

FLMU  
C479

# Michigan Today

The University of Michigan

February 1989 Vol. 21, No. 1



Van Gogh's 'Crows Over the Wheat Field':  
*A premature example of the late style*

# Michigan Today

The University of Michigan

February 1989 Vol. 21, No. 1

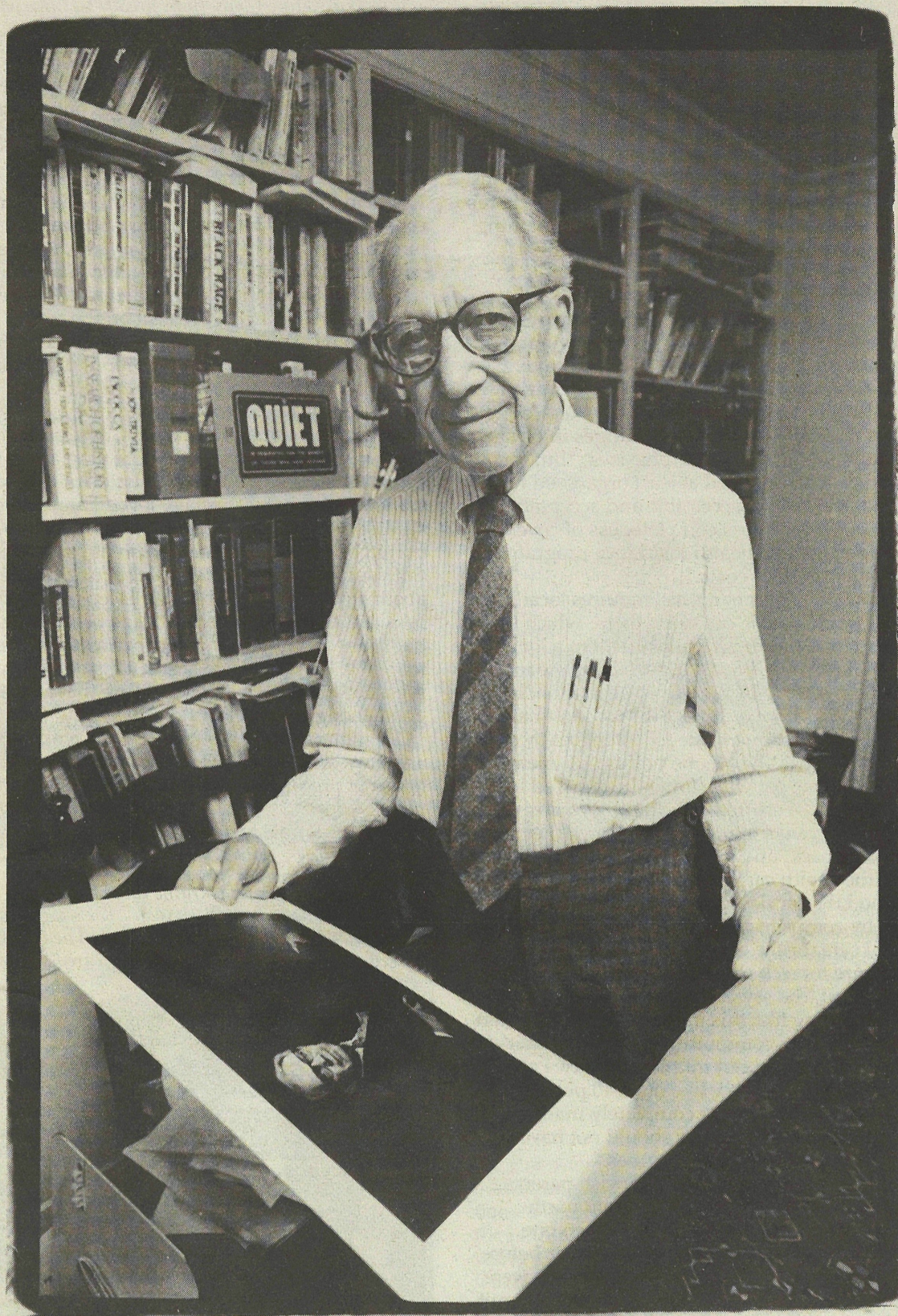


Photo by Peter Yates

*AN AVID SWIMMER who stays physically fit, Myron Wegman is more than an intellectual icon for public health. The portrait he is holding was taken by the photographer Karsh.*

## WHERE'S MYRON?

The very model of a peripatetic, sympathetic public health practitioner, the former dean of SPH is likely to be almost anywhere

By Margaret Sharemet

When Myron Wegman was hobbling around Zaire last year at the age of 79, with a monstrous brown-recluse spider bite on his ankle, fighting off fever, nausea and diarrhea, and searching for penicillin (only to find that the local hospital had injectable penicillin but no trustworthy needles), one would think he'd begin to wonder if it were time to retire.

Wasn't it enough that he'd published more than 200 articles on public health, and traveled so much to improve health care worldwide that he earned a half-million-mile card in 1959 and has averaged 40,000 miles a year since then?

After all, as U-M dean emeritus and the John G. Searle professor emeritus of public health, professor emeritus of pediatrics and communicable diseases, internationally known world health consultant, pediatrician, and veteran administrator for the World Health Organization and the Pan-American Health Organization, Wegman also had earned numerous awards, citations and other symbols of achievement during a distinguished career spanning 60 years.

He'd already been awarded top recognition awards from his professional organizations and alma maters, and he'd held top offices in the American Public Health Association (1965-72) and the American Association for World Health (1980-84).

So what was he doing still mucking about in the field when he could have been relaxing in his Ann Arbor home, doing battle with the buckthorns in the backyard instead of bureaucrats abroad, or swimming at North Campus (as he tries to do daily when he's in town), or getting to know Mavis better (a learn-to-type computer program that is his current passion)? Why not play golf and enjoy the retired life like his contemporaries?

"Itchy feet," he readily admits, "and insatiable curiosity. Any time anyone dangles something new and interesting in front of me, I can't wait to go."

And dangle they do. After surviving the spider bite with the help of his associates in Zaire ("I received intensive antibiotic therapy at the U.S. Embassy's two-bed 'hospital' and hung on until I reached home"), Wegman immediately accepted another consultancy — a four-week trip to Indonesia this year under the auspices of the U.S. Agency for International Development (AID). He'd evaluated an AID-supported school of public health in Zaire, and in Indonesia his task was to advise AID on its assistance program in the country's five schools of public health. Three months before the Zaire trip he had gone to the Soviet Union as part of a Kellogg Foundation National Fellowship Program trip and six months prior to that, to Germany on another Kellogg trip to visit the U.S. Army Russian Institute in Garmisch.

And that's only the past two years.

Along the way, Wegman has had fever, dysentery and other ailments that have failed to impress or suppress him. "The more you travel," shrugs the globetrotter, "the more you increase your chances of something going wrong. But I'm not going to let that possibility stop me from doing what I want to do. Most of the illnesses of mankind are self-limiting and the body can handle them. I get help where I can, when I need it, but the rest is kismet."

Kismet has been pretty good to Wegman, who was honored last September 9 with a day-long 80th birthday celebration attended by 200 friends and colleagues. As dean of the U-M School of Public Health in 1960-74, he presided over a time of expansion that resulted in a tripling of the school's enrollment and expansion of its facilities.



IN THE MOUNTAINS of Ecuador in 1951, where local villagers induced Wegman to riding his mount in a horse race.

These and other achievements were cited at the fund-raising birthday dinner, benefiting the newly created Myron E. Wegman Endowed Scholarship Fund. Toasters and roasters at the event included Richard L. Kennedy, vice president for government relations, who was master of ceremonies; Interim President Emeritus Allan F. Smith; President Emeritus Robben W. Fleming; and Wegman's son David, a physician and chairman of the University of Lowell (Massachusetts) Work Environment Department.

"Solid good judgment, compassion for the underdog, perpetual good humor, excitement about his profession and contagious enthusiasm," were the words of praise bestowed by Fleming, who characterized Wegman as a valued friend and a "great, good citizen of the University."

As for Wegman's "quirks," Fleming said they include "love of food, especially other people's desserts, and fascination with computers, which he insists his friends also must try."

Smith recalled asking, "Where's Myron?" at many a deans' meeting, highlighting the fact that as part of his work as dean and as a member of the board of so many health organizations, Wegman regularly traveled to five continents and more than 100 countries.

A key lesson Wegman's learned about diplomacy and providing health assistance programs abroad is that the "only real measure of success is when they can tell you to go home — but that rarely happens."

An expert in control of infant diarrheal diseases and prevention of infant mortality, Wegman is a tireless advocate of prenatal health care, health care for children, proper sanitation and clean water.

He emphasizes that although infant diarrheal disease is not a severe problem in the United States, it is one of the worst health problems worldwide and should be targeted by U.S. educational and governmental health experts.

When babies are infected with organisms that cause diarrhea, Wegman explains, the diarrhea causes dehydration, which in turn causes death. "These diseases are preventable," he says, "but that requires cleaning up the water-supply and sewage systems, and that is the biggest gap in the developing world — that and inadequate personal hygiene. When I'm traveling, I refuse to eat unless I've washed my hands, because that is the major way diarrheal diseases are transmitted. I take a lot of ribbing for it."

In the late 1940s, when he was pediatrician-in-chief at Louisiana's Charity Hospital in New Orleans and presiding over a unit that averaged 45 deliveries a day, Wegman began writing a column for *Pediatrics* magazine. Today that column has evolved into an annual article on vital statistics on births, deaths and infant health in this country and on infant mortality around the world. Each year Wegman gets reprint requests from 30 to 40 countries. Not the least significant statistic he's brought to light is the infant mortality rate in the inner cities of the United States.

# WHERE'S MYRON?

"Right now there are pockets of infant mortality in the inner cities of New York, Detroit and Chicago," he says, "that are two to three times our national average, and that average has slipped in the last 50 years from ranking sixth-lowest in the world to nineteenth. When I started in pediatrics and public health, infant mortality nationally was six times what it is today, so you can't deny there's been improvement, and that reduction is nothing to be sneezed at. But what bothers me is that countries with similar resources and knowledge have done so much better than we have."

Yet reducing unacceptably high death rates will not be easy, Wegman admits, because infant mortality is as much a social issue as a medical one. "You can't compensate for the lack of income, for drug addiction, for defeatist attitudes and for generations of problems with just changes in public health and medicine," he emphasizes. "But for the medical part we need at least organized health care that is available, accessible and acceptable, a system that guarantees completeness of coverage. And I don't mean a health insurance program that just reimburses costs."

Accessibility, Wegman says, requires locating services where people can reach them, which means transportation has to be available. ("I'm a long-time advocate of public transportation," he interjects. "Growing up in Brooklyn, I could not have gone to high school or college if I couldn't have taken an hour's subway ride for 5 cents each way.")

Acceptable health care, he points out, means that low-income patients cannot be "treated like poor relations or stuffed into waiting rooms with 40 people, because when that happens, they don't come back, and if they don't come back, that means the health care is unacceptable, no matter how good the services might be."

And by complete care, Wegman says, he means prenatal care for the mother, and well-child care as well as care for sick children. "That's highly idealized, I admit," he says, "but we certainly should have something like this in place before we listen to the health care community complain that it can't do anything about infant mortality. I see no reason why in a country like ours, 10 percent of women should have no or completely inadequate prenatal care, or why babies should not have adequate care from doctors and nurses."

Born in Brooklyn in 1908 to Jewish parents whose families were immigrants from north-eastern Europe, Wegman grew up when one waited for horse-and-buggy traffic to clear before crossing the street. "The Brooklyn Dodgers were my whole life," he says, setting aside any attempt at diplomacy when it comes to baseball. "When

they moved the team to Los Angeles in the 1950s, I decided to hate them forever. But when they played the New York Yankees in a World Series, I found my old hatred of the Yankees outweighed my newfound hatred of the Dodgers, and I began rooting for the Dodgers again."

Means of transportation were as important to Wegman the boy as they later became to the man, especially streetcars and subways. Streetcars took him to the offices of *The Brooklyn Eagle*. Above the newspaper building was a big scoreboard that tracked the progress of the Dodgers' World Series games pitch by pitch. "We'd sit on the curb," Wegman recalls, "watching the man who was getting information by telegraph put up 'Strike,' 'Ball' or 'Hit'. There'd be a flurry of activity whenever the Dodgers got a man on base."

Later, as an undergraduate at City College of New York, subways were more than a ride to school; they were also a study hall. An excellent student, Wegman especially loved Latin and often studied it standing up, letting himself be supported by the surrounding crush of passengers. But young Myron didn't have the foggiest idea about what to do with his life, except that he was reluctant to graduate from college because he was having such a good time as captain of the lacrosse team. He loved languages and considered becoming a Latin teacher before deciding that he wasn't good enough at it.

Then came an excellent course in comparative anatomy, where he rubbed shoulders with "a hoard of pre-meds. So Wegman thought, 'Why not be a doctor?' This led him to a "long-shot interview" at Yale Medical School.

IN KIEV, in the Soviet Ukraine last year, public health students mobbed Wegman. "The young man facing me didn't want to let me go until he'd convinced me of the wonders of acupuncture," Wegman recalls. "He failed on both counts."



AT AN ORPHANAGE in My Tho, Vietnam, during the war.

"I was taken aback," he recalls, "when I was accepted on the spot. All I could say was that I couldn't make a decision because I didn't have the \$50 deposit for the admissions fee. The dean said, 'Young man, Yale does not require a deposit. If you were the sort of young man who, after saying he'd come, did not come, you wouldn't be the kind of young man Yale wants.' So I said yes, and it was one of the wisest decisions I've ever made."

But Wegman still worried about the cost. His father was fatally ill, and although he knew his older brother, who had finished law school, could support their mother, he couldn't figure out how he'd pay for medical school beyond his first year. At that point, however, his younger brother,

Lexington, Massachusetts. "Izzie" was a graduate of the Yale nursing school and was head nurse in the pediatric outpatient department. "July 4 is the best time to get married," Wegman advises. "You never forget the date, somebody is always shooting off fireworks and you get three days off!"

The busy pace continued. In 1942-46, he was concurrently working in the New York City Health Department, teaching at the Johns Hopkins School of Hygiene and School of Medicine, and teaching at the Columbia University School of Public Health and at the Cornell Medical College.

After spending the late 1940s and early 1950s in New Orleans at Charity Hospital and at the Louisiana State University School of Medicine, Wegman went to Washington, D.C., as chief of

## A Prescription for World Health

Myron Wegman is well-known for his willingness to fight for what he believes in and against what he opposes. He has waged a long-time battle against nuclear weapons. "You've trained and devoted your whole life to saving lives as a doctor," says Wegman, who is head of the Washtenaw County chapter of Physicians for Social Responsibility, a group dedicated to eliminating nuclear weapons, "and any reasonable look will show you that the greatest threat to human life was inaugurated with Hiroshima. No plague in the history of mankind ever did so much damage to a human community in a single attack. Given the danger of nuclear bombs and the radioactive pollutants and other harmful effects of bomb tests, it's obvious that nuclear war is the greatest threat to life there is."

