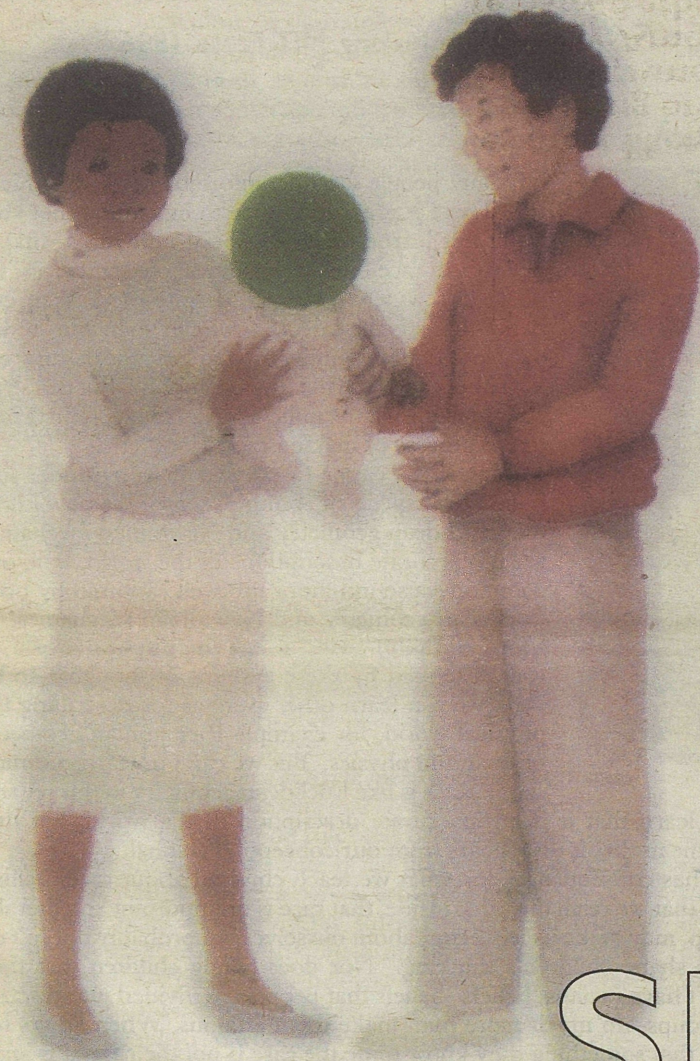


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Michigan Today



SEEING RACE

Which of their parents are the offspring of these couples most likely to resemble? When it comes to bears of contrasting colors, American children correctly expect offspring of light and dark bears to be an intermediate mix of their parents' attributes. But when it comes to humans, Americans from age 9 up wrongly think that dark racial characteristics predominate. To put it another way: Americans believe a white mother can have a black baby, but that a black mother cannot have a white baby. Anthropologist Lawrence Hirschfeld explains in an interview on the next page how the many misconceptions about race and genetics probably arose.

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

A New Look at an Old Notion

SEEING RACE

American

"If you go by the one-drop rule, the [ancient] Egyptians would be black."—Wellesley classicist Mary Lefkowitz, *Chronicle of Higher Education*, Feb. 16, 1996.

"... Haiti's former leader 'Papa Doc' Duvalier once told an American reporter that **96% of the island's population was white**. In response to the reporter's surprise, Duvalier explained that in Haiti they used the same procedure for counting whites that Americans used for counting blacks."—*Race in the Making*, MIT Press, 1996.

Talk of race is everywhere and incessant in America, the din of discourse emanating from all ranks and stations, all age groups, all creeds, all parts of the political spectrum and all manner of news and cultural media.

Is race real or is it imagined? If it's real, is it real in a biological sense, a social sense, or both? If imaginary, how did the idea arise?

Lawrence A. Hirschfeld, U-M associate professor of anthropology and psychology, tackles all of these questions in a book published this spring by the MIT Press: *Race in the Making: Cognition, Culture and the Child's Construction of Human Kinds*. The book emerged from Hirschfeld's studies in the United States and Europe of children's thinking about race. It will interest not only anthropologists, psychologists, philosophers, historians, political scientists and social workers, but parents and teachers as well. Professor Hirschfeld discussed some of his conclusions with *Michigan Today's* John Woodford.

MT: What is race?

LH: It is important to begin by talking about what race is not. Regardless of what our senses seem to tell us, race is not a biologically coherent story about human variation simply because the races we recognize and name are not biologically coherent populations. There is as much genetic variation within racial groups as there is between them. Now this does not mean that race is not real psychologically or sociologically. It is obvious that race is real in both these senses. People believe in races and they use this belief to organize important dimensions of social, economic, and political life. But this does not make race a real thing biologically.

In view of this, it makes more sense to think of race as an idea, not as a thing. Moreover, from what we know from the history of race relations, race is a *bad* idea. Considerable effort is now being made to rid ourselves of this particular idea, to create what is sometimes called a "colorblind" society. After 15 years of work on race as an idea, however, I've come to the conclusion that it is not merely a bad idea, but a deeply rooted bad idea. Our minds seem to be organized in a way that makes thinking racially—thinking that the human world can be segmented into discrete racial populations—an almost automatic part of our mental repertoire.

Indeed, I suggest that the idea of race emerges out of an evolved adaptation to understand humans as members of social groups. As such it may not be something that we can get rid of all that easily. This interpretation of racial thinking isn't all that far-fetched if you think about the sorts of problems our ancestral populations faced. Gaining accurate knowledge of who belonged to which group, and why, was clearly adaptive for members of a species whose existence is as social as ours. Those individuals equipped with this sort of knowledge were better able to assess accurately who was most likely to pose a threat and who probably did not. If racial thinking is derived in part from this sort of adaptation, it is very much a deep-rooted notion.

MT: Do you maintain, then, that racism is innate or inevitable?

LH: Definitely not. But structures that give humans the capacity to gather and organize certain kinds of knowledge are innate. These structures make it easy to conclude that people have essential, inheritable natures, and these are thought to give rise to other less obvious qualitative differences. Bear in mind that these structures make certain kinds of knowledge possible; they do not in themselves provide us with that knowledge. The cultural environment in which we live is equally important. In some sense we can say that these two things—the mind and the culture in which the mind finds itself—work together and make each other up.



Paul Klee's *Figur im Garten* from book cover *Race in the Making*.

Many people are uncomfortable with this thinking. There is great resistance to imagining that anything but learned culture—social influences—shapes beliefs like race that have political consequences. Indeed, it is widely assumed, despite the lack of evidence that it is the case, that we can go in and "redo" people's thinking simply by changing the cultural environment in which that thought occurs. But this strategy ignores what the mind as an adapted organ brings to the process of making race.

Maybe it's easier to see this if we consider less politicized aspects of common sense. We now know that Euclidean geometry and Newtonian mechanics are not accurate descriptions of the world. Still, our common-sense intuitions are well captured by both Euclidean geometry and Newtonian mechanics. In short, common sense, if not the physical world, is well described by these systems of thought. To be sure, we can learn other systems for describing the physical world, for example Riemannian geometry or quantum physics. But we can't unlearn common sense. Race is like Euclidean geometry in this regard.

We can learn that it is an inaccurate description of the world, but that doesn't mean that it disappears from our conceptual arsenal.

This has consequences for what we teach children about race. Telling children that we're all the same inside, that race is unimportant and literally skin deep, may make us feel better about ourselves but probably doesn't do much to shape children's thinking. Nor does telling children that they shouldn't have racist beliefs—beliefs that people are divided into discrete racial groups—do much more than make them anxious. When adults tell children that something they know to be the case is not the case, it is anxiety-provoking. It is not, however, a very effective way to change belief. Imagine how successful you'd be in getting someone to lose weight by telling them that they weren't hungry.

MT: Does this have implications for what children feel toward members of other groups?

LH: Yes. Studies show that by age 3, children have developed quite negative attitudes toward outgroup members. Many people believe that children learn these attitudes passively by modeling their beliefs after the important adults (usually parents) around them. As the saying goes, "As the twig is bent so grows the tree." I'm not sure that this is so, however. The studies we have conducted lend little support either to the claim that children are pliant learners nor to the contention that parents play a critical role in shaping children's attitudes. The twig may be bent, but it is not necessarily the parents that are doing the bending. In fact, it may be the twig that's setting its own course.

Again, this makes sense if we think of race as emerging out of an evolved adaptation to group living. Social groups are part of the social landscape and learning about them is best served by attention to that broad landscape. Children learn about race by having their attention directed to what

the community as a whole believes, not by having their attention directed solely to what their parents believe.

This sort of process is not unique to race. Immigrants who speak with strong accents do not have children who speak in accented English. They don't because their children do not attend only to their parents' speech. They are also guided by the speech of others around them, even if that speech is less frequently encountered than parental speech. In the same way, the broad cultural environment shapes children's racial beliefs because of the way children tend to "listen." When learning about race, the child's task is to find information relevant to the nature of social difference, and culture is saturated with this sort of information. Much of it confirms that racial differences are fundamental and deep, so it isn't a surprise that children come to the same conviction quite precociously.

Look at the way race is portrayed on television—a source of information even our youngest children spend a lot of time "studying." For every episode of *The Cosby Show* a kid watches, he sees dozens of athletic shoe ads. These ads depict blacks as animal-like and dangerous, engaged in violent "games" of basketball played on inner-city courts and viewed through chain-link fences. When the child sees whites in these ads, they tend to be portrayed as disciplined, focused and controlled, running in parks or working out on sparkling exercise machines. What message do we expect children to take away from this?

MT: Do Americans tend to outgrow such views?

LH: Not automatically. Certainly few adults openly express such "raw" negative attitudes as "blacks are lazy," something that most preschool children are willing to say. But that doesn't mean that the less direct, less obvious, expressions of prejudiced belief disappear as we grow older.

Let me give you an example from some work I did recently. One of the principal ways that unequal economic and political power has been maintained in the United States is by racializing access to that power. This in turn has rested on maintaining discrete racial populations despite the high rates of racial mixing that have always occurred.

The "one-drop of blood rule" has been critical to maintaining the fiction of discrete racial populations. According to the one-drop rule, a person is black if they have any traceable black ancestry. Our studies found that white children seem to learn the one-drop rule during middle childhood. But that wasn't the most striking finding. I was amazed to discover that the vast majority of my colleagues—people who would have been mortified had I suggested that they hold racist beliefs—also have great faith in the one-drop rule. In particular, virtually all of them accepted that minority racial features like dark skin color or curly hair are genetically dominant over majority ra-

cial features like lighter skin and straight hair. For them, the one-drop rule is literally rooted in biology.

I was originally interested, however, in discovering when children learn the one-drop rule precisely because it has no basis in biology. Dark skin doesn't genetically dominate lighter shades. Common sense in this regard is insensible. The absurdity of the biological reading of the one-drop rule is obvious if we rephrase it. How reasonable is it to say that a white woman can give birth to a black baby but a black woman can't give birth to a white baby? Obviously, not very reasonable.

Of course, there is nothing inherently racist about a social use of the one-drop rule. It is a way of affirming group membership in a situation of great hybridity. In contemporary America there are good reasons for individuals with black and white parents to declare themselves black. This is especially true today when identity politics play an important role in the distribution of many resources. The key thing here is to see that identity is not based in biology despite the historic perception that it is.

MT: How would you attack what you call "a deeply rooted bad idea"?

LH: Although my book is principally a detailed description of children's beliefs about race, I hope that it can also help us find ways to teach more effectively about the meaning of race.

Two approaches come to mind. One would be to teach about race the way we teach modern physics. We don't expect our students to abandon common-sense intuitions about the physical world just because they take a course in physics, even if the coursework shows that common sense is inaccurate. Indeed, we design college courses precisely to teach students to reason about the world in a way that may seem bizarre given common sense.

The corollary in teaching about race is to try to develop in children alternative styles of reasoning about human difference. Doing this would involve showing how much of our common sense about race is contrived psychologically, historically and culturally. For instance, it is part of both children's and adults' common sense that all we need to do to discover who is black and who is white is open our eyes and look. We may be able to shake a child's confidence in this if we point out that 70 years ago in our country, the Irish, Jews and Italians weren't seen as "white." The term "race riots" during this period was used to describe conflicts between whites and Italians as well as between whites and blacks. Who is white and who is not is a matter of politics, not biology, and it is important that our children understand this.

A second approach is to give younger children a sense of how dangerous categorization by race can be. Much teaching about race turns on telling children that race counts for little or that it counts for fairly superficial differences. This is an attractive idea but one that takes little account of how much race in fact is used to regulate resources and opportunity. The vast majority of whites don't acknowledge how much racism pervades our society and shapes the daily lives of blacks. Perhaps this is something that we should bring to our children's attention, not something that we should be helping them ignore.

MT: It seems you believe that adults have as much to learn as children.

LH: Most probably do. Too many of us fail to realize how much America racializes the environment and imputes to race qualities that simply are not there. We use race to index poverty and disadvantage. This is the rationale for racially based affirmative action, which I strongly support.

The problem is that in using race in this way, we risk coming to believe that there is actually a causal connection between race and poverty. We risk interpreting poverty racially because we are confident that poverty is often racially distributed. We do this not because there is a causal link between the things that make one a member of a minority race and the things that make one poor (although too many people are willing to make this claim). We do this because race is so deeply held that we are invited by our conceptual endowment to make the link.

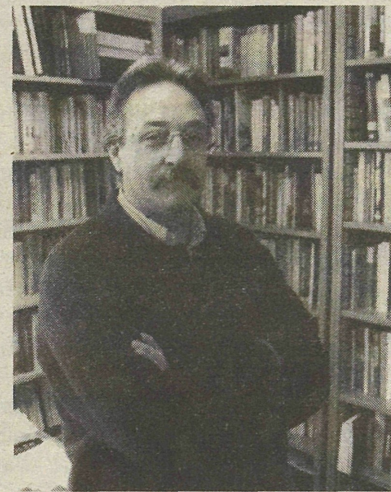
The phenomena of race and poverty are not causally linked. It is the *beliefs* that we hold about race and poverty that are causally linked. In fact, however, people find it all too easy to imagine that race causes lots of things (say athletic prowess or intelligence).

In part they do so because it is easy to believe that racial material gets inherited as a clump. The idea that there is such a thing as "black blood"—a coherent genetic racial structure transmitted from parents to children—is widely accepted. But there is no such thing as racial genetic material. This is why trying to explain the distribution of a complex biological adaptation like intelligence by reference to race makes little sense.

The people who accept *The Bell Curve's* argument that race is biological destiny are not the only ones who have something to learn in this regard. The government has been equally willing to use race to do a lot of work ranging from drawing Congressional districts to identifying who is eligible to participate in antipoverty programs. The logic of this strategy is the same as we talked about earlier. Race is an index of something else, in this case political disenfranchisement and unequal access to resources.

But wouldn't it be better to frame the question in a way that allows us to actually find out why people experience disadvantage rather than filter it through racial categories? The problem is not that we use heuristics—strategies that simplify the world in order to get a grasp on it. The Bohr atom (the image of the atom as a mini-version of the solar system) was both inaccurate and useful in advancing theory in physics. The problem is that with race we're using a heuristic that is particularly seductive and powerful. We invite ourselves to misunderstand the world through racially colored glasses and then congratulate ourselves for the clarity of our perceptions.

