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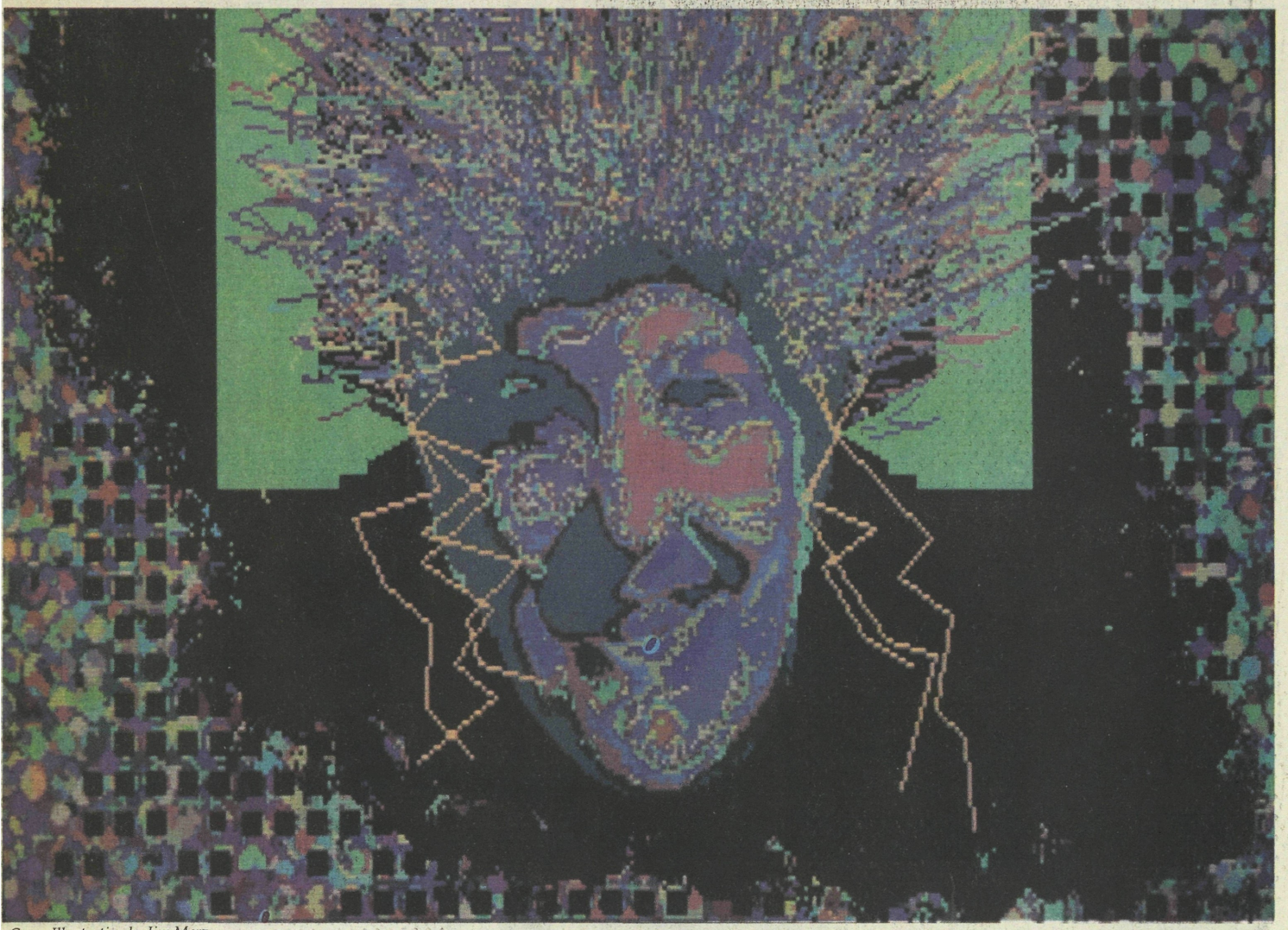

Cover Illustration by Jim Merz

Dig the Dean: Marge Levy of the School of Art

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Ever since Ray Tanter was a crewman on the ship of state, he's wondered:

WHO IS AT THE HELM?

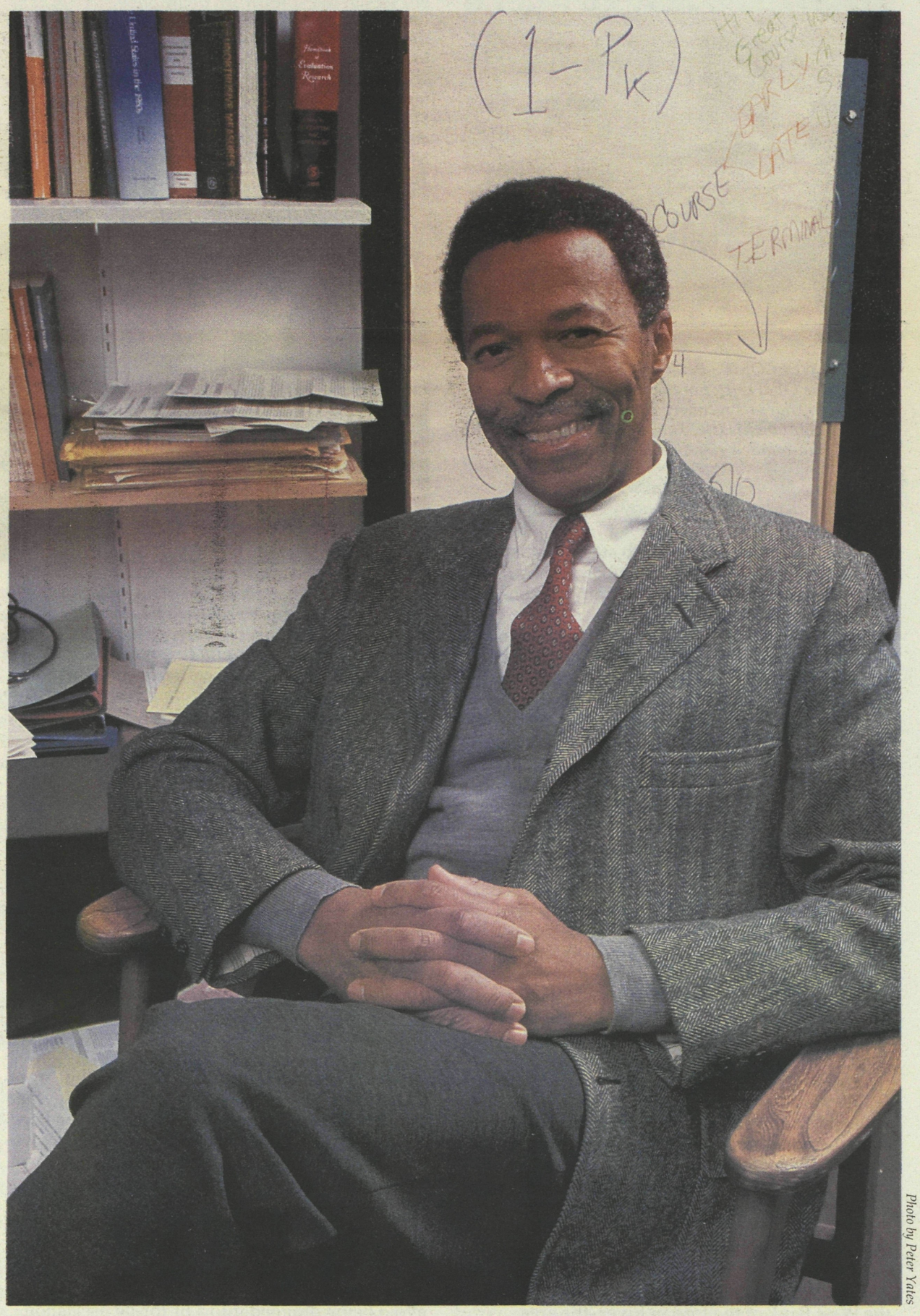


Photo by Peter Yates

PROF. RAYMOND TANTER thinks lame duck status may not deter President Reagan, in whose administration Tanter served in 1981-82, from getting into shooting wars in both the Persian Gulf and Central America. Tanter views this, however, as an unlikely, worst-case scenario. But many different scenarios must be prepared for by U.S. diplomatic and military planners, and by all countries and groups that have relations with us, Tanter says, 'because U.S. foreign policy can change just like that' (snaps his finger).

By Geraldine Kaylor

From March 1981 to September 1982, Raymond Tanter, professor of political science, was a member of the staff of the National Security Council (NSC) under President Reagan. As a specialist on the Middle East, Tanter advised the president and council members, attended high-level diplomatic and policy meetings, drafted presidential correspondence, and coordinated NSC activities centering on the Middle East with those of other government agencies and departments.

When Tanter left the NSC staff, some reporters speculated that his departure was part of a general purge of staff members who were considered too pro-Israel by National Security Advisor Robert McFarlane. Tanter says his departure was simply part of the "normal rotation process" of NSC staff members. He admits to a "confrontation" with McFarlane, but points out that he worked under McFarlane for almost a year and that their views on Israel were compatible. During his last months as an NSC staff member, Tanter increasingly saw his responsibilities concerning Lebanon and Libya being overlapped by Lt. Col. Oliver North and Howard Tischer.

Both of those men later got in deep trouble, Tanter points out, North with the Iran-Contra issue and Tischer with disinformation with respect to the U.S. invasion of Libya. He suspects that one of the reasons McFarlane preferred them was because they were more likely to agree with what McFarlane wanted to do in those areas, "and I had already not agreed to do some of the things he wanted done."

Upon departing from the White House, Tanter became Secretary of State Alexander Haig's representative to arms control talks in Europe, then returned to the U-M, where he teaches courses in U.S. foreign policy, international security, arms control and the Arab-Israel conflict. He also teaches a course mainly for engineering students on nuclear weapons, strategic defense and arms control — "Star Wars 101" as some call it.

Tanter grew up in Chicago, where his grandfather worked for more than 50 years at the county morgue. Tanter describes his parents, both retired from the U.S. Postal Service, as "law and order Democrats."

As an undergraduate at Roosevelt University in Chicago, Tanter was a member of Americans for Democratic Action. He describes his move from this liberal opposition group to the Republican Party as pragmatic rather than ideological. Since Chicago was a Democrat's town, Tanter says, he decided that he could "become more visible and have a greater impact on political outcomes" if he worked in opposition to the mainstream.

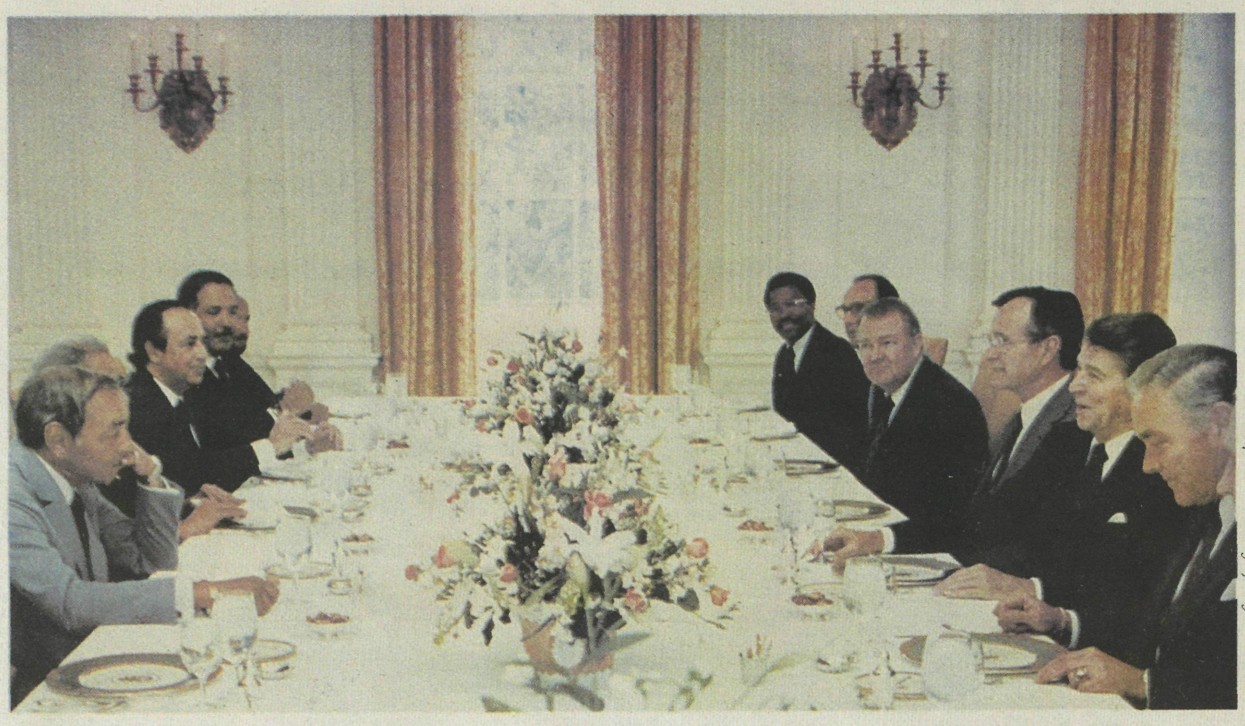
After receiving his Ph.D. from Indiana University, Tanter returned to Illinois to teach at Northwestern University in 1964-67. There, he worked on the Congressional campaign of Donald Rumsfeld, who later left the House of Representatives to become White House chief of staff and then secretary of defense under President Ford. Tanter describes Rumsfeld as his first mentor in politics.

As a Fulbright Scholar in the Netherlands in 1972, Tanter became acquainted with the chairman of the history department at the Hebrew University of Jerusalem. As a result, Tanter went to Jerusalem as a visiting professor during the summers of 1973 through 1978. There he taught political methodology courses and studied the foreign policy system of Israel.

Tanter has just completed a book, *Who's at the Helm? Lessons of Lebanon*, which examines what he terms the Reagan administration's inability to synthesize force and diplomacy in the Middle East. (Publication of the book is pending clearance of classified information by the White House, the Departments of State and Defense, and the Central Intelligence Agency.)

