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# Michigan Today

The University of Michigan

October 1987 Vol. 19, No. 4

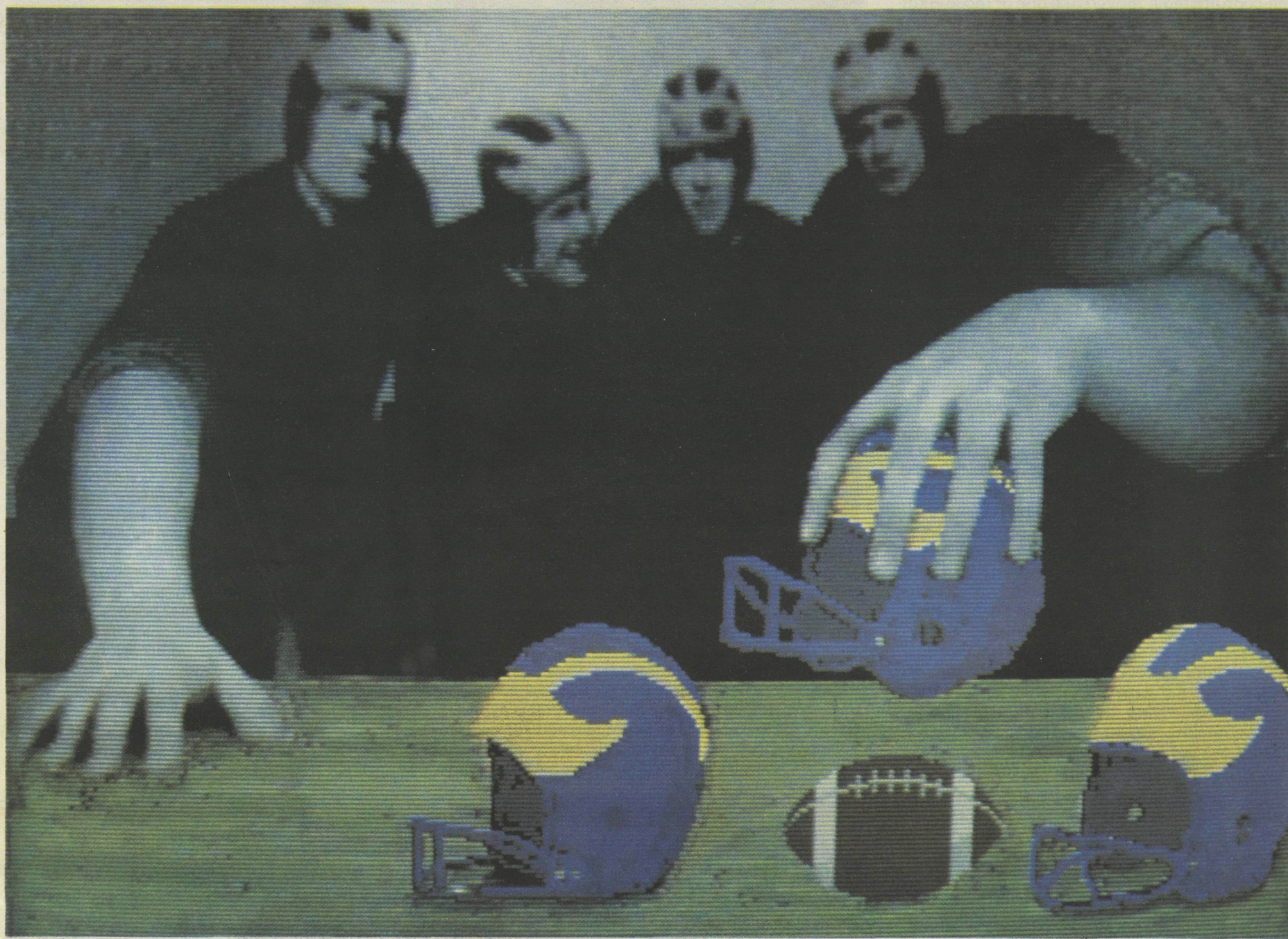
King Radama I of Madagascar



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## THE MAD MAGICIANS

By Ivan Kaye

**T**he experts got together a couple of years ago and decided that the best college football team of all time was the Nebraska eleven of 1971. They were wrong.

The greatest college team ever to step on a gridiron played in the Rose Bowl on January 1, 1948, and won by the modern-record score of 49-0 (the same score by which the Wolverines beat Stanford in the first Rose Bowl in 1902). The team was The University of Michigan's "Mad Magicians" of 1947.

Anybody who ever saw them play will recall the tingling thrill of trying to figure out which one of Michigan's whirling dervishes was actually carrying the football.

The poor fellows on the opposing teams — many of whom would tackle two or three people on a given play, only to discover that the ball was 30 yards downfield in the hands of yet another Michigan player — will no doubt nod in agreement. But you really had to see it yourself to believe it. For sheer deception, there had been nothing like the Magicians before. And there has

**Which was the trickiest, toughest, most exciting, the, well, greatest, college football team of all time?**

been nothing like them since.

At Hyde Park High School in Chicago, our football coach managed to acquire color films of the game, and even when the action was run in slow motion, we assembled aficionados were unable to pick out which of the Michigan backs had the ball.

Nowadays, it's rare to see three men handle the ball; when that happens, everybody goes bananas in the broadcasting booth and you see the replays all night on television. But for the Magicians, three men handling the ball was just an ordinary play. The plays that really gave them a kick were the ones where four or even five men handled the ball. It would wear out the spectators and drive the defenses crazy even though they were usually bigger and stronger than the Wolverines. Sometimes even the referee would become confused and blow his whistle early — and that would be about the only way the play could be stopped.

Another thing must be said about that era just after World War II. The players at all of the

schools were older, more mature from their military experience and steadier in their performance than the normal run of college football players. Any varsity of that time had students who had played as far back as 1940 or 1941, so it was not unusual to have players in their mid- to upper 20s in the lineup.

In Michigan's case there were also players who had been too young for the war — the 17-year-old "Fuzz Kids," as sportswriters called them when

Coach Fritz Crisler took his 1945 squad into Yankee Stadium to play the mighty Army team of Glenn Davis and Doc Blanchard. To avert the predicted slaughter, Crisler put his lighter, faster players on the offensive line and placed his bigger men on the defensive team. This "two-

platoon" scheme, a variation of a tactic Coach Knute Rockne of Notre Dame used in the early 1920s, worked quite well. The Wolverines came away with a moral victory by holding Army's national champions to a 28-7 score.

A number of the 17-year-olds in the Michigan lineup that day had matured by 1947 into extraordinarily gifted performers. When they were blended with the host of returning war veterans and supplemented by a crop of exceptional sophomores, there emerged one of the epic collections of football talent in the annals of the game.

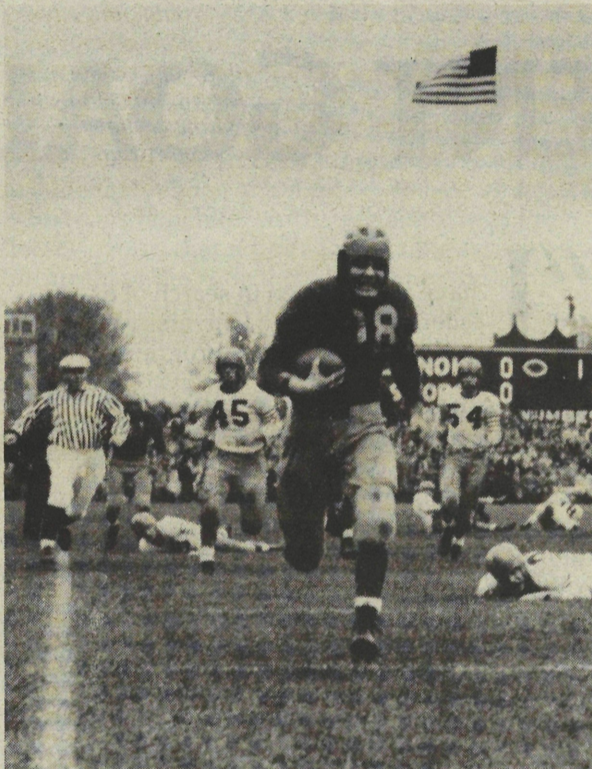
Fritz Crisler knew exactly what to do with this bonanza. For years he had dreamed of blending the two most deceptive operations in the single-wing repertoire: the spinner cycle and the buck-lateral series. The difficulty with this, however, is that seldom does a coach have the backfield men, and especially the ball-handling fullback, to bring the dream to fruition.

When John Edward "Jack" Weisenburger, the man Crisler called "The Fine Artist," came along, the spinner and the buck-lateral were blended into what would become an offense of pure and

# THE 1947 WOLVERINES



**THE '47 WOLVERINES** — Front Row, l-r): Howard Yerges, Jack Weisenburger, Dominic Tomasi, Head Coach Fritz Crisler, Bruce Hilken (captain), William Pritula, John T. White, Stuart Wilkins. Second Row: George Kiesel, Joseph Soboleski, Walter Teninga, Robert Chappuis, Edward McNeill, Daniel Dworsky, Peter Elliott, Chalmers Elliott, Henry Fonde. Third Row: Thomas Peterson, Donald McClelland, Lloyd Heneveld, George Johnson, Robert Hollway, Peter Dendrinis, Donovan Hershberger, John Andersen, Kurt Kampe. Top Row: Gene Derricotte, Quentin Sickels, Alvin Wistert, Leonard Ford, Irvin Wisniewski, Ralph Kohl, Robert Erben. (Ford, Tomasi and kicker James Brieske [not in photo] are the only deceased members of the team.)



