by prominent writers and the severest critics. Donnelly's poems have been published by the *New Yorker*, *Hudson Review* and *Poetry* magazines, and in such major anthologies as *Poems of Science* (Penguin Books, 1984), a volume that also includes the works of Shakespeare, Jonson, Milton, Swift, Pope, Auden and Wilbur, among other major English, Irish and American poets.

Her essays have appeared in such prestigious reviews as *Transition* (Paris), the U-M's *Michigan Quarterly Review*, *Pylon* (Rome) and *Blackfriars* (London). Last year, a student in East Germany began writing her doctoral thesis in comparative literature on the poetry of Dorothy Donnelly.

At 57, Donnelly published a volume of 37 poems entitled *Trio in a Mirror* (University of Arizona Press, 1960). Gwendolyn Brooks, a Pulitzer Prize winner for poetry, appraised *Trio in the Chicago Tribune*: "Exquisite and shimmering snatches of pure music and beauty. Her stride, although muscular, is somehow airborne."

In 1973, she published *God and the Apple of His Eye* (Prow Books, Wisconsin), which she describes as "reflections on truths that we've always known but sometimes forget." And 10 years ago, at age 75, Donnelly published her latest volume, *Kudzu* (Burning Deck Press, Providence, Rhode Island). She's experimented with the Japanese haiku; two of her poems in that verse form will be published this year in *Modern Haiku* magazine in Madison, Wisconsin.

With the passage of time, some things have changed in Donnelly's life. Her husband, who was editor of the University of Michigan Press for 20 years ("he was my greatest fan, and read and admired and enjoyed everything I ever wrote"), died eight years ago. She has become more delicate. But unchanged is the place where she has sat each morning for 56 years to write — her dining room table. We sit around this table and, little by little, books, magazines and letters from Donnelly's fellow writers and from readers collect before us, helping us to trace her path through modern American literature.

Michigan Today: Your poetry has been characterized as poetry of deep observation, "a sight into the heart of things," as another poet has written of it. How does a poem start, for you?

Dorothy Donnelly: Something now and then will come into my mind, something that starts certain vibrations, and I can't get it out of my head until I write it into a poem. Sometimes I am just pushed into it, really. My poem "The Amber Cage" came from seeing a gnat embalmed in amber in the University of Michigan Museums collection. Someone once gave me a Greek coin and the thought of it just stayed in my mind — the tangible connection from such an ancient time — until I finally wrote the poem "Greek Coins."

Generally the subject is one that appeals to me, but when I start, I don't know what it's going to turn into. You have a subject and when you get to writing on it, more ideas that associate themselves with it come into your mind. In many cases — writing poems or writing letters or articles — my pen seems to activate my mind. Sometimes I don't know what I'm going to write; I pick up the pen and start, and the ideas begin to come.

MT: You seem to like to write about little things. Do they have a special appeal for you?

DD: I have often written about small things, yes, a mite, the point of a pin, a snowflake, a mouse. The poet Robert Francis once wrote me that he had always been fond of the theme, "multum in parvo," a great deal in brief, and that my work exemplified it. Referring to a line in "Winged Things," where I wrote of a gnat that "danced like a dervish," he said, "No one knows better than you that nothing is too small for ecstasy."

MT: Why do so few people know about your poetry?

DD: Because I probably don't appear often enough and in what you would call the right places. And perhaps because I've been quiet. I haven't pushed it in any way. Sometimes it's just a matter of where you are and whom you happen to meet.

MT: The point of view of the essays in your first book, *The Bone and the Star* [Sheed and Ward, New York, 1944], is that of an anthropologist, and everyone assumed you were an expert in that field. Did you study anthropology?

DD: I never took a course in anthropology. I had the thesis of the book in my mind, and so I read just enough to give me what I needed. I might not have known much more, but I always knew enough to cover what I said. The book started out to be an open letter to anthropologists. The inspiration for it was a remark repeated to me by a student, an anti-religious remark that I resented very much. As I thought more and more about the subject, it became a whole book — a two-part account, one based on science and one on religion.



DONNELLY BEGINS each day by reading passages from the Scriptures. She then moves on to works of whatever poet she's especially interested in at the time and to other subjects of interest to her. Currently, she's poring over Wallace Stevens ('difficult but stimulating'), Hindu scriptures ('I especially like The Upanishads; they have a tenderness, courtesy and humor, along with wisdom') and the writings of John Cardinal Newman.

poetry to be one of my very best — "Three-Toed Sloth" — and I sent it to *Poetry Magazine*, the oldest and most prestigious of the little magazines. They took it and asked for more, and I won one of their prizes with it. I thought of all this as beginner's luck.

MT: Is your drive to write poetry the same as when you were in your 50s?

DD: Well, I suppose it's substantially, primarily, the same. But of course I am alone now, and it takes a good part of my mind, my thought. My writing has played a very important part of my life.

MT: Is what you write now different from what you wrote before?

DD: I have a friend who is a very distinguished English poet, John Heath-Stubbs. I met him when he taught here at Michigan for a year. He read some of my poems and reviewed *Trio in a Mirror*. He says my newer poems tend to be shorter, tighter, leaner and more dependent on point and wit. I noticed it, too, but hadn't planned it. I like some of these later poems almost more than the earlier ones. I think that may be just because they're the last things.

MT: Rudolf Arnheim [retired professor of the psychology of art at U-M] has studied the aesthetics of the late style of artists. He says that artists who continue to mature over long careers — he cites Titian, Beethoven, Rembrandt and Goethe

among others — frequently produce their highest achievements and make their deepest insights in their latest works. He calls it a "channeled concentration," a drive to communicate only their most essential insights as efficiently as possible.

DD: That's very interesting. It may be true. Professor Arnheim did say something very nice about my poems several years ago. I have it in a letter here [produces letter that reads]:

"They are not only truly practical, these images that stop you and make you smile, but also civilized in a way rare nowadays even among the gifted, an intelligent humor reminding me of Emily Dickinson."

GREEK COINS

The numismatist enjoys with professional passion the object of his choice, while the amateur reaps by the way the classic rewards of love, as coins, come from the dark like sudden stars, shine in his eyes, parading their swans and suns, Apollos, dolphins, flowers, owls, and bulls.

Maps of themselves, like portraits, these miniature isles with their rough little fields ringed in fragments of frame lie in one's vision, their ocean, each enclosed, each with its Eden air and chosen view where a heron may wade, a shape of grapes grow bright, or a sanguine satyr encounter a country nymph.

Moments of motion are caught in a mental mood as lions rise in the silver, Nikes run, lightnings flower, and Zeus's eagles fly, their passing phases fixed in unruffled reflections and kept for other skies of consciousness in fadeless, full, intransitory moons.

With their heads of gods or girls, their polished owls, these antique coins have the inner incandescence common to uncommon things such as lovers' letters, sonnets, sonatas, and songs; all belong to the order of ardor; all are affaires de coeur whose shining paradises light up the world.

No mean motive coined, for impersonal traffic, this olive-wreathed Athena; like Eve or the stars she was not made for money but for love, and is, to all who care, accessible, like a song on a disk, bestowing her guileless smile gratuitously on a world of intimate eyes.

From *Trio in a Mirror*, University of Arizona Press, 1960.

MT: How do you characterize your style?

DD: It's rather informal and includes touches of humor. Fortunately I have a strong sense of humor, and it comes out in my prose as well as in my poems — in "Afternoon of a Gnat," for example. Style is much more than a superficial mode of writing. As the philosopher Wittgenstein wrote, "A man's style is a picture of him."

MT: Do you like having admirers among your readers?

DD: I wouldn't say admirers, although I like that, of course. But I would put it in terms of appreciators. I like to have the poems I've labored over appreciated. But they have not been published in such a way that they can be appreciated by a lot of people.

A man who was shown my work — a retired professor of psychology at Chapel Hill named Harold McCurdy, who is himself a poet — sent me a letter which I would say is the most beautiful letter I ever had about my work. [We read a passage from McCurdy's letter:

"I am trying to show your poetry to everybody I come in contact with. In every poem I come upon bright surprises that do not dim on re-reading — and upon extra-galactic and subterranean depths of meaning that put me in touch with the creative Word beyond words, and the indwelling soul never seen in mirrors."

MT: Do you regret that your work doesn't have as wide an audience as so many feel it deserves?

DD: If I were younger, I'd regret it, in a way. At this stage of my life, I've gotten to the point where if I write the poem and I like it when I finish, and I see that other people who have some discrimination also like it, I am content. I am happy enough about it. To have written the poem, to have made something which would otherwise not have existed — that is what matters.

MT: Although you were totally unknown when the book appeared, *The New York Times* gave it a very good review.

DD: The reviewer said I was "like a paratrooper who landed behind the usual lines." It was 1944 and war references were still in people's minds.

MT: You majored in English at The University of Michigan. Did you ever teach?

DD: After finishing teacher's college, I taught elementary school for a while in Detroit, where I was born, and earned my own money to come out to the University. After getting my B.A. and M.A., which were all I wanted, I got married. During the war, I was twice invited to teach freshman English, but I was busy caring for three small sons and writing my book.

MT: It is unusual that you published your first book of poetry, *Trio in a Mirror*, when you were 57. Why so late?

DD: I have had a tendency to write all my life, since I was a little girl. Every once in a while, I'd get an idea and I would have to put it into writing. I thought I was going to write prose, rather than poetry. But gradually — and I didn't really start until the early 1950s — I began to publish. It started with a couple of little poems that I thought didn't amount to very much or were too specialized. But happily, a friend said I really ought to publish them. That gave me confidence.

I sent the first one to the *Hudson Review* but didn't hear from them for a long time. Finally the editor wrote, said he liked it and asked to see more. That was what I'd hoped for. At the same time, just after sending that one, I sent a poem — "Swan" it's called — to the *New Yorker*.