***Michigan Today* questioned Tanter about life at the NSC, the Arab-Israeli conflict, the Persian Gulf, covert action, Nicaragua, arms control, and about the helmsman of the ship of state.**

WHO IS AT THE HELM?



White House photos courtesy of Raymond Tanter

PRESIDENT REAGAN and his top aides met with King Hassan of Morocco (in blue suit at left) in 1981 to discuss U.S. access to Moroccan facilities in event of a Persian Gulf crisis. Others at the meeting, moving from front to back on the right, were Secretary of State Alexander Haig, President Reagan, Vice President George Bush, Attorney General Edward Meese, Nicholas Veliotes, a State Department adviser, and Tanter.

TANTER WELCOMES President Reagan back to work at the Oval Office of the White House in 1981 after the president's recovery from wounds suffered in the attempt on his life. Tanter found the president to be 'a glad-handed guy, but very, very smart.'

'ISN'T IT NICE that we all get along so well,' President Reagan quipped when this formal photo session was over. 'Everyone broke up,' recalls Tanter 'because with the exception of the president, the other men were barely speaking to one another at the time.' The other men were, (left to right) Alexander Haig, James Baker, White House chief of staff, National Security Advisor Richard Allen and Michael Deaver, White House deputy chief of staff.

INSIDE THE NATIONAL SECURITY COUNCIL

The council is made up of the president, vice president, secretary of state and secretary of defense and those statutory advisers, such as the director of central intelligence and the chairman of the joint chiefs of staff, placed there by Congress. Then there are people who are brought in as members at the discretion of the president, such as the attorney general, the secretary of the treasury and others. That's the council. I was a member of the staff to that council.

Every day you'd wake up trying to think of how you could make a headline read favorably to the president. There is a distinction in the White House between news printed above the fold of the newspaper and news below the fold. If it's good news above the fold, that means you have been successful in shaping the headline. If it's bad news above the fold, you didn't do a very good job.

The first thing we staffers would do was our housekeeping for the president. Imagine that King Hussein of Jordan might have written to President Reagan: "Dear Mr. President: Did you know that you have Zionists on your staff, and that they are tricking you into saying things you don't believe?"

Well, King Hussein might not have understood that those he called Zionists were the people who would draft the letter of response for President Reagan to sign.

The second thing the staff would do was find out if anything going on in the agencies and departments would eventually entail presidential decisions. This means the staff would spend a lot of time on the phone, visiting other offices and having lunch with officials throughout the government.

Third, staff met with NSC colleagues to make sure no one stepped on each other's toes.

In my case, I'd touch base with people on Capitol Hill to maintain access to the pulse of the nation or share information with them. But, generally, half my day was my own and half was set by people who had asked to see me or wanted to meet with the president.

If people wanted to see the president about the Middle East to complain about Israel's bombing of Beirut, for example, I would see them first. If they were very important and/or had something useful to say, I'd write a justification for the president to see them. I would also write the three-by-five cards with one or two ideas per card that the president would use in the meeting.

Not only do you give the president the cards, but if the president is meeting with someone, you suggest what he or she should say to the president. So you orchestrate the entire meeting. In your background information to the president, you indicate that, say, the Jordanian ambassador will mention the following things, and you recommend that the president respond in such and such a way. Then you see it, and it seems as if you are directing the nation. It's incredible!

What's most fun is when the president goes off the script. Then everyone gets nervous because the ambassador doesn't know what the president is going to say, and no one else knows what the president is going to say. And that's when policy is often made — when the president goes beyond the script. But President Reagan doesn't do that often. He would stray from the cards when he was telling anecdotes, but usually he would stick with the cards, largely because he was not well aware of the details and because the cards reflected the consensus of the interagency review process within the national security bureaucracy.

CHANCES FOR PEACE IN THE MIDDLE EAST

I think there is the possibility for *de facto* security and stability in the region, but not for a formal peace in the manner of the Egypt-Israel Treaty of 1979. Force will be used with probably less and less frequency in the Arab-Israeli conflict, but force will continue to be present.

Radicals in the Palestine Liberation Organization [PLO], for example, historically have wanted to have a war between the Arab states and Israel, not just to destroy the state of Israel, but also to create revolutionary situations among conservative Arab states. In the spring of 1967, Syria and the PLO wanted Egypt to pull Jordan into a war with Israel, not because the PLO thought that Egypt could liquidate the Jewish state, but because the PLO hoped Jordan might have a revolution after such a war.

Radicals such as Syria and the PLO have believed that revolutionary conditions in the Arab world were a precondition for eventual liquidation of the Jewish state. A Jordanian revolution might mean that Jordan would become like Syria. During the late 1960s, Arab states often contended among themselves about the conditions for the liquidation of Israel. Arafat, the PLO chairman, is in an untenable position. To hold his organization together, he has to be anti-Israel. But to move the peace process along — in order to effect movement toward a Palestine state — he has to shed his destroyer-of-Israel attire. But once he undresses, he becomes naked and, therefore, vulnerable to his opponents within the Palestinian resistance.

Israeli domestic politics are almost as inhibiting to the process of peace as are the politics of the Palestinian movement. Those Israelis who are opposed to any movement on the peace front are a minority in the society, but they have a disproportionate effect on policy outcomes because of the coalition-type government in Israel.

The carriers of the faith in Israel are no longer the kibbutz [cooperative] movement types. They are now the Gush Emunim, the faith bloc, the religious zealots. They are the ones who settled the West Bank of the Jordan River, the area seized by Israel from Jordan in the 1967 war. The Gush Emunim settled there as a way of recapturing the lands of biblical Israel; they are like the Fourth of July patriots in this country, the types politicians are reluctant to criticize. Although few of the more centrist leaders think the Gush's goals can be achieved, they are reluctant to criticize this extremism. Thus, the Gush are a major road block in the peace process

THE PERSIAN GULF

After a confusing start in early 1987, the Reagan administration finally got its act together and has earned the right to take risks in the Persian Gulf. Initially, the rationale for U.S. involvement was not well laid out and there was a gap between the American buildup of military forces and U.S. diplomacy.

By late 1987, the president began to blend his buildup with diplomatic pressure on Iran. He adroitly calibrated American forces with multilateral diplomacy to isolate Iran. If the U.S. can avoid being dragged into a tit-for-tat escalation with Iran, there need not be an open-ended commitment to Kuwait and the other moderate Arab Gulf states, which could result in another Vietnam.

NICARAGUA AND COVERT POLICY

In 1981 a decision was made for the main policy on Nicaragua to be secret, or covert, rather than public, or overt. The president has a covert action policy in Afghanistan, and it's working because he went to the Congress, notified appropriate committees and received their support. Thus, there is no problem in supplying hundreds of millions of dollars covertly to the Afghan freedom fighters. But he didn't seek to build a consensus for a covert policy in Latin America.

If you're going to have covert policy, it not only has to go through the proper procedures of notifying the Congress and building up the proper support that way; in addition, a covert policy should be consistent with the nature of the threat. In Afghanistan, it's best to have a covert policy because otherwise you could have a U.S.-Soviet confrontation over Afghanistan since the Soviets are in a shooting war there. It's not wise to have a U.S.-Soviet confrontation over that country. But when the Soviet Union is not militarily engaged, as it is not in Nicaragua (only through arms transfers), the president should have an overt policy.

Despite the incremental progress in the peace process in Central America, I think that the U.S. may be faced with the choice of running from Nicaragua or sending in the Marines to rescue the American-supported Contras, who will probably be bogged down within a year or so.

The worst case is a scenario where President Reagan, hamstrung by the Congress and with his tenure coming to a close, will use executive authority to employ American military forces in Nicaragua and the Persian Gulf simultaneously. The United States may be involved in shooting wars in those two areas. Not wars in the Vietnam sense, but shooting wars in which American casualties will be an integral part of daily news broadcasts. Although this is a low likelihood set of events, one should be aware that such contingencies may be in the making.

In Nicaragua, the president's failing covert policy may force him to choose between two unacceptable options: sending in the Marines or running away from the deaths of many Contras who were backed by the United States. He may have to choose between body bags of Americans coming home, versus boat people, Contras and Miskito Indians fleeing to the Florida coast. He may take the body bag option, that is, send the Marines in, but he could get both: body bags and boat people. That's admittedly a very gloomy scenario.

If officials inside the administration articulated this dire forecast, they would be cut out of the action on Central America. There *is*, however, a strong belief within the Bureau of InterAmerican Affairs at the State Department to support the idea of deepening the American commitment in Central America. Similarly, there is a growing sentiment in the Office of the Secretary of Defense — the civilians at the Pentagon — for doing the same in the Persian Gulf.

MT: What about the recent peace initiative in Latin America? Does that change your Central American scenario?

RT: No, because the president, I think, is unenthusiastically putting forth a peace initiative, perhaps only to demonstrate that he has tried the peace route, but it has failed. The Sandinistas, moreover, are disingenuous in carrying out the Arias and Contadora peace plans, which the Sandinistas expect to fail. So both sides are playing the public diplomacy game of peacemaking now while positioning themselves for greater uses of force later.

The Contras could feel that Congressional support is waning, so they may place themselves in a position where the United States has no choice but to bail them out. Congress, however, may not bail them out, and the president may be faced with the unenviable dilemma regarding body bags or boat people.

MT: What about popular protest?

RT: There won't be any unless the body bags come back, and even then, the president could trade off domestic public support for pursuing his goals of helping the freedom fighters of Nicaragua. If the administration hits Nicaragua once, twice, three times, you'll get, say, 65 percent support for that from the American people. But once the casualties come, then that support will start to wane.

The United States hit Guatamala in 1954; it hit Grenada and Libya in 1985. Every time you hit, you get two-thirds popular support. In Vietnam, when the administration would escalate the bombing, they would get this level of support. When the president stopped the bombing, he would get a similar level of support. What people understandably want is an end to the wars. If you escalate, it looks as if the war is going to end. If you de-escalate suddenly, it looks as if the war is going to end. Isn't that frightening?

MT: If the United States were involved in a war during the 1988 presidential race, wouldn't that hurt the Republican candidate?

RT: No. At the beginning of war, people unfortunately are often excited, and it could be to the Republican Party's benefit to be involved in a short-term shooting war during an election year. But no candidate would act under such a narrow and dangerous set of incentives. If George Bush is our next president, his policies will be to the left of Reagan's on Nicaragua and the escalation scenario may not come about.

In Nicaragua, the president may have to chose between 'sending in the Marines or running away from the deaths of many Contras.'

THE REAGAN ADMINISTRATION

On the outside, people might think that governments move on the basis of big ideas or large concepts, but inside the government, people are trying to protect themselves and advance their personal careers and their organizational interests. There is very little attention to big concepts. Things just move along incrementally in sort of a stop-go fashion. For example, there is no single engine that drives this administration.

MT: Is there a lot of infighting and jockeying for position in the administration?

RT: Tremendous infighting, People often aren't speaking to each other. They may smile at each other and converse at public meetings, but behind the scenes, they aren't talking. Michael Deaver barely spoke to William Clark, for instance. And Al Haig, the secretary of state, barely spoke to Richard Allen, the national security advisor. Moreover, there were personal animosities that exacerbated normal bureaucratic differences.

MT: Does this administration have an overriding moral policy?

RT: I don't think so. Take an area like the Middle East, where one day you're with Iraq and the next day you're against it. One day you're with Syria, another day you're against it, and against Iran at the same time. The complexity of the issues is such that there are no permanent friends or permanent enemies, and ideology becomes much less relevant in the context of shifting alignments.

MT: Is there a policy to keep the world boiling by arming and funding elements in various regional conflicts, like those in Afghanistan, Nicaragua, Angola, Mozambique and elsewhere?

RT: It's not to keep the world percolating that the administration takes actions in Afghanistan, or supports freedom fighters in Nicaragua or elsewhere. It's for the purpose of helping those individuals who have asked the United States for help because they are hounded by unjust governments.

Even though the "big picture" concept doesn't motivate bureaucrats in the government, the Reagan doctrine provides the intellectual rationale for certain policy elites who favor more forceful actions in support of U.S. interests in Third World countries. That doctrine is that the United States has a responsibility to help those who are trying to shoot their way into governments that are non-democratic *and* supported by the Soviet Union. If the government is undemocratic but not supported by the Soviet Union, the United States doesn't have a responsibility to provide military assistance. I am not talking about military intervention, I'm talking about military assistance.

ARMS CONTROL AND PUBLIC OPINION

I took the position in 1981 as an NSC staffer that the United States could not have an arms buildup on the nuclear side without having an arms control program to balance the arms buildup. So I was considered soft on arms control by some who didn't understand the role of arms control in defense policy. In the early years of the administration, there was little hint that there would be arms control proposals to backstop the Reagan arms buildup. Subsequently, with the nuclear freeze movement, the United States was forced by the Congress to propose a strategic arms reduction agreement at the Geneva talks.

Also, since the peace movement — especially in Europe — opposed the deployment of U.S. Pershing II and ground-launch cruise missiles in West Germany, the United States had to show that it was trying to build down in order to deploy these medium range nuclear missles. Similarly, with respect to the nuclear freeze movement in this country, the United States had to show that it was trying to build down in order to build up. Arms control and arms buildup are two sides of the same coin of national security policy.

That was not the initial administration policy, and those who advocated it were considered either fuzzy-heads or lightweights. But the administration came around to this policy in late 1981. They came around because of public opinion. The government really does rest on the power of the people! The peace movement is very fickle, however, and once the president came up with his negotiating posture in Geneva, the peace movement didn't really have a reason for continuing. So the administration undercut the freeze movement by doing some of what the movement wanted.

I think that the president has done the right thing in arms control. His arms buildup made the Soviets come around, and now the president is in a position to negotiate a meaningful reduction in nuclear weapons. And the Soviets are talking for the first time seriously about deep cuts; about extensive verification methods, including some onsite inspection; about unrestricted research on a ballistic defense system, and possibly a mutually negotiated deployment of certain kinds of space-based ballistic missile defense systems. That had not been a part of the Soviet position when I was in the White House, but I had imagined that the Soviets would be backed into that by the realities of the situation. So I support the administration's arms control posture, although I am worried whether the verification procedures negotiated with the Soviets will be sufficient.

