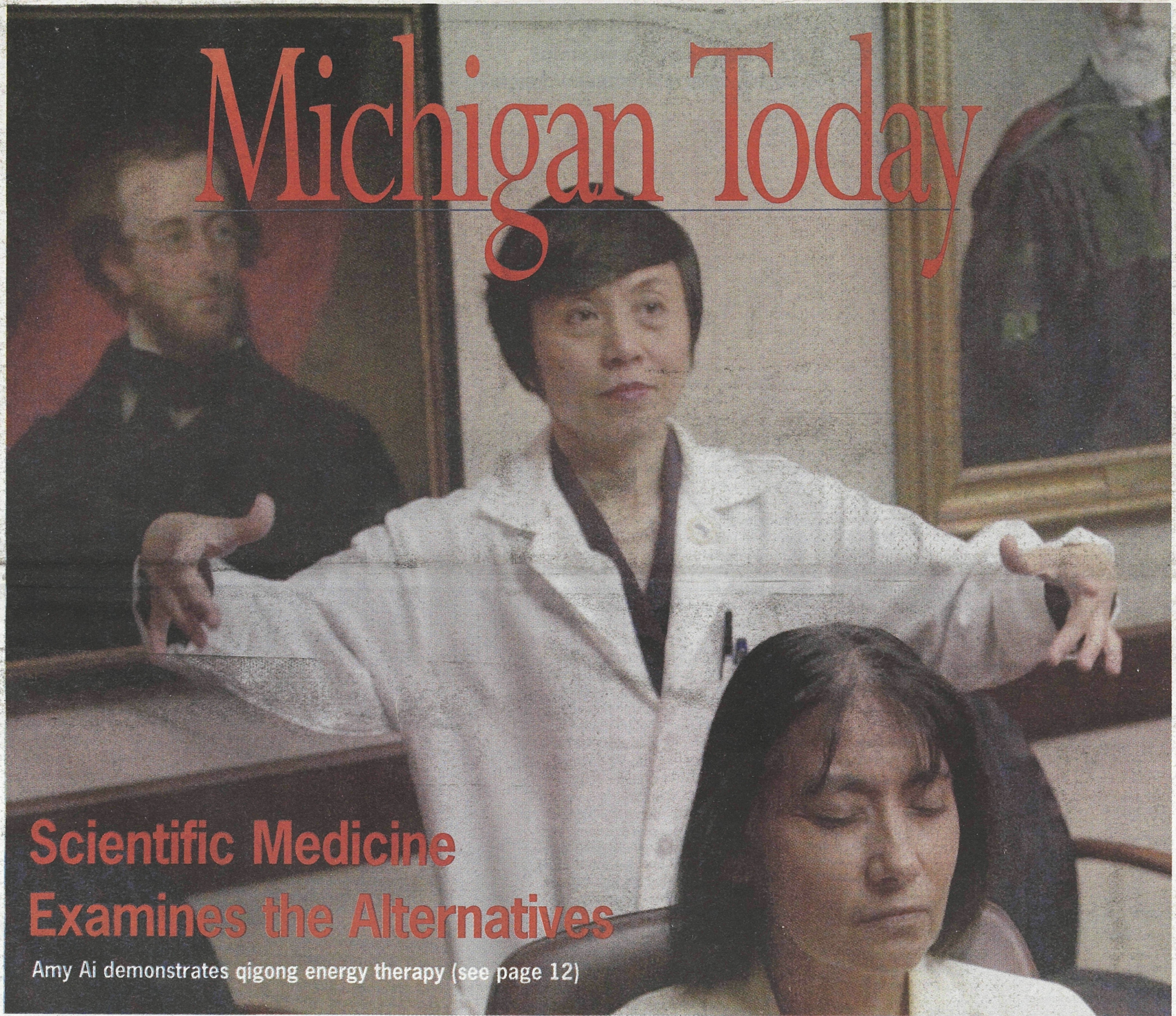


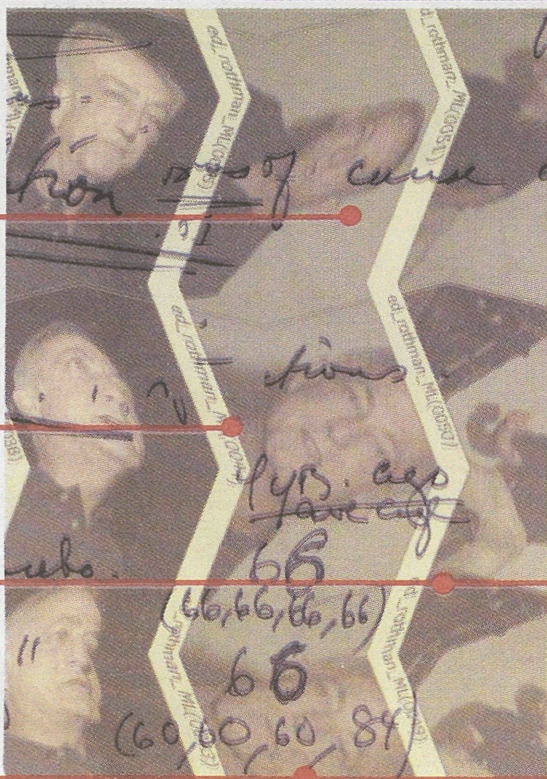
# Michigan Today



## Scientific Medicine Examines the Alternatives

Amy Ai demonstrates qigong energy therapy (see page 12)

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SCIENTISTS AT THE INSTITUTE FOR  
SOCIAL RESEARCH ARE REFINING  
WHAT SURVEY STATISTICS REALLY MEAN:

# They've Got Your Number!

(+/- the margin of error)

By Diane Swanbrow

"The sign of a truly educated man is to be deeply moved by statistics."

George Bernard Shaw.

"The media transforms the great silence of things into its opposite. Formerly constituting a secret, the real now talks constantly. News reports, information, statistics and surveys are everywhere."

Michel de Certeau.

The phone rings, just as you're finally sitting down to dinner. It's a stranger who isn't selling anything but wants the one thing you don't have: time.

You have been scientifically selected as part of a random sample of the US population. Your answers are important since they represent the views of tens of thousands of other citizens with similar characteristics. Once analyzed, the caller says, the survey results will help political leaders make decisions affecting the physical health, economic welfare and psychological well-being of millions of American families. "Sorry," you mumble. "I'm too tired."

With the US market for commercial survey research estimated at more than \$5 billion and the top 25 global research firms reporting revenues of just over \$8 billion a year, surveys of all kinds have become an inescapable part of contemporary life. That's not counting the nearly \$3 billion a year federal agencies spend on surveys or the hundreds of millions of dollars spent on surveys conducted by academic groups like the U-M Institute for Social Research (ISR), the world's largest university-based survey and research organization.

Clearly, the modern world has a healthy appetite for numerical data.

But at the same time, there's a feeling that we may be getting too much of a good thing. According to David Shenk, author of *Data Smog: Surviving the Information Glut*, the numbing array of statistics encountered on a daily basis no longer adds to the quality of life but contributes to stress and confusion—even ignorance.

This sense of chronic overload, together with civic apathy, concerns about personal privacy and data confidentiality, and the frantic pace of everyday life, help explain the falling response rates in the US and other developed countries—as low as 20 percent for some telephone polls.

Established studies, such as the monthly *ISR Surveys of Consumers* have managed to keep response rates at about 70 percent, but the number of calls required to complete an interview has doubled, driving up survey costs. Some commercial research firms have started to offer reluctant respondents \$200 or more for their cooperation. But provocative new studies are starting to undermine the conventional wisdom, showing that high response rates are not necessarily better than low ones after all.

If it's increasingly difficult to get people to respond to sur-



Groves

veys, it's no cinch to find people who know how to conduct them, either. "The field has become so large and complex, and draws on so many different disciplines, from psychology to statistics, that it's not something a person can learn on the job anymore without some formal training," says ISR Director David Featherman.

That's why the ISR, long a global leader in longitudinal survey research, sampling methods and questionnaire design, is joining a small but growing group of colleges and universities around the world that offer certificates, master's and doctoral degrees in survey methodology. Graduates won't have to look long for work, since government agencies, commercial survey firms, and aca-

democratic institutions are all having trouble finding trained survey professionals.

While the demand for skilled survey researchers is growing, however, so is public skepticism about the meaning and value of survey results. Numbers are everywhere, but there are good numbers—honest attempts to take the measure of our lives—and bad numbers, contrived by advocates of one ideological bent or another. How are we, without advanced degrees in survey methodology, supposed to know the difference? And even if the numbers are good, what good are they? Following are some reflections on these and related issues by U-M faculty members who are savvy to the secrets of the survey trade.

Marcia L. Ledford: U-M Photo Services

"Without numbers, we can understand nothing and know nothing." *Philolaus.*

"What arises from an event in perfect truth can never be counted." *Alain Badou.*

"Like dreams, statistics are a form of wish fulfillment." *Jean Baudrillard.*

## "A Completely Bogus Statistic"

## Measuring the Will of the People

Robert Groves, professor of sociology, director of ISR Survey Research Center

"Surveys are only about 50 years old. Before that we relied on wise old men who made judgments—"There are no hungry children in America"—and on anecdotal information. We also had censuses, but those are so expensive and burdensome that they're not done frequently. Surveys are the only information-gathering tool we have that provides quantitative information on very large, complex populations based on interviews with a very small set of people.

"The decision-making processes used in commerce, government and science all require the kind of information that surveys provide, with international research by far the fastest-growing segment of the commercial market. As firms globalize, they suddenly have to survey consumers in 30 different countries. If they liked it in Peoria, will they like it in Oslo? Survey questions need to be translated into 30 different languages, and that can't be done mechanically. It requires people who are sensitive to nuances in language. This kind of global measurement issue is a part of the field that didn't exist 15 years ago.

"In democracies around the world, the numbers on social attitudes and policy issues are a modern analog of measuring the will of the people. But in politics, numbers serve as tools of advocacy. Washington runs on surveys and the political community is now pretty sophisticated about what makes a good number. If you use a question wording that's clearly biased, you will probably be called on it. And people will probably ask for the evidence that the sample reflects the population.

"Once people get used to numbers as a way to make decisions, they can't get away from them. It's a style of decision-making that seems to be addictive—you want to see numbers as well as get a feel for the problem. I think you can make the case that good numbers drive out bad numbers, though. Once you're hooked on numbers, then you begin to say, 'Gee, is this a good number?' Or, 'That's a bad number.' The process happens fastest when multiple numbers are coming out. So the political use of survey statistics is actually quite healthy because it leads to intense scrutiny of survey methods."

## 'No-response' sometimes doesn't matter

Families with young children are the easiest to reach. Young, wealthy urban singles are the hardest. Poor people living alone in large cities are most likely to say no. "Higher crime rates, population density, and weaker social ties are all factors in lower survey response rates," says ISR researcher Bob Groves, co-author of a book on non-response to be published later this year. "So is a sense of alienation."

Skilled interviewers—the turnaround artists of survey research—can often convince reluctant respondents who say they don't have time or just don't care. But "refusal conversion" takes plenty of time and money. And respondents who've had their arms twisted are more likely than others to engage in another kind of non-response that complicates data analyses: skipping complicated questions, or refusing to answer questions about sexual behavior, drug use, or, to Americans, often the most sensitive issue of all—income.

Just how much missing answers matter is a topic of intense debate. With sophisticated statistical techniques like sample weighting and imputation (attacked by critics as inventing data), analysts can fill in many absent answers with reasonable levels of confidence—as long as what's missing is an instance of statistically random missing. But if there's a pattern to the "missingness," according to Groves, non-response errors are likely to introduce new sources of bias and mar the survey results.

In one recent study showing that non-response doesn't always matter, Groves and colleagues from George Mason University and the Pew Research Center for the People and the Press compared the results of two national telephone surveys that used identical questionnaires. One survey was done in five days with a response rate of 36 percent—low enough to draw fire from people who don't agree with the results. The other was done over eight weeks, with repeated call-backs and financial incentives boosting the response rate to a respectable 61 percent. "The two surveys produced similar results," Groves reports, "with an average difference across 91 items of only about 2 percentage points."

In another recent study, however, published in *Public Opinion Quarterly*, Groves and ISR researcher Eleanor Singer isolated a circumstance that produces what Groves calls "non-ignorable non-response." Using data from the 1996 Detroit Area Study, an annual face-to-face survey of Detroit metro households conducted by the U-M for the last 50 years, Groves and Singer identified people who reported high and low levels of community involvement. More than a year later, they randomly selected 451 of these people, and sent them advance letters (a proven response stimulator) requesting them to fill out a questionnaire that would arrive in the mail about a week later. Half the people got \$5 along with the advance letter, the other half didn't.

Not surprisingly, 58 percent of those with high community involvement filled out the questionnaire on the topic of assisted suicide, compared with only 43 percent with low levels of community involvement. But getting \$5 in advance boosted participation by just 16 percent among the high-involvement group, compared with 42 percent among those low in community involvement.

If, Groves reports, one aim of this survey was to report the percentage of persons who scored "high" on community involvement in the Detroit area, the survey estimate would be 84 percent, based on the responses obtained without the offer of the \$5 incentives. But with the incentive, the 'highly involved' segment of the community drops to 70 percent. "That," he says, "is non-response error in action."—DS.

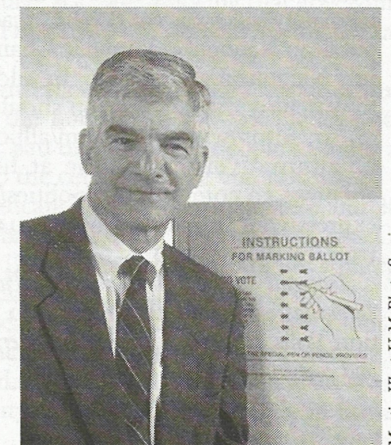
Michael Traugott, professor of communication studies, senior research scientist, ISR Center for Political Studies

"It costs good money to produce good data. Collecting data on the Internet is very low-cost, but it frequently involves volunteer respondents—people who go to a Website and provide information, sometimes as many times as they want. This violates a central principle of probability sampling: every respondent has a known probability of selection. And you can get quite predictable biases from volunteer respondents.

"Another problem is with groups that have a policy or legislative interest, and who collect data that they claim represents public opinion, and then, on the basis of those data—they produce a report, issue a press release and hold a news conference. Their purpose is to get their bad data into the national news stream and accepted by the public and elites as essentially the truth about public opinion.

"One of the most glaring examples was the unveiling of the Contract with America, during which Newt Gingrich claimed that at least 60 percent of Americans supported every one of its 10 proposals. This turned out to be a completely bogus statistic, derived from a series of focus groups, not from data that could in any legitimate way be viewed as representative of the population.

"The public is very interested in polling information for two reasons: learning what other citizens think and communicating their preferences and opinions to leaders. But they have almost no power to assess what's good and what's not good. In fact, some research shows that if you experimentally manipulate the qualities of poll reports, then you ask people how accurate they are, the most important predictor of perceived accuracy is whether or not the results conform to their own view on the subject."



Traugott

Martin Vioet-U-M Photo Services

Web surveys: The good, the bad and the ugly

As a low-cost, high-tech alternative to traditional survey methods, Web surveys pose special challenges as well as new opportunities, according to ISR researcher Mick Couper. With just over 65 million US adults now using the Internet, representing about a third of the country's adult population, access is still far from universal. Even for small groups with high Web access, such as college students with e-mail accounts, non-response remains a major problem. In a recent Web survey of U-M students, for example, researchers obtained a response rate of just 42 percent—lower than response rates for mail surveys of similar populations.

In the Fall 2001 issue of *Public Opinion Quarterly*, an article by ISR researcher Mike Traugott on poll performance in the 2000 presidential campaign includes an analysis of how Web surveys can be co-opted to bias the results of instant polls that record candidates' national standing after significant campaign events. After the first presidential debate, seven instant polls were conducted. "Each of the four polls conducted with probability samples estimated that Gore had done better, while all three of the volunteer Web polls indicated that Bush had done better," Traugott says.