MT: The door to the *New Yorker* seems to be very difficult to pry open. How did you do it?

DD: I just put it in an envelope and sent it, and they took it. Then I wrote another one, and it's considered by several people who know about

COINS



STRUCK BY the Ottomans in the name of the Mongols in 1299, this coin's silver content is above 90 percent, typical of Asia Minor's coinage in that era. Says Lindner: 'The name for these coins was akche, or "little white thing," because their very, very pure silver made them much lighter in hue than other coins. By comparison, ancient Egyptian coins were 60 to 80 percent silver, and our own silver coins, which used to be 90 percent silver, have been white bread with spam inside since 1965.'



AN 8-REAL PIECE (the pirates' treasured 'piece of eight') mined from silver taken from Potosi, Bolivia. Jeanne Gordus, an economic historian, disproved a long-respected explanation of inflation in 16th century Spain after her husband Adon analyzed the composition of Spanish coins from that era.



THIS GOLD COIN, which Professor Lindner is pretending to bite elsewhere on these pages, dates from the 13th century Byzantine Empire and depicts Emperor Michael VIII. 'He was a real swine if there ever was one,' Lindner says. 'He blinded the child whose guardian he was supposed to be. That's just for starters.'



ABOUT OUR COVER This coin depicting Ardashir I of the Iranian Sassanid dynasty was so thick that Adon Gordus could tell it was counterfeit merely by hefting it. Usually the chemist uses one of two irradiation techniques he has developed to determine the composition or authenticity of a coin.

They used to test them by their bite or their ring, by acid test or hallmark — now they irradiate them

By Peter Seidman

Since pre-Roman times, gold has been equated with economic wealth. But for Adon A. Gordus, a professor of chemistry, the element has another value as well. For him, gold is a wealth of knowledge.

It was gold that told Gordus and U-M historians about the distribution of power in ancient Persia and belied the myth of the origins of the Ottoman Empire. It was gold that told Gordus that an acquaintance's \$1 million ancient art collection was all fake.

And it was gold that, 10 years ago, raised some intriguing questions about what happened to the tons of silver mined from Bolivia in the early 1500s and, in so doing, cast into doubt the historical validity of monetarist theories of inflation.

"Most people prefer reading historical chronicles to grubbing around with coins," says Prof. Rudi Lindner, the historian who is studying the coinage of the Mongol and Ottoman empires with Gordus.

"If you want to read chronicles you can read them anywhere in the United States," Lindner adds. "The University of Michigan is one of the few places you can work with numismatic evidence. And that's in large part because Professor Gordus is here. I think there are more people working on coinage studies here than at any other university, and we're probably the only university where people can bring coins in for testing."

Coins are of interest to scholars in several disciplines; their surface markings are explicit, intentional statements made by ancient rulers about their cultures.

To art historians, coins reveal the skill of the artisans who fashioned the dies used to strike coins and the iconographic intentions of the rulers who employed them.

Social historians use the legends on coins to learn about the political economy of ancient societies.

Urban historians see in coins the architectural design of ancient buildings and monuments that have not survived.

To an economic historian, the denomination of coins, their circulation and their abundance are statements about a society's monetary system and its relation to trade and exchange networks.

The content of the coins, on the other hand, makes unintentional, implicit statements that are no less important and that, in some cases, belie the explicit claims of ancient rulers. And that's where Gordus' expertise comes in. He can go beyond a coin's surface design and, as a sort



FOR MOST OF human history, coins have been tested in the two ways demonstrated by historian Lindner (left), who is biting a coin, and chemist Gordus (right), who is dropping one to hear its ring. Thanks to Gordus, a much more sophisticated and valuable testing technique is now available — irradiation. Jeanne Gordus, an economic historian, has used data from her husband's coin tests to disprove an assumption about inflation in 16th century Spain.

of numismatic detective, use chemical analysis and the measurement of induced radiation to help other scholars unlock the mysteries of history concealed in the composition of a coin. Gold is one of his most valuable clues.

Unbeknownst to ancient and medieval metallurgists, all silver sources mined for coinage and the creation of art and liturgical objects contained various amounts of gold as an impurity. Gordus can trace the origin of silver coins to the source of the silver by determining their gold content. In many cases, the coins can be dated in the same way.

But how does one go about measuring quantities of gold in silver? Before Gordus came along, there were only two ways, neither of which worked very well.

One involved measuring the density of the coins. This works, to some extent, because gold has a much greater density than silver. So gold content can be determined by measuring how the density of the coin under analysis compares with the density of pure silver. But this method cannot detect the presence of minute quantities of gold and fails altogether when the coin contains a third, unknown element.

The second method is very accurate. It involves dissolving the coin in acid. "You get some very accurate data," Gordus points out. "But you don't have any coin left." That creates obvious problems for museum curators and coin collectors.

As a result of these drawbacks, only 2,000 ancient and medieval coins had been analyzed worldwide in the last 100 years before Gordus had the idea of using U-M's nuclear reactor to determine gold content.

Since then, Gordus has analyzed more than 8,000 coins from around the world by bombarding them — or rubbings from them — with neutrons and then measuring the level of radioactivity. In so doing, he obtains a precise measure of gold and silver content without damaging valuable artifacts and art objects.

"I'd always worked with radioactivity. So when several historians posed the question to me, I figured it would be a nice challenge," Gordus says. That question was posed to him in 1966 by Jere L. Bacharach, a U-M graduate student who is now chairman of the history department at the University of Washington, and other U-M historians and art historians.

They were interested in the fineness of silver Persian coins minted between 200 and 600 A.D.

"There are so many different mint marks on these coins from a given period that if one accepts all of them as representing separate and distinct cities, it implies that there were as many as 40 different cities in Iran issuing coins," Gordus says.

"Many people disputed this," Gordus continues, "so we tried to see how we could look at the impurities, figuring that if we saw two coins having fairly similar mint marks and also similar impurities, it might substantiate the fact that they were really from the same city."

Knowing the relationship between the geographic origin of these coins and their degree of purity helps historians determine how much influence a central king had over smaller kingdoms in his domain and how much control his regional governors exercised.

Gordus' chemical analysis showed that the farther one traveled from the kingdom's central

OTTOMAN SILVER coin struck circa 1318. 'Coins minted in Asia Minor at that time had an astonishingly high silver content,' Lindner says. 'When this coin was minted, the Ottomans — according to their lore — were independent of other powers. But the coin itself says it was minted on behalf of the Mongols, so it seems the Ottomans were paying tribute to the Mongolian Empire. This coin may have been part of that tribute.'



city, the less fine the coins were apt to be. To historians, this was a sign indicating a weakening of central political control over outlying areas.

At the suggestion of his wife, Jeanne, an economic historian, Gordus next turned his attention to some 16th century Spanish coins which supposedly had been minted using silver from mines from Potosi (now in Bolivia).

Conventional monetarist theory held that silver from Bolivian mines had been shipped to Spain in huge quantities and used in coinage. Since the 1930s, certain economists have cited this period as the first historical example of how an increase in the money supply can result in inflation.

"According to these monetarists," says Jeanne Gordus, an associate research scientist for U-M's Institute of Science and Technology, "the silver went to Spain, entered those coins and then rapidly infiltrated the coinages and money systems of certain other European countries such as France."

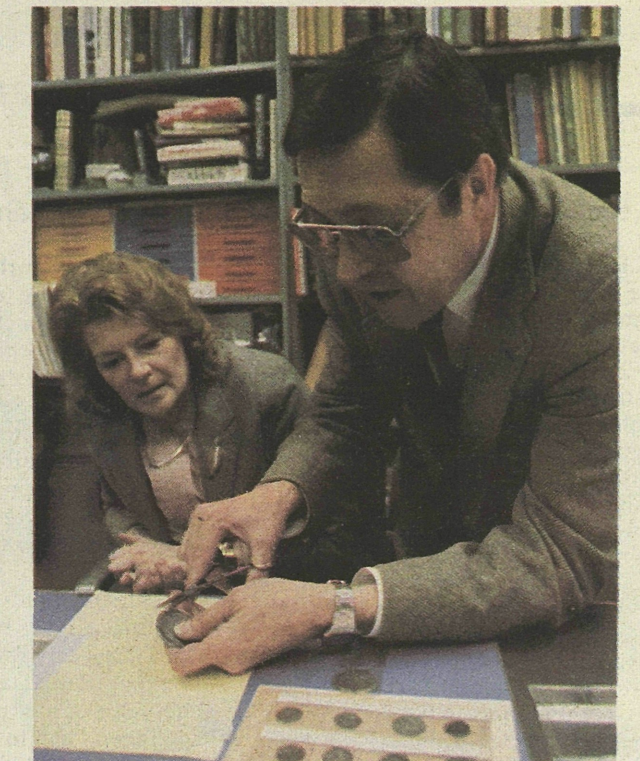
But after analyzing the gold impurity found in 70 representative Spanish coins, Adon Gordus found little evidence of the Bolivian silver, which was distinguishable by its very low gold content. "The bulk of the silver apparently reached Spain, according to the historians," he says. "But what happened to it then? How did it get disbursed? Since we don't see much of it in Spanish coinage, the question is where else might it have gone?"

Some of the Bolivian silver was found in coins from the major Italian financial center of Genoa, leading Jeanne to theorize that instead of going to Spain the Bolivian silver was exchanged there for German armaments. Another theory holds that the shipments of the American silver went to China or India. But not enough of these coins seems to have survived to verify either assumption.

Her husband's findings do lead to one firm conclusion, however, and that is, as Jeanne notes, "that a monetary explanation for inflation in 16th century Spain is not correct. We pointed out that the money supply did not increase and there was still inflation. The inflation was prevalent in many places, however — England, Scandinavia and parts of France — where the study determined the American silver did not surface in the coinage."

