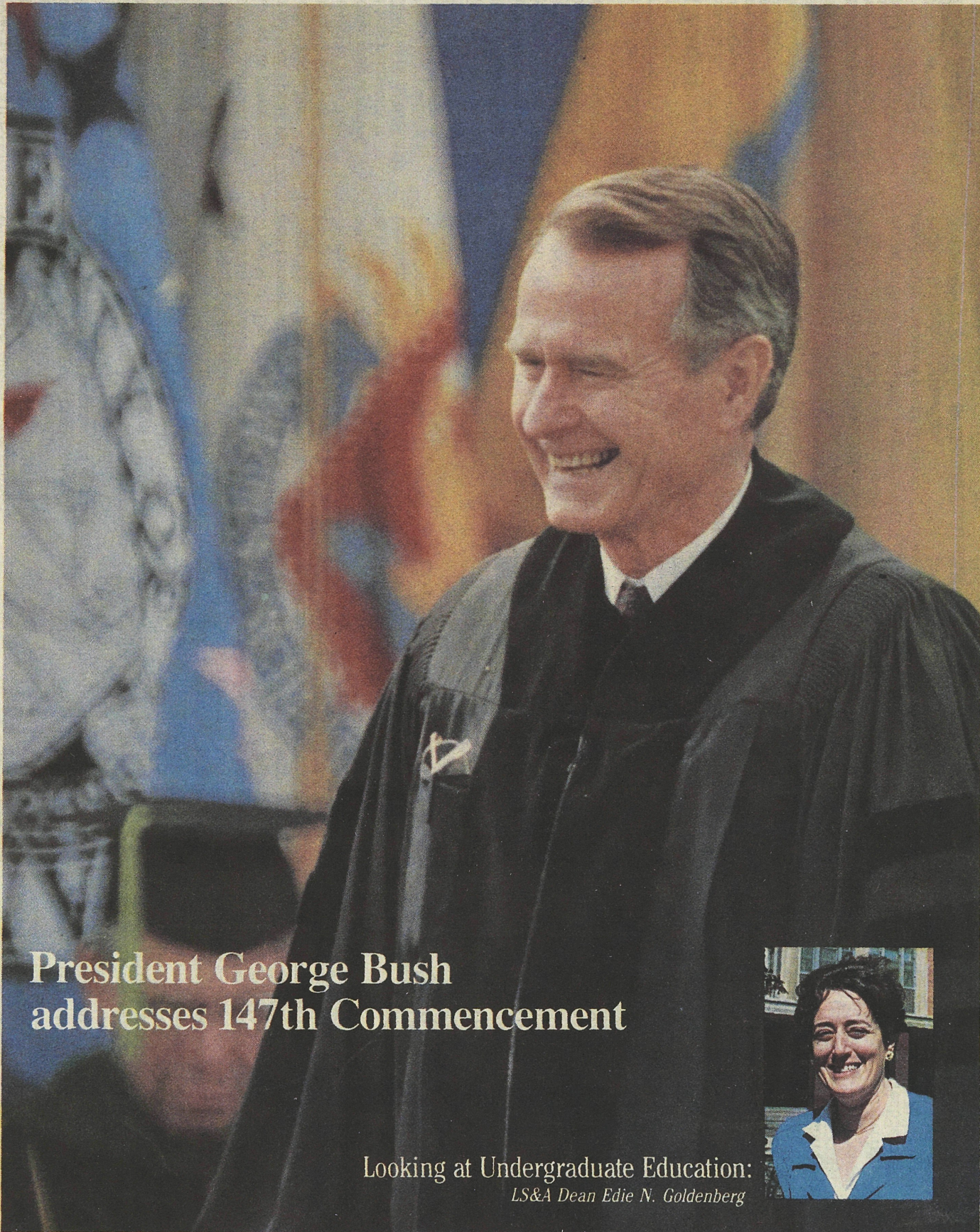


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The University of Michigan

May 1991 Vol. 23, No. 2



President George Bush addresses 147th Commencement



Looking at Undergraduate Education:
LS&A Dean Edie N. Goldenberg

Photo by D.C. Goings

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Photo by Gregory Fox

Undergraduate Education

By Linda Walker

Can the University of Michigan offer its undergraduates the very best education while maintaining the highest standards for research and publication for its faculty? Are teaching and research necessarily in conflict?

This is the challenge facing not only Michigan but major research universities across the nation. In January, the *Chronicle of Higher Education* noted that "Liberal Learning and the Arts and Sciences Major," a 1990 report by the Association of American Colleges, "sharply criticizes many practices common at large universities, including huge lecture classes, poor student advising, a faculty-reward system that emphasizes research over teaching and a 'cafeteria' approach to choosing courses."

An evaluation of these and other practices affecting the education of undergraduates in the College of Literature, Science, and the Arts (LS&A) has been under way since 1989, when Dean Edie N. Goldenberg formed the Planning Committee on the Undergraduate Experience (PCUE). The committee is examining all aspects of the undergraduate experience, both in and out of the classroom.

In her charge Goldenberg reminded committee members that it is LS&A's responsibility "to provide an intellectually invigorating, healthful and enabling undergraduate experience for its students. Each of them is an irreplaceable asset of talent, promise and aspiration."

The committee, headed by Prof. Robert A. Weisbuch, chair of the Department of English Language and Literature, released its report, "A Michigan Education," last September. Some of the problems identified in the report are the following:

- "The first two years of education in particular seem to have been handed over to graduate student instructors and (increasingly) to the underprivileged academic class of lecturers."

- "The curriculum for incoming students often consists of little more than introductory courses, too many of which stress rote memory and eschew active critical inquiry."

- There is a "low level of student interest in the sciences and mathematics, resulting in a widespread scientific illiteracy."

- There is a need "to foster a more sophisticated understanding of cultural diversity."

- There are "still inadequate opportunities for students to develop abilities in analytical thinking and writing."

Since publication of the report PCUE subcommittees have continued to build on the University's strengths, which Weisbuch calls "World Ann Arbor." "Any intellectual debate going on anywhere in the world," he explains, "is going on here in an interesting way."

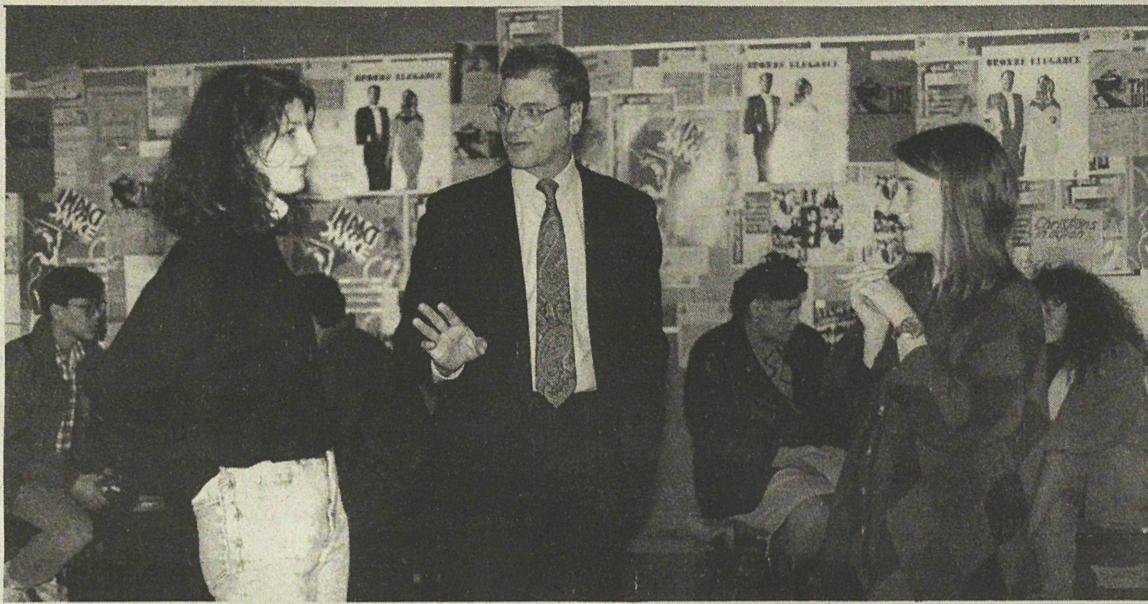
Michigan's strengths, however, have been most apparent in the two upperclass years, after students have selected their field of concentration and are completing departmental requirements under the supervision of departmental faculty and staff.

The challenge now, Weisbuch says, is to further enrich undergraduates' first two years at Michigan, when they are often taking courses to fulfill "distribution requirements." (LS&A graduates must have devoted a certain amount of study to the humanities, natural sciences and social sciences, with options available in mathematics and logical analysis, and in creative expression.)

There is widespread concern over whether students are sufficiently engaged intellectually during the first two years, since previously well-defined and relatively strict requirements that students distribute a certain number of courses throughout different disciplines were relaxed in the 1960s and '70s.

As a result, says Lawrence B. Mohr, professor of political science and public policy, "there are science majors who take only three courses in the humanities or social sciences, and humanities majors who get little science. We need to have more courses for non-majors — those that satisfy distribution requirements and are tailor-made for this purpose — general courses that teach students how to think in that discipline."

Undergraduate Education



Professor Weisbuch, chair of the LS&A Planning Committee on the Undergraduate Experience, chats with Jennifer Davis '92 (left) of Okemos, Michigan, and Kelly White '90 of Grand Blanc, Michigan, in Angell Hall's Fish Bowl.

In contrast, Mohr says, after selecting their majors students are apt to find that U-M academic departments "are wonderful — many are among the top two or three nationally in their disciplines." The result is a lineup of courses that dovetail the research strengths of the faculty and the interests of undergraduate concentrators.

IT'S A BEAUTIFUL TIME FOR A NEIGHBORHOOD

Concentrations do more than offer exciting, coherent coursework, they provide something else, Weisbuch says, that may be missing in the first two years — "a neighborhood."

"Whether the University will ever feel warm and personal like a college of 1,000 to 2,000 students is a tall order," Weisbuch says. "There are benefits to size," he continues, "and some students thrive on moving independently through a large university. But others would benefit from affiliation with a small unit. Students in programs like the Residential College, Pilot Program, Inteflex, Great Books, Honors and the Comprehensive Studies Program already have little homes. What we want to do is provide that opportunity to every student who desires it."

Of the four areas of undergraduate life PCUE subcommittees are tackling — pedagogy, graduation and distribution requirements, the preconcentration years, and counseling — perhaps the one with the most potential for innovation is a proposed center for undergraduate education that would function as a special facility for first- and second-year students.

Diane M. Kirkpatrick, chair of the Department of History of Art and head of the subcommittee on preconcentration years, says the center for undergraduate education, or "the CUE," as it's been dubbed, would be "a central support facility targeted at the preconcentration years."

The CUE, Kirkpatrick continues "could combine small classes with labs, multimedia support, auditoriums for classes and performances, teaching offices, mentoring, study lounges, study carrels, a library for the courses taught there, language and math labs, a place to get food — all around a central atrium and with good security and transportation so it can be used day and night.

"What we want is a place where even a shy student might find it possible to talk to a professor over a cup of coffee and not have to meet in an office all the time."

Since none of the four subcommittees aiming for a May deadline has completed discussions or drafted recommendations, Kirkpatrick cautions that her vision of the CUE is as preliminary as the ideas mulled by other subcommittees.

The issues before the pedagogy subcommittee are among the broadest — and knottiest. "We have decided that teaching first- and second-year students should be our major focus," explains James A. Teeri, professor of biology and chair of PCUE's subcommittee on pedagogy. "We've asked ourselves what incentives [to teach undergraduates] do we offer to faculty, lecturers and TAs; this is the chief issue we've been brainstorming.

"No faculty member sets out to be a bad teacher," Teeri continues. "They have training in doing research, not in teaching. So both junior and senior faculty need help enhancing teaching skills. We are considering recommending that TAs who demonstrate excellence in teaching be given one term off with no teaching so that they can do research.

Present incentives for faculty range from teaching awards of \$1,000 to \$2,500 to the granting of time off, but the incentives vary by departments. One thing we are looking into is a line item for departments to add to the base salary for excellence in teaching. We are thinking about how the College could reconsider how it evaluates faculty performance."

The relationship between the TAs and the University is determined in collective bargaining. Disagreement over pay, hours and working conditions was so sharp this year that the Graduate Employees Organization struck twice in April after negotiations over a new two-year contract broke down. No agreement had been reached as *Michigan Today* went to press.

GLADLY DO THEY RESEARCH, BUT DO THEY GLADLY TEACH?

The role research plays in a faculty member's life — whether it enhances or detracts from teaching — has been the most widely addressed topic in the far-reaching campus debate. As Professor Mohr points out: "A major research university attracts researchers. It's difficult to have a major liberal arts faculty and be a research university as well. It's not that you can't do both, but priorities are different. A researcher doesn't want to have long office hours, but a teacher who does could produce an article once in a while, but not blaze a trail in research. No university has two faculties, however. Here, the research faculty does the teaching, and what we have to do is improve the way we do it."

Weisbuch notes that LS&A has turned down some good scholars who were bad teachers. "Maybe we need to be more rigorous in evaluating teachers," he suggests. "Present student evaluations can be charisma polls. We may need to have classroom visits by colleagues. Faculty members could submit course materials — such as coursepacks, exams, outlines, statements on how they have improved their teaching — for internal and external review during the process of evaluation for promotion."

Among the other issues under examination by the pedagogy subcommittee are:

- Whether current introductory science courses, designed as springboards to the professions, are the wrong approach for non-majors. "A different option would be to place the sciences in a cultural, social context, to learn how to manage human affairs," Teeri says. "Science teaching needs to be integrative and cross-disciplinary. Who performs that synthesis now? Students, and not very well."

- Problems with courses LS&A teaches for non-LS&A students. Engineering students taking calculus in the College create stiff competition, but in beginning writing courses their lack of background can cause a section to be taught at a lower level. Conversely, LS&A students who want to study computer science have to go to the College of Engineering, where they are likely to find it hard to keep pace.

- Analytical and critical thinking. A model for teaching critical thinking exists in the Collegiate Seminars instituted by Jack W. Meiland, professor of philosophy and associate dean for undergraduate education. Sixteen to 20 courses are taught by faculty who apply to the program, which teaches students "how to argue positions rather than simply write reports," Meiland says. The structure and methodology of the Collegiate Seminars could be adopted on a much wider scale.

- Class size. "The relationship between class size

and the effectiveness of teaching is probably weak," Teeri says. "Certain topics can be taught and certain students can learn just as well in big as in small classes. We're trying to figure this out."

Serious pedagogical issues often arise from mundane problems, says subcommittee member Kim Lane Scheppele, associate professor of political science and public policy and adjunct professor of law.

"The physical plant is a huge problem" for some faculty members, Scheppele says, and sometimes the support system fails to solve them. "If 200 students are assigned to a classroom that seats 50, it can take a month to get a room changed. To put a book on reserve may take two months — by October for a class in January — and then they may put only one book on reserve for 200 students, so the students have to buy the book."

Scheppele also points out that a normal course load for undergraduates is five courses. "I think we would improve things if we required four courses," she says. "It would mean offering fewer courses, which would mean shorter lines of people waiting to get in, and teachers could demand more of students."

Issues concerning how many and which courses LS&A should require of all graduating students — separate from but inclusive of what departments require for majors — are being addressed by the subcommittee on graduation and distribution requirements headed by Richard I. Ford, professor of anthropology.

"The purpose of distribution requirements is to introduce students to an eventual major and to subjects like Slavic literature or biology that they may never have had," Ford says. "The goal, however, is more than just providing background to a major. We want students to have a broadly based education and to obtain the logic and analytical tools to address the broader issues that will confront them as citizens."

Ford listed additional issues that the subcommittee is considering:

- What should be the requirement for studying a language or languages other than English?

- Should there be a "quantitative methods requirement" that would include courses in mathematics, statistics, computer science or logic?

- How can the "arts" be put back in "Literature, Science, and the Arts?" Ford points out that art history is the only art in the LS&A curriculum outside the Residential College, and that LS&A students are systematically excluded from the Art and Music Schools.

The subcommittee led by John W. Hagen, professor of psychology, is looking at the academic counseling students receive and notes that a two-tiered structure exists. Academic departments counsel students concentrating in their fields, using staff hired for the purpose or faculty members. But in their first two years students are counseled in the Academic Counseling unit of LS&A by a large staff that receives special training.