Because public health crisscrosses local and global, social and medical concerns, Wegman has taken sides on many health and social issues throughout his career, including the following:

- **Pesticides.** "When our government took a stand on stopping inclusion of DDT in household insecticides in the United States, I applauded it. On the other hand, without DDT, the malaria program around the world would have been decimated. We missed the opportunity to eradicate malaria because the world didn't put up enough money to use pesticides properly, along with other measures. Now malaria is on the rise, as is mosquito resistance to pesticides. A worldwide policy has to be one of selective use of pesticides in an integrated program. In life you run risks; there are trade-offs, and the benefits of pesticides outweigh the danger in much of the developing world. But in this country, the chances are you don't need to use most insecticides."

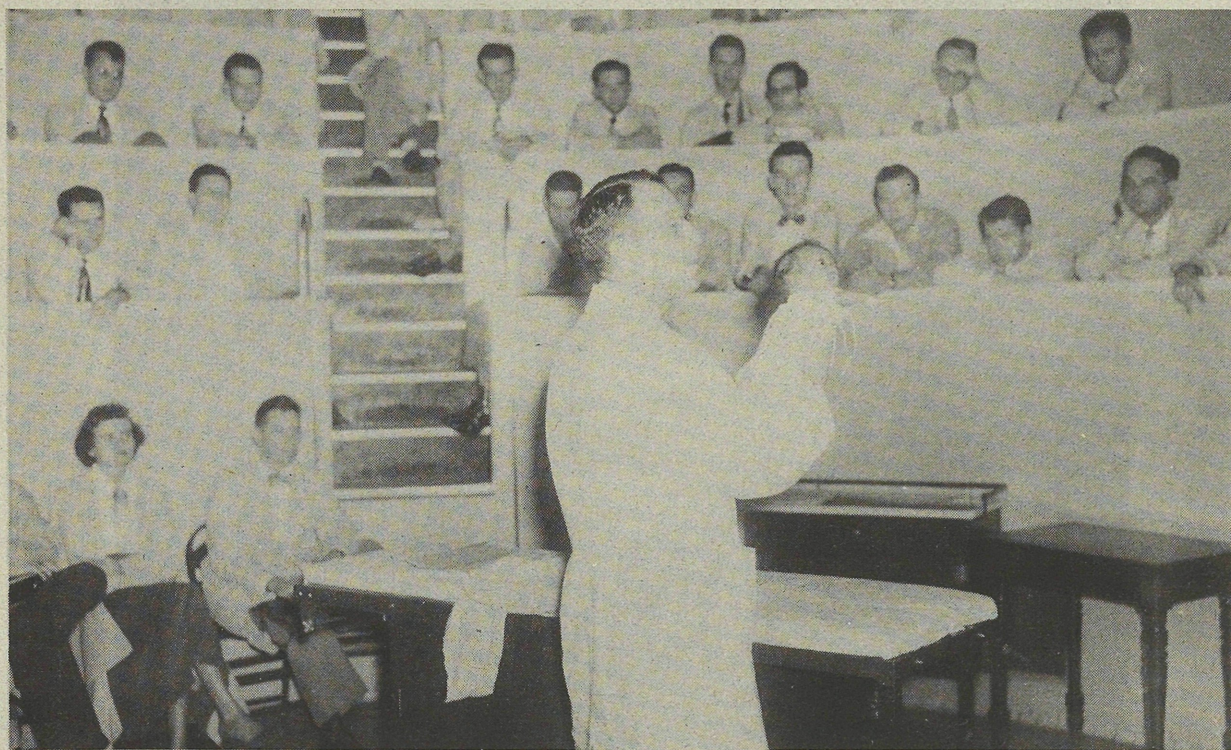
- **AIDS.** Is this the world's worst health problem, as some public health experts contend? Wegman says yes — and no. "You can't classify diseases on a competitive basis. If you were to start work on AIDS and stop work on infant diarrheal diseases, that would be stupid, because AIDS does not equal the diarrheal diseases in the number of deaths. On the other hand, it can be said that diarrhea kills babies before they've lived or been educated, while AIDS, I'm told, is killing the cream of the intellectual population in some parts of Africa. That it is a problem of extremely high priority is unquestioned. People say, how can you fund the needed research without wrecking the budget? I say, take the chance; look for people with good ideas and fund them."

- **Abortion.** "I'm against abortion as a form of birth control, but I'm decidedly pro-choice. Abortion as a way of birth control is a last resort that should not be needed. I say, invest far more in birth control. I've no problem with teaching girls to say no. But you have to realize that this is not always going to work, and you should give them help. But the fact that I feel abortion is not a good thing does not mean that I think that women shouldn't control their own bodies."

- **National health coverage.** "We're the only industrialized country in the world that does not have a truly national health care program for the population. The way we pay for care now is much more expensive to society as a whole than if we had universal prepaid coverage."

- **Antibiotics and medicines.** The human body is very tough, and able to handle most minor diseases with little assistance. The problem for pediatricians so often is that if a child has a fever and runny nose, the mother will ask for some 'strong medicine,' usually meaning antibiotics. In situations like this my procedure has been to give the mother a detailed list of positive instructions: 1) Give the child as much water as possible; 2) Offer food but don't force it; 3) Let the child be as active as he or she wants to be; 4) Use warm-air steam. And I end up by emphasizing 5): *No Medications.* Mothers have the right to ask for treatment, but the doctor should not respond just with drugs. On the other hand, once a disease has been properly diagnosed, I say treat it with all the indicated drugs and antibiotics, and treat it hard."

Margaret Sharemet is an Ann Arbor free-lancer.



*LECTURING ON health care for infants in the early '50s at Charity Hospital in New Orleans. The challenge, Wegman says, "is to draw lessons from anyone, anywhere, to find the wisest ways to invest our resources to prevent needless death [of infants] and to achieve a better state of health for all children, not just those special cases that make the evening television news."*

the Pan-American Sanitary Bureau's division of education and training. Four years later he was named secretary general of the bureau, which is the oldest international health organization in the world and has served since 1947 as regional office for the Americas of the World Health Organization. He continued his work as a member of the pediatrics faculty at George Washington University, and knew he enjoyed academia enough to accept Michigan's offer in 1960, where he has stayed put longer than at any other time in his career.

One thing that has kept Wegman going is his boundless optimism. "This is, as Pangloss said, the best of all possible worlds," he says. "I can't tell you how many times disaster has struck and a few hours later I'll say, 'That wasn't so bad!' Maybe I'm just lucky. Sure I get discouraged. I often wonder if humanity will make it. But I still see lots of good people. Most people are decent."

Whether he's in his office watching helicopters taking off from the roof of the new University Hospital, demonstrating a favorite wind-up robot toy, discussing the latest article in his beloved *New Yorker*, describing the night he served a fast-food chicken dinner to a gathering of members of the U-M's prestigious Scientific Club, explaining the limitations of Robert's Rules of Order, grappling with the inequities of the health care system or discussing the difficulties in drying out a flood-sodden Oriental rug, Wegman is at peace with his eclecticism.

Wegman resists, however, naming a high point in his career. "I remember flying alongside the Himalayas on a trip to Nepal," he explains, "and there were all these peaks. I kept asking the guide, 'Which one is Mount Everest?' Finally, he pointed it out, but I couldn't make it out in that forest of peaks. So I say to you, don't ask me to pick out my Mount Everest. I can't."



*IN THE RECEPTION line for a Pan-American Health Organization function in Washington, D.C., Wegman greets his wife, Izzie, with exaggerated zeal. The Wegmans have four children: Judy Hirst, a cellular biologist; David, a physician; Jane Dunatchik, a community activist; and Betty Petersen, a library scientist.*

who had delayed entering college for a year to work, offered to send him \$10 a week. Myron's place at Yale was assured.

Influenced by "a remarkable teacher and role model, Grover Powers, who became a father-figure for me," Wegman specialized in pediatrics at Yale following his medical degree. He then "backed into public health" by taking a job with the Maryland State Health Department. His job was to train general practitioners, many of whom were graduates of the old Baltimore diploma mills, on how to improve their care of children. One of his other "great heroes," Dr. Martha Eliot, was associate director of the U.S. Children's Bureau. She advised him to ask for an advanced degree in public health at Johns Hopkins University in Baltimore as part of the employment package. In the fall of 1936, he began his Maryland job and his studies for a master's degree in public health from the Hopkins School of Hygiene.

During the changeover to Maryland he could get only one long weekend over the Fourth of July. He used it to marry Isabel Howe in her home in

This is an excerpt of Joseph Brodsky's commencement day address of Dec. 18. Readers may obtain a copy of the entire speech by written or telephoned request to *Michigan Today*.

Life is a game with many rules but no referee. One learns how to play it more by watching it than by consulting any book, including the holy book. Small wonder, then, that so many play dirty, that so few win, that so many lose.

At any rate, if this place is The University of Michigan, Ann Arbor, Michigan, that I remember, it's fairly safe for me to assume that you, its graduates, are even less familiar with the good book than those who sat in these benches, let's say, 16 years ago when I ventured afield here for the first time.

To my eye, ear and nostril, this place looks like Ann Arbor, it goes blue — or feels blue — like Ann Arbor; it smells like Ann Arbor (though I must admit that there is less marijuana in the air now than there used to be, and that causes momentary confusion for an old Ann Arbor hand). It seems to be, then, Ann Arbor, where I spent a part of my life — the best part for all I know — and where, 16 years ago, your predecessors knew next to nothing about the Bible.

If I remember my colleagues well, if I know what's happening to university curricula all over the country, if I am not totally oblivious to the pressures the so-called modern world exerts upon the young, I feel nostalgic for those who sat in your chairs a dozen or so years ago, because some of them at least could cite the Ten Commandments and still others even remembered the names of the seven deadly sins. As to what they've done with that precious knowledge of theirs afterward, as to how they fared in the game, I have no idea. All I can hope for is that in the long run one is better off being guided by rules and taboos laid down by someone totally impalpable than by the panel code alone.

Since your run is most likely to be fairly long, and since being better off and having a decent world around you is what you presumably are after, you could do worse than to acquaint yourselves with those commandments and that list of sins. There are just 17 items altogether, and some of them overlap. Of course, you may argue that they belong to a creed with a substantial record of violence. Still, as creeds go, this one appears to be the most tolerant; it's worth your consideration if only because it gave birth to the society in which you have the right to question or negate its value.

But I am not here to extol the virtues of any particular creed or philosophy, nor do I relish, as so many seem to, the opportunity to snipe at the modern system of education or at you, its alleged victims. To begin with, I don't perceive you as such. After all, in certain fields your knowledge is immeasurably superior to mine or anyone's of my generation. I regard you as a bunch of young, reasonably egotistical souls on the eve of a very long journey. I shudder to contemplate its length, and I ask myself in what way I could possibly be of use to you? Do I know something about life that could be of help or consequence to you, and if I do, is there a way to pass this information on to you?

The answer to the first question is, I suppose, yes — not so much because a person of my age is entitled to out-fox any of you at existential chess as because he is, in all probability, tired of quite a lot of the stuff you are still aspiring to. (This fatigue alone is something the young should be advised on as an attendant feature of both their eventual success and their failure; this sort of knowledge may enhance their savoring of the former as well as a better weathering of the latter.) As for the second question, I truly wonder. The example of the aforementioned commandments may discourage any commencement speaker, for the Ten Commandments themselves were a commencement address — literally so, I must say. But there is a transparent wall between the generations, an ironic curtain, if you will, a see-through veil allowing almost no passage of experience. At best, some tips.

Regard then, what you are about to hear as just tips — of several icebergs, if I may say so, not of Mount Sinai. I am no Moses, nor are you biblical Jews; these are a few random jottings scribbled on a yellow pad somewhere in California — not tablets. Ignore them if you wish, doubt them if you must, forget them if you can't help it: there is

## SOME TIPS



Photo by Bob Kalmbach

### Nobel Laureate Joseph Brodsky addresses 2,000 students at Winter Commencement

nothing imperative about them. Should some of it now or in the time to be come in handy to you, I'll be glad. If not, my wrath won't reach you.

1) Now and in the time to be, I think it will pay for you to zero in on being precise with your language. Try to build and treat your vocabulary the way you are to treat your checking account. Pay every attention to it and try to increase your earnings. The purpose here is not to boost your bedroom eloquence or your professional success — although those, too, can be consequences — nor is it to turn you into parlor sophisticates. The purpose is to enable you to articulate yourselves as fully and precisely as possible; in a word, the purpose is your balance. For the accumulation of things not spelled out, not properly articulated, may result in neurosis. On a daily basis, a lot is happening to one's psyche; the mode of one's expression, however, often remains the same. Articulation lags behind experience. That doesn't go well with the psyche. Sentiments, nuances, thoughts, perceptions that remain nameless, unable to be voiced and dissatisfied with approximations, get pent up within an individual and may lead to a psychological explosion or implosion. To avoid that, one needn't turn into a

bookworm. One should simply acquire a dictionary and read it on the same daily basis — and, on and off, books of poetry. Dictionaries, however, are of primary importance. There are a lot of them around; some of them even come with a magnifying glass. They are reasonably cheap, but even the most expensive among them (those equipped with a magnifying glass) cost far less than a single visit to a psychiatrist. If you are going to visit one nevertheless, go with the symptoms of a dictionary junkie.

2) Now and in the time to be, try to be kind to your parents. If this sounds too close to "Honor thy mother and father" for your comfort, so be it. All I am trying to say is try not to rebel against them, for, in all likelihood, they will die before you do, so you can spare yourselves at least this source of guilt if not of grief. If you must rebel, rebel against those who are not so easily hurt. Parents are too close a target (so, by the way, are sisters, brothers, wives or husbands); the range is such that you can't miss. Rebellion against one's parent's, for all its I-won't-take-a-single-penny-from-you, is essentially an extremely bourgeois sort of thing, because it provides the rebel with the ultimate in comfort, in this case, mental com-

fort: the comfort of one's convictions. The later you hit this pattern, the later you become a mental bourgeois, i.e., the longer you stay skeptical, doubtful, intellectually uncomfortable, the better it is for you.

On the other hand, of course, this not-a-single-penny business makes practical sense, because your parents, in all likelihood, will bequeath all they've got to you, and the successful rebel will end up with the entire fortune intact — in other words, rebellion is a very efficient form of savings. The interest, though, is crippling; I'd say, bankrupting.

3) Try not to set too much store by politicians — not so much because they are dumb or dishonest, which is more often than not the case, but because of the size of their job, which is too big even for the best among them, by this or that political party, doctrine, system or a blueprint thereof. All they or those can do, at best, is to diminish a social evil, not eradicate it. No matter how substantial an improvement may be, ethically speaking it will always be negligible, because there will always be those — say, just one person — who won't profit from this improvement. The world is not perfect; the Golden Age never was or will be. The only thing that's going to happen to the world is that it will get bigger, i.e., more populated while not growing in size. No matter how fairly the man you've elected will promise to cut the pie, it won't grow in size; as a matter of fact, the portions are bound to get smaller. In light of that — or, rather, in dark of that — you ought to rely on your own home cooking, that is, on managing the world yourselves — at least that part of it that lies within your reach, within your radius. . . .

4) Try not to stand out, try to be modest. There are too many of us as it is, and there are going to be many more, very soon. Thus climbing into the limelight is bound to be done at the expense of the others who won't be climbing. That you must step on somebody's toes doesn't mean you should stand on their shoulders. Besides, all you will see from that vantage point is the human sea, plus those who, like you, have assumed a similarly conspicuous — and very precarious at that — position: those who are called rich and famous. On the whole, there is always something faintly unpalatable about being better off than one's likes, and when those likes come in billions, it is more so.