An e-mail message Traugott cites shows how interest groups can affect Web polls: "We are hearing that many liberal left wing groups will be trying to stack the vote in favor of a Democratic candidate by bombarding the various news Websites which will be polling immediately following the debate," read Republican National Committee Chairman Jim Nicholson's message. "In addition to watching the debate, you should log on to: <http://www.conn.com/allpolitics> or alternatively go online at <http://abcnews.go.com/sections/politics/> and express your support for who you think won the debate!"

*Traugott is the co-author with Paul J. Lavrakas of The Voter's Guide to Election Polls (Chatham House Publishers, second edition, 2000).—DS.*

Edward Rothman, professor of statistics, director, U-M Center for Statistical Consultation and Research

"There are all kinds of ways that surveys can be misleading. In a survey of crime statistics a few years ago, it was discovered that Grand Rapids led most cities in the rate of rape and Detroit was far behind. The reasons had to do with the definition of rape. Certain levels of assault were counted as rape in Grand Rapids and not in Detroit. So it's always important to understand the operational definition of what is being measured in a survey.

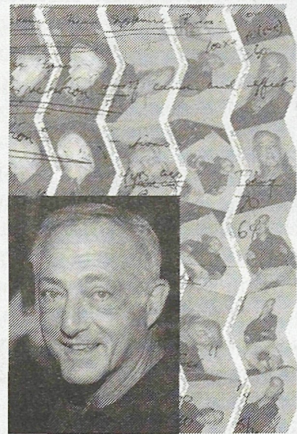
"Then there's the Hawthorn effect, named for a factory in Cicero, Illinois, just south of Chicago, where time studies were initiated. Researchers would turn the lights on a little brighter in parts of the factory, then measure the length of time it took workers to perform certain tasks. They discovered that people worked faster than they did when they weren't observed by the researchers. This kind of effect can also occur in survey research, when people respond in a way they think meets the expectations of the interviewer.

"People may also be motivated to provide information that meets their own needs. Years ago when water levels in the Great Lakes were high, I was working with the Army Corps of Engineers to determine the extent of shoreline property damage. We sent surveys to people who lived in homes along the Lake Michigan shoreline and found that property owners reported higher levels of damage than people who were renters, even when property owners and renters inhabited contiguous pieces of land. There are statistical techniques for determining the extent to which this kind of bias is going on, and obtaining answers that are probably closer to the truth than could be obtained by guessing.

"Another common source of survey bias comes from the interpretation of the results. Some studies, for example, show that the longer you live together prior to marriage, the more likely you are to divorce. Some people say, well, obviously you shouldn't live together before marriage. Others point out that people who live together tend to have lower incomes, and having a low income increases the chances of divorce. The data are just sitting there. People see them through their own eyes, their own perspectives. At the very least, we ought to try to see things from a variety of perspectives. I'm not sure how easy this is, though. There's a poem by Yeats called 'For Anne Gregory.' It begins:

*Never shall a young man,  
Thrown into despair...  
Love you for yourself alone  
And not your yellow hair.*

*"And it ends by observing that,  
...only God, my dear,  
Could love you for yourself alone  
And not your yellow hair."*



Rothman

Marcia L. Ladford: U-M Photo Services

How Question-Order Affects Answers

Norbert Schwarz, professor of psychology, ISR senior research scientist

"My favorite finding is this: we did a study where we asked students, 'How satisfied are you with your life? How often do you have a date?' The two answers were not statistically related—you would conclude that there is no relationship between dating frequency and life satisfaction. But when we reversed the order and asked, 'How often do you have a date? How satisfied are you with your life?' the statistical relationship was a strong one. You would now conclude that there is nothing as important in a student's life as dating frequency.

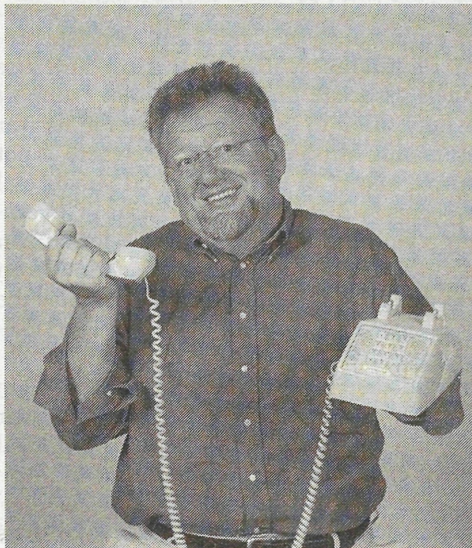
"This is an example of a question-order effect—which is just one of many ways that survey questions can affect the answers we receive. Most questions do not influence one another. But when questions are substantively related, then question-order effects like this one are among the most stable and reliable findings in the survey research literature.

"We wanted to look at what happens to question-order effects as people age, because as we age, our memory gets worse, and as memory gets worse, we figured that questions asked earlier in the survey wouldn't have as much influence.

"We found that question-order effects disappear as people get older. Some people said this finding didn't mean much. They said it could just reflect the fact that when we're old, we've finally figured out what our views are, and our opinions aren't influenced as much by context.

"Now, it's not clear why it would take 60 years to figure out what you believe! But to see if that was the case or not, we did follow-up studies in the laboratory to compare older people whose working memories were very good, older people whose working memories were not so good, and younger people. And we found that older adults with good working memories still showed the same question-order effects as younger adults, whereas for older adults with poor working memories, question-order effects pretty much disappear.

"We also looked at the effect of age on another well-established way that questions affect answers: response-order effects. By and large people are more likely to agree with the last choice mentioned in a phone interview, but the first choice presented in a written questionnaire. If older adults have finally figured out what they believe, in contrast to the rest of us, you should see response-order effects also decrease with



Schwarz

age, just like question-order effects do. But that's not what we found. Response order effects go up with age. What memory loss does is attenuate question-order effects while it increases response-order effects.

"So when people cite various survey findings to show that older people are more conservative, say, than younger people, some of the conclusions may to some extent be a result of the way the questions were asked. To see how question-order and response-order influence the findings, you should split the sample so you ask the question one way to one group, another way to another group. Then you would be able to get a better handle on this problem and adjust for these effects in your analyses of the results. But many surveys do not do this."

### How Age Influences Answers

"Do you think it should be possible for a pregnant woman to obtain a legal abortion if she is married and does not want any more children?" (*Question A*)

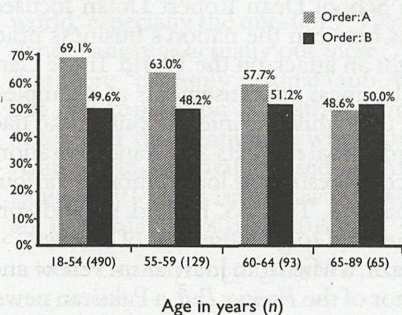
"Do you think it should be possible for a pregnant woman to obtain a legal abortion if there is a strong chance of serious defect in the baby?" (*Question B*)

In 1979, U-M researcher Howard Schuman asked these two questions as part of the Detroit Area Study, with half the 777 respondents asked in A-B order and half in B-A order. He found that support for abortion because a woman "does not want any more children" (A) was higher when this question was asked first and dropped dramatically when preceded by the child defect question (B). "This experiment has been repeated many times," notes psychologist Norbert Schwarz. "Although the absolute numbers vary, the pattern remains the same."

Schwarz and colleagues Bärbel Knäuper at McGill University in Montreal and Denise Park at the U-M recently re-analyzed these data and found that the question-order effect decreased dramatically with respondent age. While 69 percent of respondents age 18-54 supported abortion in the case of a woman who "does not want any more children" when Question A was asked first, only 50 percent did so when Question B was asked first, as expected. For respondents age 65 and older, however, question order made no difference.

In a survey on divorce, age had the opposite effect on response-order effects, Schwarz and his colleagues found. Older respondents were no more likely than younger people to say that divorce should be more difficult to obtain when "more difficult" was presented as the middle of three answer choices. But when "more difficult" was the last choice presented, older people were much more likely than younger respondents to endorse this choice as the answer.

Figure 1: Percent "yes" to children question



"Life, itself, which is already half enslaved, circumscribed, streamlined or reduced to a state of subjection, has great difficulty in defending itself against the tyranny of time-tables, statistics, quantitative measurements and precision instruments...." *Paul Valery.*

"Reality is what we pay attention to." *Hazel Henderson.*

### Public concerns about privacy and data confidentiality



Singer

How worried are you about your personal privacy? Do you think people's rights to privacy are well-protected? Do you feel that people have lost all control over how personal information about them is used? If privacy is going to be preserved, does the use of computers need to be strictly regulated? Does the government know more about you than it really needs to know?

As part of a series of surveys for the US Census Bureau, ISR researcher Eleanor Singer analyzed the answers to these five questions provided by a cross-section of the US population from 1995 to 2000. She constructed a "privacy index," with higher scores indicating higher concerns about privacy. The average scores on the index changed from 15.2 in 1995 to 14.9 in 2000, suggesting that concerns about privacy have declined slightly but significantly during that time.

"Of course, a substantial number of people are still concerned about privacy," Singer says. "In the spring of 2000, when the survey was conducted, 25 percent said that they were 'very worried' about their personal privacy, and 43 percent 'strongly agreed' that the government knows too much about them."

Singer cautions against over-generalizing from the slight drop in the overall privacy index, noting that the percentage who are 'very worried' about their personal privacy actually increased from 22 to 25 percent over the five-year period studied, while the percentage strongly agreeing that government knows too much about them dropped from 53 to 43 percent during the same period.

Singer and ISR colleague John Van Hoewyk also asked about attitudes toward data confidentiality. One of the questions: "Do you believe other agencies, outside the Census Bureau, can or cannot get people's names and addresses along with their answers to the census, or are you not sure?"

While the researchers found a significant increase between 1996 and 2000 in the proportion correctly replying that other agencies cannot get raw Census Bureau data, from 6.1 percent to 17.3 percent, the latter figure still represents a small minority of the population, they note.

And, says Singer, "Although public awareness and knowledge about the confidentiality of census data has increased, support for data sharing has declined, with those strongly opposed to other government agencies sharing data with the Census Bureau now outnumbering those strongly in favor by almost two to one."

# U-M responds to terrorists' assaults

**O**n Sept. 11, a day of national tragedy that brought grief to all corners of the nation, the University displayed solidarity, compassion and strength. Almost immediately after the first plane hit the World Trade Center in New York, faculty, staff and students sprang into action to provide relief for survivors, friends and family.

At noon, President Lee C. Bollinger announced to the campus that "out of respect and grief for the magnitude of this loss, the University will suspend all classes today, effective immediately."

"Although we wish it were not so, many members of our community will be seriously and personally affected by this loss," Bollinger said. "I ask that we draw together today to sustain our community in every way possible. I encourage faculty and staff to reach out to students in their classes this week and throughout our campus, using class time to discuss and reflect. I ask that faculty dedicate tomorrow's classes to that end."

Lisa A. Tedesco, U-M interim provost and vice president and secretary of the University, and E. Royster Harper, vice president for student affairs, told the campus that "regardless of ethnic or national origin, we stand together in our grief and concern. We are committed to the safety and security of every member of this community and reaffirm our enduring respect for all who are a part of the University of Michigan family."

William Bess, director of public safety, said the Department of Public Safety was attending to security issues and working with local, state and federal agencies as appropriate. A bomb threat affecting the Literature, Science and Arts Building was called in at noon. The building was evacuated and thoroughly investigated including being swept with a specially trained dog, but nothing was found.



Martin Vloet: U-M Photo Services

A gathering of 15,000 students, faculty, staff and members of the community held a vigil on the Diag on the evening of the aerial atrocities.

## Campus responses to tragedy

On Sept. 14, the University observed the National Day of Prayer and Remembrance in a variety of ways, but classes were held as scheduled.

School of Music students and faculty led in Hill Auditorium a public commemoration of the tragedies.

U-M officials said the tragedy would not weaken U-M's commitment to international education or alter application and admission policies.

The Office of News and Information Services assembled a list of faculty who are available to comment on the Sept. 11 terrorist attack. This list is updated regularly. Areas of expertise include: aeronautics, architecture, business, civil liberties, dental, health, history, international strategic policy, medical and psychiatric trauma, Middle East, military, psychology (general), psychology of children, terrorism, and US students abroad. Other areas not currently listed may be available upon request.

Web managers and University communicators have worked continually to keep the Gateway page, [www.umich.edu](http://www.umich.edu), up to date with developments and information.

## We should not allow terrorists 'to take our rights as well'

Sept. 11 editorial excerpted with permission of the *Michigan Daily*

Yesterday morning, the collective sense of American security was shattered by an overwhelming terrorist attack—the worst of its kind on American soil. In the face of this catastrophe, an understandable feeling of futility surrounds the people of this nation. A motivation toward action is justified, but caution must be exercised. The events that transpired yesterday are tragedy enough, without being exacerbated by the immediate scramble to point fingers. This situation supersedes political ideals, affiliations or objectives. Of utmost importance at this point is respect for the lost and immediate action to aid the living.

It is a natural human instinct to seek answers to the multitude of questions involving who is guilty of this crime. However, the backlash to this event must be tempered by a sincere attempt at rationality.

Unfortunately, the race-baiting experienced by Japanese-Americans in the wake of Pearl Harbor seems to have been visited upon Arab- and Muslim-Americans following recent terrorist attacks....[I]n "enlightened" Ann Arbor reports of harassment and violence against Arab and Muslim students trickled in yesterday. The harassment caused enough unease in the Arab/Muslim student population that the Muslim Student Association distributed an e-mail cautioning Arab/Muslim students to, "always be in groups of two or more" and "never be out after dark, unless absolutely necessary." Stigmatizing any group because of racially fueled motives is inexcusable, and we should come together to ensure that everyone feels safe on this campus and in Ann Arbor.

The perpetrators of yesterday's assault have already taken more than we can comprehend; we should not allow their actions to be an excuse to take our rights as well.

These attacks will illicit a response unheard of in American history. The question is not whether the United States will react to the worst act of terrorism in our history, but what sort of reaction there will be. Our nation needs to temper its response and avoid knee-jerk reactions to this disaster

## Many units hold panel discussions

To help better understand the recent terrorist attacks on America, the University of Michigan **International Institute** presented a panel discussion Sept. 18 at Hill Auditorium, "Terrorism and Globalization: International Perspectives."

President Bollinger presented the opening remarks. Michael D. Kennedy, Vice Provost for International Affairs and Director of the International Institute, moderated. The event was heavily attended by the U-M community and the public.

One of the panelists, Linda Lim, associate professor of business administration and the Institute's associate director, said that "support for or opposition to the United States in its war against mainly Muslim terrorists elsewhere, is not the simple matter of universal good versus evil that it seems to be to many Americans. Governments previously chastised by the US for human rights violations in their internal crackdowns on Islamic radicals are suddenly claiming that the recent events vindicate their own tough and generally unpopular internal security actions."

Lim said that her "pro-American friends" in the Islamic world, primarily in Asia, "voiced their despair and sympathy with the dominant local sentiment expressed in the media and by ordinary citizens."

But, Lim continued, they also ask, "Why does America privilege only *its* grief and *its* suffering, ignoring the sufferings of others who have long suffered as much, if not more, sometimes at the hands of US foreign policy itself? Why does America demand and expect compassion only for *its* victims of terrorism, without showing any compassion for the innocent victims of many other terrorisms, or of its own military actions, particularly in the Middle East? Why does America support repressive regimes in the Muslim world which it calls 'moderate' but whose own citizens only experience as despotism? Why does America know and care so little about the rest of the world?"

Lim said that "Vietnam alone suffered as many as two million civilian deaths" during its war against the United States, "yet Vietnam is now on good terms with the US, having exchanged ambassadors and signed a trade treaty within the past year. Given the enormity of their sufferings, ordinary Vietnamese today bear Americans remarkably little rancor. Hopefully with the passage of time, reflection and understanding, Americans too will eventually learn to forgive others as they themselves have been forgiven."