"There's often a problem for preconcentration students who want information about majors and postgraduate work," Hagen says. "They are frustrated because often counselors in Academic Counseling don't have much information about concentrations and professional issues. We want to get that kind of information to them earlier."

LS&A recently assigned an academic counselor to each department to act as a liaison with Counseling. Hagen's subcommittee is looking at the advisability of providing more counseling in Residence Halls, where more than 90 percent of first-year students live.

Interim Vice-President for Student Services Mary Ann P. Swain, a member of the counseling subcommittee, is developing a mentoring program for first-year students "to provide a more personal introduction to the University and to the undergraduate experience." Once it is fully functioning, the program would match every new student who wanted a mentor with a member of the University faculty or staff.

Swain has already initiated the University Council on Undergraduate Affairs, a Universitywide forum for discussing student life from the classroom to the Undergraduate Library and dormitories.

OPTIMISTS AND PESSIMISTS

The discussions about undergraduate education at Michigan have drawn mixed reactions. Weisbuch says, "One-fourth of the faculty likes it overall, and another one fourth hates the proposal's guts." He is pleased most of all that faculty members are responding, "because that's how you get things done."

Ford reports that he has encountered "a lot of pessimism" among the faculty because in the past decade "there have been many initiatives, but little has happened."

No one on the Planning Committee, however, doubts Goldenberg's commitment. Scheppele and other committee members praise her policy of "creating committees and saying to them, 'figure out the alternatives'; in doing so she generates energy and wide participation." Weisbuch, too, cites the dean's ability to "involve good people in a spirit of openness."

A key problem facing the endeavor, according to Weisbuch, is that LS&A is underfunded, although "that's hard to believe because it is so big." Weisbuch says the central administration "has voiced real support for undergraduate education, and that support, I expect, will be tested."

"Some reforms are cost-free," he continues, "but we will need to put some additional money where our rhetorical claims are. We're talking about re-arranging resources, but it's unrealistic to imagine we won't need additional resources as well."

Goldenberg views the future with optimism. "The very things that make this University great — the depth and diversity of its faculty, the commitment to teaching excellence — are all apparent in the high quality of debate now going on about undergraduate education."

"We offer a special kind of education at Michigan," the dean continues, "that builds on our research strengths. It's a wonderful 'aha!' experience where students share with teachers the excitement of the sense of discovery. Our challenge now is to find ways to offer that experience to students in every class they take. This is an open, far-reaching debate, generating high enthusiasm and an exciting range of ideas. The committees are open to suggestions from faculty, students, alums and parents."

Out of the ideas and interchange generated by the present discussion," Goldenberg says, "will come the recommendations that will shape the College for years to come." **MT**

Linda Walker '66 MSW is an Ann Arbor free-lance writer.

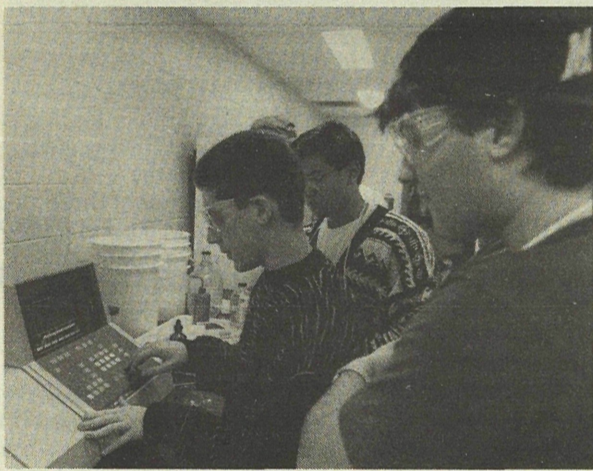


Photo by Bob Kaimbach

Freshman Steven Finkelstein of Queens, New York, helps fellow students use an infrared spectrophotometer to identify chemical compounds — part of an experiment in the new undergraduate chemistry curriculum, "Structure and Reactivity." Finkelstein is one of 35 undergraduates who serve as facilitators for other students in the course.

Unlike traditional approaches to undergraduate introductory chemistry, "Structure and Reactivity" puts more emphasis on problem-solving and cooperative learning than on quantitative calculations and competition. Michigan is among the first universities to revise the way introductory chemistry is taught in large classes for students of all levels of ability.

LSA INITIATIVES

The College of Literature, Science, and the Arts has already launched several innovative programs to enrich the experience of undergraduates. The following are some of the most recent initiatives:

Collegiate Seminars — designed to teach students critical thinking. An example offered this year: "From Orality to Literacy: Languages and Cultures in Contact."

First-Year Seminars — small seminars offer students interdisciplinary approaches to important issues. An example is a course to be offered in conjunction with the Institute for the Humanities next year, "The Invention of the Liberal Arts, 1600-1991."

Undergraduate Research Opportunities Program — matches students and faculty members to allow students to work directly on research projects.

Biology for Non-scientists — a class to acquaint first- and second-year students who are not science majors with scientific issues and knowledge.

Orientation — once perceived as a social time, orientation has been revamped to emphasize academics, including more one-to-one counseling and a talk on liberal arts education by a faculty member.



LS&A Dean Goldenberg (2d row, center) surrounded by the 1990-91 Dean's Merit Scholars, recipients of financial support through donor contributions. (See related story on p. 18.)

A STUDENT'S VIEW

Senior Marion Davis, a communication major from Bastrop, Louisiana, studied the LS&A committee report on undergraduate education, discussed the issues with PCUE chair Prof. Robert A. Weisbuch and interviewed fellow students. Here are some of her impressions:

I could scarcely believe it when I read that fewer than five percent of the 506 first-year students surveyed by the LS&A Planning Committee on the Undergraduate Experience (PCUE) said they were "very satisfied" with the level of personal attention they were receiving at the University. Only another 15 percent said they were at least "somewhat satisfied."

I wondered how U-M students could complain about the education they were receiving. Michigan provides us with a wealth of resources: state-of-the-art computing centers, excellent research facilities, great libraries and a prestigious name to go on job applications.

As for personal attention, "Michigan is what you make of it," I heard myself lecturing the dissatisfied. "If you're not happy, then you're doing something wrong." After all, I was on a first-name basis with nearly all of my professors and even some of the administrators.

Then I thought a bit more: What would my experience at Michigan have been like if I had never known any professor on a personal level? I suspect I wouldn't be going to graduate school in the fall or have the slightest desire to teach.

Until a professor took a personal interest in my development and allowed me to do research with her, I never knew how fulfilling a career in academia could be. Through a friendship with an African-American professor, I came to realize the vital and often draining dual role professors can assume as they work toward diversifying our curriculums while serving as mentors to students of color. It was through these and other one-on-one contacts with professors that I learned the knowledge I value most from my Michigan education.

Yes, I was often the aggressive student knocking on the professor's door with plenty of questions and no appointment. But what about the students who don't know how to say, "Hey! Spend some time with me. I want more than what's in the textbooks." What happens to their Michigan experience? According to the PCUE report many students respond to an impersonal atmosphere by staying among their own kind. Sadly enough, some professors are doing the same.

"A quarter to a third of LS&A faculty never see an undergraduate," Professor Weisbuch told me. "That can't continue. Even the faculty most intensely involved in research said the undergraduate has been neglected and something should be done about it."

My friend Amelia Siders, an LS&A senior, agreed. "There is virtually no contact with professors unless you are a very aggressive student," she said. "A student really has to seek out a professor. If you know your professor, you can get to know more about the University and you can feel as if you're more of a part of the experience and not outside looking in, which is how most undergraduates feel."

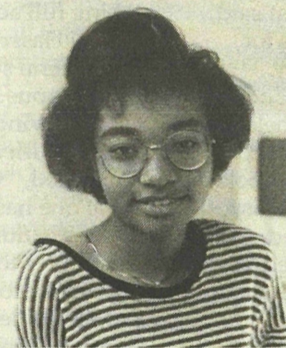
The way students are taught is another area where the undergraduate experience needs improving, according to the PCUE report. Fifty percent of first-year students surveyed said they were satisfied with the overall quality of teaching, but only 26 percent said they were satisfied with the quality of teaching by teaching assistants (TAs), and TAs taught nearly a third of all undergraduate student credit hours in 1990, according to a report by the Office of the Registrar.

Those statistics startled me, too. TAs play an important role in the undergraduate experience. In many instances they are the only bridge between the professor and the undergraduate sitting in the last row of an auditorium of 500 students. As an undergraduate I often relied on that bridge, but I never allowed it to become the only connection between the professor and me.

Marco Spinar, an LS&A junior, told me one of his most vivid academic memories as a first-year student is the response of an astronomy professor to students' questions about his office hours: "Go to the TAs; that's what they're for."

Spinar said the professor had made it clear what he thought student-faculty relationships should be like: "He sort of put himself on a different level. We felt our questions didn't warrant his attention."

Although I am graduating, I am very excited about the PCUE recommendations and what they could do for the undergraduate experience — if they are implemented by LS&A. They may provide links that bring students and professors together not only in the lecture halls, but also in personal interaction. And that unity is fundamental if students are to develop their character as well as their knowledge. **MT**



A former news editor for the Michigan Daily, Davis will begin graduate studies in communication at Cornell University this fall.

MOST WOULD CHOOSE U-M AGAIN

In a 1985 survey of students' perception of the quality of their undergraduate experience, 88 percent who identified themselves as white and 82 percent who identified themselves as members of minority groups said that if they had to choose a school all over again, they would return Michigan.

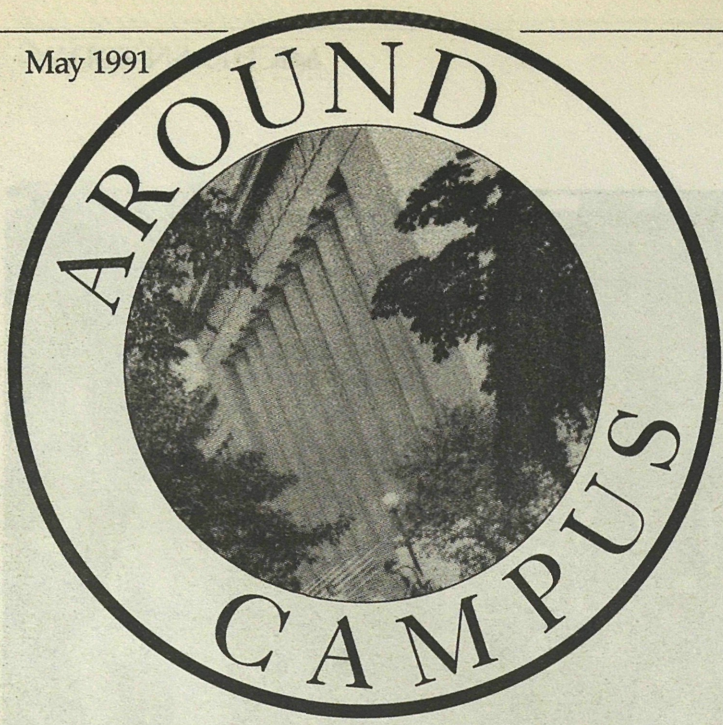
The 2,300 questionnaires drew 900 responses; 58 percent of respondents said they were white, 15 percent African-American, 20 percent Asian-American, 3 percent Hispanic-American and 1 percent Native American.

The survey also found that most white students (88 percent) and minority students (78 percent) were satisfied with their overall academic experience.

African-American students, however, were the least satisfied of the minority-group members, with 69 percent expressing satisfaction with their undergraduate experience versus 83 percent of Hispanic- and Asian-Americans.

Professors got generally high ratings from all groups: 85 percent of white students and 80 percent of minority-group students said they were satisfied with classroom instruction; 80 percent of whites and 74 percent of minority-group students said professors took time out of class to answer their questions.

Faculty attitudes toward minority racial and ethnic groups was a sore point: 44 percent of Black students believed professors were insensitive to members of minority groups in class, and 33 percent of Hispanics agreed — J.W.



Size and complexity of U-M pose challenges, provost notes

Although the University's decentralized nature is a source of strength, it also can impede cooperation, Provost Gilbert R. Whitaker Jr. told the faculty's Senate Assembly in April.

"Our combined strength in many fields is unknown not only to the outside world but to us as well," Whitaker said. "Thus we may have lost many opportunities in our goal of learning."

Noting that the University is so large that faculty sometimes meet each other for the first time at professional meetings in other parts of the country, Whitaker urged faculty to think of ways "to find out more about each other." These might include dinners that bring together faculty from a variety of disciplines and Universitywide events such as the Russel Lecture, faculty awards presentations and the recent symposium, "Learning from the [Gulf] War."

"I believe we need more events like these that utilize our own resources, and I will try to stimulate more of them," Whitaker said.

Important issues, the provost said, also can provide opportunities for building a sense of community.

"SACUA [Senate Advisory Committee on University Affairs] held a successful retreat with members of the executive committees of the Schools and Colleges this spring to discuss budget issues," Whitaker noted.

"This event was well-received for two reasons — the discussions themselves, and the chance for faculty to meet each other around a common theme," he said.

Whitaker said that his seven months as provost have confirmed his generally positive previous impression of the intellectual vitality of the University community.

"Everywhere I look and everywhere I visit, there are signs of excitement and growth, of discovery and of learning," Whitaker said. "I am sure that this does not surprise most of you. Having said this, I don't mean to infer that there is not room for improvement, for more excitement, more learning and more discovery everywhere."

As the University's role in learning has expanded over the years to be more inclusive and more open and to focus more on the development of new knowledge, the institution has grown more complex, he added.

One of the complex issues facing the U-M and others is the nature of teaching in a research university.

"It is easy but wrong to deal with this as a teaching-vs.-research confrontation," Whitaker said. "If our central mission is learning, and I think it is, then dealing with the critics is more complicated, and we must deal with the learning needs of both students and faculty simultaneously."

Learning what it takes to be a scholar

Ten Detroit high school students presented results of their year-long collaborations with U-M faculty members at a symposium of the Program in Scholarly Research for Urban and Minority High School Students at the Engineering Society of Detroit in April.

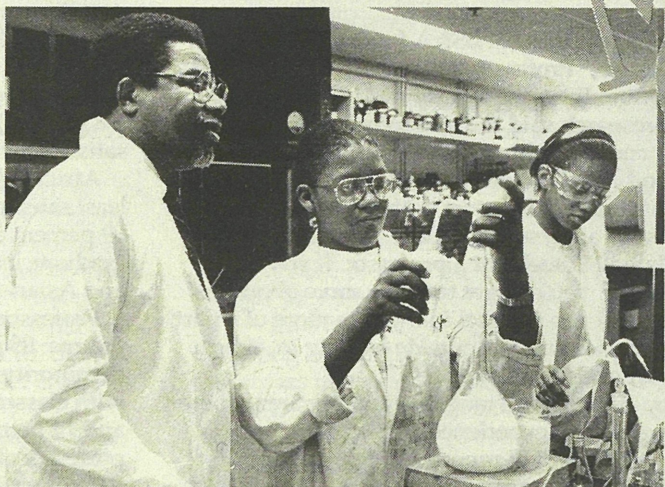
The students discussed and exhibited their work on college-level research projects that include a study of growth dynamics of the Northern pike, the basis of post-menopause syndrome, gene transfer between generations of bacteria and language disorders in twins.

The program originated in "our unwillingness to accept the absence of minority and urban students among the high-achieving students at this University and in higher education in general," said chemistry Prof. Billy Joe Evans, director of the program.

"The form of our response has been strongly influenced by the observation that even some well-prepared students — growing up in economically and socially affluent homes — were not taking full advantage of either the formal classroom instruction or the general scholarly ambience on this campus.

"By having the students work intimately with an active scholar," Evans continued, "we make them aware of what one has to do to be a scholar. There are numerous opportunities for the faculty to take corrective measures and speak to the students with an unparalleled degree of frankness and demonstrated concern."

Evans initiated the program in 1981. Since then, 115 students have contributed to faculty research projects in English, sociology, linguistics, biological sciences and other fields. After being teamed with a faculty member, students spend a summer in residence on campus and continue to work on their projects during fall and winter weekend visits.



Evans guides Detroit high school students William Radcliff (center) and Catina Bradley in the Willard Henry Dow Laboratory, the U-M's new chemistry facility.

MQR anthology published by U-M Press

"At first I gritted my teeth for the ordeal," recalls Laurence Goldstein, recollecting his self-appointed task of reading all 8,000 pages of the *Michigan Quarterly Review*, "but in the very first issue there was the great historian Arnold Toynbee predicting exactly what has happened to the Soviet empire in the last year ('If the Communist and the Western worlds can coexist for a while, it is possible that the present hostility between them will diminish and the gulf between them narrow'), and Nobel Prize-winning novelist Saul Bellow writing about the future of fiction as if he were speaking of today's writers. Reading the issues was like going to college all over again, except that it only took a summer."