PRESIDENT REAGAN

The president is no one's fool. He might not think analytically, but he can think quickly on his feet. No question about that. It takes a great deal to memorize a script, especially when someone is talking back to you, but you still stick with your script. The president is not like a high-priced lawyer who can delve to the heart of the matter; he's sort of a glad-handed guy, but he is very, very smart. You don't get to be president by accident. Too many people who are smart want it.

President Reagan was aware of what he was doing with respect to negotiating with Khomeini's people. He went into it because of the hostage situation. And I think that was his weakness, that he was being a person of humanitarian instincts, not the "Rambo Reagan" that his image was.

The irony is that Reagan was soft, was touched by the hostages and, therefore, made an arms deal with Iran in exchange for hostages. Then he tried to cover with this story about a strategic opening to Iranian moderates. Had Reagan been Reagan — tough — he wouldn't have done it. But Reagan wasn't being Reagan.

Geraldine Kaylor is a freelance writer who lives and works in Ann Arbor.

AMONG THE important problems Shatz is investigating is the linguistic self-correction children attempt when they believe they have incorrectly said or understood something. Her findings indicate that even at an early age, children self-correct their language to work toward a coherent understanding of the world. She has also found that children tend to understand speech better when it is unaccompanied by gestures. One reason for this is that parents use nouns more precisely when they don't gesture.

Psycholinguistics is a young science, and Shatz is nurturing it

According to her mother, Marilyn Shatz began speaking at eight months, when she looked at a lamp and said, "Light." Shatz bases some of her conclusions about the acquisition of language on her childhood and that of her own children.

"I was always fascinated by the way grown-ups spoke different languages," she recalls. "Later, I became very good at foreign languages myself, and decided I wanted to become a translator. When I got to Harvard College — I was a philosophy major — I continued to be interested in languages, but philosophy interested me as well.

"At that time many philosophers approached linguistic problems from a logical positivist standpoint, and I wasn't especially attracted by this, and so I began to look for psychological solutions to linguistic problems. But the psychology department was under the influence of B. F. Skinner and focused on animal behavior, so I dropped out of school for a while, got married and did some reading on my own while I worked.

"When I returned to school, at the University of Pennsylvania, after almost 10 years, still as an undergraduate, I started by taking a psychology course. The professor had us read a review of Noam Chomsky's book *Verbal Behavior*. In this work, Chomsky challenged what he saw as Skinner's oversimplification of linguistic behavior. In essence, Chomsky is an advocate of innate linguistic capacity as an explanation of human language ability, as opposed to a simple learning theory. His theory interested me and reawakened my interest in language, even though I wasn't taking linguistics, but psychology."

The following semester, Shatz took a developmental psychology course "simply because I had small children and was fascinated by their development." But in that course she "realized that psychology had methods of investigating language, both the development of it and its structure; my old interest in language melded with the new one in psychology, and I switched my major to language and cognition, working alternately in psychology and linguistics."

Parents often press Shatz for ways they can boost their child's linguistic skills. Her response: "I think there is no doubt that children who have responsive, interested parents do well in almost all facets of natural development — except growing taller or prettier. There's not much parental behavior can do about that."

OUT OF THE MOUTHS OF BABES

By Dona Roşu and Karl Natanson

Marilyn Shatz investigates the speech habits of toddlers

Developmental psycholinguistics is such a young science that Marilyn Shatz, professor of psychology, is in only the second generation of researchers in the field.

But already, Shatz's studies at the U-M's Human Performance Center are demonstrating that the human infant is an active learner, and not a passive recipient, during the difficult early stages of the language-learning process.

Even more than being an active learner, according to Shatz, toddlers are able, when given the opportunity, to shoulder a remarkable amount of the responsibility for the selection and organization of new words and language skills as these are acquired.

"We have evidence that even before they are 2 years old, children work hard to learn language," Shatz says. "Right now we are studying how many times an hour a child explicitly focuses on linguistic information, or how often he or she shows signs of working at learning the language. And we have found that, on the average, working on language can be observed 40 to 50 times per hour. That's how often a child performs what we call an overt language-learning behavior."

What motivates children to work so hard on language skills? "In the first place," Shatz says, "children are very impatient to be members of the family, genuine members. They learn very early that speech is the way to realize and maintain contact with other family members and, at the same time, to be taken seriously. A 2-year-old already has the goal of being a person in the family instead of a baby, of being someone to interact linguistically with instead of an object of discussion."

Children are eager to learn language to communicate with each other in addition to adults, Shatz says: "I've noticed children in nursery school who show a lot of imagination and yet have big problems attracting others into their play. I observed a child whose game, in itself, would have pleased the other children, but he didn't know how to make overtures to them. He wasn't clear when he tried to assign them roles, and the children, one by one, drifted away, simply because it was too much work for them to understand what he wanted of them."

Shatz and her graduate student researchers study as many as 30 children at a time, both in their homes and at the Human Performance Center. They try to get a random sample among children at the Center, but the studies do not involve looking at class differences. "We stick pretty much with children from the Ann Arbor area," Shatz says. "I'd say most of our children are from middle-class families."

Besides her argument for the active child language-learning theory, Shatz has shown that from a quite young age, children are capable of adjusting their speech to the level of understanding of their listener. Her work on this subject was published in 1973, and was considered revolutionary since until then most specialists, carrying on in the tradition of Piaget, had believed that children of 3 and 4 were incapable of making such adjustments in their speech.

Shatz demonstrated that preschoolers speak in one way to a 2-year-old and in other ways to a child of their own age or to an adult. "For instance," she explains, "a 4-year-old expresses less complicated ideas when addressing a 2-year-old. They almost never talk about mental states, and seldom use words like 'think' or 'know' to a 2-year-old. They know that a child of 2 is not capable of talking about thinking."

The idea for Shatz's research originated when she was a student at the University of Pennsylvania in 1970. She was reading Piaget at the time, in a course in developmental psychology.

"I had two small children," says Shatz, "and they gave me the opportunity to observe that Piaget's argument, according to which children are egocentric and make little adjustment to the people around them, was not correct. I began to observe a neighbor's little boy with this same idea in mind, that is, to see how children speak to different listeners. And I found evidence of an adjustment of speech."

Recently, Shatz also has been focusing on the role of gesture in language learning by children, testing the assumption that children are greatly aided by a parent's gestures. Her experiments indicate that mothers are not always models of maximum clarity and efficiency as language teachers. While a mother's gestures capture a child's attention, "when we looked further to see whether the children really understood better when speech was accompanied by gestures, the answer was no."

"For example," she explains, "when gesturing, a mother might say, 'Pick this up,' without naming the object, just pointing to it, or 'Put this on there.' When she doesn't gesture she says, 'Put the ball in the box.' So, in a way, speech is linguistically more informative when unaccompanied by gestures."

Most children come into the world equally equipped to learn language, and yet some learn to talk relatively early, and others late. Shatz says developmental psycholinguistics, in its present state, cannot tell us the precise relation between appearance of speech in a child and his or her level of intelligence.

"Still," Shatz says, "it's quite rare to find a child who spoke very early and who doesn't later show signs of being clever. On the other hand, if a child doesn't speak early, it doesn't mean he won't be clever. So we should be careful in judging children on the basis of early language."

Psycholinguistics is also concerned with the study of errors that children typically make during the language-learning period — the mechanism behind those "cute" mistakes all toddlers make. Some kinds of mistakes are repeated by each generation of children. These would fit into the category of errors interesting to researchers. Other errors are accidental and circumstantial. At any rate, most errors stem from a child's mis-analysis of what he or she has heard.

Shatz's favorite example of misunderstanding is the following: "When my daughter was 2, we were getting ready to go to Seattle. As we talked while packing for our trip, I heard her saying, 'Attle, Attle,' and I realized that she had analyzed the word 'Seattle' into a piece she recognized, *see*, and *Attle*, so that the place we were going to was Attle: We were going to see Attle!

"This kind of error is very common in children's speech. But especially well-documented is the phase in which they tend to over-regularize the past tense of regular verbs. Following the model *walked*, they will say *goed* for *went*, or *maked* for *made*. Such errors show that children are not just imitating what they hear."

Shatz also studies how their mothers' conversational styles affect children's ability to speak.

"Some studies suggest that mothers who have a very directive style — who give a lot of imperatives to the child and are less responsive to what the child wants to do and more imposing on the child with regard to what they want the child to do — have children who don't prosper in language," Shatz says. "These children tend to be a little slower in their development. Everybody learns to talk, even children who have directive mothers, but they tend not to be quite as forthcoming in doing so."

Parents often ask Shatz how they can best improve their children's vocabulary and grammar. "First," she reports, "I encourage parents to be comfortable about using the general lexicon. Sometimes we all use baby words that our kids say, but I think it's important not to feel that you have to talk the baby's language. Don't reduce your vocabulary so much that the child isn't getting what he's going to need to learn; there's no reason to limit the child that way.

"I think some of the things that we do naturally," she adds, "like repeating a lot, expanding a lot, are good. If a child says, 'Want ball,' and the mother replies, 'Oh, do you want the ball?' That's fine. Repeating or expanding what the child has said gives the child the complete frame of the language and it shows the child you're focusing on what he or she wants to focus on. It's far better to repeat or expand than to try to give a corrective grammar lesson outright by saying, 'No, no — *we* say: *I* want *the* ball.'"

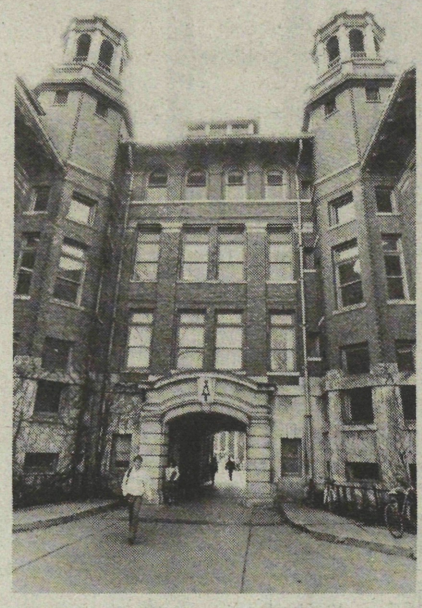
With regard to language structure, Shatz says, "The evidence seems be that the child really knows what she needs and just talking a lot to the child will help her find it. You can easily observe children working toward a coherent understanding of the world by the kinds of questions they ask their parents. The problem is that parents don't always give children the best answers. But the children don't give up. If you observe children hour by hour, over a period of several days, you discover that they persist in asking about what they haven't understood, until they find the 'right' answer."

Children tackle language in ways that conform to their own personalities. In illustrating this point, Shatz again draws on her observation of her own children:

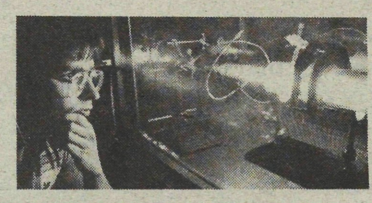
"My son spoke at eight months. He was a sociable child, very pragmatic in his early speech. My daughter said nothing till the age of 13 months, but spoke a lot right away and was very analytic. She took things very literally, while my son understood that there is a way of speaking which doesn't necessarily express exactly what you mean.

"One day I was driving them home from school when my son was 8 and my daughter 6. They were in the back seat, but my daughter kept telling me to look at a drawing she'd done in school. Since I was busy I told her, 'I'm driving now,' but she didn't stop. So I finally said in an irritated tone, 'Adria, please!' She suddenly stopped, because of my tone, and after a few moments she asked, 'What does *please* mean, anyway?' To which, very pragmatically, my son replied, 'It means *don't*.' Adria looked at him with annoyance and said, 'May I PLEASE have a cookie? May I DON'T have a cookie?'"

Dona Roşu is a poet and free-lance journalist who lives in Kalamazoo, Michigan. Karl Natanson is a writer, translator and adjunct lecturer in French.



THE MODERN RESEARCH UNIVERSITY: ITS CHARACTER AND ITS CHALLENGES



By Harold T. Shapiro

This article is excerpted from President Shapiro's State of the University Address of Nov. 16, his last before assuming the presidency of Princeton University in January 1988 after eight years as Michigan's top officier. Former U-M President Robben W. Fleming will serve as interim president until the post is filled. (Related story on page 15.)

I am often asked these days what our greatest achievement of the last eight years has been.

— Was it the many distinguished faculty appointments we made or was it the continuing dedication to our academic objectives of so many talented non-academic staff?

— Was it the rebuilding and revitalization of our Medical Center or was it the purchase and installation of our new tracker organ built by the late Charles Fisk?

— Was it our significant new successes in private support or was it our greatly expanded activities in externally and internally sponsored research?

— Was it our new initiatives in information technology or was it the continuing vitality of our library collections, despite extraordinary increases in acquisition costs?

— Was it our hundreds of millions of dollars in new construction both within and outside the Medical Center or was it the trees we planted to beautify the campus?

— Was it the new initiatives symbolized by the creation of the Humanities Institute or was it the revitalization of academic programs in such schools as music, engineering and business administration?

The list goes on and on. There are also other kinds of questions.

— Was our response to the difficult financial challenge of the early 1980s and our more demanding approach to promotion standards inspired or mistaken?

— How effective were our University-based efforts to help the state address its fiscal challenge of the early 1980s?

— How should we assess our efforts in attracting minorities to The University of Michigan as students, as faculty, as staff and as suppliers of goods and services?

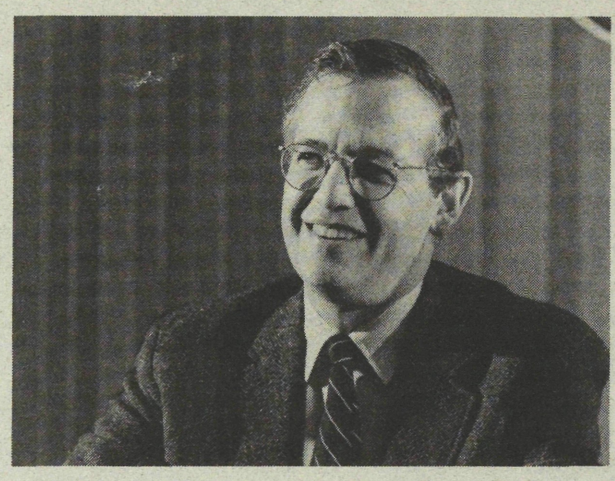
I do not know the answers to such questions. I certainly do not know what our greatest achievement of the last eight years was. The answer to these and other such questions will be revealed by history — some decades from now. History also will reveal the errors we made, some of them undoubtedly serious; but the deep quality of this institution — built up over many generations — has given us the capacity to absorb these mistakes without deflecting us from our path.