Business School Dean Robert Dolan focused on the lines between the nation's business practices brought an attack on the World Trade Center. Using business advertisements as examples, Dolan said that while the international trend had been toward global markets and standardization, the attack could result in a localization of various business markets. The US, he said, should continue on the road to globalization of markets.

Javed Nazir, a Michigan Journalism Fellow and former editor of the *Frontier Post*, a Pakistan news-

paper, told how, last winter, he and a team at his newspaper ran a letter to the editor from a Jewish American decrying the dangers of Muslim fundamentalism. He and his wife—both Muslims—received death threats, he said, and later the US-backed Pakistani authorities closed down the paper, after which someone burned down its offices. According to Nazir, America hasn't always been morally right, often supporting certain groups and governments over the greater good.

Making comparisons between the American attack and a 1999 terrorist attack in Russia, Alexander Knysh, chair of Near Eastern Studies, shared how the Russians became frustrated over time with their government's inability to identify and locate the culprits of the attack. Most chilling, he said, was the realization that over time, except for the families of those killed, most people simply forgot about the attack.

Prof. Kenneth Lieberthal, professor of political science and former Special Assistant to US President Clinton, terrorists' goals are to make Americans feel insecure and demoralized, and to create conditions that will drive the US out of the Middle East. "This is a dirty business; fundamental things did change on Sept. 11," Lieberthal said during the Sept. 18 panel discussion "Responding to Terrorism" in Hill Auditorium, sponsored by the **Ford School of Public Policy**. Other panelists included public policy Prof. Robert Axelrod and urban planning Prof. David Thacher.

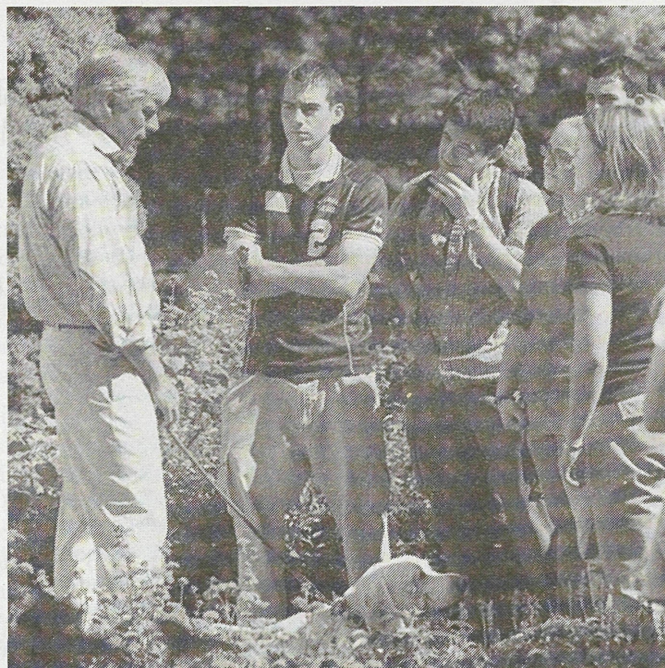
More than 100 students gathered in the Michigan Union Ballroom for a Sept. 19 Teach-In, "Terrorism: A Perversion of Islam." More than **40 University groups** joined together to organize the event.

Panelist Brenda Abdella '03 of Algonac, Michigan, a member of the Arab Students Association, said it is only the skewed understanding of Islam among many Americans that causes some to be unable to separate the radical beliefs of a few Muslims from a large group of rational people.

**The Law School** sponsored a panel discussion, "International Law, the Use of Force, and the Response to the Terrorist Attack of September 11" at the school on Sept. 21. Law School Dean Jeffrey S. Lehman chaired the panel, which included Karima Bennoune, Robert Howse, Bruno Simma and Eric Stein, all professors from the U-M Law School.

At a Sept. 25 **Department of Near Eastern Studies** symposium/teach-in featuring eight faculty members on the topic "The US, the Middle East and Islam: Reflections on the Current Crisis," Mark Tessler, professor of political science, addressed perceptions and attitudes in the Arab world, especially the question: "How much anti-Americanism is actually out there?" He asserted that there "certainly is some [anti-Americanism] but our conception is vastly exaggerated." He noted that this sentiment, where present in the Arab world, is usually based on America's foreign policy toward Israel, toward Iraq and "above all, perpetuation of the status quo."

## Bollingers open home to University 'family'



Paul Jaramaki/U-M Photo Services

University President Lee Bollinger and his wife, Jean Magnano Bollinger, opened their home Sept. 16 to University students in need of what the president's wife described as a 'home away from home.'

## Alumni Association to report on U-M casualties

In a message to Michigan alumni/ae, Steve Grafton, director of the Alumni Association, said that the attacks were "personally devastating for members of the Michigan alumni family," an undetermined number of whom were missing as *Michigan Today* went to press. "In order to gather information and to make it available to all alumni," Grafton continued, "we have created a website for alumni to report about themselves or others and to search for information about friends and classmates. Please visit <http://www.umich.edu/~umalumni/inmemoriam/> for information about U-M alumni/ae who perished in the attacks or are still missing. Scholarships are being set up in their names.

Grafton invited members of the U-M community to email their ideas on how to honor alumni/ae killed in the attacks to [m.alumni@umich.edu](mailto:m.alumni@umich.edu).

## Scholarship fund memorializes son

By Judy Malcolm  
Office of Development

The family of Josh Rosenthal, one of the victims of the Sept. 11 tragedy at the World Trade Center, has established a fund at the University in his memory. An investment portfolio manager, Rosenthal was senior vice president of the firm Fiduciary Trust Company International, working in the South Tower.

Rosenthal, 43, who graduated from LS&A in 1979, served on the University's investment advisory committee. His mother, Marilyn Rosenthal, is a professor of medical sociology at U-M-Dearborn.

Gifts of cash or securities can be made to the fund. Checks should be made payable to the University of Michigan with Josh Rosenthal Scholarship Fund noted on the check or in an accompanying note. Checks may be sent to: Josh Rosenthal Scholarship Fund, The University of Michigan, c/o Susan Feagin, VP for Development, 3003 S. State St., Ann Arbor, MI 48109. For more information, call (734) 647-6030.

Gifts of Securities may be made through the Treasurer's Office. For more information, contact Renee Winkler, (734) 647-3451.

## Bollinger leaving U-M for Columbia presidency

President Lee Bollinger has decided to leave Michigan to accept an offer to lead Columbia University, beginning in the 2002 academic year, the University announced Oct. 4.

"I have agreed to allow Columbia University to submit my name to its Board of Trustees as the recommended candidate for president," Bollinger told the U-M community in an email letter. "I trust that those who know Jean and me, and I hope those who don't, will understand how difficult this decision has been for us.

"After 21 years on the faculty of Law and now five as president, this University has become embedded in my professional and emotional soul. This is a life course decision for Jean and me, arrived at after reflecting on our years ahead together. There will be other times and occasions on which to review the extraordinary achievements and initiatives launched over the past several years. I would only say now that, because all these undertakings have emerged from the work and aspirations of the community, I am sure they will be sustained over time."

Earlier this year, Bollinger, who took office in 1997, was a top candidate for Harvard's presidency, but he lacked personal ties with that school, which picked an alumnus, Lawrence Summers. Bollinger is a graduate of Columbia's law school, his wife, the artist Jean Magnano Bollinger has an MA from Columbia, and his daughter Carey is a Columbia law student now.

Bollinger is leaving U-M after the launching of numerous multimillion dollar development projects—including the \$700 million Life Sciences Initiative—and a search for a permanent provost to replace Nancy Cantor, who left this summer to head the University of Illinois. Lisa Tedesco is serving as interim provost while the presidential and provost searches proceed.

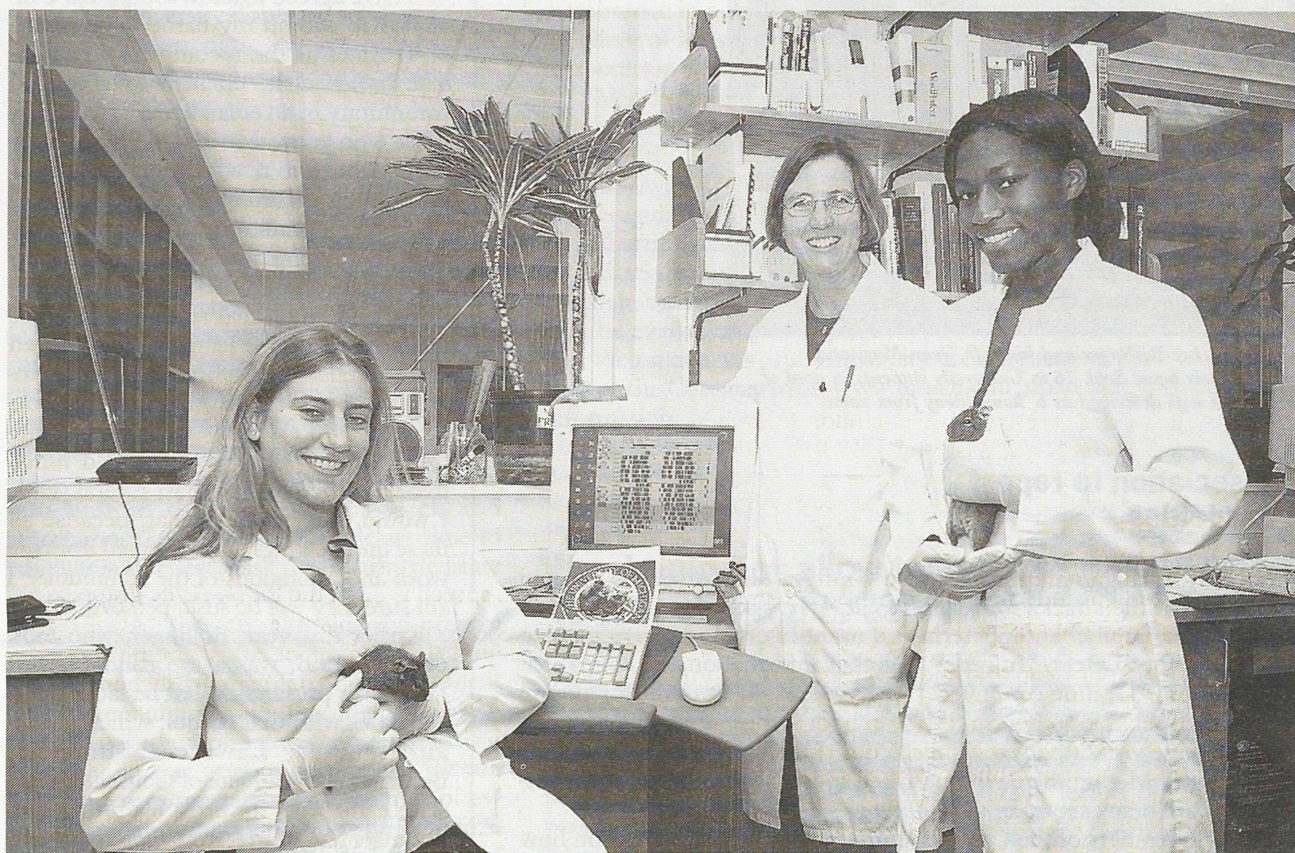
In an Oct. 8 statement, the Board of Regents said they "valued Lee Bollinger's leadership and the many key initiatives he has nurtured that have kept the University of Michigan among the very best universities in the world." They added that they had seen "time and time again that the University's tremendous energy and remarkable intellectual momentum transcend any of its individual leaders."



Student experience enriched by

# Trip Through UROP

By Rachel Ehrenberg  
(U-M News and Information Services)



Stimpson, Lee and Buckley

Martin Fleet: U-M Photo Services

While still focusing on underrepresented students, the program today includes students from all backgrounds and academic levels.

In addition to introducing students to the culture and practices of primary research, the program also provides students with valuable skills that make difficult “gateway” courses like chemistry and calculus more relevant, Gregerman says, because “through the research, they see some connection to what they are studying in class and its applicability to various disciplines and areas of research.”

Beyond connecting a student with a faculty member, UROP also provides peer advising, career counseling and skills workshops in technology training, library/internet research, statistics and lab safety.

By all accounts, both faculty and students find the program rewarding. Compared with minority students in general, UROP participants have a 56 percent lower attrition rate, a National Science Foundation-funded evaluation of UROP reported in 1996. And the UROP students raised their GPAs by an average of 5 percent. To date, UROP has received six awards, including the 1999 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

The following research partners indicate the range of the program.

## Support for science teachers

When integrating new curricula into the classroom, teachers must grapple with a lot more than learning new material, especially if the curriculum requires a shift in *how* they teach in addition to what they teach. Peer and technical support for teachers are critical to the success of curricular reform, and the School of Education’s Prof. Barry Fishman and his colleagues are providing just that with Knowledge Networks on the Web (KNOW), an Internet-based teacher support tool.

KNOW is a sub-project of the NSF-funded Center for Learning Technologies in Urban Schools, and the Detroit Urban Systemic Initiative, a collaboration aimed at middle-school science reform. “These are very challenging materials,” said Fishman of the new science curricula, including Water Quality, Communicable Diseases, and Human Migration. “Teachers using the curriculum should be able to look at examples of others teaching with it, they should be able to interact with other teachers using it, and have this support on-line. To become successful with inquiry-

While some of us look back on a junior year abroad as the most rewarding aspect of our undergraduate career, many U-M students are learning the mores of a different culture right here in Ann Arbor. Instead of jetting off to Europe, they’re settling into UROP, the Undergraduate Research Opportunity Program. The program teams first- or second-year students with faculty researchers, exposing them to primary research, a community traditionally reserved for graduate students and professors.

Most undergraduate mentor programs are reserved for students who usually have faculty mentors, and are already headed toward postgraduate education. In the late 1980s a body of higher education literature suggested that traditionally underrepresented students—minorities and

women students interested in the sciences, especially on predominantly white campuses—benefit from early engagement with faculty. Research showed mentoring could be a key to raising graduation rates from the institution and also from certain rigorous academic disciplines.

“The thought was that if we can engage these students in the research activities of the faculty early on, the contact with a faculty member outside the classroom and a faculty member’s invitation to work with them on research would send a very different message about the students’ academic capabilities and success in various disciplines,” says Sandra Gregerman, UROP director.

Michigan launched UROP in 1989. Beginning with 14 student/faculty pairs, it has burgeoned into a program with about 900 students and 600 faculty researchers. It has added a junior/senior program for students who have not participated in UROP and a scholars program for sophomores who have completed one year in the program.

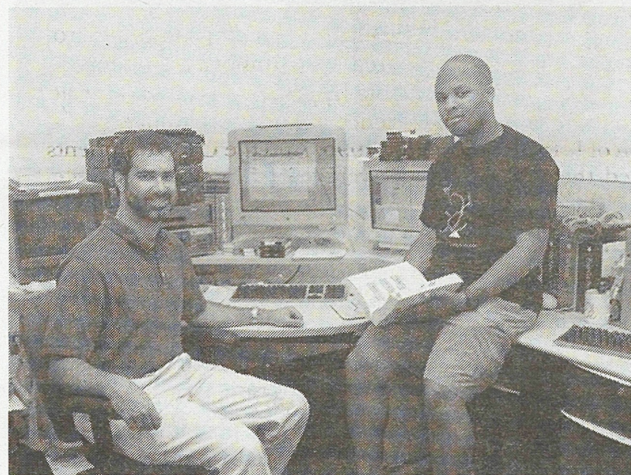


based and technology-enhanced curricula takes a lot more than professional development workshops.”

Damon Warren '02, an engineering student from Detroit, joined Fishman's research group through UROP three years ago, and began doing software testing and in-classroom teacher support. Then Fishman got a grant from the W.K. Kellogg Foundation to increase the scale of the project and turn it into an Internet-based support tool, and Warren began focusing his efforts on Project KNOW.

Both Fishman and Warren work out of the Center for Highly Interactive Computing in Education (Hi-Ce), a multidisciplinary research group made up of students, faculty and staff from the College of Engineering, the Schools of Information and Public Health, and the School of Education, where it is housed. Teachers can access a variety of Web-based science investigation tools from Hi-Ce's homepage, as well as work sessions with other teachers and professional development programs.