**STREAKING** down the sidelines on a 74-yard punt return for a score, Bump Elliott exploits Coach Crisler's innovative circular-wall blocking pattern that left the defending Rose Bowl champion Illini flailing or flattened. Elliott recalls: 'The blocking was executed perfectly. All I had to do was not stumble. It was among the top moments of the season for me because besides Minnesota, Illinois was the only other squad we didn't beat by 21 points or more.' Elliott says it's unlikely that anyone could use the Mad Magician's trickiest plays today: 'You couldn't keep the modern huge and fast defensive players out of your backfield long enough for the hocus-pocus to go on.' Another reason for the offense's success, he says, 'is that we had complete respect for Fritz and believed in what he was trying to do. That's the kind of attitude you try very desperately to develop as a coach.'



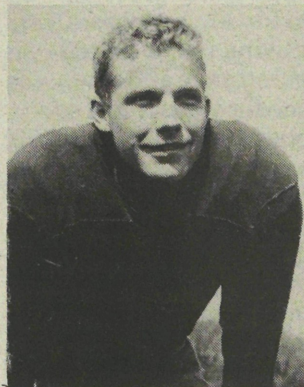
**JACK WEISENBURGER**, the full-back and whirling-faking-ball-handling dervish of the team, heads his family's 72-year-old insurance company in Mount Pleasant, Michigan. Weisenburger, the Big Ten rushing champ in '47 with a 6.1 yards-per-carry average, scored three touchdowns in the '48 Rose Bowl. He doesn't think anyone is likely to employ an

offense as complex as the Magicians' today: 'It was hard to coach and develop. The plays required perfect timing since we were all moving by design at different speeds to reach spots where we'd hand off or fake a hand off. Avoiding serious injuries was important for our success, and we were plain lucky in that respect.'



**GENE DERRICOTTE '50** got degrees in pharmacy and dentistry at U-M after a chronic knee injury forced him to leave the Cleveland Browns. Derricotte retired from the Air Force in '85 and is now a professor of oral and maxillofacial surgery at the University of Texas in San Antonio. A feared passer and slashing runner at tail-back, Derricotte was better known for his defensive play at safety in '47. He led the nation in punt returning that season, but did not know, until friends sent him a clipping, that he had held the U-M punt-return record for 36 years before Anthony

Carter broke it. Derricotte, who was inducted into the U-M Athletic Hall of Fame this month, says: 'Fritz took pride in the academic accomplishments of his students. That's why, instead of avoiding tough courses, so many of us prepared for careers in business, law, medicine, education, engineering and architecture.'



**HOWARD YERGES**, the quarterback, was responsible for calling one of 180 different plays from seven different formations. Coach Crisler asked to call a play for me just once,' recalls Yerges, director of engineering for Perdue, Inc., in Princess Anne, Maryland, 'but it didn't work so he quit.'

however, blocked to the sound of a different drummer. They merely bumped larger defenders off stride for an instant; rarely did one see the field littered with fallen would-be tacklers.

The finesse of the offensive line all but equaled the artistry of the backfield. One observer of the Indiana game remembers seeing right guard Wilkins block four defenders: one at the line; another, five yards downfield; and two more in the open, and without leaving his feet or knocking any of the Hoosiers off theirs. He nudged them as a tugboat might an ocean liner. Yet that was all the whippet-fast Weisenburger needed to run 60 yards.

Who had seen such finesse blocking before 1947? Who has seen it since? How did those little guys do it? It all depended on getting the proper angle. Fritz Crisler was the Euclid of football coaches. He conjured up techniques and plays that left rival coaches speechless with admiration, but Crisler knew as well as anybody that the play isn't the thing, the player is. And his players scored at a rate of 38 points a game, tallying 345 in nine regular season games, becoming the highest-scoring Big Ten team until then. The numbers are somewhat misleading, since many of the games turned into early routs, and Crisler often poured in his third- and fourth-stringers early in the second half.

As *Time* noted in its November 3, 1947, cover story 'The Specialist,' that featured Chappuis: 'In Michigan's first five games, Specialist Chappuis was on the field less than one-third of the time, but of the 27 passes he threw, 19 were complete — five of them for touchdowns.'

If the offense was light and quick, the defense was heavy but quick. Nobody wanted to run around an end like the late Len Ford, a future all-pro with the Cleveland Browns. At tackle, Alvin Wistert was the third brother in his family to make All-American at Michigan, all the Wisterts playing the same position and wearing the same number 11.

The linebackers, always the heart of the old 6-2-2-1 defense, were Dan Dworsky and Rick Kempthorn. It was said around the Big Ten in those years that they were the two best linebackers anybody had ever seen on one team. At 215 pounds each, they would easily be starring today for Coach Bo Schembechler's team.

Add to this the nation's premier punt returner, Gene Derricotte, and you saw Michigan making life almost as miserable for an opponent when the opponent possessed the ball as it was when Michigan had it. *Time* was correct when it called the team "a collection of chrome-plated, hand-tooled specialists." Even the fellow who kicked the extra points, Jim Brieske, was nicknamed "Automatic."

Everything came to a head at Pasadena on New Year's Day 1948, when the Magicians worked their spell on a big, powerful Southern California team that had lost only to Notre Dame. Michigan was a 16-point favorite, an extraordinary margin for a Rose Bowl game against a strong opponent.

Crisler and the whole Michigan camp, moreover, were miffed at the Associated Press for naming Notre Dame number one at the end of the regular season, principally on the basis of its 38-7 victory over Southern California. If Michigan could top that, and that was a tall order, then Crisler and his followers were hoping that the writers would reconsider.

It turned out that Crisler need not have lost a moment's sleep before coaching his last game. Michigan came as close to playing the perfect game of football as any team ever has. Red Smith, the sportswriter and '27 Notre Dame grad, wrote that it would be a sacrilege to mention any other team in the same breath. Columnist Grantland Rice was just as awestruck.

The Associated Press was persuaded to take another poll, although labeled "unofficial," and this time Michigan was accorded first place by a landslide.

So we shall have to disappoint the partisans of Nebraska '71, and Notre Dame '24, and Minnesota '34, and Yale '09, and West Point '44 and alas, even Michigan '01, the guys who started the Rose Bowl with that 49-0 romp over Stanford. Worthy teams all, with a hundred other rivals, to be sure, but there was something extra special, beyond comparison, about the magic wrought at Ann Arbor in that autumn of 1947.

## YOU'RE LOOKING AT THEM:

unprecedented prestidigitation.

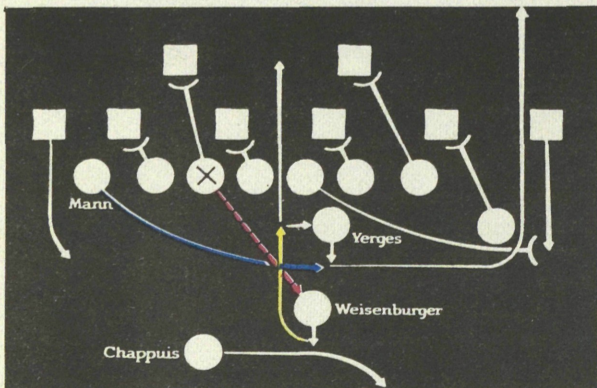
Weisenburger, a seemingly frail 178 pounds, was the Merlin of a backfield quartet that was so well-coordinated it moved like one of those eight-armed, eight-legged Hindu deities in the Bhagavad Gita. All four could handle the ball with supreme dexterity, possibly because they were all good baseball players as well. Each could run, pass, catch and block; and all were extremely smart players who took beautifully to coaching.

At the vital tailback position was the team's most gifted passer, Bob Chappuis. Having survived the war, in which his bomber had been shot down over Italy, Chappuis brought a maturity that enabled him to perform with consistent brilliance all through the season. He played the game out of sheer delight, kept everything in perspective and could hit a wingback on the fingertips with a bullet pass from 50 yards away. He also did nicely carrying the ball, a requisite for any top single-wing tailback.

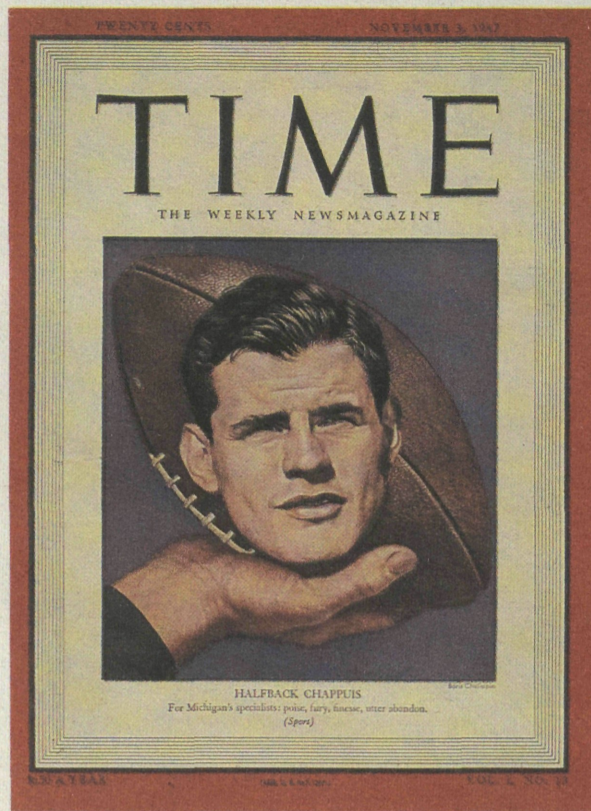
Chalmers "Bump" Elliott (later Michigan's coach and now athletic director at the University of Iowa) was the perfect wingback: a blazing runner on the reverse, marvelous at going deep for the big pass and capable of blocking any opponent either at the line or downfield. He turned out to be the team's most valuable player, which surprised nobody, since he was, with Weisenburger, an outstanding defensive player, too. At quarterback, Crisler had his kind of man — Howard Yerges, a brilliant engineering student whose father had quarterbacked Ohio State just after World War I. To Yerges fell the responsibility of directing an offense that embraced some 180 plays run from seven different formations. It was said that he knew every man's responsibility on every one of the plays. This may be hard for an outsider to believe, but his teammates believed it, and when the wizard whom Crisler called "The Little Master," spoke, everybody listened.