I feel confident, however, that history will reveal at least the following two judgments. First, that the most significant accomplishments of these eight years will have been carried out by individual faculty and students in the classroom, the laboratory, the library, the hospital and in the various venues where our University community has an opportunity to develop its own artistic expression and creativity. Second, that there is now a great forward momentum here at Michigan and the continuing opportunity for great excitement and achievement in the years ahead.

. . . For obvious reasons, a major interest and concern of mine over these past years has been the changing nature of the modern research university and the challenges facing it. Since I believe this issue will continue to be of central concern to the faculty and administrative leadership of America's great universities, I would like to use this occasion to share with you some of my thoughts on this topic.

The American system of higher education is a diversified and decentralized federation of institutions that serve a broad national purpose. Of the many different types of institutions that form this system, the research university is perhaps America's most distinctive institutional contribution to the world of higher education. It is also the institution that symbolizes best the radical transformation of the role of the university in our society.

I remind us all, once again, that the modern Western university stands completely transformed from its medieval, its colonial and even its 19th century counterparts. Despite the nostalgia and mythology that distort our perspective, the nature of this transformation in higher education in the last century is as revolutionary as the scientific, political and economic transformations that have characterized Western liberal civilizations since the 17th century.



We should constantly remind ourselves that the role of the contemporary Western university as a privileged and independent locus of new knowledge, cultural creation, interpretation and diffusion stands in stark contrast to the quiet centers of dogma and orthodoxy that largely characterized colleges and universities until very recent times. There were, of course, different orthodoxies about, but not within an individual college. Further, it is only in the last half century — since World War II — that research has become a central function of American universities, symbiotically related to the entire intellectual and educational dynamic of these institutions. And it is only in recent decades that university-based research itself has become so essential to the intellectual, economic, technological and cultural health of the nation.

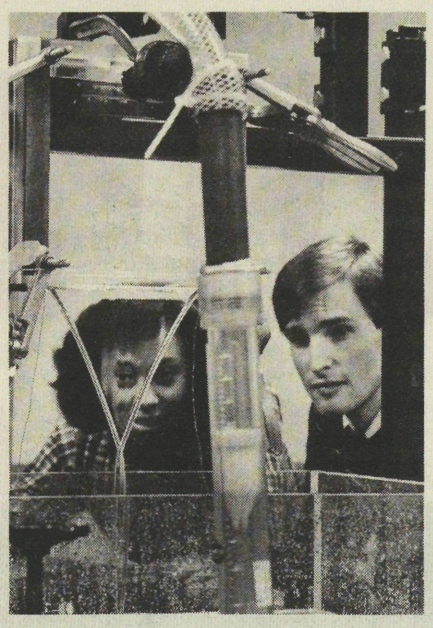
The modern research university, therefore, has taken on a new portfolio of responsibilities, serving society both as a servant and a critic. This was the central theme of my inaugural address and it remains, I believe, a useful organizing framework in considering the continuing evolution of the research university in America.

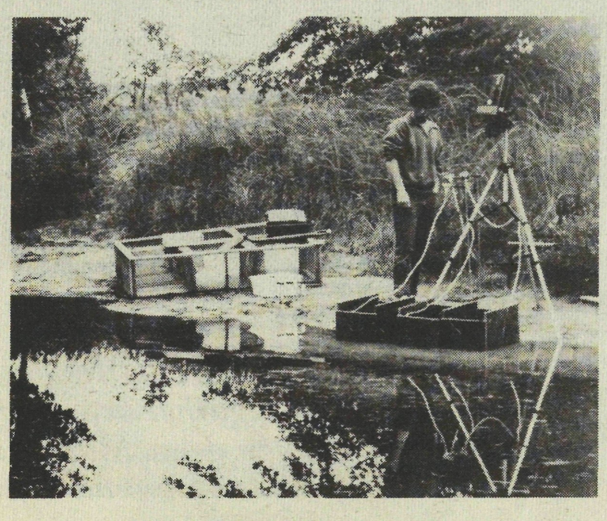
In our roles as educators and scholars, we serve society's needs for an educated citizenry, for advanced research training and for new understandings of the natural world and mankind's relation to it. In these same roles, however, we are also charged with a responsibility for critical reflection and appraisal of our current direction and commitments. Our task is not simply to preserve and transmit, but to create, to enrich and to suggest renovations. It is only by addressing this broader task that the research university meets its contemporary responsibilities to society. To this end, an attitude of disciplined doubt and skepticism may be one of the important characteristics of the contemporary academic community. If such an environment is to prosper, we need gadflies as well as tough-minded thinkers. Fortunately, at Michigan, we have plenty of both.

. . . Unfortunately, many in our society are skeptical about the impact of new knowledge and scientific progress on the quality of human life. They doubt the simple notion that the advancement of knowledge is a form of pure light liberating us from the darkness of ignorance. In fact, some believe that the march of science works to submerge our true human nature and, thus, prevents us from addressing the most important problems of human existence. Many increasingly resist what they consider the suffocating impact of Western rationalism, which they feel undermines a deeper conception of human dignity based on love and individual spontaneity.

Although I believe such attitudes to be mistaken, it is only fair to note that those who are abandoning the idea of "progress through reason" are responding both to a feeling of personal isolation and loss and to certain massive human failures of recent decades, to say nothing of the laws of thermodynamics. Our redemption depends, I believe, on the acknowledgment of reason and the development of knowledge as key strategies in molding a better human existence, but also acknowledging them as strategies that are unlikely to answer many of the great questions of human life and its future prospects.

Thus, my own view of the role of reason is pragmatic, straightforward and I hope not too naive. Despite both the disappointments that regularly mar our history and the obstacles to a





more ordered universe posed by the laws of thermodynamics, I decline either to succumb to considerations of increased entropy or to take refuge in irrational faiths. The work of the research university has, I believe, intrinsic merit because knowledge, reason and scientific progress continue to be among the great humanizing and liberalizing forces in our culture. It is, therefore, the distinct privilege and great responsibility of university communities to protect and sustain these forces, secure in the knowledge of their ultimate significance.

. . . There is no doubt in my mind that in our current environment we have fewer common objectives and shared values. I believe this to be true for our society and for our own academic community. As a result, we are in a time of transition, and it is more difficult, therefore, for us to develop a sense of a shared higher purpose that would serve to tie individuals together. The relative loss of these unifying "attaching" forces account, I believe, for the great feelings of anger, loss, isolation, exile and homelessness that characterize so much of our era.

If one combines cultural modernism and the cumulative impact of new technology with other changes, such as:

— the worldwide explosion of ideological fervor;

— the rapidly accelerating international movement of capital, technology and production facilities;

— the information revolution; the disappearance of the world's peasantry and its institutions;

— the changing nature of family life on our society;

— the new opportunities for women and minorities in our society; and

— the daily ironic confrontation between human discovery and human destruction;

it is no wonder that our sense of stability seems to have evaporated. In such an environment it is difficult indeed to transmit values from one generation to another. It is more difficult than ever for universities — or anyone else — to respond to Whitehead's injunction, "to preserve order amid change and to preserve change amid order."

In this era of instability, change and transition, our whole culture quite naturally feels expelled from a common community of shared ideas and commitments, and has not yet developed a new energizing vision on which to focus our common aspirations. It is not surprising to me that in such an environment there is a new concern for values in order that we may re-establish a certain meaning and stability to our lives.

. . . Our academic communities also exhibit many of the productive tensions that characterize other sectors of our society. The scholarly arena, for instance, is at once fiercely competitive and strongly cooperative. In the academic and political subcultures of our society, the characteristics of individuality and competition, on the one hand, and cooperation, on the other, often produce tensions that must be resolved before productive work can occur. In both the political and the academic spheres, these tensions result in a kind of skepticism about the status quo, which translates into the critical vitality and willingness to change that so importantly inform contemporary life, both within and without academia.

In other ways universities resemble the economic sector. Like our economic system, the contemporary academic world has no overall plan but nevertheless produces socially useful outcomes. Although a superficial anarchy seems to distinguish the structure of our national economy and our national academic enterprise, they are both, in fact, models of competitive cooperation. In both our economic and our academic systems, the pursuit of excellence and individual achievement drive the system forward and define a framework for moving toward other objectives. A great university must, on the one hand, enable its members to compete in pursuing excellence, to be highly independent and individualistic and to be committed to the discipline of an intellectual life; on the other hand, it must create an environment in which knowledge is shared through teaching and collaboration and in which collegiality nourishes the academic community as a whole.

Our society and its values are not, of course, in static equilibrium. We continue to grapple with such issues as equality and inequality, as well as with the appropriate balance between individual incentives and rewards versus communal and social motivations and with the balance between our national versus our international obligations. The outcome of these ongoing debates is certain to affect the future structure and role of our academic communities.

A second issue is the intimate relationship within American research universities of the teaching and research programs. Most American educators believe that while this close link may not be absolutely necessary, it is largely responsible for the leadership of the United States in science. I believe that this strong association between university-based research and educational programs significantly enhances both our teaching programs and the development of new knowledge.

In the United States the close connection between higher education and research is only about a half-century old. Thus, it is not ordained that universities and their faculties will always occupy the role in society that we associate today with the research university. Indeed, basic transformations in the entire structure of our national research development effort may eventually require the research university to play a somewhat different role than it does today. Whether research universities will continue to hold such a central role in our national life will depend on their willingness and ability both to meet their current responsibilities more effectively and to adapt to the changes that are certain to characterize the next decades.

We cannot ignore change — we must engage it. Nor can we ignore the many critical reports that have tarnished the image of higher education — to say nothing of the reported incidents of research fraud, athletic scandals, feeding at the Congressional pork barrel and alleged self-serving abuses of the peer review system. We cannot afford simply to dismiss these concerns and risk the accusation that we are putting our vested interests ahead of reforms that might better serve the country's long-term needs.

Third, our research universities must remain both responsive to society's needs and independent enough to reformulate the great human problems and the solutions to them when necessary. At the very least, we have the responsibility to ensure that our faculty and students are capable of recognizing and conducting thoughtful and creative conversations on those things that will really matter to the future of our society. However, we should also recognize that the contemporary research university interacts more and more with external institutions, and so must consciously construct mechanisms to preserve its critical independence and its own special sense of community.

The sponsorship and application of new scholarship compel universities to interact with large social, political and economic forces, which in turn affect both the environment within which scholarship takes shape and the scholarly agenda itself. For example, post-World War II science policy, which developed out of the strategic competition between the superpowers, has strikingly influenced the scientific programs of academia. As a consequence, we find ourselves at a special moment in the evolution of science and the role of science in our society. In the United States, university-based science is a critical part of the national research and development effort, which has for the first time become an instrument of national policy. Thus, our responsibilities to the university must be constantly balanced against our obligations to our country.

There is a dynamic tension between our attempts to harvest the fruits of such extramural interactions and our efforts to protect the scholarly agenda and independence of our own community. In the current era of rapid change, this tension is perfectly natural. In evaluating the prospects for our research universities we must, however, be more cognizant than ever of the permeable membrane separating the academic community from, and connecting it to, the society around it.

A fourth set of issues concerns the simultaneous diversity and intensity of scholarship carried out by research universities. The depth of specialization represented in university faculties is part of their greatness. But the relentless increase in the specialization of academic disciplines, the steady growth in interaction between each university and other academic and non-academic institutions, and the rising demand for universities to assume additional roles and tasks have set up dangerous centrifugal forces within individual academic communities. These forces could pull many academic activities to the periphery and, thus, undermine the essential community of interest so necessary to the life of our universities as we know them.

Only a thoughtful and vigilant commitment to preserving individual academic communities will prevent the various disciplines from moving outward, leaving no solid core to sustain our common life. Modern technology is not much help in this respect as it tends to fragment individuals and communities in the sense that it both increases our specialization as well as makes communication between us less personal and, therefore, less human. We have become increasingly dependent on experts for important daily judgments and share fewer human experiences among ourselves. To counteract these tendencies, we must become "politicians" — in the root sense of building the *polis* or community.

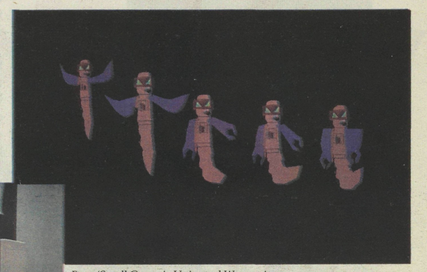
Fifth, and perhaps most important, research universities must establish a supportive and stimulating environment for scholarship, inspiring pride and satisfaction in the roles of scholar, teacher, researcher, student and support staff. Any institution as complex as a modern research university evokes many kinds of reactions, even within a single academic community. Its faculty, staff and students alternatively love and hate it, praise and damn it, defend and attack it, preserve and try to change it. Life in such a setting can be turbulent. Yet the deepest excitement of university life comes from the opportunity to participate in new ideas and discoveries, to communicate with clarity and expertise, and to improve the society in which we live. It is this excitement that cements our loyalty to the research university, even through the sacrifice of difficult times.

In the final analysis, however, we must demonstrate to society that scholars and scholarship speak to the vital problems of human existence. In fulfilling this function successfully, we must continue to believe in the mission of universities and to pursue it actively. Important institutions can be sustained only if those attached to them are passionately committed to the vision such institutions represent. Resources, good sense and intelligence are not enough. We academicians must come to care as people about the educational and scholarly challenges before us if we are to assure the future of the research university.

COMPUTER ANIMATION

By Marianne Danks Rudnicki

The Mousetrap



From 'Small Ceramic Universal Worms,' copyright 1987 Joshua Tillinghast

More and more students are getting caught in the School of Art's Mousetrap these days. Set in the recesses of the Art and Architecture Building on North Campus, the Mousetrap is a small computer lab.

The "trap" (Technological Resource for Art Persons) is baited with ten computers — five Macintosh Pluses, one Mac II and four Commodore Amigas — and each is controlled by a "mouse," the mobile, hand-operated box that controls the movement of the cursor on the screen.