“My background was in engineering,” Warren says. “When I came to school, I was planning on graduating and working for a big company with a cubicle to call my own.” Now he's considering graduate school in educational technology.



Fishman and Warren

### A rodent with rhythms much like ours

**Y**ou arrive in Paris at 5 o'clock Monday morning, but your body thinks it's 11 Sunday night. To hasten your recovery from jetlag and re-set your internal clock, should you force yourself to stay active until night falls in Paris? Biopsychologist. Theresa Lee will tell you that the length of time it takes to adjust depends on several things, including your activity level, your exposure to light and whether you are male or female.

Professor Lee is trying to understand what influences a mammal's circadian clock—the 24 hour biological timer that regulates and synchronizes numerous bodily rhythms from temperature to blood pressure to the mammalian sleep/wake cycle. The rhythms differ in the male and female degu (day-goo)—South American rodents that are

ideal for jetlag studies because like humans they are diurnal (day-active) and do not hibernate.

“The literature told us that female degus tend to live where they grow up and in highly organized social groups made up of closely related individuals,” Lee says, whereas males usually migrate. When a former student suggested that there might be a sex difference in sensitivity to behavioral and physiological cues given off by other degus in the vicinity, Dr Lee's lab began examining how well the animals recovered from jet lag if they were in the company of non jet-lagged degus. They sent some animals on a simulated trip to Paris or Hawaii by changing the light/dark cycle the animals experienced forward or backward 6 hours, and then paired the degus who'd taken the simulated trip with degus that were already accustomed to the light/dark cycle of the destination. The male jetlagged degus took just as long to recover as they do without a companion, but jetlagged females paired with an already adjusted degu recovered in half the time it usually takes.

Lee and her colleagues subsequently discovered that males are indeed sensitive to cues from other animals; you just have to give them a lot more of the cues or fiddle with their hormones—specifically, remove their testosterone. This led to several studies of the role odor plays in the circadian cycle, and for the past year UROP student Cheryl Stimpson, a senior zoology-anthropology- French major from Ann Arbor, has been examining the effects of exposing “jetlagged” degus to different odors. Now working on her senior thesis, she is investigating male and female responses to light intensity, and how estrogen and testosterone affect the response.

“I really enjoy being able to do something that relates to what I might do after I graduate,” Stimpson says. “The great thing is getting to try things out before going into the real world.”

Tiffany Buckley '03, of Southfield, Michigan, a UROP student and psychology major, is examining the effect of timed exercise on circadian rhythms in the degu. Correctly timed exercise may help travelers recover from jetlag, she says. “I never thought of myself as interested in research. I never thought of it as a career, but now I think it is something I might do,” adds Buckley, who is considering pursuing a graduate degree in psychology. “Parts of it can be daunting at times, but the mentoring in the program is really great.”

Both Buckley and Stimpson have also worked on a study of spatial reasoning in degus and how it correlates to the amount of amyloid plaque in their brains. Degus naturally form the plaque, which also forms in the brains of people with Alzheimer's disease.

### Learning to read the 'original stuff'

**I**f you've ever studied a foreign language you may have been struck by the similarities between various words and their English counterparts. English *father* is *vater* in German, *padre* in Spanish and Italian, and *père* in French. Such similarities reflect these languages' membership in the vast Indo-European language family, which includes Slavic, Germanic, Romance, Indo-Iranian and many others, all

descendants of more ancient languages like Latin, Greek and Sanskrit.

Less widely known, says Vitaly Shevoroshkin, professor of linguistics and of Slavic languages and literatures, is that Indo-European is the daughter of a more ancient tongue, Nostratic.

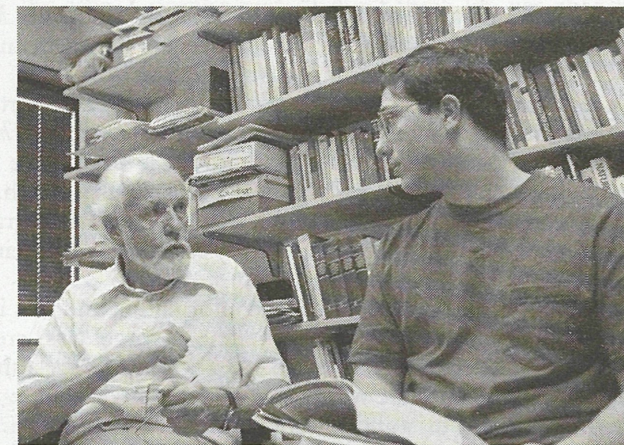
Just as Indo-European was reconstructed in the 19<sup>th</sup> century, Nostratic, according to Shevoroshkin and other Nostraticists, was independently reconstructed in the 1960s by two Soviet linguists, the late V. M. Illich-Svitych and Aaron B. Dolgopolsky. Nostratic (from the Latin 'noster' meaning 'our') language, was spoken 14,000 years ago and yielded six main lineages: Indo-European, Uralic (includes Finnish, Estonian and Hungarian), Afro-Asiatic (from which Ethiopian, Hebrew, Arabic and many African languages derived), and Dravidian (spoken in India and nearby regions), Altaic (Turkic, Mongolian and Tungusic) and Kartvelian (Georgian, Chechen, Adyghe, Abkhazian).

It was an interest in Illich-Svitych's dictionary of Nostratic, finished and published after his death, that resulted in UROP student David Kamholz's undertaking an intensive independent study in Russian with Professor Shevoroshkin. “Dave was interested in the dictionary, but he wanted to read the original stuff,” Shevoroshkin says, “so we ended up having a very scientific and thorough discussion of Russian.”

Kamholz, a junior from Ann Arbor, describes his etymological journey into Russian as one he never could have gotten in a normal language class, where conversational vocabulary and speech is often the focus. As he grappled with the language he quickly became overwhelmed by his growing lists of vocabulary words and realized a better approach was to take the words apart and learn the roots.

“You can't just know one Indo-European language, you have to know several to see how the roots fit together,” says Kamholz, who has also studied Spanish, Portuguese, German, Italian and French. “Since I learned about Indo-European I very much wanted to understand how it all fit together. Russian has enhanced my understanding of Indo-European, and if I want to understand Nostratic, I have to understand Indo-European.”

MT



Shevoroshkin and Kamholz

Disabled students have had enough of hearing others speak for them, so they collaborated on a video that tells their story loud and clear:

## 'And You Can Quote Me On That'

By Lisa A. Goldstein

When most people think about diversity, issues like race and culture immediately come to mind. But it's only recently that disabilities are being considered as well. College students with disabilities ranging from dyslexia, vision impairment and anxiety disorder are lobbying for such inclusion on camera. Look at me, they say. I have a right to be included; I have a right to be heard. *And You Can Quote Me On That*, a documentary video produced at the University of Michigan, gives them a voice. And it's loud and clear.

It all started with Rachel Arfa '00. Actually, it really started in her junior year with the Winter 1999 Theme Semester, *Diversity: Theories and Practices*. Since the 1980s, various U-M academic units have focused on a theme—on such topics as evil, food, the 18<sup>th</sup> century, death, comedy and the environment—and offered classes, lectures, cultural programs and other events related to it. Students and faculty can determine their involvement in the thematic offerings as they wish.

Arfa, who is deaf, looked over the information and was inspired to do something to promote disability awareness. Forget class credit—what the University needed was an event to open everyone's eyes, she said. "I was shocked to see that there was nothing related to disabilities," she remembered. "I felt that disabilities were considered a crucial part of diversity, since your experience as a person with a disability shapes the way you see the everyday world and go through life."

DISCRIMINATION  
is a larger obstacle to overcome than any disability



Graphics from the video *And You Can Quote Me On That*, Pat McCune, executive producer; Scott Mann, producer/director/videographer.

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"They expect me to be a supercripple. But I'm not a supercripple. I'll be damned if I'll be a supercripple. I mean, I've been there, and I'm not going to do it. If people think I'm not being independent, well, I don't know what else they want. I live here by myself. I live in this apartment by myself and I run my business by myself. And if that's not being independent, then I don't know what is. That's tough s\*\*t. And you can quote me on that."—Matt Conaway '99 in *And You Can Quote Me On That*.

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When Arfa came up with the idea to incorporate disability into the diversity theme semester, she met with Pat McCune, coordinator for the U-M initiative Dialogues on Diversity and administrator for the theme semester. McCune had roughly \$60,000 in grant money for projects by faculty, students and staff. Before Arfa approached her, no one had ever mentioned doing a program on disabilities as part of diversity. When asked why, McCune said, "I believe that America in general is sidetracked by the mistaken idea that diversity refers only to black/white issues."

McCune asked Arfa what she would do if she

could do anything to educate people about disabilities. Arfa said she would make a movie if she had the money. At first she thought McCune was asking a hypothetical question. But when McCune then asked her how her movie would differ from others, she realized McCune was serious. Arfa replied, "Many movies portray people with disabilities as very helpless, rather than being seen as individuals with abilities, skills and talents to contribute. It is usually caretakers, faculty, support services people who get to talk, but not the actual people with disabilities. Where is their voice?"

McCune agreed. She didn't want people with disabilities to be talked about as objects. She wanted them to be "the subjects representing themselves," and as representative as possible.

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"I had really heinous things said by one of the deans. 'If you have the disabilities you claim, you don't belong in this school, in the profession of law.' Some people have ignorant attitudes about disabilities."—Brian Pomerantz '00 JD just moved to London, England to begin work for a British firm.

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Arfa described the experience as a successful collaboration of student activism working with University administration toward the same goals. McCune said that had Arfa not approached her program, most likely she would have looked at other groups such as international students, before thinking of students with disabilities.

Only 13 students are featured on video, but their experiences are quite varied. Close to 30 minutes in length, the open-captioned video comprises six parts: Challenges, Accommodations, Transformations, Stereotypes, Identity and Diversity.

Participants speak against a black background, making their words the primary focus. Footage of the campus, the students interacting in their everyday environment and scenes from a play written and performed by Mentality, a student group dedicated to raising awareness about mental health issues (see "Contagious Empowerment" by Ian Reed Twiss, Spring 1999 issue), are interspersed throughout.

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"When you have a group of students who are just the same, you really limit what you can learn and take in."—Cynthia Overton - PhD student in the Educational Studies program specializing in Educational Technology.

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When each person speaks, the name and major are shown at the bottom of the screen. The disability is sometimes visible, such as when the speaker is in a wheelchair, but otherwise is identified only by what the speaker says. "The beauty of this movie, in addition to the stories, is that it doesn't label or identify the person's disability, so you really see who the people are, rather than your stereotype of what the disability is," Arfa said.

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"I would rather be a student who doesn't need this extra assistance. I'd also like people to see that we're just students, too. We're just like everyone else, and we want the same things in life, not something so foreign and different."—Heidi Lengyel '01 hopes to go onto graduate school and become a clinical psychologist working with people who have chronic illnesses and/or disabilities.

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Supported by funding from Dialogues on Diversity, the videomakers taped the scenes over the course of a year. In the fall of 2000, the movie premiered in the Michigan Union before a packed audience of more than 300. Many faculty and staff members have seen it in subsequent showings. Former Provost Nancy Cantor showed the film to the deans and executive officers and arranged for a screening before the Regents at their September meeting.

The video's impact is being felt far beyond Ann Arbor. It won an Addy award for best regional public service announcement by the Ann Arbor Ad Club, a chapter of the American Advertising Fed-

eration, and advanced to the club's national competition.

A number of other campuses have created awareness videos, said Sam Goodin, director of U-M Services for Students with Disabilities (SSD), but *And You Can Quote Me* is distinguished by "not being scripted, which is what made it so good." SSD works with more than 500 of the University's 37,800 students, Goodin says, or about 2 percent of the student population.

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"Do I see myself as part of the University's diversity that they spend so much time on? No, I don't think so. I think the University prides itself so much on diversity and, you know, African Americans, homosexuals or whatever, but I think the disability population is kind of, I don't want to say hidden, but it's just not noticed as much and really paid attention to as much as some of the other groups on campus."—Carey Larabee '02, majoring in Sports Management & Communication in the Division of Kinesiology.

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One of the students at the premiere, Amy Frank '00 of West Bloomfield, Michigan, felt the video "brings everyone closer to an existence accessible to everyone." Even though she counted people with disabilities among her friends, Frank said that it wasn't until she saw the movie that she realized that her depression was considered a disability. "It can interfere with success at the University, with social interactions and life in general," she said. "This was an important thing for me to see."

Joanne Alnajjar '01 of Bloomfield Hills, Michigan, said the video "opened my eyes to a different way of experiencing Michigan—a school that prides itself on diversity." She said she now understands how political the movement for disability rights is and how little is being done to overcome the injustices to disabled people.

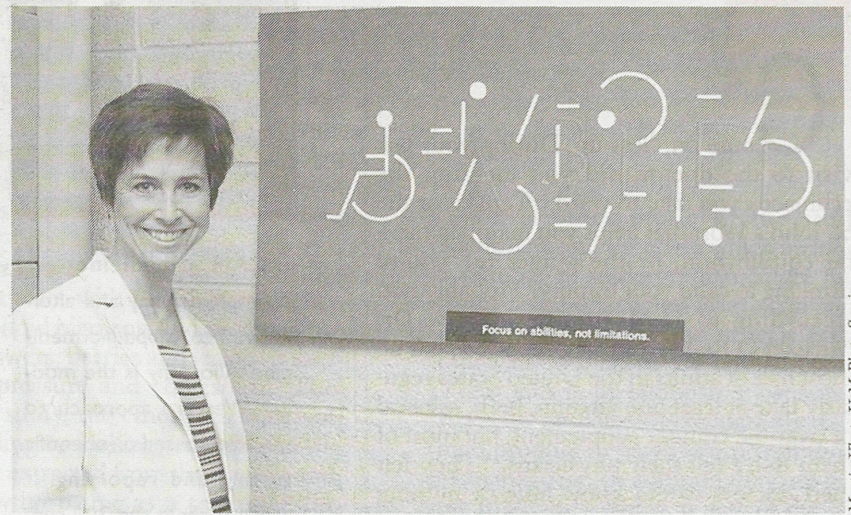
Royster Harper, U-M's vice president for Student Affairs, was "moved beyond words" when she saw the video and has become one of its ardent supporters. "The video helped me to better understand the experiences of students with disabilities," Harper said. "There are few things more powerful than walking a mile in someone else's shoes."

Harper plans to talk with the Regents about efforts to make the campus more inclusive. "I think the video has changed behaviors, educated others about the experiences of our students and caused us to think about policies and practices that we have in place that may create obstacles to students with disabilities' educational success," Harper said.

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"I also think there's maybe something scary about it [disability], because it could be any of us. Any one of us could become disabled. And maybe it's hard to look into that mirror. Ideally, universities and particularly U-M will be a place that says it's not the law that motivates us to do this, because we believe in diversity. We believe in providing education to as many different kinds of people as we can. We just want people to be able to learn and contribute."—Jack Bernard - '96 JD, PhD student at the Center for the Study of Higher and Postsecondary Education, University Attorney in General Counsel's Office.

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McCune and other members of the U-M Council for Disability Concerns (<http://www.umich.edu/~hrraa/ability/>) sponsored a campuswide Investing in Ability Week in early October. Laura Genzlinger '01 designed the theme poster.

Martin Tibbet - U-M Photo Services

Meanwhile, thanks to the speed of e-mail and the Internet, she has received hundreds of requests for copies ranging from elsewhere in Michigan to Native American reservations in northern Alaska. All this has happened despite the lack of marketing. Discussion guides are in the works, and the video can be ordered for a small fee to cover shipping and handling through the Web site for Dialogues on Diversity, [www.dialogues.umich.edu](http://www.dialogues.umich.edu).