For the last six years, Adon Gordus and Lindner have been examining some 1,000 coins from the Ottoman and Mongol empires from the University's Kelsey Museum of Ancient and Mediaeval Archaeology, Harvard's Fogg and Dumbarton Oaks Museums, and other museums and collections from around the country.

The Mongols, a group of militant tribes united by Jenghiz Khan, conquered much of the Middle East in the 13th century. The Ottoman Empire was a vast state founded in 13th century Turkey



COINS USED to be shaved as a way of stealing precious metals, notes economist Jeanne Gordus. Her husband, Adon, however, gets minuscule 'rubbings' from coins so he can irradiate them at the North Campus Reactor. 'This lets us determine the gold content relative to silver,' he explains, 'which is important because it is the gold 'impurity' in silver coins that enables him to determine where the silver was mined.' A typical high-grade ancient or medieval silver coin, Gordus says, 'is 90 to 95 percent silver, 0.5 percent gold, 0.1 percent trace metals and the remainder copper.'

and extending into Asia, Europe and Africa.

According to written records, the Ottomans were not only independent of the Mongols but were their bitter rivals as well. An analysis of the flow of very pure silver coins from the Ottoman to the Mongolian empires, however, revealed that the Ottoman Turks actually paid tribute to the Mongols. Furthermore, markings on the coins showed that the Ottomans had adopted many of the Mongols' political and social institutions.

"Who wants to admit, 'We worked for the plunderers?'" says Lindner in explaining the difference between the Ottomans' written version of their relationship with the Mongols and the ring of truth issuing from the coins. "It would be as if Michigan's Bo Schembechler claimed that all of his great football plays were the inventions of Woody Hayes at Ohio State. One would rather say, 'We did this or that on our own. We don't owe anything to anybody.' And so the Ottomans created a myth that has been accepted until the present time."

Gordus also has analyzed silver objects in private and museum collections. One was a silver plate that had been displayed in London's British Museum as an artifact from 400 A.D. It was a foot in diameter, depicted a Persian king flanked by lions, and was valued at \$100,000.

Gordus compared the gold content of the plate with the results of his analysis of silver coins from 400 A.D. His conclusion: "The plate was made of very, very pure silver — but of the type produced only in modern times."

Using similar methods, Gordus identified 50 art objects purchased for \$1 million by a private collector as fakes. "At least I prevented the owner from buying more art from the same source and losing another million," Gordus says.

But sometimes good old common sense can detect a phony cent without the application of nuclear analysis. "No respectable mint master would ever make a coin this heavy," Gordus says, taking a coin from a plastic case and dropping it on his desk with a loud clunk. "He'd be losing money. So just on the basis of how much this coin weighs I can tell it's a fake. But some poor soul believed it was a third-century Persian coin and paid \$200 for it."

"As long as people are buying these for their collections and willing to pay a couple of hundred dollars apiece, other people will be around to create a fake that costs them just \$5." Peter Seidman '82 MA is a free lance writer who lives in Ann Arbor.

LETTERS

In the Swim

IN REFERENCE to "Champions of the Pool — The Women" in the December '87 issue, I would like to state that our family was in Ann Arbor Feb. 20-21, 1976, to watch my daughter Katherine Knox captain the U of M women's swimming team to its *first Big Ten championship*. The '87 team was the *second* U-M team to win that championship — not the first as stated. The publicity at that time for women's athletics was *nil*!

My husband, the late Judge William W. Knox of the U.S. District Court of Western Pennsylvania (LSA '32, JD Law '35), wrote to Robert Forman, editor in chief of the *Michigan Alumnus*, complaining about the news not being in that publication. He wrote back stating that thereafter they would hope to give publicity to women's athletics. Today is a changed world for women at the U of M!

We are a "Go Blue!" family. All of my brothers and sisters and all of my four children have U of M degrees, and I have a grandson there now. Kathy is now Mrs. R. Radcliffe Hastings and a corporate lawyer in Philadelphia.

Agnes Graham Knox
LSA '32, MA '37

WHAT A TREAT to read "Champions of the Pool." My son is a sophomore on this team, and as a parent fortunate enough to enjoy the results of good coaching, I am thrilled to see him participate in diving on a Big 10 level. Although your story was upbeat and enthusiastic, I was sorry to see not one word devoted to Dick Kimball, the splendid U-M diving coach. Kimball's 25 years of dedication to this sport have been exemplary. Few other sports combine elements of art and grace, as well as strength and dedication, as diving. Indeed, it was Kimball, not women's swimming coach Jim Richardson, who guided five women divers to top-eight finishes in the Big Ten meet last year; and at the men's Big Ten meet, only Michigan placed all four of its divers "in the money." It is a credit to Kimball that two of these were freshmen, one of them my son, Tim.

Kimball stresses grades, too, like men's swimming coach Jon Urbancheck. Kimball was the USA Olympic coach in 1984, when his son, Bruce, finished second in platform diving. Last summer, in Indianapolis, Kimball also coached the USA team at the Pan American games.

As an old Northwestern Alum, let me conclude by saying it is positively wonderful to be able to cheer for a winning athletic program such as Michigan's. Keep up the good work.

Bruce A. Petsche
Hinsdale, Illinois

Thanks for the update on Kimball, whom we left out of this story because we had featured him in a previous issue that did not cover the swimmers — Ed.

Statistics Wanted

I AM a bit disturbed by the answer of Bruce Madej [director of sports information for the U-M athletic department] to Bradford Livingston's request for the graduation rates of recent U-M athletes in major sports and comparisons of those figures with those of other Big Ten and major college programs.

For several weeks, I have been considering writing to ask the same question raised. This is because Michigan's graduation percentages of football players have been seriously maligned by a few of my friends. This is more than a passing interest. As a newspaper sports editor more years ago than I like to recognize, I had a hand in recruiting two football players for Fritz Crisler and Biggie Munn. One graduated in dentistry, the other earned a degree from another college and became a high school math teacher. I can well remember Fritz seemed more interested in the fact the budding dentist was valedictorian of his high school class than whether he could pass or run with the football.

I fully realize that college football scholarship over the nation probably has not improved in this span of years. But the answer Madej gave — that this information "has not been made public" — prompts visions of a sad situation at Michigan. What we are asking is not whether Johnny Doe graduated, but just the trend in percentages over the years as compared with other universities. I can only hope that this does not have to be hidden.

Keith H. Tustison
Defiance, Ohio

Black Enrollment

IS THE letter in the December issue by Charles Zasula a spoof? If it is a serious letter, is it possible that this gentleman is an alumnus of the University? I cannot believe that there exists a college graduate who believes that the owners of slaves in America were doing them a favor by buying them. Does it occur to him that if there had been no market for slaves in America there might not have been any, or at least much fewer, Blacks captured and sold in chains to the highest bidder?

Samuel Sass '40
Pittsfield, Massachusetts

Mr. Zasula is not listed as a U-M graduate — Ed.

Watch Out!

THIS IS a copy of a letter I sent to one of your advertisers: "Gentlepeople: Last month I ordered a men's U-M watch as advertised by you [the Michigan Watch Co. of Brighton, Michigan] in *Michigan Today*. I am extremely disappointed in it. My major concern is with the band. The adjustment method it uses is that found on very cheap watches: it rattles when you wear it, it pulls arm hair, and it does not adjust well. To say it is "fully adjustable" is really misleading. Another, though less important, disappointment is that the watch displays the date but not the day of the week, as the ad indicates. Since the watch is unusable, I wish to return it for full credit."

John B. Plummer
Wooster, Ohio

Thank you for bringing this to our attention. We will no longer accept advertising from this company until we have satisfactorily resolved the questions you have raised — Ed.

'Who Is At the Helm?'

I READ with great interest and horrified fascination the interview of Prof. Ray Tanter concerning the Reagan administration and its conduct of foreign policy. The opinions of Professor Tanter appear to reflect accurately the brutal simplifications, overt militarism and short-sightedness that have been substituted for intelligent analysis and considered action in the Reagan administration. What is most surprising and dismaying is that this drivel is being mouthed by a professor of political science at my Alma Mater. I fear for the students at Ann Arbor who are exposed to the warped perspective of Tanter.

Tanter appears tacitly to accept the wisdom of United States policies toward Nicaragua and Afghanistan, criticizing only the administration's failure to gain Congressional support for its stance toward Nicaragua. Can a professor of political science ignore the egregious violations of international law (not to mention morality) involved in mining the harbors of another country, attacking that country with armed mercenaries paid and trained by the United States, and killing thousands of civilians?

There is truth in Tanter's point that the contras cannot win a military victory, although his assertion that we will have to "hit" Nicaragua (what a euphemism!) is totally unsupported. Rather, the dilemma of the contras should raise basic policy questions concerning the wisdom of placing a mercenary army in the field in the first place, especially one led by former Somocista commanders. Why have the contras never gained the support of the people of Nicaragua? What was the goal of organizing and funding the contras, assuming the Reagan administration knew from the outset that they could not overthrow the Sandinista government?

Tanter does not delve into these more important underlying questions, as one would expect of a professor of political science of any political persuasion.

Howard Cohen '68
Berkeley, California

WHAT ELSE would you expect from a dyed-in-the-wool Democrat than an attempt to discredit the Reagan administration? He [Prof. Raymond Tanter of the Department of Political Science, a Republican who served in the staff of President Reagan's National Security Council in 1981-82 — Ed.] has a right, of course, to differ with its policies but if he has all the answers he should run for president. In spite of this effort in concert with a large segment of the news media to engage in this popular pastime, voters fortunately are making the final judgment. This judgment up to now has by and large been in favor of the present administration and will continue to be unless the electorate is frightened out of its senses by "body bags and boat people" rhetoric and similar drivel. Personally, I could hardly be more pleased with the way things have been administered in this country in the last seven years. Unless *Michigan Today* can present a balanced picture, I think it would be well advised to stay out of politics.