The year-old lab is officially open about 55 hours a week. Unofficially, it's occupied a lot more often than that because, in return for staffing the room, students have access to it at any time.

The Mousetrap publishes its own newsletter, created with the Macintosh desk-top publishing PageMaker (word processing) and SuperPaint (graphics) programs. The publication includes art work (reproduced on the lab's scanner and transmitted to the computer), information on computer software and testimonial articles by experienced users.

While most students are busily absorbed with the Macintosh writing and painting programs, a small but growing subgroup can be found "playing" on any given day with screens full of small, gyrating figures on the Commodore Amigas.

These are the School of Art's animators, whose interest was sparked by a workshop in computer animation taught by Esther Ratner, a graduate student teaching assistant, last summer.

To demonstrate how easily the process can be learned, Ratner had students, most of them novices, create an animated video after just two weeks of instruction. The class project, called "Alphabet Soup," plays much like the sequences seen on the children's television show "Sesame Street" — a 'J' becomes a jar that overflows with jelly beans.

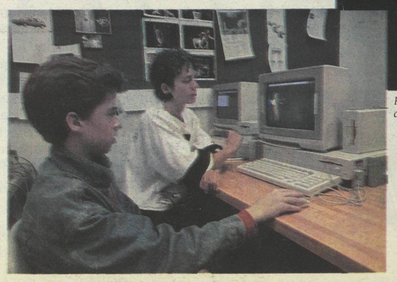
Though Ratner introduces the subject in a playful way, computer animation is a technique with hundreds of practical applications, particularly in the communications industry. It is used so routinely on television that viewers are hardly aware that the identifying logos that spin and flash across their screens to announce news or movie programs are technologically generated.

Television commercials constitute another widely used application, as do special effects for films.

Computer animation requires extensive computer memory. The U-M Mousetrap uses the Aegis Animator program; it allows the operator to command figures drawn and colored on the screen into motion. A DeluxeMusic program lets the user compose and incorporate computer-synthesized music with the animation.

The procedure is easy enough for the average personal computer user to learn. Even a child who is old enough to read and has some basic computer experience can create simple cartoons, Ratner says.

To begin animating, segments of time called "tweens," which resemble frames on a movie film, are set in the computer's memory. Time and spacial gaps between the tweens are bridged to create the illusion of movement.



ESTHER RATNER shows Josh Tillinghast, 13, how to animate a Small Ceramic Universal Worm, one of a trio of his comic book characters of that name. With Ratner's help, novice Tillinghast produced 10 seconds of animation in 90 minutes.

Objects can be made to move horizontally, vertically or even rotate on one edge. They can be colored all the hues of the rainbow and then "cycled" with color in a repeated rhythm, or "looped" in a repeated motion pattern.

Photographs and other still images can be transferred to the computer screen and animated, too, with a video camera and a digitizer program. Still images can then be compressed, expanded, copied, brushed, colored and animated in the same way as drawn images.

Second-year art student Jim Merz was so taken with the computer animation process that this fall he founded a computer animation club called Sinthetic Phuzz (see accompanying story). Would-be animators from other schools and the community have joined to learn and share their discoveries.

Merz believes animation for video presentations of all kinds is a "hot item" in business, academic and other fields.

It all boils down to a simple matter, Merz says: "People love to see things move."

Marianne Danks Rudnicki is an Ann Arbor free-lancer who specializes in the arts.

PHUZZOIDS from the School of Art gather before the image of their dean, Marjorie Levy. Jim Merz, founder of the Sinthetic Phuzz computer animation club, created the cartoon, 'Dig [pronounced as in digitizing] the Dean,' in which the dean's image says, 'Welcome' as it bounces, divides and becomes electrically charged. Counter-clockwise from Dean Levy, are Merz; Liz Kupinski '90 of Rochester, Michigan; Dan Carow '90, Crystal Lake, Illinois; Todd Scott '88, Ann Arbor; Thomas Franck '91, Framingham, Massachusetts; and Jane Pirone '91, Darien, Connecticut.

ABOUT OUR COVER

Soon after computer animation equipment was installed in the School of Art, sophomore Jim Merz asked Dean Marjorie Levy if he could turn her into an *objet d'art*. The dean consented, and Merz produced "Dig [pronounced as in 'digitizing'] the Dean,' an electronic image of the dean that says, "Welcome" as it's zapped by electrodes. Our cover freezes the moment at which the electrodes are applied. The students expressed their gratitude for Dean Levy's good sportsmanship by dubbing her image "Maxine Headroom."

Photo by Peter Yates

Sinthetic Phuzz

"I'm getting a lot of gurus in my project."
"There's a program called 'Get Outta My Face.'
That'll get rid of the gurus for you."

"I didn't morph."
"You didn't? It's no fun if you don't get to morph."

To the uninitiated, conversations overheard at the Sinthetic Phuzz Computer Animation Group might confirm the stereotype that computer whizzes speak a special tongue, Nerdic.

Once explained, however, the jargon is more logical than weird: *Guru*, for example, derives from the phrase "Guru Meditation Error," which the designers of the Amiga computers playfully programmed their machines to print when the computer crashes. So guru means snafu. And *to morph* means to use the computer menu to change the shape of an image that is being animated.

So the club members' manner of speaking isn't really weird, nor are the Phuzzoids themselves, a dozen of whom have gathered in their meeting place — the Mousetrap computer lab in the Art and Architecture Building. One Phuzzoid does stand out — he's Jim Merz. Maybe he's not weird, but he is, well, animated.

A sophomore in the School of Art from Birmingham, Michigan, and founder of the Sinthetic Phuzz, Merz has been working with computers since he was in the sixth grade. He discovered computer animation only recently, however, when he enrolled in an experimental independent study course last year.

Merz named the club but says the term doesn't mean anything. "I guess I just wanted to convey that you can create your own little world out of what starts as video fuzz on the screen." Then what is the significance of *Sin*thetic? "Well, I don't spell particularly well," Merz confesses, "and that's just the way I happened to spell it the first time."

Merz effervesces throughout the club meetings, constantly engaging in computer banter or praising the equipment, his fellow Phuzzies or their work.

Merz urges members or people who just happen to peek into the meeting out of curiosity to write their observations on the huge wall-sketch pad. "I don't know what to say," someone replies. "Well, just write that the club makes you feel good, or that you love animation," Merz suggests.

Continued

Sinthetic Phuzz

Continued

Merz is an effective facilitator for the group, whose purpose he drolly defines as "the search for truth and meaning in computer animation." He knows that people in the room are not necessarily experts, so he tries, and for the most part succeeds, in keeping the discussion flowing on many levels of expertise simultaneously.

Nonetheless, one student who has transferred from a small college seems a bit overwhelmed as he listens quietly. Later he confides that, judging from the subjects touched on during the Sinthetic Phuzz meeting, he'd place his former college in the dark ages of animation techniques.

Merz shows copies of the club's new bimonthly newsletter, which keeps members current on the latest in animation. Then he demonstrates the operation of a digitizer, a device that enables an artist to transfer a photograph to the computer screen and then to animate it by using a variety of computer functions such as coloring, swirling, compacting or duplicating.

A "Sculpt 3-D" program can create a mathematically defined three-dimensional moving "picture" from complicated calculations that determine light and shadow, color and reflection of objects. In another example of three-dimensionality, an airplane is turned into a transparent frame, a technique familiar from television automotive commercials.

Another state-of-the-art video called "Chromosaurus" depicts dinosaurs prowling the earth; it's an example of an advanced technique called "chrome mapping."

All of these demonstrations set the stage for a wide-ranging discussion on the whys, hows and wherefores of the animation process.

Hal Brokaw, associate director of the School of Music's newly founded Center for Performing Arts and Technology, has brought a video produced at the Center. The Center is dedicated to using computers in musical composition and in such theater-related arts as stage design and choreography. Brokaw's video is of a dancer whose body and paths of movement have been animated and colored to make her image a rush of tints and motion on the screen.

Brokaw likes to be around serious new computer users because their fresh approach to problems can be inspiring. "Ideas," he says, "are not tainted for people new to them. There's no 'right thing' to do and 'a way' of doing it."

Bernhard Muller is a computer hobbyist who teaches medicine at Wayne State University. He bought an Amiga and "started playing" by investigating the computer's possibilities as a teaching aid for his classes. That was many megabytes ago. Now he's one of the Phuzz's top troubleshooters.

"We are glad that we opened the club to anyone," says Esther Ratner, a graduate student teaching assistant who introduced computer animation into the curriculum with a workshop she taught last summer. "We are finding knowledgeable people outside the University are willing to share what they know."

"Computer animation is still in its infancy," says Merz, "and the arts can't be separated from modern technology."

"Of course," Muller adds, "it's also fun. Why spend your life doing things that aren't?"

The Sinthetic Phuzz meets on alternate Thursdays at 9 p.m. in the Mousetrap, Art and Architecture Building. Membership is open to students, faculty, staff and interested members of the community.

Computers at The School of Art

Faculty and students at the School of Art identify two factors in the School's quick introduction of computer use in its curriculum: the availability in 1986 of the Macintosh Plus, a machine that combines high-power capability with great user-friendliness; and the aggressive computer education program launched by Dean Marjorie Levy.

"Computers are part of scholarship and creative work in any endeavor today," Levy says. "They are this generation's medium, enabling visual fluency and creative visual manipulations." Carrying out this credo, the dean conferred with Linda S. Wilson, vice president for research, and assembled a team of U-M computer specialists, "missionaries" she calls them, whose task was to make believers of the doubting.

The original band of missionaries included Karl L. Zinn, research scientist at the Center for Research on Learning and Teaching; Esther Ratner from the School of Art's industrial design program; and graduate students Matthew Barritt from the School of Education and Phil Agar from the College of Architecture and Urban Planning.

One of the group's jobs has been to visit entry-level design classes to introduce the computer to all incoming freshmen. They also have taught faculty members, each of whom was offered a computer, how to operate the machines, with special emphasis on how computers could affect their art and design work.

"Tutoring in computer usage is a labor-intensive job," Barritt says, "even with the easiest of available computers. A lot of people are intimidated. People don't like to feel dumb. They shouldn't, but they do."

Others balk not so much at the machines but at the "slightly distasteful" idea that technology is replacing artists in the creative process.

"We are careful, however," Barritt explains, "to present computer technology not as art work but as a tool, a flexible and pliable tool, not meant to replace the artist with technology."

The most enthusiastic response to date has come from graphic designers, for whom computers are obviously a great timesaver. Becoming computer-literate is fast becoming a prerequisite in any design field. Other artistic disciplines didn't take to computers as readily as the graphic designers, but now students and faculty are using the technology for everything from color-theory exercises to computer animation.

Levy

Sculpture students are learning about proportion with a three-dimensional program. Ceramists are calculating glazes, and photographers the sensitivity of complex films. Interior designers are working with drafting programs. And printmakers have created an electronic conference system allowing them to communicate via computer on a whole spectrum of printmaking concerns.

There is also an open conferencing network, called LINK:ART, which operates as a forum on any art-related topic and is available to anyone with a Michigan Terminal System (MTS) account.

These and many more art-related computer uses augment the usual word processing applications for writing papers and resumes that School of Art students regularly use.

The Presidential Societies

The University of Michigan Presidential Societies awarded 12 persons with the Presidential Societies Leadership Medal at the President's Fall Weekend, in recognition of their leadership in fundraising.

"It has long been felt that there should be a means to honor individuals who provide years of significant volunteer service in fundraising on behalf of the University," President Harold T. Shapiro said. "The Presidential Societies Leadership Medal will now serve as the highest recognition for our fundraising volunteers."

The first Leadership Medals were conferred on individuals who led the University's volunteer fundraising in the decades preceding the Campaign for Michigan. The living recipients are H. Glenn Bixby, Paul G. Goebel, Leland J. Kalmbach, H. Bruce Palmer, Dr. Harry A. Towsley and Dr. E. Gifford Upjohn. Hugh C. Armstrong, Lou R. Crandall, Chester H. Lang, Samuel J. Sackett, Ellis D. Slater and Frederick J. Vogt were honored posthumously.

"The leadership of these men extends from the University's earliest fundraising efforts, such as the Michigan Union, to more recent successes, such as the Gerald R. Ford Library," Shapiro said. He presented the awards to the recipients or their families on behalf of the Presidential Societies executive committee.

Hugh C. Armstrong '26, was an active alumnus on both the national and local levels. In addition to serving as an officer in the Pittsburgh U-M Club and a director at-large in the Alumni Association, Armstrong was chairman of the Development Council in 1962-63 and a member of the national executive committee for the $55M Program.

After earning his bachelor's degree, H. Glenn Bixby '27 began a 45-year career at the Ex-Cell-O Corporation, including 22 years as president and then chairman. His involvement in fundraising for the U-M has been constant, including chairmanships of the Development Council board of directors, the Presidents Club executive committee and the individual benefactors committee.

Lou R. Crandall '17 was chairman of the George A. Fuller Company, the firm that built several prominent New York City landmarks. In 1960, he was one of five alumni who met in New York to discuss forming a U-M donor organization, the group that became the Presidents Club.

Paul G. Goebel '23 has had a distinguished career in both business and public service. As national chairman of the $55M Program, Goebel led the U-M's first major fundraising effort to a total of $73 million, $18 million over its goal.