Magazines, like people, have important birthdays, and this year, *Michigan Quarterly Review* (MQR) turns 30. The occasion inspired Goldstein, who is MQR's editor and also a poet and professor of English, to celebrate "on the page and on the stage."

In the first phase of this project, Goldstein read the 120 issues published since 1962, when U-M English Prof. Sheridan Baker began editing a "Magazine of University Perspectives," as he called it. MQR was formed when *The Michigan Alumnus Quarterly Review* split into *The Michigan Alumnus*, published by the U-M Alumni Association, and *Michigan Quarterly Review*, published by the University.

As Goldstein read issues of the 1960s, and then 1970s issues edited by Radcliffe Squires, Baker's successor and Goldstein's immediate predecessor, he selected essays, fiction and poetry he considered "masterpieces" for an anthology to be published this spring by the University of Michigan Press. The title is *Seasonal Performances: A Michigan Quarterly Review Reader*.

The collection reflects the diversity of the journal itself. Some of the contents engage the most serious issues of our time: Anthropologist Clifford Geertz and philosopher Richard Rorty offer conflicting views about ethnocentrism, theologian Richard L. Rubenstein presents a controversial view of "Martin Buber and the Holocaust" and cultural critic Theodore

Roszak comments "On the Contemporary Hunger for Wonders."

Other essays are more personal and emotional, like Nancy Willard's affectionate memoir of a U-M writing teacher and Kathleen Hauke's fascinating study of a light-skinned African-American undergraduate at the U-M whose search for fame and fortune led her to "pass for white," and involved Arthur Miller, Joe Louis and Langston Hughes before her suicide in the late 1940s.

Baker's favorite work in MQR is an essay about a U-M medical student of the last century who found himself in Northfield, Minnesota, during the famous bank robbery by the James and Younger brothers. The student killed one of the robbers, put him in a pickle barrel and shipped him to Ann Arbor to use as an anatomy subject, and afterward kept the skeleton in his consulting room.

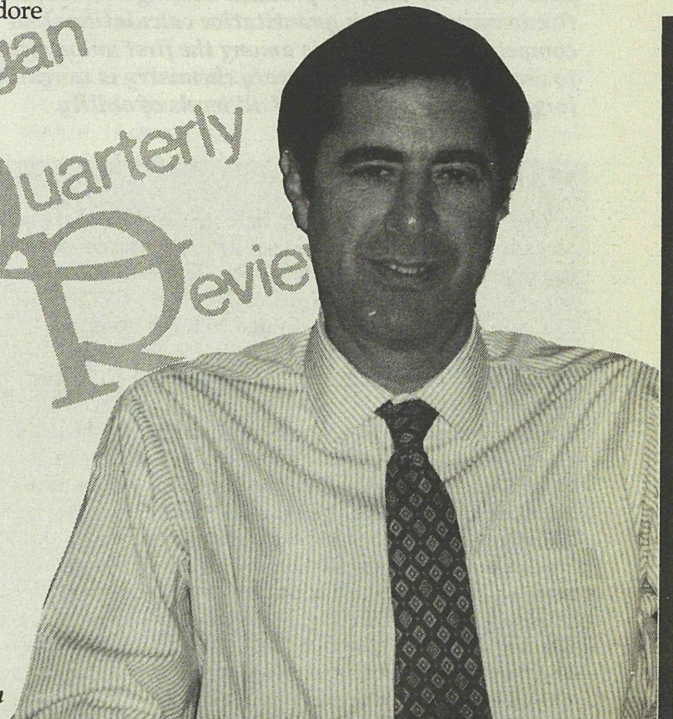
When word got around that Goldstein was working on the anthology, he got a call from the director of the Writer's Voice in New York City. Why not have an evening devoted to MQR and, more generally, the impact of the University on the literary arts?

As a result, "The Wolverines and the Word" was presented at the New York Society for Ethical Culture. Five U-M authors read from their work: Diane Ackerman, a poet best known for her book of essays, *A Natural History of the Senses*; Charles Baxter, of the U-M English department, author of three books of short stories and a novel, *First Light*; Lawrence Joseph, a poet focusing on Detroit and Arab-American topics and the subject of a recent *Michigan Today* profile; Arthur Miller, the internationally renowned playwright, who is a contributing editor of MQR; and Marge Piercy, novelist and poet.

Michigan Quarterly Review (\$13 a year; \$24 for two years) may be ordered by mail from 3032 Rackham Building, Ann Arbor MI 48109-1070. *Seasonal Performances* may be ordered from the U-M Press, 839 Greene St., Ann Arbor MI 48109-3297.

Michigan Quarterly Review

Goldstein



Faculty honors three dismissed in McCarthy era

By Lisa Failer

The first Davis, Markert, Nickerson Lecture on Academic and Intellectual Freedom was held Feb. 18 in the Rackham Amphitheatre. The lecture was established by the U-M Faculty Senate to commemorate three professors dismissed by the University during the nation's purge of Communist Party members and "communist sympathizers" from many institutions during the 1950s.

More than 250 persons filled the lecture hall to hear the First Amendment scholar Robert M. O'Neil, founding director of the Thomas Jefferson Center for the Protection of Free Expression and former president of the University of Virginia.

O'Neil's address was followed by a panel discussion led by the three professors, H. Chandler Davis, Clement

L. Markert and Mark Nickerson, and moderated by Elizabeth M. Douvan, professor of psychology and women's studies.

The three professors were suspended in 1954 after being called to give testimony before a subcommittee of the House Un-American Activities. Davis, now a professor of mathematics at the University of Toronto, was a 27-year-old graduate student at the time. He refused to testify, citing the protection of the First Amendment, and received a federal prison sentence for contempt of court in 1960.

Markert, a former professor of biology at Yale University and now a professor of animal science and genetics at North Carolina State University, and Nickerson, professor emeritus of pharmacology and



Markert, Davis and Nickerson at the inaugural lecture series named in their honor.

therapeutics at McGill University in Canada, both pleaded protection under the First and Fifth Amendments.

Markert was suspended from U-M and then rehired and granted tenure. Nickerson was fired despite having achieved tenure.

In his speech, O'Neil focused less on the specific details surrounding the widely criticized dismissal of the professors than on present threats to academic freedom and free speech.

O'Neil pointed to "subtler," almost disguised efforts to curb freedoms of speech and self-expression today in which the accused is afforded few rights — such as new restrictions on National Endowment for the Arts grant guidelines and National Institute of Health prosecutions of scientists charged with fraud and misconduct.

But O'Neil issued his strongest warning against the academic community itself, which he claimed was risking "war within our own ranks" in promoting institutional policies against hateful or otherwise unpopular speech and in discouraging expression of opinions that are deemed "politically incorrect" by persons with authority or influence in administrative or faculty units.

"Indeed, this may be the clearest link between the event we recall this afternoon and the current condition of the academy," O'Neil declared.

After the lecture and a brief question-and-answer period, the audience queried Davis, Markert and Nickerson on a variety of related subjects, from their responses to O'Neil's assertions to the emotions they experienced during the controversy surrounding their dismissal from the University and the oppression they felt as they searched for new employment.

Davis said that he didn't think today's advocates of "political correctness" possessed the power to bear serious comparison with the powerful forces that backed McCarthy and the anti-Communist movement in the '50s. In his own case, he said, what had disturbed him most was when a good friend of his had temporarily suspected him of turning him in to investigators and for a time "refused to be convinced otherwise."

Markert, who fought in World War I and World War II, said having people threatening to fire him was hardly frightening to someone who had been under fire in battle.

Nickerson said he, too, was unafraid of his interrogators in the University or government, since he had served in World War II and the Spanish Civil War, and organized lumbermen in the face of anti-union goons. But he did fear for his children, who were ridiculed at school while their father was barred from obtaining a passport to move them to a safer environment.

In 1989 the Michigan Chapter of the American Association of University Professors (AAUP), a watch-dog organization that monitors university-faculty relations, and which formally censured U-M after the 1954 firings,

suggested to the U-M faculty that they honor the victimized professors.

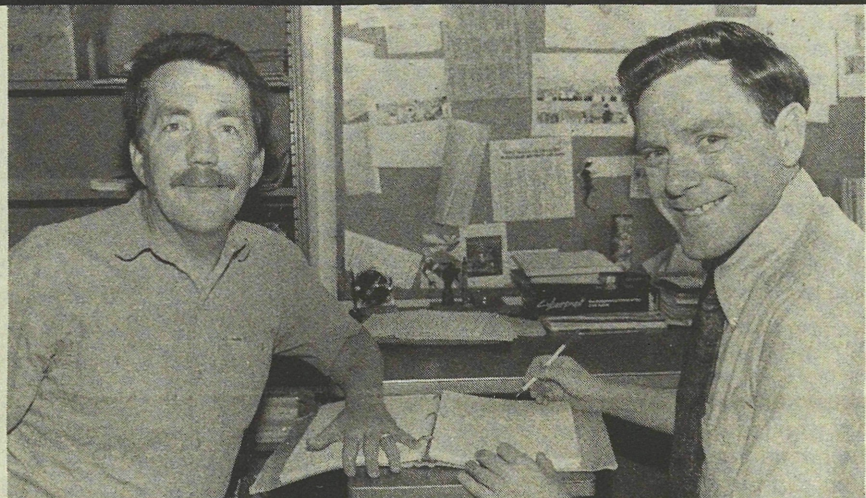
Peggie Hollingsworth, assistant research scientist in the Medical School and chair of the Senate Advisory Committee on University Affairs (SACUA), said she and other faculty senate officials agreed that something should be done.

"We chose to establish something ongoing," Hollingsworth said, "to remind people that these were concerns not just going on 40 years ago, but today." She added that a yearly lecture would function as "a constant reminder" that the University had acted unjustly and would perhaps encourage the Regents and the University administration to make their own gesture of apology.

Mary Crichton, associate professor of German and president of the Michigan AAUP, said that although "nothing can totally right the wrong," the fact that a lecture was established should be applauded.

"There are things that one could still wish for," Crichton said. "It would certainly be nice to have recognition by the highest level of the University that a mistake had been made. But there is great reason to be happy for what did happen."

Lisa Failer '89 MA is an Ann Arbor freelancer.



Smith and Rabkin

Real work better than homework in teaching practical writing

"Real work is better than homework," says Eric S. Rabkin, professor of English. "Homework is what children are made to do alone. Real work is what responsible people choose to do as part of a wider community."

In a course called "Practical English" Rabkin and his colleague, Prof. Macklin Smith, teach writing by allowing students to teach themselves through tackling real work instead of homework.

Rabkin and Smith have written a book describing how the course works to help teachers design similar courses elsewhere. *Teaching Writing That Works: A Group Approach to Practical English* was published by the University of Michigan Press this year.

Students in the class work together and write together to design and complete projects ranging from producing and distributing an album recorded by local musicians to publishing a tabloid of stateside news for American military personnel overseas. "Practical English assumes that our class environment ought to conform to typical social and professional situations," Rabkin says.

"Unlike the impression many students have, most writing in the world is not in the form of private or polished documents but in the form of public documents or working drafts," Smith says. "This is the sort of writing we emphasize."

One graduate of the class, Viktor Theiss '90, said he did more writing in his Practical English class than in any other University class, "by a factor of two or three." Theiss is now a law student at Northeastern University, where "the professor is god," he says, "but

the real world doesn't work like that. The real world is more like that class, where we were exposed to certain types of work processes that we'd never seen before, including committee work and peer review."

Students select their own assignments from general categories of writing, exchange papers with one another, criticize each other's work, discuss changes, revise their own papers and revise them again. And at the end, the students grade each other.

"Students edit each other more seriously and more completely when they are required to determine grades," Rabkin notes.

Rabkin and Smith offer various strategies to help students determine fair and consistent grades, which are based on sensible guidelines established by the class through consultation with the instructors.

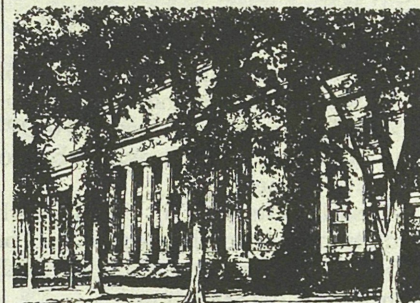
Another recent U-M book helpful to younger students and their parents and teachers, as well as to older scholars, is *A Student's Guide to Good Grades* (Wayside Publishing, 129 Commonwealth Ave., Concord, MA 01742, \$10.50) by Maria Orlow.

Orlow, who graduated with highest honors in history in 1960, teaches at the Wheeler School in Providence, Rhode Island. She wrote the *Student's Guide* "as if I were sitting on a student's shoulder."

It takes patience to use this rich book, but the *Guide*, which might well have been called "the joy of studying," can empower anyone to learn anything at any level of education, formal or otherwise — Ed.

A HISTORY OF ANN ARBOR

by Jonathan Marwil



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Victor Hawthorne:

THE PEOPLE'S DOCTOR

By Eleanor Mayfield

There are folk who want to move, and folk who want to stay in the same place. For the first two-thirds of his life, Victor Hawthorne seemed to be a stationary sort.

Born and raised in Glasgow and a graduate of the medical school there, he had lived and worked in the city all his life, apart from a stint in the Far East during WWII. As a senior lecturer in epidemiology and preventive medicine at Glasgow University, he was a leading figure in public health in Scotland and seemed set to spend the rest of his days in the city of his birth.

But in 1975, when he was 54, Hawthorne attended an international public health conference in Mexico City and met the dean of the U-M's School of Public Health. Three years later found himself invited to head the School's Department of Epidemiology. To the astonishment of everyone they knew, Hawthorne and his wife, Jean, uprooted themselves and moved to Ann Arbor.

"I had always been intrigued by America, and this was a great opportunity," reflects Hawthorne in his gentle Scottish brogue. "I'd had an invitation to go to Tulane University in New Orleans, but I felt the weather there wouldn't really suit me. Everyone said it was quite moist in Michigan — and, indeed, the weather isn't greatly different from Scotland's."

He admits with a chuckle that 57 "was rather late in the day" to be starting a new life. "I would advise anyone who was considering making a major move to do it before 50 rather than after. But as far as I was concerned, moving was a rejuvenating experience. I was too comfortable in Glasgow."

It didn't take long for Hawthorne to make his mark on Michigan, not only on public health students and faculty, but also at the state and national level. As a member of a Michigan health promotion advisory committee, he delivered a no-punches-pulled presentation in mid-1980s titled "Smoking Is Killing Your Constituents," spelling out how many deaths attributed to smoking had occurred in each state senatorial district in 1982. The facts shocked Michigan state senators into curbing smoking in public places through passage of the Michigan Clean Air Act in 1987.

Hawthorne's presentation to state legislators of the toll taken by kidney failure, especially among poorer people with less access to health care, was instrumental in overturning a 1983 decision to cut funding of the Michigan Kidney Registry. The registry, the oldest and most complete in the country, containing information about 15,000 past and present Michigan kidney patients, is a valuable source of data for medical researchers.

A former colleague attributes Hawthorne's success with legislators to "a knack for cutting through hogwash and hitting on the solid bedrock of fact underneath."

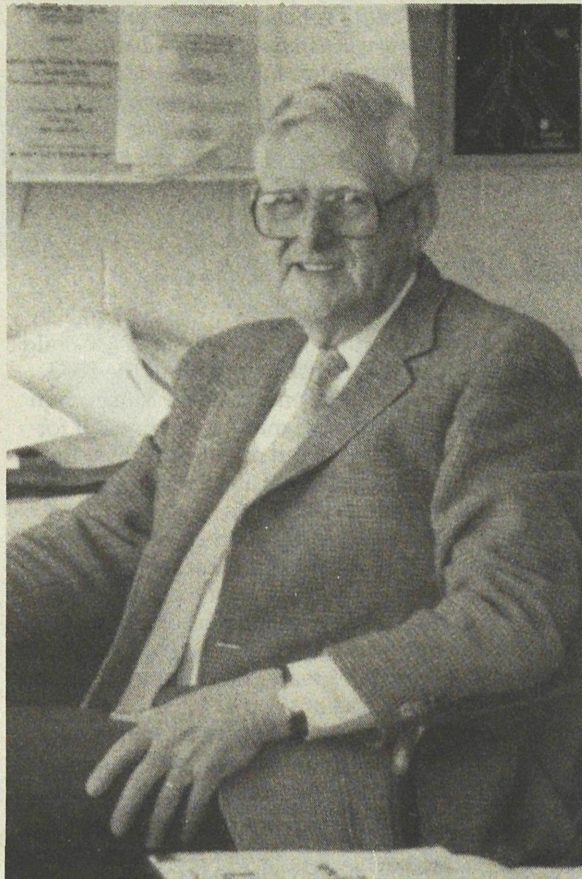
Hawthorne himself takes as his motto words of the Scottish bard, Robert Burns: "But facts are chieftains that winna ding, an' downa be disputed," which roughly translates as "Facts are fellows that won't be beaten and cannot be disputed."