Using race to stand in for material disadvantage is not simply misleading, it is a strategy that appeals literally to our worse instincts. Because of the depth of these instincts, it is difficult to see past our strategic use of an idea to what we really want to know. In many areas of policy making—education, health care, housing—I can't help but believe that it would be better to address the underlying structural problems that produce inequality rather than traffic in biases our conceptual endowment has prepared us for. These biases may be helpful ways to start unpacking the world's structure, but inevitably they impoverish our ability to penetrate that structure.



Hirschfeld's research assistant Katie Heffernan tests children's beliefs about the inheritability of physical characteristics.

'A Great Gettin'-Up Morning'

By Mary Jo Frank

Rejoicing with the Class of 1996 on what she described as a "great gettin'-up morning," speaker Johnnetta B. Cole highlighted the important connections between study and action, intellectual work and community service at the U-M's May 4 Spring Commencement at Michigan Stadium.

"I genuinely hope that you will be more concerned with the quality of your life than with the accumulation of things," said Cole, the first African American woman to serve as president of Spelman College in Atlanta. In 1992, Spelman became the first historically Black college to receive a number one rating in *US News and World Report's* annual college issue of "Best College Buys."

"What will it cost you to reach out and touch the hand of someone you care about?" asked Cole, an anthropologist, as she invited the more than 40,000 audience members to do just that.

Cole encouraged the graduates to spend Saturday afternoons at a community center tutoring girls and boys or introducing senior citizens to the World Wide Web.

"I hope you will come to know the joy of helping out in a homeless shelter or bringing comfort to women in a rape crisis center. This is my plea for your involvement in community service, in the great American way of volunteerism."

Cole also exhorted the graduates to become involved in the political process. "One of the greatest actions that you can take, the most revolutionary thing you can do, is to participate in the sacred right of every American to vote. That is how our nation can change for the better. Ask my fellow honoree, Jesse Hill, what it meant for increasing numbers of African Americans to vote."

Hill, chairman of the board of Atlanta Life Insurance Company and a leader in the civil rights movement since the 1950s, was a driving force behind a campaign in Atlanta that saw more than 50,000 African Americans register to vote. In 1977, he was elected chairman of the Atlanta



Commencement speaker Cole (l) and Student Speaker Bouch.

Chamber of Commerce, the first African American to hold such a position in a major US city.

Others who received honorary doctoral degrees with Cole and Hill were:

- Henryk Górecki ("GoRETSkee"), the Polish composer who is regarded as one of the most talented of the 20th century; his music has in the past several years traveled more widely and attracted new performers and audiences in the West.

- Mstislav Rostropovich, widely regarded as the world's greatest living cellist and a defender of human rights, is currently music director of the National Symphony Orchestra in Washington, DC, and the nation's music director laureate.

- Nafis Sadik, a Pakistani-born physician who is executive director of the UN Population Fund. On her appointment in 1987, she became the first woman to head one of the United Nations' major, voluntarily funded programs.

- Stephen Smale, a leading mathematician who has made important contributions in differential topology, dynamical systems, many aspects of nonlinear analysis and geometry, and in applied mathematics.

The graduates and honorees were congratulated by LS&A Dean Edie N. Goldenberg, who noted that the ceremony was also a graduation and commencement for President James J. Duderstadt, who announced in September that he was returning to the faculty effective July 1.

Goldenberg thanked the University's 11th president "for his many years of dedicated service to the University," and offered him the College's "best wishes as he launches the next phase of his career."

Cole, known in Atlanta as "Sister Prez," also praised "Brother Duderstadt," saying, "I applaud his sterling commitment to racial and gender equity in the American educational community."

Student speaker Marian Fiona Bouch of Bloomfield Hills, Michigan, said that "as we walk the paths which radiate in every direction from this, our field, we inevitably will meet those men and women who have shared in the privilege of a University of Michigan undergraduate experience."

In the future, she added, "we should do what this University always asked us to learn to do during our stay here: that as we open our arms to those faces made familiar by a common Michigan tradition, we should also

extend a hand to the face unfamiliar; we should listen to the voices which speak to us from orbits different from our own."

With such an attitude, she predicted, "We will be able to return to Ann Arbor, comforted by not only the memories of good times, but also by

the security of our integrity, for we will have presented ourselves as capable and considerate examples of the 20-something generation, and it will be the making of us as graduates of the University of Michigan."



Clockwise: Smale, Sadik, Górecki, Hill and Rostropovich

Advisory Committee reports on presidential search

Jeffrey S. Lehman, dean of the Law School and chair of the Presidential Search Advisory Committee (PSAC), presented the committee's first progress report to the Presidential Search Committee (PSC) last month.

Lehman said that the search was on track and that "we have already accumulated a large number of impressive prospects and the list is growing every day."

The committee has a well-functioning office, an effective relationship with the search consultant and has sought advice from the Office of the General Counsel, Lehman said.

The PSAC has advertised the position in national publications, met

with student leaders and focus groups, sent a letter to faculty asking for suggestions and met with academic leadership. These outreach efforts will continue through the summer.

The PSAC has received and continues to receive many names and applications, Lehman said, adding that "each member of the committee understands and is committed to maintaining confidentiality."

Lehman assured the Regents that the PSAC would report back to the PSC with a list of prospects and an "especially distinguished list of five candidates" by September 1.

Duderstadt urges new role for nation's graduate schools

America must revamp its graduate education system to prepare the next generation of scholars for much broader roles in industry and government, President James J. Duderstadt said at University Graduate Exercises.

Speaking to doctoral and master's degree candidates and their families May 3 at Hill Auditorium, Duderstadt recalled that when he graduated 30 years ago in California, new PhDs faced employment problems similar to those experienced by graduate students today.

"While the rumors of PhDs driving taxicabs were a bit exaggerated, it nevertheless was a time of some concern,"

Duderstadt said. Although overall unemployment rates for recent PhDs are low, he said, there are far more seekers of jobs as professors in academe and in basic research than there are positions available.

Contributing to the oversupply of PhDs are changes in universities, industry and government due to the end of the Cold War; rapid growth of international competition in technology-based industries, and constraints on research spending.

"We as a nation have not paid adequate attention to the function of the graduate schools in meeting the country's varied needs," he noted. The majority of PhD programs are geared to train the next generation of academicians, he noted, but he said that role was too narrow and that graduate education must also serve the needs of the more than half of the new PhDs who be in non-academic, non-research settings.

Faculty should help graduate students find jobs, Duderstadt said, and academic departments need to provide more up-to-date and accurate information about career possibilities.

Duderstadt, a member of the National Science Board, the nation's principal body

for policy concerning research and education, suggested that universities:

- Design PhD training programs that emphasize disciplines at the borders between fields and encourage interdisciplinary work.
- Develop degree programs that respond better to the needs of industry.
- Encourage graduate students to participate in 3- to 6-month internships off campus.
- Control the time to degree, which has steadily increased during the past two decades and has doubled in some cases to 10 years.

As part of the redirection of PhD training, the nation needs to shift away from research assistantships, which link graduate

training with funded projects, and back to fellowships and traineeships. Many of the nation's fellowship programs were dismantled in the 1970s, Duderstadt noted.

He also proposed that the nation and universities examine the need for fixed times to degrees such as one to two years for a master's degree for those planning on further professional education, four years for a doctorate for those interested in non-research or non-academic careers, and utilizing postdoctoral fellowships to obtain the highly specialized training necessary for research or academic careers.

The nation also needs to develop a human resources policy, Duderstadt asserted. "It is alarming to note that the United States has not had a definite, coherent policy for human resource development for decades—since the massive efforts represented by the GI Bill in the 1940s and the National Defense Education Act in the 1960s."

On a personal note, he encouraged the graduates "to be creative and imaginative. Try something new before you fall into the same ruts that have trapped the rest of us."—MJF.



President Duderstadt greets a future scholar at Graduate Commencement.

U-M surpasses \$1 billion campaign goal

The University reached its \$1 billion goal for the Campaign for Michigan with 15 months remaining until the official end (Sept. 30, 1997) of the five-year public fund-raising campaign.

"The spectacular achievement of reaching the \$1 billion total, the first for a public university in America, is the result of exceptional teamwork on the part of our nationwide network of volunteers, our many generous alumni/ae and friends, and our deans, faculty and development staff," U-M President James J. Duderstadt said.

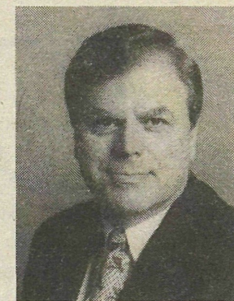
To date, the Campaign total stands at \$1.02 billion, including \$809 million in new gifts and pledges and \$215 million in new bequest intentions. The gifts will provide support for faculty and students and will advance a wide variety of research and other program initiatives in the University's 18 schools and colleges on the Ann Arbor campus and on its Dearborn and Flint campuses.

A major remaining goal of the Campaign is to raise an additional \$100 million in endowment gifts in the months left in the campaign.

"The \$240 million in endowment gifts that has already been raised represents the largest endowment gift total ever achieved in a Michigan campaign," Thomas C.

Kinnear, U-M vice president for development, said. "But because of the importance of endowment to the assurance of excellence in teaching and research and to the University's future financial stability, we will redouble our efforts to achieve the Campaign goal of \$340 million in endowments."

Volunteer co-chairs of the Campaign for Michigan are Allan D. Gilmour '59 MBA of Dearborn, Michigan, retired vice chairman of the Ford Motor Company; J. Ira Harris '59 BBA of Chicago, senior partner with the international investment banking firm of Lazard Freres and Company; Margaret A. (Ranny) Riecker of Midland, Michigan, president of the Harry A. and Margaret D. Towsley Foundation and trustee of the Herbert H. and Grace A. Dow Foundation; Glenn E. (Bo) Schembechler of Ann Arbor, U-M's former head football coach and athletic director; and Mike Wallace '39 AB, '87 JJD (hon) of New York, correspondent with CBS News/60 Minutes.



Kinnear

Alumni are advocates for higher education

By Mary Jo Frank
U-M News and Information Services

Informed, politically active alumni are some of the University of Michigan's most inspiring and effective advocates, Alumni Association Director Steve C. Grafton said at a meeting of the Saginaw and Bay City alumni/alumnae clubs this spring.

He encouraged the more than 95 alumni attending a luncheon at the Saginaw Country Club to become active in the association's Alumni Legislative Advocacy Program, which began in 1990 and recently was given a boost with the hiring of full-time staff member Karen Jordan.

"We want to bring alumni together in an effort to let legislators know that there are many people in their districts who care deeply about higher education and the University of Michigan," Grafton explained. The advocacy program is designed to bring the full force of alumni opinion to bear on the policies of state government toward higher education.

"You can have a dramatic impact on the institution. The University of Michigan is your university as much as anyone else's," President James J. Duderstadt told attendees. "You're the ones supporting it.

I hope you'll become active in the legislative advocacy program. It's a labor of love for an institution we're all committed to."

Armed with background information about pending policy decisions, alumni advocates may be asked to participate in phone calling or letter writing campaigns or to contact specific legislators whom they know.

John V. Hereza '83 applauded the Association's efforts. "Advocacy is very important. We need to have influence in the Legislature and in Lansing to assure continued funding," said Hereza, financial services consultant with First of America Brokerage Service Inc. in Saginaw.

Teresa Borowski '73 MA, a retired teacher and president of the Saginaw Alumnae, said, "Sometimes you have to know what you can lose before you really get interested in saving what you have. You think about your universities as non-changing from the time you were there. But if they don't change, they're not going to be around at all."

For more information about the Alumni Legislative Advocacy Program, contact Karen Jordan at the Alumni Association, 200 Fletcher St., Ann Arbor, MI 48109-1007; (313) 763-9742; (800) 847-4764; kjordan@umich.edu.

DEAN EDIE GOLDENBERG GIVES A PROGRESS REPORT ON THE FIRST SIX YEARS OF
THE LS&A INITIATIVE TO IMPROVE UNDERGRADUATE EDUCATION

Unfinished Business

Changes in undergraduate education at Michigan and nationwide are stimulating wide curiosity, interest, criticism and debate—most of it helpful but some of it uninformed. Edie N. Goldenberg, dean of the College of Literature, Science, and the Arts, discussed how Michigan is handling some of the major issues in higher education with John Woodford, *Michigan Today* executive editor. If readers have questions or comments about any of the programs described in the interview or wish to know about others, please let us know and we'll get them answered.

Michigan Today: Do undergraduates get many chances to be instructed by professors during their first two years, or is their contact predominantly with graduate student instructors?

Edie Goldenberg: I think the amount of contact with faculty, especially for beginning students—those in their first two years—has been an issue for all large academic institutions, and it was one of the first issues we examined when we launched the Planning Committee on Undergraduate Education seven years ago.

In those fields where contact had decreased, we have reconnected our senior faculty with beginning students. In some fields—my field of political science, for example—the introductory courses have always been taught by senior faculty and the most distinguished faculty, and that's true of a number of other fields as well, such as history, economics and physics. But in others there had been a drift toward having graduate student instructors teach introductory courses.

Even though many outsiders—including our alumni and alumnae and those who did not attend Michigan—get the impression that graduate students are teaching most of our undergraduate courses, as things stand now, fewer than 30 percent of our undergraduate student credit hours are taught by graduate student instructors or "GSIs," as our teaching assistants are now known.

MT: What is the trend in this area?

EG: We are focusing on broadening the contacts between beginning students and senior faculty. One way is through our University Research Opportunity Program (UROP), which unites first- and second-year students—usually in a group of one to four—who are interested in working with



Edie Goldenberg

a professor on a real research problem. Sometimes graduate students are also on the team. A lot of learning goes on in UROP groups. When we started UROP in 1988, it involved 14 students. Now more than 700 participate in the program with 450 faculty members throughout all of the schools and colleges of the University.

I should also point out that since many of the professional schools do not enroll undergraduates, UROP is a way of opening up learning about professional education to first- and second-year students. The faculty volunteer to participate in UROP, and over 90 percent re-volunteer. And they receive no extra compensation for this. Studies of the effect of UROP and similar programs are showing positive consequences: the students tend to express greater interest in their studies, to have higher grade point averages and to graduate at higher rates than do their peers who are not in the program. As for the faculty, they report that being questioned by students with fresh perspectives on their academic fields is quite stimulating intellectually. The contact motivates both groups. It's a winning combination.

MT: In view of the advantages of such programs, it would seem important to make sure more students can benefit from them.

EG: And we're doing just that. Our seminars for first-year students have grown from 30 taught by emeritus faculty a few years ago to 150 or 160 now, most of them taught by active faculty. Former president Robben Fleming offered one, for example, and we're hoping Jim Duderstadt will sign on once he's returned to the faculty. Our goal is that every student entering the University will be able to enroll in a seminar if he or she wishes to do so. That would be a great achievement for a large university like ours—and we are very close to achieving it. In fact, we offer more places right now than the number of incoming LS&A students, but there are many students from outside LS&A who want to take these courses.

MT: What is the major teaching role of graduate students?

EG: We think there are advantages to small-classroom settings in certain fields, and most lecture courses continue to include discussion sections for small groups of students. These sections are sometimes taught by faculty but more often they are taught by graduate students working under faculty supervision. Not only is the opportunity for discussion and personal attention valuable for the students, but this is also a way of training our graduate students.