Let Chappuis record one instance of the respect Yerges earned. The Wolverines were at Wisconsin; both teams were undefeated and needed a win to clinch the Rose Bowl berth:

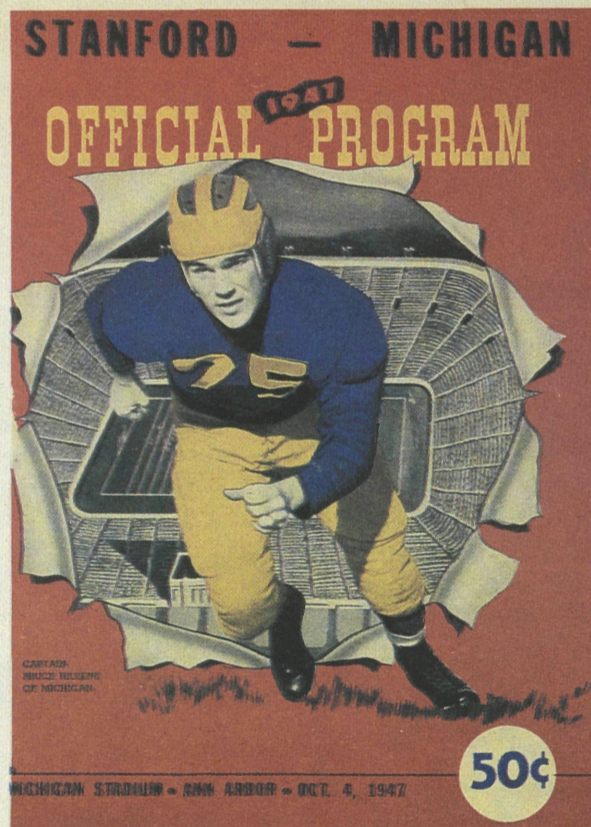
"... and it's fourth down and a yard to go for a Michigan first down inside Wisconsin's five yard line. The score is 7-0 in our favor, second quarter. The field is a sea of mud caused by a heavy snowstorm the night before, and it's still coming down during the game. The weather, Badger fans knew, would hamper Michigan's clever ball handling and fancy footwork. We waited for Howard to come into the huddle and call this crucial play. We anticipated a call for Jack Weisenburger up the middle, or perhaps a straight-ahead quick handoff to Bump Elliott. Yerges stepped into the huddle and called a pass play! Fourth and one, a muddy field, a soggy football and our quarterback calls a pass into the right flat. We all thought Howard had been hit on the head on the previous play, and for the first time that season, I was tempted to speak up in the huddle and question his play selection. But Fritz Crisler's teams were always well-disciplined, and one of his rules was that once the quarterback stepped into the huddle, no one but the quarterback was allowed to say anything. We broke the huddle. The ball was snapped. I threw the pass, which was caught for a touchdown. Who caught it? Howard Yerges. From then on out, we rolled. We



THIS END-AROUND PLAY off the spinner series went for 51 yards and a touchdown against Northwestern the first time it was tried. The play typified Coach Crisler's hocus-pocus, said Time magazine, which diagrammed and described the play for its readers: 'From center, the ball is hiked [along dashes] to Fullback Weisenburger, who spins and fakes to Chappuis, who runs back as if to pass. Then Weisenburger spins, runs forward, handing the ball to Quarterback Yerges; he, in turn, gives it to Left End Mann, who either cuts in (as here) or goes wide, depending on the opposing left end's tactics.'



IN ITS Nov. 3, 1947, cover story Time magazine said, 'Bob Chappuis (rhymes with happy-us) . . . is Crisler's triggerman. His job is to throw the forward passes, and there is no one in 1947 collegiate football who does it better.' Chappuis retired from Central Soya Company in Fort Wayne, Indiana, after 25 years as vice president for labor relations, and now consults. He says he'd like to see a team use some of the Magicians' single-wing plays today: 'Nobody else does it, so it would be hard to prepare for. Today all the teams seem to use the same play book.'



CAPT. BRUCE HILKENE of Birmingham, Michigan — recently retired as director of personnel for GM's Chevrolet Division — burst out of the cover of every '47 football program. A 192-pound offensive tackle who used savviness to block far-heavier opponents, Hilkene says his fondest memory of the '47 season was the long train trip back to Ann Arbor after the Rose Bowl victory. 'The team had a party on the first night out,' he recalls. 'It was a great opportunity to let our hair down, and also to reminisce. The next day I felt a hand on my shoulder at breakfast. It was Fritz. "I understand you fellows had a party last night," he said. I admitted we had. "Why didn't you invite me?" he asked. We thought he was always stern and strict, so we'd waited for him to retire. But I replied, "If you'd like to, we'll have another one tonight." The guys were tired but would show up briefly out of respect for Fritz. Well, Fritz was the life of the party, and we all stayed up till three o'clock. We saw a side of Fritz we'd never expected to see. He kept us in stitches. We didn't know then that the Rose Bowl was the last day he'd coach, but now I think he must have already decided to stop coaching if we won that game.'



'I DIDN'T have a scholarship,' recalls Detroit attorney Robert Mann, who got his law degree after playing professional football for seven years. 'I just walked in and asked for a uniform. In my first year, so my name wouldn't be in the starting lineup released to the news media, the coaches started a white player for a few plays before sending me in.'

The fellow who started always apologized to me before he went in. My teammates were a bunch of great competitors and really nice guys. Mann would like to have tried coaching, 'but there was no place for me to coach back then except at small, segregated schools, and I didn't want that. That's the way it was for Blacks back then. For the most part, in coaching, that's the way it still is.'



DAN DWORSKY played line-backer in pro ball for a year then completed his architectural studies. Appropriately enough, his 80-person Los Angeles firm, Dworsky Associates, designed U-M's Crisler Arena, named in honor of his renowned coach. Dworsky thinks one reason so many of his teammates have had

outstanding careers outside the game is that they 'entertained no pipe dreams that pro football would present a pot of gold at the end of the line, so the emphasis for most of us was on academics.'

ran practically every play in the book without a flaw. That, coupled with a great defensive effort, allowed us to win, 40-6, and we were Rose Bowl bound.'

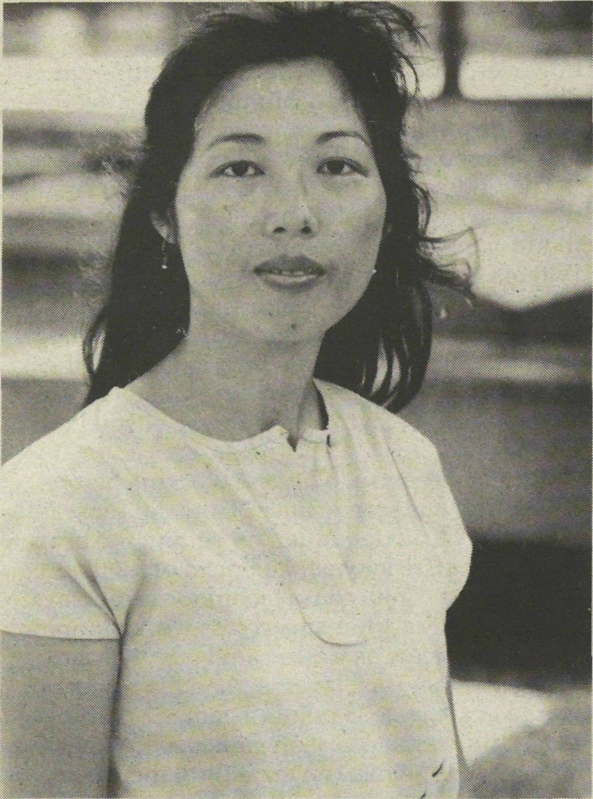
As gifted as the four backfield starters were individually, it was the electricity generated by their performance as a coordinated unit that so dazzled fans, opponents and sportswriters. "Magicians" was really the perfect nickname for them. At practice, Crisler, backfield coach Bennie Oosterbaan and their aides could stand only 20 yards downfield and, even knowing the basic play, still be unable to tell which of the quartet had the ball.

When they lined up in their favorite formation, the single wing to the right with an unbalanced line, the ball was centered to Weisenburger, who took it at his left knee. He then began the bewildering spinner cycle, which gave him a number of options. He could, for instance, spin from right to left, while tailback Chappuis, who was stationed just to his left and a step behind, spun from left to right and then darted by Weisenburger to take a hand-off. From the grandstand it looked like two perfectly meshed gears rotating in a highly complex machine. If Weisenburger did not hand the ball to Chappuis, he could complete the spin and start toward the line.

Here is where the spinner blended magically into the buck-lateral. As Weisenburger approached the line, quarterback Yerges, who was stationed behind the guards, did a quick pirouette to face him. Weisenburger could hand the ball to Yerges — or he could keep it himself and race on through the line — or he could hand it quickly to Bump Elliott coming around from his wingback post on the right — or he could slip it to his split end, Bob Mann, moving from left to right on the end-around.

The magic of the backfield, of course, rested fundamentally on the Wolverines offensive line, one of the lightest and fastest anybody had ever seen. Tackles Bruce Hilkene and Bill Pritula weighed about 192 and could run like halfbacks and block all over the field. Guards Dominic Tomasi and Stuart Wilkins were 180-pounders who could lead a running play and cut down pass rushers with consummate skill. And rangy center John T. White, at 6-3 and 185, made the hikes that were a crucial ingredient in an offense so delicately timed, were never off the mark.

What made the blocking of this line most unusual, however, was that it diverged from the traditional style of the single wing. Power, overwhelming the defenders, had been the norm for single wing blockers. Michigan's linemen,



Zxy-Yann Lu

**"C**ultural beliefs and background are important in health care and should be incorporated into the nursing profession," says Zxy-Yann Lu, who came to Ann Arbor from Taiwan in 1984 to begin work on a doctorate in clinical nursing research in the School of Nursing.