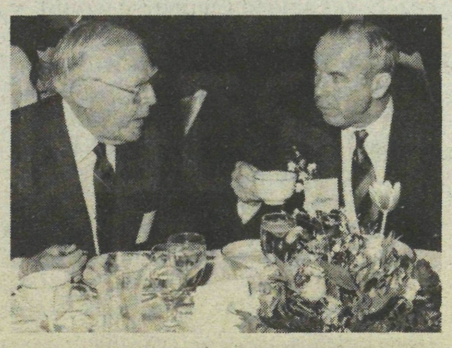
Leland J. Kalmbach '23 was also one of the five alumni who sparked the formation of the Presidents Club and chaired its first executive com-

Thanks to You, We're Over the Top

A HERITAGE OF LEADERSHIP
THE UNIVERSITY OF MICHIGAN

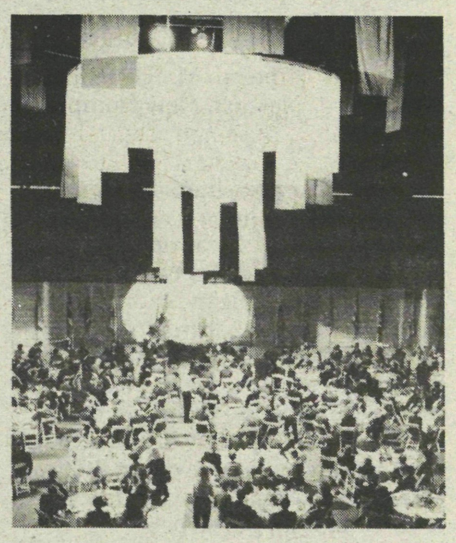
National Campaign Committee member J. Ira Harris chats with Shapiro and Ford.

Dr. Harry and Mrs. Margaret Towsley greet former President Ford.



Ame Vennema (left) of the National Campaign Committee and John R. Edman, Major Gifts chairman of the Campaign.

James J. Duderstadt, provost and vice president for academic affairs (left) and John Ullrich of the National Campaign Committee.



The luncheon in specially bedecked Crisler Arena was held in an atmosphere of excitement and enthusiasm.

By Jane R. Elgass

President Harold T. Shapiro announced at a Dec. 3 luncheon for volunteers, staff and donors that The Campaign for Michigan, the University's project to raise $160 million in private gifts for facilities and endowment, had exceeded its goal by $13 million, raising a total of $173 million in gifts and pledges by the end of November.

The Campaign is the most successful fund-raising drive in the history of the U-M and the largest ever completed by a public university. Of the $160 million, $80 million is targeted for seven major facilities projects and $80 million for endowment to provide ongoing income for faculty, students, research and libraries.

"The University is stronger today because of a special partnership we have built over recent years — a partnership with the state, our alumni and our friends," Shapiro said. "The quality of this University has been built over many years and much of what has been achieved has been made possible by private gifts from thousands of alumni and friends."

Joining Shapiro in a celebratory event marking the official close of the Campaign were former President Gerald R. Ford, honorary Campaign chairman, and Robert E. Nederlander, regent emeritus and president of the Nederlander Organization Inc. of New York, Campaign chairman. Roger B. Smith, chairman of General Motors Corp., served as honorary co-chairman of the Campaign.

While the U-M has exceeded the overall Campaign goal, some objectives outlined at the outset of the Campaign still seek funding. An additional $10.9 million in endowment for faculty and $1.7 million in endowment for students is sought, as is $3.3 million for the new chemical sciences facility now under construction. Campaign officials noted that fund raising for these and for other facility and endowment needs will continue after the close of the Campaign on December 31.

Nederlander joined Ford in his praise for those who supported the Campaign, noting that since the Campaign's launching on Oct. 14, 1983, "we have seen a dramatic increase in both the level of support and the base of participation in giving to the University."

"The benefits to the U-M will be measured in ways that go well beyond the dollars raised," Nederlander added. "The success of the Campaign represents a new level of communication between the U-M and its alumni, and a greater sense of responsibility among those alumni and friends for the welfare of the University."

During the period July 1, 1982, through Nov. 30, 1987, the U-M has received approximately $350 million in gifts and pledges for all purposes, including Campaign gifts. The Campaign totals included only gifts for facilities and endowment.

In the year before the Campaign began, the U-M received slightly more than $33 million in gifts. For the one-year period July 1, 1986-June 30, 1987, the U-M received $62.5 million in gifts, nearly doubling the pre-Campaign annual total.

While the University celebrates the successful conclusion of Phase I of The Campaign for Michigan, *Phase II* — the all-alumni portion of the Campaign to raise $20 million in unrestricted support for the University — continues through June 30, 1988. During Phase II, the University is contacting all alumni in an effort to double the number of donors and dollars to annual giving programs throughout the University. In the coming years, annual giving — and the flexible support it provides — will assume an increasingly greater role in the University's budgeting process as public sources of funds become more limited.

mittee. He became chairman of the board of Massachussetts Mutual Life Insurance Co. in 1962 and continued until his retirement in 1966.

Chester H. Lang '15 joined the General Electric Co. shortly after college and rose to become its vice president for public relations and personnel services. Lang helped raise the money to build the Michigan Union and was national chairman of the Phoenix Memorial Project, a drive to support research for peaceful uses of atomic energy. He was a regent of the University of the State of New York at the time of his death in 1961.

H. Bruce Palmer '31, was president of the National Industrial Conference Board. He was also among the five alumni at the 1960 meeting that led to the establishment of the Presidents Club. He served on its executive committee, in addition to his involvement on the Development Council board of directors.

After earning a law degree from the U-M in 1903, Samuel J. Sackett practiced in Denver, where he became that city's public administrator while developing an oil business that at one time operated 10 oil refineries. Sackett worked on behalf of the Phoenix Memorial Project, and was one of the five alumni who established the Presidents Club.

Ellis D. Slater '17, another of the founders of the Presidents Club, was a member of the Development Council board of directors in addition to his work with the Presidents Club.

Dr. Harry A. Towsley, who graduated from the U-M Medical School in 1931, is a professor emeritus of pediatrics and communicable diseases and of postgraduate medicine in the Medical School. His efforts were instrumental in the development of the Towsley Center for Continuing Medical Education, the C.S. Mott Children's Hospital and the Furstenberg Student Study Center. He also served as the Michigan chairman for the Gerald R. Ford Museum and Library Fund Drive.

Dr. E. Gifford Upjohn, a 1928 graduate of the U-M Medical School, has been a member of the Development Council and chairman of the Medical Center Alumni Fund. A charter member of the Presidents Club, he served on the national executive committee of the $55M Program and was instrumental in arranging the funding for the U-M's Upjohn Center for Clinical Pharmacology.

Frederick J. Vogt '25 was a founder of the Development Council and the first honorary life member of the Presidents Club executive committee. He worked for the Phoenix Project as district chairman for western Michigan and helped raise the money to establish WVGR, the University's radio station in Grand Rapids. In the $55M Program, Vogt was the major gifts chairman for Grand Rapids and a member of the national executive committee.

LETTERS

Mad Magicians

IN YOUR October '87 issue you had a most interesting article about the great Michigan football team of 1947. One paragraph referred to the 17-year-old "Fuzz Kids" on the 1945 squad — players too young for the war. The 1945 team was made up primarily from the Navy V-12 program, which totaled 937 sailors and marines. Many were back as civilians on the 1947 team.

Joseph M. Kenny '48
New Buffalo, Michigan

I READ with interest the article on the Mad Magicians. I entered Michigan in the fall of 1946 and that season saw the Wolverines lose to Army and Illinois. They never lost a home game in '47, '48 or '49.

Years later I had the good fortune to work in the same office with Donald McClelland, a fine man, respected by everyone. He loved the Michigan football team and often wished that he could leave the stands and help them when things were not going as well as they did when he played. He later changed jobs and I lost touch with him. Your caption under the team picture [listing deceased players — Ed.] is incorrect since Don died in Wisconsin, I believe in 1986.

William S. Wright '50
Farmington Hills, Michigan

THE ARTICLE on the 1947 Michigan football team brought back some serious memories. I saw all the home games that year, probably six in all, as well as the 1948 Rose Bowl game. I was 10 at the time. My father was a life-long season-ticket holder.

All the games were blowouts except Minnesota and Illinois (13-6 and 14-7), and perhaps Ohio State (21-0). I don't think they kicked any field goals that year. They generally scored touchdowns when they were that close.

The super-deceptive style of play has pretty much disapperared. I guess I was spoiled by that 1947 team, being at an impressionable age at the time. I never thought about it before, but I suppose that's why today's brand of football, with the drop-back quarterbacks and the one, maybe two, running backs per team, always seems a little pallid and inferior to me.

I probably saw the 1971 Nebraska team, as I was on the faculty of a Big Eight school that year. I don't recall having been especially impressed.

Stefan M. Silverston '59
Nashua, New Hampshire

I READ with great interest and many fond memories the cover story, "The Mad Magicians." I was on campus during that period and can remember sitting in the Michigan Stadium on a beautiful autumn Saturday and wondering "Where did the ball go?" There is however a question in my mind regarding the picture of the team. I was a fraternity brother (Sigma Nu) and roommate of Jim Brieske and I'd swear that is Jim in the top row rather than Bob Erben.

George Schumacher
Oldsmar, Florida

Apparently, there was an error in the original identification — Ed.

I REALLY enjoyed "The Mad Magicians." Having attended law school at Michigan at that time, I saw all of the home games and I am still one of the most ardent Michigan sports boosters in the state of Ohio. I note in the picture of the 1947 Wolverines that Rick Kempthorn, linebacker, does not appear and there is no mention of same. I just thought that I would make note of that item.

Jerry Holub
Akron, Ohio

THANKS FOR your marvelous story. My class at Michigan is 1929 and I attended that Rose Bowl game on January 1, 1948. It was the thrill of a lifetime. The "Magicians" were at their best that beautiful day.

How can I buy a copy of that game film that your Hyde Park High School coach was able to acquire? It would mean everything to me and if you will tell me how to go about it, I will be forever grateful. Please let me hear from you. I'm enclosing a self addressed and stamped envelope for your convenience. Many thanks,

W. Paul Colwell '29
Tucson, Arizona

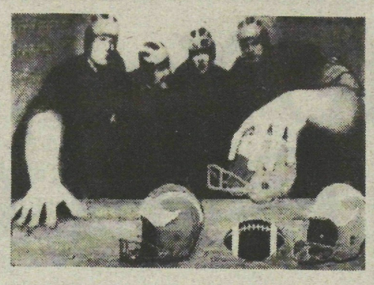
Unfortunately, you and the many others who have expressed a wish to obtain that film or films of other great U-M teams must remain disappointed, since the athletics department has no plan to place them on film or video cassettes at this time — Ed.

A FEW corrections: The Magicians were not the highest scoring Big Ten team of all time, but only of modern times up to 1947. The Michigan Point-a-Minute teams at the turn of the century, and two Minnesota teams back then scored more points. Also, Kempthorne's first name is Dick, not Rick.

As for Bob Mann's contention that the coaches started white players over Blacks in games where there was great media interest, it should be noted that in Mann's first letter-winning season, 1946, the Army game at Ann Arbor was a focus of nationwide attention, and the starting Michigan left end that day was Len Ford, a Black man. Furthermore, four years earlier, when Michigan went to South Bend to play Notre Dame for the first time in 33 years in the full glare of the national spotlight, the starting left guard was Julius Franks, a Black man. Franks made the All-America team in 1942. As brilliant in the classroom as he was on the gridiron, Franks graduated from the University's School of Dentistry after first triumphing over tuberculosis. In West Quad students gathered at a dining table listening intently to Dr. Franks, a resident adviser in the Quad, who was to all of us a source of the greatest pride and admiration.

Ivan N. Kaye '54
Tuckahoe, New York

The writer is the author of "The Mad Magicians" and an editor for a continuing legal education institute, in New York City — Ed.



CORRECTION

Several readers commented on the page-one illustration for the article, "The Mad Magicians." The artist was Esther Ratner, a graduate student teaching assistant in the School of Art, who used computer graphics to combine photos of a student's arms, a U-M football helmet and a football with a photograph of the Mad Magician backfield. Ratner is also involved in the computer animation program at the art school, which is the subject of our article on Page 8. The credit for Ratner's illustration was accidentally removed from the page — Ed.

THE "MAD MAGICIANS" greatest accomplishments arguably occurred not on the gridiron but in the classroom, providing the foundation for the many successful post-football careers noted in your article. While college sports have been transformed into a major industry during the past 40 years, one hopes that educating today's athletes remains a priority at Michigan. Does the University possess information concerning the percentages of its recent football (and other major sports) players who obtain their degrees from U of M, and comparable percentages from other Big 10 and major college athletic programs?

Bradford L. Livingston
Chicago

Bruce Madej, director of sports information, reports that the information you request has not been made public — Ed.

Shield or No Shield?

IN READING the review (October '87) of Prof. Daniel Axelrod's and M. Kaku's *To Win A Nuclear War*, I fail to see their reasoning. Why should any of us protest the Strategic Defense Initiative (or "the right to defense in our own land")?

If, indeed, such a shield should fail to save 20 million people, then, by the same reasoning, it would save some 280 million people. In truth, nothing would render nuclear attack so meaningless as to have every country be so shielded. If scientists can devise a way to save such a large percentage on this day, it won't be long before that percentage will be 100 percent.

What we are debating is our faith in the scientists' ability to develop the technology to keep the world safe. Kaku and Axelrod lack this faith. I certainly hope the University employs some scientists who have the positive faith necessary for advancement in this area. I'm for SDI first at home, next, for the world. Unlike the authors, I don't like things they way they are. I want the possibility of nuclear war stamped out forever, and SDI is a very aggressive step towards nuclear peace.

Virginia Obenchain '59, '62
Idaho Falls, Idaho

Marshall Scholar

It's always difficult to summarize your own work, and I'm afraid in trying to describe my senior thesis over the telephone to your reporter, I created some misunderstandings.

Whatever of value I managed to say in the paper, I owe to the remarkable insight and honesty of the Harlan County, Kentucky, migrants whom I interviewed. I did not mean to suggest that they lied or otherwise "hid the facts." My research looked for diversity and complexity in the narrative frames people created to convey and make use of past experience. This emphasis on the social construction of history led me to analyze stories about childhood, for example, in terms of their metaphorical or allegorical structure as well as in terms of their biographical content. I did suggest that the sociologists' rubrics of "Appalachian culture" and "cultural change" are far too simplified, depoliticized and mechanistic to account for the complicated processes of change and conflict inscribed in these "true stories" of migration.

I learned a great deal from those with whom I spent months talking. I would like to make public, here, my debt — which is not for "information" pried out of inconsistent accounts, but for the understanding they did their best to pass on to me.

Anne Jellema '87
Cambridge, England

A story on Jellema and her undergraduate research was featured in our October issue. As a 1987 Marshall Scholar, Jellema is now studying at Cambridge University in England — Ed.