We do not put teaching assistants in the classroom before they are ready for it. The University provides a vari-

Photos by Bob Kalmbach

ety of services to develop the teaching skills of our GSIs, and we have improved those services a great deal as part of our Undergraduate Initiative. It's unfortunate that some people have the impression that GSIs are not talented teachers; in fact, most of them are truly outstanding in the classroom. As a large institution, part of our role is to train the faculty of tomorrow.

Undergraduates recognize the value of having young, exciting instructors who are just a few years older than they are. I know of many wonderful stories in which beginning students report how inspirational or just plain helpful a graduate instructor has been for them. We give teaching awards to our top graduate instructors every year, and I invite anyone interested to ask us for the citations that describe the achievements that earn those awards. The University of Michigan attracts very strong graduate students, and those who plan to teach have a tremendous commitment to the profession and tend to be deeply informed about all of the latest debated perspectives and issues in their fields.

MT: There is a persistent belief that some courses are taught by graduate students who understand English so poorly, students can't learn from them.

EG: We substantially raised the standards required by our teaching assistants whose first language is not English. We've removed those with serious problems and now I receive almost no complaints of this sort. All new GSIs who aren't native speakers of English come to Ann Arbor before the teaching year begins in order to attend a special seminar and to be tested for proficiency in English. To ensure that international GSIs, as we call them, can do this without hardship, we are now providing them with special fellowships to help support them before they begin teaching. That doesn't mean all of our international GSIs speak without an accent. But this is an international world, and our students have to be open to understanding people who speak English very well but with an accent.

MT: How important is the new instructional technology that is attracting so much attention?

EG: The new technology is very significant; recognition of this is increasing exponentially throughout the faculty. Some people think that science and engineering dominate these applications, but half of our projects have been in the humanities. The technologies can make images, texts and other primary resources available that previously would have been unavailable for anyone who couldn't travel to them.

Some of the new technologies have let faculty turn their jobs into more of a coaching experience than a one-way-delivery. Typically, faculty approach the new technology as if it will be an add-on—perhaps like a better form of a slide projector. But once they are exposed to instructional technology, it turns out that many faculty are led to redo their whole course to take advantage of the new opportunities. Exciting efforts are under way in the classics, art history, biology, chemistry, English, economics, psychology and history—indeed, in every liberal arts field. The challenge is to help faculty develop their ideas for new courses or new ways of teaching, to provide them with the space, environment and equipment, and then to maintain it.

This is not to say that those who stick to old ways are now ineffective. The lecture format with small-class discussion is still extremely effective with certain material. Nor would I argue that instructional technology is the answer to every teaching challenge that faculty face. But I think it does have to be one of the arrows in their quiver, something they need to know how to use when it is appropriate.

MT: Are "core" requirements being abandoned or wattered down, as some critics of higher education contend, so that students today are graduating without being sufficiently educated?

EG: Actually, the trend here on requirements is in the other direction. We've added some requirements and stiffened others. We have a new quantitative reasoning requirement and a race and ethnicity requirement. We've raised the foreign language requirement for admission to LS&A, and are deciding right now how to raise writing skills. The foreign language requirement [for undergraduates] is as strong as it's ever been, perhaps stronger since we recently eliminated the pass/fail option in the fourth term of foreign language courses. And we have just made the admissions requirement stronger: beginning in 2000, we will require at least two years of a foreign language at the high school level and recommend four.

All of these actions are taken with an emphasis on conceptual development, not by requiring that students pass any one course in each area. The faculty are busy thinking about what it means to be an educated person, but we are not defining it narrowly, as it might have been defined in the past when knowledge of a particular set of Greek and Roman classics and "great books" earned one the designation of being "educated." There are simply not enough hours in the day for students to read all of the great works of our civilization before they graduate.

But more to the point, being educated is a life-long process. The undergraduate years should constitute a major step in launching that process, but we can't teach undergraduates everything they will ever need to know. We need to help them develop skills, to think critically, to introduce them to the field of concentration of their choice. They are going to work and to continue to learn and develop after they leave. This must not be the end of their education.

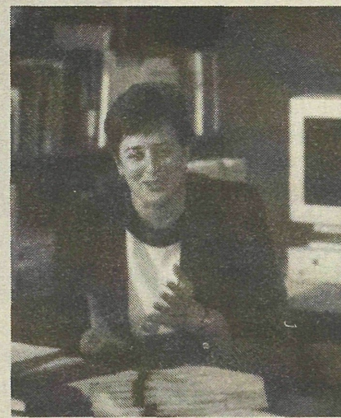
Some people have a notion of education that goes back to the last century, when higher education was driven by classical education and training in certain religious principles. But knowledge has exploded since then. The classics are still important—and I'm pleased to say that U-M

has one of the finest classics departments in the world, which testifies to how much we value that field. But think of the explosion of knowledge in biology, economics, political science, psychology, literature, philosophy and so on. It's difficult—probably destructive—to come to an agreement as to what constitutes an educated person in four years of college. What students need is a good foundation and the inspiration to continue to educate themselves throughout their lives.

MT: Do you think secular institutions of higher education have abandoned the responsibility for moral or ethical education of their students?

EG: We are blessed with having one of the finest philosophy departments in the world, one with great strength in ethics. And we also have outstanding programs in the study of religions and the history of religions, as well as Judaic studies and Buddhist studies programs. There are many ways students can be exposed to studies in religion and ethics. These programs do not aim to proselytize or propagandize, but to help students analyze and understand the history of religions and systems of ethical and moral principles that guide different traditions.

Also, much more than in the past, students are increasingly engaged in community service both for credit and as volunteers. Everyone who is here is privileged to be a Michigan student, and we hope they will feel an obligation to give back to our society. Thousands do so every year, and we are expanding these opportunities. We think



community service is part of becoming a full citizen of this society.

MT: Which of the goals of the Undergraduate Education initiative announced in 1990 still requires the most effort to reach?

EG: We still have important business to do in the area of writing. We need to raise the levels of student performance there and in their mastery of foreign languages. Also, despite recent major changes in how we teach psychology, the classics, physics, chemistry, math and some economics courses, we think we can achieve something better than we're doing even though what we're doing is quite good. We're always looking at how well we're teaching. This is always unfinished business. You can never declare victory and go home.

DESTINATION INFORMATION TECHNOLOGY XANADU

LIBRARIES ARE HEADED INTO HYPERSPACE,
BUT WHAT DOES THAT MEAN FOR FACULTY
AND STUDENTS?

In 1965, computer scientist Theodor "Ted" Nelson conceived the "hypertext" technology that 30 years later became the system by which Internet users of the World Wide Web can point their cursors and click their mouses to move instantly from document to word to picture to document in any combination.

From that success, Nelson embarked on a visionary project he calls Xanadu, a universal electronic library and publishing system that would link every book, movie, poem, song and software program ever written. Silicon Valley has given up on Nelson and his dream, but the *Wall Street Journal* recently reported that the Japanese have backed him with a lab and funds, and he is trying to come up with a Xanadu software system.

Some experts think the technical and legal complexities are too great for the construction of a universal software system that could perform the tasks Nelson envisages. But it isn't far-fetched to imagine that a network of interlocking roads on the expansive information hyper-highway might one day take us near Nelson's Xanadu. One of those roads is being built in Ann Arbor right now, where John Price-Wilkin and his colleagues in the Humanities Text Initiative (HTI) are building a library without walls for faculty, students, staff and others.

The Future Is Now

"The new library will not be judged by its collections but by its potential for connecting users with information," predicted Borge Sorensen, the director of Copenhagen's public libraries, at an international conference of librarians at the New York Public Library in May.

So far as Sorensen's prediction goes, the future is now. The U-M Library is already meeting his criterion, thanks to John Price-Wilkin, director of the Library's Humanities Text Initiative (HTI) and his assistants Christina Powell and Nigel Kerr.



Price-Wilkin and Powell

"Imagine a personal library of thousands of titles including current reference works, both popular and little known works of literature, and great works of culture, including visual images and music," Price-Wilkin says. "The Humanities Text Initiative is a pioneering effort to provide electronic access to a wealth of such resources by extending the walls of the University Library to the desktops of researchers involved in humanistic scholarship."

Price-Wilkin was on hand to launch the University's electronic text effort in 1989. At that time, the staff's main goal was to obtain or build comprehensive electronic text archives of Old English, Middle English prose, pre-20th-century English verse, all of American verse, and of various encyclopedias and dictionaries. The effort has involved building

electronic collections from scratch and purchasing expensive electronic text archives from commercial publishers. The volumes of books in the collection already number 19,526 titles.

The achievements of Price-Wilkin and the HTI staff include devising fast, efficient and easy-to-use "access mechanisms" and "analytical mechanisms"—the complex array of computer programming that enables scholars to identify, mark, sift through, compare and move words and texts to facilitate research. The HTI devised the mechanisms by working closely with humanities scholars including those in the "Collaboratory for the Humanities," created largely with funding from the University of Michigan Presidential Initiative Fund.

"A lot of collaborative learning goes on here between the Library and the faculty," Powell says. "We library people can see how the faculty work, ask them what they want, and then we can go back and figure out how to give them what they need." The HTI librarians are also literary scholars and enthusiasts with an ability to select important but obscure authors and

texts that other collectors might overlook.

Price-Wilkin moved to the University of Virginia in 1992, but returned to U-M in '94 because he saw Michigan as "uniquely poised to take advantage of the startling new development on the Internet called the World Wide Web."

"This remarkable technology," he continues, "enabled HTI to migrate from access mechanisms best understood by specialists, to straightforward and attractive interfaces used by vast numbers of individuals on the Internet. Almost overnight, in 1993, a gateway was created allowing all users of the World Wide Web to access many of the collections of the HTI, and all U-M users of the WWW to access all of the collections of the HTI. That is, we have several significant resources (our American Verse Project, the Middle English texts, the *Bible*, *Quran*, *Book of Mormon*, the Michi-

Photo by Bob Kalmbach

gan Early Modern English Materials, and the Text Encoding Initiative Guidelines) that we can provide to the entire world on the Web. And we have licensed collections, including the *Oxford English Dictionary* and *Encyclopedia Americana*, the English poetry collections, and a few other things, that are accessible only to U-M people."

U-M was the first to make this material available over the Internet, although other schools have now followed suit. "We continue to define the market," Price-Wilkin says. "Our collections are significantly larger than any other institution's, and we have successfully developed faster access mechanisms to collections that others have struggled with."

It is costly to purchase rights to databases, but Price-Wilkin says the University feels the investment is "well worthwhile in view of the relatively low per-use cost by the many thousands of students and faculty who will increasingly use them."

Hyper-Scholarship

Prof. Frances McSparran and Rachel Hearshen '96 of Oak Park, Michigan, a student in McSparran's course "Medieval Women," are sitting before a computer monitor in the Humanities Text Initiative's Collaboratory, a suite on the second floor of the Graduate Library. They are examining on-screen a collection called The Paston Letters.

The Paston Letters comprise 1,000 documents involving three generations of a "Horatio Alger" English family over the period 1420 - 1500. Without the HTI hypertext collection, undergraduates would be unlikely to have easy access to the Paston documents, McSparran says, and even if they gained access to them, they wouldn't have the time for deep thematic explorations.

"Thanks to the search mechanisms that John developed," McSparran explains, "students can organize their research to suit their interests. They can pull out, for example, all the letters that deal with wills, or marriage arrangements, clothing, family relations, or disputes over property and inheritance."

Hearshen used these search mechanisms to pull out all of the letters written by Margaret Paston, whose husband John, an ambitious attorney, spent most of his time in London, leaving Margaret to run the family estate in Norfolk.

The Pastons began as small farmers but rose to prosperity, Hearshen says, thanks in no small part to marrying well. Margaret, herself, was the ideal bride of the time—an only child with a sizable inheritance and good connections. Nevertheless, family fortunes remained vulnerable; the 100 Years War against France, recurring outbreaks of plague and England's dynastic War of the Roses made life hard, dangerous and violent for everyone in that era, from nobles down. Neighbors fought with each other in mini-conflicts that mirrored the struggle between the houses of Lancaster and York.

"What I learned about Margaret's life through her letters didn't match at all with my preconceptions of how women lived at that time," Hearshen says. "I knew the law and the church were against women and I thought they lived entirely dominated lives, but I found that Margaret ran their large household when her husband was away."

After rivals claimed part of the Paston property, attacked the estate with armed supporters and drove Margaret off while they pillaged the place, she wrote her husband to ask him to send crossbows, axes and handguns and successfully defended their lands.



Photo by Bob Kaimbach
McSparran and Hearshen

"I steered clear of courses that require historical research like Professor McSparran's until my senior year," Hearshen says, "and I also avoided computers." But working on the Paston letters and her experiences in using HTI resources changed her outlook. "The course made me want to read more and more and more about the subject I was studying. Now that I've graduated, I'm even working for a computer company that develops CD-rom games."

Machyn's Diary

McSparran's colleague in the English department, Richard W. Bailey, is working with four graduate students to edit the definitive edition of the *Diary of Henry Machyn*. Machyn, a merchant tailor in London, supplied costumes, banners and other gear for public ceremonies. His diary entries from 1550 to 1563 describe the funerals of noble persons, the coronation of Queen Elizabeth I, the murder of Arden of Feversham by his wife and her lover, and other features of life in 16th century London. The varieties of English Machyn used offer a wealth of information on dialect, usage, grammar and spelling in the London of his day.



Photo by John Woodford

Epler and Bailey

"Students in my freshman seminar on the history of the English language came over to the Collaboratory," Bailey says, "and I had a worksheet of things for them to do that would be difficult or impossible without this technology. It makes it possible for first-year students to investigate topics that would have been covered only in graduate seminars."

Cynthia M. Epler '99 of Columbus, Ohio, said her research team tried to identify the locations in and outside London mentioned in Machyn's diary. "We studied how spellings had changed and

other linguistic features of the language at that time. There were no bounds on spelling then, and they spelled by ear, so we looked at Machyn's spelling to gain clues on how they pronounced words at that time and why some of our current English spellings are so irregular and peculiar."

"Until now, students exploring the history of the English language were obliged to accept and repeat back textbook accounts of the growth of the English vocabulary and change in its grammatical structure," Bailey says. "I have other students who select from the *Oxford English Dictionary* all the words introduced in a given year or decade covered in the diary, or perhaps just those with special meanings in philosophy or astronomy, and then compare them with words in early English texts. Electronic searches allow questions to be answered that were impossible to answer with printed books."

Access From Norway

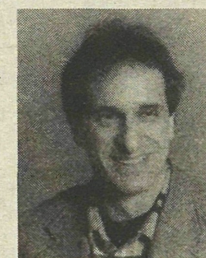
William Ian Miller is a professor of law, but he also holds a PhD in English, and his research, especially into feudal law, linguistics and Medieval literature, is multidisciplinary. When he focuses upon legal issues, he is used to having at his disposal powerful on-line research engines developed by commercial publishers.

"Now HTI lets humanities types like me have the same quality of on-line reference works that my Law School colleagues have long enjoyed," said Miller in a recent e-mail interview from Bergen, Norway, where he is currently researching a project. "Thanks to HTI," he said in a recent e-mail interview, "I can have a virtual library in my office and home here. Take, for instance, a recent essay I wrote on gluttony. From HTI's ever growing body of materials I was able to access Alexander Barclay's long poetic essay on the *Miseries of Courtiers* (c. 1510) which has a delightful treatment of the psychology of

feasting and also a witty treatment of the same vice in William Combe's (1742-1823) *The English Dance of Death*.