. . . Far better than belonging to any club is to be jostled by the multitudes of those who, given their income and their appearance, represent — at least theoretically — unlimited potential. Try to be more like them than like those who are not like them; try to wear gray. Mimicry is the defense of individuality, not its surrender. I would advise you to lower your voice, too, but I am afraid you will think I am going too far. Still, keep in mind that there is always somebody next to you, a neighbor. Nobody asks you to love him, but try not to hurt or discomfort him much; try to tread on his toes carefully; and should you come to covet his wife, remember at least that this testifies to the failure of your imagination, to your disbelief in — or ignorance of — reality's unlimited potential.

5) . . . At all costs try to avoid granting yourself the status of the victim. Of all the parts of your body, be most vigilant over your index finger, for it is blame-thirsty. A pointed finger is a victim's logo — the opposite of the V-sign and synonym for surrender. No matter how abominable your condition may be, try not to blame anything or

anybody: history, the state, superiors, race, parents, the phase of the moon, childhood, toilet training, etc. The menu is vast and tedious, and this vastness and tedium alone should be offensive enough to set one's intelligence against choosing from it. The moment that you place blame somewhere, you undermine your resolve to change anything; it could be argued even that that blame-thirsty finger oscillates as wildly as it does because the resolve was never great enough in the first place. After all, a victim status is not without its sweetness. It commands compassion, confers distinction, and whole nations and continents bask in the murk of mental discounts advertised as the victim's conscience. There is an entire victim-culture, ranging from private counselors to international loans. . . . However abundant and irrefutable is the evidence that you are on the losing side, negate it as long as you have your wits about you, as long as your lips can utter "no" . . . .

6) The world you are about to enter and exist in doesn't have a good reputation. It's been better geographically than historically; it's still far more attractive visually than socially. It's not a nice place, as you are soon to find out, and I rather doubt that it will get much nicer by the time you leave it. Still, it's the only world available; no alternative exists, and if one did, there is no guarantee that it would be much better than this one. It is a jungle out there, as well as a desert, a slippery slope, a swamp, etc. — literally — but, what's worse, metaphorically, too. Yet, as Robert Frost has said, "The best way out is always through." He also said, in a different poem, though, that "to be social is to be forgiving." It's with a few remarks about this business of getting through that I would like to close.

Try not to pay attention to those who will try to make life miserable for you. There will be a lot of those — in the official capacity as well as the self-appointed. Suffer them if you can't escape them, but once you have steered clear of them, give them the shortest shrift possible. Above all, try to avoid telling stories about the unjust treatment you received at their hands; avoid it no matter how receptive your audience may be. Tales of this sort extend the existence of your antagonists; most likely they are counting on your being talkative and relating your experience to others. By himself, no individual is worth an exercise in injustice (or for that matter, in justice). The ratio of one-to-one doesn't justify the effort: it's the echo that counts. That's the main principle of any oppressor, whether state-sponsored or autodidact. Therefore, steal, or still, the echo, so that you don't allow an event, however unpleasant or momentous, to claim any more time than it took for it to occur. . . .

I had better stop here. As I said, I'll be glad if you find what I've said useful. If not, it will show that you are equipped far better for the future than one would expect from people of your age. Which, I suppose, is also a reason for rejoicing — not for apprehension. In either case — well-equipped or not — I wish you luck, because what lies ahead is no picnic for the prepared and the unprepared alike, and you'll need luck. Still, I believe that you'll manage.

. . . I can't divine your future, but it's pretty obvious to any naked eye that you have a lot going for you. To say the least, you were born, which is in itself half the battle, and you live in a democracy — this halfway house between nightmare and utopia — which throws fewer obstacles in the way of an individual than its alternatives.

Lastly, you've been educated at The University of Michigan, in my view the best school in the nation, if only because 16 years ago it gave a badly needed break to the laziest man on the earth who, on top of that, spoke practically no English — to yours truly. I taught here for some eight years; the language in which I address you today I learned here; some of my former colleagues are still on the payroll, others retired, and still others sleep the eternal sleep in the earth of Ann Arbor that now carries you. Clearly this place is of extraordinary sentimental value for me; and so it will become, in a dozen years or so, for you. To that extent, I can divine your future; in that respect, I know you will manage, or, more precisely, succeed. For feeling a wave of warmth coming over you in a dozen or so years at the mention of this town's name will indicate that, luck or no luck, as human beings you've succeeded. It's this sort of success I wish to you above all in the years to come. The rest depends on luck and matters less.

**J**oseph Brodsky, Soviet-born poet and Nobel laureate, delivered the Winter Commencement Address to 2,000 U-M graduates, their families and friends on Dec. 18.

"Most of you know that our Commencement speaker, Joseph Brodsky, is an acclaimed Russian poet who won the Nobel Prize in 1987 and a MacArthur Foundation Award in 1981," President James J. Duderstadt said in introducing Brodsky. "What you may not know is that when the Soviet Union deported Professor Brodsky in 1972, he found his first safe haven in the United States at The University of Michigan, and he became our second poet-in-residence. (The first, in case you are wondering, was Robert Frost who was here in the 1920s.)"

Duderstadt noted that Brodsky "became an inspiring and effective teacher" at the University, and recalled that one of his Michigan students later paid high tribute to Professor Brodsky in a letter to the Department of Slavic Languages.

"After the student described how the rather opinionated Professor Brodsky had challenged the class with new perspectives and new poets," Duderstadt continued, "he concluded his letter with this sentence: 'Somehow, through knowing him, we seemed to become more ourselves.' It was a telling assessment. The dignity of the individual permeates Professor Brodsky's life and work."

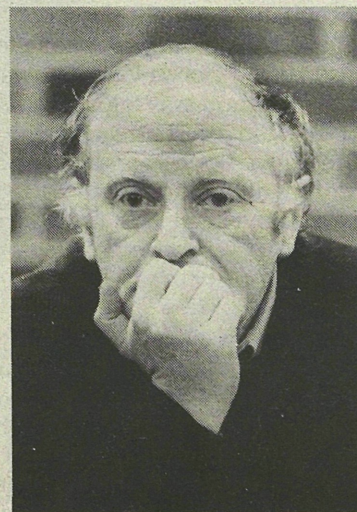
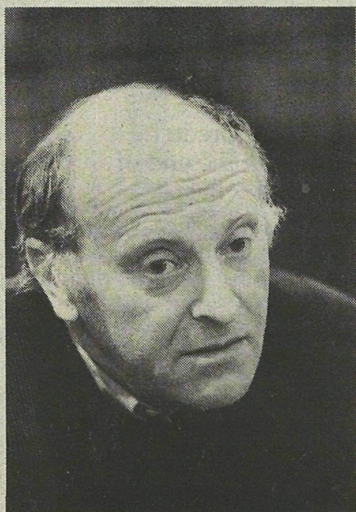
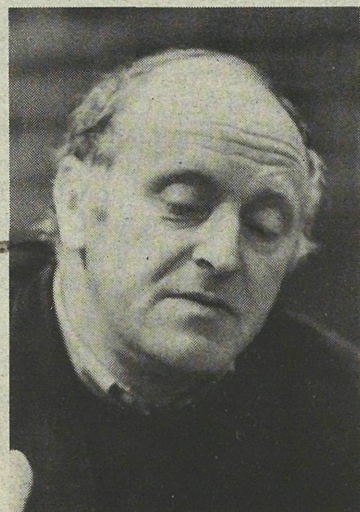
Brodsky was born in Leningrad in 1940 and went to work in a weapons factory after leaving school at 15. He also worked briefly in a morgue and at sea, as a stoker. In his late teens, he joined a geological team and traveled deep into Siberia and Central Asia.

In 1961, while on an expedition 9,000 miles away from Leningrad, Brodsky decided to return home and commit himself to poetry, which he had begun writing in 1958. In the years that followed, his work was read in clandestine literary meetings and published in underground publications.

In 1964 he was brought to trial on charges of being a "social parasite" and was served 18 months of a five-year sentence at hard labor.

In 1972 Brodsky was deported from the Soviet Union and came to the United States. Ann Arbor was his first home after his exile, and he became a U.S. citizen in 1977. Today, he teaches at the 5-College Consortium in Massachusetts.

At a press conference Dec. 19, Brodsky recalled that when he came to the United States, he knew only scraps of English; he credited University students with teaching him the language, adding that he discovered that dating "is a shortcut to the national psyche."



Photos by Bob Kaimbach

*'When I came to this country, I was left alone, and that's the best thing any society can do for the individual.'*

# THE TRANSFORMATION OF BENJAMIN CARSON

A knife turned into a scalpel,  
hostility into gentility,  
and a ghetto youth into a neurosurgeon

By John Woodford

Benjamin Carson's fifth-grade teacher praised him in front of the class: "That's wonderful, Ben, you've got a D in math." Embarrassing? Not at all, because young Ben was proud to rise, this once, above an F. What did embarrass him "more than any other episode in my life" was the next time he drew his teacher's praise.

"We had a test with 30 problems," recalls the 37-year-old U-M Medical School alumnus of the class of '77, "and when the teacher ran down the roll to get our scores, I gave her mine. 'Nine!' she said, and she stopped, beamed and told everyone how great that was, for they all knew I was always at the bottom of our class and usually scored lower than that. But the girl behind me corrected her: 'He said none, not nine.'"

Ben improved quickly after a compulsory eye exam revealed that he couldn't read the blackboard — but not much ("I went from an F to a D and was quite pleased.") No one at the time would have predicted his rise from severe poverty in a single-parent home in Detroit to becoming the wunderkind chief of pediatric neurosurgery at Johns Hopkins Medical Center at the age of 33. No one, except his mother, Sonya Carson, "who brainwashed me into believing I could do anything." More than that, she devised a method that convinced him he could.

Sonya Carson isn't sure when or where she was born. "I had seizures as a child," she explains. "All I know is I was adopted seven times. When I had a seizure, they'd shift me off somewhere else. My adoption records are from as far as the state of Washington to Louisiana and Tennessee. One day I had a seizure in school, so they said I was unfit for the classroom and told my foster parents to keep me at home. I was in the third grade. I never learned to read as a child, so I decided education was very necessary. I wanted my boys to accomplish what I couldn't."

But how would Ben and his older brother, Curtis (a U-M College of Engineering graduate who designs aircraft brakes for Bendix in South Bend, Indiana), accomplish more? Their parents divorced when the boys were very young, and their mother's two or three jobs barely provided a subsistence income.

"I taught my boys to find out the defects in things and correct them," Sonya Carson says. "The most effective method was taking TV away from them until they did a certain amount of homework and read two books a week in addition to their assignments. I made them write book reports for me. I couldn't even read then, but I marked and graded their reports as if I could. I must have been good at it because they swallowed the bait."

"I told them, since I was away working so much, that I'd have to trust them to look at just the amount of TV allowed. I also used TV to show them they could do things as well or better than other people. I'd say to them, 'Think how you'd make this movie or show better. Tell me what you'd do.' How did I get my method? On my knees. God gave me these ideas."

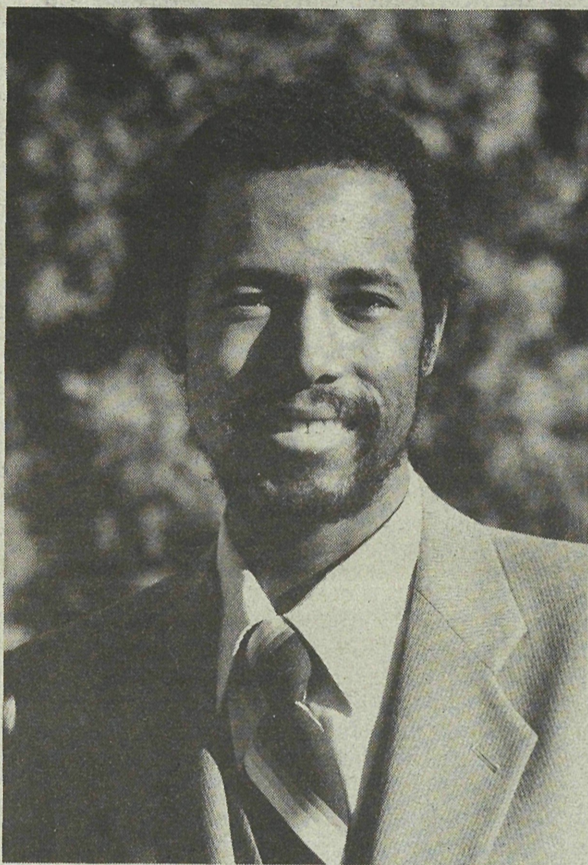


Photo by Ernie Medina, Andrews University

*'ONCE A CHILD develops a feeling of confidence, there's nothing that can shake it,' says Medical School alumnus Carson '77. 'By the time I was 12 or 13, I'd concluded that I was going to be successful and there was never any doubt in my mind that I would be. But intervention that builds confidence must be early. By the teen-age years, the damage has been done. You've got to get to youngsters early on.'*

Benjamin Carson remembers how the books his mother made him read "opened up worlds for my brother and me we'd never dreamed of. I started to enjoy the acquisition of knowledge. One day, we were reading about geography and came to the word 'flax'. The teacher asked if any of us knew what it meant, and I was the only one who did. Within a year and a half I moved from the bottom of my class to the top. I sometimes look back and wonder how my mother could have taught us these things with her limited education. But it shows that the kinds of expectations people have play an important role in what they wind up doing."

In 8th grade Carson enrolled at the predominantly white Wilson Junior High. "At the end of the two years, the student with the highest academic achievement was awarded a certificate, and I got it. Our teacher berated the rest of the class for 'letting' me be number one and said it showed they weren't trying hard enough. The white kids were really embarrassed by this and made faces of disgust at our teacher's comments. How could anyone, I wondered at the time, think that intellect was tied to the color of a person's skin? People like that are just buffoons, I thought, but I knew there must be many other such buffoons around."

During his high school years at Detroit Southwestern, Sonya Carson's brutal work schedule and

the demands of controlling adolescent youths took a heavy toll on her. At one point illness and despair forced her to give up her jobs. Curtis filled in as breadwinner by interrupting his schooling to work in a factory. Ben fell prey to his own temper.

Sonya Carson says her sons had plenty to be angry about. "Seeing me struggle, seeing how it was getting to me. I had thoughts of suicide. Still, I'd tell them that we were strong enough to take it, that we were bigger than our problems. I told them, 'They may be treating you bad, but they aren't treating you as bad as they did Jesus. He didn't have a lot of people to help him. I will help you.' I feel so sorry for some parents who are rich and have a much better background than I had, but hold back their hands from encouraging their children. When the parent is behind the child, that is the most effective thing there is. I taught them how to make sacrifices. I told them sacrifices will pay off. No one owes you anything."

Ben Carson had "a pathological temper back then. I was easy to offend, and I felt I had to inflict pain on the offender with a bottle, brick, knife or anything else at hand. I was a good kid when I wasn't mad, but I was frequently mad. One day I got enraged and stabbed a kid. He was wearing a large metal belt buckle and my camping knife's blade broke on it. I realized instantly that he could have been seriously injured or even killed. I ran home, went in the bathroom, closed the door and sat on the tub."