Hawthorne thinks of himself as a "population doctor." Just as a family doctor examines individual patients to find out what ails them, Hawthorne uses questionnaires and screening tests to examine large numbers of people — on one occasion, most of the adult population of a Scottish island. His goal: to identify the underlying causes of a disease and illuminate how it might be prevented.

From his comfortably cluttered office in the School of Public Health's Henry F. Vaughan building on Observatory Street, Hawthorne oversees a dizzying number of research projects. A glance at his lengthy list of publications reveals reports ranging from a study of the effects of passive smoking in Paisley, Scotland, to an investigation of the immune function of long-term patients at the state psychiatric hospital in Ypsilanti.

Physicians concerned with treating individual patients often find it difficult to see the attraction of public health work, with its emphasis on prevention — a nebulous concept to a doctor whose waiting room is full of sick people — and the laborious collection of data. Hawthorne admits the information-gathering process can be pretty tedious.

"You can't imagine anything more monotonous than testing 15,000 urine samples, 15,000 EKGs, 15,000 X-rays — but when you put the data together,



Hawthorne

there's a blinding flash of illumination. That's what keeps you going."

Hawthorne stepped down as chairman of epidemiology in 1986 to have more time for research. Now 69, he plans to retire from the University in July, but not to stop working. "I've got so much in hand, it's hard to stop," he asserts. He has just embarked on one of his most ambitious projects — an attempt to enlist the 12 countries of the European Economic Community in a wide-ranging health survey modeled on the U.S. National Health and Nutrition Examination Survey.

"It's the section on the elderly that I'm trying to sell in Europe, because there are such increasing numbers of them, both there and in the United States. This is an outstanding opportunity to look at cross-cultural differences in the elderly population. But it's probably one of the most difficult things I've ever tackled."

Hawthorne got his introduction to public health while working as a chest physician in a Glasgow hospital, when he became involved in running a mobile tuberculosis screening service. (Tuberculosis was a major killer in Scotland until the 1950s.) He had intended to go into family practice but got "hooked" on epidemiology instead.

"It was through screening people for tuberculosis that I learned the importance of early detection," he recalls. "It was the model I've based my professional life on. If you can detect the people who are mildly ill and intervene successfully at an early stage, you'll save many more lives than you will if you only treat the very sick people."

As a migrant himself, it's perhaps not surprising that Hawthorne has a special interest in health studies of migrants — an interest that developed out of research he conducted in the 1960s, comparing the fitness of residents of the Hebridean island of Tired with that of their relatives who had migrated to the Scottish mainland.

On the face of it, the islanders lived laid-back, relatively stress-free lives, supporting themselves by subsistence farming. Their migrant relatives, on the other hand, were part of the "rat race," living in Glasgow and working at professional jobs. Yet the islanders had higher blood pressure and worse sickness rates than their city cousins.

"We got round to thinking that there was a certain amount of natural selection involved in migration," he recalls. "Some people — the fitter ones — are selected to be gregarious and to migrate, while others are selected to do the solid, less spectacular work at home. Perhaps, also, we all need some stress in life, to keep us in good shape both physically and psychologically."

"There was a study done which indicated the world seems to be split into those who want to move

and those who want to stay close to home. And I think there may be different physical characteristics and different disease outcomes in these individuals."

Some studies of migrants' health seem to indicate that the environment they migrate to is more important than the one they're born in. Scots who migrate to the south of England, for example, exhibit lower mortality rates from cancer and coronary diseases than their relatives who stay in Scotland. Japanese immigrants to the United States, by contrast, develop higher rates of these "Western" diseases than are found in their native land.

A recently published paper of Hawthorne's created a stir by suggesting that a low level of blood cholesterol might be associated with cancer. That's a controversial suggestion to make at a time when Americans are being urged to adopt a low-fat diet to reduce cholesterol levels and their risk of coronary heart disease.

"What we're concerned about is that if people who already have a very low level of lipids, or fats, reduce it even further, it may impair their immunological functioning and make them more prone to develop cancer," he explains. "The only theory we can come up with is that, maybe not everyone should go overboard in taking their cholesterol down."

He stresses that even a low-fat American diet is unlikely to put anyone in danger of reducing their cholesterol too far, and that exercise as well as diet needs to play a part in cholesterol-reduction efforts.

His readiness to throw down or pick up the gauntlet has not cost Hawthorne the respect and affection of colleagues who have disagreed with him. An indication of the esteem in which he is held was the establishment by the Michigan Department of Public Health in 1986 of an award program for health promotion research in his name. The Victor M. Hawthorne New Investigator Research Grant Awards are made annually to young researchers affiliated with Michigan colleges and universities who wish to pursue projects related to health promotion.

"It's very important that young researchers should be able to get pump-priming money," Hawthorne says. "Health promotion and disease prevention have been much neglected; only about 2 percent of the U.S. health budget is devoted to these activities. It's very gratifying to see the area you've devoted your whole career to emerging from the shadows."

He professes some exasperation with the public-health consciousness of his fellow Scots, whose fondness for tobacco and high-cholesterol foods keeps them at the top of European tables for deaths from heart disease and cancer. "They're a skeptical lot, much less susceptible than Americans to health education. They've been brought up on butter, and good Scotch broth with little globules of fat, and 'brudies' and pies — and, of course, fish and chips." His tone suggests he still harbors a taste for such "delicacies" himself, cholesterol-laden though they are.

"I think Americans are much more concerned about keeping well. The fact that it's expensive to be ill here could have something to do with that. But I'm very impressed by all the joggers in Ann Arbor."

He's also impressed by Americans' vitality — and by the voluminous research proposals they produce. "In Britain we were trained to be very terse and short. It's taken me a little time to learn to write in the American style — exhaustively. It's a form of American torture: you write a massive research proposal, and then you have to summarize it in 250 words. Everything is done much more elaborately here."

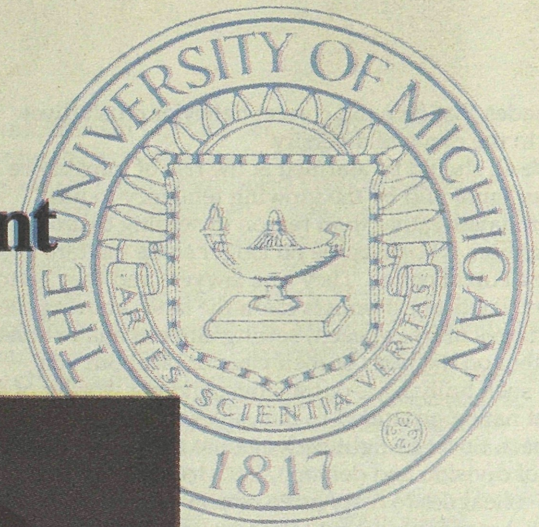
The immense size of the United States intrigues him, too. "I was out and about so much in Scotland, I knew every blessed blade of grass between Glasgow and Aberdeen. One of the great pleasures here is you never run out of road."

The U-M School of Public Health will celebrate its 50th anniversary Sept. 20-21. One highlight of the celebration will be a symposium on "A Vision for Health in the 21st Century." The speakers will predict future developments in the fields of health behavior, environmental health and health care organization, and conclude with recommendations.

For more information, call Deborah Gilbert, U-M News and Information, (313) 747-4411 or Terri W. Mellow, director of external relations, U-M School of Public Health, (313) 764-8094.

Eleanor Mayfield is a free-lance writer in Silver Spring, Maryland.

Text of Remarks by President George Bush At University of Michigan Commencement



The last time I was in Ann Arbor, we commemorated John Kennedy's unveiling of the Peace Corps. And, as your commencement program indicates, Lyndon Johnson introduced the Great Society in a University of Michigan commencement address.

Today, I want to talk to you about this historic moment. Your commencement — your journey into the "real world" — coincides with this nation's commencement into a world freed from Cold War conflict and thrust into an era of cooperation and economic competition.

The United States plays a defining role in the world. Our economic strength, our military power and most of all, our national character brought us to this special moment. When our policies unleashed the economic expansion of the 1980s, we exposed forever the failures of socialism — and reaffirmed our status as the world's greatest economic power. And when we sent troops to the gulf, we showed that we take principles seriously — enough to risk dying for them. But there's another message: We also take them seriously enough to help others in need.

Today, men and women of Operation Provide Comfort toil on behalf of suffering Kurds, and today our thoughts and prayers go also to the hundreds of thousands of people victimized by a vicious cyclone in Bangladesh. Our government has sent aid to that stricken land. Dozens of private agencies have sprung into action as well, sending food, water supplies and donations. The humanitarian instinct runs deep in our people. Always has. It is an essential element of our American character.

Our successes have banished the Vietnam-era phantoms of doubt and distrust. In my recent travels around the country, I have felt an idealism that we Americans supposedly had lost. People have faith in the future. And they ask: "What next?" And they ask: "How can I help?"

We have rediscovered the power of the idea that toppled the Berlin Wall, and led a world to strike back at Saddam Hussein. Like generations before us, we have begun to define for ourselves the promise of freedom.

I'd like to talk today about the nature of freedom, and how its demands will shape our future as a nation.

Let me start with the freedom to create. From its inception, the United States has been a laboratory for creation, invention, exploration. Here, merit conquers circumstance. Here, people of vision — Abraham Lincoln, Henry Ford, Martin Luther King Jr. — outgrow rough origins and transform a world.

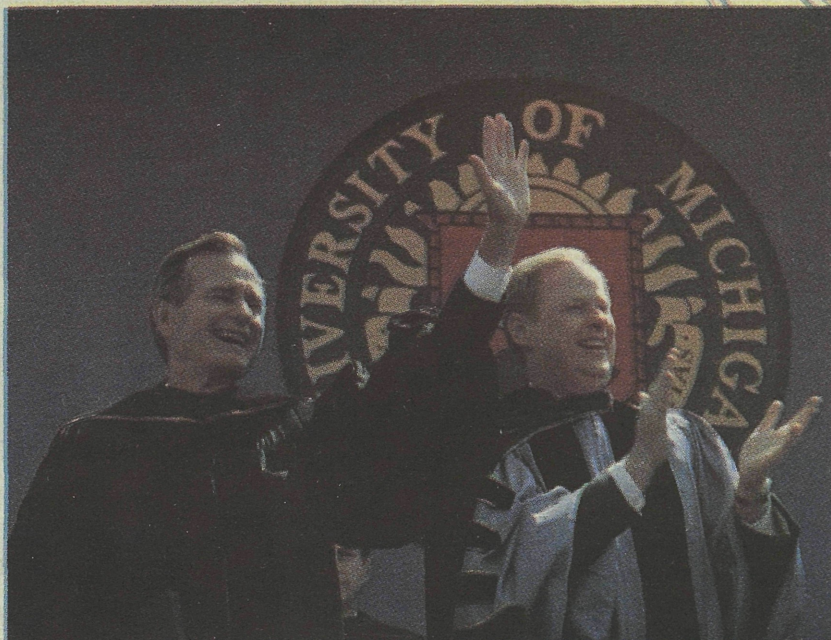
These achievements testify to the greatness of our free enterprise system. In past ages, and in other economic orders, people could acquire wealth only by seizing goods from others. Free enterprise liberates us from the Hobbesian quagmire. And it lets one person's fortune become everyone's gain.

This system, built upon the foundation of private property, harnesses our powerful instincts for creativity. It gives everyone an interest in shared prosperity — in freedom and in respect.

No system of development has ever nurtured virtue as completely and rigorously as ours. And we've become the most egalitarian system in history, and one of the most harmonious, because we let people work freely toward their destinies.

When governments try to improve on freedom — say, by picking winners and losers in the economic market — they fail. No conclave of experts, no matter how brilliant, can match the sheer ingenuity of a market that collects and distributes the wisdom of millions of people, all pursuing their destinies in different ways.

Our administration appreciates the power of free enterprise — and our economic and domestic programs try to apply the genius of the market to the needs of the nation.



President Bush and President Duderstadt greet throng of 70,000.

U-M Photo, Bob Kaimbrach

For example, we want to eliminate rules and red tape that bind the hands and the minds of entrepreneurs and innovators.

Our America 2000 educational strategy challenges the nation to reinvent the American school — to compete in the race to unleash our national genius.

We have incorporated market incentives into our legislative proposals, so taxpayers will get a fair return on their dollars. Just look at last year's child care legislation and the Clean Air Act, or this year's transportation bill.

We've proposed a comprehensive banking reform package that strengthens the financial system upon which economic growth depends. And we repeatedly have tried to slash the capital gains tax, so that people with dreams have a chance of achieving them.

And we want to extend the dignity of home ownership to people who now live in government-owned apartments. Home ownership gives people dignity.

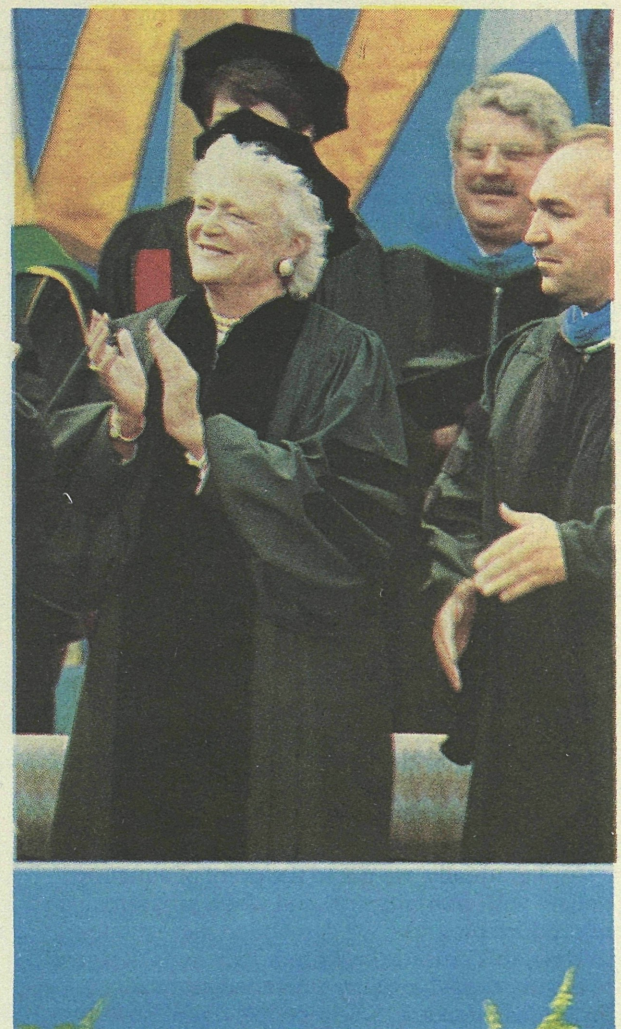
Although we have tried to transfer power into the hands of our people, we haven't done enough. In a world transformed by freedom, we must look for other ways to help people build good lives for themselves and their families.

The average worker in the United States now spends more than four months of each year working just to pay the tax man, and increasing numbers of citizens see that burden as a barrier to achieving their dreams.

We have tried to put a lid on the spending that drives taxes, and to concentrate government efforts on truly national purposes. It's only common sense. If we want to build faith in government, we must demand public services that serve the people. We must insist upon compassion that works.

But the power to create also rests on other freedoms, especially the freedom (and [acknowledging shouts of protesters and hecklers] I think about that right now) to think and to speak one's mind. [Crowd interrupts with mixture of cheers, applause, laughter and jeers.] This — (I had this written into the speech and didn't know these guys were going to be here) — no, but seriously: The freedom to speak one's mind, that may be the most fundamental and deeply revered of all our liberties, Americans — to debate, to say what we think. Because, you see, it separates good ideas from bad. It defines and cultivates the diversity upon which our national greatness rests. It tears off the blinders of ignorance and prejudice and lets us move on to greater things.