"Both of these were texts that I had once sampled briefly in graduate school more than 20 years ago, although God only knows why, and I recalled that they would have something relevant to my topic. The computer led me right to the passages I wanted. But suppose I had never heard of those texts? A simple word search would have brought their insightful treatments to my attention in any event.

"By the way, one can see by titles such as these that HTI is not just presenting well-known canonical texts but also a rich collection of 'lesser' texts. In a sense one can say that HTI is thus committed to a widening of the literary canon and in fact will effect it. Barclay and Combe are much more likely to be read now than they were a mere 10 years ago. And they are well worth reading. But it is not just texts such as those which are only known by specialists if known at all, that are available. There are also full texts of the B-text of *Piers Plowman* in Schmidt's solid edition, Gower's *Confessio Amantis*, and of course Chaucer, much of Milton and Hobbes, and all of Shakespeare



Miller

and
Hume.
Even the
entire
*Patrologia
Latina*, a
compendium of
Latin
writings,
is available, and

in that database I was able to pull Gregory the Great's *Moralia* with its discussion of gluttony, all without leaving my room. This is an exciting prospect and it will only get better as more and more texts are made available.

"But the remarkable thing is that instead of having to ship five boxes of books to Norway and England, I have it all available to my laptop either via Telnet or the World Wide Web."

Bara Zetter-Sapir knew she had a mystery to solve. And she thought she was on the trail of the prime suspect. But the suspects multiplied, and the mystery got bigger and bigger.

The Case of the Artful Painter

In last year's March issue, *Michigan Today* reported on Bara Zetter-Sapir's quest for the identity of an artist who had painted a powerful but disturbing image of Adolph Hitler as the Angel of Death. Some of those who have seen the painting, Zetter-Sapir among them, think that "it could be to the Holocaust what Picasso's *Guernica* is to the Spanish Civil War." Others say that it unintentionally glorifies Hitler.

The couple who were thought to have been the original owners of the painting, Bernhardt and Charlotte Kluger, said a fellow survivor of Nazi labor camps named Aczél painted it for them in Weiden, Germany, while they waited to emigrate to the United States. Aczél, a Jewish Hungarian, reportedly died of tuberculosis shortly thereafter.

After writing her master's thesis on the painting under the supervision of Prof. Victor H. Miesel, Zetter-Sapir decided to solve the mystery of Aczél's identity. Just when the apparent solution was in her grasp, the plot thickened. With her life savings and a few contributions, she began a journey that took her to Israel, Europe, Canada and California.

But let her tell her tale....

By Bara Zetter-Sapir

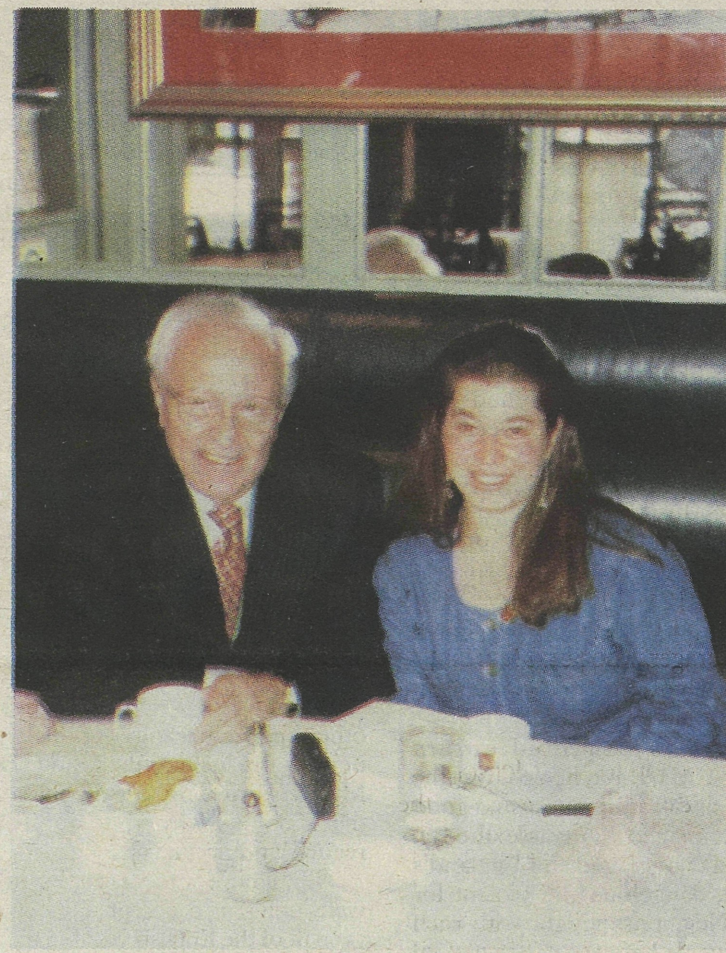
As I walked through the farm fields of Csököly, a village in southeast Hungary, I looked back to the west at a wall of trees and thought of them as witnesses to the expulsion of the local Jews 50 years ago. This village, like many others in Europe, seems to have erased most of its evidence of Jewish residence. Still, I had come here to find traces of a Holocaust survivor who had painted a powerful testament to the slaughter of half of the Jews who lived in Europe between 1932 and 1945.

I had first seen the painting in Jerusalem in the apartment of a private collector, Reuven Prager, in 1992, and had spent the last four years trying to identify its creator. I accepted an account of its origin that said that a Jewish Hungarian survivor of Auschwitz had completed it in March 1946. The source of the account was the late Charlotte Kluger, whose estate sold the painting to Prager. In a taped interview in 1979, she said she and her husband, Bernhardt, had received the painting from a "Mr. Aczél."

The painting is oil on canvas and impresses one as being even larger than its 7' x 5'. The work is signed and dated on the lower right hand corner: Aczél/1946. The scene describes an apocalyptic vision: set against a tumultuous night sky, a nude and winged Hitler flies over a sea of emaciated victims. Hitler holds a large scythe which divides the horizontal composition in half. The scythe drips with the cumulative blood of the victims. In the painting's background, a city burns in the east, while strands of lightning tear the sky in the west. The work serves as a metaphor of the Holocaust through its representation of Hitler as the Angel of Death. It is remarkable in its imagery, technical achievement and history, and some scholars have called it "The *Guernica* of the Holocaust."

In a Bavarian Cemetery

Before going to Csököly, I had visited Weiden in the German state of Bavaria. On a long rainy day I looked for the house and shack Charlotte Kluger had described, but a modern office-apartment complex now stood in their place. The following day, I contacted Weiden's archivist, Petra Vorsatz, who promised to provide me with whatever records she could find on the Klugers and Aczél. Then I contacted the Jewish cemetery in nearby Amberg, the place where officials allegedly buried Aczél after they found him dead in his shack. The caretaker was persistent in telling me that there was absolutely no one with the name Aczél buried in the cemetery or in any records.



Attila Aczél and the author

I was baffled by this information because this was the closest cemetery where Jews were buried after the war. Since Charlotte Kluger was confident of Aczél being buried in Amberg, I wondered whether it was possible that he was not buried in a Jewish cemetery. The following day I left for Budapest, with assurances from my hosts in Munich that they would do some cemetery research for me. My term in Budapest consisted of meeting with gallery directors, media, people in the Jewish community, and others who I thought might have information on Aczél. No one had heard of him.

What I "knew" of the painting at the time I paced the Hungarian countryside, I had derived solely from Charlotte Kluger's taped recording. She and her husband were survivors of Czech labor camps. She said that after the war she provided a shack in her backyard for the artist, a 54-year-old Auschwitz survivor, to live in, and that he had died there not long afterward in 1946. Officials who took his body to the Jewish cemetery found the painting six months later, along with a note thanking the Klugers. She and her husband, Bernhardt, emigrated to the United States, bringing the painting with them and limiting its viewing to visitors in their home. In 1979, the painting was sold to a Miami businessman, Reuven Prager, who established citizenship in Israel the following

year. By 1985, both Klugers had died and the only information of the painting was the audio cassette Prager had obtained.

I thought the appraisers of the Kluger estate could help me locate the couple's son, who had approved the sale, but they turned up nothing new. Meanwhile, I also contacted dozens of Hungarian officials in search of information about Aczél. But no archive, institutional record, museum, gallery, census, book or Hungarian art reference guide mentioned him. In 1992, a letter from the Auschwitz archives identified an inmate as Deszö Aczél, a Hungarian of the same age as the Aczél described on the Kluger tape. His birthplace was Csököly, which had 10 Jews before the war. Two weeks after I arrived in Budapest, I traveled to Csököly, ready to confirm the only lead I had on the artist.

Poking in the Hungarian Past

Csököly's current inhabitants, including the local archivist, were uninterested in foreigners poking around their past. They offered no explanation or documentation for the expulsion or extermination of Jews from their community. On the other hand, one villager whom we met on the street became our guide, and he was extremely helpful, and a bit curious about me and my translator. When he found out we were Jewish, his eyes widened and he immediately reached for my Magen David, kissing it like

a rosary. I was unclear as to whether this was out of respect or some type of an apology, but I was moved nonetheless. After visiting the dilapidated Jewish grave in the back of his property and finding no evidence of any Aczél, we left the village, and I wondered if I would ever find a path that wasn't a dead end.

When I returned to my flat in Budapest that evening, Helen Teitelbaum, the woman with whom I was staying and an editor of *Where* magazine, rushed in after spending the day at a book fair. She pushed a volume at me. "Here, you have got to read this," her voice lilting in excited tones, "I think this can help you." The book, *Seeds of Sarah*, was written by Judith Magyar Isaacson, a Jewish Hungarian survivor who lived in the town adjacent to Csököly before the war. Her book provided names of potential contacts who might have known Deszö. Soon I was able to meet some of them and was ultimately able to locate Deszö's son, who survived the war and was living in Budapest. I found myself in Gyula Aczél's living room discussing his father. "My father was a pharmacist and optometrist, not an artist," he said, his eyes glued to my photograph of the painting. He glanced up and said, "He was not the man you are seeking even though many of the statistics point to him. There is just no way."

Off to New Jersey

Meanwhile, an article in the *Detroit Jewish News* about my research told readers I was searching for information about Salo Kluger. It caught the attention of Jack Schwartz of Royal Oak, Michigan, who contacted the editor of the paper and told her, "I

I was disappointed to learn that Deszö Aczél was not the artist I was seeking. Nevertheless, I also realized that this information was a significant breakthrough. Now plagued by inconsistencies in the "Kluger version" of the painting, I wanted to return to Germany, but I had exhausted my funds and was forced to head back to the United States with one piece of solid evidence from the German War Tracing Documents in the archives at Yad Vashem, the Holocaust Memorial Museum in Israel: the name and birthdate of the original owner's son, Salo Kluger, born in 1946. In 1979, Salo had approved the sale of the painting to Prager, who keeps it in his private collection of Judaica in Jerusalem.

have known Salo Kluger for years; he and I collect Holocaust illustrations by the artist Syck." Soon after, I was talking with Kluger in his home, only a 20-minute drive from my childhood home in Edison, New Jersey. His living room was crowded with Holocaust, Yiddishkeit and Jewish art, family photos and antiques.

"My mother received the painting from the artist," Kluger told me. "She and my father housed him in their shack after the war, and he gave them the painting before he moved on."

"I thought he had died," I said, reminding him of his mother's account yet thinking to myself about Aczél's absence from the Amberg graveyard.

Salo replied that his memory was cloudy on this point, and that if his mother said that the painter died, that must be what happened.

I did not mention to him a letter I received just before I left Michigan for New Jersey from Petra Vorsatz, the archivist I spoke to in Germany:

Concerning the man Aczél: There was a painter by the name Aczél who lived in Weiden between 1945 and 1949. Enclosed is a page from the telephone book in 1951 where he is still listed. Aczél was born in 1921 then emigrated to Canada in 1949.



Photos reproduced by Bara Zetter-Sapir

Top left: Aczél and Kecskés in 1947. Above: Kecskés in California in 1972 and, at left, as a young man in the 1940s.

How could this be? The man she describes is 28 years younger than the Klugers' Aczél. I found my mind reeling with the possibility that Aczél was still alive. I ran to the Graduate Library and got the Toronto phone book on microfiche and found the listing: *Aczél's Antiques and Interiors*. Chills crept up my spine. Twenty minutes later, my shaking hands and quivering voice gained confidence as a woman with a heavy Eastern European accent answered the phone, "Aczél's Antiques." I asked if Mr. Aczél was available and introduced myself. I told her that I was doing research on Hungarian artists who lived in Germany after the war. She told me that her husband, Mr. Attila Aczél, was not available. He had indeed lived in Weiden, she said, adding, "He was not an artist; he sold art, and began doing that in Weiden." I told her I would call back the following day.

That night I obsessively theorized explanations of why the Klugers might have fabricated the tale or why Aczél had never attempted to find the painting after giving it to his hosts. Maybe, I thought, after his Auschwitz experience, and after painting such a work, he was unable to paint again. Psychologically that seemed plausible. He might have even struck a bargain with the Klugers to create the tale so no one would look for him. Hiding a talent from family and friends seems understandable when it is your primary mode of therapeutic expression of the largest horror you ever faced—assuming that creating the image was, indeed, a therapeutic expression.

"Aczél's Art and Antiques" a voice boomed in accented English the next day. I covered the questions I had asked his wife, to which he responded, "Are you calling about a painting with Hitler coming out of the clouds with a burning city in the background?"



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I paused, unable to believe what I just heard, because I had not described the painting to him or his wife.

"Yes," I said.

"I am the man you are looking for. Who are you?"

I explained who I was and sent him my credentials at his request. I called him several times over the following weeks, but he was reluctant to speak on the phone. This continued for several weeks. But each time I'd ask him, "Did you paint this work? Where were you trained? Have you done other works?" He would respond, "I am the painter. I don't want to discuss any of this on the telephone."

After weeks of building trust, I expressed my desire for him to visit Ann Arbor to meet my mentors and me at the University. I wanted to honor them for the enthusiasm and appreciation they had of my scholarship and discovery. Further, I thought that if Aczél felt the support of these illustrious scholars, it would make him feel more comfortable. Several times I explained the importance of his painting and my desire to meet him. He remained evasive until I told him about the Klugers' tale. "Nonsense," he said, "I will set you straight, I will tell you everything when we meet."

A Train to Toronto

I took a train to Toronto. Once in the station, I recognized Attila Aczél immediately: an elegant and distinguished man in his mid-70s, looking patiently at the passersby. I walked up to him, he embraced me, almost silently acknowledging my determination and success in trying to locate him, the artist, the past four years. We walked to his Cadillac parked in front of the station and made our way to a hotel a dozen blocks away. With old-world charm he arranged everything for me at the hotel. As we stood in line for check-in he looked deep into my eyes and smiled. I felt as if he were searching for something confirming my commitment to this project of which he was an integral part. An hour later we sat in the hotel dining room and he related his story of the painting to me.