Gerald Klaasen
New Era, Michigan

YOUR ARTICLE was a fine summary of Prof. Tanter's views on the political views of President Reagan and his administration. The part that is closest to home, in several ways, is the section entitled, "Nicaragua and Covert Policy."

As one who was not privy in 1981 to reasons for the covert policy, I suspect that they were mediated by one or more of the ways of closeness to which I alluded. Whatever they were, the situation today certainly calls for candor in dealing with Congress, even if secrecy remains part of our policy. Somewhere between desertion and invasion, and between boat people and body bags, is a humanitarian compromise that may approach a solution: A MASH in Central America with a mission to assist wounded (and include non-military health care) would reach the minds and hearts of the people of both sides.

After dismissing all the reasons which prevent this option, planners will see that it is compatible with the Arias peace plans and likely to work toward stability. In 1985, I published a book of five dozen poems with the persona of a MASH doctor who writes from such a setting.

Eugene V. Grace MD '56
Durham, North Carolina

I BEGAN your interview with Professor Tanter with interest. I stopped in disgust.

Tanter's statements with regard to U.S. policy towards Nicaragua reveal both arrogance and lack of knowledge about the effects of U.S. policy on the Nicaraguan people. Here are two counterpoints to his arguments.

1) Tanter argues that the U.S. is faced with the choice of "sending in the marines or running away from the deaths of many contras." No, the U.S. government can respect the leaders of Central America and actively support the regional peace initiative, not undermine that accord with more arms to the contras. He arrogantly relegates the people who have borne the brunt of the contra war — the civilian population of Nicaragua — to the graveyards of history. More weapons to the contras means more teachers, more health workers and more farmers killed in the contra campaign to deprive the people of the fruits of their victory over the Somoza dictatorship.



2) Tanter contends that a "hit on Nicaragua" would not incite popular protests. That's a typical statement of one who would leave foreign policy to the experts like himself, instead of listening to the people. The fact is that any direct involvement of U.S. forces in Nicaragua would invoke tremendous public outcry and direct action in opposition. Such reaction wouldn't wait for U.S. body bags to come home. Fortunately, many people value the lives of mere Nicaraguans as much as those of North Americans.

Just his use of the term "hit" indicates a casual treatment of human life. That U.S. "hit" against Guatemala in 1954 he mentions so lightly was actually a CIA-directed military coup against a young Central American democracy. That "hit" resulted in 30 years of brutal military dictatorship and the killing of up to 100,000 civilians through years of repression which continue to this day. Is this the kind of "hit" Tanter wants the U.S. to deliver upon Nicaragua?

I currently work as a representative for Quest for Peace in the northeast region of our country. Last year the Quest delivered over \$100 million dollars worth of aid and services from people in the U.S. to people in Nicaragua. The opposition to U.S. government policy towards Nicaragua is widespread, embedded in communities throughout the nation, in their churches and synagogues, in their schools and meeting halls. Fan that smoldering discontent with direct U.S. military action and you would see a fire sweep across this nation by which any action against the Viet Nam war would pale in comparison.

Jim Burchell '83
Madison, New Jersey

Raised on 'The Victors'

YOUR DECEMBER issue includes an article concerning the Leadership Medals conferred for fund raising. My father, Chester H. Lang '15 is included in the list. He would have been delighted, as his enthusiasm for the University never ended. We were raised on an off-tune rendition of "Hail to the Victors."

Amy Lang Potter
Saratoga Springs, New York

IN DECEMBER'S "Letters," William S. Wright states the Wolverines "never lost a home game in '47, '48 or '49." I expect most of your readers remember otherwise (much as we might wish his statement were true). The 1950 'Ensians description of the 1949 Michigan-Army game states, "The Black Knights from West Point brought Michigan's 25-game winning streak to a sudden and jarring halt as they won a 21-7 victory over the Wolverines at Ann Arbor."

This loss to Army in the third game of the 1949 schedule dealt quite a shock to my undergraduate psyche at the time, and is remembered still; it was the first time in my Michigan years our team had lost. According to the 'Ensian, Michigan lost the following week (to Northwestern), won the next four and tied Ohio State 7-7 in the final game.

Arthur Graham '50
Berkeley, California

Forum for Interdisciplinary Scholarship: Institute for the Humanities

By Kate Kellogg

Arthur Miller '38 reading from his new autobiography, a performance by a feminist theater troupe from New York, a lecture/demonstration by composer William Bolcom, professor of music, and his lyricist, Arnold Weinstein, on their cabaret songs and operas: these events in themselves are attracting attention to the University's new Institute for the Humanities.

But the six-month-old Institute was established to offer more than events, occasions, experts and artists. The Institute is the University's first attempt to provide an ongoing forum for interdisciplinary criticism of humanists' work and artistic expression.

The Institute's primary goal is to "enrich the intellectual, cultural and pedagogical vitality of humanistic studies at The University of Michigan," according to its designers. Those are lofty words, but the Institute is not intended to be just another ivory tower; its charge is to "highlight the U-M as a center for humanistic studies that has an impact on the society at large."

"We are establishing connections that could lead to collaborations among scholars in different areas," said John Knott Jr., professor of English and interim director of the Institute. "Connections that could lead to new courses and seminars or affect the ways our faculty teach current courses. Our public programs and conferences may have a lasting impact on the entire University community."

"We also expect publications based on papers presented at our conferences, starting next year," Knott adds. "These will be published in book form and will certainly broaden the Institute's national impact."

Judging from one of the Institute's first activities last semester, it is already progressing toward its goals. A lecture and panel discussion on "The New Historicism," featuring Stephen Greenblatt, professor of English at the University of California-Berkeley, marked an innovative interdisciplinary approach to the study of Renaissance drama and literature in general.

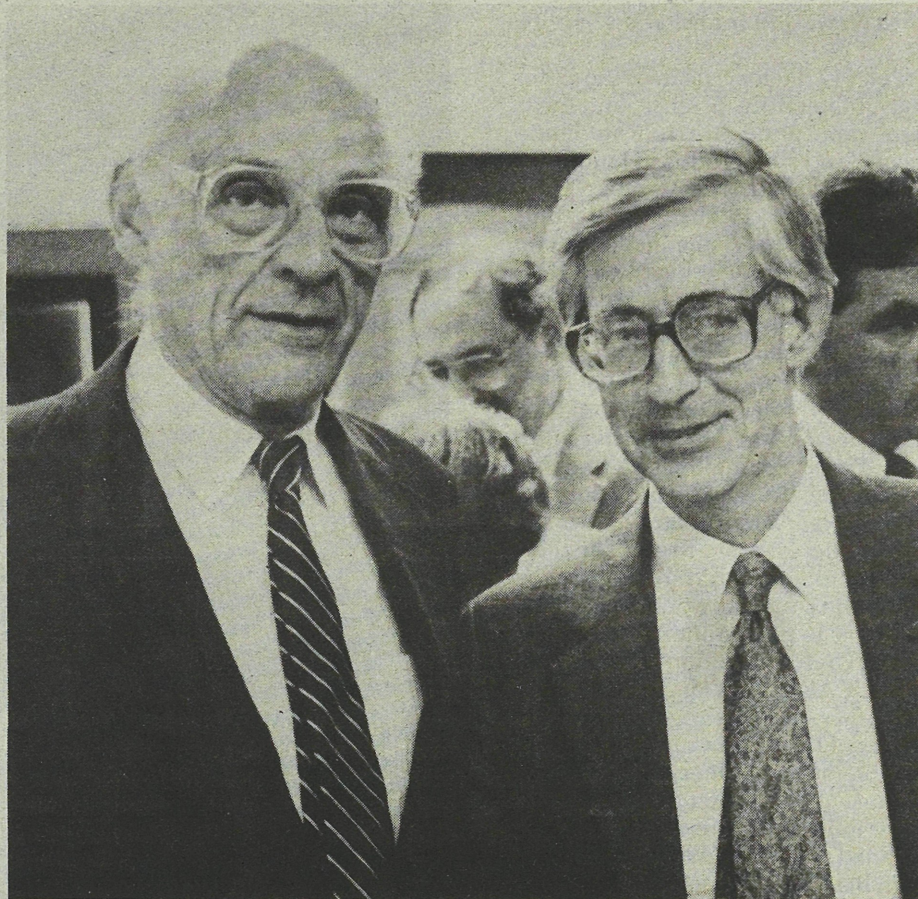
Greenblatt and Steven Mullaney, U-M associate professor of English; Samuel Kinser, professor of history at Northern Illinois University; and Michael Taussig, U-M professor of anthropology, served as panelists.

To Michigan's Taussig, the new historicism means trying to understand "the poetics of social power. It is an artistic theory of society and a social theory of art."

The panelists debated how the new historicism might apply to cultural institutions ranging from Shakespeare to modern bureaucracies.

Greenblatt described how the rather sadistic Elizabethan practice of "delayed pardons" may have influenced Shakespeare. A 16th century monarch or church official would condemn a person to death, then issue a reprieve at the last possible moment to create "salutary anxiety." The actions of the magician Prospero in *The Tempest* parallel those of kings who delayed the pardons of their prisoners, Greenblatt noted.

Taussig, an anthropologist who has studied the function of ritual among shamans in the upper Amazon region of Latin America, picked up that



AFTER READING from his autobiography *Time Bends* for an audience that overflowed Rackham auditorium, Arthur Miller '38 relaxed with John Knott, director of the Institute for the Humanities, and other members of the Institute.

thread. The creation of chronic anxiety in Elizabethan England was a sort of performance or ritual that is relevant to modern forms of institutionalized power, he stated. "Might also rituals such as delayed pardons enter into the bureaucracy of the state and disappear?" he wondered.