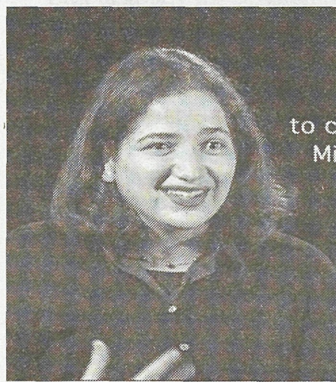
A doctoral candidate in history in the video, Timothy Kaiser, was reticent when first approached about the project. But being given the opportunity to talk about his disability in a comfortable and nonpitying atmosphere was great, he said. "The process of thinking about the movie and then having to articulate about my disability helped me to think about ways in which I can communicate my needs," he said. "This has helped a lot."

Michael Gonzales, a medical student, said, "Seeing others who feel exactly like I do and do the same things as me makes me feel as if I do have a valid disability and am not just slower than everyone else. The video has helped me feel less alone."

While recognizing the movie's success, Kaiser and Gonzales acknowledge that the long-term effect is yet to be seen. Gonzales said, "I don't think life has changed much at all since that time. I didn't expect it to, either. Change like this does not occur overnight. Everyone has busy lives, and there is only so much we can do."

Kaiser calls it a start. "I think it will begin the process by first showing viewers that there are students on campus with numerous disabilities. It will give their stories credibility, because up until this movie was made, did anyone really care to hear the experiences?" **MT**

Freelancer writer Lisa Goldstein, who now lives in Pittsburgh, helped organize open-caption films at U-M when she lived in Ann Arbor. She conducted interviews for this story using the Telecommunications Relay Service. The free Federal Communication Commission service enables people who have difficulty hearing or speaking on the telephone talk with those who don't.



Arfa



commonly sustained during cardiac surgery. Bolling knows such injuries well. In addition to his heavy schedule at U-M, he volunteers twice a year to travel to India, Southeast Asia and China with a U-M team to operate on heart patients for Project Hope, a medical charity. The team spends a month or so reconstructing failing mitral valves damaged by rheumatic fever. "We operate until our fingers are worn down to nubs," he says with a grin. It was on these Project Hope visits that he became interested in ancient systems of medicine in Asia.

**H**e and the principle designer of the qigong study, Amy Ai, a research fellow in the Surgery Department and qigong practitioner, are running the trial with Warber, who is the principle investigator. In the study qigong healers begin working with patients—some of whom believe in qigong, and some don't—while they are still in the operating room, and continue the therapy for an hour a day thereafter. Contemporary qigong masters tend to believe that qigong is a biophysical intervention that does not primarily depend on belief. The study compares a group of patients receiving standard therapies with two groups receiving two different forms of qigong.

After surgery the researchers measure medical outcomes such as speed of recovery, how much pain medication is needed and how fast wounds heal, along with measurements of mood and how long it takes the patient to return to normal life.

A recent issue of *US News & World Report* reported an explosion of scientific studies exploring the link between faith and medicine. Of course, therapies that combine the two have been around for thousands of years, but mainstream medicine has tended to separate spiritual issues from medical practices. Now that many patients and doctors have become more interested in the mind-body connection, there is more interest in determining whether the spiritual component—ranging from New Age meditation techniques to traditional prayer—can demonstrably help in the healing process.

A separate part of the qigong study is looking at the effect of spirituality, religiosity and positive attitudes on postoperative healing. Psychology Prof. Chris Peterson, who helped design the study protocol, says, "Many studies have shown that religious beliefs bring comfort and help the healing process. It doesn't matter what the religion is—it's having a set of beliefs in the power of some-

thing beyond the purely physical that's useful."

Researchers interview patients before surgery "to assess their spirituality, religiousness, positive attitude, general physical health, mental health, quality of life and health care practices, including the use of complementary and alternative medicine," says Ai says, whose doctorate is in psychological social work. "After surgery, they are interviewed to assess their post-operative quality of life, crisis-related growth and psychosocial adjustment. We are trying to find out the interaction between, spiritual, psychosocial and physiological factors."

The results of this second part of the study will be considered "exploratory," Peterson says, and will likely be reported separately. He says the study has two more years before findings are reported. "I'm not assuming anything," he says. "I won't be surprised if qigong works, or if it doesn't. I'm a Western scientist—I can't imagine how it could possibly work, but I'm keeping an open mind.

"We're running a very hard-headed, rigorous, blind study," he continues. "If it turns out that qigong does help patients in a measurable way, the results will be pretty controversial, so we need to be absolutely sure it was done right."



Gillespie demonstrates reiki pain-control techniques on co-worker Fay Harrington.

Bill Wood: U-M Photo Services

### Controlling pain in diabetics

Reiki ("energy of spiritual consciousness") is described as a Japanese energy transfer technique with pleasant, soothing effects from Japan similar to qigong. Its practitioners believe that disruptions in the life force cause disease; reiki healers claim to channel that life force into diseased individuals for "rebalancing." CAM researchers are trying to determine if reiki can alleviate the pain associated with chronic diabetic neuropathy—burning, tingling and numbness in the feet and legs. The study, under the guidance of endocrinologist Martin J. Stevens and Elena Gillespie, a reiki master who is a research associate in thoracic surgery, is following much the same course as the qigong study, with control groups receiving either no therapy or different versions of reiki. According to Warber, "This is an exciting opportunity. If the results of this study show that reiki has a measurable effect, it could result in significant changes in how we manage painful neuropathy."

But what of the placebo effect, a reduction in pain or discomfort simply because patients do better when someone is paying kind attention to them? Bolling has a short answer. "I don't care what it is—if it works, it works," he says firmly. "If it turns out that smearing margarine on post-op patients' heads makes them feel better and heal faster, you can bet we'll be out there slathering margarine on our patients, whether there's a scientific medical reason for it or not!"

### Educating students and faculty

The CAM center also has an educational mission. Rita Benn, who directs the integration of CAM into the medical curriculum, says the goals are to educate medical students and faculty about current evidence concerning complementary and alternative medicine.

The 1999-2000 school year saw the center's first pilot course for U-M Medical School. It was called "Mind-Body Skills," and the 25 students who attended said unanimously it was the highlight of their year, even though it was a non-credit class. During eight sessions the students learned some qigong and meditation techniques, then shared their reactions with each other, to get a better understanding of how individuals can respond differently to various techniques. Benn says, "While the focus of the class was more experiential than evidentiary, all the students reported significant changes in terms of their stress levels."

In the 2000-2001 academic year, all first-year students took a seven-hour introductory unit in CAM and visited practitioners to observe and/or experience various therapies. Later, they shared their responses in small-group sessions. "Students were very enthusiastic about this pilot," Benn says, and more than 40 percent enrolled in one of several subsequent six-hour CAM elective courses.

The School of Nursing offered its first CAM interdisciplinary course in Fall 2000, attracting more than 40 students from the schools of Nursing, Public Health, Pharmacy and Social Work. "This was a great opportunity to get information to nurse practitioners, pharmacists and others who will touch the community during their careers," Benn says.

Benn also sees her educational mission as extending to faculty and alumni. "Many doctors still tend to see CAM as a threat rather than a complement, while others view alternative therapies as actively dangerous," she says. "But so many people are embracing CAM in one way or another that the medical profession really has to take notice. Doctors should be the ones to guide people, to help them find the best remedies and avoid the dangerous ones, but they can't be guides if they don't know anything about the value of and evidence surrounding these practices."

A Faculty Scholars Program will support faculty who wish to incorporate CAM into their teaching. In a recent survey, Benn says, 12 percent of the medical faculty indicated an interest in learning more about CAM. In addition, the center runs an annual Continuing Medical Education Conference and lecture series for physicians, nurses and other health care professionals. In September, the center received a \$1.5-million, five-year grant from NIH to incorporate CAM into the traditional medical and allied health curricula.



A B-School book series of the 'best available' ideas for families, mom-and-pop enterprises, managers, CEOs or global strategists

# Under Economic Pressure? Check out 'Pressing Problems'

By Claudia Capos

**B**usinesses have more than their share of problems these days. America's economy has been on a roller-coaster ride. Managers are overwhelmed by the magnitude of the challenges they face.

Fortunately, there is hope—if not a sure-fire solution—for helping Corporate America get back on its feet. Prominent University of Michigan Business School faculty members have pooled their collective expertise, consulting experience and teaching know-how to launch a new hardbound book series that addresses some of the most formidable challenges facing business leaders in the 21st century.

The first nine volumes in *The University of Michigan Business School Management Series: Innovative Solutions to the Pressing Problems of Business*, published in conjunction with Jossey-Bass, are now on the shelves at national chain bookstores and on the Web sites of leading online booksellers. More are in the pipeline.

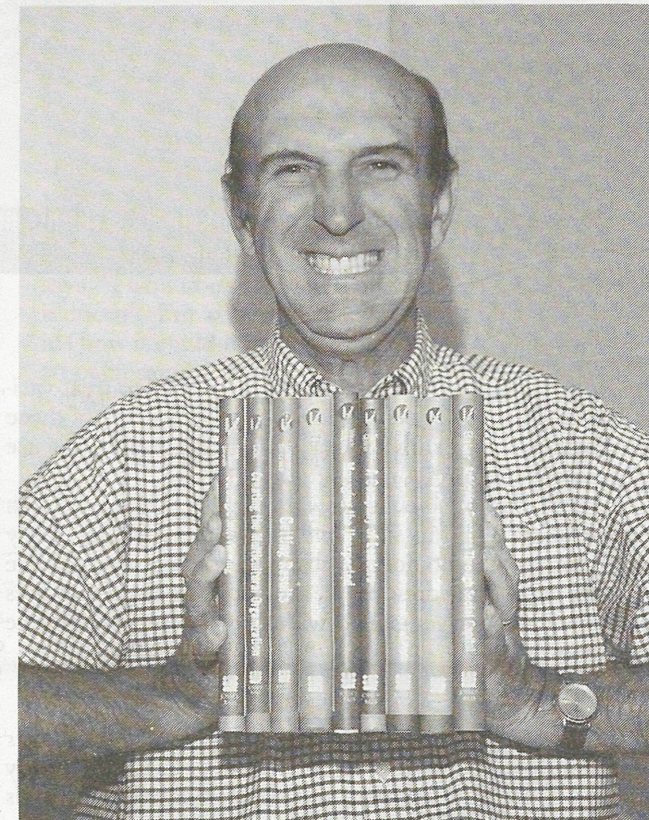
The basic idea behind this "coach in a box" series is to transform new knowledge into strategic action plans that corporate executives, mid-level managers and individual employees can use to solve universal business problems, according to the Business School's Bob Quinn. Each yellow-jacketed book focuses on a different problem and offers insight to readers on how to understand and overcome it. Faculty authors present a multifaceted look at key issues, such as improving customer satisfaction, getting results and creating a multinational organization.

"Even if you are not a CEO, if you live or work in an organization, including a family unit, there are payoffs in one or more of these books," says Quinn, who is the co-author of a Pressing Problems book about leadership called *A Company of Leaders*. He is the Margaret Elliot Tracey Collegiate Professor of Business Administration and professor of organizational behavior and human resource management at the Business School.

Quinn has kept a watchful eye on the nation's roller-coaster economy over the last two years and reports he has seen a shift in the prioritization of the Pressing Problems that are keeping corporate executives and managers hooked on antacids.

## The most pressing of problems

"The most robust Pressing Problem for everyone is attracting, keeping and devel-



Marcia Leford UM Photo Services

Bob Quinn got the idea for the 'coach in a box' book series after looking at problems identified and discussed by managers at 117 companies.

oping good people," Quinn says. Thinking and planning strategically, maintaining a high-performance climate and improving customer satisfaction also are high on the list for senior executives. Efforts to improve internal processes and stimulate innovation have taken a backseat to desperate attempts to shore up sinking revenues and earnings at companies whose profit reports have run into a buzz saw. Middle managers, who are being squeezed top-down and bottom-up, express concern about managing their time and stress, maintaining a good work-life balance and succeeding with constrained resources.

Quinn reports that two Pressing Problems—producing high-quality goods and services and leading cultural change—have moved up the scale of importance in recent months. "With the downturn in the economy, there is much greater pressure to focus on bottom-line issues," he explains. "Also, executives are making many painful decisions with regard to downsizing, and this is prompting them to reconsider the company culture."

Quinn hit upon the idea that eventually led to the Pressing Problems book series while working with executives.

"Over the years, as I went from one company to the next, I was struck by the idea that each of them was unique, but that all of them had similar problems," he recalls. At the time, he was conducting a doctoral seminar at the Business School, and he challenged his gradu-

ate students to take a hard look at universal problems and come up with some solutions. The students did better than that. They landed a book contract and then researched and wrote 11 chapters addressing the key issues they identified from a direct survey of managers at 117 companies. *Pressing Problems in Modern Organizations (That Keep Us Up at Night): Transforming Agendas for Research and Practice* made its debut last year. Although it did not rocket to the No. 1 spot on best-seller lists (or win a prize for the longest title), it did put the wheels in motion for a far more expansive book series.

The final link in the long chain came when Lucy Chin, program director in the Business School's Executive Education Center, walked into Quinn's office one day in 1999 carrying a stack of questionnaires. The sheets contained qualitative answers from executives and managers to the probing question: "What is the single most critical business issue facing you today?"

## 46 basic problems

Quinn was elated with the unexpected treasure-trove of data and immediately set about analyzing thousands of answers. In the end, he reduced the responses to a list of 46 basic problems and proposed that Michigan's Business School become the first to create its own book series. Fellow faculty members were enlisted to write one or more books, covering the topics he had identified.

The first three titles were released in July 2000 and six more have appeared since then, with several scheduled for release later this fall. "This is an excellent way to brand our intellectual capital," says Quinn. "We see the project growing into a large series in coming years."

Every book published to date has outsold projections, and the series steadily has gained momentum and visibility. The U-M's nationally syndicated *Todd Mundt Show* aired a segment on Wayne Baker, a professor of organizational behavior and human resource management and the author of *Achieving Success Through Social Capital*. Baker's book also made the CEO Read top 25 best-seller list.

In addition to the books mentioned above, the following five titles in the Pressing Problems series are also available at local bookstores, or may be purchased online at [www.umbooks.com](http://www.umbooks.com).

MT

*Becoming a Better Value Creator: How to Improve the Company's Bottom Line and Your Own* by Anjan V. Thakor

*The Compensation Solution: How to Develop an Employee-Driven Rewards System* by John E. Tropman

*Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity* by Taylor Cox Jr.

*Getting Results: Five Absolutes for High Performance* by Clinton O. Longenecker and Jack L. Simonetti

*Strategic Interviewing: How to Hire Good People* by Richard Camp, Mary E. Vielhaber and Jack L. Simonetti

Claudia Capos '65 is a freelancer from Brighton, Michigan, who frequently writes on business issues.





I DID NOT know Professor Carver in the '30s, but he was a campus legend by the time I was fortunate enough to be a member of two of his classes in the late '40s. Stories told by others about those early days included the one about his powder blue suits. It seems he liked them so well he had seven. Perhaps the best was the one about the time it was raining so he drove his car up the steps of Angell Hall to pick up his wife so she would not get wet.

He did not resign, nor did he join the Marines. He was asked to be an Air Corps (now Air Force) instructor, but he insisted that he would only do so if he went through the same training as the cadets, first. Then, having been accepted, he went to whatever base the basic training was located on and went through the training. He was older than the others and, in fact, had white hair, which he explained by saying that he was really terrified of flying, but had decided on this training to get over his fears. Apparently he was believed for some time. In fact, it wasn't until he encountered one of his students who greeted him with, "Hi, Prof.," that the story broke down. How do I know? He told us.

The first of his classes to which I was exposed was Finite Differences. This was needed for Part 3 of the actuarial exams, and he authorized us to buy the official textbook, which he did not use. His entire lecture on the subject of divided differences was, "You've heard of divided differences. Forget them." The finite differences portion of Part 3 that year was entirely based on divided differences.

The same class offered a pleasant ending. We had been assigned an evening period for our final exam, but he said, "I know what your grades are going to be, and there is nothing a final exam would do to change any of them. So let's go flying." We assembled at the Ann Arbor flying field and he and another pilot gave us joy rides in their Cubs. They had to be short rides because there was apparently a line of thunderstorms building up, but it was easily the most pleasant final exam I ever took.