"I was born to a Jewish father and non-Jewish mother," he began. "Two years after my father died, when I was 5 years old, I was left at a state orphanage in Budapest. A few weeks after my arrival, I was sent to live in another orphanage operated by the Roman Catholic Church." When he left the orphanage he went to Budapest, where he met a man who helped him locate his family. Before meeting them, however, he was drafted into the Hungarian army, which was allied with Nazi Germany. To avoid combat on the front, he volunteered to work as an engineer, but in 1945 his unit was captured by Americans in Germany and sent to a POW camp. When the war ended three months later, they were released, and Aczél traveled to Weiden.

"In Weiden I was, how you say, active and successful in the black market; it was one of the surest ways to survive," he said, and shared vignettes of his many colorful exploits. These stories, all articulated with nostalgic charm, displayed his intelligence as well as his propensity towards mischief and adventure. His love and respect for the arts, as well as a desire to assist fellow Hungarians, put him in contact with many unemployed artists and performers. He met an artist named Ferenc Kecskés (pronounced "KETCH-kaysh") at a Hungarian gathering, and they became partners as soon as Aczél saw examples of some of Kecskés's paintings. Kecskés began to paint landscapes and portraits of US military leaders for American GIs stationed nearby. Aczél acted as his dealer, providing him with money, food and a converted-washroom studio-apartment.

A few months later, Aczél proposed to Kecskés an idea

he had for a painting. While he had not been engaged in battle himself, Aczél had been horrified by the scenes of bloodshed that he had witnessed in Hungary, Germany and Russia. In addition, even though by Jewish law he was not considered Jewish because his mother was not a Jew, he identified with the Jewish people and was aware that if the Nazis had known of his parentage, he would probably have been killed.

'I was, how you say, active and successful in the black market'

"I felt an urgent need," he recalled, "to document the truth as I saw it." Combining Aczél's imagery and compositional ideas and Kecskés's talent as a painter, the pair created the 7' x 5' untitled painting of Hitler as the Angel of Death. Kecskés, fearing persecution by the Nazi sympathizers and fanatics still living in Germany, refused to sign his name to the painting and signed it "Aczél" instead. He also would not agree to do any more paintings of this nature.

"Shortly thereafter," Aczél recalled, "two Jewish men from Munich purchased the work." The men said they would pay half the price for the painting then, and put down what was a considerable sum for the time and promised to return the following week with the final installment. Even though the down payment was "enough to buy anything we wanted," Aczél said, "the men from Munich never returned with the money, and we never saw them or the painting again."

Aczél emigrated to Canada in 1947, while Kecskés was detained in Europe due to a spot that showed up on a lung X-ray. The doctors thought it might be tuberculosis.

A California Connection

After meeting with Attila, I spent the next week locating the Kecskés family in California. In telephone interviews, his two sons filled in their father's history. In 1951, Ferenc Kecskés emigrated to the United States under the sponsorship of a Hungarian organization in California. He settled in Los Angeles with his wife, Ursula, and their boys, earning his living by painting billboards, a job he loathed. He died three months after his retirement in 1976. Ursula died shortly before I visited her sons. While living in the United States, Ferenc Kecskés painted no known pictures of his war-time experience nor paintings that made any type of social comment. Instead, he focused on portraits, still-lives, and landscapes that he sold to friends and neighbors. But both Frank and his brother, Alex, had heard about the Hitler painting while growing up.

Without offering any hints as to its imagery, I asked Frank, the younger son, whether his father had ever produced paintings with war themes. He described for me the Hitler painting as he recalled his father having described it. He remembered that "its imagery haunted my father and he feared signing his name to it."

I went to California to meet with both sons to learn more of their father's history and examine the style of his other paintings. When we met, Frank Kecskés, who studied under his father's tutelage, presented me with his own smaller version of his father's painting, done from photos of the original which I had sent him. "This is in gratitude for reuniting me with my father's most important work," he said.

The Case Is Solved, But Not Closed

Fifty years after its conception, the truth of its origin is freed from error and obscurity. Why the story of the dying man in the shack became associated with this painting

remains a mystery, however. Perhaps the Klugers did help such a person, though not the painter. Or perhaps the Klugers were describing Kecskés, who was unable to leave the country because of the medical quarantine.

It is also possible that the story of the painter as a concentration camp survivor was fabricated by the two men from Munich to enhance its value to the Klugers, survivors themselves. Perhaps the Klugers, hoping to give greater validity to the image as the work of a Jewish concentration camp survivor, invented the dying-painter story. Frank Kecskés told me that his mother said she had heard that members of the Jewish community had commissioned the painting. In any event, it is not certain how the Klugers obtained the painting, nor who the Munich buyers were, assuming they existed.

The Aczél-Kecskés painting now hangs in a private collection in Israel. It is expected to show at Yad Vashem, the Holocaust Memorial Museum in Jerusalem, with the Kluger tale still standing as the official story. As a researcher and educator, I feel a responsibility to challenge "too good to be true" stories told by our institutions.

The element which now most challenges a "Jewish reading" of the painting is the fact that while the collaborative artists were, strictly speaking, neither Jewish nor Holocaust survivors, both men considered themselves "survivors" of German fascism and of this violent period. While this does not detract from the aesthetic qualities of the painting, some may argue that it lessens the validity of the imagery since these men were not direct targets in Hitler's regime. I disagree with such an interpretation, especially since I have believed from the beginning that the painting stands magnificently on its own without any story attached to it.

The disturbing imagery in the painting, paired with what I've established as to its likely origin, will likely evoke a wide range of responses from different viewers. Any interpretation or analysis of its potent imagery, however, must be informed with the understanding that this painting reflects not only the expression of skillful and insightful artists, but also the immediacy of their experiences and observations. While Jews were the main victims of Hitler's regime and the "final solution," this painting testifies to an atrocity against Jews and all humanity at a particular moment in history. It also offers powerful testimony of the experience of being present during the Third Reich. The fusion of Hitler with the Angel of Death makes a provocative, albeit possibly controversial, commentary on Hitler's status as an extremely powerful and indeed exalted figure in European culture at the time.

Although many questions still surround the painting, the fascinating and slowly unfolding story is the subject of a book and a documentary, both in process, that will chronicle my investigations and explore the many questions raised by this work. I can report that, in my experience, Holocaust survivors have responded to the painting as a meaningful and important statement. And to all who view it, the Aczél-Kecskés painting demands thought, understanding, and emotional response. As such, the painting may well stand as one of the great interpretative icons of the Holocaust experience.

Bara Zetter-Sapir '91 BFA, '93 MA, plans to enroll in New York University's doctoral program in arts and humanities education this fall. Those interested in contributing to her documentary research in Europe and Israel may do so through The Aczél Testament Project, Account # 304291, University of Michigan Department of the History of Art, 519 South State Street, Ann Arbor, MI 48109-1357. All contributions are tax-deductible.

U M

B O O K S

Suggested Reading: Michigan Today takes notice of or reviews books by U-M faculty, graduates and students, and works published by the University of Michigan Press. We regret that we do not have space to publicize all of the unsolicited books we receive, nor to answer all inquiries and correspondence.

BEFORE OUR TIME: A THEORY OF THE SIXTIES FROM A RELIGIOUS, SOCIAL AND PSYCHOANALYTIC PERSPECTIVE
By Henry Idema III '69, University Press of America, Lanham MD, \$36.

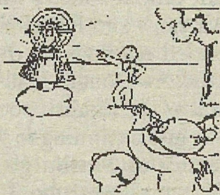
Philosophy, theology, psychology, music and film criticism, sociology and autobiography combine in this fascinating meditation on the 1960s. Idema's depiction of his high school years in East Grand Rapids and college days in Ann Arbor offer a species of decidedly unsentimental nostalgia. He argues that his generation lost its grip on the moral tradition in which it was reared, and in so doing, lost the energy to pursue its own declared goals of civil rights, peace and the elimination of poverty. Seeing the best of religious traditions as sources of moral guidance, he suggests ways in which his generation might regain its promise by resisting narcissism and materialism.—JW.

WOMEN IN MEDICINE AND MANAGEMENT: A MENTORING GUIDE
Edited by Dr. Deborah M. Shlian '68, American College of Physician Executives, Tampa, 1995, \$38.

"After many hours of reading my boyfriend's premed books and notes, I could formulate study questions and explanations in response to his wrong answers. It gradually dawned on me that I was learning the material more quickly than he and retaining it at least as well." That was among many paths to a career in medicine and management described in this short, practical and inspiring volume.—JW.

VISIONARIES: THE SPANISH REPUBLIC AND THE REIGN OF CHRIST

By William A. Christian Jr. '71 PhD, U. of California Press, 1996, \$35.



"Apparition of the authentic Virgin." From *El Liberal (Madrid)*, 1931.

Christian attempts to reconstitute an episode and its consequences: the report by two children in the Basque region of Northern Spain that they saw the Virgin Mary on June 29, 1931. By the end of that year, about one million persons had visited the hillside at Ezkioga. It was the early days of the Spanish Republic, thus the event drew the attention of clericalists and their republican foes, of hustlers, believers, mystics, soldiers and aristocrats, and many, many children.—JW.

THE RADICAL RIGHT IN WESTERN EUROPE: A COMPARATIVE ANALYSIS
By Herbert Kitchelt in collaboration with Anthony J. McGann, University of Michigan Press, 1995, \$49.50.

Based on a wide array of comparative survey data, *The Radical Right* gives the reader an overview on why rightist parties are electorally powerful in some countries but not in others. The extreme right's "winning formula," they say, includes "a resolutely market-liberal stance on economic issues and an authoritarian and particularist stance on political questions of participatory democracy, of individual autonomy of lifestyles and cultural expressions, and of citizenship status." The parties can appeal "to primarily young and insecure workers based on the themes of authority, nation and race."—M. Pierson.

AMERICA UNEQUAL
By Sheldon Danziger, Harvard U. Press, 1995, \$26.

Although the national debate on domestic priorities has focused mostly on welfare reform and cutting social spending, Danziger, a U-M professor of social work, believes that policymakers should focus instead on economic decisions and practices that have lowered the standard of living for millions of families who do not receive welfare.

Danziger and co-author Peter Gottschalk, an economics professor at Boston College, say that the "main issue is not that more people have chosen not to work, but rather that demand by employers for less-skilled workers, even those who are willing to work at low wages, has declined. They propose that a family with at least one full-time worker earning the minimum wage should receive subsidies that raise their income above the poverty line after taxes and child care expenses.

Danziger and Gottschalk also recommend increasing federal subsidies for child care, providing more state income tax relief and child-support benefits for the working poor. In addition, for those who want to work but cannot find regular jobs, they advocate transitional public service employment, such as expanding summer job programs for inner-city youth and offering sub-minimum wage jobs of last resort to applicants from all poor families, regardless of welfare status.—Bernie DeGroat.

VIBRANT ANN ARBOR: A COLOR PORTRAIT
Edited by Rosalie Savarino Edwards, photographs by Doris Kays Kraushaar and University Photographer Bob Kalmbach, Edwards Brothers, Ann Arbor, \$10.

A 36-page panoptic view of Ann Arbor, this book harmoniously blends the town and gown as well as the old and the new. All proceeds go to the Ann Arbor Area Community Foundation, a nonprofit organization that funds civic and social projects.

THE BLACK STORK: EUGENICS AND THE DEATH OF "DEFECTIVE" BABIES IN AMERICAN MEDICINE AND MOTION PICTURES SINCE 1915
By Martin S. Pernick, Oxford U. Press, 1996, \$29.70.

This bizarre account of medicine gone mad provides a strong warning to those who would add killing to the physician's goal of curing. Eugenics and euthanasia combined in a deadly prescription in 1915 when Chicago's Dr. Harry Haiselden, the "Black Stork," withheld treatment from defective newborns. Pernick, a U-M professor of history, examines Haiselden's campaign to protect society from "lives of no value," as the doctor put it. Pernick traces the eugenics/euthanasia "movement" in its American and Nazi German manifestations and notes the "important substantive and stylistic similarities between Haiselden and modern euthanasia advocates, especially Kevorkian."—JW.



Advertisement for the 1917 film, *The Black Stork*

PROPOSAL SAVVY: CREATING SUCCESSFUL PROPOSALS FOR MEDIA PROJECTS
By Elise K. Parsigian '86 PhD, Sage Publications, Thousand Oaks, California, 1996; \$19.95 (p), \$45 (hc).

Parsigian, who is also associate director of the Armenian Research Studies and Publications Center at U-M Dearborn, has filled a void in the literature of proposal preparation and presentation. *Proposal Savvy* is the first publication that addresses proposal writing in mass media. Her book is designed for novices and professionals in all forms of mass media, and offers a detailed and comprehensive guide to the conception, definition, planning, design and delivery of oral or written proposals in print, broadcast, public relations and adver-

tising media. Prof. Roy Moore of the University of Kentucky journalism school predicts *Proposal Savvy* will have a "major impact on the art of proposal writing for years to come."—JW.

The Finch

*There, then not there.
But yellow, yellow, yellow
and black. The small
swoop, the density of small needs,
the severe but tangent song
of one doomed to a short life
and small. Finch: like a bright
cipher at the feeder,
eating its weight in thistle seed
daily, a blip, a no-account
glitch in the garden.
Save us all, bird. Be the spark
that is the next moment,
would we have it.*

"The Finch" is by Danny Rendleman '74, a creative writing instructor at U-M-Flint. From his collection of poems, *The Middle West* (Ridgeway Press, Roseville, MI, 1995, \$10 softcover).

CHOOSING THE CHIEF: PRESIDENTIAL ELECTIONS IN FRANCE AND THE UNITED STATES
By Roy Pierce, University of Michigan Press, Ann Arbor, 1995, \$45.

Pierce, a professor emeritus of political science at U-M, describes and compares the US and French electoral systems—the range of candidates over the past three decades, the structure of political parties, the social composition and behavior of voting blocks and other major variables. He then presents an overall evaluation of each country's system, examining the many facets of democracy and studding his analysis with insights like the following: "[T]he roster of presidential contenders in the United States in recent decades is impressive in its diversity. The main sources of this are the country's continental size and consequent regional variety, its characteristic patterns of population mix, and its sometimes exaggerated conception of its role in world affairs."—JW.

THE PIANO IN CHAMBER ENSEMBLE: AN ANNOTATED GUIDE
By Maurice Hinson '55 MM, '59 DMA, Indiana U. Press, 1996, \$22.50.

The Piano In Chamber Ensemble describes over 3,200 compositions, from duos to octets, by more than 1,600 composers. This book is an easy-to-use reference book for courses in chamber music and an invaluable resource for players of chamber instruments.—MP.

LETTERS

Fleming Stirs Memories

I PARTICULARLY enjoyed reading the excerpts from former President Robben Fleming's autobiography [Tempests Into Rainbows, *U-M Press, 1996-Ed.*], since I attended U of M during those turbulent times. I distinctly remember the irony of feeling angry during the BAM strike, being closed out of classes that I all too often slept through. As unsettling as those days were, the education and the lessons of life I learned at Michigan have had a profound effect on me. I wouldn't trade the experience for anything, and I'm extremely proud to be an alumna.

Thanks also for encouraging us to update your mailing list. It's incredible to me that you found my address, since I've moved many times since graduation. I look forward to the next issue!

Leslie J. Backus
Davie, Florida

THE EXCERPTS from President Fleming's autobiography generated a reminder of the beginning of my partial estrangement from my University. Pleasant memories of friends, instructors and experiences (educational and otherwise) remain. But ex-President Fleming's writings, for which there should be little market, remind us of his craven and cowardly handling of demonstrators for whom he acknowledges sympathy. The *Detroit News* correctly characterized him: "begging on [his] knees for the forgiveness of arrogant radicals."