"Until the Institute was established, faculty and students in humanities areas outside of LSA had no central place where they could pursue common interests together," says James Boyd White, the L. Hart Wright Professor of Law, professor of English and a member of the Institute's six-member executive committee. "The Institute has provided an opportunity to unite the once-fragmented humanities areas that are dispersed throughout schools and colleges such as architecture, music and law."

Housed in the Horace H. Rackham Building, the Institute was made possible by a \$2 million gift to the Campaign for Michigan from William L. and Sally B. Searle of Chicago. About \$4.5 million has

been raised toward the Institute's \$20 million endowment goal, Knott says.

The Institute is striving for diversity in audiences as well as program content. Its inaugural event, a reading by playwright and U-M alumnus Arthur Miller, attracted more undergraduates, faculty and community members than could fit in Rackham Auditorium. Loud-speakers were placed in the lobby so the overflow could hear Miller read from his autobiography *Time Bends*.

While much fund-raising work remains, Knott acknowledges the University's generosity. "This degree of support from the administration is impressive," he says. "Some of these types of institutes at other universities have to run on a shoestring."

A three-year, \$500,000 grant from the Andrew W. Mellon Foundation is helping the Institute develop a fellowship program for visiting scholars and artists as well as for U-M faculty. The matching grant, awarded last summer, will enable faculty, students and the public to benefit from visiting fellows at the Institute.

Upcoming public events scheduled by the Institute for the Humanities for 1988 include:

March 24: The "Conference on Drama and Society in the Classical World," co-sponsored by the Institute and the Department of Classical Studies, will bring together historians, anthropologists, archaeologists, classical philologists and specialists in comparative literature from the U-M and other universities to explore three themes: drama as a medium for political messages; the relationship between theatrical and other spectacles, both political and religious, and the role of drama in defining cultural inheritance and identity.

March 29: Lecture, "Yaqui Easter: Identity and Theater at New Pascua, Arizona," by Prof. Richard Schechner of New York University. Schechner will explore issues relating to space, time identity and

theater as reflected in the Lent-to-Easter celebration of the Yaqui people.

March 30: Lecture by A.L. Becker, U-M professor emeritus of linguistics, and Wibyanto S. Putro, puppeteer, on "Entering Another Aesthetic: The Shadow Theatre of Java."

March 31: Lecture by Schechner on "Masks and Shadows of Knowing." Also, lecture by Prof. Lourie Sears, an anthropologist from the University of Wisconsin, on "Theater of the Eternal Return: Shadows of a Javanese Past."

April 1: Javanese wayang, or shadow puppet play, "The Marriage of Arjuna," accompanied by the U-M gamelan orchestra. The play features a Javanese puppeteer and drummer.

April 2: Panel discussion of the wayang with Professors Schechner, Sears, A. L. Becker and Judith Becker, U-M professor of music.

Campus Uniting Against Racism

U-M News and Information Services

Peter O. Steiner, dean of the College of Literature, Science, and the Arts, came under fire from student, faculty and staff groups in January for remarks alleged to be racist.

In a Sept. 17, 1987, closed meeting at which Steiner challenged his directors and department heads to take a more aggressive stance in recruiting minority faculty, he said, in part: "Our challenge is not to change this University into another kind of institution where minorities would naturally flock in much greater numbers. I need not remind you that there are such institutions — including Wayne State and Howard University. Our challenge is not to emulate them, but to make what is the essential quality of The University of Michigan available to more minorities."

The United Coalition Against Racism (UCAR), Black faculty and staff, and other groups, which obtained copies of the LSA minutes, charged that Steiner's comments were racist because they implied that Blacks were inherently inferior and they demeaned academic institutions with high Black enrollments. They demanded that Steiner apologize. UCAR, a student group, called for his resignation or dismissal.

Steiner said he apologized for any distress caused by misinterpretation of the remarks, but stood by the "positive context" and intent of his comments and would not retract them.

"My role is to articulate University policies and I am proud of those," he said at a meeting with some 100 UCAR members and other members of the U-M community. "If I inadvertently offended anyone in my choice of words, I apologize."

Students met with Steiner Jan. 13 after a press conference called by UCAR and a rally on the Diag that culminated in a march to the LSA Building. That meeting, in which Steiner responded to charges and questions leveled by those in attendance, ended abruptly after about 45 minutes, when the students and their supporters left the room for an overnight occupation of the dean's office.

"People can and have argued with specific wording here and there," Steiner said at the press conference, "but I continue to stand behind the whole statement. It was intended to be, and I think is, a positive, definitive position for LSA, giving our chairmen and directors specific guidelines as to how the College is going to move forward in achieving a more diverse faculty, an objective to which we are fully committed."

"Almost all of the criticism on this issue," Steiner said, "deals with one paragraph in my remarks in which I make the point that there is no intent or expectation, on anyone's part, that we should change the essential quality of The University of Michigan. In doing so, I mentioned two other excellent institutions which are, however, very different in important ways."

UCAR maintains that Steiner's failure to apologize for and retract the comments serves to emphasize the existence of institutional racism at the U-M, a situation they say is further aggravated by the fact that Interim President Robben W. Fleming has not supported their interpretation of Steiner's remarks or discharged the dean.

Both Fleming and Charles D.



DEAN STEINER and students met in an LSA conference room to discuss U-M's goals of increasing the number of Black faculty and students in the College.

Moody Sr., vice provost for minority affairs, met with the students during the sit-in.

More than 300 persons, most of them UCAR members and their supporters, gathered at the Jan. 14 Regents' meeting, which opened with chants of "Hey, hey, ho, ho, Dean Steiner has got to go," and was punctuated by applause and verbal support of the various speakers who condemned Steiner and University officials for "institutionalized racism."

UCAR itself has come under fire from other U-M students for illegally blockading doors to LSA classroom buildings Jan. 18, Martin Luther King's birthday. Some students attempting to go to class that day complained of being shoved back by UCAR members and forced to use side entrances, and of being denounced as "racists" if they entered the building.

Steiner also has been criticized for a statement made in an issue of *LSA* magazine, in which he said, "Solving the problem of underrepresentation of Blacks on university faculties will require among other things a revolution in Black's attitudes toward higher education comparable to that among white women in the last two decades."

In an open letter on the dean's statements, the Association of Black Professionals and Administrators noted that there had been a "centuries-long struggle by Blacks to overcome the barriers that blocked us from higher education (that is why Howard University and other Black colleges were founded)." Steiner should have called for a revolution "in the attitudes of people in his position in higher education," the U-M Black staff group said.

A sentence in an economics textbook of which Steiner is the main co-

author also came under strong criticism. That sentence, examining limits on intellectual inquiry, reads: "For example, many scientists are not prepared to consider evidence that there may be differences in intelligence among races because as good liberals they feel that all races ought to be equal."

Critics of the comment said that it suggests that intelligence is racially determined and it falsely states that scholars have not examined and refuted data proffered by proponents of racial theories of intelligence.

Steiner said this was the first time since initial publication of the book, which has sold more than 1.5 million copies, that the statement had been questioned. He added he personally believes there is no difference in the intelligence level of races and that if the statement is causing problems "a review for possible deletion or revision would be appropriate."

UCAR presented four demands to the Regents on Jan. 14. The group called for the removal of Steiner from office, a University "condemnation" of Steiner's statements, "significant student input" in the selection of a new dean and implementation of the group's 12 anti-racism demands presented last year.

In a statement to the Regents Jan. 15, Fleming said: "We regret that some of his remarks were unintentionally phrased so that they have offended many people. It should, however, not be overlooked that they were made in the context of an otherwise very positive statement supporting and promoting the College's efforts in these regards."

"I have asked Provost Duderstadt and Vice Provost Moody to join me in discussing with Dean Steiner and his colleagues ways in which relations between the College and the minority community can be improved.

"In the meantime," Fleming concluded, "Dean Steiner and his colleagues in LSA have my full support in their commitment to affirmative action and to a University community which achieves excellence through its diversity."

Regent Nellie M. Varner noted that in the past 10 years there has been no Black in the dean's office at LSA. She called on Steiner to hire a Black, "someone on the staff who is Black to help him get a better handle on this situation without the kind of error" that he committed in his speech.

Regent Deane Baker supported Steiner as a "devoted and capable administrator," noting that he and Provost Duderstadt had recruited Homer Neal (who is Black) to be chairman of the physics department.

Regent Paul W. Brown said that "people in positions of leadership must be very sensitive to these concerns [and to] the language they use. It's very easy to say something that is not considerate."

Support for Steiner has been expressed in a number of ways, including a letter to the *Ann Arbor News* and the *Michigan Daily* from the six members of the LSA Executive Committee. The letter said:

"We, the elected members of the LSA Executive Committee, have been meeting weekly with Dean Peter Steiner. From this experience, we have complete confidence in the strength and depth of his commitment to increasing both the diversity and quality of the College. We regret that his commitment to these goals is being obscured in the present situation. That commitment is clearly demonstrated by actions he has been taking toward achieving them."

Asian students aren't natural-born high-techies A Challenge to Central Typecasting

By Grace Lee

Although I have been brought up in the United States, I have many friends from Taiwan, and with the exception of one or two, all are majoring in engineering, mathematics or related fields, and I am the only one who majors in creative writing.

Why is this so? Because English is so different from Chinese that it takes a long time for speakers of Chinese to reach the level of students who were born here.

Chinese is as different from English as black from white. English has only 26 letters to memorize. Once one remembers the alphabet, one can start playing with these letters and make words and sentences with them. But Chinese has thousands of characters. The Chinese are trained to write them from an early age. In fact, that was all I did in elementary school when I was in Taiwan (I came to this country when I was 11 years old).