"I thought of how I'd wanted to be a physician since I was 8, when I began listening to the stories of the work of Seventh-day Adventist doctors doing missionary work abroad. I realized that I'd never do anything worthwhile if I didn't control my temper. I'd recently decided to become rich by becoming a psychiatrist, and I'd begun to read every issue of *Psychology Today*. So I knew that personality traits are exceedingly difficult to extinguish, and therefore I prayed for three hours, asking the Lord to take my temper away. I read passages in the Bible with my prayers, like Proverbs 14, verse 29: 'He that is slow to wrath is of great understanding; but he that is hasty of spirit exalteth folly'; and Proverbs 25: 28: 'He that hath no rule over his own spirit is like a city that is broken down and without walls.' I felt that these verses were written for me."

What happened next, Carson says, was as much a miracle as Jonah's emergence from the whale or Daniel's from the lion's den. "When I left the bathroom, my temper was gone. And it never returned. I have never even needed to suppress it. God had taken it away. People who know me now can never believe I had a temper problem. They have never seen me angry."

By the 11th grade Carson was an A student again and had to decide where to go to college. "There was no doubt that I would go to college because we knew the academic route was the only correct route. One of the three programs my brother and I could watch a week was "the General Electric College Bowl". I did well against the contestants except in classical music and fine art.

So I went to the Detroit Institute of Art regularly until I could tell the painters by looking at the paintings. And I began listening to classical music on the radio till I could identify all the major pieces and composers from just the opening measures of their works. I decided I'd apply to the school that won the College Bowl championship that year. It was Harvard against Yale, and Yale trounced them. I applied and was accepted.

"When I arrived at Yale I thought I was among at least the top five smartest kids in the world. My bubble burst quickly. There were lots of students from elite prep schools that provided excellent educations."

Carson found out that the key to his academic success was "becoming an in-depth learner. I was a superficial learner when I got to college. I could cram before an exam and do well in high school. And actually I could have done pretty well using that method in college. But the voluminous amount of material you have to learn in pre-med or certain other fields convinced me of the impracticality of that approach. I saw I had to learn the ins and outs of what I was studying, the principles and logic of things, not just the facts. That taught me that you don't want to study just because you're faced with an exam or to impress someone with your grades. You have to study for the love of learning."

When Carson came to Michigan after Yale, he still planned to be a psychiatrist. "But I began to meet more and more psychiatrists and, well, let's just say I decided to do something else. I knew I liked anatomy, had good hand-eye coordination and was interested in the brain. The neurosurgeons' presentations began to fascinate me, especially those by Dr. [James A.] Taren and Dr. [John E.] McGillicuddy. When they brought patients in, went over the before and after and described what they'd done in surgery, it all seemed just incredible, so I decided to specialize in neurosurgery."

Taren recalls Carson as "very focused right from the beginning. I've followed his career with great interest. I'm especially proud of the way he comes back regularly to visit his high school. The medical students have chosen him to speak at this year's graduation in April. I think that shows the kind of person he is."

Carson decided to try for a neurosurgery residency at Johns Hopkins medical center in Baltimore. There were 125 applicants for the two posts. "When I showed up for the interview, it turned out the head of the department was a classical music buff. We talked for two hours, and only 10 minutes of that was about medicine. I think he was flabbergasted that this Black guy from the inner city of Detroit knew so much about classical music. There was no doubt that he'd accept me. I don't know whether he just wanted someone to talk to about music or, as I sometimes think, he wanted to study me."

At the end of his residency Carson met an Australian neurosurgeon who promised him he'd have plenty of opportunities to hone his skills there. "He was right," Carson says. "I operated three times a day and got five to 10 years worth of surgical experience in Australia in just one year. When I went back to Hopkins in 1984, the other neurosurgeons saw I could really do a lot at the operating table, so when the old chief retired, they decided to offer me the post even though I was only 33."

"Word got out that Hopkins had an outstanding neurosurgeon named Carson, and people began to travel great distances to see if they could be helped. I'd walk in to meet them and they'd say, 'When is Dr. Carson coming in?' When I said I was Dr. Carson, they'd almost have a seizure. I guess that got me interested in seizure surgery."

Although he gained his greatest publicity in September 1987 by separating two Siamese twins connected at the head, Carson had already performed other noteworthy surgeries.

"I decided to try to place a shunt in the brain of a hydrocephalic twin to prevent premature birth, which would have killed both twins. Some experts said it was ethically wrong to attempt it, but both did well, and the one I shunted became normal. Then some of those same experts said, 'It was a good idea. I'd have done that, too.'

"But the case of a 4-year-old boy from Georgia

with a malignant tumor of the brain stem was my biggest breakthrough. Everyone said nothing could be done to save him. When he was brought to me, I couldn't even see the brain stem, the tumor was so advanced. We did all the latest imaging and scanning tests, and everyone concluded that nothing could be done.

"I said I'd biopsy the tumor anyway, so I went in, found the tumor and decided I'd just start removing some of it, which I did until I got so close to the nerves that I had to stop. I told the parents that I'd done all I could. I said all the things you usually say at that point, that their son may have served his purpose in life, that God may have decided to take him home and so on.

"Three days later, the boy, who'd been foaming at the mouth and semiparalyzed, started getting better. A scan showed a ribbon of clear brain stem. I decided to operate again and removed all of the tumor. The stem regenerated. Three weeks later that boy walked out of the hospital, and now, four years later, he's still normal. To me, that meant the Lord had done that — that with all my skills, I was just an assistant to the Lord."

Then came the Binder twins from West Germany. The twins' parents refused to sacrifice one for the other, which had previously been the fate of Siamese twins joined at the head, and searched the world for a medical team that would try to save both boys.

"It so happened that I'd just been studying this problem in my reading," Carson says. "I don't know why, because births like this take place only once in every 1.8 million. I thought I'd just as likely find a sweater made of frog's hair as to get such a case myself. Still, I had concluded that the reason one twin was dying was that it was bleeding to death, and therefore if I could stop the circulation, I might save both. And then a West German doctor showed up with records of the Binder twins.

"I agreed to go to Germany to talk with the parents and the twins' physicians. Right before I was to leave, however, my house was burglarized, and they took our safe with my passport and other papers. The police told me, 'You'll never get your papers back. They're never recovered in cases like this.' But I prayed for my passport, and two days later, a cop found them in a trash bag in an alley. I went to West Germany and made the plans for the surgery. It was very complex, but it worked. We pulled them through."

Carson decided to apply a technique developed by pediatric cardiovascular surgeons, in which the heart is stopped. "You bypass the heart and lung

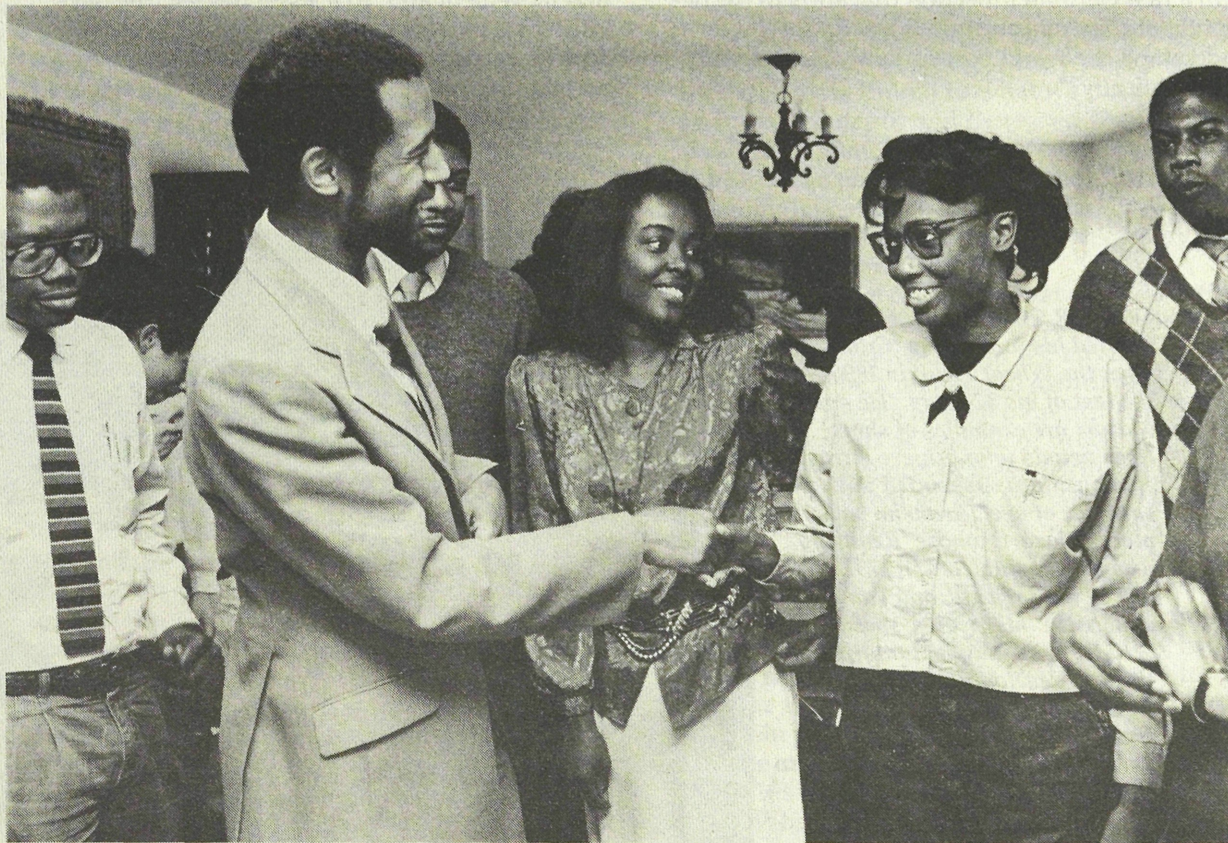
and carry blood to a machine that cools and recirculates it till its temperature drops to 68 degrees Fahrenheit," Carson explains. "That's when the heart stops pumping. The blood is pumped out and the metabolic rate falls. There is a maximum of one hour for this hypothermic arrest. The rest of the 21 hours of the operation — preparing, opening and closing the patients — was done under normal conditions. When they returned to Germany, Ben (it's just a coincidence that we have the same name, by the way) was well and Patrick was a bit slower. I've had requests to separate other Siamese twins since then, but I've refused. It cost our hospital a million dollars to do that operation, so our hospital says future patients must be able to pay."

Carson's accomplishments have brought fame and could bring him a great fortune as well, but he has passed up the opportunity to make millions in private practice because "I'd rather be challenged and well off in academic medicine than unchallenged and rich." He takes a different view on his fame, however, because it gives him a chance to contact young people, especially those from socioeconomic backgrounds like his own.

"I know how our society works, and that's why I visit children in school once or twice a week, or host visits by students here at Hopkins. I don't have time to do these things, really, but I feel I have to because *someone* has to get the message to these young people that no one is responsible for their success but themselves. They can't sit around and wait for people to do things for them, even if those things need and ought to be done.

"People may say, indeed they have said, that I'm insensitive for saying things like that. But I feel it is a burden on my heart to see so many, many children's lives dwindling away. Children have to know that you can build success out of failure. The feeling that you could succeed used to be the backbone of our society. You don't see that anymore. There is a void of inspiration.

"Being told by teachers, parents or others that you can be successful if you apply yourself to your own development is important, but it's often not enough. It's not so much hearing this message but seeing someone that makes a difference. In my visits to schools I've seen that being able to come up and touch someone who been successful is very important. The letters I've received after these visits make it all worthwhile. These things I'm doing — they are a trial for me. I spend time that I should spend doing research and applying for grants. But this burden is something that I can't neglect."



CARSON VISITS Andrews University pre-medical students in Berrien Springs, Michigan. He tries to visit elementary schools once or twice a week in various parts of the country to help inspire students to develop self-reliance and discipline. He is also in great demand for other speaking engagements and by the media, and says he donates all speaking fees to his foundation that assists needy patients who require expensive medical care.



# RUDOLF ARNHEIM

'He's shaped the intellectual landscape of our era'

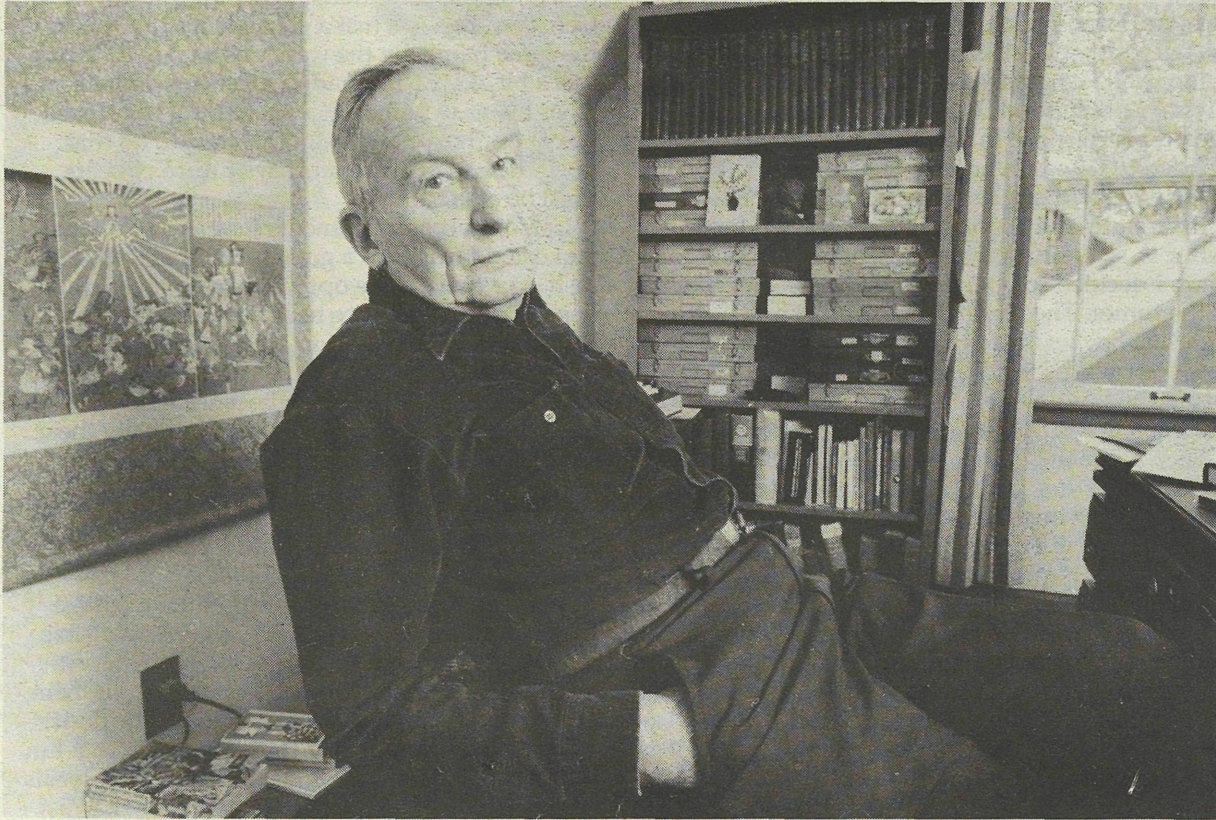


Photo by Peter Yates

RUDOLF ARNHEIM was involved in the founding of two scholarly fields, the psychology of art and film criticism. Almost 60 years after he first made his mark, the professor emeritus is still extending and deepening it.