Reading these excerpts demonstrates that time is not a great teacher for those who will not learn. How can he not understand campus resentment against the affirmative action programs that have followed and flowed from his tenure in office? The black community had every right to be outraged when the playing field wasn't level before the Civil Rights Act. But the white community, including today's students, would be less than human if they did not resent preferential admissions policies. In addition to being morally deficient, a US District appeals court has ruled racially based admissions policies to be unconstitutional. Frankly, black students should resent these as well. Racially-weighted admissions and hiring policies demean the minority community.

In the wake of President Fleming, we had President Duderstadt, with Women's Mandates, racial sensitivity classes replacing academic substance (do they teach Gresham's Law anymore?); and such current fiscal insanity as paying \$207,000 annually to a pro-

fessor because he previously had been chief financial officer and it wouldn't be "fair" to reduce his pay even though his duties are diminished! Academic excellence in Ann Arbor seems to have a lesser priority.

So I will buy my season tickets to the football games, and will follow with pride Coach Berenson's national championship hockey team as it attempts to repeat, and pretend in my heart of hearts that Harlan Hatcher is still our president.

Michael J. Gillman '61
Traverse City, Michigan

I WAS particularly fascinated with your excerpts from President Fleming's autobiography, chronicling the turbulent times of his service. A baby boomer, I arrived on campus amidst the late-'60s tumult, having grown up, a la tens of millions of my contemporaries, in a period of upheaval after upheaval. Assassinations, Vietnam, and civil rights tensions, the killings at Kent State and Jackson State and consequent campus unrest. To say nothing of Watergate and other factors in our placing eternal trust in our wonderful then-president Nixon.

Liberating as the atmosphere on *any* large, radical university campus would have been to an 18-year-old only too happy to escape the incredible pompous arrogance of an age-old religious high school in a conservative rust-belt city, our campus evokes unique, special nostalgia in us all. The afternoons and evenings on the Diag, at the Union or just strolling to or from class along South University—need I say more? Which is why *any* allusion to that happiest of four-year periods for yours truly is appreciated. My earnest gratitude to you for publishing it.

And lest I forget—indeed, Mr. Fleming, nothing could have helped your position following the resolution of the BAM crisis more than Agnew's remarks afterward. A blasting from Spiro T. Agnew. Can we possibly think of a more classic example of the age-old maxim which states that a double-negative invariably yields a positive?

Michael Polaski
Spencerport, New York

THE LATEST issue made me realize that in the questionnaire there was no reference to the Letters to the Editor. It prompted me to be sure to let you know that the Letters section is, to me, the most interesting part of *Michigan Today*, and it's always nostalgic to read stories about the World War II years and the later '40s.

The extracts from President Fleming's book

brought back some personal memories, especially the letter I'd written to him from Vietnam during my 1969-1970 assignment there. I was not proud of the University for the aid and comfort individuals like him were giving, unwittingly or otherwise, to our enemy, and I expressed as much to him. I feel no differently today.

L. Col. John W. Mudie '48, USAF (Ret.)
Glendale, California

Our readers survey is going well, the Institute for Social Research says. We thank all of you who have sent your questionnaires back and hope any of you with unfilled surveys will complete them soon. If you have misplaced a survey and want a new one, just let us know. We'll report the findings ASAP.—Ed.

Who's the Leader of the Bands?

I JUST read the letter from Wilbur J. Lindsay in the June '95 issue, where he suggests that the University of Southern California band is in the same class as the Michigan Band. Hogwash!! Their theme song, which they stole from some tasteless Hollywood epic, consists of three notes repeated over and over and over *ad infinitum ad nauseam*, which is their only claim to fame. This coupled with their movie-set Trojan helmets makes them the laughingstock of Southern California. If they are directed by a former Michigan Band member, I'm sure if you listen carefully you can hear William. D. Revelli doing anguished backflips in his grave. Mr. Lindsay has been away from Ann Arbor so long that he's forgotten what a really fine marching band looks and sounds like.

Bob Patterson
Alta Loma, California

'Brains Won't Quit'

I THOUGHT the article "Their Brains Just Won't Quit" in the December '95 issue was very good, but was missing a professor emeritus—Frank Cassara, who was professor of printmaking for over 30 years. He is probably one of the main reasons that I have become a successful artist/printmaker internationally. I feel an article should be devoted to him soon (he is at least 84). No other professor spent more time both during and after classes helping me learn about printmaking. Not only was Frank Cassara an excellent teacher, he has continued with the same conviction to create his art ever since his retirement.

Lynn Shaler '77 BFA
Pratt Institute, New York

Mysterious(ly obtained) Amulets

REFERENCE your article "Ancient Spells and Magic Amulets" in the last issue, I note you have not mentioned any reference to really ancient amulets. How far back do you think they really go? My curiosity is prompted by an incident that occurred about 20 years ago. A friend of mine came into the post office with a small box that he had inherited from his brother, a musician who had traveled extensively.

The box contained quite a few items, including two amulets, one was alabaster stone roughly 1 1/2" long, hollow, with fine writings and markings of a family line on it. The other was of gray clay about the same size, and had family inscriptions on it also. My

friend, who is now deceased, took them to Michigan State University. The curator there looked at them and made a decision not to know too much about them, because he said he felt they had been illegally acquired. The gray one seemed to be the one in the picture in the [reference] book he had in his hand. He said it came from one of the old families of Egypt with a date that was at least 2000 years BC. The alabaster one was estimated to be about the first century AD. Both were hollow for a leather neck thong. They both appeared to have been used for family seals.

I didn't see in your article any references as to the origins of these marks as family seals. I realize you were showing the supposed magic of the amulets.

In our family we have what is believed to be a Scottish fancy naval dirk. The pommel is missing, and from family stories it was like a seal. There is a story connected to it also, but I'm interested as to how far back you have found the amulets.

Lawrence A. Frith
Vermontville, Michigan

The artifacts in the exhibit are not seals but amulets—used for protection and healing, not for signing documents or tracing family histories. They date from the second to the sixth centuries AD. I have no clue as to what you were shown without seeing the artifacts.—Gideon Bohak.

On This and That

UNFORTUNATELY, I do not have time to read anything like all of the written material that I receive. *Michigan Today* is one of the many publications that frequently gets fully or partially passed by. However, I started reading your March issue from page one and read and enjoyed it in its entirety. Please accept my compliments on the quality of its articles.

George R. Zuckerman
Bay Shore, New York

JUST A NOTE to lend my unqualified support to Dianna (Wistert) Rorabacher's letter in the March issue. With great eloquence and precision she expressed feelings and reactions that I have experienced in recent years regarding the arrogance and haughtiness of personnel employed by my university, not just in the fund-raising area but in other offices as well. My thanks to her for caring enough to take the time to make her concerns known, and saying so well what I wish I'd said.

Also, my congratulations to *Michigan Today* for being willing to print such a powerful letter. It's a hopeful sign that there is at least one area of the university that has a proper and appropriate perspective and realizes that Ann Arbor is not the center of the universe.

Presley D. Holmes, '51 PhD
Pensacola, Florida

MY YEAR at Michigan was a very important time for me: I was a student of Austin Warren's and Radcliffe Squire's, but also attended readings by the then-young poet/instructors Donald Hall and X.J. Kennedy, as well as the English poet John Heathstubs. I was just beginning to write poetry. The University of Pittsburgh Press has published *Scars*, my fourth book in the Pitt Poetry Series. I thought you might like to know there's

another Michigan grad out there publishing, who remembers his time at U-M with great fondness.

Peter Meinke '61 MA
St. Petersburg, Florida

THANK YOU for finding me after I have relocated to Atlanta, Georgia. Sometimes when you are out in this world, you sort of forget the bonds you have experienced, when all of a sudden a memento appears that takes you back to a very meaningful past. And that past for me is the University of Michigan. It meant so much to come home yesterday and find a copy of *Michigan Today* in my mailbox. For the trouble that you go through to locate your alumni, I commend you. As I get older, I realize how important the University of Michigan has been to me and I am so proud to be an alumna. Thank you once again and God bless you.

Faith Y. Williams
Atlanta

FOR THE life of me cannot figure out why "Vietnam-era veteran status" is singled out not to be discriminated against. What happened to the WWI, WW II or Korean veterans? Can you explain this to me?

Name withheld
at writer's request

Sue Rasmussen, associate director of the Affirmative Action Department replies: The veterans' legislation was passed after a great deal of political activity on the part of large numbers of Vietnam veterans. . . . They believed that negative stereotypes about Vietnam veterans (that they were drug-addicted and mentally unstable, to name two of the prevalent ones) were operating to prevent them from getting jobs. Through public hearings, letter-writing and other campaigns, Vietnam veterans were able to convince lawmakers in Congress that they were being discriminated against and that an appropriate remedy would be legislation making such discrimination unlawful.

You may be interested to know that disabled veterans of all wars are also covered by Section 402, but that at the present time nondisabled veterans of wars other than Vietnam are not a legally protected group. When a group is not included in laws or in the policy statement, it does not mean that the University condones discrimination on that basis.

I HAVE enclosed the mailing label from my most recent copy. I ask that you remove my husband's name from the label, but not because we are divorced or because he is deceased. There is a far more serious reason for my request. You see, my husband is a graduate of the Ohio State University (yes, I married a Buckeye!), and he is quite perturbed that his name appears on a publication from the rival institution. Although I find this quite amusing, his displeasure is putting a strain on our relationship.

My husband's name has also been appearing on the solicitation material I receive regarding my annual contribution to the school of LS&A. I suspect they (those in the fundraising office) are the true culprits in this fiasco, as I would have sent my contribution in the form of a check drawn on our joint checking account. As you can imagine, my husband truly dislikes the idea that he would be considered a financial contributor to the University of Michigan!

Thank you for making this correction. Even though he is a Buckeye, I do love my husband and I would like to preserve our (usually) harmonious marriage. Also, thank you for producing such an interesting publication. It far surpasses anything I have seen published by that university in Columbus.

Margaret Kavanaugh Dailey '82
Findlay, Ohio

Missing Type

A printing error in our March issue eliminated several lines in the story and watercolor series by Sister Barbara Cervenka. Her story "Joanne Died" recounted the rape and murder of her cousin, Ursuline Sister Joanne Marie Mascha. The text follows, with the eliminated section in italics: "Joanne's death was a tragedy, and brought us close to the senselessness and loss of violence. Her death was small, it was near us. It took place in her own backyard, in a quiet suburb. The terrible irony of Joanne's death on the grounds of the Motherhouse, a symbol of serenity and peace, which parallels so closely the death of Ursuline Sister Dorothy Kazel in El Salvador, underscores our inability to predict, protect or be "safe."

Misaddressed *Michigan Today's*

MANY READERS have noticed, and some have sharply complained about, the out-of-date labels affixed to some recent *Michigan Today* mailings bearing joint labels—that is, labels with two addressees in the same household. We apologize for the irritation this has caused many readers.

Recently, the U-M office that supplies our labels added some joint-name data from an old database to the alumni computer records. In some instances this reunited on mailing labels spouses who divorced or separated long ago, or restored the name of a deceased spouse to our label.

Because *Michigan Today* is the only mailing that is intended for all U-M alumni and alumnae, the University can correct the current joint labels only if graduates supply the accurate information. Please mail, fax, e-mail or phone in your label corrections, preferably with the label ID numbers. (If you have a common surname, please include a middle initial or name as well.)

We also ask you to supply the correct new address for any person previously joined with you on the label but who now lives elsewhere. Otherwise, other offices may continue to send mail intended for the former addressee to the wrong address.

Again, please accept our apology for the inconvenience this mailing process has caused. Thank you very much for your cooperation.

Michigan Today mailing address: 412 Maynard, Ann Arbor, MI 48109-1399; e-mail address: johnwood@umich.edu ; fax: (313) 764-7084; Phone: (313) 764-0105.

WEB// NEWS:

Michigan Today is Online

Thanks to the efforts of Roger Sutton, Scott Tyrrell and Kim Haskins of U-M News and Information Services, *Michigan Today* is now online at <http://www.umich.edu/~newsinfo/>

Browsers also can find the *University Record*, the latest news releases about the University and many other interesting facts and figures at the site.

Michigan in the Olympics

A site that will greatly delight Michigan history buffs is *Michigan in the Olympics, 1900 - 1996*. Built and maintained by archivist Greg Kinney of the Michigan Historical Collections, it will be updated as various Wolverines vie for places on the Olympic squad and medals in Atlanta. Find it at <http://www.umich.edu/~bhl/>

More than 140 U-M athletes and alumni have participated in the Olympics for America and 18 other countries. Michigan has had medal winners in every Olympiad year except 1896, and gold medalists in all but four. They have won 76 medals: 35 gold, 19 silver and 22 bronze.

U-M OnLine Service

The University has set up the University of Michigan OnLine service for alumni throughout Michigan and many areas of the United States, with special features like e-mail, conferencing and a job service.

"The Academic Outreach Program and the Alumni Association were the driving forces in the development of this program," says Jerry Sigler, an assistant executive director of the association and its director of budget and accounting. "The feedback that we have received from alumni is that this is the kind of service that they want."

Credit card accounts of U-M OnLine subscribers will be billed \$19.95 monthly. The base charge includes 10 hours of dial-in access for in-state subscribers, five hours for out-of-state subscribers. Additional dial-in access is prorated at the rate of \$1.00 an hour. For more information, write to U-M ITD Accounts Office, 530 S. State St., Ann Arbor, MI 48109-1349 or call (313) 764-8000. Or e-mail the Association at m.alumni@umich.edu

Here is a list of some of the services that were under consideration at deadline time:

- Personal web pages generated by completing an easy-to-use questionnaire.
- Online alumni directory.
- Cultural and athletic ticket services, including availability information and perhaps opportunities to make purchases.
- Career services, including mentoring by alumni and job postings.
- WUOM (Michigan Radio) Real Audio.
- E-mail and X.500 OnLine Directory.
- Computer conferencing.
- Specialized sports information.

Developers of the service say that connection to it is easy from almost anywhere in the country.

The Focused Life

By Lisa Herbert

When Mona Kumar was a freshman in Alice Lloyd residence hall, she remembers walking down Observatory Hill toward Main Street and being struck by the reality of a larger community outside the campus.

The everyday problems that plague everyday folks seemed to her a sharp contrast to the frivolous, happy-go-lucky student life she encountered around campus. Her roommate, an Ann Arbor native, decided to get involved working at a soup kitchen that provided meals to the homeless and asked if Kumar would be interested in getting involved, too. She was.

The woman who ran the soup kitchen had served her food to the homeless every Tuesday for 11 years. Kumar, motivated and inspired by this woman's dedication, decided she wanted to do more. "She propelled me forward," Kumar recalls.

Across the way from the soup kitchen, Kumar spotted Ozone House, a crisis center for runaway and homeless teens. Ozone House requires 40 hours of largely introspective training of its volunteers that helps them gain a greater perspective on the issues that face their clients. Kumar says that through reflection she realized that she wanted to commit herself "to ending oppression and to a personal goal of self empowerment."