It was not an easy task to try to learn 20 Chinese characters a week. One must learn how to write them and recognize them to such a familiar-

ity that one will never forget them, because if one forgets a character, there is no way one is going to guess how to write it by its pronunciation. But in English, if one forgets the word *work*, one can be almost sure of spelling it by its sound.

With such a vast difference in the two languages one can hardly expect Chinese students to learn English as easily and quickly as, say, native speakers of German or Spanish will. So Chinese-American students choose to compete with other American students in subjects that don't require much skill in writing and reading English, subjects that call upon ability to understand and memorize mathematical functions and theories.

This has led many educators to claim that the Chinese and some other Asian groups are naturally ingenious at numbers and, by correlation, that they are really not creative enough to be novelists or poets. But these same educational authorities are the ones who are not giving Chinese and other non-native speakers of English sufficient opportunities to develop their creativity in the English language.

I know a girl who immigrated to the United States when she was 15. She had read a lot of Chinese literature in Taiwan and had been recognized as a promising writer with a great knowledge of vocabulary. But when she showed up here, she was immediately confronted with the grammatical and pronunciation difficulties inherent in learning English. Her tongue simply could not cope with 'l', 'r', and 'z'; she could never hear the difference between 'i' and 'e' or 'm' and 'n'. Every time I asked her for a pin she gave me a pen. It was very frustrating to her.

To make matters worse, her high school did not provide speech or English-as-a-second-language classes to help her understand basic grammar and pronunciation. Imagine being abandoned on a strange large island, with no one to guide you. Eventually,

you might get used to the place, but it would take time.

My friend was not given time to get used to a strange new language — English. She was pressured to catch up with the native speakers because she was attending the same level classes as they were. While everyone was getting A's in humanities and social science courses, she was getting F's.

It was obvious that she was failing courses because she couldn't understand what the teachers were saying, nor read the texts. But her high school counselor never tried to help her overcome her difficulty with English. He simply decided that she lacked talent in language study, writing and literature, and all related subjects, and that she ought to focus on science studies.

So she began to work harder in math and science to give herself a little confidence. The next time she selected her seven courses, she chose four in math, physics, chemistry and economics — all of which she hated — and also cooking, gym and one standard English class.

If my friend had been given a chance to learn English the right way, starting from the basics, she probably would be majoring in a subject she would love, like comparative literature, instead of accounting at the university she is now attending.

On the other hand, I was educated in Westport, Connecticut, an affluent little town with the best teachers and programs possible. I shared my friend's feeling of being alienated in a classroom. I was always quiet, because there was no one to talk to. I tried to talk to the boy sitting next to me, but he just ignored me. I understood why he ignored me. I could hardly keep a normal conversation going since my vocabulary was so limited.

I remember being able to speak only about various weather conditions. I would always start with the question: "How's the weather?", and

then I would answer it: "Rain, yes?" It was just a boring conversation to begin with, let alone to continue. However, my counselor and teachers were sympathetic and decided to view me as a special case. They hired a teacher to teach me English and to tutor me in homework. My English tutor, Miss Van Dyke, was very nice, and I still remember her well. She had been an English tutor for many years and she knew how frustrating it was for me not to be able to express myself in front of others.

Once, I told her I'd been invited to a party but didn't want to go because I felt that I would just be left out of the fun. She encouraged me to go and meet new friends, so I went. It was a disaster. It turned out to be exactly what I had feared. Since I could not speak English very well, I was left out of all the jokes and games. I came to her crying in despair. She said: "Dear, be patient. Soon you'll be just like them."

After they found me Miss Van Dyke, they placed me in classes that were easier for me to handle. I did not take any history or physics. I took speech, beginning English, math, gym and two hours with Miss Van Dyke. No one forced me to take classes I did not enjoy. My counselor even encouraged me to pursue my dream of becoming a writer, although I could not write and speak English too well then. Slowly, I worked my way up to write and speak English better, without any inferiority complex, and concentrated in the study of English.

Therefore, I believe that Chinese students with acute English problems are not born to be stupid in language studies. They can be as creative as anyone else if they are given a chance to learn the language well enough to express their feelings and to exercise their creative talents.

Unfortunately, many Asian students are being typecast by authorities who could care less how much damage they do when they decide upon other people's careers. As a result, these irresponsible authorities have buried many potentially great novelists and poets. Who knows? One of these tragic figures might have been the next Vladimir Vladimirovich Nabokov.

Grace Lee is a Residential College junior from Westport, Connecticut. She is majoring in writing and political science, and is on Michigan Today's staff under the federal Work/Study Program.

Campus Continued

"deep respect and support."

Demands for a fuller apology by Steiner on the ground that his remarks were racist have come from the Michigan Student Assembly (MSA), a group of Black faculty, 21 white faculty, an organization of Black faculty and staff at Wayne State University and a student group on that campus.

In their open letter, the Black faculty said they were "dismayed and angered" by Steiner's comments, "disappointed by the uncritical response of those who so quickly came to their Dean's defense" and by Steiner's countercharge that his remarks were taken out of context.

The faculty said Steiner's statement "betrays a callousness one does not expect of someone holding a high position in a major university," that his choice of words was "inappropriate" and that "there is a theme running through some of his remarks that automatically equates minorities with lower standards."

The letter did congratulate Steiner's commitment to increase the number of minorities on campus. "To his credit," the letter said, "Dean Steiner did set out in clear terms the University's definition of racism, the benefits of diversity, and the Dean's conclusion that the University could — and should — do much more than it has done to help increase commitments in this context."

On Jan. 22, Dean Steiner announced three initiatives designed to improve minority relations and representation in LSA.

Steiner said he was taking immediate steps to accelerate the College's efforts to recruit minority faculty, having ongoing discussions with LSA Black faculty on the feasibility of forming an advisory group, and would work with undergraduate admissions and graduate school officials to strengthen efforts in minority student recruitment and retention.



LEE LIKES to browse in the poetry sections of Ann Arbor's several book stores on State Street.

A LITTLE FANTASY

Tough Sun bruises the distant soft Cloud as he sharply hits her with his ray. The lady protests in pain, begging him to be gentle like a kiss. Sun laughs like a devil and makes blue Sky grieve for lovely Cloud.

A dog wonders why the earth is so hot and humid. There is no breeze to cool the temper of the sun. A frog sits by the pond, staring at the pond's emptiness. He has no home to hide now. He can only pray that he may see it filled someday.

A woman sunbathing in her back yard. She closes one of her eyes to check out the sun above. Her throat is dry. She is thirsty for water because the sun is crueler than ever. No grass lives, no flower blossoms. Suddenly Lady Cloud cries.

Grace Lee

The Campaign for Michigan Fund: Well On Its Way

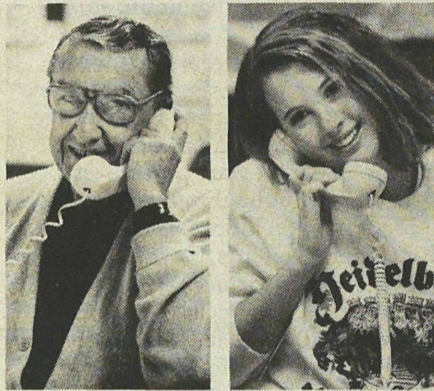


As the Campaign for Michigan Fund nears its monetary goal, Fund leaders are putting renewed emphasis on reaching another of the effort's goals — doubling the University's annual-giving donors.

The Fund, the second phase of the Campaign for Michigan, has received more than \$19 million toward its goal of \$20 million in expendable, unrestricted gifts and pledges. These gifts can be used immediately by the University's 19 academic units at the Ann Arbor campus and the regional campuses in Dearborn and Flint to meet operational needs.

Led by national co-chairs Robert M. Brown '63 BSE and Susan Crumpacker Brown '63 BA of Kalamazoo, representatives of the Fund have contacted alumni, parents and graduating seniors through direct mail and telephone efforts.

Funds go toward financial aid, research, equipment and other annual operating needs that help ensure the University's high academic standards. The Campaign for Michigan Fund complements Phase I of the Campaign, which focused on securing gifts for facility and endowment needs.



McCullough

Mainhardt

Photos by Philip Detillo

The Browns have strong ties to the University: Brown and his father, Robert J. Brown '26, were the first father-son football captains in U-M history. The elder Brown, who died in 1985, was a Regent and a Michigan Benefactor, as well as a volunteer in the \$55M Campaign, where he worked with Owen W. Crumpacker, Susan's father. The Crumpackers have strong roots at U-M, as well. Both of Susan's parents, her grandfather and her three sisters hold Michigan degrees.

The Campaign for Michigan Fund is coordinated by Annual Giving Programs with the development offices of individual academic units throughout the University. Alumni, parents and graduating seniors all received letters from the national chairperson of their respective school or college, in addition to a letter from former President Gerald R. Ford, '35, the honorary national chairman, before being contacted by telephone.

The cornerstone to the Fund's success has been the Phone Center, which has to date raised more than \$12 million. Directed by Mark Peterson and staffed by students selected for their enthusiasm and interest in the University, the Center is a modern, efficient environment enlivened by posters of the metropolitan areas the students are calling.

Six hours of training and role-playing help students learn to answer most of the variety of questions that alumni ask about the University.

Heike Mainhardt, a freshman in computer science from Utica, says, "It's a wonderful experience for anyone going into business or marketing. You use a lot of communication skills and you learn what it takes to market your product."

Nick McCullough (M.A. '54, Spec. Ed. '65) of Ann Arbor doesn't see his volunteer stints as preparation for a career but as an expression of appreciation for the career he's already had.

"The University was very good to me and my kids," says McCullough, a retired school teacher and administrator whose three children also attended U-M. "I'd do anything I could for the University."