W. Keith Sloan '49  
Franklin, Tennessee

IN A RECENT letter, Prof. Harry Carver was briefly discussed as to his flamboyant style. I was a student in one of his classes in 1946 and can vouch for the following facts.

During WW II, he was requested by the Army Air Force to help improve the accuracy of their bombing technique. He agreed to help them, but only if he could go through cadet training with all the 19-year-olds, even though his hair was snow white. The Air Force agreed.

He was coach of the Michigan cross country team at the time he joined the service. On the first training run Professor Carver won the long distance race since he was in shape from running with the Michigan cross country team. The cadets then accepted him as one of their own.

Back at Michigan after the war, he would challenge the all-male class to five different sporting events. He said we could choose our best in each event to compete against him, and if we could win three out of the five events, we would not have to take the final test.

I can remember only four of the five events, which were pool, bowling, shot-putting and golf. Our best pool player had first shot and broke the racked balls. The professor then proceeded to clear the table. Our boy didn't get a second shot.

Our best bowler wasn't even close. Carver also won the shot put against our huskiest challenger. He penalized himself during the golf match, playing with only a putter and a driver. He again won going away.

As a result we took the final test with great admiration for Prof. Harry Carver.

Joseph M. Kenny '48  
New Buffalo, Michigan

I READ with interest the letter from Edward S. Weiss in the Summer 2001 issue regarding Professor Harry S. Carver. I took a statistics course from Professor Carver in the early '50s at the U of M extension in the Rackham Building in Detroit. I still have his book, *Lectures and Exercises in Basic Mathematical Statistics*.

Professor Carver was a great teacher who made a difficult subject interesting by examples involving poker and games of chance. He was a very large man, and I can recall his holding a Marchant comptometer in one hand while he made calculations with the other hand. I understood that he was involved in the 8<sup>th</sup> Army Air Force in England, analyzing the photographs taken after air raids over Germany to evaluate the distribution of bomb craters to improve future air raids' effectiveness.

Harry E. Schatz  
West Bloomfield, Michigan

#### Query on William Smeaton

IN YOUR March 1994 issue you mentioned William Gabb Smeaton. Do you have any biographical information on him? Could you suggest any sources for reference? I have quoted the passing reference to him below: "Colton says his gifts have been 'my way of showing appreciation for Michigan teachers I had, like Mortimer E. Cooley and William Gabb Smeaton.'"

Stuart Armstrong  
Email

*The reference is to the scholarship, for incoming undergraduates with leadership traits, established in 1993 by Ralph and Elsie Colton of Chicago. Ralph Colton received his BS and MS in engineering from the University in 1923 and '24. Perhaps readers can help out on Smeaton—Ed.*

#### Time to reinvestigate Roethke

ONE HOPES that Linda Robinson Walker's in-depth portrait of "Theodore Roethke: Michigan's Poet" (Summer 2001) will persuade readers to reinvestigate this fine writer again—not only the *Collected Poems* (Doubleday, 1966), but David Wagoner's fascinating selection from the notebooks, *Straw for the Fire* (Doubleday, 1972).

One can also reconstruct two of Roethke's important correspondences with fellow poets by alternating Ralph J. Mills's edition of *Selected Letters of Theodore Roethke* with *What the Woman Lived: Selected Letters of Louise Bogan* (ed. Ruth and Poets, *Poetics and Politics: America's Literary Community Viewed from the Letters of Rolfe*

*Humphries, 1910-1969* (ed. Richard Gillman and Michael Paul Novak).

Just how vital letters can be for re-entering past lives is movingly demonstrated by Joan Elmouchi's article about her grandfather Harold Herman, "Bayonne Boy." How wonderful that these missives from World War I were saved, to speak to a new and wider audience all these decades later. (One hopes some e-mail recipients are printing and storing the best modern-day versions of such communiqués.) Please continue bringing your readers such detailed portraits and vivid visitations from University history.

Warren Keith Wright '80 MA  
Arbyrd, Missouri

WHEN I WAS teaching economics statistics at the University of Washington in 1950-51, I heard about a man on campus who was gaining fame by teaching creative writing. I decided to enroll in his classes since I was working on my PhD degree and thought I could use some writing skills.

At the first class meeting this large man, who looked like a bear, walked in and started reciting poetry like a Shakespearean actor. As the class progressed, I realized that Prof. Theodore Roethke's teaching style was unique. He gave very unusual assignments. For example, "Write a poem without adjectives," or "Write a poem about an animal," or "Write a 16th century ballad," or "Write a poem with single-syllable verbs," or "Write a poem within a poem."

Since I was also a teacher, I was able to meet him in social situations. On one occasion we were at a party on a houseboat in Lake Washington talking about our personal lives, and we suddenly realized that we were both Michigan graduates (I got my MBA in 1949). I found out quickly that Ted was a serious drinker. He brought a quart-sized jar, which he filled one quarter with scotch and the remainder with beer. At one point in our conversation, he asked me about my girlfriend, who was talking to someone elsewhere on the boat at the time. He had spoken to her earlier, and he looked at me and said, "Marry her. I made a mistake once. Don't you make one now." (I did marry her and we are this year celebrating our 50th anniversary.)

He talked endlessly of the University of Michigan. It was clear that he loved his years in Ann Arbor. He told me stories about his roommate Benny Oosterbaan. Although I was 30 years old, he always called me "Kid" outside the classroom, and he served as my father *in locum tenens* concerning advice on living.

I took four quarters of creative writing from Ted Roethke, and they were the highlights of my student days. At time he was haughty, but he was humble enough to bring his own unpublished poems to class for our comments.

When my first son was born in 1953, Ted dedicated my copy of *The Waking* to "August Bolino's Son," and he wrote, "When he is old and gray and full of sleep, / May he exclaim 'Here's a book I want to keep.'"

The last time I saw Ted was during the Seattle Expo 62, when he was scheduled to give a reading of his own poems in a very large

auditorium. But he didn't read; he paced up and down nervously, and he recited without notes. He kept the huge standing-room-only crowd enthralled with his body language and his sonorous voice, that went from a near whisper to a stentorian cry.

It is clear that there will never be another Theodore Roethke.

August C. Bolino '49 MBA  
Silver Spring, Maryland

THAT'S A beautiful piece on Theodore Roethke. I enjoyed every word. I had known his poetry but, unfortunately, I joined the U-M faculty only around the time of his death. Now, thanks to [Linda Robinson Walker], I know him as a man.

Erasmus L. Hoch  
Brunswick, Maine

I READ my most recent *Michigan Today* and was delighted to read a quote from Prof. Donald Hall! Of course, the quote was from a number of years ago, but I am curious if Professor Hall is still alive, is he still at the U, does he have email, snail mail address? I had Professor Hall for my freshman composition class, and the man taught me to write, for which I continue to be most grateful. It was a very agonizing process, however, and I can look back on it now with great fondness and love. We met three times a week, it was an honors section, and we had to write 1,000 words a week. I thought I already knew how to write. My first paper was returned, liberally decorated by his red pen, with a grade of D-

I made an appointment to see him, and he was very gracious and charming, and I thought I learned a lot that day. My next paper was a D. After that, I had a standing appointment with him every week, the day after we had our papers returned. I remember the appointment lasting an hour each time, and I went home each week inspired to implement what I had learned. The grades gradually moved through the full range of C's—we stayed there a long time—and I think I made one B-

I wrote my blue book final exam and left without a clue as to how I had done, dropping a self-addressed postcard on the desk when I left. When the postcard arrived at my home, I was absolutely stunned to read that I had earned an A on the final and an A in the course! When classes resumed, I went back to see Professor Hall and said, "Why did you make me suffer like that?" His reply went something like this: "Because, my dear, if I had given you a B+ on your first paper, you would not have worked very hard the rest of the term. I knew you could write—all you needed to learn was how to write better and cleaner and smarter." I would love to be in touch with him if that is possible, to thank him again, let him know that I am still writing, and have even had some modest writings published.

Jeanne Zimmerman '64  
Tequesta, Florida

Donald Hall lives on Eagle Pond Farm in Wilmot, New Hampshire—Ed.

I WANT to tell you how much I enjoyed the wonderful article on the poet Theodore Roethke. Ms. Walker wrote a commendable tribute to one of America's great poets and teachers. He was not just a giant in physical stature. In all my years at different universities around the country, I never met another teacher of poetry that matched the quality and intensity of Roethke's efforts. While never officially in his famous poetry workshop at the University of Washington, I did sit in for a week in 1961. That week and Nelson Bentley's night workshop at the same campus pointed the direction I needed to take as a young poet and would-be teacher of poetry.

Nevertheless, I think that two important characteristics of Roethke's style were left out in the article regarding his gifts as a teacher. One is the fact that he had a photographic memory and had hundreds of poems memorized by heart—from Chaucer to Wallace Stevens. Thus, when a student would read his or her poem in class, and Roethke noticed something special about it, for example, that the student was honoring his mentor, Hopkins, then Roethke would recite Hopkins's poem that best illustrated his point. We sat in awe over this special gift of his.

The second thing that attracted students to his workshop from around the world was his emphasis that one read poetry aloud in order to fully engage oneself in its art form. He said the ear was the primal critic of good poetry, and the oral tradition cultivated the mastery of sound to complement the mastery of the printed word. And how prophetic he was! The visual image has become a dictator in our time and is driving the younger generations into silence, especially the ones with genuine talent.

And let me close by saying how eagerly I look forward to reading future issues of *Michigan Today*. Every issue has one or two articles that knock my socks off.

Duane Niatum  
Bellingham, WA

PS: I am including a poem that will show you how much this poet has meant to me as a writer of poetry and fiction for over 40 years.

*You asked us to hear the softest vocable of wind,  
Whether slow or swift, rising or falling to earth;  
its fragments will drop in to place in the end.  
You said, believe, endure, the ironies of birth!  
... You secretly burned your tracks to fan the blaze,  
and warned the world'll tell us what to dream.  
This is why you spoke in tongues to the vine,  
wren, snail, bear, sloth, and swamp air.  
You almost found an island without decline,  
where roots kept your soul exposed to every layer*

From "Lines for Rothke Twenty Years After His Death."

GREATLY enjoyed the Linda Walker's piece on poet Theodore Roethke. He was always a godsend for me in my poetry classes, especially with hardboiled types at night who thought poetry was for wimps, full of puff and powder signifying foppery. I'd lull them with a bit of Dylan Thomas and a pinch of E. E. Cummings, then cut to some of Roethke's rich-

est meat. There was never a closed mouth in the room by then, and they were ready to reconsider what a poem was and shut up and listen to their emotions.

Joe Coffman '66  
Minneapolis

#### Sheepdogs and jerseys

HERE ARE our Shetland sheepdogs with their names on their jerseys. Happy holidays to all Michigan fans!



Paul and Pamela  
(Wylie) Fellrath,  
'87 and '86  
Peoria, Illinois

#### Royal Shakespeare Company and U-M

YOUR SUMMER issue calls to mind the recent article about the triumphal residency—the first of three—by the Royal Shakespeare Company this past March, with more to follow in 2003 and 2005.

I was "present at the creation" of this marvelous RSC-Wolverine partnership. In 1998 or thereabouts, I was the sole invitee at a small dinner in Washington hosted by two RSC representatives who sought advice as to how the Company might expand its reach in the USA. I replied that the Royal Shakespeare Company should establish a presence in the American heartland, specifically at the University of Michigan. Preferably with the support of my longtime friend Philip Power, whose own ties and that of his family with Britain were deep.

In due course, I was requested by the RSC to facilitate an invitation to Phil and Kathy Power to attend a luncheon at the Residence of the British Ambassador, whom I had known since his earlier tour in Washington. One thing led to another, and Philip flew in from Ann Arbor to join me for lunch with Sir Christopher and Lady Meyer, the RSC's Artistic Director Adrian Noble, and a "who's who" of the RSC and of British-American culture. Adrian Noble and Phil Power were seated alongside Lady Meyer. The rest is history, including the spectacular presentation of the History Plays.

At a festive luncheon on March 11, Ken Fischer of the University Musical Society generously acknowledged the contribution of former-Regent Power and his good buddy from the Keweenaw Peninsula, who was a guest of President Bollinger and the RSC and who remains,

Terence Murphy '66 JD, OBE  
Washington, DC

THE RECENT visit of the Royal Shakespeare Company brings to mind that some 35 years ago the Professional Theatre Program of the University of Michigan brought the newly established Shakespeare Festival Theatre of Canada to Ann Arbor for its first venture abroad.

At the inspiration of President Harlan

Hatcher and with the continuing support of President Robben Fleming, the University created under the direction of Robert Schnitzer and Marcella Cisney the first University-sponsored professional theater program to complement what was—at that time—one of the greatest academic theater departments in the nation.

Robert C. Schnitzer  
Stamford, Connecticut

#### Fans of high-tech thrillers

MY WIFE, Judy, and I are both U of M grads from the '60s. I have a BS ('62) and an MS ('63) in physics and worked on a PhD until the \$'s ran out (perhaps you remember the Nixon budget cutting of 1966). On the other hand, my wife has a BS in nursing ('66). We moved to Denver from Ann Arbor in late 1966 to join the working world, and I managed to complete my PhD in physics at the University of Colorado somewhat later while working full time. It was much harder that way but well worth the effort.

In any event, we both enjoy each issue of *Michigan Today*. It allows us to see how the U of M has changed in some ways and remains unchanged in others. We went back a few years ago when the new physics building was dedicated, and managed to get some first-hand data points.

We spent many happy years of our life in Ann Arbor and we greatly appreciate the vicarious enjoyment provided by each issue of *Michigan Today*. We've read most of the articles in the recent issue. However, the one on Tom Grace ["Architect makes *Quantum* leap into fiction" by Kurt Anthony Krug] was of particular interest. We both tend to like high-tech thrillers. I, in particular, tend to enjoy spy tales. Much like R&D workers, the people involved in a good spy tale tend to exhibit an extreme amount of creativity and ingenuity. We certainly intend to look for Mr. Grace's two novels at our local book stores, so thanks very much for the tip and the nicely written article. Thank you once again for our triennial vicarious tour of the U of M and the campus.

Ray ('62, '63 MS) and Judy ('66) Rosich  
Littleton, Colorado

KUDOS TO your staff for an excellent Summer issue. There is one minor factual error on page 11 by freelance writer Kurt Krug: the National Corvette Museum is in Bowling Green, Kentucky, 102 miles from Louisville. Tom Grace might have consulted with a firm in Louisville, but the Museum has been in Bowling Green since its inception. Overall, *Michigan Today* is a joy to read. Occasionally, I have shared some of its articles with colleagues.

John Hardin '89 PhD  
Assistant Dean  
Western Kentucky University  
Bowling Green, Kentucky

#### Looking for diversity

WITH U-M's current (and noble) struggle with affirmative action, I would hope that diversity would be one criterion in which you select stories, articles and photographs for the *Michigan Today*. Yet, I counted only one person of color

in your entire summer issue. If you say that there are no notable subjects of color connected with U-M, then my dear alma mater has some even more serious problems to contend with. Though for most alumni, *Michigan Today* is their only tangible link back to campus. I hope you do better with the next issue. Thanks.

Cindy Leung '89  
Email

#### A budding conservationist

YOUR COVER article was on Jeff Flocken. My-10-year-old son is an animal lover and budding conservationist and would love to email Jeff. Do you have an email address or other way to correspond?

Arnie Braver '73  
Email

*Jeff Flocken would like to hear from readers interested in his work, preferably by the post. His address is: Director of Education and Outreach, Conservation International, 1919 M Street, N.W., Suite 600, Washington DC, 20036.—Ed.*

#### University Commons link

We are writing to correct an error in "Condo complex opens for faculty, staff, alumni 55 or older" in the Summer issue. The article incorrectly stated "The U-M Information Technology Division [ITD] recently included University Commons in its high-speed campus wide computer network...." In fact, ITD has not done so and an explanation of what has occurred appears here.

At the start of the University Commons project (then referred to as the "Blue Hills" project), Information Technology Communication Services (ITCS) was asked to provide consultation services to the project for data and video networking with the understanding that University Commons had "University Affiliate" status. It was determined that University Commons did not have affiliate status, and subsequently Merit Network, Inc. was brought in to handle connectivity for University Commons. Merit Network, Inc. is a nonprofit corporation affiliated with U-M.