Agreeing and Disagreeing

I AGREE 100 percent with John D. Reed '37 (October '87 Letters). We must never appease demands on lowering admission standards for those of different nationality, race or color. We should not repeat what was done for those flunking 49 law students at the University of Detroit.

I really enjoyed Ivan Kaye's story on "The Mad Magicians." The story brings back memories of the 1947 football team that I saw in Ann Arbor on a cold wintry day.

Julie A. Brown's article on international women students at the U-M was good. We have had several agricultural representatives of Asian countries in our home, resulting from official government requests to train them in soil conservation methods (when I was an administrator in the U.S. Soil and Conservation Service). We understand the language and social problems they face.

Earlier in the year I wrote to Bob Forman, alumni director, about the proposal to grant an honorary doctorate to Nelson Mandela. I felt anyone who proposes the overthrow of a recognized government — and is decidely a communist proponent — should not be granted an honorary degree. I cannot support my University in its action toward Nelson Mandela.

Johnston C. Craig '29
LaVerne, California

Black and White

I AGREE with Thomas Poyser (Oct. 87) that White people should be capitalized equally with the Black. If Blacks demand a big 'B', it is only fair and proper to use a big 'W' for whites. Using 'B' for all Blacks as a descriptive designation of nationality rather than as a designation of race, does not cut ice. There are more tribes of Blacks than nationalities of Whites. Blacks are a race and so are Whites, Yellows and a variety of other colors. If Blacks are proud of their color, so are the Whites, the Yellow Chinese and the Tan Hispanics.

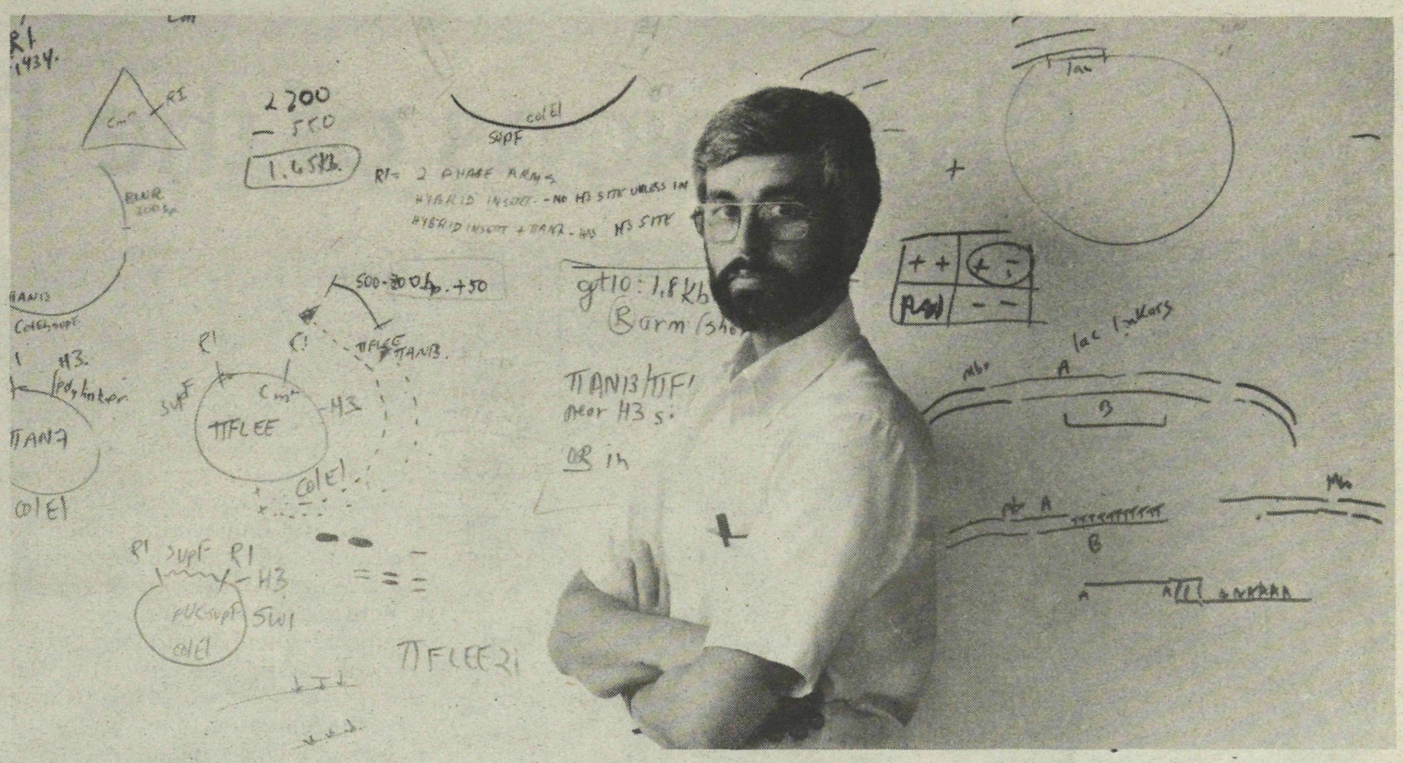
I recall that in May of 1981, during a forum program on WCHB — a Black-owned and operated radio station — the moderator referred to "Whitey, our enemy." If this was not racism, I don't know what is. Using a capital letter for themselves and a smaller letter for other races is a sure sign of covert racism and discrimination.

Have Blacks ever realized where they would be today if it were not for the white man who bought (not captured) poor Black slaves from Black slave masters who dragged them in chains to the highest bidder — be they European, Asian, African or American? Why are the Americans ostracized as the only culprits in slavery?

Since American Blacks are the best well-off in the world, is not this a sign that the American slave owners treated them better than any other nation?

It is high overtime that Blacks cooperate with Whites and other races to make this a greater democracy, rather than trample on other races to boost their own ego. Life is a struggle for all people, regardless of race, creed or nationality.

Charles Zasula
Plymouth, Michigan



Kurnit

U-M Hughes Institute Focusing on Genetics

The University of Michigan laboratory of the Howard Hughes Medical Institute is bringing together experts in molecular genetics to focus on the nationwide effort to identify genes that cause disease and birth defects.

The laboratory began appointing staff last year and is expected to be fully operational with 15 or 20 primary investigators in two to three years.

The laboratory already has produced noteworthy research results. For example, three members of the research center contributed to recent findings that link both familiar Alzheimer's disease and Down's syndrome to a similar genetic defect.

The Howard Hughes Medical Institute Laboratory for Clinical Applications of Molecular Genetics at U-M is located in the Medical Science Research Building I. It is one of 20 centers established around the country by the Hughes Institute of Bethesda, Maryland, to pursue basic research in the neurosciences, immunology, molecular genetics and endocrinology.

"The emphasis is on basic research but with an eye toward working on areas that can be applied to medicine," said George D. Zuidema, U-M vice provost for medical affairs and professor of surgery at the Medical School. "U-M was chosen as the site for the first Hughes center assigned to translate molecular genetics to patient care."

Investigators are hired and funded by the Institute but also have an academic appointment at U-M, and one-fourth of their time is devoted to duties outside the Institute, such as teaching or administration.

"Basic science departments can look at the Institute as offering extra faculty strength without cost to the department or the University," Zuidema said.

Studies at U-M and elsewhere on Alzheimer's disease and Down's syndrome found that families with an inherited form of Alzheimer's disease share an abnormal gene on chromosome 21, the same chromosome implicated in Down's syndrome.

Alzheimer's disease is a neurodegenerative disorder of middle to late adulthood that erodes memory, reasoning and other mental functions and ends in death, usually in five to 10 years. Down's syndrome causes mental retardation.

In a series of studies, scientists traced a protein linked to both Alzheimer's patients and Down's syndrome patients to the same region of chromosome 21. The amyloid protein, whose function is unknown, accumulates in abnormally large amounts in the brains of Alzheimer's patients and aged Down's syndrome patients. It is uncertain whether the protein accumulation is a cause or effect of the diseases.

Co-authors on one of the studies were David M. Kurnit, M.D., Ph.D., a Hughes investigator and professor of pediatrics and human genetics; Margaret L. Van Keuren, Ph.D., pediatric research scientist and Hughes associate; and Gordon D. Stewart, Ph.D., a pediatric research scientist and Hughes associate.

Other research under way at U-M's Hughes center includes the examination of how the appearance of a tumor might be triggered at the molecular level; the study of genes that are active in the developing mammal but fall dormant as the organism matures; and the study of genetic influences on cystic fibrosis.

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Malin I: A New Galaxy

U-M astronomer Greg Bothun and a team of colleagues have discovered a new galaxy — one of the largest and darkest on record. The main body of the galaxy is 10 times larger and 100 times fainter than that of a normal spiral galaxy, such as our own Milky Way.

The new galaxy, named Malin 1 after a member of the discovery team, first appeared as part of a cluster of galaxies in the constellation Virgo, but actually lies far beyond it — about 750 million light years from Earth in a void of space where astronomers had found few or no galaxies.

Most of the enormous mass and size of Malin 1 is shrouded by the brightness of the night sky. To confirm its existence, observations on several different telescopes were made by the team of Bothun, Chris Impey of the University of Arizona, David Malin of the Anglo-Australian Observatory and Jeremy Mould of the California Institute of Technology.

Most galaxies were thought to have formed 10 billion to 20 billion years ago, early in the evolution of the universe. But Malin 1 seems to have begun forming only 750 million years ago. That suggests the galaxy is either young or slow to evolve, making it appear young.

The discovery has several implications for astronomers. Among them:

— Such a nearby object may give clues to the nature of star formation and galaxy formation in general. Galaxy formation proceeds by turning gas into stars, and Malin 1 has plenty of the gaseous raw material needed for star formation.

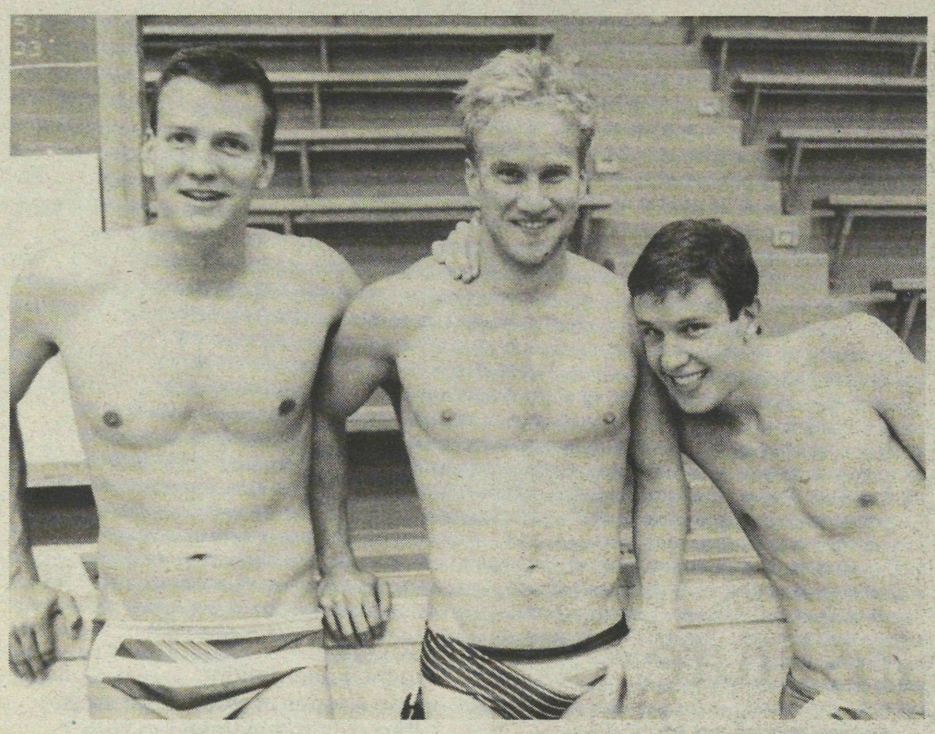
— There appears to be a high level of nuclear activity at the center of the galaxy. Observations of this activity may lead to new insights into the evolution of nuclear activity in galaxies.

— There may be many other galaxies with similar characteristics that have escaped detection because their starlight is too faint.

The galaxy was first seen on photographs taken at Siding Spring, Australia, using a powerful technique of photographic amplification perfected by Malin. The technique enables scientists to detect galaxies that are 100 times fainter than the brightness of the night sky.

The initial discovery was part of a large survey of dwarf galaxies in clusters. At the time, photographically amplified images of the Virgo cluster were being studied to define faint features.

Champions of the Pool



Kerska, Parker and Lang

The Men

By Ken Wachsberger

The University of Michigan men's swim team enters the 1987-88 season with two straight Big Ten titles to its credit after 27 years away from the top. Last year, the team placed sixth in the National Collegiate Athletic Association (NCAA) finals, its best finish since 1970. For his successful effort, Coach Jon Urbanchek, who was himself a swimmer on Michigan's last NCAA-winning team in 1961, was named 1987 Big Ten men's swim coach of the year. So what does he choose to emphasize in an interview?

Academics.

"We have the real academically oriented student athletes in this program," Urbanchek says with the pride of a father. "They can go anywhere, but they came here, perhaps because of a combination of the academics and because the swimming program is on the rise."

As his "classic example" he cites Brent Lang, a sophomore from Portland, Oregon, who distinguished himself last year by earning NCAA All-American honors as a member of the bronze medal-winning 4x100 freestyle relay team. Lang also won Big Ten championship bronzes in the 100- and 200-yard freestyles, behind his now-graduated co-captains Dave Kerska and Joe Parker each time.

According to Lang, who is one of 11 College of Engineering students on the team, "in looking for engineering schools, my final decision came down to here and Stanford. Industrial engineering here is in the top 1 to 2 percent, and that influenced my decision. But also the people on the team have the reputation of doing well in both academics and athletics. Upperclassmen are willing to help freshmen." Lang pulled a 4.0 grade point average during last year's swim season, and a 3.96 for the entire year.

This summer, Lang, Kerska and Parker represented the United States at the World University Games in Zagreb, Yugoslavia. Kerska swam on the gold medal-winning 4x100 freestyle relay team, while Lang and Parker both won golds in the 800-yard freestyle relay. Parker, who holds school records in the 50- and the 200-yard freestyles, also won a bronze medal in the 200 yard freestyle.