By Cynthia Shaw Glasscock

Retirement is not a topic 84-year-old Rudolf Arnheim takes to kindly. Never mind that he has gone through the process twice — first at Harvard University in 1974 and later, in 1984, at The University of Michigan. The former professor of visual studies is not retired. He just no longer has a classroom. "It seems to me if you are in reasonably good shape," Arnheim says, "there should be no such thing as retirement."

Anyone who knows Arnheim understands that his "work" and his "life" are one. And his work? "It's really very simple," he says, the words lilting with a rich German inflection that adds to the deception of this "simplicity": "How do we understand the world perceptually, conceptually and artistically?"

Since his early days as a scholar in the 1920s, when he earned a doctoral degree in philosophy and psychology from the University of Berlin, that question has captivated Arnheim's attention and shaped his life. And his attempts to answer it over the years have yielded a wealth of knowledge in the fields of aesthetics, the psychology of art and art criticism.

In fact, Arnheim is renowned as the father of the psychology of art. His energies have focused primarily on studying the psychological significance of the forms and images in works of art. He asks why images look the way they look and how a given form or type of form affects the mind and reflects particular states of mind. He also explores the psychological interpretation of color, depth and movement and, to a lesser degree, the psychological motivation of the artist, art's role in society, art as education and art as therapy. As a result of his far-reaching interests in the visual

arts, Arnheim became one of the first serious film critics.

On these related subjects, Arnheim has written eight books and many articles. "As far as I know, no one else has achieved his synthesis of psychology, understanding and criticism of the visual arts," says Eduard F. Sekler, professor of architecture and of visual arts at Harvard.

At Michigan, Arnheim is most noted for his challenging interdisciplinary liberal arts courses. Each spring he taught a seminar on comparative psychology of the arts. Students, many of whom had taken his fall lecture class, vied for one of the 30 openings. They were chosen by Arnheim to represent a cross section of the liberal arts — poets and dance students; musicians, philosophers and psychologists; architects, art historians and educators.

"I picked them like those chosen for the ark of Noah," Arnheim recalls, "two people from each area. We spent the semester discussing readings from each discipline. For many of the students this was the first time they had talked about each other's fields. We would have architects talk about music, dancers talk about psychology and poets talk about painting."

Arnheim resides in Ann Arbor with his wife of 35 years. Mary Arnheim grew up in Michigan, and that affinity added to Arnheim's willingness to join the U-M faculty after he left Harvard. The Arnheims have one child, a daughter who lives with her husband and two teen-age children in the Netherlands.

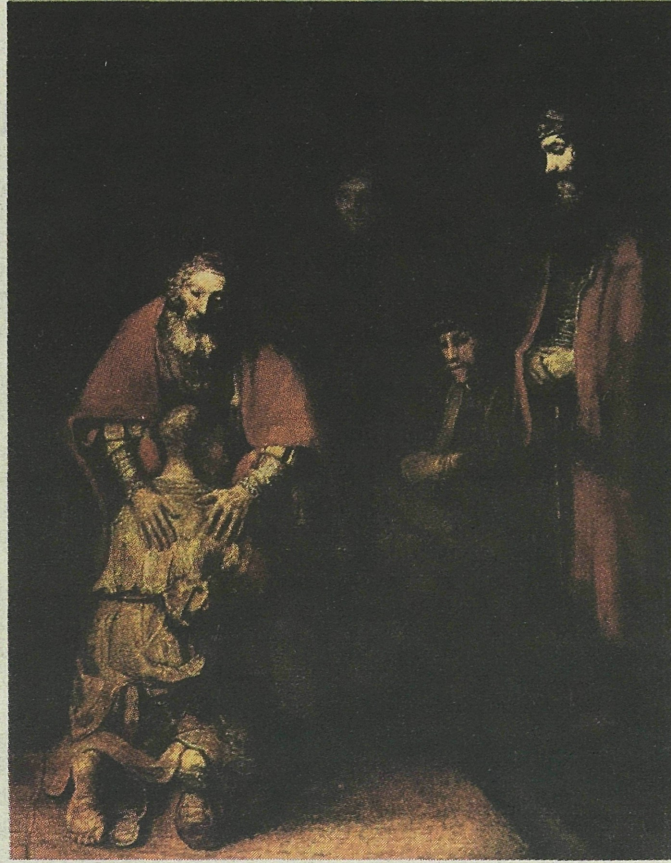
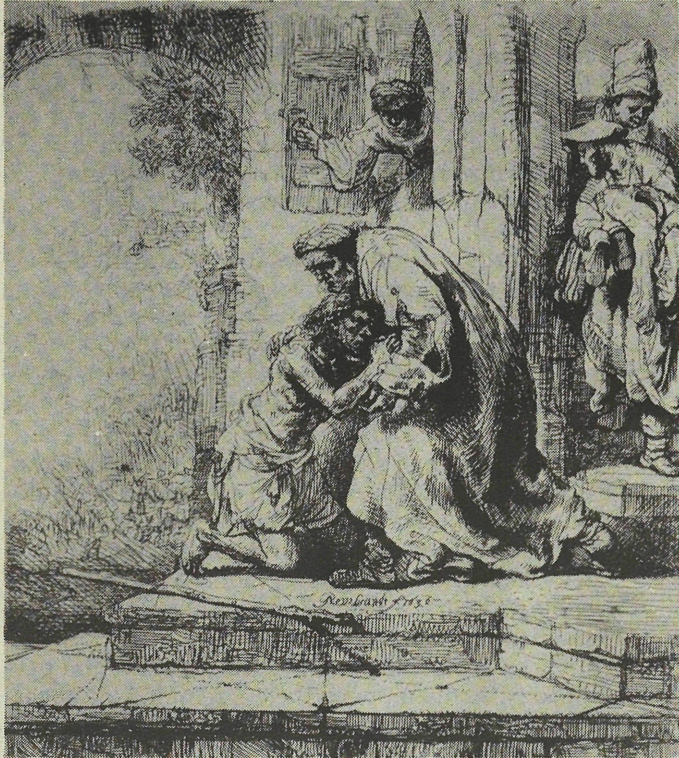
In the three and one-half years since his departure from the University, Arnheim has completed two books, contributed to others and recorded a three-hour interview for German television titled "Witnesses of the Century." Along the way he has provided an example of his theory on what he calls "the nature of the late style" in art (see accompanying article).

It is widely maintained that people peak at mid-life and then decline in old age. Arnheim holds the opposite view. He points out that many great artists — Rembrandt, Titian and Monet to name a few — reached their zenith in old age as a result of having developed a profound, mature understanding of their lives and the world around them. They could not have done in their younger years what they accomplished in later life, Arnheim contends, because they did not have the benefit of maturity and the accompanying wisdom.

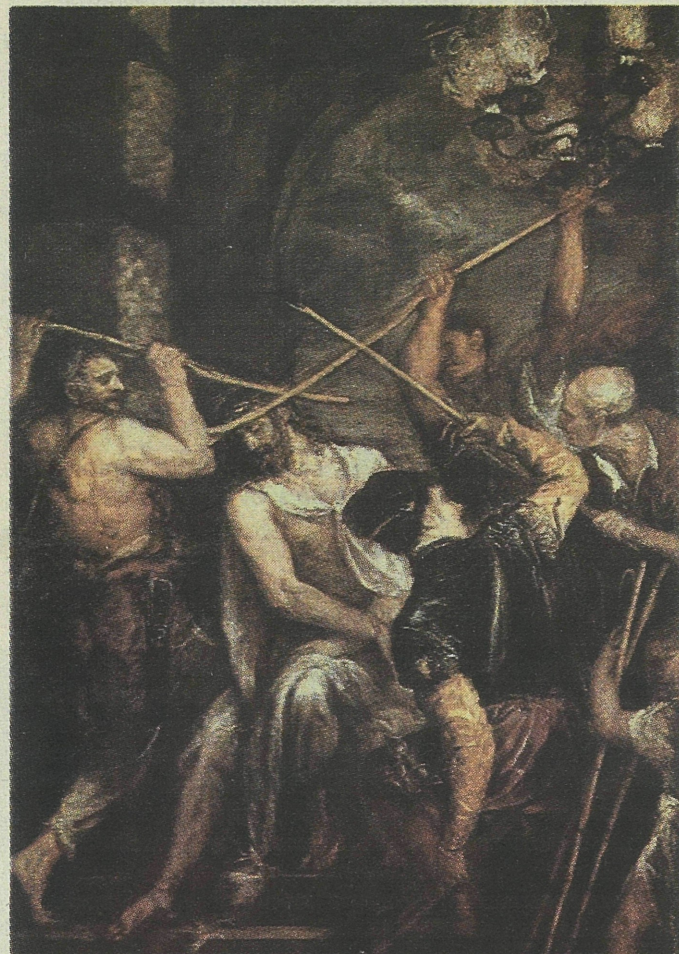
Continued on p. 10

ON OUR COVER: Van Gogh painted his foreboding 'Crows Over the Wheat Field' in 1890, the last of his 37 years. 'He and Mozart are examples of short-lived artists who achieve a tragic effect usually associated with the sagacity of age,' Arnheim says. He places Mozart, whose 'Requiem' was being completed in 1791, the last of his 35 years, and Van Gogh among the 'fast-living-species of artists,' who may metamorphose through developmental stages more quickly than the normal speed. In the main, however, longevity of career is important to define the late style of Goethe, Cezanne, Feininger, Rossini, Beethoven and others.





REMBRANDT WAS 30 when he made his etching 'The Return of the Prodigal Son' (left). The usual theme of the father's forgiveness is 'tangible through the external activity in the etching,' Arnheim says, while the painting on the same subject (right), done near the end of Rembrandt's 63-year-life, expresses a 'stillness of shared experience that coordinates the principal figures rather than subordinates the father to the son. The wisdom of an advanced conception tends to transcend causal interaction characterizing subjects in a work. The aged mind shows a serene or resigned view contemplating the common fate of all characters in the work, and thus, we feel, of all humanity.'



TITIAN REVERSED the mythological symbols in his late work, 'The Rape of Europa,' Arnheim says. 'The abducted young princess is lying on the back of the bull in eager and rapturous surrender, instead of trembling with fear; while Jupiter, in the form of the bull, looks pitiful, like an elderly gentleman trapped in a situation he can't handle. In 1570, Titian painted a second version of 'The Crowning With Thorns' (left), 30 years after his first treatment of that subject. 'This version knits all subjects together in a weave of sticks,' Arnheim says. 'A diffused glow of light arises from the limbs instead of striking from outside; the torturers and the victim are not clearly distinguished from each other.'

## The Late Style:

On the swan songs of aged artists

To illustrate his theory about the late phase in life and the late style in art, Rudolf Arnheim compares Rembrandt's two versions of "The Return of the Prodigal Son," the first painted when the artist was 30 years old, and the second when he was an old man.

In the first work, an etching, the scene is highly realistic — the father and son rush toward one another as they reunite in what Arnheim calls "tongue and groove" fashion. The later work, a painting done about a year before the artist's death, is an excellent example, Arnheim says, of the stylistic qualities of major artists in the later, fully mature stage of their creativity.

"There is a reduction of action and a similarity about the figures," Arnheim says, "as though they were all subject to the same destiny. This is the main fact being described — they are all subject to the same destiny."

To further illustrate the late style, Arnheim points to Titian's "The Rape of Europa," which depicts the myth in which Jupiter turns himself into a spritely bull to carry off Europa, a Phoenician princess. Painting in his 70s, Titian reverses the conventional imagery so that the bull appears

"practically immobile and melancholy. It is Europa who looks spritely and eager; the bull seems to be saying, 'What am I getting myself into?' This is an example of how reverberations in the artist's state of mind result in a reinterpretation of a standard theme."

Works in the late style — whether paintings, musical compositions or literary masterpieces — achieve their power because they are simultaneously swan songs and celebrations of life.

Some scholars have sought to reduce the qualities of the late style to the physiological deficits of old age — to palsy, deafness, decline in stamina, weakened vision and the inability to sit still comfortably for long periods of time required to paint, compose or write. Do the works reflect struggles to overcome and/or accommodate these deficits?

Arnheim says that while it is true that any or all of these processes may affect various creative personalities in various ways, it would be a mistake to approach the phenomenon solely from a clinical viewpoint:

"The decrease in skills — accompanied by withdrawal from the concreteness of things — could be clinically seen as a remoteness that is harmful and which calls for the clinician to demand that the oldest return to the second stage, middle-age, stage of perception as healthful. But remoteness has its virtue, too. The withdrawal and the inflexibility accompanying advanced age can be a virtue to the artist as well as to other old persons.

"We need to consider the positive as well as the negative aspects of aging. This withdrawal and inflexibility is linked to what we call wisdom — an increased depth and increased comprehensiveness of view. Whether it's conscious or not is beside the point, because if the getting of wisdom, when it occurs, is a natural process, awareness of its occurrence isn't necessary for its efficacy or validity."

To some extent certain formal characteristics of the late style are the result of the integration of physiological realities with the creative process. But it would be a mistake to identify these works as the mere results of such deterministic behavioral components as a sense of urgency, a drive to simplify, a reflection of loss of acuity and so on.

"Advanced age does not guarantee wisdom," Arnheim emphasizes. "Some artists live to ripe old age but never mature, never deepen their view or widen their approach to subject matter. They simply lapse creatively or remain commercially repetitive — that is in a rewarding rut. One might say that such artists try frantically to maintain the standards of their youth, which is true of a certain psychological type.

"The artists of the late style accept their old age. This acceptance is a prerequisite for wisdom. When one must walk slowly, one should become aware of the pleasures of walking slowly" — J.W.

# ARNHEIM, continued

Arnheim says his age and experiences are making his own late years rich with an understanding he did not possess in his youth, all of which convinces him more than ever that "you can't just switch off what has been the task of your life."

The task of Arnheim's life has been an intellectual adventure that began in Berlin in 1904. When it came time during World War I for the adolescent Rudi, as he is called, to select a career, his father urged him to join the family business making pianos. Rudi hesitated and then made a deal with his father — he would spend half the week at the piano factory and half the week at the University of Berlin.

Soon his studies consumed all of his attention; he had found a new and exciting course of study — psychology. "When you wanted to major in psychology back then, you had to do so in philosophy, because philosophy was the major field, and psychology was a part of philosophy," he recalls. "This was a good thing. One of the things that is difficult for many psychologists these days is that they don't know any philosophy."

In 1928, fresh out of the university, Arnheim hired on as the 24-year-old editor and film critic of a Berlin-based weekly magazine for the intelligentsia. A young man bent on analyzing a new art form, Arnheim would compose reviews in his head as he walked home from the latest films.

In 1932 he published one of the first books ever written about the cinema, *Film as Art*, and the pioneering work is still in print. "It was a little book," he says, referring to its physical dimensions. "I wanted to know how it is that we can communicate human experiences by means of pure images — no words, no color — just images and motion." Arnheim showed the differences between space and time in the film image and our natural spatial and temporal perceptions, and demonstrated how the filmmaker used these differences for artistic effect.