Lu's cognate is anthropology because she is interested in cultural aspects of nursing care. "In my thesis, I'm dealing with the self-care activities of the postpartum woman in Chinese culture," Lu says. "In Chinese culture this period is called 'doing the month,' because for a whole month after giving birth, the woman lies in bed as much as possible, eating certain kinds of food and following a prescribed set of rules. For instance, eating vegetables or cold foods is prohibited."

In Taiwan, however, as the nursing profession becomes westernized, postpartum self-care activities are no longer taught to nurses. As a result, Lu says, "There is a discrepancy in the perception of health practices between patients and nurses. I'm exploring that gap. For generations, women have been taught by their mothers and mothers-in-law many traditional ways to take care of themselves to prevent illness, but the nursing curriculum has not incorporated any of these."

Her studies in the United States have convinced Lu that the nursing profession everywhere must incorporate cultural health-care beliefs into nursing education and practice because "all successful healthful behavior comes from one's culture."

When she returns to Taiwan, Lu expects a struggle against her ideas "because the high-tech, westernized methods are so popular that biomedical health care systems dismiss the traditional systems as superstitious."

Lu's difficulties in adjusting to life at Michigan have been mostly linguistic. "I'm always trying to improve my English skills, especially academic writing," she says. "However, not a lot of help is provided or offered. The majority of help has come from my classmates, but what I need is a tutor to correct my English usage. They have services on the campus that do this — but not for graduate students. I need someone familiar with my area of study."

The status of women also interests Lu. "Women in Taiwan have a lower status as compared with women in the United States," she says. "However, as an anthropological researcher I must remember that raising the status of women is going to manifest itself differently in different cultures. Here, it seems that if a woman doesn't have a career, her status is lower, but that's not true in Taiwan. Improvement in women's status does not mean the same thing in all cultures."

Lu feels she has more freedom here than in Taiwan and that most people here treat her as an independent and equal person, in the classroom

Women  
make up a  
fourth of U-M's  
international  
students

**DIVERSE**

**BACKGROUNDS...**

**CONVERGENT GOALS**

By Julie A. Brown

*Over the past decade women have accounted for 22 to 23 percent of the University's international enrollment, their numbers increasing from 471 in 1977 to 541 in 1986.*

*They come to Michigan from every continent but Antarctica, and represent a wide range of cultures and traditions. As may be expected, given the diversity of their backgrounds, these women's perceptions of the University and of the United States and its people vary widely, as do the kinds of adjustments each must make in adapting to a new culture and an unfamiliar educational environment.*

*All of the women portrayed in the following profiles exemplify the drive for knowledge, excellence and personal growth that motivates the best students of every nation to pursue their educational goals, often at considerable personal and professional sacrifice.*

*The presence of such women at The University of Michigan, and the opportunities they bring for us to learn from them, add immeasurably to the quality, richness and texture of the University's intellectual fabric — John D'Arms, Dean of the Horace H. Rackham School of Graduate Studies.*

and out of it. Lu especially likes the "scholarly environment" in the School of Nursing; her main dissatisfaction is that there are "more opportunities for the study of quantitative rather than qualitative methods of research."

She adds, however, that she enjoys "the high-tech opportunities here, where I have free and easy access to computers, and I like interacting with the faculty of the anthropology department, which is one of the best in the country."

Because nursing is primarily a woman's profession, Lu says, Americans, and even more so Taiwanese, "tend to think nurses can't do important research, that we can only take care of patients. More nursing research needs to be done by women; this will not only change the image of nursing, but also the image of women."

Being away from Taiwan for six years has affected Lu deeply. "After living in the United States," she confides, "I feel strange and uncomfortable when I go home for visits. I feel so different now from everybody in Taiwan. I even wonder if I could live there again for any length of time."

"On the other hand, people back home view me as 'Americanized,' and that feels uncomfortable, too. But changes in my own culture are easier to accept than trying to take on a whole new one. I know I can make an impact in Taiwan. I'd enjoy working here, but I don't think the impact would be as great."



Nike Adebisi

**"I** have always been in search of excellence. I find The University of Michigan's African Studies Program to be what I expected," says Nike Adebisi of Lagos, Nigeria, who is investigating cross-regional politics for a doctorate in history.

After finishing college at the University of Ibadan in her homeland, Adebisi faced a choice: "I considered going into public service or continuing in the academic field. I knew the former would be more rewarding financially. Those of my schoolmates who have taken that route have moved up the ladder fast in government ministries, as the elite corps of university graduates tend to do in Nigeria. But if I did that, I felt my mind would die gradually. Too many people make the end of college the end of any kind of intellectual exercise."

So Adebisi accepted a government scholarship to Birmingham University in Britain on the advice of a colleague who had recommended its program in African studies. Shortly before her departure she "became a born-again, rather than nominal, Christian, a committed Christian, and this has given my life something permanent in an ephemeral world."

Adebisi had been engaged to a medical student, but he didn't share her change of religious feeling. When she returned from Britain, she "still loved him, but my new-found faith had become uppermost, and I knew I wouldn't be happy with him."

Adebisi returned to the University of Ibadan as a lecturer and met her husband, Kunle, a pharmacist. Five years later, the couple moved to Ann Arbor with their children after Nike's acceptance by U-M.

"I feel blessed to have stimulating professors who demonstrate a high degree of balance in how they approach their subjects," Adebisi says. "In regard to my academic program, I am happy. But I'm not oblivious to the fact that I could be less well-disposed."

In one class, she explains, she complained to a professor that her work merited a higher grade than he'd given her. "He wasn't too forthcoming," Adebisi recalls, and she wondered whether bigotry was a factor.

"In Nigeria," she continues, "one is not unaware that the United States has a problem with racism; nevertheless, I was unprepared for it until I came here. Only then, believe it or not, did I know I was a 'Black.' In Nigeria, I of course knew that I was a different color than some other people in the world, but it didn't mean anything to me. Here, you somehow get the message that because of your skin color, you are down the



Luise Von Flotow-Evans

scale somewhere. It all seems to be tied up in the way Blacks have historically been discriminated against. It's a definite minus and one of the things that worries me, especially for my children. I don't want them to be treated in a biased way because of their color, and I don't want them to develop feelings of hatred."

She says her children "have a sense of potential self-worth that we as a family take as a given. I'm afraid of the rude intrusion of that other world of race into their lives. We are beginning to teach them in an unobtrusive manner how to handle it positively."

She, herself, has learned to handle bigotry "without animosity, to appreciate and understand where the other person is coming from and to rise above the situation without being guilty of reverse racism. As a committed Christian, you cannot but respond in love if you are serious about that commitment. This may sound naive, but it is not. I'm aware of the complexity of the race issue in America. But our family takes people as people, and our friends easily cut across the racial divide."

Long-range goals for Adebisi include being in a position "to influence people positively, to be able to give positive perspectives on issues, whether through teaching or writing. I'm interested in knowing more about my society and other societies, in finding out about truth, about being, about who I am, about what I am in the world for. I wish to claim the wealth of the mind."

"I've had to work and fight hard to be able to continue in school, do the things I think are important and have kids at the same time," says Luise von Flotow-Evans of Windsor, Canada. "The feminist movement has made it possible for me to do what I really enjoy doing, so I think it's wise to perpetuate it — or at least to investigate it."

Von Flotow-Evans is pursuing a doctorate in French literature, concentrating on women's writing in Quebec. She has already published translations of texts by Quebecois women and is now studying the literature of the German Democratic Republic (East Germany), because her parents are from there.

Last spring semester was her first at U-M as a non-commuter. "It requires a lot of organization to keep up my research schedule," she says. "Now I don't have to worry about whether the kids' shoes have holes in them or whether their socks match. I have to be awfully strict with people who will rob me of time and energy. Getting tunnel-visioned is a danger, but I have to stay clear about my goals."

Von Flotow-Evans says that during the early '60s, Quebec went through a "quiet revolution" and rid itself of the colonized attitude under which it was dominated by the Catholic church and by Anglophone political and economic interests.

"Since then, the Quebecois have been developing a whole literature of their own," she says. "It's very fast-growing and liberally supported by the Canadian government, because Pierre Trudeau, who's from Quebec and was prime minister from 1968 through 1980, supported Quebec. Women became heavily involved in politics, and in the '70s started developing feminist literature."

Von Flotow-Evans is surprised at how little support there is among women for the attainment of equality by women. "People are so socialized to think everything is great the way it is," she says. "Women are still willing to take on all the traditional roles and feel grateful for the little they've attained. Everyone seems to be so sympathetic about the identity changes men are going through because of the feminist movement, but women have to go through their own identity changes that taking on new responsibilities entails."

In comparison with U.S. undergraduates, von Flotow-Evans says Canadian undergraduates "are more easygoing, less ambitious, interested in French for various personal or idealistic reasons. Here, undergraduates learn French, first of all, as a requirement. They try to find as many ways as possible to get B's rather than C's. They are incredibly concerned about their grade point average. I didn't even know what a GPA was until I got here. Undergraduates and graduates have more fun in Canada. There's less control and supervision."

But she adds that French studies at U-M are "much more international than they are in Canada, more closely linked to what's going on in modern French philosophy, literary theory and criticism. The leading modern critics are discussed at the U-M, whereas in Canada, literary texts are still approached in the old-fashioned way. It's much more high-powered at the U-M — sort of breathtaking and very competitive."

The strong connection in this country between education and making money bothers von Flotow-Evans. Canada is more of a welfare state, she says, "where you can easily exist without a job for long periods of time. So everyone in Canada takes it a little more easy. People here seem to be under economic pressure all their lives; 22-year-old kids are worrying about their retirement fund."