Ironically, on the 200th anniversary of our Bill of Rights, we find free speech under assault throughout the United States, including on some college campuses. The notion of "political correctness" has ignited controversy across the land. And although the movement arises from the laudable desire to sweep away the debris of racism and sexism and



Mrs. Bush and the president were introduced by Michigan Gov. John Engler (right).

U-M Photo, D.C. Goings

hatred, it replaces old prejudices with new ones. It declares certain topics off-limits, certain expression off-limits, even certain gestures off-limits.

What began as a crusade for civility has soured into a cause of conflict and even censorship. Disputants treat sheer force — getting their foes punished or expelled, for instance — as a substitute for the power of ideas.

Throughout history, attempts to micromanage casual conversation have only incited distrust. They have invited people to look for an insult in every word, gesture, action. In their own Orwellian way, ▶

Spring Commencement 1991

crusades that demand correct behavior crush diversity in the name of diversity.

We all should be alarmed at the rise of intolerance in our land, and by the growing tendency to use intimidation rather than reason in settling disputes. Neighbors who disagree no longer settle matters over a cup of coffee. They hire lawyers and they go to court. Political extremists roam the land, abusing the privileges of free speech, setting citizens against one another on the basis of their class or race. But you see, such bullying is outrageous, and not worthy of a great nation grounded in the values of tolerance and respect. So let us fight back against the boring politics of division and derision. Let's trust our friends and colleagues to respond to reason.

As Americans, we must use our persuasive powers to conquer bigotry once and for all. And — I remind myself a lot of this — we must conquer the temptation to assign bad motives to people who disagree with us.

If we hope to make full use of the optimism I discussed earlier, men and women must feel free to speak their hearts and minds. We must build a society in which people can join in common cause without having to surrender their identities.

You can lead the way. Share your thoughts and your experiences, your hopes and your frustrations. Defend others' rights to speak. And if harmony be our goal, let's pursue harmony — not inquisition.

The virtue of free speech leads naturally to another, equally important dimension of freedom — and that is the freedom of spirit. In recent times, often with noble intentions, we as a nation have discouraged good works. Nowadays, many respond to misfortune by asking: Whom can I sue? Even worse, many would-be Samaritans wonder: Will someone sue me? Talented, concerned men and women avoid such noble professions as medicine for fear that unreasonable and undefined liability claims will force them to spend more time in court than in the office or in the hospital.

At the same time, government programs have tried to assume roles once reserved for families and schools and churches. This is understandable, but dangerous. When government tries to serve as a parent or a teacher or a moral guide, individuals may be tempted to discard their own sense of responsibility — to argue that only government must help people in need.

If we have learned anything in the past quarter century, it is that we cannot federalize virtue. Indeed, as we pile law upon law, program upon program, rule upon rule, we actually can weaken people's moral sensitivity. The rule of law gives way to the rule of the loophole — the notion that whatever is not illegal must be acceptable. In this way, great goals go unmet.

When President Lyndon Johnson spoke here in 1964, he addressed issues that remain with us. He proposed revitalizing cities, rejuvenating schools, trampling down the hoary harvest of racism, and protecting our environment.

Back in 1964, he applied the wisdom of his time to these challenges. He believed that cadres of experts really could care for the millions. They would calculate ideal tax rates, ideal rates of expenditure on social programs, ideal distributions of wealth and privilege. And in many ways, theirs was an America by the numbers: If the numbers were right, America was right.

And gradually, we got to the point of equating dollars with commitment, and when programs failed to produce progress, we demanded more money. In time, this crusade backfired. Programs designed to ensure racial harmony generated animosity. Programs intended to help people out of poverty invited dependency.

We should have learned that while the ideals behind the Great Society were noble — and indeed they were — the programs weren't always up to the task. We need to rethink our approach. Let's tell our people: We don't want an America by the numbers. We don't want a land of loopholes. We want a community of commitment and trust.

When I talked of a kinder, gentler nation, I wasn't trying to just create a slogan. I was issuing a challenge. An effective government must know its limitations and respect its people's capabilities. In return, people must assume the final burden of freedom — and that's responsibility.

Any introductory course in political philosophy teaches that freedom entails responsibility. Most of our greatest responsibilities confront us not in the government hearing rooms, but around dinner tables, on the streets, at the office.

And if you teach your children and others how to

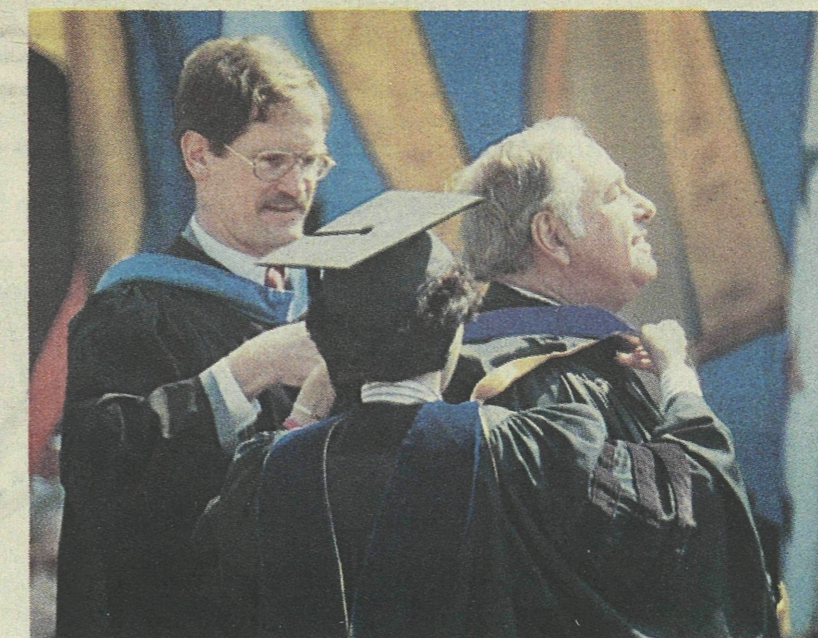


Bush welcomed approximately 6,400 students on 'your journey into the real world.' Most cheered the president; a few heckled him, wore 'bloody red' clothing and turned their backs.

Photo by D.C. Goings

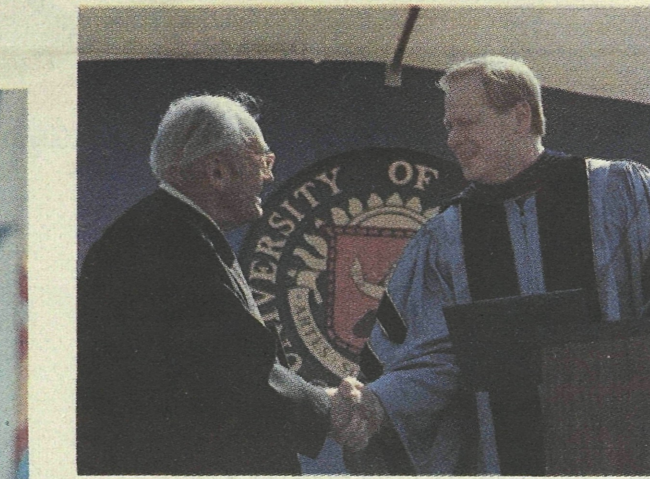
U-M Photo, Bob Kaimbach

Dignitaries included (l-r) Father Charles E. Irvin of St. Francis of Assisi Catholic Church, Ann Arbor, who presented the Innoceation; Hollingsworth and Diana of the faculty senate; former President Robben W. Fleming; and Regents Emeriti Eugene B. Power, Gertrude V. Huebner and Otis M. Smith.



James Diana and Peggie Hollingsworth, outgoing and incoming heads of the faculty senate, robe honoree A. Alfred Taubman.

Photo by D.C. Goings



Duderstadt congratulates honoree Seymour S. Kety.

U-M Photo, Bob Kaimbach

The Ceremony and Honorees

A crowd estimated at 70,000 gathered in Michigan Stadium beneath sunny skies May 4 to hear President George Bush address the University's 147th Commencement honoring 6,400 graduates, divided fairly evenly between undergraduate and graduate students.

Peggie J. Hollingsworth, assistant research scientist and president of the faculty's governing body, opened the ceremonies by introducing U-M President James J. Duderstadt.

"Educated people have become the wealth of nations as we enter the age of knowledge," Duderstadt said. "You have become part of that wealth."

Duderstadt added that although it was a day when "we heap praise on our graduates, I think you'll agree the heroes of the day are the parents, who have loved and hoped, helped and sacrificed."

Duderstadt introduced Michigan Gov. John Engler, who welcomed President and Mrs. Bush to the state. "I have a message for you to take back to Gen. Powell and Gen. Schwartzkopf," Engler told the president: "Hail to the victors."

Engler said Bush was "continuing a tradition" of visits by presidents and future presidents to the University. When candidate John F. Kennedy arrived far behind schedule to announce his plan for a Peace Corps to U-M students, "He was surprised that thousands of students waited till 2 a. m. to greet him," Engler recalled.

Engler completed his introduction by praising the Bushes for having "devoted a lifetime to serving people," and that as former President Gerald Ford '34 had done before him, Bush "brings back a sense of decency and old-fashioned family values that have served our nation well."

Regent Deane Baker began the presentation of honorary degrees by reading the citation for the president's doctor of laws, which cited Bush as "a champion of educational reform" and for "articulating a vision of a new world order that offers the promise of peace and justice and freedom."

Regent Paul W. Brown presented an honorary doctor of laws to the president's wife, Barbara Pierce Bush, citing her as "an inspiring model of the spirit

of volunteerism" and for her "commitment to improving the lives of those in need."

President Duderstadt called President Bush to the podium to deliver the Commencement Address. Before beginning his speech, Bush quipped, "Before this, there wasn't one lawyer in the family and now we have two." (See text of Bush's speech.)

The ceremonies concluded with the presentation of honorary degrees to the following persons:

A. Alfred Taubman, Doctor of Laws, Founder and chairman of the Taubman Co. Inc., a real estate and development firm, majority shareholder and chairman of Sotheby's Holdings; established U-M Program in American Institutions. Presenter: Regent Nellie M. Varner.

Roald Sagdeev, Doctor of Science, Head of Theory Division, Institute of Space Research, Moscow, doctor of science. Adviser to Soviet President Mikhail Gorbachev, has promoted international collaboration in space research. Presenter: Regent Neal D. Nielsen.

Seymour S. Kety, Doctor of Science, Senior scientist at the National Institute of Mental Health, pioneer of modern neuroscience research. Presenter: Regent Shirley M. McFee.

Billy E. Frye, vice president for academic affairs and provost at Emory University, Doctor of Laws. Former U-M vice president for academic affairs, cited for contributions to U-M Institute for the Humanities, physics and chemistry programs, library conservation. Presenter: Regent James L. Waters.

Ta-You Wu, Doctor of Science, President of Academia Sinica, one of Taiwan's leading academic institutions. Introduced modern physics to the Peoples Republic of China and Taiwan. Presenter: Regent Philip H. Power.

The deans or their representatives from all degree-presenting academic units called upon their graduates to rise, and Duderstadt announced, "We welcome them to the community of scholars."

After welcoming President and Mrs. Bush "to the Michigan family," Duderstadt told the graduates, "A common theme characterizes lives of Michigan graduates, the theme of leadership. You have a future of great opportunity. There's an old saying: The best way to predict the future is to invent it." **MT**

COMMENCEMENT DONORS

The University expresses its appreciation to the following alumni and friends of the University for their generous support of the 1991 Spring Commencement:

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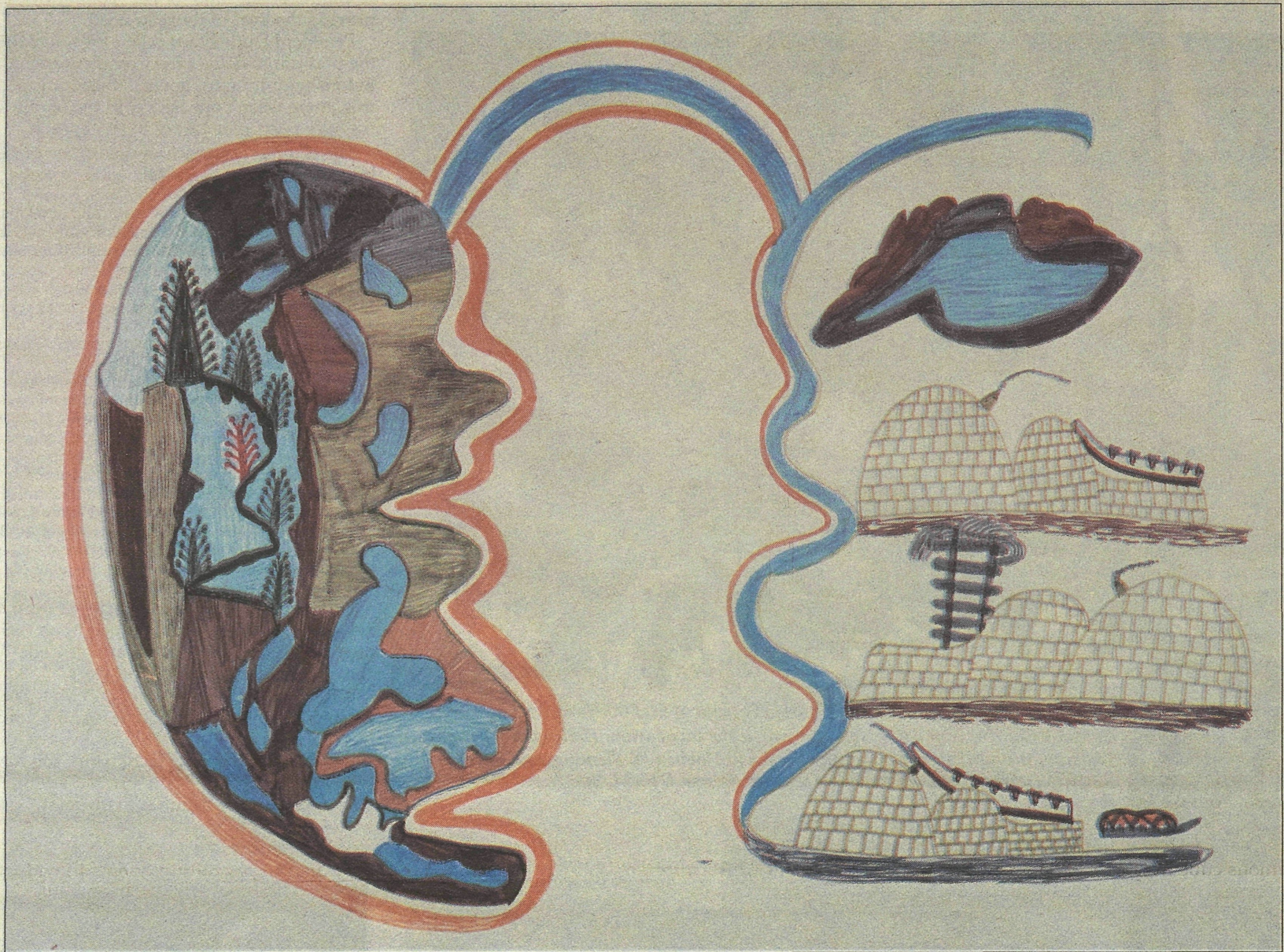
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Robert J. Vlasic, Detroit

When his rifle was stilled, an artist was born —

P · U · D · L · O



'North and South' by the Inuit artist Pudlo.

Photo: National Gallery of Canada

By Jeff Mortimer
U-M News and Information Services

Pudlo, an internationally acclaimed Inuit artist, has traveled "down below" many times from his home in Arctic Quebec — for openings in New York and Ottawa, for a presentation dinner in Montreal, to receive medical treatment in Toronto. In 1989 he even went to Mannheim, Germany, for an exhibition of his drawings.

Pudlo has seen a thousand years of change in his 75 years of life, a time during which his own people have gone from being nomadic hunters to villagers with cable TV. But he had never seen anything quite like this before. Here in a studio at the University of Michigan School of Art, a naked young woman was standing on a pedestal while students sketched away.

Pudlo speaks only his native Inuktitut. On his forays south, a friend and fellow artist, Jimmy Harrington, serves as his interpreter, so much so that he even incorporates Pudlo's sighs and shrugs into his translations.

"He was very pleased to be able to answer a few questions and meet these young students," Harrington says. "He was pleased to see what they're doing but, in his own way, a little hurting. For the Inuit, it's forbidden to draw a nude person. [Harrington takes a deep breath, just as Pudlo did.] But art is art. This is not something he would do. But art is art."