But three months after *Film as Art* appeared, the Nazis were placed in power in 1933. Arnheim says he and many of his friends decided that, as Jews, the best course was to leave their homeland. At first he went to Italy and worked for the League of Nations in Rome at the International Institute for Educational Film. He spent six years there writing for an encyclopedia on film, but just as it was nearing completion, Mussolini quit the League of Nations and the project was dropped. By that time Arnheim had applied for a visa to the United States.

Because of immigration quotas, Arnheim had to wait until a spot opened for him, so he spent a year in London working for the BBC as a radio translator. He worked for the German team in the midst of a group of multi-national, polyglot writers. "Our biggest challenge," he recalls, "was translating Winston Churchill because the better the writer, the harder the translation." Everything was done live then, so as Churchill spoke, Arnheim had to supply the announcer of the German-language broadcast with an immediate translation a page at a time. "There is no better way to learn how to write than when you're under that kind of pressure," he says.

Arnheim traveled from England to New York on a passenger ship blackened to escape detection by Nazi submarines and planes. The year was 1940, and the trip took him from a London dominated by air raids to a peaceful and glittering New York City. Very quickly he received successive, "very helpful" fellowships from the Rockefeller and Guggenheim foundations.

The Rockefeller fellowship led to work at the Office of Radio Research at Columbia University, where Arnheim analyzed soap operas and the information they imparted to their millions of listeners. He saw this as an opportunity to study a popular form of communication and to immerse himself in the American social psychology of the day. The next year, the two-year Guggenheim fellowship offered him the chance to pursue a passionate, personal interest. He would study the application of gestalt theories of perception to his speciality — the arts.

Arnheim considers gestalt theory of whole forms a "simple but essential principle." When trying to understand a non-mechanical entity — an animal, a society or a human mind — he explains, "you cannot describe it as the sum of its pieces. You have to describe the dynamics of the whole." To illustrate this concept, he points to a family. "You can't describe a family by describing each member separately and then adding up the descriptions. In the same way, this is true of works of art."

During Arnheim's student days, the University of Berlin was "the main breeding ground" for gestalt theory. As fellow students applied the emerging principles to other areas of study, he chose to apply them to the visual arts. "Since I already had an interest in describing the nature of works of art," he continues, "this approach of the gestalt psychologists was a godsend for me."

Arnheim's theory on the late style in the creative arts evolved during his years at Michigan, where he arrived as a Walgreen Visiting Professor in 1974. In the late 1970's, Marvin Eisenberg, U-M professor of art history, asked Arnheim to present a guest lecture in his course on the late style in the visual arts, music and literature. Arnheim was to focus on the visual arts, but in preparing this session he observed a similarity among artists of all mediums who had reached what he calls "maturity."

After thinking further about the subject, Arnheim concluded that there are three phases of human development or human attitude. The first stage is childhood, where one perceives the world in "broad generalities." He calls the second stage that of "biological vigor," when an individual has an adult attitude characterized by "a hearty worldliness that scrutinizes the environment in order to interact with it." The third phase — the late phase — is marked by "detached contemplation, when an individual is no longer motivated primarily by a desire to interact with the world. To see the similarities by which we are all subject to the same kind of life: that seems to me a typically 'late' way of looking at things."

Last year Arnheim was asked to speak on the late style at a conference sponsored by the Univer-

sity's Institute of Gerontology. Once again his views on age, work and retirement went against the norm. "All the rest of the discussion at the conference," he points out, "was on research on old people and getting them back to do what younger people do; in a certain sense, how you might try to rejuvenate them. This is very different from what I was talking about — the assets of being old."

Maturity — as he defines it — is not an inevitable experience for the aged, Arnheim adds. "Just as in daily life, some people in the arts remain childish even in their 80s."

Arnheim finds that he now is busier than ever. For the past 40 years he has kept notebooks on his daily thoughts and impressions. "Whenever I had the experience of something that was an observation suggesting an idea or an idea suggesting an observation, I wrote it down," he says. "Recently, I picked out the ones that seemed all right and rewrote them." These observations on such varied subjects as art, religion and psychology will be published in a forthcoming book.

As elder statesman in the worlds of art and psychology, Arnheim nevertheless remains the eager student, ready to grapple with the next challenge. "One hundred years from now," says Mame Jackson, associate dean of the School of Art, who has known Arnheim as his student and colleague, "when visual artists, art historians and psychologists look back on this century — on the thoughts of this period and the people who developed those thoughts — my bet is that Rudolf Arnheim emerges as one of the big names that shaped the intellectual landscape of our era."

## Picture the Problem:

### On the relationship of thinking and seeing

**I**n addition to *Film as Art* of 1932, Rudolf Arnheim has written two other classics, *Art and Visual Perception* (1954), a book that addresses the way the eye and the mind function when one looks at a work of art, and *Visual Thinking* (1969), which examines how people reason about theoretical problems.

Arnheim wrote *Art and Visual Perception* in 1954. Shortly before leaving Sarah Lawrence College for Harvard, he published *Visual Thinking*. This 1969 study grew out of his insight into "how much intelligence and how much real problem-solving is involved in artistic activity; that is, how apart from anything else, how much severe intellectual effort it is to solve problems of how to compose a painting or a novel.

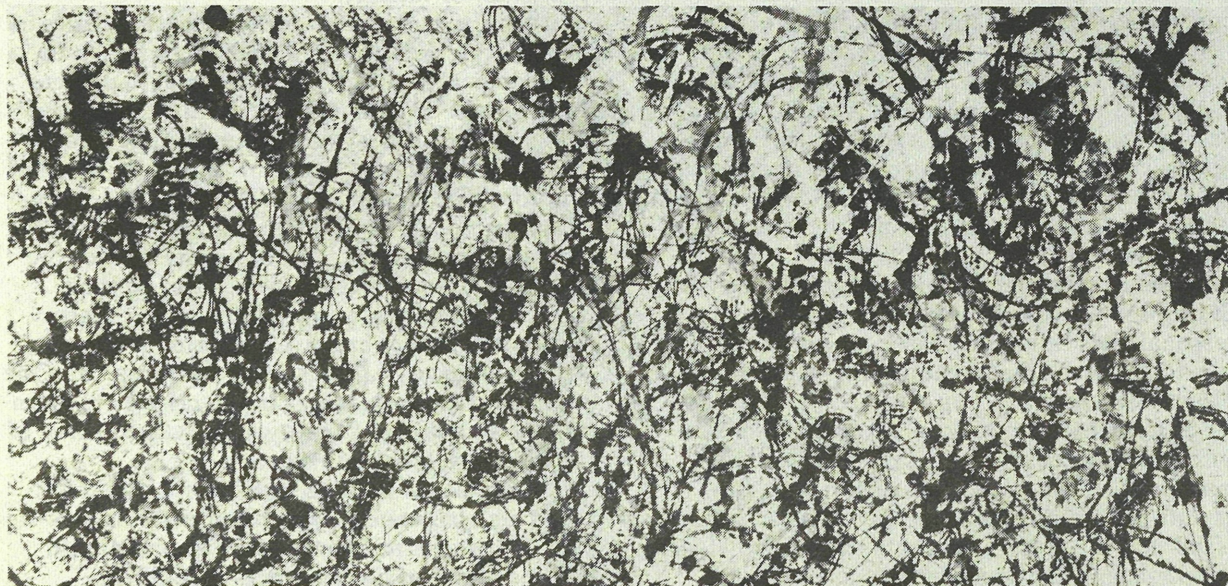
"This is very much connected with the problem of language," he continues. "Namely, when people say, 'How do you think? In what medium do you think theory?' Then you get to the problem that words are just signs. If I say 'bird,' that word does not give me anything about a bird, because it is an arbitrary sign. It is four letters or sounds. If I want to reason about a bird, the word doesn't help me. I have to think about a bird in whatever ways I can. I can either look at it or listen to it or remember it. It became clear to me that when you want to reason about something, you need a basis of imagery."

Arnheim's work on the relationship between thinking and seeing has had wide implications, especially in the field of education. If one needs imagery in order to reason theoretically, as he suggests, learning lessons by rote is a questionable method. It's Arnheim's belief that rote learning counteracts the process of active, creative thinking.

All people, some to a greater degree than others, require visual images or models to help them understand abstract concepts. The images that support basic learning usually are acquired in daily life. Beyond them, Arnheim is referring to the highest levels of reasoning, particularly philosophical reasoning. Without the assistance of visual diagrams, he says, someone speaking about philosophy is likely to lose his or her listeners.

"This is why," Arnheim sums up, with the aphoristic force of many of his comments, "language by itself is no medium of thought. Words have to refer to images."

Cynthia Shaw Glasscock is a free-lance writer from Ann Arbor.



ALTHOUGH abstract-expressionist painters like Jackson Pollock reduce existence to abstract elements, Arnheim sees their style as 'a sign of an aging civilization rather than of the late style' because there is 'a withdrawal from the subject matter of the world, and existence is reduced to abstract elements.' This is Pollock's 'Autumn Rhythm' (1950).

## Jacobson Gift Establishes Lectureship

"The University of Michigan provided me with a quality education for which I am grateful," says Marc Jacobson '55, who with his wife, Constance, has pledged \$100,000 to establish the Marc and Constance Jacobson Lectureship at the Institute for the Humanities.

"We hope," Jacobson continued, "that the lectures will in some very small way contribute to and enhance the cultural and artistic experiences of present and future generations of students at Michigan."

The lectureship endowment will enable the Institute to invite leaders in the arts and the humanities to the University to speak on their topics of expertise. Created in 1987, the Institute for the Humanities sponsors activities that transcend traditional disciplinary boundaries, in an effort to explore the connections between the humanities and the creative and performing arts.

Recent Institute activities have included a two-day exploration of the famous South Asian epic poem, the *Ramayana*. Last fall the Institute also sponsored a visit by Saskia Kersboom, Dutch expert on South Indian temple dance, and two lecture-demonstrations by musicologist and theorist Leonard Meyer, as well as a visit by performance and visual artist and theorist Lucio Pozzi.

Residents of Norfolk, Virginia, the Jacobsons have a deep sense of commitment to the U-M. In discussing their gift, which entitles them to be recognized at the level of the Hutchins Society, Jacobson remarked that "the

University offered me the opportunity to be exposed to academic, cultural, social and artistic experiences that perhaps are not readily available at many other schools. Because of its continuing quest for excellence, Michigan has been and remains a source of pride to Connie and me." At Michigan, Marc Jacobson was a prior of Sigma Alpha Mu fraternity and a member of the student assembly.

However, the Jacobsons do not limit their sense of community responsibility to Michigan. Marc Jacobson was appointed by the governor of Virginia to the Virginia-Israel Commission and he is past president of the United Jewish Federation of Tidewater. He also serves as a trustee of the City of Norfolk Employees Retirement System, among other civic posts. Constance Jacobson is on the board of directors of the Virginia Symphony and is active in other philanthropic causes.

Marc Jacobson, a practicing attorney, is a substitute judge of the Norfolk General District Court, a commissioner in chancery for the circuit courts of the cities of Norfolk and Chesapeake, and a state hearing officer. He served in the United States Army as an enlisted man and as an officer.

The Jacobsons have two children: Steven, who received a B.A. from Amherst and a J.D. from Harvard Law School; and Susan '83, a Michigan Annual Giving scholarship winner, who received an M.S. from Harvard University.



Marc and Constance Jacobson

## Parents' Involvement Grows

"Few investments are as important as our children's education," say Andrea and David Page of Bloomfield Hills, who have recently become national co-chairs of the U-M Parents Program, which is now coordinating its third annual effort.

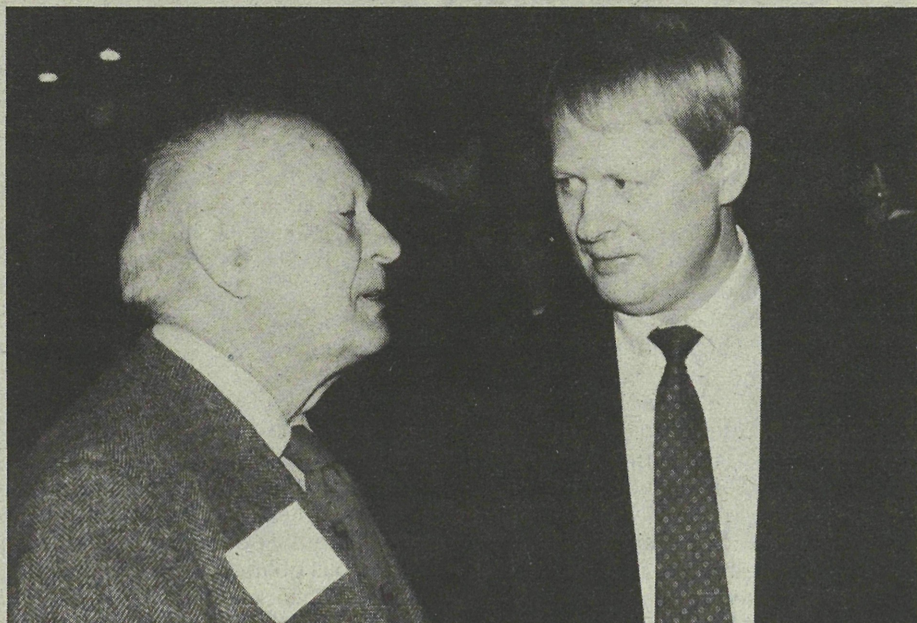
The Parents Program is an important part of Michigan's Annual Funds effort. It is designed to give non-alumni parents of undergraduate students on the Ann Arbor campus an annual opportunity to contribute to the school or college in which their child is enrolled. Last month more than 16,000 parents received letters from the Pages before receiving a phone call from a student at the Michigan Phone Center.

In writing to their fellow parents,

the Pages, whose son, Jason, is a freshman in the College of LS&A, note that "the College Placement Council reported four qualifications that tomorrow's graduates must have if they are to climb the career ladder successfully. These credentials include strong communication skills, a broad educational background, computer literacy and a quality the report termed 'flexibility' — an openness to new paths in the search for solutions.

"It is reassuring," the Pages add, "that the skills and qualifications necessary to compete in the marketplace are the foundation of our children's remarkable U-M educational experience."

University parents wholeheartedly agree. Over the past two years, they



ROSE BOWL festivities brought together many University administrators, faculty, students, alumni and friends. Here, President James J. Duderstadt chats with George E. Sperling Jr., '40 J.D. of Santa Monica, California, at a reception for alumni and guests. Numerous other U-M events were held in the week preceding the game.

## New Leadership Team On Board For Private Giving Program

A new leadership team of development volunteers has accepted the challenge of working to continue an energetic program of private giving on the University's behalf. Leaders for the program will be Robert E. Nederlander (B.A. '55, J.D. '58), national development chairman; John R. Edman (B.B.A. '50, M.B.A. '51), national major gifts chairman; and Thomas A. Roach (B.A. '51, J.D. '53), national annual funds chairman. Major Gift committees throughout the country will work together to provide support for endowment, facilities and programs across the University campuses.