Another aspect of U.S. society that concerns von Flotow-Evans is "the superficiality: 'Nice to see you,' 'Glad I met you,' 'I'll call you next week' — they all trip off the tongue easily, and you never hear from the person again. I don't think it's meant personally. People are just busy and hard-working. There is no room and no time for extended friendships and conversations. Priorities are different."

Von Flotow-Evans tries "to get all of my work done between Monday and Friday while I'm here, so my weekends are free. I really like having this time in Ann Arbor by myself — to be able to read until 11:30 p.m. without hassles or comments. I feel it's good for my marriage, too, although my husband has problems with it. He hasn't come to the realization yet that it might be wise to stop kicking when I'm here instead of home in Windsor. I think that's a real problem for men — a loose relationship seems to be very difficult. I think women are on a roll now and men just don't know what to do with it. As my mother always said, 'There's absolutely no point wasting time in being angry with anyone but yourself.'"

"The main reason I've come to The University of Michigan is for its faculty and research facilities in South Asian history," says Anjali Pathak, a Ph.D. candidate from New Delhi.

In India and most other southeast Asian countries, Pathak says, government fellowships are heavily biased in favor of the natural sciences or technology, at the expense of the social sciences, arts and humanities.

"As a developing country, India must place an appropriate emphasis on science and technology, but not all problems are solved by technology," Pathak says. "Someone has to prepare society for technological changes."

Indian universities are highly politicized, Pathak says. "The faculty," she explains, "are members of political parties and participate in national politics even at the expense of their academic duties. Many professors take their politics



Anjali Pathak

into the classroom, especially in the social sciences, and unless you agree with their point of view — essentially their party's point of view — you are going to suffer."

Most of India's major political parties have student wings. "Student politics in India is very different from student politics in America," Pathak comments. "Each university's student union is ostensibly meant to redress student grievances, but they do nothing of the sort. They direct all their energies toward winning elections. Most of the youth wings are completely under the mandate of the national political party."

"When there were some racist incidents last spring on the U-M campus, the students held big marches and protests. The student government here took it up in a big way. If this had happened in India, the student union would first wait for the approval of their parent party before holding any rallies. If the parent party said, 'No, we don't think this is an important issue,' or, 'You should play down this thing because feelings may be aroused,' the students would have dropped it like a hot potato."

Women in India, especially those from smaller towns, gain little exposure to politics, Pathak says. "These women," she maintains, "are very intelligent and could become effective presidents of student-wing parties. But they are made the lower-level party workers who do the dirty work, like sticking up posters and campaigning door-to-door, with hardly a say in decision-making."

Pathak sees the status of women in India as two-sided: "Just because Indira Gandhi was the prime minister of India for 20 years does not mean women enjoy a good status — because they don't. Women of the upper class have it very good in India, as in other Asian countries, but the vast majority of women from the middle and lower classes have a long way to go as far as rights are concerned. India has a primarily agricultural economy, in which women make the major contributions workwise but have no rights to the fruits of their labor. The government has been passing many progressive laws for the welfare of women and children, but they are a dead letter."

Before significant changes take place, Pathak says, "Indian women must accept the fact that they are entitled to equality. When I came to America, I thought equality for women had already been achieved here. But American women tell me there's still a lot of discrimination. The best thing that American society has going for it is that it's comparatively new, so change can come easier and quicker."

Pathak finds that many Americans "think the University is doing a great favor to international students by letting us foreign students come here to study. I think international students enrich University life and programs. Third World does not mean third rate. My American roommate is scandalized by some of the conditions in India, but I'm scandalized by some things here, like the epidemic proportion of teenage pregnancy. Why not capitalize on what we have in common and can give to each other?"

# 'A CRITICAL MASS'

Upswing in women MDs may change the heart, as well as the face, of the profession

By Deborah A. Gilbert

**M**en and women doctors may seem indistinguishable in their white coats and surgical scrubs, but chances are they have different motivations for going into medicine and have reacted differently to their training.

This observation is not as obvious as it seems. Nationally, both men and women medical students are academic superstars, and the same holds true at U-M. Why, then, at the end of the first year of medical school, do men average higher scores than women on the first part of the National Board of Medical Examinations, which measures knowledge in the basic sciences?

Why do women perform better than men in their clinical clerkships — where they are evaluated on their ability to gather information from patients, analyze it, draw conclusions and coordinate medical resources — during their third and fourth years of medical school?

And why do men and women tend to select different medical specialties when they begin their residencies?

A series of studies by the U-M Center for Research on Learning and Teaching (CRLT) found that both men and women tended to have similar abilities and to attribute success or failure to similar causes; nevertheless, the medical students' career paths seemed to diverge by gender.

CRLT began to look at other factors — especially at values and priorities. A particularly significant finding in the new research was that male medical students were more likely to put task-mastery at the top of their list of priorities while women generally put people-oriented values at the top.

"That explains why the male medical students tend to do better in their course work," says Donald R. Brown, research scientist and director of CRLT and co-director of Inteflex. "They get the most satisfaction from, and work hardest at, mastering the material in the basic sciences. They also are more likely to go into general surgery or a surgical specialty."

Women medical students, on the other hand, got significantly higher ratings than men in clinical rotations in which they dealt directly with patients, and they were drawn to fields such as obstetrics, pediatrics, psychiatry or oncology because those specialties generate strong patient-physician bonds.

CRLT researchers came to these conclusions after evaluating and interviewing more than 2,250 medical students who trained at U-M between 1975 and 1984. The students came from both the standard medical program and the Inteflex program. Inteflex admits freshmen simultaneously into the College of Literature, Science, and the Arts and Medical School. The curriculum integrates the social sciences, humanities and the biomedical sciences into a seven-year program.

CRLT also discovered that men and women with similar capabilities reacted differently to medical school. The women, Brown says, were more likely to be negatively affected by competition. The brighter they believed their peers to be and the more demanding the faculty seemed, the lower their achievement levels dropped. Their achievement levels rose, however, when they perceived a warm, caring atmosphere.

Sandra Gottwald, a second-year resident in obstetrics and gynecology at the U-M Medical Center and a former Inteflex student, tends to agree with the findings and, in many respects, fits the profile of women depicted in the research.



Beer: More interested in people than molecules.

"Frankly, I will never love this job," she says, "but I will always like it a great deal. Not many men physicians will say that. I nearly became an English teacher. I enjoyed English very much in high school and still read extensively and keep a journal."

In accord with research findings, Gottwald admits that she gets the most personal satisfaction from dealing with her patients: "In obstetrics, you develop intense bonds with your patients. You see them through their highs and their lows over a period of months — you develop a real camaraderie."

As for medical training, Gottwald says, "There is a higher attrition rate for women than men in medical school for a number of reasons. Women have multiple priorities in their lives. They are as concerned about pregnancy and having a family as they are about their careers. Men are less affected by those issues. Men don't get pregnant."

"Women in particular," she adds, "have to be tenacious, efficient. It tautens your spirit. People yell at you, reprimand you. The staff, the physicians, the senior residents — everyone is very stressed. Your spirit can be eroded by the responsibilities. Men tend to accept frustrations and the hierarchy more easily than women. At any rate, women vocalize more than men. Sometimes, that can be less effective."

Richard Fessler, a former Inteflex student and first-year resident in general surgery at the Wayne State University/Detroit Medical Center, agrees with Gottwald. His views were shaped by an article written by a woman medical student. "She confessed that she made a point of finding good places to go and cry," Fessler recalls, "and she wondered what the men did and why they didn't seem to feel the stress and competition as acutely as the women. Frankly, I don't know why."

Fessler says task-mastery gives him the greatest satisfaction in his work. "On a scale of one to ten," he says, "performing a brilliant piece of surgery would rate a ten while developing good rapport with a patient would rate a nine." Both are important to him, he emphasizes, but the task-mastery involved in surgery is slightly more

satisfying.

After some thought about patient relations, he adds, "When you are dealing with people in an emotionally charged atmosphere, it is very satisfying to deal well with a patient who is under stress — to diffuse fears and anxieties. That is important to me. Almost as important as the technical skills in medicine."

Philip Perkins, a first-year resident at the U-M Medical Center who was a student in the standard medical program at U-M, generally shares Fessler's views. He, too, felt the pressures of medical school but accepted them as a fact of life.

"There is no doubt that the U-M med school is highly regimented," Perkins says, "but it didn't make me terribly uncomfortable. There is a huge amount of information to absorb, and the faculty have to pass it on in an orderly fashion. Medicine isn't something you can turn on and off. It's a commitment to taking care of people, to being involved. Being a physician is more a lifestyle than a job."

Carolyn Beer, a second-year Inteflex student, agrees with Perkins' assessment but refuses to accept the regimentation as permanent. "I dislike the competitive, pressured environment a great deal," Beer says. "However, I've given up competing with others at this point. My big problem now is the 'philosophy of medical school,' which, to me is, 'Medicine should be your highest priority — above relationships, family, other people.' Heaven forbid you should miss class because you had a sick child. Professors scorn those attitudes."

Beer is particularly interested in medical research and has spent her summers working in laboratories at U-M and in Basel, Switzerland. Last summer, she investigated hemoglobin regulation.

"I like to learn for myself," she says. "I like making mental gains. I am not, however, interested in the performance aspects of learning. I don't care much about proving I can do it. I'm more interested in being able to explain it to someone else — to educate someone. I'm still more interested in people than I ever will be in the DNA molecule."

At this point, Beer is considering gerontology as a specialty: "It offers human contact, diversity of knowledge, and I love older people. Surgery is fascinating but I'd never consider it. A surgeon's life is hell. You can't comfortably have a family or an outside life."

While Inteflex at U-M was not created to meet the needs of women medical students, it has had notable success in that regard since its inception in 1972. About 40 percent of Inteflex students have been women, and last year, more than 50 percent of the new students admitted were women. In contrast, since 1982, the proportion of women in the standard program has averaged 30 percent.