Long before he was an internationally known Inuit artist, there was simply Pudlo the hunter, fisher, father. (He has survived six of his 11 children and all three of his wives.) Until he was 41, Pudlo's attention was absorbed by somewhat more urgent matters than printmaking and drawing, matters like hunting caribou, finding campsites where the fishing was good, and keeping himself and his family warm enough to live through long, dark Arctic winters.

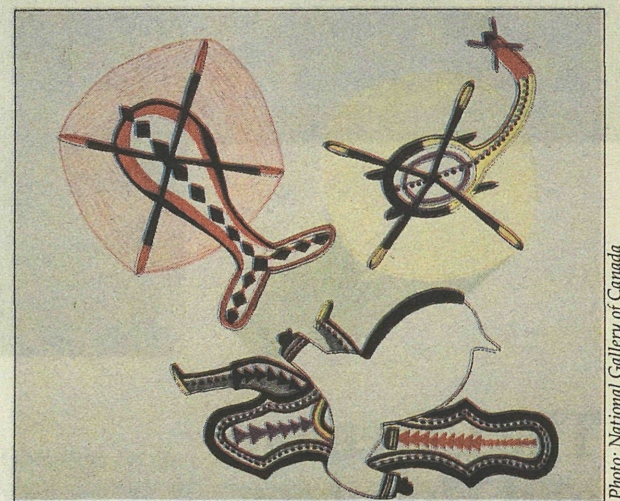


'Dogs Tied to a Tree' — Pudlo's drawings sell for up to \$1,500.

Photo: National Gallery of Canada

Then, one day in 1957, Pudlo fell while chasing a rabbit and hit his elbow on a rock. The elbow became infected, and he found he could no longer hunt or fish. Both he and his wife became weak from the effects of starvation, and Pudlo had just killed his family's last dog for food when a plane landed on the ice in front of his camp.

One of the passengers, and the man who had dispatched the plane, was James Houston, the Canadian artist and friend of former U-M Regent Eugene B. Power [see accompanying



'Helicopters and Woman' — Initially, when Pudlo began to include modern artifacts in his work, purists criticized him for venturing beyond 'native' subjects.

Photo: National Gallery of Canada

story]. Houston first visited the Inuit nine years before and was now the area administrator for southwest Baffin Island. He flew Pudlo and his wife 150 miles west to Cape Dorset. There was a nursing station there. And a fledgling artists' community.

Impressed by the Inuits' skill in carving, Houston had persuaded them to supplement their income by selling their works. He also gave some of them, including Pudlo, pencils and paper, and encouraged them to draw.

By 1964 Pudlo and his family had settled in Cape Dorset, and pieces from the annual release of a graphics collection bearing the settlement's name were being sold by art dealers and shown in

museums. Others from "down below" were broadening the range of techniques of the Inuit artists by bringing acrylic paints, felt pens, colored pencils and printmaking technology to the tiny settlement.

Pudlo's vision required no broadening, however. There were even those purists who deemed it a bit too broad when, in 1976, the annual Cape Dorset collection included a print of his titled "Aeroplane." Instead of depicting the customary subjects of Inuit art — musk-oxen, ice huts, seals, whales — here was an Inuit artist who was looking around instead of back.

"To some observers, this was a disquieting sign that the integrity of Inuit art, as a window on the traditions and spirit of a unique culture, was being eroded," writes Marie Routledge, in the National Gallery of Canada's catalog of Pudlo's works. "To others, however, it confirmed the fact that Inuit art was a living and evolving form of creative expression."

Since then, Pudlo has been seen as a sort of champion of modernity in Inuit art, incorporating power lines, radio antennae, wooden houses and lots more airplanes into his work. But "championing" in any form seems alien to his nature.

All he has really done is create as any artist does. As he puts it:

"Artists draw what they think, and what they have seen also. But sometimes they draw something from their imagination, something that doesn't exist anywhere in the world."

Pudlo's U-M visit provided plenty of fodder for his vision, even beyond the life-drawing class. On the 1,500-mile flight from Cape Dorset to Detroit, with stops at Frobisher Bay, Ottawa and Toronto, "He couldn't get his eyes off all the lights on the bottom for so long," says sidekick Harrington, relaying Pudlo's thoughts. "They looked like beads."

"Pudlo is willing to draw as long as he can hold a pencil," Harrington continues. "On this trip, he is looking for some unusual subjects or objects, and if he sees one, he will try to remember it and do something about it when he goes back home."

The famous cube in U-M's Regents' Plaza seems to have qualified. "When he saw it, he thought it was hanging from the air," Harrington says. "As we got closer, he was looking for a post or tree. When we got close, he couldn't believe it. He's going to have to think about it."

When he does, fiscal considerations will no doubt enter into his calculations. Far from keeping it a secret, Pudlo cheerfully and routinely declares that he draws principally for the money and doesn't particularly like his own work.

"For some reason, his mind and the pencil are doing something he doesn't like," Harrington translates. "It doesn't really please him. He wouldn't want it on his wall. He says he's very lucky that people on this Earth like his work."

They like it so well that Pudlo's career output now stands at about 4,500 drawings and close to 200 prints, not to mention a few sculptures.

"His art has helped him to live," said Harrington. "If he's going to continue his art, people have to like the work and buy the work."

The bottom line is still survival. **MT**

THE UMMA EXHIBITION

The drawings of Pudlo Pudlat were the occasion for the artist's three-day residency in Ann Arbor in early spring, when "Pudlo: Thirty Years of Drawing," a retrospective of his work, opened a two-month stay at the University of Michigan Museum of Art (UMMA).

That UMMA was the only venue for the show in the United States, and Michigan the only U.S. university Pudlo has ever visited, can be seen as the gratifying but almost inevitable culmination of Ann Arbor's and the U-M's longtime role as a center for Inuit art in the United States.

Former University Regent Eugene B. Power was the first person to introduce Inuit art into the United States, establishing Eskimo Art Inc., which still operates a gallery in Ann Arbor, in 1953. He and his wife, Sadye, learned of the Inuits' work through their acquaintance with James Houston, a Canadian artist who "discovered" the Inuits' talents on a trip to Hudson Bay in 1948.

Sometime in the late 1960s, Marion "Mame" Jackson, a U-M guidance counselor, found herself similarly entranced. She contacted the Powers and began making regular visits to the Arctic. In 1978, she was instrumental in bringing the first major

traveling exhibition of Inuit prints to UMMA, and organized a concurrent exhibition of Inuit sculpture from the Powers' collection.

Specializing in Inuit art, Jackson received her doctorate in history of art from U-M in 1985 and is now the School of Art's associate dean for external relations.

UMMA Director William Hennessey acknowledges the influence of Power and Jackson in drawing Pudlo to Michigan.

"Mame is one of the world's authorities on Inuit art," Hennessey says, "and Ann Arbor, for many years, has been a place where there's been a great interest in it. That has a lot to do with Eugene Power and his pioneering role in bringing this material down from the Arctic. He paved the way, and Mame provided the crucial contacts right now."

Pudlo's retrospective is consistent with several of the missions Hennessey sees for the Museum. "We did the show, first of all, because Pudlo is a wonderful artist," he says. "Here's a guy with an absolutely original take on the world. There is also a strong commitment on the part of this museum to provide our audience with as broad a cross-section of the world's artistic culture as possible."

"That means prints by Rembrandt, paintings by Italian Renaissance masters and works by contemporary American artists. But it also means African art, Asian art and Inuit art — and even material that, although it contains a powerful aesthetic dimension, was not always thought of as art" — J.M.



Photo by Mame Jackson

Pudlo in his hometown of Cape Dorset, on the southwestern shore of Baffin Island atop Canada's Hudson Bay. The Inuit were known as 'Eskimos' until they decided that they preferred their own name for themselves to the one applied by Europeans.

Museums hope 1-year tax break encourages donations of art

Museums have not traditionally been in the business of promoting special, limited-time offers, but this is a little different.

For the 1991 calendar year only, the U.S. Congress has turned the tax clock back to 1985 — the last previous tax year in which taxpayers donating art to museums could claim the market value of the work, rather than the price they paid for it, as a deduction on their federal returns.

"Up until 1986, if Granddad had a painting he bought in 1960 for \$100 and now it's worth \$1,000, he could deduct the full market value of the work," says William Hennessey, director of the University of Michigan Museum of Art (UMMA). "This was a wonderful way for the federal government to encourage people to donate art."

Another way is allowing taxpayers who donate artworks to waive the capital gains levies that would be due if they were to sell them. That avenue still exists, but the 1986 tax reform legislation substantially changed the, uh, picture, says Hennessey: "The government, in a single stroke, made it very unattractive for people to donate works that had appreciated in value. The net result was people found it financially more attractive to sell paintings, pay the capital gains tax, and still come out ahead."

Estimates vary, but even the most conservative of them shows a 50 percent drop in gifts to the nation's museums between 1986 and 1990.

"Works of art that were assumed to be destined for museums went on the art market and were bought by the Japanese and Italians," says Hennessey. "Not only were artworks not going to museums, but they left the country."

And the art that remained was being priced out of the typical museum's reach. "Not only are collectors not giving it to us, but we can't buy it, either," he says. "Speculation in art has essentially put us out of the market. More than ever before, we're now dependent on gifts to keep our collection growing."

"The U.S. government, like virtually every other national government, is recognizing that it has an important role to play in creating our national artistic patrimony," Hennessey adds. "By providing incentives to donate, the federal government is encouraging private philanthropy that benefits us all, regardless of income level. The arts, like educational opportunities of all sorts, should belong to everyone."

The congressional flip-flop on this issue, and even its temporary nature, reflects the ambiva-

lence of those who are concerned with such matters, including donors.

The law permitting donors to deduct the market value of art "has been abused," says Helmut Stern, an Ann Arbor businessman whom Hennessey describes as UMMA's "most consistent and generous patron."

"People have taken paintings bought for \$1,000 and gotten fake appraisals for \$10,000," Stern reports. "They [federal legislators] are properly closing in on these abuses."

On the other hand, Stern says, "with the crazy escalation of art prices, what will happen is it becomes more attractive to sell the art and give a museum some money instead."

The difficulty, according to Stern, is that museums aren't likely to acquire as much with the money as they would have if the objects themselves were donated. "Under today's conditions, they're really hurting smaller museums," he says.

"It's an incentive for the arts, but it works through a deduction for people who happen to be very wealthy," says Joel B. Slemrod, professor of business economics and public policy in the School of Business Administration and professor of economics in the College of LS&A. The one-year revival of the tax break "goes against the spirit of the tax reform act of 1986, which was to try to minimize these preferences for these kinds of activities," he adds.

Slemrod says he doubts whether the elimination of the deduction contributed to higher prices on the art market.

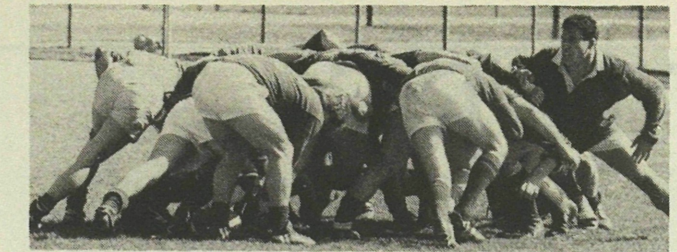
If anything, "the tax law itself should have driven prices down," says John G. Cross, professor of economics. "Prices did go up, but they went up for other reasons, one of the major ones being the decline of the dollar. Since the art market is an international market, buyers coming from abroad could pay much higher dollar prices because the dollar itself was cheaper."

Cross points out that, between them, the deduction of appreciated value and the waiver of capital gains tax amount to a sizeable government subsidy. For example, a taxpayer donating an artwork with a market value of \$100,000 could reduce his or her tax obligation by \$60,000 and save another \$25,000 on the capital gains tax.

"The one-year window was packaged as an investment in the cultural future of the country, rather than just another tax break for the rich," says the UMMA's Hennessey. "No matter which view you take of it, it is an extraordinary opportunity that may not come again." — J.M.

Tough men and women roughing it up in the hugger-mugger of the scrum

Rugby at Michigan



By Ami Walsh

In March of 1959, 22-year-old Bert Randolph Sugar, full of restless energy despite the duties shouldered by business school students, read an article about college rugby players going to Bermuda in *Sports Illustrated* and thought, "Why not start up a club at Michigan?"

Sugar's idea wasn't new. Rugby had enjoyed a brief heyday at Michigan from 1879 to 1883 before it slipped into obscurity when football became the campus rage. The Michigan ruggers' first opponent in 1879 was Racine College of Wisconsin, which Michigan defeated in Chicago's White Stocking Park. The *Chicago Tribune* billed the match as the "first rugby football game to be played west of the Alleghenies."

But it's likely that the traditionally English game, which dates to 1823, would have remained as only a short early chapter in the history of Michigan sports had not Sugar, who had played football at the University of Maryland, aroused the enthusiasm of a few equally restless law students on that March afternoon in 1959.

Sugar and his friends didn't know how to play rugby, however, so they consulted an encyclopedia. When they discovered that they lacked enough people for a 15-player team, they posted recruiting flyers around campus and placed an advertisement in *The Michigan Daily* calling themselves "The Ann Arbor Rugby and Cricket Club."

And cricket? "I figured I might as well pick two sports," explains Sugar, who received his M.B.A. in 1959 and J.D. in 1960. "The double improbability made it sound probable." Doubling probability worked, and the Rugby and Cricket Club's first meeting was well-attended.

"We had Romanians, Indians, Australians, Scots and Englishmen," Sugar recalls, "and one or two Americans who wandered by for the free beer. So we started practicing on Wines Field. George Revelli [U-M band director] was ticked off because the Marching Band also used that field, and the bandsmen kept tripping over the cleat marks we left behind."

"Early spring comes around," Sugar continues, "so we start inviting other teams to come play us." The Michigan ruggers called themselves "The Champions of the Big Ten," Sugar says, "which was true because no one else had a team in the Big Ten."

The University of Toronto promptly accepted Michigan's challenge, showing up in Ann Arbor in April 1959.

"We did everything to make the Toronto players stay as hospitable as possible, which means drunk as hell," Sugar recalls. "During the game the next day, these guys are throwing up on the sidelines and we're running all over. We beat them 10-0. I scored two conversions. That win made our recruiting all the more easy."

Soon after the Toronto game, Michigan received invitations to play teams on the West Coast. Players unable to afford a plane ticket answered ads to drive hearses to California. "We played before crowds of up to 6,000 people," says Sugar of the California trip. "Most of them were Michigan alums."

Michigan had few wins to show for the trip, but as Sugar points out, "Win or lose, it was the beginning of the rugby club."

Sugar, now 53, went on to pugilistic fame as editor of *Boxing Illustrated*. (He was described in *The New Yorker* as "the best kibitzer in New York" and "perhaps the only man in the city who still wears a snap-brim hat indoors and carries a cigar at eleven in the morning.")

Since its re-establishment via Sugar's efforts, rugby has quietly thrived at Michigan. Today, 60 men play the club sport — enough for four teams — and 30 women. (Club sports receive support from the U-M Recreational Sports Department rather than the Department of Intercollegiate Athletics, as varsity sports do. Members of club teams foot most of the bills themselves.)

Games are played every weekend from September through November and then again from late March through May. The team also tours abroad.

So who wants to play a game that tosses them into "rucks," "mauls" and "scrumms" with no helmet or face guard, and only minimal protection for several vulnerable sockets and organs?

Club members range in age from 16 to 45. They include high school students, undergrads, graduate students, professors, alums and rugby enthusiasts from the community. "Anyone who wants to play is welcomed," says former rugby club president Michael Lisi '86 JD.

Most players, however, are American undergraduates. This is a demographic change from the early days, when many players were graduate students from overseas, especially from countries



Rugby captain Tae-Ni Chang-Stroman consolidates himself for a lull as teammate Bruce Goldner strides in position to receive a lateral pass.

like Australia, New Zealand and England where rugby is a national sport.

This year, 21-year-old Achal Kapoor, a junior engineering student, is among a handful of club members from overseas. Raised in Hong Kong, he started playing rugby at age 11. Just 5'6" tall and weighing 130 pounds, Kapoor is proof that not every Rugby player is big and burly. During his eight-year rugby career, Kapoor has suffered only minor injuries — several twisted ankles and a broken wrist. "I get hurt more playing basketball with my friends than I do playing rugby," he claims.

Kapoor owes his survival on the rugby field to a quick foot and an aggressive attitude. "I'm a mildly violent person," he confides, "so rugby suits my personality. But actually, the best players are those who are not violent at all but have a real ability to stay calm and controlled. In rugby if you hit someone hard, since you don't have padding, you're likely to hurt yourself just as much. The important thing is to bring them down."