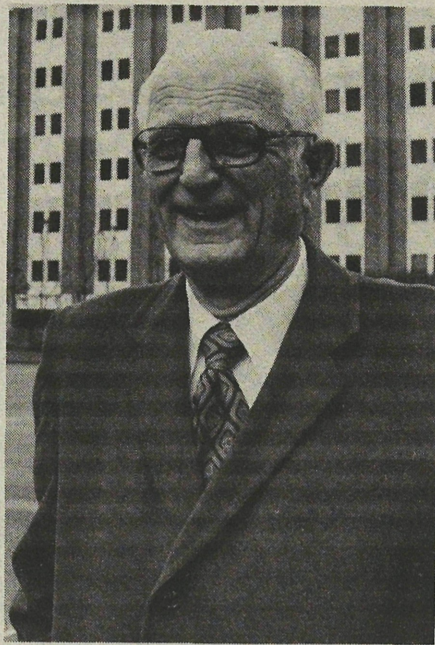
McCullough enjoys contacting fellow alumni. "It's actually a lot of fun, and interesting," he says. "I run into an awful lot of people I know in the Detroit area. Sometimes it's like a reunion. It's terrific."

Says Susan Brown: "We are very impressed with the Phone Center and the dedication of the students who are doing the calling. Their enthusiasm thrills us."

By June, the Campaign for Michigan Fund will have concluded its drive. By then, the callers will have tried to reach all of the University's 310,000 alumni, graduating seniors and parents of current undergraduates.

said, "If I could stop working and devote the rest of my days to The University of Michigan, I could never adequately repay it."

To earn his tuition as an LSA undergrad, Quaal worked as an announcer, writer and producer at WJR Radio in Detroit, hitchhiking from Ann Arbor when the shows originated at the station's downtown studios. Since that time, he has served as president of WGN Continental Broadcasting Company (now Tribune Broadcasting Company Inc.) and continues as a consultant to the Tribune Company. Under his leadership, the Tribune Company's radio and television properties rose to national prominence for quality programming and involvement with the communities they serve.



Paul G. Goebel

Former U-M Regent Paul G. Goebel died Jan. 26 in Grand Rapids. He was 86.

Goebel served as a Regent from 1962 to 1970 and as national chairman of the \$55M Campaign, the University's largest fundraising drive prior to the recently completed Campaign for Michigan.

Goebel's wife, Margaret E. Callam, died in December 1987.

"The deaths of Paul and Cal Goebel within a short span of time have deprived the University of Michigan community of two of its finest citizens," said Interim President Robben W. Fleming. "They served the University in innumerable capacities, were loyal and devoted alumni and were our dear personal friends. We shall miss them and remember them always."

Goebel graduated from the U-M in 1923 with a B.S. in mechanical engineering. An outstanding member of the U-M football team, he was named an All-American and received the Big Ten Medal for Combined Excellence in Scholarship and Athletics.

Goebel's many University-related activities included serving on the board of directors of the U-M Alumni Association and on a variety of Development Council and Presidents' Club committees.

His numerous honors and awards included an honorary doctor of laws degree from U-M in 1973 and an endowed chair in his name, the first endowed chair for the College of Engineering. The chair was made possible by gifts from Goebel's friends as part of the \$55M Campaign.

"I never moved from the statement I made when I was 25," Quaal said recently. "I am still that grateful to Michigan." He reaffirmed that statement by contributing \$100,000 to the Merit Scholarship Program that will enable the College of Literature, Science, and the Arts to provide full or partial tuition to a Quaal Scholar each year. Each recipient will be supported throughout his or her undergraduate career, so long as he or she meets the academic requirements.

Onischak is the first Quaal Scholar. She is leaning toward a major in biology but wants to explore other subjects, particularly anthropology, before making a decision. Thanks to Quaal, she won't have to maintain as hectic an undergraduate schedule as he did — at least not for the purposes of paying tuition.

"I plan to work during the summers," Onischak said, "but because of scholarship support, I won't have to work during the school year."

Best Foundation Helps 10 Scholars Continue Education

More scholarships will be available through the Center for the Continuing Education for Women (CEW) thanks to a three-year grant from the Best Products Foundation.

The number of scholarships in the CEW Scholarships for Women program increased from 30 to 40 because of the grant, which extends through 1988, with the maximum award increasing from \$2,000 to \$3,000.

The scholarships, sponsored by CEW, are awarded annually to recognize outstanding students in the fields of elementary or secondary education, educational administration, or teacher training.

Ten women who received CEW Best Products Foundation scholarships in 1987 were honored at an October luncheon held by CEW.

Angela Hamilton, whose field is English language and literature, said the award was "an important factor in my being able to quit an outside job I had held in addition to teaching, going to class and taking care of my 12-year-old son. I am now able to devote more energies to my studies and to my son."

Besides aiding women returning to school, CEW gives women with similar goals and interests the opportunity to meet with each other and share a sense of commonality, usually with the help of the Center's brown bag luncheons or other gatherings.

Maureen Martin, who is working on her M.B.A. with a goal in arts management, said she sensed that commonality during the awards ceremony, too.

"When I heard some of the obstacles other women had encountered, and the degree to which they had taken personal risks in order to continue their studies, I began to look at myself in a different way," Martin said. "Like them, I had had to overcome certain obstacles in order to continue my education, but I had never recognized my own accomplishments."

Besides Hamilton and Martin, the other 1987 CEW Best Products Foundation scholars are: Susan Baker, resource ecology; Lois Bearden, math; Amy Gardner, school psychology; Ludmila Longan, Slavic linguistics; Deborah Montuori, English literature; Julie Nugent, mechanical engineering; Sandra Schorffhaar, elementary education, and Judith Sturm, Germanic language and literature.

"It is important to us," said Patricia Wulp, acting director of the Center, "to provide a place where returning students can feel that their goals and aspirations are valid, and to help them to achieve those goals."



Quaal



Onischak

First Quaal Scholar Named

Though they started a half-century apart, the paths of two high-achieving students crossed at the U-M this year.

Caroline Onischak '91 was an outstanding scholar in Olympia Fields, Illinois. Her Scholastic Aptitude Test scores were in the top half of a percent of all examinees; she edited her high school newspaper and was a member of the science team and the Spanish, German and astronomy clubs. She also tied for first in the nation in a Junior Engineering Technical Society competition in biology.

Almost 50 years ago, another high-achiever, Ward L. Quaal '41, had already taken the career path that led to his own broadcast communications consulting firm. Quaal was not only a high but an early achiever. He was only 25 when he

Against Illinois, Gary Grant shows why he is

The General

It wasn't a typical game for Gary (The General) Grant. Except that he proved once again, from his opponent's point of view, that he can beat you in a lot of ways.

It was late January, and Illinois (4-2 in the conference, 14-4 overall) would be the toughest Big Ten foe yet, and the first visitor to Crisler Arena this season to be ranked among the nation's top 20 teams.

Hoping to tie No. 8-in-the-nation Michigan (5-1, 16-2) for second in the conference, the 14th-ranked Fighting Illini were smiling and relaxed in the tunnel leading to the court.

As the U-M band neared the climax of its introductory crescendo, the Wolverine squad waited in a close circle. They were grim, glaring, short-tempered; several periodically cuffed one another sharply on the back of the head as they listened to Grant, their captain, quietly give them their marching orders.

Both teams began playing manic defense right from the center jump; it took almost two minutes for the first score. Grant, whose 6'3" 195-pound frame seems to be made of interwoven cables bound in black leather, was playing erratically on offense. But he was ably directing his team's newly employed match-up zone defense that had successfully challenged Indiana's outside shooters in the preceding game and was frustrating Illinois' now.

The score stayed close till midway through the half, when Coach Bill Frieder benched Grant. The coach didn't snarl; the General didn't sulk. He cheered his teammates on for three minutes as Rumeal Robinson, Mark Hughes and Mike Griffin sparked them to a 12-point lead. It was the first time the Wolverine offense had outplayed a foe all year without its All-American guard.

Back in the lineup, Grant hit at 4:04 remaining in the half and again at 2:50. With an earlier three-point shot, that was all the scoring he would do this half — seven points — despite a 21.3 points-per-game average in conference play.

Grant was ball-handling well now; that was important since the Illini were pressing on defense and double-teaming him. With 45 seconds in the half, he made them pay for that tactic by darting past two defenders and working the ball to a teammate who hit the last bucket of the half. It was 39-23.

The Illini were never really flat in the opening half despite the score. They played with even more intensity as the second half opened. They had cut the Wolverines' lead to 48-38 when Grant went up for a long jumper from the right. It was clear that the ball would never reach the rim.

"Loy!" Grant shouted as the ball slowed in midflight. Center Loy Vaught spun from his rebounding

stance, spied the ball and grabbed it. His dunk made it 50-38. Had it been a pass all along? (Grant said yes, after the game. But who would believe him? So he laughed when he said it.)

Undaunted, the Illini kept creeping back. It was time for Grant to dominate. But could he?

13:29: Grant fires the ball almost viciously to Terry Mills under the basket. Mills' confidence had seemed on the wane after weeks of absent-minded play. But now it looks as if he's been recharged, if for no other reason than that he was able to catch Grant's rocket pass. Mills artfully keeps a defender at bay with his hip and scores. 52-42.

11:59: Grant outleaps two taller Illini to rebound a miss by Glen Rice. He dribbles the ball out of a crowd, turns, but misses a three-pointer.

11:15: Grant's jumper is good. 54-42.

The next five minutes: Grant drives to the hoop — 56-44. Grant knocks the ball from an Illini's hands, unsuccessfully chases it out of bounds and then waves his hand at the Michigan crowd to activate its vocal cords. Illinois scores twice — 56-48. Grant misses a double-pump jumper, then scrambles to steal the ball but fails. 56-50. Grant hits a fade-away from the left side — 58-50. He steals the ball at midcourt, but it's immediately restolen. Illinois misses, Grant brings the ball down quickly, shoots, rebounds his shot, shoots again with two Illini grabbing and holding him. He misses. No foul called. Illinois makes it 58-52. Grant draws defenders to him, passes to Hughes — 60-52.