This commitment took her next to SAFEHouse/The Domestic Violence Project. Again she underwent an intensive training session to sensitize her to the issues surrounding domestic violence. She chose to work in a program in which her role was to respond to domestic assault arrest situations in nine of 12 jurisdictions in Washtenaw County. This entailed receiving a call in which she was provided with a brief summary of the incident and the address of the victim. She and a partner would then drive to the house to provide support and counseling to the battered woman.

"My first night on-call was a dramatic experience," she recalls. "I was so nervous. But when I began talking with this woman, who had a totally different background than mine, and she was in this terrible, violent relationship, I realized how alike we were. We're the same age. She wanted to be a doctor like I do. And six months later, I found myself breaking up with a man who was emotionally abusive. It can happen to anybody. What separated me from her was nothing more than circumstance and lucky breaks."

Mona Kumar grew up in an affluent Indian family. She is a first-generation American. Her father is a radiation physicist and her mother a neonatal pediatrician. She attributes her sensitivity to "diversity issues" to growing up in Bloomfield Hills, Michigan, feeling like an outsider because she is a woman of color. But perhaps she was just born sensitive. "My father always called me his PC child," she says.

Kumar's acute awareness of the two types of education she was receiving, one at the University and one in the community, gave her the desire to combine the two. She found the means to do this through the Office of Community Service Learning (OCSL).

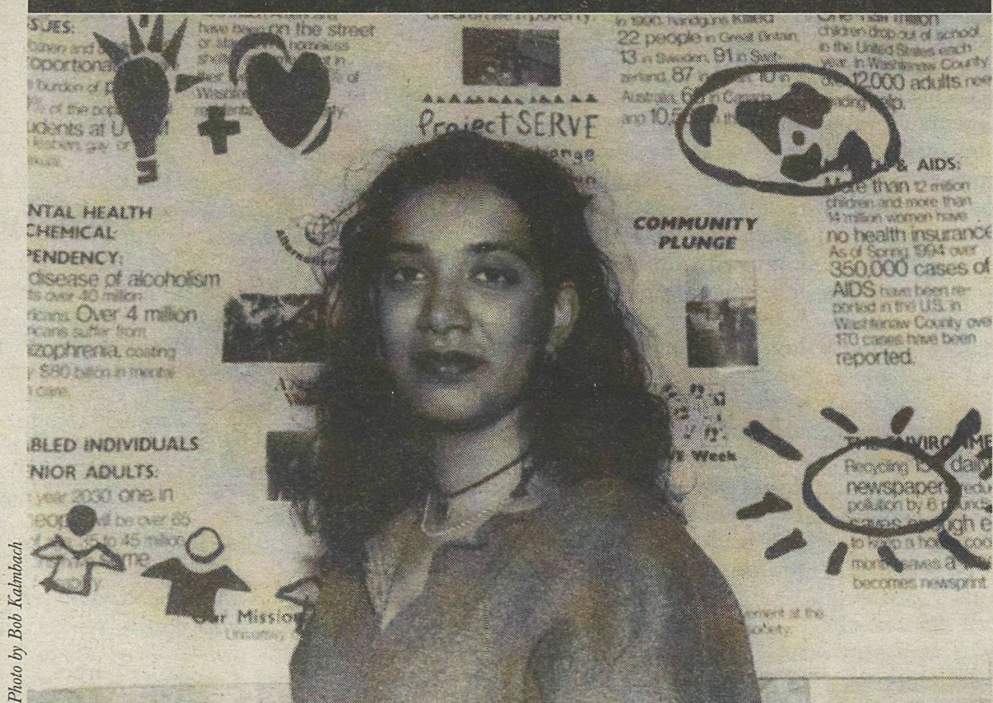


Photo by Bob Kalmbach

of Mona Kumar

As part of OCSL's Project Community, Kumar helped to teach a class on domestic violence. Next she helped found the Michigan Women's Issues Network to focus women's power on educational, health, workplace and political issues.

She also became a site leader of the OCSL Alternative Spring Break program, in which students spend their week-long spring break pitching in on a variety of programs in stressed communities around the country. Kumar chose to work with Haitian refugees in Miami, where she worked on funding and housing needs, taught English and helped paint the entrance to a local church.

OCSL Director Jeffrey Howard sees Kumar as a "shining example of commitment to people in the community, to her peers and to her own education." It is the reason that she was nominated for the national Howard R. Swearer Student Humanitarian Award, an honor that is presented to five undergraduates annually for outstanding public service. About 500 students are nominated each year. Kumar was one of the 1996 winners, and she donated the \$1,500 that comes with the award to Michigan's Alternative Spring Break program to help create the Alternative Summer Break program.

Kumar began to wonder if her commitment to medicine would enable her to continue her involvement in righting social wrongs. She feared that with the end of her years at college, her ability to be an advocate for change would also end. However, she found a common thread in her many experiences: health. So she decided to explore

the creation of a women's health major which would combine her medical interests and her interest in women's issues.

With the help of Liina Wallin in the Honor's College Independent Concentration Program, Kumar outlined a curriculum and became in May the first Michigan undergraduate to earn a degree in Women's Health.

Of course she didn't stop there. She went on to create a course guide, with the help of the Michigan Initiative for Women's Health (MIWH), titled *Women's Health: A Guide to Curricular Opportunities at the University of Michigan*, to ease the path of others interested in following in her footsteps.

Kumar's involvement with MIWH brought her to Dr. Timothy Johnson, professor and chair of obstetrics and gynecology. Impressed with her

achievements, Johnson suggested she speak to Dr. Elizabeth Shadigian, who shares many of the same interests. Kumar approached Shadigian with the idea to conduct research exploring the prevalence of domestic violence during pregnancy and its medical consequences. The research became her thesis project with Johnson as her advisor. In 60 pages, it outlined the underlying causes of battering, the medical approaches to domestic violence and Kumar's recommendations for appropriate interventions in the future (the clinical research is still in the works).

"What is unique about Mona," Johnson says, "is the focus of her interests and energies, which will empower her not only in a professional sense, but also enable her to become an agent of change. Which you can tell she's going to do."

In the fall, Kumar will attend the Medical College of Pennsylvania in Philadelphia. She plans to become an Ob/Gyn specialist and work in urban clinics providing prenatal care to low-income mothers.

For the moment, however, Kumar plans to take it easy. "I need to breathe," she says. There is no doubt, however, that once she has caught her breath, Kumar will be off and running again, motivated by her vision of the world's possibilities to improve education, women's rights, health care and humane feeling.

Lisa Herbert is an Ann Arbor free-lance writer and an assistant in U-M's Office of Affirmative Action.

No, the days of the 500-student survey course aren't gone forever, but Paul Forage's first-year seminar "The Face of War: Emotion and Armed Conflict" is part of the new generation of small, highly interactive courses geared toward the neophyte student at Michigan. It is one of more than 100 seminars that paired first-year students with professors.

Forage, an assistant professor of history and of Asian languages and cultures, said the title of the seminar he taught this spring was a bit misleading, since he hopes to expand the course to include all internecine issues, not simply those between nations.

"Conflict by itself includes some very strong emotions," he said. "A subgroup of that—armed conflict—has another set of emotions. I hope to deal with the emotional construction of conflict and the emotional environment that people in conflict have to deal with. Of course, it's very different to sit and think about the war experience than it is to experience war. It's like reading about being mugged and being mugged."

In a typical class, Forage showed a film—*Platoon*, *Full Metal Jacket*, *All Quiet on the Western Front*—which then served as a springboard for class discussion.

"Oh, a class about war; we'll watch things blow up," Eric Porzadek of Redford, Michigan, thought when he first leafed through the course guide. Porzadek, a School of Art student, says he was "pleasantly surprised" to find that the class was much deeper than his initial impression. "This is not a regular 'textbook' class where you memorize certain things and say them back to a teacher; this class make you think. It's really what I've been looking for. This course is much more interactive than other small classes I've taken. I didn't feel like I had to 'study,' I felt like I had to 'think' to do well. I felt like I was actually gaining knowledge, knowledge of experience."

LaRuth McAfee, who is in the chemical engineering program, admitted that she chose the seminar because it fit in her schedule. "Since I'm not that into studying war," she said, "I was afraid that it wouldn't be interesting at all. But because we focus on emotion, not just war, I really enjoyed it. It was also nice to have a class where you got to express your opinion, where people didn't just say you're right or wrong like in my math and science classes. Professor Forage made sure the class was broad enough that everyone could find an area of interest. I'm doing my final project on the emotions of gang violence, for instance."

Forage also brought war veterans to class to bring a personal face to the subject. Because so many of today's students have been exposed to war only through films, he sensed that they might see war as a "cowboys and Indians game—just with real guns."

Bill Lowe, a 48-year-old Vietnam veteran from Ann Arbor, told the class what it was like when he was their age and found himself in a war. Lowe said he had volunteered under the sway of "romanticism" instilled by a Marine recruiter and "skepticism of my peers that I could survive Marine boot camp."

After listening to Lowe's account of his 13 months in Vietnam during a tour of duty from 1965-69 as an unloader of ships and a brig guard, the students peppered him with questions. "What did you think of the Vietnamese people?" "What did you feel when the US defeat

became definite?" "What did you think of [former Secy. of Defense Robert] McNamara's book saying he had told others in the LBJ administration that the war was a lost cause?" "Were you aware of the anti-war movement while you were over there?" "Could you only relate to other vets when you returned?" "Did your family think you had changed when you came back home?" "What do you think of the current military involvement in the former Yugoslavia?"

LS&A student Jessica Beiler of Chicago said that the speakers helped bring new perspectives to her understanding of war and emotion. "I'm pretty much a peaceful person," she said, "so I've always thought that the Vietnam War was wrong, that we shouldn't have been there. But after watching films and hearing the man who fought in Vietnam, I sympathize with the soldiers. They were my age. I'm beginning to understand that they felt they were fighting for their country and many of them felt it was just the right thing to do."

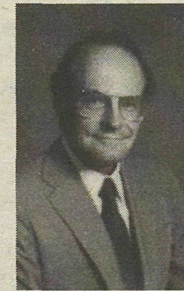
Tad Dixon of LS&A said he appreciated the new perspectives that other students in the class gave him. "Students with immediate family who have fought in a war understand the emotions of fighting better. They've heard war stories before, and they will tell us the stories. In a larger class we'd definitely lose some of the emotional feelings."

Military Studies Group

Undergraduates are not the only members of the U-M's academic community who take advantage of small groups to bounce ideas off one another. History Professor Emeritus John Shy created the Military Studies Group in 1969 as an outlet for graduate students studying military history to keep in touch with him throughout the year.

The Department of History's *U-M History Newsletter - 1995* called the Group "probably the oldest floating (i.e. unfunded) seminar" in the department. But after three decades of "interdepartmental, interuniversity, multicultural, irreverent, disorganized and free-floating discussions," the *Newsletter* reported, the group decided it was "stuffy, stagnant and whined too much." So last year, members took "vigorous action" of a scholarly sort by changing its name to the War Studies Group.

By whatever name, the group has evolved into an informal seminar every Friday afternoon for about 20 professors, graduate and



Shy

undergraduate students, and staff. Sessions often begin with one of the members reading a research paper, book chapter or dissertation on which they are working. Then comes the feedback.

Paul Forage's presentation this term was on medieval Chinese military history; others addressed such topics as the 18th century Bosnian militia, the election of military officers, and the experience of lesbians in the military.

Shy says that the field of military studies is not looked upon kindly by many historians. "It has always been kind of a stepchild in the history profession—kind of like a smoker's group. There is a feeling among many historians that people who study military history are bloodthirsty and hawkish. Our group runs the spectrum of political views, though.

"This is not to say 'poor us'—military history sells books and it is fascinating. But look at Bosnia, it's awful, it's terrible. Anybody who finds the subject sickening is justified, but it is a part of human existence. But war is a repulsive subject, and some people can't get over that."—JB.



Forage and freshman seminar students.

Freshman seminar on 'Emotion and Armed Conflict'

STUDYING WAR SOME MORE

By Jared Blank
U-M News and Information Services

Chipping Away At Violence

By Jeff Mortimer

When President Clinton approved legislation that requires TV sets to contain a "v-chip" that will enable adults to block violent programs from their screens, Leonard Eron was standing right behind him. A photo of the occasion hangs outside Eron's office in U-M's Institute for Social Research building, where he is an adjunct research scientist in the Research Center for Group Dynamics.

Such recognition is altogether appropriate, considering that Eron, who is also an adjunct professor of psychology at U-M, has been researching the causes of violent behavior in children and young people since 1960.

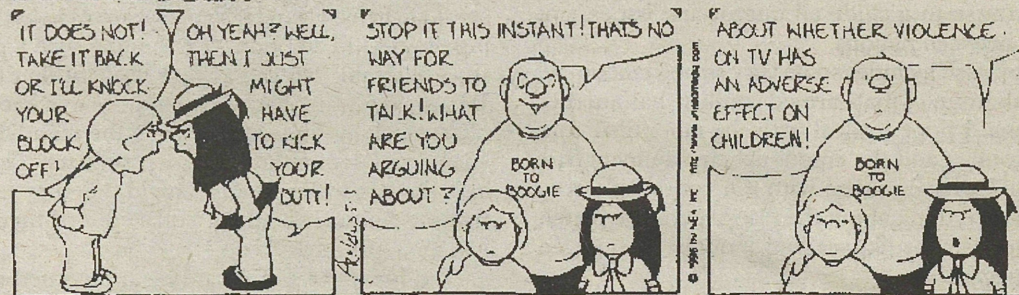
Eron is dubious, however, about the v-chip's ability to make much of a difference. "It's a step in the right direction," he says, "but a parent has to be concerned, and has to be available to do it. The v-chip will have some effect, but it doesn't solve the problem, not with two working parents,

single-parent families and, frankly, a lot of parents who don't give a darn."

Two problems with a technological response are (a) today's kids can master technology at least as fast as their parents do, and (b) it essentially begs the more ethical, and thus less tractable, question of parental involvement.

In fact, some of Eron's research supports the notion that adult supervision is the most effective antidote to the effects of TV violence on the responses children learn. While one morose aspect of his work is that TV's effects show up cross-culturally, one encouraging aspect is that an exception was found among one of the groups he and E. Rowell Huesmann, U-M professor of communication and psychology, have studied: Israeli children raised in *kibbutzim*.

BORN LOSER



On a kibbutz, Eron says, "All the children watch together at one time in a commons, and there is always an adult present who can explain to them that what they see on television is not how real life is."

That's quite a contrast to the American scenario, where kids go home from school, let themselves in and settle down in front of the tube—alone or with their peers. The setting itself is significant, Eron believes.

"You're watching it in your own home, watching it where it becomes part of your routine, very often while you're having dinner or eating potato chips and getting primary reinforcement that way," he says. "The conditioning is quite powerful, I think. It makes violence more routine and like everyday activity."

Eron is not one of those who would blame television for most, if not all, of the ills of society and its children. "It accounts for about 10 percent of violence, which means that 90 percent is caused by other things," he says. "Violence is a multi-determined behavior. It's caused by genetic, biological, physiological, macroeconomic and macrosocial factors, all of which can account for some part of the variance."

And, in what may be an ironic consequence of the women's movement, little girls are now equally afflicted by TV violence. "When we did the first study [in upstate New York] in 1960, we found the effect just for boys," Eron says. "There was no effect on girls. However, when

we did another longitudinal study in 1977 in Oak Park, Illinois, we found indeed there was an effect for girls. This held up in the four other countries that we studied—Finland, Australia, Poland and Israel.