Dan Kjos  
Acting Co-Director, ITCS  
Kim Cobb  
Director of Communications, ITCS

#### Sahlins scores again

I WAS tickled to see the article about Prof. Marshall Sahlins ["6 Are Honored at Commencement," *Summer 2001—Ed.*]. I took a cultural anthropology course with him back in '62 or '63. He was one of three lecturers I considered truly outstanding during my undergraduate years at U Mich. A few years ago when I was taking a course while working on a master's in bioethics at the Univ. of Pennsylvania, Professor Sahlins was quoted in one of the texts we used. I was thrilled to recognize him then, too. I hope they gave him the ball at the graduation ceremony; I'm sure he scored!

May Louis Waldron '66 BSN  
Email

Each family has a member who is a person of mystery. Someone vague. Someone who is seen by a child only a few times. Someone discussed only occasionally under strange circumstances. One hears bits and pieces of stories from childhood into late adulthood. Yet, each comment leaves the child listener with feelings of deep and abiding love.

For me, my Uncle Charlie was this person. A little information shared with me recently gave full meaning to his story. But in all of the overheard conversations among my family, father, grandmother, aunts and uncles, there is no recall of the Allen University incident. Maybe the pain of it was too hard to bear.

Uncle Charlie had a drugstore at the corner of Washington and Assembly Streets in Columbia, South Carolina. The store was entered at an angle just where the two streets met. As a child, I remember walking through this long narrow store—the smell, the shine, the people working there in pale grayish jackets, the variety of items, the colors were thrillingly impressive to the immature mind. I knew that the drugstore belonged to my Uncle Charlie and that he was away in the Army.

The store was eventually closed under depressing circumstances sometime in the early years of my life. There was talk of lost individual family investments.

#### On the sleeping porch

The first memories of Uncle Charlie as a real person was seeing him in bed on the front upstairs sleeping porch at my grandmother's home. As a youngster, I stayed with her for weeks at a time. While on these visits I was taken frequently to the door to greet him; never beyond the door. Conversation between us fades into the long ago. Joy at seeing each other, the smile with gray dancing eyes, forever remains.

Somehow, my impression was that an impaired heart was his ailment, the reason for his confinement to bed. The bad heart in my mind was associated with bits and pieces of stories about his being deep in mud, days on end, behind the fighting line in France during World War I. When such comments moved about among adult family members, faces saddened, eyes would mist, each would move inside himself and someone would say, "He had a bad heart. They should never have taken him from

# Uncle Charlie's Speech

By Maude Robinson Johnson

back hall to find Julia and Honey, my college-student aunts, standing on the stairs looking up and listening to him.

"Girls, girls," he was saying. "I'm up! I'm dressed! Just to let you know that I'll be available to take you to the party tonight."

#### In need of an escort

The two young Benedict College students had assumed the party they'd been invited to was a day-time affair. Judging from the way they looked, both had dressed with gaiety and excitement, departed around two o'clock, only to arrive at the home of the hostess to discover that the party was to be held that night. To go, they would need an escort.

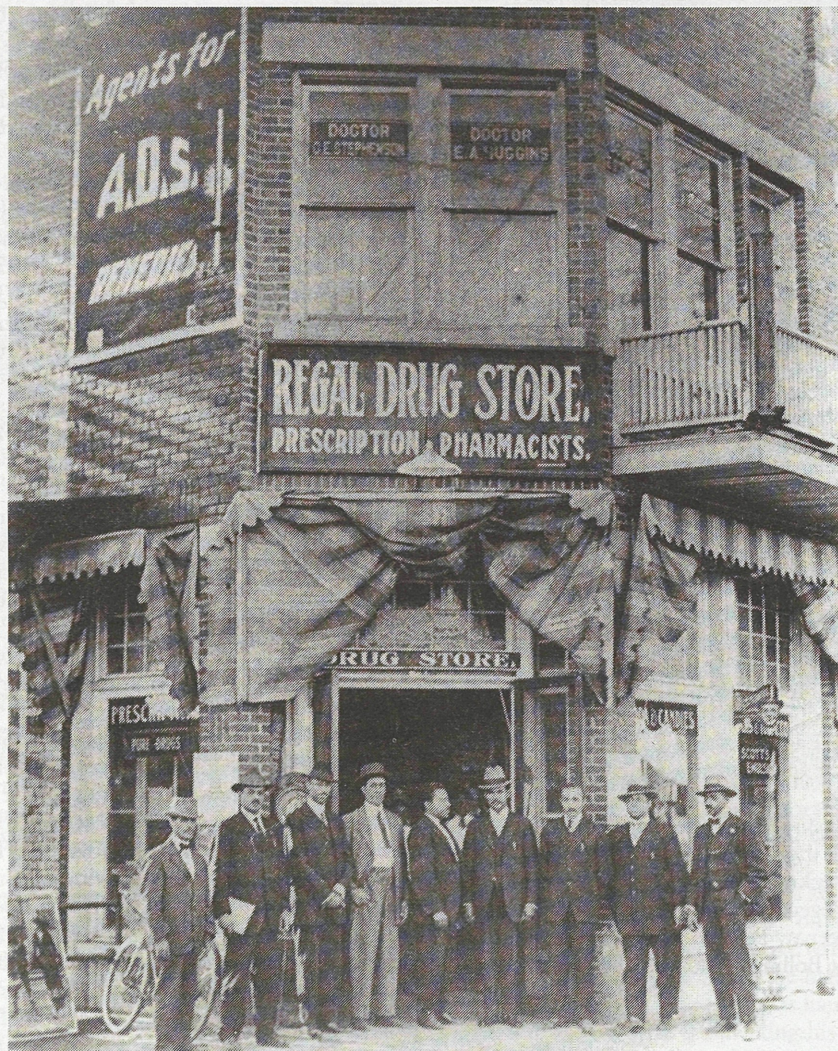
I do not recall the day's outcome. As an 8-year-old, I was saddened by the plight of my young aunts but thrilled to see my handsome, mysterious Uncle Charlie dressed, standing on the stairs smiling. His face aglow.

In my adult years someone said to me, "Your Uncle Charlie returned from the war in France with tuberculosis." The sleeping porch, open-air room, the stories of mud in France; the fact that I never entered this room, but stood at the door to talk with him, makes this story ring true. I do not recall his death; only that as time moved on, we slowly realized he was no longer a part of our lives. But the happiness we shared in my brief visits survived.

#### The first fur coat

Several years after he left us, a tall, slender, beautiful, brown woman appeared at my grandmother's home on Hampton Street. Her fur coat was the first that I'd ever seen. She'd come down from Chicago to Columbia just to visit Uncle Charlie's grave. Down from Chicago, just to put some roses on his grave. In silence this rite was observed. Deep inside, we shared our love for him. They had been students at the University of Michigan together. He in the College of Pharmacy and she an undergraduate student. The war and his illness separated them.

She was now the wife of a Chicago judge and the mother of a young son and daughter. But she had not forgotten Charlie, her



The author's Uncle Charlie (third from right) stands before his drug store in Columbia, South Carolina, with a group of friends.

Photos courtesy of Maude J. Robinson

us." Then this perplexing, bitter conversation would suddenly cease, as if young ears had heard enough.

In my second recollection of him, I remember I was surprised one day to see him dressed, standing at the top of the stairs. I had wandered out of the

college friend. Dressed in fur, a bunch of roses in her arms, her brown face serene in the Carolina chill, she left my grandmother's house to place the roses on his grave.

Through the experiences with my aunts and the lady from Chicago, the giving and receiving of love began entering my consciousness. Uncle Charlie's show of caring for his young relatives and the Chicago lady's visit impressed me as few events did in my youth.

The years passed, high school completed, then college. After graduation from Fisk University and one year of work, I left South Carolina to study at the University of Michigan.

#### A federal job program

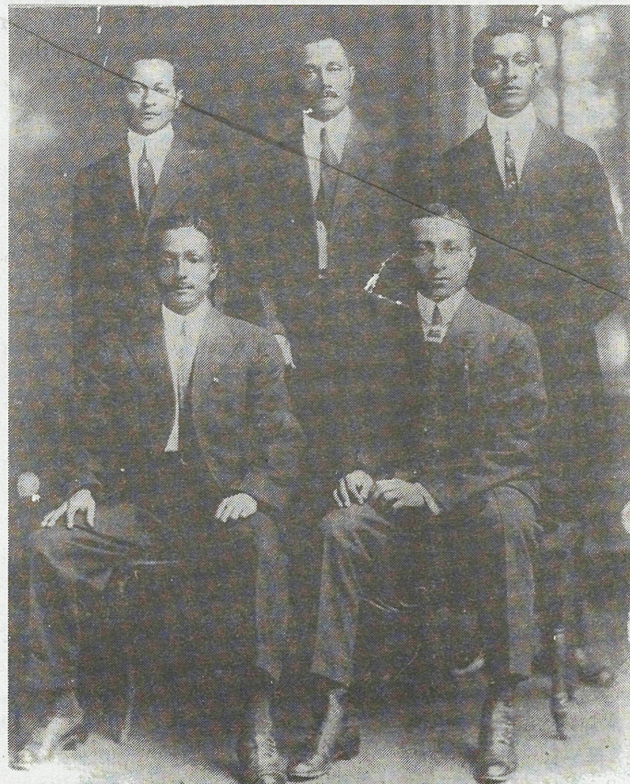
Most of the African American youths at the University worked in a federal program called the National Youth Administration. These jobs paid for tuition, room and board. I worked in the School of Education, though I was in the graduate program in the Department of History.

Of the 18 Black females in attendance at Michigan in 1936, all but two lived at the Benjamin House, the only University-approved facility for African American women students. At the end of each day we gathered to chat and share stories as we dressed for dinner. During one of these chats, a friend who worked in the College of Pharmacy said, "Guess what I found today as I worked with very old College of Pharmacy files?"

"I can't guess. What?"

"We discovered in the files from many years ago the records of Charles Johnson, a 'Negro student' from Columbia, South Carolina. Did you ever have any relatives to attend Michigan in the early 1900s?"

I was shocked! My Uncle Charlie! My father's brother!



Charles Johnson is seated on the right, next to his brother George. Standing (l-r) are brothers Herbert, Cornell and Willis.

Here he was again, as part of my life. Deep in the subconscious lies so much of impressions, feelings, ideas and interests: Did hearing in my childhood that Uncle Charlie had attended the University of Michigan play any part of my decision to attend graduate school there? I thought my going to Michigan had been made on an impulse. Now I wondered. On a late day in the summer, there was an article in our local press about the excellent history department at the University of Michigan. I immediately decided that Michigan was where I wanted to study for a master's degree in history. Savings were taken out of the bank, the Carolina Special boarded, and away to Ann Arbor, without even submitting an application, I went.

At the end of a year and a summer of study, the requirements for a master's degree had been completed in good standing. A degree from Uncle Charlie's school!

#### In the tent of a palm reader

In the 1960s, one summer day in Harlem, I went to a local outdoor bazaar. Just for the fun of it, I entered the tent of the palm reader. She told me all kinds of meaningless things. Then she said, "You know that each person has one family member who watches over him or her always. For you, I see Uncle Charlie."

Surprise, shock and a bit of disbelief. Does everyone have an Uncle Charlie? How would she have known that he had briefly touched my life from time to time and that at intervals had reappeared through experiences and individuals who had known him?

Several years later, I visited a Brooklyn church. After the services a lady introduced as a classmate of my mother's at Mary Potter Academy in Oxford, North Carolina, caught my hand and whispered, "You're Charlie's niece! I met him when I attended school at the small Presbyterian school in North Carolina. He came to our school to visit one of my teachers, your father." She repeated "Charlie's niece" several times as she continued to hold my hand.

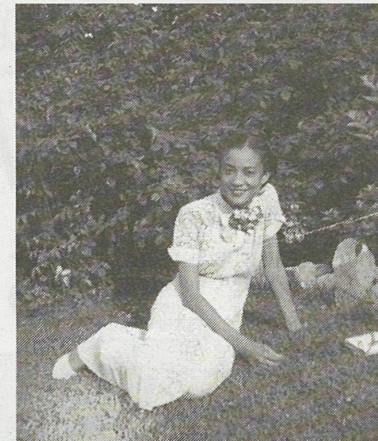
Several days after we met, there was a telephone call. Rosetta planned to stop by my apartment for a visit. She came with a gift for me, a Chinese Imara plate. Something that she treasured. How did she know that I had discovered the beauty of Chinese art while a student at Michigan? Frequent visits to a Chinese gift shop near the campus had taught me to appreciate design, color, texture, shape and technique of all that I saw there. That beautiful Chinese plate has remained in the center of my table ever since.

#### 'He never should have made that speech'

As we chatted, Rosetta and I, she looked pensive for a moment. "He never should have made that speech at Allen." Allen was a small Black College, now a university, in Columbia.

"Speech at Allen? What are you talking about?"

Rosetta told how Uncle Charlie made a speech at Allen in which he suggested that African Americans should not be asked to serve in the United States Army. In a moving speech, he had informed his audience that "Negroes" had nothing to fight for in the segregated Army of the United States during World War I. The audience was stimulated to cheering agreement. This kind of speech was unacceptable by the government during wartime. He was picked



The author on the U-M campus in spring 1938.

up a few days after this event, drafted and sent to France.

"Charlie had a heart ailment and never should have been taken into the Army," Rosetta said.

#### A letter from France

The complete picture had finally come into focus. The loss of the drug store, the illness, the sad bitterness in his

family. Several days ago, found in my grandmother's old trunk was a letter written from France. Page 1 of the letter was missing. The heading on the stationery of page 2 was; "American on Active Service With the YMCA American Expeditionary Force." There was no date, but the letter was written before 1920.

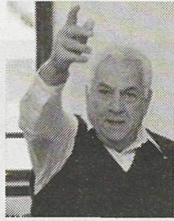
Some of the letter was illegible. I share with you now bits of the lines that I could read:

*... has gotten me in such a condition that I will soon lose the little energy which I had left. I was under the impression that you two were getting \$25 per month regularly from the Gov. If they will only pay you \$15, you must keep after them for that, as it will help carry on the interest. I am trying to get into Y work as I feel that I can get enough money in 6 months to get all my debts paid and then I will be satisfied. I want them settled and I may decide to remain here, as I may be able to get more by living in France than in returning. I'm getting in touch with the better element of France and feel quite sure that I can get a good position over here after I become a civilian. I don't think that I will have courage enough to go through any more of Army or the Drug Store business. If anything happens to me, my insurance will cover all .... It does not seem that Mr. Hardin would object to small payments as long as the interest is being paid. Well, it is as I thought, a man would be taken to the army, brought over here, and then if he happened not to be killed, the people to whom they were indebted would soon forget that they were soldiers and had come over to protect them and what they had. When I left, Mr. Hardin spoke quite differently to me about my debts, telling me not to worry, he could carry them alright.*

Uncle Charlie did have a heart condition when he was drafted, and his time in the trenches brought on other illnesses and an early death. Some of Uncle Charlie's pain was certainly caused by the fact that, although he was drafted, as a Black soldier he was not allowed to fight under the American flag. Uncle Charlie, like other African American fighting men in WWI, had to serve in French units. As an invalid, he was returned to the United States to less than a hero's welcome. Finding Uncle Charlie's letter helped me understand some of the bitterness and anger that bewildered me as a child. My Uncle Charlie died in 1923.