Professor Brown attributes the attractiveness of Inteflex to the fact that it stresses the humanities and social sciences, has a collegial atmosphere rather than a competitive one and has counselors who advise students to persist despite trouble in a single course — such as biochemistry.

"Women seem particularly prone to discouragement," Brown adds. "A 'C' in biochemistry seems to hit them harder than it does the men. Inteflex counselors nurture them and help them over those hurdles."

James A. Taren, associate dean for academic programs at the Medical School, points out that the standard medical program also has been affected by the influx of women into medicine.

"Attitudes and values are changing rapidly in the field as a whole," he says, "and I believe that we may be seeing fewer and fewer gender-based distinctions in the future. Women are on their way to achieving a 'critical mass' in medicine and are having profound socializing effects on the values of the male physicians. We are in the midst of a dynamic situation. The women in the CRLT studies may be the first big wave of the future. It is quite possible that the values and attitudes attributed to men will also be picked up by more and more women. It remains to be seen."

# MARSHALL SCHOLAR

Anne Jellema '87

By Eve Silberman

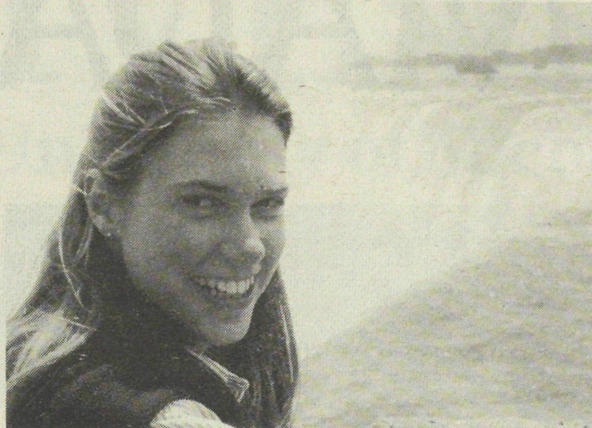
Not many students apply for one of the most prized international awards for graduating seniors by confessing that they write "indifferent short stories" and "worse poetry." But June graduate Anne Jellema did — and she is one of 30 winners nationwide of a prized Marshall scholarship.

Hundreds of the top graduates in the country compete annually for the Marshalls, which provide all expenses for two years of graduate study at a British university. Jellema, of Grand Haven, Michigan, is the first U-M winner in three years. At Cambridge, she'll study 18th- and 19th-century English cultural history, with an emphasis on the formation of the working class. When she returns from Cambridge, she plans to attend graduate school on a Mellon Fellowship.

Winning the Marshall caps a heady college career for Jellema. While maintaining a 3.9 grade-point average, she wrote for the *Michigan Daily*, tutored Detroit school children, researched tenants' rights legislation for Student Legal Services and served as the lone student member of the Classified Research Review Panel. She also earned a sizeable amount of her college tuition.

Probing curiosity and a love of learning for its own sake characterize Jellema's work in the classroom. Her honors thesis involved interviewing more than 50 Appalachians who had migrated to the Detroit area. Jellema's intent was to explore the uprooting as it was experienced by the former Appalachians (mostly from Kentucky) and to contrast their perceptions with those recorded by other scholars.

Jellema concluded that the uprooting was much less destructive to the Appalachians' culture than was usually perceived by sociologists



Jellema: Time to mix enjoyment with work

and anthropologists. But she found her interviewing talents — especially her tactfulness in probing for reliable statements — taxed by inconsistencies in what people told her. "For example," she explains, "I found that many people portrayed themselves as having unhappy childhoods; yet other family members often presented a decisively contrasting picture to me."

But compiling the oral histories confirmed Jellema's sense that she wanted to continue looking at history from a cultural or anthropological perspective.

"What my thesis tended to say was that the way people hide facts is as interesting as the facts themselves," she reports.

Jellema crowded her achievements at U-M into a short period. The oldest of four (her father is an administrator at Grand Valley State College in Allendale, Michigan), she transferred to U-M as a sophomore from the New School for Social Research in New York City.

In her initial months in Ann Arbor, Jellema found herself impatient at finding that, in contrast with her fellow students at the New School, many of her U-M classmates seemed "pretty much interested in just what they had to know for tests." But her initial disenchantment was offset by the excitement of working with talented faculty.

"I've had a chance to work and establish relationships with people who are the best in the world," she stresses. "It gives you some confidence in your ability as a historian."

Jellema cites, in particular, her honors history advisor, Prof. Terry McDonald. "He treated me as a colleague and encouraged me as a student at the same time," she recalls gratefully.

Jellema's "impressive intelligence" led her to become one of three U-M nominees for the Marshall, says George Piranian, professor emeritus of mathematics and coordinator of senior scholarships. Piranian feels the impression Jellema left on Marshall interviewers cinched her victory.

"Anne knew who she was," Piranian says, "and she projected a firm image of herself in the interviews."

Piranian stresses that Jellema's success will encourage other talented U-M students to compete.

Jellema is matter-of-fact about the Marshall triumph, which she attributes as much to luck as her own standout performance. She also vows to relax a bit more in the future.

"I guess I went through a period where I worked myself extremely hard," she says. "I think I've reached a balance where I can and will work hard, but not so hard that I can't enjoy my life. Enjoying your life is just as important."

## The Presidential Societies

The University of Michigan has created a family of donor recognition groups known as the Presidential Societies, combining existing and recently created programs, "to acknowledge the generosity of particular individuals, corporations and foundations, and the critical role of their contributions to the University," according to Jon Cosovich, vice president for development and communication.

"The Presidential Societies recognize those who understand the importance and impact of private gifts to a great university, and who have chosen to join with other generous individuals by investing in the future through leadership gifts to Michigan," Cosovich said, in announcing the formation of the Societies.

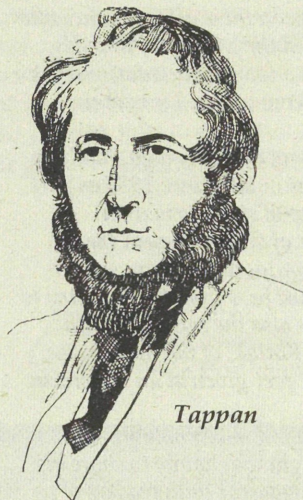
The Presidential Societies include the Presidents Club and four groups named in honor of former U-M presidents — the Henry P. Tappan Society, the Harry B. Hutchins Society, the Alexander G. Ruthven Society and the James B. Angell Society.

The oldest of the U-M's recognition levels, the Presidents Club, which honors those who have given at least \$15,000 to the University, was founded by five alumni in New York in 1961. Nearly 4,500 people are recognized through the Presidents Club today.

The Tappan Society, including nearly 250 donors who have given \$50,000 or more, was named in honor of the U-M's first president, Henry P. Tappan. Tappan, who became president of the U-M in 1852, was a visionary educator who expanded the U-M's offerings in science, encouraged research and graduate studies and attracted brilliant scholars from around the world to join the U-M faculty.

The Harry B. Hutchins Society, named in honor of the Law School dean who became U-M president in 1910, includes almost 700 donors who have made gifts of \$100,000 or more to the

### New recognition groups for U-M's leading donors



Tappan



Angell



Hutchins



Ruthven

U-M. Under Hutchins's leadership, the U-M came to recognize the importance of alumni support to the University. Many of the major buildings completed on campus during his tenure, including Alumni Memorial Hall, Hill Auditorium and the Michigan Union, were financed in large part by alumni contributions.

The Alexander G. Ruthven Society, for those who have given \$500,000 or more, was named in honor of the man who served as president from 1929 to 1951. Considered by many to be the U-M's ablest administrator, Ruthven guided the University through the difficult years of the Depression and World War II. Currently, 100 donors are recognized at this level.

The University's highest donor recognition level, the James B. Angell Society, includes more than 100 individuals who have given \$1 million or more to the U-M; it was named in honor of the University's third president, who led the institution from 1871 to 1909. During his tenure, Angell persuaded the Michigan Legislature to grant the University annual appropriations, ensuring the financial stability of the institution. The student body doubled in size during the first half of his presidency, and the University began to recruit women.

Vice President Cosovich noted that the Presidential Societies comprise individuals who have a serious and active interest in strengthening the U-M.

"The University is in frequent communication with these individuals, informing them about our progress and inviting their advice and concerns," Cosovich explained. "Twice a year, all members of the Presidential Societies are invited to campus where they tour new facilities, hear lectures by distinguished faculty members, meet with the president and other administrators, and sample some of the University's lighter features — a football game in the fall and a special social event in the spring."

For more information about gift options and the Presidential Societies, contact the Office of Development and Communication, 6000 Fleming Building, Ann Arbor, MI 48109-1340; (313) 763-6000.



## On Our Cover

KING RADAMA I, who governed from 1810 to 1828, has been dubbed "Madagascar's Peter the Great" because he unified the rival kingdoms and established broad contacts with more technologically developed states in an effort to modernize his country.

In 1820, the king selected twins from a noble family, Raombana and Rahaniraka, to study in England for eight years as part of the literacy program Radama was launching.



Raombana and Rahaniraka

After returning home in 1829 at the age of 20, Raombana served the court as a soldier, administrator and educator until his death in 1855. During the latter years of his life, he wrote, in English, a 9,000-page history of his land. It has been compared with the works of Tacitus and other Roman historians.

In the excerpt printed here, Raombana describes the qualities of Radama's father, Andrianampoinimerina, a usurper-chieftain who had formed the Madagascan proto-state only 40 years earlier. The atmosphere of cunning, feuding, suspicion and revenge is reminiscent of Shakespeare's *Scots and Romans*:

As a King, He administered justice with an impartial hand, which drew upon Him the applause of His subjects for in all their Law-suits, He heard their cases with coolness; weighed them thoroughly in his mind and gave his decisions with impartiality. Often he goes to hear their cases himself when they plead against one another; and when He does not go, he sends some of his wives, and great nobles to hear them; and then the above persons report faithfully to Him the cases which have been pleaded before them. In cases which are very difficult to decide, there being no proper witnesses to give evidences, it is decided by the Tangena ordeal [trial by a poison that was often fatal — Ed.] administered on dogs, or on the persons themselves; and those whose dogs survive the Tangena ordeal, win the cases.