6:25: Robinson goes to the bench with his fourth foul. 60-54. Grant, now the lone Wolverine who can dribble against the Illini's trap-filled defense strikes back from deep in the right corner. 62-54.

5:30: Grant steals the ball, streaks to the basket, dishes off to Rice. Slam! 64-54.

4:16: After Illinois scores, the teams exchange possession until Michigan commits an offensive foul. 64-57. Another U-M foul four seconds later, and Illinois climbs to 64-58. Rice answers with a turnaround jumper. 66-58.

3:05: Illinois misses, tips and rebounds four times. Gritty work on the boards, but the ball just won't drop.

2:30: Rice swishes one again. 68-58.

2:10: Illinois hits. 68-60. Fifteen seconds later, Grant is called for charging a defender. Free throw fails.

1:40: Grant fouls a shooting Illini. His fourth. 68-62.

1:30: Michigan steps out of bounds. Illinois shoots. Mills snares a critical rebound.

1:12: Three Illini circle Grant. He dribbles through them and whizzes by a fourth defender and passes to Rice underneath. 70-62. Illinois dashes down and misfires on a three-pointer. Mills again wins the rebound. He's fouled. 72-62.

00:47: Illinois has committed an offensive foul, Michigan gives the ball to Grant to face enemy pressure. He's fouled. 74-62.

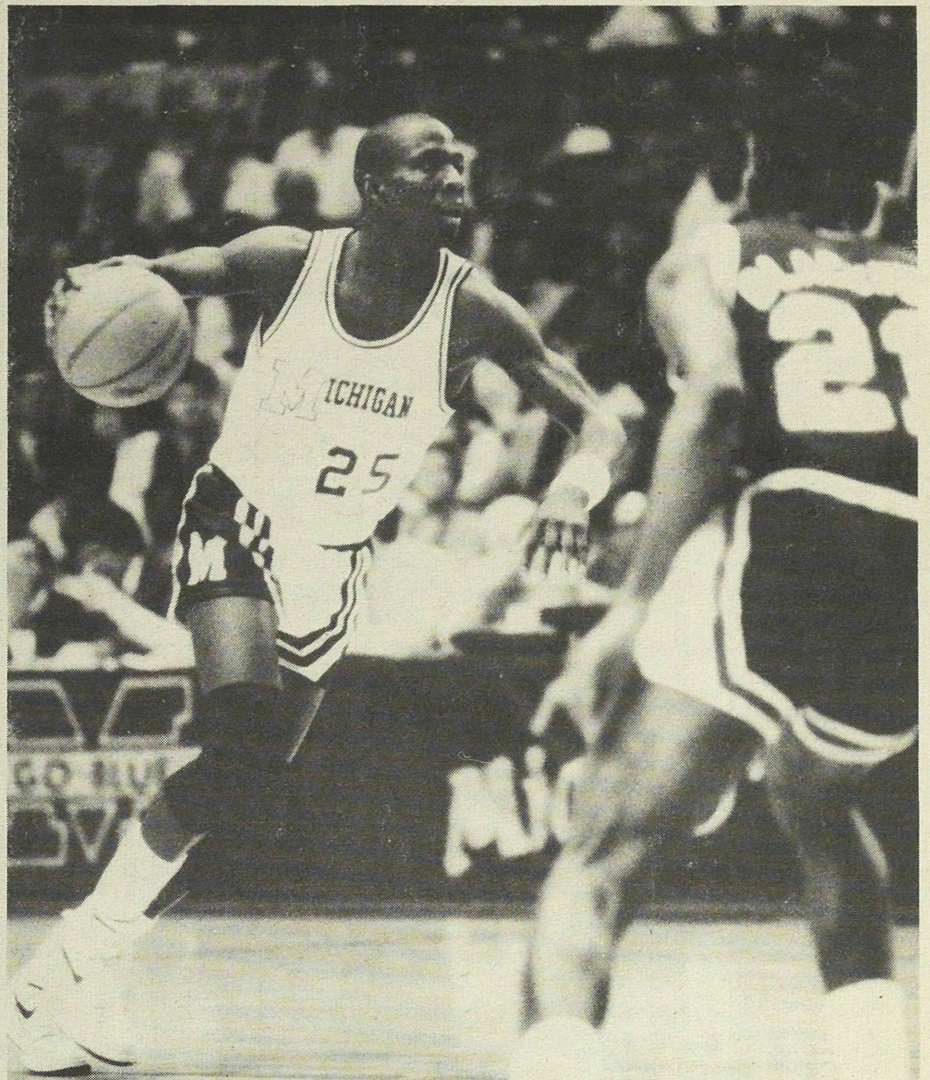
00:36: Illinois hits. 74-64.

00:17: Robinson is fouled. His free throw bounces out, but he steals the ball and is fouled again. 76-64.

And that's the way it ended.

Grant had 17 points, 8 assists (passes that led directly to teammates' baskets), 3 rebounds and 2 steals.

Back in the locker room, Grant laughs when he's asked what he



'HE'S THE BEST in the country,' Coach Bill Frieder says of his four-year starter from Canton, Ohio. Grant is majoring in physical therapy and also dabbles in photography.

thought as the Wolverines built their first-half lead with him on the bench. "I trained my boys well," he says.

And the second half? "We were tired; they really came after us. So I tried to take over, to get our guys mentally into the game."

Each Wolverine had played well; all had earned a rest, but instead of receiving it, they would be off for a nationally televised game at Syracuse.

"I just hope it's the sort of test that prepares us for our next game," says Grant, as he adjusts the ice packs on his knees. "We have Iowa and

Purdue within a week of Syracuse."

Syracuse was a test, all right; the Orangemen, taking advantage of the Wolverines' fatigue and their inability to defend against a big center, won by 12. But the Wolverines rebounded as Grant had hoped, smashing Iowa in the first minute of their next game, a 120-103 rout, before being outplayed by Purdue.

No matter what happens from this point through the NCAA tournament, Michigan fans will have appreciated Gary Grant's last season of generalship at Michigan.

Do love and money go together like a horse and carriage?

By Deborah Gilbert

Love makes the the world go round, but money supplies the grease.

That bit of folk wisdom, according to Allen L. Schirm, an economist and the Mellon assistant research scientist at the U-M Population Studies Center, may accurately reflect motives that rival hormones and roses in influencing the marital choices of North Americans.

"People who are searching for the right spouse, knowingly or unknowingly, go through a non-random, trait-specific sorting process called assortative mating," says Schirm, in his unromantic description of mating behavior.

"Some of those traits," he continues, "include economic variables such as age, education, family wealth and earnings."

Schirm set out to identify which traits were most important and whether people made any trade-offs to accomplish an optimum match. To test his economic model of marriage, he drew on data from a 1971 survey of 323 couples in Quebec.

The results showed that men and women in the sample generally married spouses with similar economic

characteristics, and especially tended to match up in educational attainment.

"Eighty-one percent of the couples had the same level of education," Schirm says. "There are a number of reasons for this. Education is a reliable indicator of quality. It is a screening device that yields much information. How much education you have is an indication of attitudes, interests and preferences, and a predictor for market productivity — particularly among young men, whose earnings may still be low but whose potential may be high."

While education was also related to the market productivity of women, it was "perhaps an even better indicator in Quebec in 1971 of home productivity — domestic management and child raising," Schirm says.

Places like The University of Michigan, as many a parent has advised his or her children, can serve a special role in pre-matrimonial selection. "Coeducational schools," Schirm says, "serve as marriage marketplaces where eligible people come together. Later in life, men and women with similar levels of education come together in another marriage marketplace — the workplace."

Michigan Today

John Woodford - Executive Editor
Margot Campos - Art Director
Bob Kalmbach - Photographer
Deborah Gilbert, Kate Kellogg, Rhett Stuart - Writers

Michigan Today is published bimonthly by News and Information Services, The University of Michigan, 412 Maynard Street, Ann Arbor, Michigan 48109-1339

Jon Cosovich - Vice President for Development and Communication
Joseph H. Owsley - Director of News and Information Services

Film U
C479

Michigan Today



UNTITLED PENCIL drawing by Victoria Mamnguqsualak of Canada's Northwest Territories. It is among 80 works in the U-M Museum of Art's Feb. 16-March 20 exhibition, 'Contemporary Inuit Drawings,' organized by Asst. Prof. Marion E. Jackson, who says: 'This drawing from Inuit mythology shows an eagle swallowing various animals on which it preys, as well as — yikes! — a human being. The bear hunters in the background are hunting in the traditional manner, using only knives as weapons.' The U-M is the only U.S. site for this two-year exhibition.

Michigan Today
The University of Michigan
News and Information Services
412 Maynard Street
Ann Arbor MI 48109-1399

MOVING? **Clip this box,**
Make Sure **write in your new address**
Michigan Today **adjacent to mailing label,**
Goes Along! **and mail to address above.**

U-M Regents: Deane Baker, Ann Arbor; Paul W. Brown, Petoskey; Neal D. Nielsen, Brighton; Philip H. Power, Ann Arbor; Thomas A. Roach, Detroit; Veronica Latta Smith, Grosse Ile; Nellie M. Varner, Detroit; James L. Waters, Muskegon; Robben W. Flemming, Interim President, *Ex-officio*.
The University of Michigan, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of The University of Michigan that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status, shall be discriminated against in employment, educational programs and activities, or admissions. Inquiries or complaints may be addressed to the University's Director of Affirmative Action, Title IX and Section 504 Compliance, 2012 Fleming Building, Ann Arbor MI 48109 (313) 763-0235.

We are using mailing lists from several University of Michigan sources and are often unable to combine them to remove duplications. If you receive an extra copy, please share it with an appreciative reader.

+