In 14 key areas, Major Gift chairmen have accepted metropolitan leadership positions and are enlisting volunteers. These leaders are:

Donald S. Chisholm (B.B.A. '55, M.B.A. '56), Ann Arbor.  
James W. Callison ('50, J.D. '53), co-chairman, Atlanta.  
Jesse Hill, Jr. (M.B.A. '49), co-chairman, Atlanta.  
J. Ira Harris (B.B.A. '59), co-chairman, Chicago.  
William L. Searle '51, co-chairman, Chicago.  
Robert M. Ginn (B.S.E. '48, M.S.E. '48), Cleveland.

David B. Hermelin (B.B.A. '58), vice-chairman, Detroit.  
Richard P. Kughn, vice-chairman, Detroit.  
Robert L. Hooker (M.B.A. '58), Grand Rapids.  
Murray J. Feiwel ('60, L.L.B. '63), Indianapolis.  
Robert M. Brown (B.S.E. '63), Kalamazoo-Battle Creek.  
Richard J. Riordan (J.D. '56), Los Angeles.  
Anthony Ridder '62, Miami-Palm Beach.  
John E. Riecker ('52, J.D. '54), Midland.  
Stephen M. Ross (B.B.A. '62), New York City-Manhattan.  
Thomas Donnelly (B.S.E. '46, J.D. '50), chairman, Pittsburgh.  
Henry A. Bergstrom ('32, L.L.B. '35), vice-chairman, Pittsburgh.  
Sanford R. Robertson (B.B.A. '53, M.B.A. '54), San Francisco.

## Eckerd Heads Office Of Trusts and Bequests



"MY GOAL is to educate University alumni and other friends about the wide variety of charitable trust and bequest methods available to them," says Kenneth C. Eckerd, newly appointed director of trusts and bequests in the Office of Development.

Eckerd's office has been established to offer alumni and friends ways to include the University in an overall financial plan. Trust and investment management continues at the University's Investment Office under the direction of Norman G. Herbert.

## LETTERS

## Michigan in Fiction

I READ the December 1988 issue with great interest. The piece by Eve Silberman, "Michigan in Fiction," was particularly enjoyable. The excerpt from Alfred Slote's novel, *Denham Proper*, was of special interest to me. I roomed with Mr. Slote as a freshman in the cold winter and spring of 1944 on Oxford Street. Mr. Slote was far more sophisticated and erudite than the rest of us callow freshman. The excerpt I believe was based on an incident that occurred during that first semester. Mr. Slote returned to our residence on Saturday night after having had a less-than-satisfactory experience with a blind date. I have not seen him for 44 years but I can still picture him as the "Paul Newman" of our residence hall, which was at 800 Oxford (the University took over fraternity houses during the Second World War).

Michael J. Franzblau, '49, '52 M.D.  
Greenbrae, California

1. ADD TO YOUR U-M fiction list, the fiction/biog by Edmund G. Love, *Hanging On, or How to Get through a Depression and Enjoy Life*, William Morrow & Co., 1972. Wayne State University Press has recently republished two other Love books about Michigan (state of), and may have one in the works on *Hanging On*. It includes details of getting through U-M on a shoestring during the depression.

2. The letter by Ruth M. Eisel '25, concerning Margaret Bourke-White's obscure sorority incident in the Twenties is a good example of one of the weaknesses of Greek life. How on earth could anyone, more than half a century later, believe that such trivialities could be of the least importance or interest, to most of your readers?

3. A good, a very good, publication. You keep finding material of wide interest; and it is most readable. Newsprint is fine, too. Don't need slick to be good.

W.T. Rabe, Photojournalist  
M.A. in Laurel and Hardy/Speech '57  
[sic]

Sault Ste. Marie, Michigan

William Merhab, professor emeritus of education and of Romance languages, also cited Love's novel, adding "The hero is an introspective but sociable person; the writing is engaging and sincere, there is nothing maudlin or sentimental about it. It reminds me a bit of Garrison Keillor" — Ed.

UNDER THE pseudonym "Richard Meeker" my first novel was published in New York in 1934, received excellent notices as "a well-written book on a sensitive theme": (there was no Gay Press in those days). Now the Alyson Press in Boston has seen fit to reprint the book in paperback, and it is being hailed as "a landmark" and "a classic." I am delighted at last to be able to acknowledge authorship, and happy that it is being read so widely and being accepted so generously. It occurs to me that as a serious work and one of the first in this country on the theme of male homosexuality, the story might be of interest to *Michigan Today*. How things have changed!

Forman Brown '22, '23 M.A.  
Hollywood, California

ADD *Parachute* by Richard Lees '70, Bantam Books 1988. Many, many allusions to the U of M and Ann Arbor.

Anon.  
Chicago

ONE OF the more interesting references to the University is John Kenneth Galbraith's *Triumph* (Houghton Mifflin 1968). See especially chapter 5 for a hilarious satire on the famous political science professor James K. Pollock. The story concerns the efforts of the State Department to replace a Latin American dictator with an equally right-wing anti-communist. They pick his young son, a seemingly safe political science major at Michigan. But after the son is installed as dictator, he reorganizes the country along left socialist/communist lines, based on what he learned at Michigan.

Daniel R. Fufeld  
Professor Emeritus of Economics  
Ann Arbor

ADD *A Doctor's Oral* (1939) by former U-M Prof. George Stewart (who also wrote *The Year of the Oath* about the loyalty oath crisis at Berkeley). *Oral* is about a grad student in English and conveys the atmosphere of graduate study during the Depression.

Prof. Donald R. Brown, Psychology  
Director, Center for Research on  
Learning and Teaching  
Ann Arbor

THE LATE Leonard Greenbaum of Department of English was the author of *Out of Shape* (Harper and Row), one of the Harper Mystery Series. The characters were drawn from the English Department.

Prof. Carl Cohen, Philosophy  
Ann Arbor

Thanks for the additions to our list, which is looming as inexhaustible. We'll publish more of your responses next issue, and excerpts from other novels in the future. Readers may also enjoy "Michigan in fiction" in the following works: *Take Care of My Little Girl* by Peggy Goodin, Dutton, 1950; *Sinclair Lewis's 1925 novel Arrowsmith, for which the U-M Medical School was the model*; *Rudderless, a University chronical by William Hume Stockwell* (W. Stock Hume) Norwood Press, 1930; and *Joy in the Morning* by Betty Smith, Harper & Row 1963 — Ed.

GRADUATES of the '40s and '50s who took plant taxonomy from Dr. Elzada Clover will remember her fondly as a fine, innovative teacher, and as the first woman to live through a float trip of the Grand Canyon. They may be interested in knowing that a book is now available which gives a detailed account of that trip and how it came to be, *The Wen, the Botany and the Mexican Hat* by William Cook, published by Callisto Books, P.O. Box 113, Orangevale, CA 95662

Allen V. Mundt BSF '47  
Reno, Nevada

THE MICHIGAN campus, with its lovely surroundings and scores of interesting personalities, does indeed make a fabulous setting for novels. Unfortunately, the most vivid portrayal of life at the University is found in a novel yet to be published. I recently read the manuscript of *Think No Evil* by Ken Close, which is loosely based upon events at Michigan in 1981. But the book's religious overtones and central theme, the moral struggles of mankind, has caused the large publishing houses to shy away.

An editor from Simon & Schuster said the story was "moving, thought-provoking and uplifting." Then he went on to state that it contained "religious/alternative fiction elements" that put it into a category in which they were "not active."

So the greatest religious action novel since *Ben Hur* continues its quest for publication because the publishers of *The Last Temptation of Christ* label pro-Christian works as "religious/alternative fiction"! It is sad that our choices of literature are dictated by biased East Coast publishers who are out of touch with the American public. But I'm sure that Close's *Think No Evil* will find its way to bookstore shelves; it's hard to put a good book down. And when it is available, remember that the unnamed Midwestern university where the drama unfolds is your own U-M.

Pat Masterson  
Leavenworth, Kansas

IT WAS GRATIFYING to see that there is interest in the use of The University of Michigan as a setting in various fictional works. Eve Silberman did a nice job of pointing out some of the more recent uses of the institution in novels, and the excerpts chosen made entertaining reading.

As she states, there are indeed many more novels with the University as the locale. For a number of years I have been compiling a bibliography of novels set in the state of Michigan, and from it I offer a list of them that I have identified as being University-related.

Anderson, Olive Santa Louise. *An American Girl, and Her Four Years in a Boys' College*. D. Appleton and Co., N.Y., 1878. While not specifically named, U-M is the probable institution of the title since the author, who wrote under the pseudonym "Sola," received her A.B. from Michigan in 1875.

Waterloo, Stanley. *The Launching of a Man*. Rand, McNally & Co., Chicago, 1899. First 80 pages deal with undergraduate life at U-M in the late 1860s; Waterloo attended Michigan from 1865 to 1868 and he received an honorary A.M. in 1898.

Barr, Robert. *The Victors; a Romance of Yesterday Morning and This Afternoon*. F.A. Stokes, N.Y., 1901. Appears to be fictionalized reminiscences of the author, who received an honorary A.M. in 1900.

Harriman, Karl Edwin. *Ann Arbor Tales*. G.W. Jacobs and Co., Philadelphia, 1902. Eight stories centered about the U-M campus in this collection. Harriman received his A.B. from Michigan in 1898.

Major, Thomas Ambrose. *Suprest Information; the Adventures of an Intellectual Hobo on the Road to Damascus*. K.A. Haley, Manistee, Mich., ca. 1910. Eight stories centered about the University, photographs of commencement, fraternity parades, sophomore/freshman competition, etc. Major attended Michigan's School of Pharmacy from 1896 to 1899 and again from 1907 to 1909, but did not receive a degree.

Hamilton, Jean. *Wings of Wax*. J.H. Sears & Co., N.Y., 1929. Hamilton was dean of women at in the 1920s when the events of her novel take place. She

uses the pseudonym "Janet Hoyt," calls U-M "Woban," and her portrait of the fictional president "Victor Marston" is probably patterned on Marion L. Burton.

Eaton, Geoffrey Dell. *John Drakin*. Gutenberg Publishing Co., Milwaukee, 1937. Much of the novel is centered on the unlikable protagonist's U-M attendance in the 1920s.

Walker, Mildred. *Dr. Norton's Wife*. Harcourt, Brace and Co., N.Y., 1938. Walker won a Hopwood Award for fiction in 1933, and her husband taught internal medicine at Michigan. Although Ann Arbor is called "Woodstock" here, it is clearly identifiable.

Condon, Helen Browne. *State College*. Penn Publishing Co., Philadelphia, 1938. Written for young adults, this is a story about a coed's freshman year at "State" in "Huron."

Haines, Donal Hamilton. *Shadow on the Campus*. Farrar & Rinehart, N.Y., 1942. Presence of enemy agents on the campus of "Western University" in "Huron" is the subject of this novel. Haines attended Michigan and subsequently taught there.

Magoon, Carey. *I Smell the Devil*. Farrar & Rinehart, N.Y., 1943. A mystery novel by Elisabeth Carey and Marion W. Magoon who used a joint pseudonym. In this case the University is "Cowabet College" and many scenes are located in the Graduate Library.

Dender, Jay. *Tom Harmon and the Great Gridiron Plot*. Whitman Publishing Co., Racine, Wis., 1946. Harmon, the great Wolverine football star, is the hero of this juvenile novel, but the university he attends here is not called Michigan.

Jackson, Caary Paul. *All-Conference Tackle*, 1947; *Rose Bowl All-American*, 1949; and *Rose Bowl Line Backer* (1951) were published by Crowell in New York and deal with U-M football.

Gies, Joseph Cornelius. *A Matter of Morals*. Harper & Brothers, N.Y., 1951. U-M here is located in a town called "College Park."

Allen, Elizabeth. *Margie*. E.P. Dutton & Co., N.Y., 1969. A young adult novel set in the '30s about the daughter of Michigan professor.

Snow, Karen. *Willow*. Street Fiction Press, Ann Arbor, 1976. The author won a Hopwood award in the 1950s; in this, her first novel, she fictionalizes some of her University.

Oneal, Zibby. *A Formal Feeling*. Viking Press, N.Y., 1982. An unnamed university town 40 miles west of Detroit is the setting for this young adult novel.

Lichtman, Wendy. *Telling Secrets*. Harper & Row, N.Y., 1986. Young adult novel about a woman's freshman year at Michigan.

Robert Beasecker M.A., Lib. Sci. '70  
Muskegon, Michigan

THE MOST recent "citing" that I have observed is in *The Bonfire of the Vanities*, by Tom Wolfe, wherein the following dialogue occurred between Hal Vogel and Peter Fallow, at Page 215:

"You see that girl," said Vogel?  
"I could swear that girl was on this Committee, whatever they call it, at The University of Michigan."  
"What Committee?"

"This student group. They run the lecture program. I gave a lecture at The University of Michigan two nights ago."

Hope you find some more!  
John H. Logie, B.A. '61, J.D. '68  
Grand Rapids, Michigan

Rose Bowl apology

DEAR STUDENTS, Faculty and Alumni — dear friends:  
 The first thing I want to say to you all is that I am so sorry for the treatment you received from the USC supporters, i.e., the throwing of seat cushions at your band. We native Californians do not condone such antics and I am appalled at USC's lack of class and dignity and, of course, sportsmanship. Please know it was not well received in our Sunshine State. You are owed an apology and I hope this one helps.  
 Secondly, I want to congratulate you on your victory. You played a marvelous game and, when I am feeling as though I'm "three balls and two strikes down" in life, I will remember your team, its fighting spirit, courage and determination. And I will remember that you won!  
 Congratulations friends and Happy New Year!

Niquie Hutchison  
 Westlake Village, California

Middle English

YOUR article on lexicographers and the Middle English Dictionary project was thoroughly fascinating to me, a self-styled wordsmith. Wouldn't I love to help you, even tho' living 2,000 miles away! I've been taken with the idea.

Jane Bassett Hildebrand '35  
 San Jacinto, California

ON BEHALF of my colleagues at the Mark Twain Papers, I would like to express admiration for Peter Seidman's fine article, "Z' End Is In Sight." It is rare in our experience to encounter an article that so comprehensively, lucidly and sympathetically describes the goals and methodology of so complex and worthy an endeavor as the Middle English Dictionary Project. We noted with pleasure many parallels between the efforts of the dictionary's editors and our own efforts to bring into print authoritative, fully documented texts of Mark Twain's letters, notebooks and literary works.

Michael B. Frank '63  
 University of California, Berkeley

I APPLAUD your December story on the initiative U-M has taken towards Vietnam. Michigan's efforts in improving relations and contacts on a personal basis is an example for others to follow, including our government. Two tours in Vietnam gave me an appreciation for the country and its people, and I hope that in my lifetime I will see normalization of relations between what should have been friends.