Although Parker and Kerska have completed their collegiate swimming careers, they are staying at U-M to coach while they train for next August's Olympic tryouts. Both are optimistic about their chances.

"My goal is to just make the team," says Parker of Battle Creek, Michigan, whose degree is in economics. "I think I have a realistic shot; otherwise, I'd be out looking for a job or going on to grad school."

Kerska, a native of Royal Oak, Michigan, believes he has "a better than outside shot" because he finished seventh in the NCAA in the 100-yard freestyle last year. In addition to working out and coaching, Kerska is completing a degree in statistics.

Although he sees a possible weakness now in the individual medley, Urbanchek considers the team overall to be the most "well-balanced" team, in both swimming and diving, that he has seen in his six years at Michigan. A poolful of returning medal winners supports his assessment. In addition to Lang, they include: senior Jan-Erik Olsen from Norway (Big Ten champ 100 and 200 breaststroke, NCAA All-American in both events); Junior Marty Moran, from Pittsburgh (Big Ten champ 100 and 200 butterfly; NCAA All-American in 200 butterfly); senior Mike Creaser, from Lansing, Michigan (Big Ten champ 100 and 200 breaststroke) and diver Lee Michaud, a junior from Eugene, Oregon (NCAA All-American in one-meter board).

Rounding out the team are two freshmen, Mike Barrowman and Scott Ryan. Barrowman of Potomac, Maryland, won the 200-yard breaststroke at the U.S. Nationals last spring, then added a silver medal in the same event at the summer Pan Am Games. Ryan of Covington, Kentucky, took fourth in the 500-yard freestyle at the U.S. Nationals.

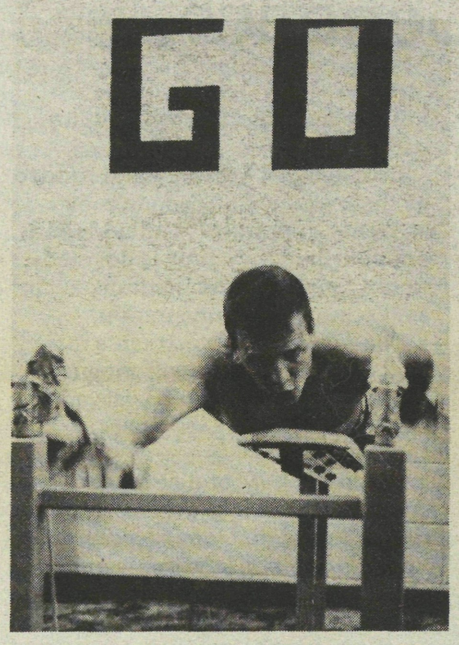
Barrowman, Lang and Ryan join Kerska, Parker and Moran as strong contenders for the U.S. Olympic team. In addition, Olsen and Alex Alvizuri, a native of Peru and this summer's silver-medal winner in the 100-yard breaststroke at the Pan Am Games, hope to represent their respective countries.

Co-captain Olsen says his team goals are a third straight Big Ten title and a top-five NCAA finish.

Urbanchek, too, has his eyes on the conference title. Cautiously hoping for another top-ten NCAA finish, he returns to an earlier theme:

"We're recruiting young men who are not just interested in the sun and the surf and the sand and the sex and the sea. They can look at the overall picture and make judgments. For many kids, climate is number one and they go anywhere, even to a zero school, to be in the Sunbelt.

"But there's nothing at the end of the line in swimming. When you finish swimming, you get your degree and that's it. There's no more. For our guys, swimming is important — but academics is far more important."



***KERSKA WORKS OUT** with his eye on the '88 Olympics. Swimming machines, free weights and running have been added to the swimmer's training regimen in recent years, thanks to the East Germans and other innovators. Once a month, the lactic acid content of the athletes' blood is checked to determine how close they are working their muscles and respiratory system to maximum levels.*

The Women

By Ken Wachsberger

Photos by John Woodford

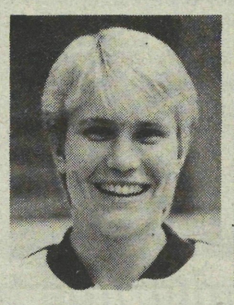
Rabiah, Richardson and DeMaat

"Good luck," someone wished Jim Richardson as his Wolverine women's swim team was leaving for its first pre-season match.

"Thanks," Coach Richardson politely replied. He paused, then added, as if he were obliged to do so: "But swimming is a sport where there's really no luck to it. When we prepare to compete, we know what we can do and what they can do. The handwriting is already on the wall. It's all a matter of execution."

And yet Richardson has to admit that his team's performance last year must have been written in an illegible hand for him. In 1986-87, his second season as U-M coach, he looked for modest improvement over mediocre first-year finishes of fifth place in the Big Ten and 33rd in the NCAA. Perhaps by 1990 the team could win the Big Ten and, a season or so later, place in the top 10 in the nation.

Instead, the women swimmers won their first-ever Big Ten championship and added a 10th-place finish in the national finals.



Vedejs

Fischbach

And since prognostication is not one of the criteria by which coaches of the year are selected, Richardson was named coach of the year for Big Ten women's swim teams.

"It felt good to win, but the general feeling was that we're just beginning something," Richardson says. "I never would have come to Michigan if I didn't think we could win. I just didn't expect it to happen so quickly."

Few others did either. Last year, the NCAA pre-season poll didn't even predict a top-20 ranking. *Swimming World* magazine, the leading swimming publication in the country, didn't list Michigan as even a

Colleague appraises Shapiro:

'He Was Statuesque'

Harold Shapiro's colleagues eagerly awaited his arrival on campus in 1964 because, at last, they could present to sceptics of the "dismal science" an economist who had, indeed, met a payroll.

"We economists were very defensive at that time," recalled Prof. Robin Barlow, director of the U-M Center for Research on Economic Development, who spoke for the faculty at a farewell reception for President and Mrs. Shapiro, who will become Princeton University's first couple in January. "The worst thing was to testify on Capitol Hill, and then be accused by someone in Congress of being ignorant because you'd never met a payroll.

"The thing about Harold, of course, was that he had. He used to run this big family restaurant in Montreal. His views on economics would have to be listened to. So Harold hit the ground running."

Although Shapiro's renown as an economist spread far and wide, "especially after he predicted the nation's gross national product within a tenth of a percent," his athletic prowess, Barlow said, was probably unknown to faculty members, Regents and other University officers at the ceremony in the Michigan League Ballroom.

"I put together a string of 32 victories in squash in the mid-'60s," Barlow recalled. "Then, one bright morning Harold broke my victory streak."

Even more remarkable, Barlow continued, was Shapiro's performance in the basketball games he and his departmental colleagues played in the old Waterman Gym. "What was Harold's basketball style?" Barlow asked. "He didn't rely on raw speed or quick penetrations to the hoop. His playing might be described by one word — statuesque. His main weapon was the unchallenged jump shot."

But presidential duties forced Shapiro to change some of his habits, Barlow said. After moving into the President's House, he no longer needed a lawn mower, so he passed it along to a colleague.

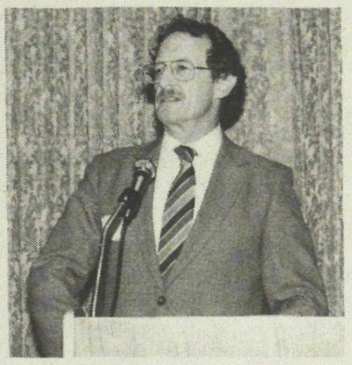
RECOLLECTIONS of President Shapiro's athletic prowess by Prof. Robin Barlow amused the Shapiros — until Mrs. Shapiro learned how her husband spent some of his mornings during their early years at Michigan.

And being the U-M's first couple also meant the Shapiros often had to vacate their excellent basketball seats at half time to attend important University affairs. Barlow confided that he had been swift to gain permission to use those seats whenever circumstances forced the early departure of their rightful holders.

The lawn mower and the basketball tickets, Barlow concluded, "lead me to say, Harold, that we will miss you. But to be perfectly candid, your departure does create — especially for one with a vulturous personality, like me — certain opportunities."

Martha N. Gizynski, associate professor of social work, said that her colleague, Vivian Shapiro, had served as "a gracious and indefatigible first lady and also continued her career in her own right."

Gizynski noted that after raising four daughters, Mrs. Shapiro had



Barlow

completed her master's degree in social work and joined the faculty as an associate professor of social work and lecturer in psychiatry.

"Vivian participated in important interdisciplinary mental health projects that have helped expand mental health care across the country," Gizynski said.

In addition to lecturing to scholars and students specializing in law, psychiatry, medicine and social work, Mrs. Shapiro also played a major role in the introduction of child development courses in these curriculums, Gizynski said.

After receiving a gift from the faculty (a photographic collage, "Romanticism Is Always Fatal," by Prof. Joanne Leonard of the School of Art), the Shapiros spoke briefly.

President Shapiro said that even though he had prepared a response to the challenge, "You're not so smart, you've never met a payroll," no one had made the remark to him at any of the half dozen times he appeared before Congressional committees. Nevertheless, he revealed his conundrumical reply in the event someone else should ever need it: "If you've met a payroll, why are you so smart?"

Not standing on ceremony, Mrs. Shapiro addressed herself to her husband rather than to the faculty. "You know," she said, "all the times you went off on those mornings while I stayed home with the four girls, I never realized you were playing basketball."

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team to watch.

This year, however, as coach of a 46-member team dominated by 19 sophomores and 13 freshmen, Richardson is confident his team will remain at or near the top for a long time to come.

Leading the way for returning team members is Gwen DeMaat, the superstar sophomore from Grand Rapids, Michigan, whom Richardson calls the strongest female middle-distance swimmer he's coached in his 18-year career.

DeMaat, a contender for the 1988 Olympic squad, won three freestyle events at last year's Big Ten Championships (200, 500, and 1,600 yards) and anchored four of the team's five NCAA-qualifying relays. At the NCAA finals, she earned All-American honors with school record times in the 1,650-yard freestyle and as a member of the 400-yard relay.

Other returning All-Americans are 4x100-yard freestyle relayers Susie Rabiah, a junior from Flint, Michigan (Big Ten record-holder in the 100 freestyle) and sophomore Jennifer Eck, from LaGrange, Illinois.

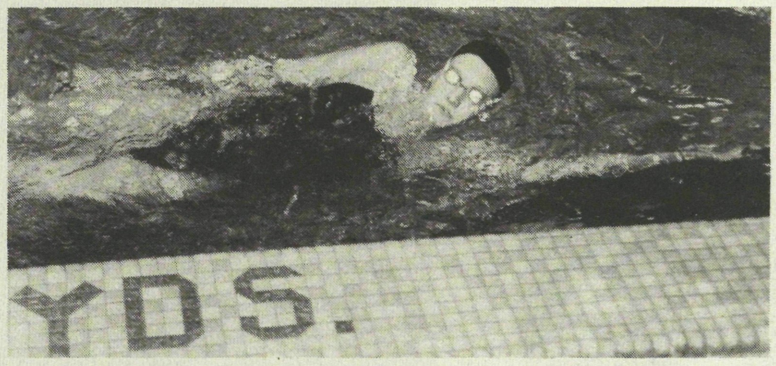
Lisa Lumsford, the fourth member of the 4x100 freestyle relay team, is the only key swimmer to be lost through graduation. She is not, however, the team's only key loss — but what can be said about someone like Christi Vedejs who lives her ultimate fantasy and then moves on?

Senior and All-American Vedejs is back home in Madison, Wisconsin, this year after a great three-year career at Michigan. In 1986-87 she won her third straight Big Ten championship in the 200-yard breaststroke. And back in the classroom she was earning Academic All-American honors.

This summer, after fulfilling a lifetime goal of representing the United States on an international swim team when she won the consolation finals 200-yard breaststroke event at the World University Games in Zagreb, Yugoslavia, Vedejs hung up her suit — and it's still dry.

"After Yugoslavia," she explains, "I said, 'I did it.' I didn't go in the water for two months. It was the longest I'd been out of the water since I was a kid. And I still have no desire to get in."

What's she doing now? "Working as a landscaper, playing guitar like a madwoman and trying to decide



BIG TEN swimmer of the year Gwen DeMaat has her eyes on the '88 Olympics.

what I want to do next." She plans to take classes at the University of Wisconsin, then return to Michigan this summer or fall to graduate.

And then there are the divers. At last year's Big Ten Championship meet, the women placed five divers in the top eight in both one-meter and three-meter boards. Senior Mary Fischbach from Fort Dodge, Iowa, led the surge with a victory on the one-meter and a third-place finish on the three-meter, then starred again in the NCAA's with second-place finishes on both boards.

"What can you say about Mary?" says Richardson. "She came off a whole year of inactivity and in one year moved to second on both boards. That's almost incredible."

Fischbach's year of inactivity began with an emergency appendectomy in September and included a broken wrist in mid-autumn and then major abdominal surgery in December. How was she able to bounce back?

"I more or less just had a need to dive again after being so sick and so bored," she says. "I wanted to contribute to the team. And I really wanted us to win the Big Ten so I could get that little ring."

Photo by Bruce Checefsky

PAIRED SCULPTURES by Yugoslav artist Stjepan Gracan, illustrating "The Human Condition," were part of an exhibition called "Anxiety: Contemporary Art from Central Europe," displayed this fall in the galleries of the U-M Rackham School of Graduate Studies. The exhibition included sculptures, paintings, collages and installations by 36 artists from Poland, Hungary, Yugoslavia and Czechoslovakia.

Although some pieces contained religious imagery and political subject matter, "the art is not necessarily religious and not necessarily political," according to Ladislav Matejka, professor of Slavic languages and literatures and an organizer of the exhibition.

"Anxiety is the common theme of contemporary art in central Europe, reflecting the very depressing spiritual and emotional conditions there today," Matejka says. The Gracan sculptures illustrate this confrontation of art with hard surroundings by showing humans in poses that reveal their suffering but are comical at the same time, Matejka says.

The exhibition was organized by Matejka, art collector and critic Meda Mladek and Dieter Ronte, director of Vienna's Museum of Modern Art, with the assistance of Martha Mehta and Bruce Checefsky of the U-M Museum of Art.

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