These days, many rugby club members are former high school football players who wanted to play college ball but either didn't make the U-M squad or didn't want to sacrifice study time to a varsity sport.

Jeff Hagan '87 was a starting tailback on his high school football team in Farmington Hills, Michigan. When he came to Ann Arbor, he decided to leave football behind him. Still, he longed to represent the Maize and Blue in athletics.

"I'd feel frustrated when I went to watch games in the stadium, and I had all this angst building up inside of me," says Hagan, now 29 and a researcher associate at the School of Social Work. I found rugby was a real release for that frustration."

Over the years, the club has also attracted former Michigan football players such as quarterback and receiver Robert Cernak '88, who recently moved to Chicago.

"I still have some young bones in my body that haven't been broken," the 200-pound, 6'2" Cernak explains. He finds the lack of pads makes rugby rougher than football and "more demanding on your body overall because you've got to be able to do everything. It's not like football, where only the quarterback or running back can pick up the



Women's rugby Captain Erika Wolf provides a tall target behind Lisa Ruby as this year's Midwest champions scrimmaged in preparation for the national tourney.

replacements "got discouraged by the rough treatment," Wolf adds, and quit try-outs. But this year the squad was undefeated through March.

The U-M women's club will represent the Midwest at the first annual U.S. Rugby Women's Collegiate Nationals May 25-26 in Alexandria, Virginia.

Lisi says that in the past Michigan never focused on winning a national title because "we've always just played rugby and not worried about rankings. Our primary goal is to spread the gospel of rugby and raise our own level of play along the way." MT

Ami Walsh, an Ann Arbor free-lancer, reports that the Michigan Rugby Club would like to track down all 3,000 or so former players. If you are one, please call Jeff Hagan at (313) 998-7007 or 769-0863.



This is a guy stepping on my thorax and testicles; he got a "two-fer," says Sugar, father of modern rugby at U-M (he survived; see inset). Playing rugby in the '60s required ingenuity, Sugar notes: "You could have only three excused absences a term from a Law School class for any one reason. It wasn't long before I discovered I could spell diarrhea 22 ways."

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LETTERS

Favorite classes

HERMENEUTICS was without a doubt the most memorable course that I encountered during my four years in Ann Arbor. What was it? Clarence Mead, who headed the Department of General Linguistics, dreamed it up. The word itself is a compound of the Greek god of messages, Hermes, and the rest meant knowledge. In short, the transmission of knowledge. A rather large order!

I found the course and Professor Mead absolutely fascinating. His colleague, Myskens, captivated his students with imitations of Bing Crosby by disciplining his voice box to simulate the crooner's.

Mead was a student of Auguste Comte's philosophy of positivism and found useful lessons in the concept. He added several scientific concepts as well, such as "ontogeny recapitulates phylogeny," meaning that an embryo progresses up through the phylogenetic scale from the union of a female ovum and a male sperm through intermediate forms of animal life to a fetus ready to be delivered. The phrase itself rolls off the tongue with an impressive-sounding ring, and the phenomenon that it represents is the mystery of life.

Mead was blessed with longevity and even appeared on a TV talk show at age 91. He launched a great movement, general linguistics, and provided me with my most memorable course in the process.

Norman Williamson Jr. '36 Lit
Claremont, California

HENRY LOUD'S request for comments on helpful courses reminded me I've been meaning to pay tribute to Stephen Dunning's course on methods of teaching English. I knew at the time his approach was unusual; over 20 years later his is the only course I really remember. He taught none of the usual stuff — not how to make lesson plans or prepare units of instruction. What he *did* teach was how to teach. He said, "If you ask a question and the student can't answer it, maybe you've asked the wrong question" — a revelation to me then. He was a stimulating teacher, and I learned from him how to make learning stimulating, fresh and relevant.

Recently I glanced through an old book of his I'd never read before, and there they were again — refreshing, useful ideas that help a college class I'm teaching come alive. I thanked him personally some years ago; I'd like to thank him publicly now. He made a difference.

Karen Raskin-Young '71
North Hollywood, California

Massive parallelism

I WAS very much intrigued by the parallel computation article in the February '91 issue. It seems to me that this is one of those technological breakthroughs that can have a profound effect in so many areas of our society that we can make a quantum leap forward. Thanks for telling us all about it.

As a former structural engineer and machine designer, I shuddered when I saw your illustration on the cover of the same publication. While I realize that the picture is illustrative only, may I suggest that you consult with a good structural engineer before you build that chicken harness. As the picture stands right now, I would bet on the ox.

Keep up the good work.

John T. Hall '42E
Williamsville, New York

THE DIVERSIFICATION of the articles in the February issue was quite impressive, such as the feature on the immigrant author Bharati Mukherjee, "Leaving Money Wisely" by David Belin, and particularly "One of the World's Fastest Humans" featuring Philip Emeagwali.

Being an electrical engineer myself, I found Mr. Emeagwali's work and research captivating and motivating. I am sure the detailed description given of the parallel supercomputer will be substantial in the development of my engineering knowledge as well as that of my fellow engineers of the National Society of Black Engineers (NSBE). NSBE is the largest non-profit student-operated organization in the country dedicated to the academic retention, excellence, graduation and cultural consciousness of technical degree students.

Please continue to enrich our nation's scientific contributors.

Sylvia L. Wilson, NSBE President
Alexandria, Virginia

Ed. Note — The NSBE presented its Scientist of the Year award to U-M graduate student Philip Emeagwali at its convention in Los Angeles March 29. The award goes to an individual who has made a "significant contribution in a scientific or engineering related field to benefit all mankind."

WHILE READING the feature article by Philip Emeagwali and the background article on his work, I was impressed both with the excellence of the topic and exposition and the superlative value of the article for use in secondary and some college classrooms, in a range of disciplines from mathematics to natural sciences, geography and social science.

I teach part time in the math department at Saginaw Valley State University, substitute in secondary schools in Saginaw, and have taught adult ed computer literacy classes, as well as being certified in English and social sciences.

Thus, particularly as an Anglo teacher in predominantly non-Anglo classrooms, I have become personally aware of the needs (including role models) expressed in current studies on the achievement of students in science and mathematics. Philip Emeagwali's words and example — as well as the vitality of his work in computer modeling — could serve multiple pedagogical purposes in terms of motivation and consciousness-raising — notoriously difficult accomplishments in the area of mathematics.

Reading guides and discussion topics with a rich potential for critical reasoning would spring naturally from these articles. They also constitute excellent materials for learning about mathematics in expository and narrative, social and historical contexts — perspectives that are often excluded from the skill-mastery, problem-oriented environment of school mathematics.

I can only state for myself that, if I had a high school classroom of my own, I would strive to utilize such materials of which these present an outstanding example, in order to connect themes, encourage students and legitimate interdisciplinary learning experiences.

Andrew Tierman
Saginaw, Michigan

MICHIGAN TODAY highlighted parallel processing for computationally intensive computer problems. The reader was informed of the importance of speed and problem size. The reader was not cautioned that the results of immense computer problems, done very fast, may still be wrong.

The most important problems in physics and engineering are highly non-linear differential equations. These state equations are based on a continuous flow model, but computers require these

equations to be modeled as discrete formulations. The latest research shows discrete math models are subject to "spurious solutions." This means despite extensive parallelism to do huge problem sizes, the answers are not correct. Chaos in numerical simulations is probably the most important research issue confronting scientists and mathematicians. Until this problem is recognized and solved complicated computer simulations, including teraflop sizes, are just very expensive video games.

Allen P. Kovacs '71E
Ypsilanti, Michigan

Philip Emeagwali replies: I agree that chaos can occur in special situations and can cause spurious (useless) solutions. Interestingly, massively parallel computers are also used to simulate, study and understand the spurious solutions arising from the phenomenon of chaos.

Most important problems are non-chaotic, however, and scientists and engineers use supercomputers to solve them. For example, the differential equations used by the petroleum industry are non-chaotic. Although supercomputers are very expensive, an oil company can discover (or recover) enough oil in just one simulation to pay for the \$6 million to \$30 million cost of a supercomputer. This is just one example out of many. Hence, it should not come as a surprise that the governments of the United States, Japan and several European countries have all put supercomputing at the top of their list of critical technologies that will help improve their economic competitiveness. Clearly, governments and industries believe that supercomputer simulations are not merely expensive video games.

I might add that shortly after the first electronic computer was introduced in 1946, one expert proclaimed: "Surely, the whole world will never need more than 10 of these machines."

Pronomial point of view

ENJOYED the articles "All About Eve" by Suzanne Fleming and "Solar Car" by Peter Seidman (Dec. 1990), one looking back to origins, the other forward to future energy self-sufficiency (though too little was made of this objective in treating solar car racing as merely a "sport").

Grammatically the writers retain similar retrospective and prospective slants in their use of the relative pronouns who/whom. Fleming writes, "Coon said that African populations, whom he believed had evolved most recently into modern humans, were less advanced" — an error resulting from preoccupation

with an obsolescent notion of "correctness" based on case. Seidman quotes a team member's colloquial "We got to know each other . . . very well — who we could ask to do what," which ignores the Latinate distinction in favor of a more modern, leaner English.

Fleming has distinguished company in her confusion. The critic Malcolm Cowley editing Sherwood Anderson's *Winesburg, Ohio* for Penguin noted that he had corrected Anderson's "the boy . . . whom she thought might possess a talent." But when Cowley edited *The Portable Faulkner* for Viking, he failed to notice in the first paragraph of Faulkner's *Old Man*, "the writers . . . whom he believed had led him into his present predicament."

Rule: When in doubt use who, e.g., "Who are you going to give it to?" "I'll give it to whoever needs it."

John H. Wrenn '48, '49
Boulder, Colorado

'Long live free speech'

KUDOS TO President Duderstadt's statement in the February issue promoting reasoned dissension and arguments pro and con the Gulf War. Long live free speech on the campus!

Were not our leaders of the first 100 years of our nation far wiser with a position of neutrality regarding far-flung battles? How often this century have we won the war but lost the peace? With internal battles in Iraq now and partial genocide of Palestinians in Kuwait with further promotion of massacres of them by some there, what did we win?

Might we not have had a better victory if instead, under the Monroe Doctrine, we had invaded and liberated Cuba?

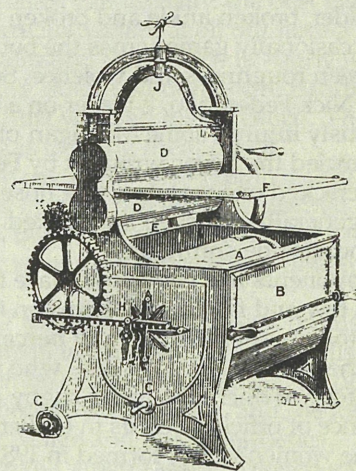
Marjorie Bey '51
Farmington Hills, Michigan

READING IN your December issue of commendable children's books written by alumnae of U-M, I was surprised you made no mention of those by our granddaughter, Wendy Wax. (Incidentally, she is a third-generation U-M graduate — I a 1933 Lit. graduate and my husband a '29 Lit. and '31 Law graduate, and her father, Harvey Wax, also a graduate of U-M Lit.)

Wendy, who lives in New York, not only has written many children's books but was cited in the December 1989 *Parents* as having written "among the best kids' books of '89."

Rena K. Wax '33
Bloomfield Hills, Michigan

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AS I compare my good health at age 83 with that of most contemporaries, I realize what a great debt I owe U-M's Department of Linguistics and the English Language Institute. Thanks to them I'm still useful as a volunteer in English as a Second Language (ESL) at a local community college. I enjoy the work immensely and am convinced that it is highly therapeutic.

Having taught foreign languages many years in high school and college, I can keenly appreciate the high degree of motivation in the ESL students we get. Many former students of French and Spanish wanted a maximum grade for minimal work. But here I can free the paid teacher to tackle paperwork entailed in getting federal funding. And the hearing aids help me hear how they got closer to an acceptable pronunciation of our crazy language. (Yes, I have aids!)

The methods of Charles Fries and his famous helpers and followers are still valid and noteworthy for having helped make English almost a universal language. It is too bad that we Americans are so lazy about learning other languages and cultures. You could work up a good feature article on the U-M grads who have contributed widely to making English so common on international TV by teaching it in Asia and Africa.

Martha White Nelson MA '54
Scottsdale, Arizona

Financial aid

VIVIAN A. Byrd's article on financial aid appears to be biased to the in-state student and does not address how the out-of-state student is treated. Quote: "President James J. Duderstadt has emphasized that no in-state student who meets U-M qualifications needs to worry about meeting school costs."

The alumni associations worldwide may be concerned that their monies are paying only for in-state students. Perhaps, further clarification is needed to clear this issue.

Edward Aheme, parent
Long Island, New York

Reply from the Office of Financial Aid: Non-resident, undergraduate students who apply for financial aid are considered for scholarship, grant, loan and employment assistance. However, due to the higher tuition charged nonresident students, need-based awards made to eligible nonresidents typically include more loan assistance than do the awards made to resident students.

The distinction here is that as a tax-supported Michigan educational institution, University officials want to make certain that resident students and their families understand that they have access to this institution based upon the students' academic merit, not the family's financial means.

While every effort is made to also fully assist nonresident students, such students are frequently faced with a financial as well as an academic decision since the University relies more heavily upon loan aid to assist them.

Continued strong support is required from alumni and friends of the University to bolster institutional scholarship and grant programs for nonresident undergraduate students.

THE PIECE on student financial aid brought memories of student loans in the '30s. As I recall, each loan applicant was interviewed by Dean (Uncle Joe) Bursley and a faculty representative in the dean's office in old University Hall. Most often the nervous student was seeking a loan only for tuition and books. At the time Lit. School was \$50 a semester, and the University estimated the annual all-expense cost at \$500 per student.

Of course the impecunious, and there were many of us in the '30s, scoured the campus for jobs waiting tables, washing dishes, firing furnaces, etc.. A Miss Smith, reportedly a sister of then Registrar Ira Smith, had a desk just outside the dean's office, where she kept a card file of job openings. Between classes job

seekers would cluster around her desk and thumb through the cards looking for a dishwashing or other job.

The few hundred dollars loaned to me, and to others, made the difference in staying or leaving the University. After graduation we made monthly payments of \$10 plus interest at 3 per cent. I was glad to read that any in-state student today can qualify for financial aid based on his budget and his family's contribution.

By the way, I wonder if there are many still around who remember the Wolverine eating establishment in the basement of Lane Hall on South State just north of Liberty. You got 20 meals a week for \$3.50. It wasn't haute cuisine and the ambiance wasn't that great, but it really satisfied the ravenous youthful appetite.

Roy H. Nelson '37
Pompano Beach, Florida

Michigan fiction

HERE ARE are another two books to add to the list of novels dealing with the University of Michigan:

Philippa at Halcyon by Katherine Holland Brown (New York: Scribner's, 1910) is about a young woman's college experiences at U-M, called here "College Hill," shortly after the turn of the century. "Halcyon" refers to the social club that Philippa joins. The author received her B.L. degree from U-M in 1898.

The University Medical Center is the partial scene for a romance novel written by Terry Lawrence (herself an MSU graduate), *Before Dawn* (New York: Silhouette Books, 1989). The male protagonist has lost his eyesight in a mining accident, and has his cornea transplants done at U-M.

Robert Beasecker '70 AMLS
Muskegon, Michigan

Ed's Notes

IN OUR last issue, in the article "There's Still a Maize in World of Crayons," we said that "yellow did not mean cowardly until around 1910, in reference to the yellow press of the day."

Reader H.T. Walsh '50, of East Lansing, Michigan, charitably calls this assertion "doubtful," adding: "Jack London's article on the Johnson-Jeffries fight shows 'yellow streak' well-established in 1910. See Oxford English Dictionary, which takes it back to 1896; earlier variants almost certain."

In the article "The Alphabet of Color" by Margaret Parker '69, we neglected to credit the sources of two images: The 12-pointed star was from Itten, the Elements of Color by Faber Birren; and the Josef Albers illustration was from Albers' The Interaction of Color.

NOTE: Because of budgetary restraints, only four issues of Michigan Today will be published this academic year. There will be no June issue; the next issue will be published this fall.

MICHIGAN TODAY Earns Gold Medal

Michigan Today received a Gold medal in the annual competition sponsored by the Council for the Advancement of Scholarship and Education (CASE).

CASE reported that there were 86 entrants from universities and colleges throughout the United States in the External-Audience Tabloids category. Five publications received Gold Medals, three won Silver Medals and seven earned Bronze Medals.