"You have to remember that in 1960, any indication of assertiveness or aggressiveness was discouraged in girls. Also, in 1960, there were no aggressive female characters on television."

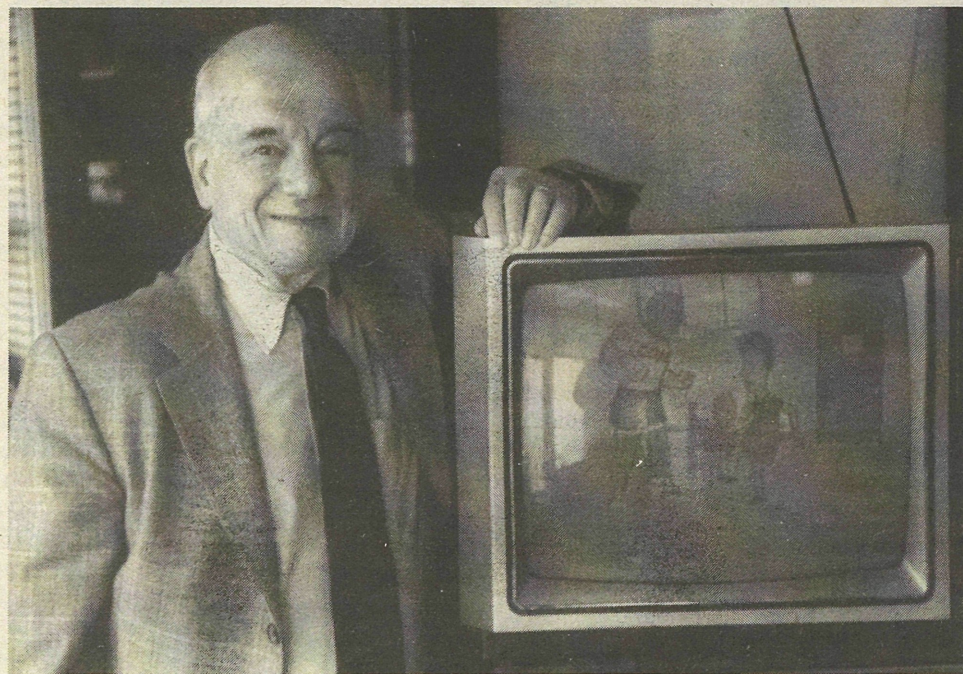
Two of the television industry's most frequent defenses are easily punctured, in Eron's view. One is that their programs have no effect on behavior, a curious position for a business that makes its money selling advertising. The other is that they merely "give the public what it wants."

"A self-fulfilling prophecy," says Eron. "This is what they get, so this is what they think they want." Besides, he points out, some of the most popular and successful shows in TV history—*The Cosby Show*, *Cheers*, *All in the Family*, among many others—weren't at all violent.

But what about solutions? "Everybody talks about 'conflict resolution' and I don't know what they mean," says Eron. "They have no before-and-after assessment. But in any good program, you have to work not with the children themselves, but also with the families and the neighborhood."

In an attempt to inject some rigor into the assessment of conflict-resolution, Eron and Huesmann have begun a three-year evaluation of a conflict-resolution program in the Ann Arbor Public Schools.

Jeff Mortimer is an Ann Arbor freelancer.



Eron

Photo by Bob Kaimback

Michigan Wins In a Buzzer Beater

By John Woodford

With only seconds left in the contest and the lead going back and forth, it would come down to one last question in the third game of the best of three, just as it had in 1993, when the Cavaliers beat the Wolverines.

Michigan trailed the University of Virginia by 25 points when the moderator began the final toss-up question, "His movies include *Romeo and Juliet* and *The Taming of the Shrew* . . ."

"Bzzzz," buzzed in Michigan's Jay Rhee, a senior philosophy major from San Francisco. "Zeffirelli," he said.

Fortunately, Rhee's gamble paid off; the question had asked for the director's name. If the answer had called for an actor's name or some other fact, all would have been lost. But now Michigan was down only 15 points with 15 seconds left, and could win with a correct answer to the bonus question:

"Its two biggest deals so far in the 1990s have been the acquisition of Motel 6 and Borden's. Those multibillion-dollar deals pale in comparison with its leveraged

buyouts of the 1980s, capped by the \$30.6 billion deal for RJR Nabisco. For 25 points—name this takeover specialist."

As the buzzer was about to sound, Michigan gave the correct answer: KKR—Kohlberg Kravis Roberts.

Final score: Michigan 260, Virginia 250.

"The prowess of our athletic teams gets a lot of attention in Ann Arbor and nationwide," said team president Joe Saul, a third-year law student, upon the team's return from the contest in Tempe, Arizona, just in time for final exams. "We're happy to make sure our student body gets credit for its intellectual achievements, too."

Captain David Frazee of Arkansas City, Kansas, who graduated from the Law School this spring,

said the game "tests your speed at information-recall—but information is the stuff of knowledge."

Other members of the championship team are Benoy Chacko '96, a biochemistry major from Mount Clemens, Michigan; freshman Ravin Garg, a biology major from Shelby Township, Michigan; and senior Michelle LaLonde of Ann Arbor. Kevin Olmstead, adjunct assistant professor of

civil and environmental engineering, coached the team.

Unlike many collegiate academic games teams, the U-M squad is open to any students who wish to join. "Approximately 60 different students represented our team in competitions this year," Saul said. "We practice weekly throughout the year from 7-10 p.m. Anyone who wants to attend a practice—student or not—is welcome to come play. We can be contacted at ac.info@umich.edu."

The team receives most of its funding from the University Activities Center, but it also raises money by periodically running tournaments that bring 60 state high school teams to campus.

High school teachers like to participate in the tournaments at U-M, Saul said, "because we developed a Michigan Format that emphasizes high-quality questions and makes them as much like collegiate-level questions as possible."

Interested persons can link with the team's Michigan Academic Competitions Web page at: <http://www.itd.umich.edu/~jmsaul/mac.html>

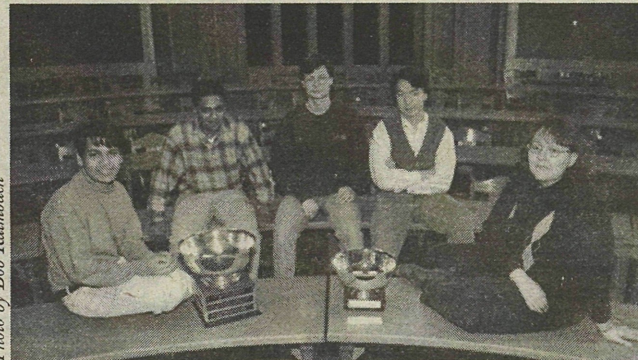


Photo by Bob Kalmbach

College Bowl '96 Champions (l-r) Garg, Chacko, Frazee, Rhee and LaLonde with their regional and national trophies.



Morrison



Griffin



Marshall

Hockey team takes NCAA title; gymnasts, softballers among nation's best

Hockey Coach Red Berenson completed his mission of raising the U-M hockey program from doormat in April when junior All-American Brendan Morrison of Pitt Meadows, British Columbia, Canada, scored a sudden-death overtime goal to bring U-M its first national title since 1964. The 3-2 victory over Colorado College in Cincinnati March 30 marked Berenson's 300th career win.

Other noteworthy tourney appearances were turned in by the women's gymnastic team, which finished sixth in the nation, and the softball team, which made back-to-back appearances in the eight-team College World Series before again losing two straight in the double-elimination tournament in Columbus, Georgia.

The young Wolverines were led by senior All-American Wendy Marshall of Long Island, New York.

Coach Carole Hutchins's softball team finished 51-14 following defeats by a strong UCLA team and a determined Iowa squad whom they'd defeated in two out of three games earlier this season. Sophomore pitcher-slugger and All-American Sara Griffin of Simi Valley, California, had won 19 straight games before entering the World Series. The two tournament losses were both squeakers, 2-0 and 3-2.

MAESTRO OF THE NOSE CONE HE BEATS JUST ABOUT EVERYTHING

By Joanne Nesbit
(U-M News and Information Services)

Moving from drums, gongs, chimes and bells to rocket nose cones is a natural progression for the percussive professor Michael W. Udow.

Not one to let something he can beat get away, Udow purchased several of the cones at sales conducted by the government outside Los Alamos, New Mexico, and uses them along with cow bells, brake drums, clock springs, Buddhist prayer bells and the jawbone of an ass to create his brand of music.

A scavenger of sound sources and principal percussionist with the Santa Fe Opera Company, Udow can also turn himself into an instrument with a burst of body-slapping and hamboning. He even enjoys and can imitate the intricate rhythms of windshield wipers.

Although nose cones are designed for warfare and ancient bells for peaceful meditation, Udow finds that they share musical qualities. "They have more than one pitch center and similar shapes," he says, "and they are metal alloys. Greek church bells and ancient Chinese and Japanese bells share these characteristics."

Udow also sheds light on the biblical story of Samson. When the mighty hero found a "new jawbone of an ass" to slay "heaps upon heaps" of Philistines, he might have been wielding a musical instrument rather than a piece of desert litter.

"The jawbone," Udow says, "comes from folk tradition. In antiquity, the bones of donkeys and other farm animals were honed into tools and fashioned into instruments. The jawbone can be struck, shaken or scraped, characteristics of most percussion instruments."



Photo by Bob Kalmbach

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'We have developed an aesthetic taste with no biological basis.'

LAWN MANIA

By Joanne Nesbit

The whole country seems to be afflicted. Everywhere you look, cropped green carpets sprawl across rural as well as urban and suburban yards and swards, across corporate and individual property, across government-maintained landscapes and the surroundings of private clubs. It's lawn mania, more rampant in America than anywhere else in the world, with its roots in the early English landscape garden movements.

Why do Americans care so much about their lawns? As far back as the 1830s the American horticulturist Andrew Jackson Downing "depicted Americans as a transient people who, through gardening and horticulture, formed an attachment to a place," says Robert Grese, an associate professor in the School of Natural Resources and Environment (SNRE).

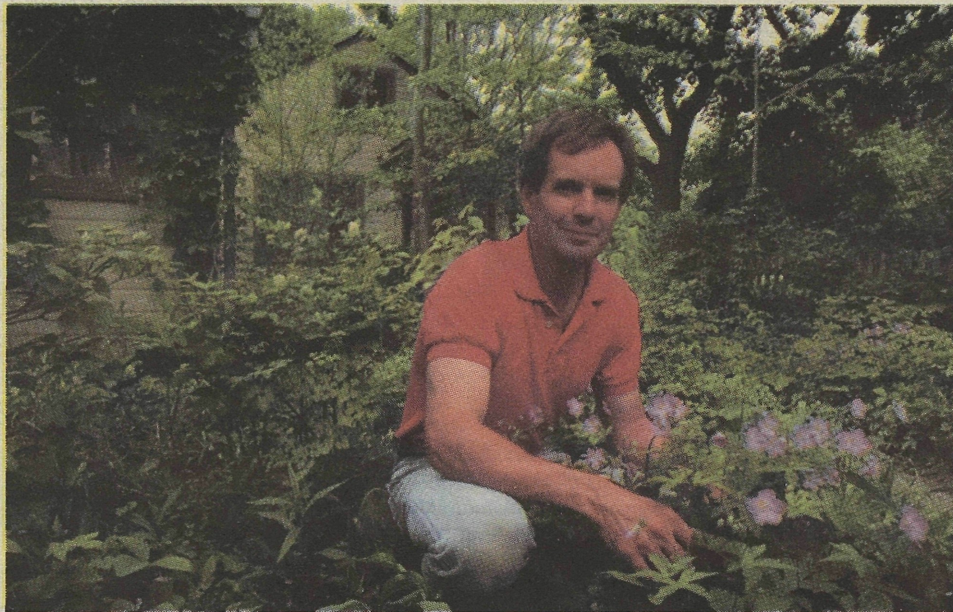
But Grese (pronounced "GRAY-zee") says the seeding, mowing, spraying and fertilizing has to stop. Those early models for our lawns grew easily in the English climate without supplemental watering or chemical application. And they were generally used as pasture, eliminating the need for mowing, a mania in its own right according to Grese.

"It's relatively cheap to mow, but very expensive to the environment," Grese says. "Emissions from lawn equipment such as weed whips, lawn mowers and leaf blowers contribute about 5 percent of the total air pollution."

Add that costly environmental damage to the chemicals spread, sprayed or injected to keep the grass green and the "weeds" dead, and the price of what we have come to view as an aesthetic asset costs more than the dollars invested in the equipment and chemicals themselves. Furthermore, the chemicals are polluting streams, rivers and wetlands with too many nutrients, helping to promote an invasion of non-native plants and changes in the water's chemical structure, crowding out native plants and depriving native aquatic species of an agreeable habitat.

"Lawn care products are likely the largest group of chemicals being stored without regulation," Grese says. "Family garages are just full of pesticides and herbicides."

Grese proposes having just enough lawn to meet our needs. He doesn't mean the aesthetic need we have become accustomed to, but what we actually use for games or other activities. The remainder of a yard can then be planted in horticulture ground covers such as periwinkle, pachysandra, euonymus or ivy. Such plantings do not require supplemental watering once they have become estab-



Grese in his own natural yard.

Photo by Peter Mattheus

lished, nor do they need regular use of herbicides and pesticides or mowing.

But even at that, Grese says, these ground covers are not compatible with native wild flowers and should not be allowed to escape. Herbs could be used as ground covers, too, Grese advises—thyme and creeping herbs will do the trick. And then there are the added benefits that come with a hillside of wild strawberries or creeping dewberries. But Grese's own preference is for using the plants native to an area.

The challenge to the property owner, Grese says, is to discover which native plants grew locally and will grow again without reseeding. In the prairie areas of the country one could consider butterfly weed, yellow coneflower, bee balm, prairie dock, asters and goldenrod, all of which provide habitat for native wildlife. No longer would we need to store and hoist heavy bags of birdseed. It would be growing in the backyard.

Grese recommends finding a local arboretum or botanical garden that can help identify an area's native plants. Some states have native-plant societies that conduct educational sessions or guided walks through local nature preserves. Conferences sponsored by arboreta or botanical gardens usually draw a mixture of homeowners, representatives from government agencies, landscapers and horticulturists, he says. Many books on the use of native plants in gardens are proliferating, and the lists found in these should be checked against local floras or other guidebooks.

"One of the stumbling blocks has often been local weed ordinances," Grese says. "They are successfully being challenged around the country. In fact, some property owners are registering their backyards as wildlife habitat with the National Wildlife Federation."

Usually such weed ordinances require that property within a defined municipal district be mowed to resemble what we have come to know as a lawn. But the natural garden that Grese promotes resembles the prairies or natural growth of a particular geographical area of the country, be it sea oats or cactus.

Through classes with strong environmental focus, Grese, his colleague Prof. Rachel Kaplan and other faculty at SNRE are educating a new generation of landscape designers ripe for changing attitudes in managing land. In areas where people are taking an active part in restoring the land through use of native plants, the young landscapers are developing a deeper sense of belonging and of ownership.

In our passion for immaculate green lawns, Grese concludes, "We have developed an aesthetic taste with no biological basis."

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