William Caput, M.D. '61  
 Augusta, Georgia

Michigan Today

John Woodford - Executive Editor  
 Sherri Moore - Graphic Designer  
 Bob Kalmbach - Photographer  
 Chris Blouch - Copy Editor  
 Barbara Wilson - Telecommunications  
 Ann Cohen - Correspondence

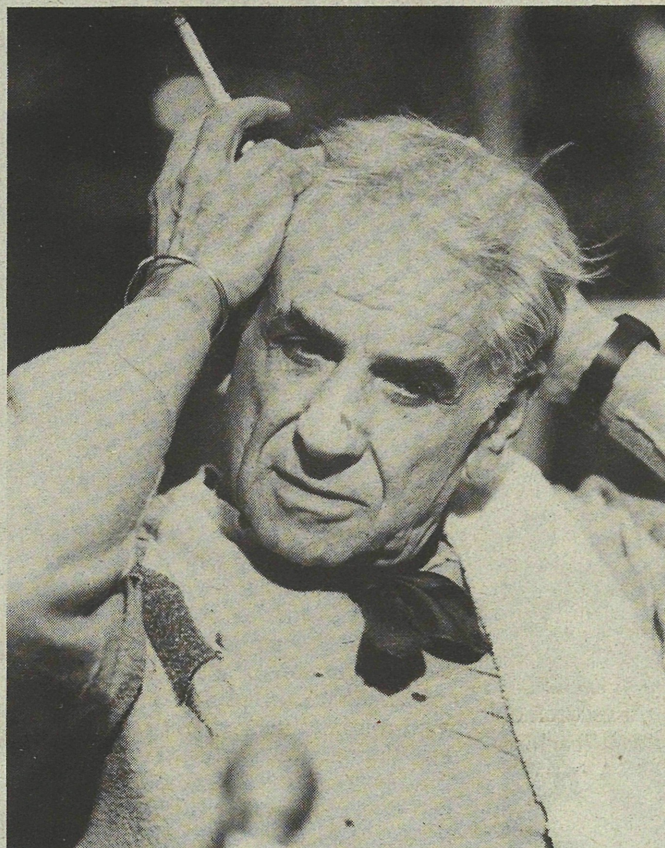
Michigan Today is published bimonthly by News and Information Services, The University of Michigan, 412 Maynard Street, Ann Arbor, Michigan 48109-1399

James J. Duderstadt - President  
 Keith E. Molin - Director, University Communications  
 Joseph H. Owsley - Director, News and Information Services

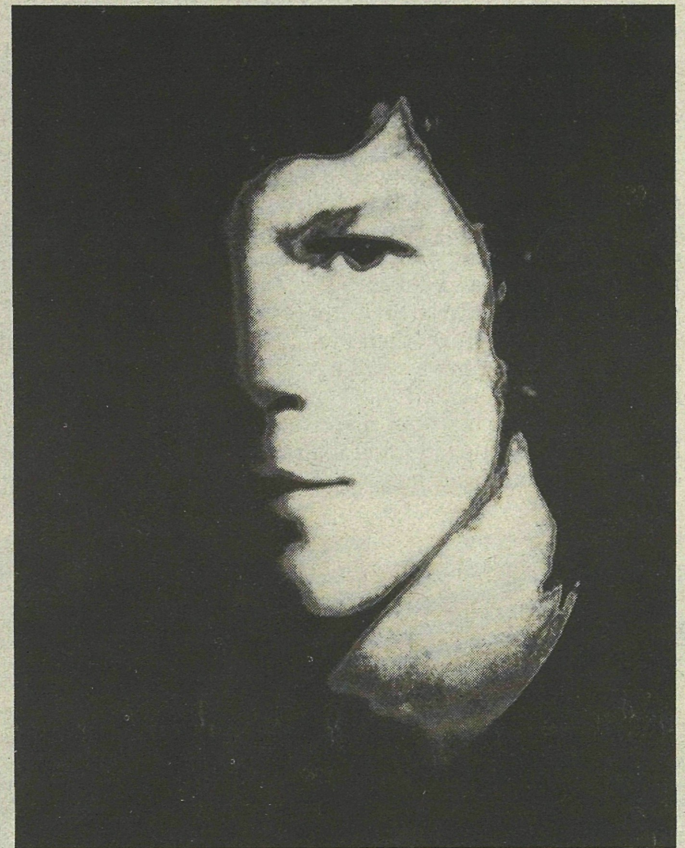
Michigan Album

Photos and Text By Paul Jaroniski  
 U-M Photographic Services

MICHIGAN UNION BY NIGHT was photographed in 1977 from the top of the LSA Building in an usually dense fog that diffused the streetlights into large globes.



LEONARD BERNSTEIN at a press conference after a rehearsal here Feb. 15, 1984, to prepare for an open rehearsal with the Vienna Philharmonic Orchestra. With his dramatic flair both on and off the podium, Bernstein practically photographs himself, which made my job easy and enjoyable.



SELF-PORTRAIT (1975). This is a solarized print. The image was partially reversed by extreme overexposure during development. I gave it to the University's Office of Marketing Communications for their file of stock photos and was quite surprised (and my colleagues amused) to discover it in the U-M Medical Center Report, Summer 1980 edition, illustrating an article titled 'Late Bloomers Need Medical Help'.



CHILDREN IN A SNOW STORM was published in About Ann Arbor magazine (Feb. 1980) with the negative flopped so that the lead child would not appear to be running off the page. Although dominated by the five foreground subjects walking through the snow, the background contains at least 10 more people. I'm pleased that this photo is finally being printed as it was originally shot.

# U-M celebrates Diversity Day

Classes were suspended Jan. 16 to permit students and other members of the U-M campus community to attend educational events celebrating the legacy of the Rev. Martin Luther King Jr. on the national holiday marking his birthday.

An estimated 10,000 students, staff and faculty turned out on the Ann Arbor campus for more than 60 events and discussions covering everything from "Western Civilization in a Multicultural University" to "Minorities and the Study of German." Thousands more attended events on the Dearborn and Flint campuses.

"We were absolutely delighted by the turnout and participation," said University President James J. Duderstadt. "It was a very moving experience; students, faculty and staff came together to honor and remember a great American, Dr. Martin Luther King Jr., and to reaffirm their own commitments to move toward his dream of a nation united.

"We believe we have taken an important step toward building an environment on this campus that

Andrew Young, one of King's closest associates, deliver the closing address that evening.

Speaking to news media before his address, Young said: "The best way for students to better understand each other's differences is for them to get to know people on campus. Get to know those around you, especially those in residence halls. Speak honestly and openly about cultural and ethnic differences."

Before entering college, he noted, many young people have had little contact with as diverse a population as one finds on a campus like the U-M's. "Many Blacks come from cities such as Detroit, where they reside in neighborhoods populated primarily with other Blacks," Young said. "And many whites come from rural areas or suburbs where they have little interaction with Blacks."

Rather than remain separated in college, get to know one another instead, Young urged students. "What we need is a serious understanding by all of the strengths of diversity. Our diversified citizenry gives us a natural



Young and Duderstadt

ance Division employees in Crisler Arena that King Jr.'s legacy is now their legacy. She challenged the University community to play an active role in improving the U-M's "tarnished image" on equal opportunity. "Each of us must acknowledge and confront racism head on," she said. "To refuse to see it is to fail to cure it."

Using a quotation from Dickens, Varner characterized the current atmosphere for Black students, faculty and administrators on the U-M campus as "the best of times and the worst of times." While acknowledging the positive steps toward equal opportunity that have taken place at the U-M over the last 20 years, she emphasized that racism and social injustice still exist here.

"The challenge of corrective justice is great, but we must not be discouraged," she said. "If Martin Luther King's ideas can be achieved in any country in the world, they can be achieved in America."

Ronald Takaki, professor and former chairman of the University of California, Berkeley, Department of Ethnic Studies, compared the modern American university with the ship *Pequod* in Melville's *Moby Dick* — its leaders and crew are white men, unmindful of the diverse population that lives below deck.

Takaki was one of three panelists who discussed "Respecting, Promoting and Appreciating Diversity: Enlightenment in Action." The other panelists were Manuel T. Pacheco, president of the University of Houston, Downtown; and Raquel Bauman, associate dean of the Tufts University School of Medicine.

Takaki told "A Tale of Three Universities," using as models *Moby Dick*, Shakespeare's *The Tempest* and a third, 20th-century university that "could be in a place like Berkeley, California, or a place like Ann Arbor, Michigan."

"Can you have equality and democracy without diversity?" Takaki asked. "Many of us are coming to the conclusion that you cannot. Yet when we

look at this third university you see that the Mirandas and Calibans are still below deck," referring to oppressed characters in *The Tempest*.

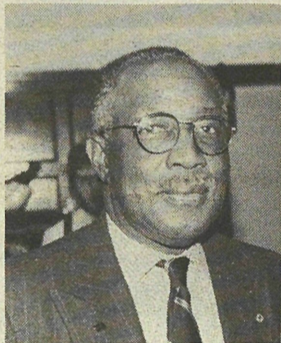
"We're here to ask how we empower the Calibans and Mirandas of our society," Takaki added.

Takaki criticized the news media for portraying Asian Americans as a "model" minority group. "Whenever Asian Americans are presented as a model minority," he said, "there is always the comment made, 'Why can't Chicanos and Blacks make it, too? Could it be that they are culturally deficient, that they don't have the values of hard work, thrift and industry that these Asians coming from a Confucian culture bring with them?'"

"This is a way of blaming minorities for their own failure, of saying there is something in your culture that is deficient, without blaming racism, without blaming the economy, without blaming the deindustrialization of the American economy. It tells Blacks, 'Look, be like Asian Americans: don't riot, don't protest.' The problem here is that this distorts reality. Many of these Asian American students come from a middle-class background. It's not as if they pulled themselves up from their bootstraps to compete for admission to Michigan, Harvard and Yale."

Bauman and Pacheco also stressed the importance of minority student population and culture to the future of America's universities. In the course of his remarks, Pacheco criticized the "English only" movement which, he said, "not only disdains languages other than English but *ipso facto*, those who speak them."

Bauman noted that she had not read a novel with a Chicana heroine until five years ago and added, "We must establish the value of our perspective to the well-being of the entire institution. I believe the well-being of The University of Michigan 20 years from now won't depend as much on football as it does on the inclusion of minorities and women."



Moody



Brown



Takaki

values and respects and, indeed, draws intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities and beliefs, even as we are drawn together by a sense of common value and purpose. The challenge now is to sustain this momentum by weaving this sense of cooperation and commitment into our daily activities."

Events commemorating King were held between Jan. 9 and Jan. 18, with the majority on Jan. 16, which was the national observance of what would have been King's 60th birthday. Some 750 people turned out Jan. 15 to hear California State Assembly Speaker Willie L. Brown Jr., keynote speaker of the Martin Luther King Jr. Symposium sponsored by the Affirmative Action Office and the Office of Minority Affairs.

Brown declared, "Today we have Black folks who have made it and Black folks who have no chance of making it," Brown added. "We have Black folks with no chance of making it because at the same time that all the achievements and benefits of the civil rights movement were thrust upon us, the inner city was falling further and further behind."

Brown called for policy-makers to "see from the perspective of the disadvantaged person in this society whether he be Black, white, young or old," and for programs that promote "equal life chances" for minority groups.

There was standing room only at many of the Jan. 16 panel sessions, lectures and discussion groups held throughout the day. Some 2,500 people turned out to hear Atlanta Mayor

lead" over the European countries and Japan, "and you have every segment of the planet studying on this campus. If you learn to cooperate with your fellow students, you will be equipped to trade with the rest of the world."

Young was one of five recipients of the Dream Keeper Award, presented this year for the first time by Charles D. Moody Sr., vice provost for minority affairs. Other recipients of the award were the United Coalition Against Racism, the Commemoration of a Dream Committee, Assemblyman Brown and musician Stevie Wonder.

U-M Regent Nellie Varner told a large gathering of Business and Fi-



The Unity March winds up in the Diag.

# Rose Bowl Victory



Alex Marshall (59, John Milligan (30) and other Wolverine defenders encrusted Trojan runners like huge barnacles.

Photos by Per Kjeldsen



The Trojans thought Michigan would punch at their midsection for the go-ahead touchdown, but the Wolverines swung wide, and Leroy Hoard high-stepped into the end zone untouched.



John Kolesar breaks free on his pivotal 24-yard end run.



Bo Schembechler hoists the Rose Bowl trophy, the first ever awarded.

By John Woodford

"What could be more appropriate," President James J. Duderstadt told an appreciative crowd that had gathered to welcome the Wolverines back from their 22-14 Rose Bowl victory, "than for the team that won the first Rose Bowl in 1902 to return and win the 75th game?"

"The Rose Bowl experience is always a great one," added Coach Glenn (Bo) Schembechler, "particularly when you win." He thanked Duderstadt and the rest of the University administration for "recognizing that football is a viable part — not the most important part, but a viable part — of this University. We want our team to rank with the academic departments. And that means we want to run for number one in the nation."

Recalling the game against the University of Southern California Trojans, Schembechler pointed to his

team and said, "These young men paid the price to achieve their goals. We were down 14-3 at the half, but there was no panic. It's just that we weren't playing as well as we were capable of doing. But we came out and put it to 'em. They could not

stand the pressure we put on them in the second half."

The Wolverine defense took control of the Trojans in the second half, frustrating the opponents' highly ranked passer, Rodney Peete, and shutting down the Southern Cal running backs.

Meanwhile, the Michigan offense opened up, sparked by wide receiver John Kolesar's early 24-yard reverse, in which he broke free from what seemed to be two sure tackles in his own backfield.

The extraordinary running of halfbacks Leroy Hoard and Tony Boles disheartened the Trojans. Hoard used his smashing power and explosive acceleration; Boles flowed through narrow gaps with long and elegant strides.

Overseeing the offensive outburst was quarterback Demetrius Brown, whose pinpoint passing, scampering

runs and analytical play-calling placed him in the forefront of all quarterbacks in the post-season bowl games.

Other leading Wolverines on offense were the overpowering blockers: fullback Jarrod Bunch, center John Vitale, tackle Mike Husar, and tight ends Jeff Brown and Derrick Walker. Outstanding defenders included All-American Mark Messner at tackle, linebackers Bobby Abrams and Erick Anderson, and defensive backs David Arnold, Vada Murray and Tripp Weibourne.

Schembechler ended the celebration on an icy January evening by thanking the crowd and Wolverine supporters everywhere. "No college team in the country has the devoted followers we have here at Michigan," he said.



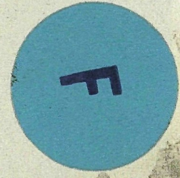
FMU  
C479



Photo by Per Kjeldsen

**DEMETRIUS BROWN** deftly controlled the Wolverine's victorious Rose Bowl attack, thanks to the precision and skill of his offensive line. See story on page 15.

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



**MOVING?  
Make Sure  
Michigan Today  
Goes Along!**

**Clip this box,  
write in your new address  
adjacent to mailing label,  
and mail to address above.**

U-M Regents: Deane Baker, Ann Arbor; Paul W. Brown, Petoskey; Neal D. Nielsen, Brighton; Philip H. Power, Ann Arbor; Thomas A. Roach, Detroit; Veronica Latta Smith, Grosse Ile; Nellie M. Varner, Detroit; James L. Waters, Muskegon; James J. Duderstadt, President, *Ex-officio*.

The University of Michigan, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of The University of Michigan that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status, shall be discriminated against in employment, educational programs and activities, or admissions. Inquiries or complaints may be addressed to the University's Director of Affirmative Action, Title IX and Section 504 Compliance, 2012 Fleming Building, Ann Arbor MI 48109 (313) 763-0235.

Mich Hist Collections  
Bentley Library  
North Campus  
camp 25 2113

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