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Director, University of Michigan Women's Glee Club, 1977-89

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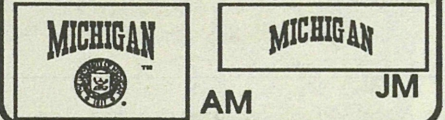
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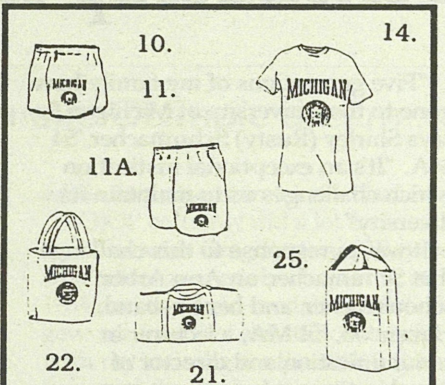


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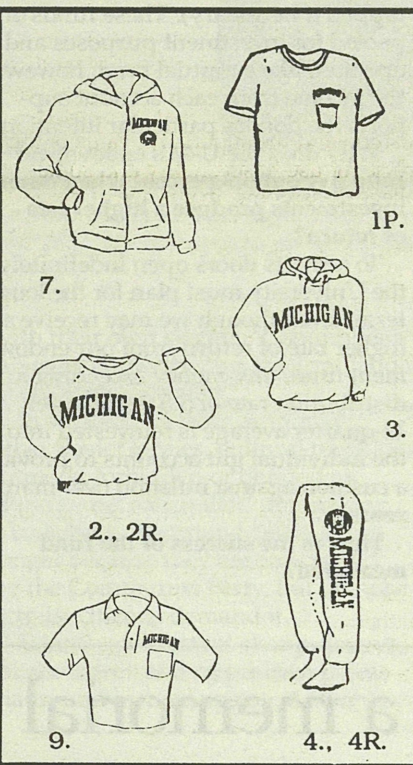
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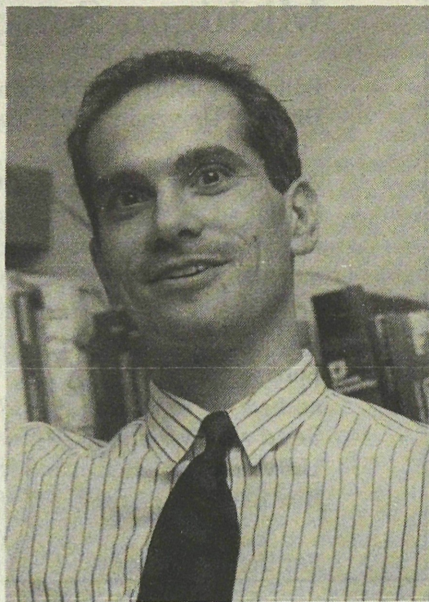
Endowments at Work

Stephen J. Weiss M.D. describes himself as a "bottom-line, intense researcher." He talks energetically about his work on how tumor cells and inflammatory cells invade tissues. Even if it means sleepless nights, he claims, "the goal is to perform the most creative and innovative research possible."

At 38, Weiss has been rewarded for his perfectionism more than once, most recently with his appointment as the first E. Gifford and Love Barnett Upjohn Professor of Internal Medicine and Oncology.

"The Upjohn Professorship will help expedite my work," Weiss says. "The funds from the endowment will significantly enhance our research while the prestige of the professorship will help me attract first-class researchers into the lab."

Clearly Weiss meets the expectations of E. Gifford Upjohn '25, '28 M.D., former president of the Upjohn Company and longtime U-M benefactor, who established the endowed professorship to honor "an outstanding investigator in the field of cancer research."



Cancer researcher Weiss is one of the rare medical researchers who welcome undergraduates to learn about academic medicine by working in their labs. And he's not bothered a bit if colleagues or students call him at odd hours to get help with an interesting scientific question.

Weiss feels strongly that "being a good researcher and teacher go hand in hand." Acting on this, he designed a three-month course centered on problem-solving in the lab. The course has become a model nationwide to help train young physicians interested in a career in academic medicine.

An endowed professorship enables the U-M to attract prominent faculty members, or in the case of Weiss, helps the U-M retain an exciting young scientist, teacher and physician. Endowments can serve a similar purpose in recruiting outstanding students.

Bernard Gassin '48 says that attending Michigan, where he majored in economics, "was a great turning point in my life, and I've always had an ambition to give that opportunity to someone else."

Gassin and his wife, Bennie, recently established the Amy and Nancy Gassin Dean's Merit Scholarships in the College of Literature, Science, and the Arts. Named after the Gassin's two daughters (Amy received her B.A. in economics in 1984, and Nancy hers in political science in 1987), the Gas-

sins' two scholarships will be awarded to students who participate in the innovative interdisciplinary programs of the U-M's Institute for the Humanities.

The Dean's Merit Scholarship Program, begun in 1987, has attracted to LS&A a prestigious body of scholars. One kind of endowed Dean's Merit Scholarship offers a student the equivalent of in-state tuition for four years. A second scholarship, recently established, will reward some of the most talented high school students in the country by providing complete support to the student, including four years of in- or out-of-state tuition, room and board, and supplementary funds for books and fees.

Gifts like the Dean's Merit Scholarships and the E. Gifford and Love Barnett Upjohn Professorship will sustain enthusiastic students and faculty at Michigan indefinitely. The interest from endowed gifts provides a continuing flow of income to a rich variety of U-M programs and in so doing works to ensure Michigan's future.

Investing in Michigan's Future

All endowed gifts are part of the University Endowment Fund, now valued at almost \$450 million. While this fund assures the University a continuing flow of income, Michigan needs to build on that financial foundation to offset the rising costs of education.

The Office of Development and the Office of Investment have supplied the following answers to questions donors ask most frequently about the University Endowment Fund.

What happens to my gift when it becomes part of the University Endowment Fund?

The endowment fund consists of approximately 2,000 separate gift accounts, both true endowment (the principal cannot be touched) and quasi-endowment (gifts invested like endowment, but the principal can be

tapped if necessary). These funds are pooled for investment purposes and operated like a mutual fund; however, the income from each account supports the donor's particular intentions.

Why does the U-M's endowment fund pay out 5.5 percent when other investments produce a higher rate of return?

To keep its doors open indefinitely, the University must plan for the long term. Even though we may receive a higher rate of return from our endowment fund, any money exceeding a distribution rate of 5.5 percent per 12-quarter average is reinvested into the individual gift accounts to provide a cushion against inflation over many years.

How is the success of the fund measured?

The U-M strives not only to preserve the principal of a donor's endowed gift, but also to increase it. To attain this goal we must add "real value" to the endowment. Real value is simply the money remaining after the rate of inflation and the rate of distribution (5.5 percent) have been subtracted from the total return. As one might expect, in the last 10 years the real value added has experienced some extreme highs and lows. In 1982, for example, the real value amounted to -15.7 percent and in 1983, +35.1 percent, but the average over the 10-year period ending June 30, 1990 was 1.5 percent.

What is the U-M's investment strategy?

Based on diversification in both its investment portfolio and investment management techniques, the U-M

spreads its endowment funds among common stocks, bonds, mortgages, equity real estate and venture capital. The asset allocation policy, adopted by the U-M Board of Regents in 1986, sets the target ratio at 70/30 of equity investments (i.e. common stock) to fixed income investments (i.e. bonds).

Who manages the endowment fund?

The University Investment Office, governed by regental guidelines, manages the endowment fund and also employs a number of external investment management organizations. The performance of these organizations is monitored by the Investment Office, with each manager expected to meet an agreed-upon standard based on well-known indexes of general market performance.

Scholarship is a memorial to sister and her family

"Five generations of my family have gone to the University of Michigan," says Shirley (Rusty) Schumacher '54 MA. "It's an exceptional institution which challenges us to maintain its diversity."

It was in response to this challenge that Schumacher, an Ann Arbor schoolteacher, and her husband, Hazen '50, '51 MA, a lecturer in communication and director of broadcasting and media resources at the U-M, established the Sherry Isabel Davis Diez Scholarship, named in honor of Shirley's sister.

Alternating annually between Seville and Ann Arbor, the scholarship enables two exchange students — one from the University of Seville in Spain and one from U-M — to enjoy a year's experience in each other's country.

Sherry Isabel Davis Diez spent her junior year of college in Spain and developed a lifelong love of the country and its people, Rusty Schumacher recalls. After graduating from LS&A in 1957, Sherry returned to Spain to work and met and married Miguel G. Diez-Diez. The couple lived in Spain with their children until 1981, when the entire family was killed in an automobile accident.

"Our family wanted an appropriate testimonial to Sherry," Rusty Schumacher says, "so we think that the scholarship is very fitting. More and more, we are becoming citizens of the world, rather than of individual countries. I believe that, in this country, we must abandon our parochial outlook. Instead we must develop a more global view."

"The U-M's accent on diversity encourages this," she continues. "I feel fortunate that, through our gift, we can be part of such an enlightened educational process."

The Davis Diez Scholarship was formally established in Spain in the summer of 1990. "U-M Professor Michael Milne, coordinator of Seville's summer program, several students in the program, and the staff of Michigan's Office of International Programs were very helpful with the arrangements," Rusty Schumacher says. "We had a beautiful ceremony, followed by a festive dinner in Seville."

"We also dedicated a plaque bearing the names of the scholarship recipients. The Spanish people were wonderful to our whole family when we were there; it was just one example of what Sherry loved about Spain."



The parents of the first recipient of the Sherry Isabel Davis Diez Scholarship, Rosario Uceda-Sosa of the University of Seville, Spain, display plaque with her name. Other recipients are Michael Mullen, Rafael Garcia-Leon, Sonsoles Rodriguez Temino and Darcy Lear.

James N. Cather is director of the Office of International Programs, which administers and coordinates undergraduate foreign programs for Michigan students. Currently the Uni-

versity operates 28 overseas programs.

Cather describes the Davis Diez Scholarship as "a lasting tribute, such as we would all like to give for those we love. I'm very enthusiastic about the Schumachers' support. Gifts like theirs really make a difference, and will continue to do so through the years."

"Permanent gifts such as the Schumachers' are crucial if Michigan is to continue to internationalize its curriculum, and if it is to maintain its strength in international programs. We need to understand other cultures and other languages."

Five students have received the Davis Diez Scholarship since its establishment. "We're fortunate that we've met each recipient," Rusty Schumacher says. "Knowing them brings the program closer to us; we have made some wonderful friends. Establishing this scholarship through the University, we feel, will allow us to help students reach their academic goals."

"So far," she adds, "five talented students have learned something about the richness of life in other parts of the world."

SOVIET POSTER ART IN THE AGE OF GLASNOST



'Environmental Preservation, Each and Everyone's Concern,' printed six months after the Chernobyl nuclear plant accident. (A. Filippov, Moscow.)



'Queen of the DeBilitated, Beauty Saves the World: SUPERCONTEST' lampoons a ritual recently borrowed from the West — Soviet beauty pageants. (Yurko Koch, Lviv.)



Kazimir Malevich was right when he responded to Stalinist censorship of the '20s and '30s: 'It's not easy to get rid of Malevich.' (E. Kitaeva, Minsk.)

Ruth Shamraj

Contemporary posters illustrating social and cultural developments in the Soviet Union address such problems as alcoholism and AIDS, lampoon the Communist Party and Soviet cultural institutions, criticize Soviet imperialism in Lithuania, and reassert repressed cultural traditions. In short, posters demonstrate the greater openness in Soviet society resulting from Mikhail Gorbachev's policy of *glasnost* (openness).

A poster titled "Beware of the indifferent; all Evil in the world begins merely with their silent acquiescence," is a central message of *glasnost*. The image is a variation of the proverb, "See no evil, hear no evil, speak no evil." With *glasnost*, Gorbachev sought to awaken Soviet citizens from their indifference and to gain their support for economic restructuring, which he argued was necessary if social problems were to be addressed.

With *glasnost* came the gradual re-discovery and reintroduction of the social and cultural diversity of the early Soviet period. It took several years, for example, for the "rehabilitation" of one of the Soviet Union's more renowned modernist painters, Kazimir Malevich. The poster "Kazimir Malevich: New Realism in Painting, Suprematism 1878-1935"

advertises the first of several retrospectives of Malevich's works.

Malevich founded the suprematist style of painting, which, he explained, "expresses the supremacy of pure feeling in art." In 1913 Malevich produced the pencil drawing of a black square on white paper that became his artistic signature; by 1925 he was being denounced for non-Marxist interpretation of art. Like other Soviet artists, he was increasingly pressured to conform to the prescribed school of socialist realism.

Responding to attacks by doctrinaire artists, Malevich proclaimed, "They said, 'Do away with Malevich and Formalism will die.' But see, they didn't destroy me. I'm still alive. It's not easy to get rid of Malevich." When he died in 1935, the black square graced the grill of his hearse as it rode through the streets of Leningrad.

By the mid-1980s in Ukraine, as in other republics, artists who previously showed their works only in private homes for fear of censure by the government began to exhibit them publicly. In August 1990 an arts group called *Shliakh* (Path) held its first public exhibit in the National Museum of Lviv. The exhibit included works by artists who refused from 1975 to 1985 to conform to Soviet artistic norms, preferring independence to the compromises required to gain official recognition.

Two members of *Shliakh*, Yurko Koch and Vlodko Kaufman, designed satirical posters for the 1990 *Vvykh* youth festival. 'Vvykh' means "sprained, twisted, dislocated," an appropriate name for a festival in which drama, painting, comedy music, architecture and acrobatics were used to ridicule official Soviet culture.

In response to the Chernobyl meltdown in their homeland, festival organizers parodied a well-known Bolshevik slogan of the 1920s, "Communism is Soviet authority plus electrification of the entire country,"

with their own slogan: "Communism is Soviet authority plus the irradiation of the entire Ukraine."

In western Ukraine as in many other Soviet locales, cultural traditions formerly forbidden or derided as "bourgeois nationalist" are making a comeback, becoming "official" no longer because they are sanctioned by the Communist Party, but because activist citizens demand it.

Recent government clamp-downs on the media and opposition politicians, and increasing use of force to

quell social protest, have led many to question Gorbachev's support of *glasnost* in a more turbulent political climate Gorbachev may regret letting the genie of democracy out of the bag, but it remains to be seen whether he or his successors can confine that spirit now that it is loose.

Ruth Shamraj is a graduate student in the University's Center for Russian and East European Studies. Her exhibit of Soviet posters was mounted in the Michigan Union Student Gallery this spring.

U-M helping athletes pursue Olympic dream

The Olympics is the culmination of years of effort for America's amateur athletes, most of whom have competed in relative obscurity except for the brief period of the Games.

The biggest challenge for U.S. Olympians, however, lies not in training but in finding a job that will afford them the time and effort to train.

The University and U-M alumni are participating in a job program created by the U.S. Olympic Committee and the Ernst and Young professional services firm to support Olympic hopefuls.

Employers in the Olympic Job Opportunities Program (OJOP) accommodate athletes' Olympic schedules and also provide on-the-job training for careers that athletes may pursue after athletics is no longer their priority.

Under OJOP, the Department of Intercollegiate Athletics has hired wrestlers John Fisher, Joseph Panteleo and Kirk Trost as assistant coaches

while they also train for the Games.

"OJOP certainly did a lot for me," says alumnus Greg Barton '83E, who won a bronze medal in kayaking in 1984 and two gold medals in 1988. "It gave me financial assistance to help with my training for the 1988 Olympics, and the work experience I gained has made for a much easier transition following the Games. What OJOP is doing for athletes is just outstanding."

Barton is a mechanical engineer with Fluor Daniel Inc., the company that employed him during his Olympic training.

OJOP plans to help employ 400 Olympic-caliber athletes before the 1992 Games, said spokesperson Hope Kaplan, and has already found jobs for more than 200 athletes.

"We are certain many University of Michigan alumni don't realize they can directly help support America's Olympic team by giving a job to an OJOP athlete," Kaplan added.

Michigan Today

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James J. Duderstadt - President
Walter L. Harrison - Executive Director, University Relations
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'Imperialist Internationalism, the Lithuanian Variant,' a poster depicting Lithuania's national symbol pierced by the claws of a red beast. The poster by V. Pyshyi represents the bold and independent spirit of Soviet artists under glasnost. It was among a series called 'A Slap in the Face,' exhibited in a May 1990 festival of young artists in Lviv, Ukraine. (See story on p. 19.)

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