Some years after He had got all Imerina for himself, it was discovered that he had some cruelties in his temper which began to burst out now and then upon his subjects. These cruelties, aided by extreme superstitions, were the cause of the death of a few thousands of his subjects during his lifetime.

For now and then, He orders the Tangena ordeal to be administered to the whole populations of towns and villages (with the exception of children), for to discover those who in his opinion had magics and witchcrafts, and awful to relate, a great number of them died through this horrible Test; and their property he seizes and confiscates for his benefit and for the maintenance of his numerous children and wives, for He had a great number of wives, as well as children.

Generally he treated his wives in the most brutal manner, for He but very seldom lays with the most part of them; and on the mere suspicion of any of them being unfaithful to His bed, He orders them to be killed by the spears, or orders them to be sunk in marshes that they may die there; and it is worthy of being stated here for to shew the cruelties of his mind, that in giving orders to have some of his wives killed, He never makes any inquiry to discover whether they had been really unfaithful to his bed, but in the mere hearing that they have been so, He orders them to be killed.



PALACE of Andrianampoinimerina, founder of the Imerina state, in Ambohimanga, his first capital. This small wooden structure befits a ruler whose primary concerns were military and political. His son, Radama I, conquered most of the island and opened diplomatic relations with other governments.

By Dona Rosu and Ann Woodward

Lying 250 miles off Africa's southeast coast, Madagascar is Earth's fourth-largest island, as big as Michigan and California combined. The name Madagascar is believed to have been a corruption of a misnomer. Although he never visited it, Marco Polo said he'd heard of an African island called Madeigascar. He had confused the island, however, with Mogadishu, the capital of Somalia on the horn of Africa.

Madagascar is renowned as the home of the world's lemur species, of its most beautiful butterflies and of 10,000 species of flowering plants, including a thousand kinds of orchids. But the world may know more about Madagascan flora and fauna than about the history of the 10 million people who inhabit this island.

From the year 1506 on, the island's predominant ethnic group, the Malagasy — who are of Malayo-Indonesian, African and Arab stock, in the main — fought off waves of colonizing efforts by the Portuguese, Dutch, French and British. The French established a protectorate over the island in 1885, but did not overcome the resistance of the Malagasy until 1904.

In 1958, the Madagascans won their independence after an 85-year struggle and formed the Malagasy Republic. In 1975, revolutionaries with a socialist orientation took power, and the country was renamed the Democratic Republic of Madagascar.

Henry T. Wright, professor of anthropology, has been going to Madagascar almost annually since 1975 as part of his research into early stages of state formation.

Wright, who is also curator of archaeology at the U-M Museum of Anthropology, is one of three American archaeologists who were the first from this country to study Malagasy society. He is also the initiator, with U-M colleague Prof. Conrad Kottak, of the first course on the culture of Madagascar ever given at an American university.

Although he steadfastly refused to be photographed for this article, Professor Wright was happy to share his experiences and views on Madagascar with readers of *Michigan Today*.

**Michigan Today: Considering your general work in archaeology, how is your interest in Madagascar related to your other areas of study — Mesopotamia, Mexico and Iran?**

**Henry T. Wright:** The most important problem on which I work is that of understanding or explaining the beginning of what we call civilization — in the English sense of civilization, that is, in social evolution. More specifically, I'm not interested in the very first steps towards settled life and specialized labor, but in the first emergence of complicated political systems, especially in which there are few rulers and many people who are ruled. In social science, this is termed "the problem of the origin of the state." Many different kinds of scientists are interested in this problem in different ways. My interest is in the very

# MADAGASCAR

Its social and natural history make it a scholar's delight



BOYS VISIT an altar where prayers are made to ancestors in an eastern forest. The horns are from sacrificed cattle. Drury wrote: "The veneration they have for the memory of their ancestors, and the assurance they have of their spirits always existing, is apparent in almost every circumstance of the few religious ceremonies which they perform."

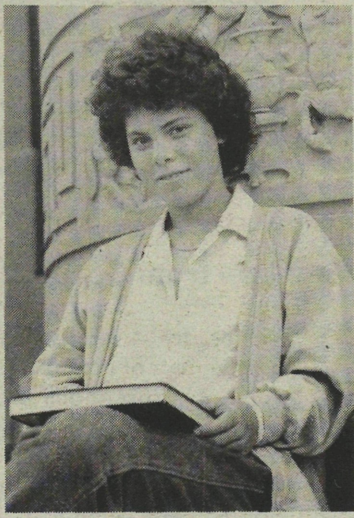
first states that we find — in Mesopotamia, Egypt, Peru, Mexico and a little bit later in China.

**MT: The formation of states represented a profound transformation in the human condition, but is there any "practical" value in knowing more about this process?**

**HTW:** Since most human beings now live in states, doubtless some of our interest in studying their origins arises from the hope that we can learn how to resolve the imperfections of states. This is perhaps a fantasy but it seems harmless. Another reason for our interest is that a general understanding of cultural transformations may prepare us for the future, when there may be other such transformations, from modern states to some other kind of culture. This too may be a fantasy. A more defensible motivation is that the origins of states were the last and most complex cultural transformations for which we have multiple independent cases, allowing us to evaluate our explanations with a diversity of independent evidence.

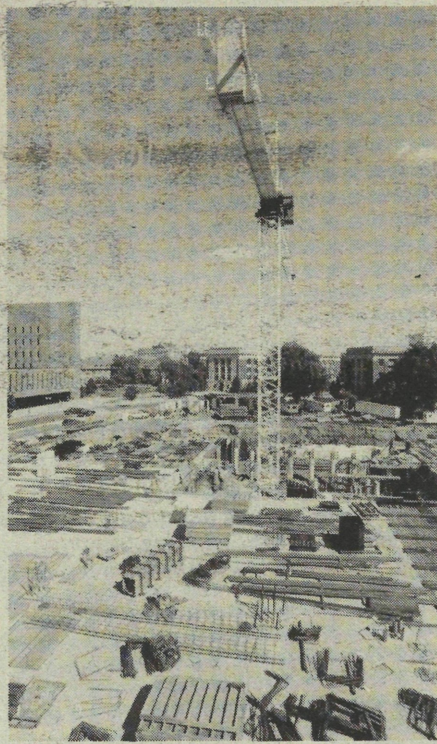
**MT: Do all historians agree on the definition of "the state"?**

**HTW:** No, there are many different definitions. The earliest and still most widely used definition of a state is "a political system in which there is a legitimate monopoly of force." I believe this is a fruitless definition because it focuses the researcher on political systems divorced from other aspects of culture, and because it emphasizes a



### Student Support: Alumni Create a New Scholarship Fund

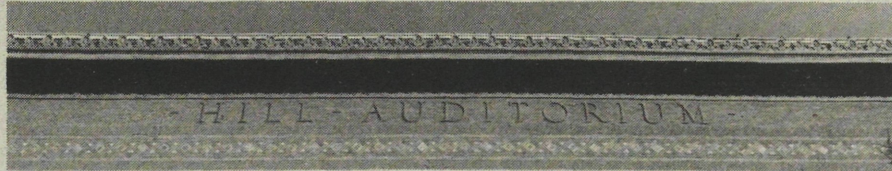
U of M graduates and New York real estate developers Stephen Ross (BBA, 1962) and Fred Wilpon (BA, 1958) wanted to honor their business mentor, C. Henry Pearce, in a lasting and meaningful way; so, they each donated \$50,000 to establish the Henry Pearce Scholarship. Their gesture was so inspiring that Mr. Pearce himself contributed to the fund; it will support a freshman LS&A student who has been granted preferred admission to the School of Business Administration. The first recipient of the award is Joanna Labendz, a freshman from Rhode Island.



### Construction: A New Chemical Science Facility Takes Shape

On the site where North and East University join, and where the Betsy Barbour Gymnasium once stood, the new Chemical Sciences facility is rising. Funded by a partnership of private gifts and State funds, this long-awaited and long-planned project includes extensive renovations of the original 1908 and 1948 structures, as well as construction of a new 262,000 square-foot research and classroom facility. When completed, the new five-level structure will feature 14 teaching labs, a 500-seat lecture hall, a glass atrium, a fully appointed teaching center with programmed instruction, and upper floors dedicated to graduate research. The project received a major boost this past year in the form of gifts from the Kresge, Dow, and Kellogg Foundations.

# The 1987 Report on PRIVATE GIVING The University of Michigan



Built in 1913 with a bequest from Regent Arthur Hill, Hill Auditorium is today an Ann Arbor landmark. The fact that Regent Hill specified a 4,300-seat auditorium for a University community of 5,300 attests to his faith in the University's future.

### A Few Words of Introduction . . .

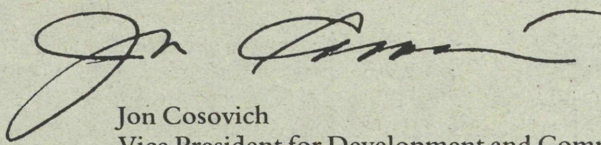
Private support is not a new phenomenon for The University of Michigan. Rather, it is part of a long tradition that dates back to the University's founding: land grants that persuaded the first Regents to move the campus from Detroit to Ann Arbor . . . major bequests that built Michigan's auditoriums, museums and classrooms . . . past endowments that are benefiting the University even today.

Despite this tradition, fund-raising was not a primary activity at Michigan until the last decade. In recent years, State funding for the educational programs of the University has fallen from more than 70% to less than 50%, making it evident that private support will have to become a major component of the University's future fiscal strategy.