MT

*Maude Johnson Robinson '38 MA, lives and writes in Columbia, South Carolina. She studied writing in a federal program begun by the Carter Administration after her retirement as a teacher and administrator. "The general theme of my work is growing up Southern," she says.*



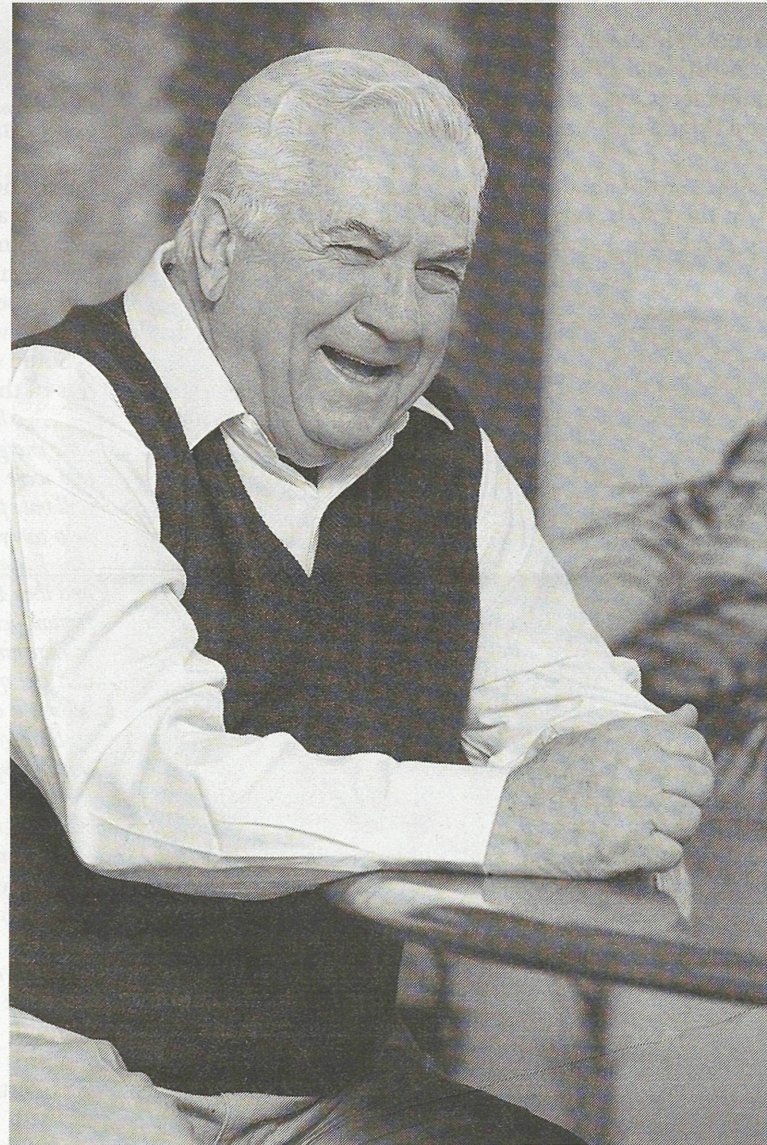
John Rich '48, a pioneer in TV's golden age tells—

# Why The Tube Is Such A Turnoff

**F**rom a college assignment posted on the Internet: "The topic for the paper has to do with the media, particularly situational comedies (sit-coms). One ... idea which runs through some of the reading is how older sit-coms (from the '60s) compare to modern situational comedies. ... Your conclusion should somehow comment on what you believe people got (or get) from older sit-coms and what they get from modern sit-coms. Were the older shows better for us to watch? Are the newer ones more real, therefore more in touch with our own lives? Evaluate your points using your own insights and observations."

Such assignments are common today. College students are sharpening their critical thinking and writing skills on contemporary cultural phenomena like sit-coms, music groups and movies in addition to analyzing Romantic poetry, Dickens and Shakespeare. Last semester, alumnus John Rich '48 visited Prof. Bambi Haggins's Film and Video 365 class to talk with students about his TV career. Rich (see *Michigan Today*, March 1986 cover story) produced, directed or wrote for such programs as *The Dick VanDyke Show* and *All in the Family*, and had a central role in many other programs, including *Bonanza*, *Benson* and *MacGyver*, having cut his teeth on such earlier TV classics as *Our Miss Brooks*, *Gilligan's Island* and *The Twilight Zone*.

John Woodford interviewed Rich at the U-M Institute for the Humanities, where he has endowed the annual John Rich Professorship (see box).



Rich

**Michigan Today:** You told the class you met with that *All in the Family* could not get produced today. Why not?

**John Rich:** Because of advertising influence and fear of controversy. In the 1970s we were ventilating issues people were talking about among themselves in guarded tones. The "liberal" press like the *New York Times* at first thought we were terrible, but the Black press saw at once that everyone Archie vilified got the upper hand over him. Blacks lived in two societies at the same time, so they knew how to read it. We showed what white people said behind closed doors.

We got a letter from an Alabama reader complaining that he wouldn't watch again because "last night you tried to tell us a Black

man was smarter than Archie Bunker." That was one of the slowest takes in history! Every character on the show was smarter than Archie. That was our rule, Archie always lost.

As for network judgment of what's "offensive," years later, we had a *MacGyver* episode that concluded with a statistic on how many children were killed by handguns each year, and ABC removed the message, saying that if they ran it, they'd have to run an opposing statement. What could they mean, a statement advocating giving kids guns to kill each other at school?

## Are there shows you like today?

I like *West Wing*, especially *Malcolm in the Middle* for great writing, *Becker* and *The Sopranos*; I liked Garry Shandling's *Larry Sanders Show*. But the good shows are a minuscule proportion of what's on. Most shows reveal a continued dumbing-down of America. We're eating our own children. Today's shows don't require many directors, writers or actors. They use radio-writing—just a continuous stream of gags with no context. These shows will fade, but there's an enormous gap because people who should be interning, learning to mount dramas, are not. We use to have 125 people on every set; many are now out of work because traditional shooting isn't needed for most current shows.

Shows like *Survivor* and *Temptation Island* are called controversial, but titillation is not controversy. Titillation doesn't teach. There's nothing controversial about "virtual" shows except they shouldn't be watched. They're a dangerous trend. We're on the path to the equivalent of Roman orgies on television: gladiatorial contests on islands with mates up for grabs will be next. Extreme sports says the same thing. It won't be long before we have Christians versus lions again—broadcasting public executions, perhaps. I'm being hyperbolic, of course, but it's terrifying.

Imagine a culture that reveres, what's his name, Regis—or that indulges in voyeurism on islands for its entertainment? Is there a parallel between seeing inside a neighbor's house, as in *All In the Family*, and *Survivor*? No, I honestly don't think so. It's like the difference between today's movie *Gladiator* and *Spartacus*, which was a much better show. What's going on with our society?

Martin Ylceit: U-M Photo Services

### What do you think has gone wrong?

Culture is so poisoned now by executives—the suits—who try to “help” the director and writer. In the old days, we were asked to make a product, we did it as best we could, and the business side distributed it. Somewhere along the lines the suits stepped into the creative process. Shows began to be made by committees—and you know what a camel is, a horse made by a committee. “Narrow casting” is what’s done today—the segmentation of audience, with programs and stations designed to appeal to a marketing niche. I lay it at the feet of advertisers going for a juvenile market that hasn’t yet developed “brand loyalty.”

Also, certain hit shows are paying actors \$750,000 an episode. The same process that has ruined baseball and basketball is ruining show biz. What director can tell an actor making that kind of money, well, whatever—you can’t tell them anything! So the suits say, let’s have a director we can push around.

My “final answer” is that the dumbing-down process is ultimately sad, tragic and politically very dangerous.

### Academic film and video programs are increasingly popular to students today. Does that encourage you?

Today the quality of teaching in film schools is much better than it used to be, because more people who

worked in the field have retired and become teachers. The key thing, though, is to get a liberal arts education. I always support liberal arts programs. They should get their show business preparation extracurricularly.

### Your career has many highlights, but what’s the first that comes to mind?

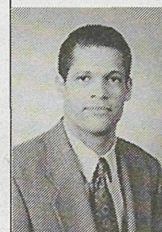
In 1962, on the *Dick Van Dyke Show*, we showed that you could have a good racial joke, one with “good taste,” on TV. Dick Van Dyke as Rob is sure the hospital has given him and Laura the wrong baby in the “That’s My Boy” episode. The names Peters and Petrie had been confused. At the end, the family whose baby they think they’ve taken home turns out to be African American. Remember, in that era, churches were being bombed and there was lots of violence. Proctor and Gamble and CBS first refused to run it, but Carl Reiner and Sheldon Leonard told them that they would not charge for writing the episode if the audience didn’t like it. Greg Morris—later of *Mission Impossible*—played the Black father. We didn’t get one negative letter. In *The New Interns* in 1964, we made one of the doctors Black. CBS objected, saying the Southern audience would not like it. But they let us do it anyway and the show was a hit everywhere.

### Do you still receive scripts today?

Yes, but if a script makes no sense to me, I can’t explain

it to an actor, and most I receive don’t make sense to me. Also, if you’re old, you’re seen as a threat. The networks wanted to cancel *All in the Family* and the *Dick Van Dyke* shows after the first year. They didn’t succeed. Today, they would. The material I’ve seen of late, I can’t do. I’ve had my day. **MT**

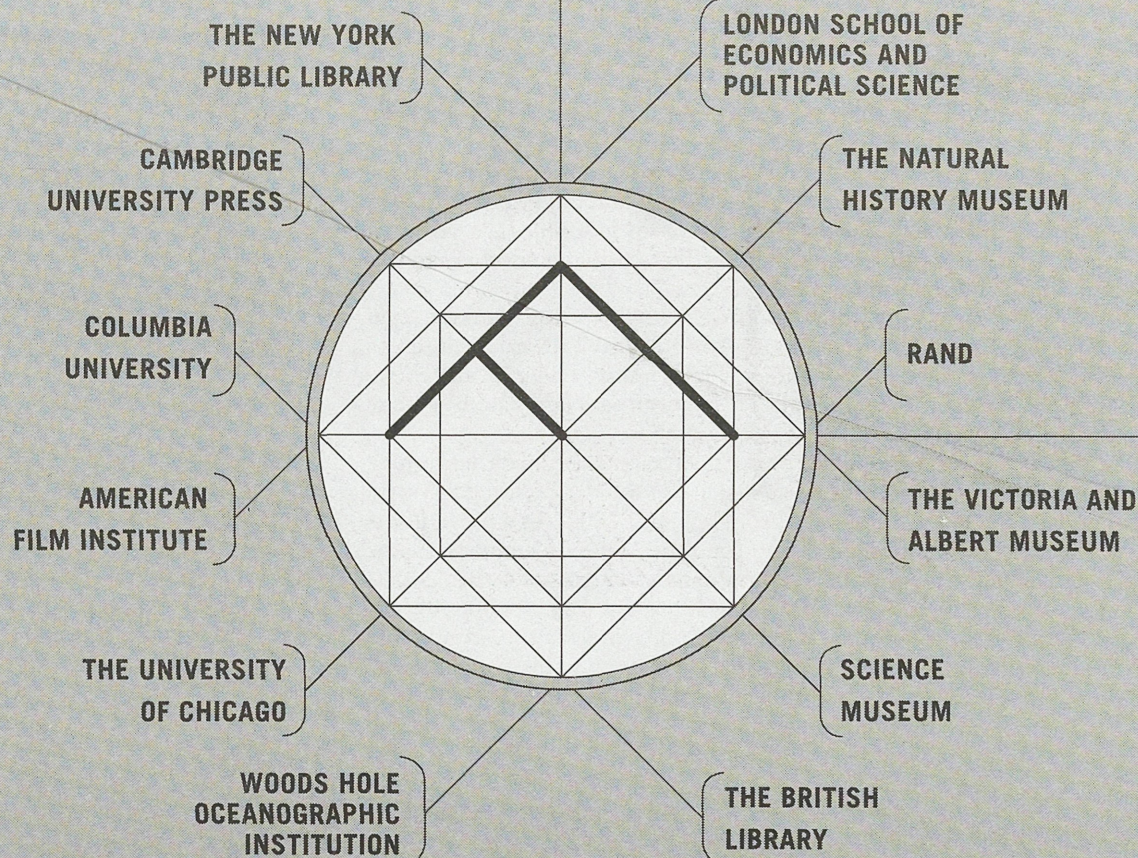
### JOHN RICH PROFESSORSHIP 2001-02



This year’s John Rich Professor is Derek Collins, assistant professor, classical studies. The award provides its recipient the opportunity to pursue a year-long fellowship with the Institute for the Humanities. Rich has also supported undergraduate merit scholarships.

Collins’s project is “Master of the Game: Competition and Performance in Greek Poetry.” He will explore the “details of performance competitions in ancient Greece—how the competitions were structured; who won, who lost, and on what basis.”

## UNIVERSITY OF MICHIGAN



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THINKING IS ENCOURAGED @ FATHOM

# Shot on the Spanish goal

By John Woodford



Bob Galbraith, AP/Wide World Photos, 1996

Tracey Fuchs, volunteer assistant coach of the U-M field hockey team, was playing for the US Olympic Field Hockey Team against Spain when photographer Bob Galbraith caught this action during the 2-0 1996 victory in Atlanta.

The photograph, "Shot on the Spanish Goal," is part of the multimedia exhibition and book *Game Face: What Does a Female Athlete Look Like?* The images and text feature 80 of the nation's greatest female athletes.

After viewing the photo for an interview for the *Game Face* book (published by Random House in June, \$35), midfielder Fuchs was asked what she was thinking when the photo was taken. She replied, "I was probably thinking, 'Get the strong shot, keep it low and shoot for the corners.'" She did not score, however.

The 5-foot, 118-pound Fuchs has coached U-M for six years. Her volunteer-assistant status frees her to play on the US team. She has represented the United States in more than 200 international games, a national record. A 1988 alumna of the University of Connecticut, Fuchs played in the 1988 Olympics in Seoul before competing in the Atlanta games. The US finished eighth in Seoul and fifth in Atlanta.

"Field hockey is one of the world's oldest games," Fuchs told *Michigan Today* in a telephone interview during a break in her practice with the US team, which is based in Virginia Beach, Virginia. "Hieroglyphics show that it was played in ancient Egypt. Ice hockey developed from it. I grew up playing street hockey with the boys in Centereach, Long Island, then switched to field hockey."

If the US is successful in the qualifying tournament in France this fall, the squad will advance to the 2002 World Cup in Perth, Australia. "Meanwhile," Fuchs said, "I get back home to Ann Arbor to help with the coaching as often as I can."

Fuchs came to U-M in the same year as head coach Marcia Pankratz, a fellow two-time Olympian and the University of Iowa's top scholar-

athlete in 1985. (By the way, Pankratz, who grew up in Wakefield, Massachusetts, did score in the game against Spain.)

Under Coach Pankratz, the Wolverine squad has burst on the national scene, improving from a 7-11 record, and 2-8 Big Ten, to 20-7 overall, 7-3 Big Ten, and NCAA runner-up in 1999. Last year, the team went 19-4 with a perfect 6-0 Big Ten mark and another appearance in the NCAA tournament.

"It's too early to tell how good we'll be this year," Pankratz told *Michigan Today*, after the team posted an early 10-2 record, including a win over #1-ranked Old Dominion. "Experience, skill level and chemistry have to have to blend right for us to surpass last year. But we're ranked number four. That's a good sign."

The Game Face exhibition began its five-year national tour in June at the Smithsonian Institution's Arts and Industries Building in Washington, DC. It will run there through Jan. 2, 2002, then move to the University of Utah for display during the Winter Olympics. Game Face includes 139 photos in its multimedia video, book and educational project; it is co-curated by Jane Gottesman and Geoffrey Biddle.

"Game Face traces the development of women's athletics before and after Title IX, the 1972 law that prohibits sex discrimination in high schools and universities that receive federal funds," Gottesman says. "Before Title IX, only one out of 27 high school girls played sports; today one in 2.6 are involved in sports." **MT**

U-M Field Hockey Website: <http://imgoblue.com/fieldhockey/01-02/schedule.html>

Game Face Website: <http://gamefaceonline.org>

US field hockey Website: <http://www.usfieldhockey.com/>

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JOHN WOODFORD—Executive Editor

SHERRI MOORE—Graphic design  
BARBARA WILSON—Advertising  
FRANK FANZONE—Correspondence

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Telephone: (734) 764-0105

Fax: (734) 764-7084

E-mail: [johnwood@umich.edu](mailto:johnwood@umich.edu)

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LEE C. BOLLINGER—President

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