Within the past few years, we have begun a concentrated and systematic effort to encourage gifts from private sources for the purpose of strengthening and enriching the University's educational base.

In the process, we have discovered that the public is both quick and generous in its response. In fact, this past year has exceeded all others in gifts received from individuals, foundations and corporations. We have also begun to see the benefits of new relationships with alumni and friends who share a feeling of responsibility for, and interest in, strengthening the University in all areas. Those relationships have led to an energizing, two-way communication that is helping to shape the University's development.

This report is intended to provide an overview of private gift activity during the 1987 fiscal year. It is our hope that the information presented on these pages — abbreviated though it is — will give you a general sense of the many ways in which your gifts are enriching educational programs at The University of Michigan.

  
Jon Cosovich  
Vice President for Development and Communication



### Endowments: Engineering a Stronger Future for American Technology

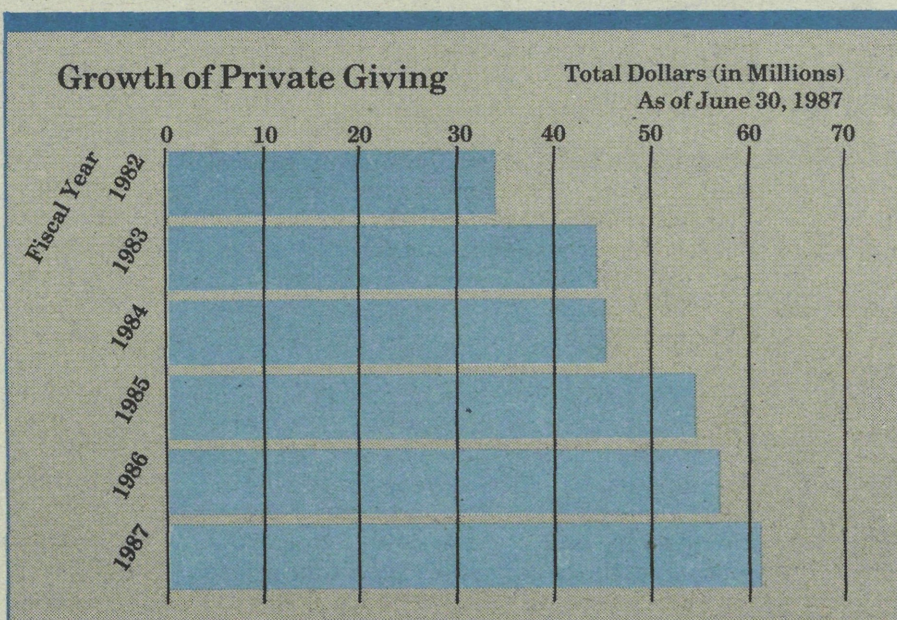
For years, J. Reid Anderson (MS, 1939 — Physics; MS, 1940 — Electrical Engineering) and his wife, Polly, have been concerned at the mounting evidence that America is losing its competitive position in manufacturing. By endowing a professorship at the College of Engineering, they hoped to "contribute to the United States' strength in new technologies and its ability to manufacture products in this country . . . rather than offshore." Manufacturing specialist Dr. Samuel Wu, who arrived on campus in January to take up his post as the first Reid and Polly Anderson Professor of Manufacturing Technology, has conducted extensive research in the area of industrial productivity. Believing southeast Michigan to be an ideal "laboratory," Dr. Wu turned down a number of offers from other schools in order to pursue his work at Michigan — work which may help to spark a renaissance in American industry.

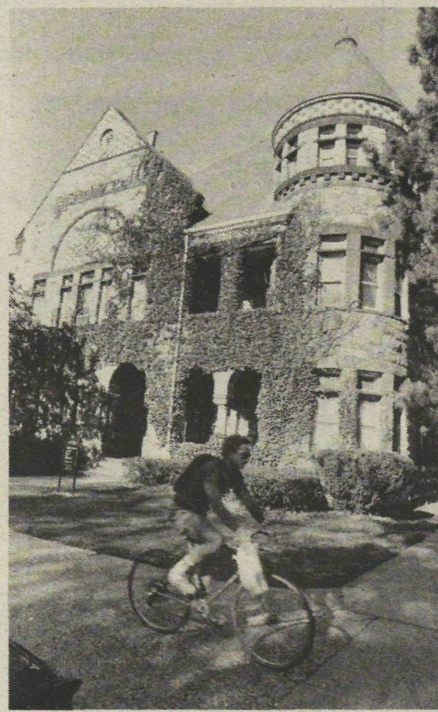
### Renovations: Giving the Business School a Lift

Returning Business School students and faculty had some pleasant surprises in store for them this fall, thanks to nearly \$100,000 in private gifts allocated to renovation projects. Throughout the summer months, cleaners, painters and carpenters were hard at work in Hale Auditorium and in the Paton Accounting Center. At the same time, all classroom chairs were being reupholstered and new carpeting was installed throughout the School. A newly constructed lift on the first floor gave handicapped students simplified access to the building's main level. And — much to the delight of grads and undergrads alike — \$10,000 was allocated for refurbishing the Student Lounge, based on the winning design in a School-wide competition held last year.

### How Private Support Is Making a Difference

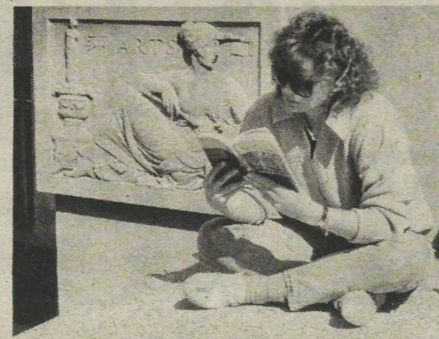
The more than \$60 million in gifts received during the past 12 months has had a major impact on every unit, every program and every aspect of education at the University. In some cases, the results are highly visible — as, for example, new facilities and large-scale renovations. In other cases, gifts are quietly supporting the vital, day-to-day work of the University by assisting students, funding research, and encouraging faculty in teaching and scholarship. The adjacent at-a-glance summary illustrates how support for the University has grown over the past five years.





### The Kelsey Museum of Archaeology

A 300% increase in private support over the past year allowed the Kelsey Museum to proceed with several major projects, among them the purchase of a 2nd century Roman mosaic, which will function as a teaching artifact and the centerpiece for an autumn exhibit. As they're received, future contributions will be allocated to a number of other high-priority activities, including the publication of monographs detailing the Museum's collections and excavations; the hiring of curatorial assistants, librarians and other support staff; the mounting of excavations; and funding for badly needed building renovations.



### LS&A

The 23 departments that comprise the School of Literature, Science and the Arts reported a 130% increase in gifts this year, largely as a result of the all-University phone solicitation program. The \$1,658,961 pledged to the School's Enrichment Program is already being allocated for equipment purchases, scholarships, faculty support, and for funding the Humanities Institute and the School's Special Lecture Series. Thanks to record giving levels, LS&A has also been able to establish the Dean's Merit Scholarship Program which, in this first year, will support eight students chosen for their outstanding academic ability.



### The School of Nursing

The increase of just over 250% in private gifts to the School of Nursing this year has taken a number of forms, among them:

- A two-year, \$24,000 fellowship for M.S. Oncology students from the Michigan Business and Professional Women's Association.
- A \$5,000 gift from Professor Mabel Rugen in honor of the late Professor Ella McNeil's pioneering contributions in community and public health nursing.
- A gift of just over \$53,000 from an alumna from the Class of 1958 for graduate clinical research.
- A \$5,000 pledge for endowed student aid from Frank Tranzow (ENG, 1949; MBA, 1961) and Matilda (Til) MacCarthy Tranzow (BSN, 1960).

# Highlights of Gifts at Work

## Gifts from Corporations and Foundations

For decades, the University has been the recipient of generous gifts from scores of corporations and foundations, among them such notable Michigan-based businesses as General Motors, Chrysler Corporation, Ford Motors, Dow Chemical, Whirlpool, and Unisys. Within the past five years, our base of corporate and foundation support has broadened considerably, resulting in a marked increase in gifts.

Here are just a few representative examples from this past year:

**The Boeing Corporation** has pledged \$500,000 in support of the Aerospace Engineering facilities effort. This is in addition to its generous annual support for Engineering scholarships and fellowships.

Upjohn's \$2 million pledge will be divided among the Chemical Sciences project, the Medical Center complex, and the Upjohn Center for Clinical Pharmacology.

The Steelcase Foundation has donated \$300,000 to the newly established Humanities Institute — a "think tank" for faculty, students, visiting scholars, and artists.

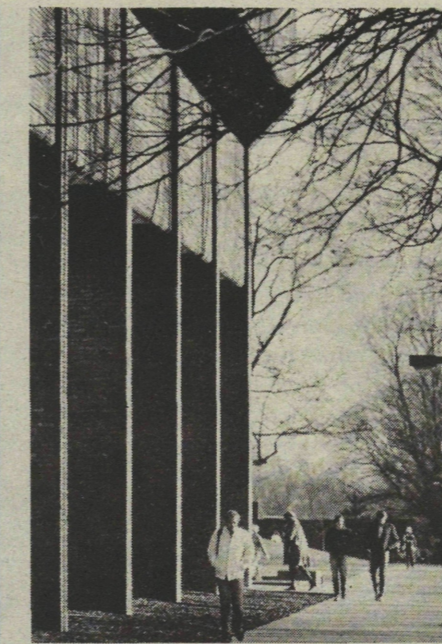
A grant of \$130,000 from the **Helene Fuld Health Trust**, one of the largest gifts ever made by that foundation, is being used to renovate the Skills Laboratory in the School of Nursing.

**Matching Gifts** accounted for \$1,801,154 last year, an increase of 25% from 1985 levels. Our thanks to the participating organizations, and to the donors who took time to request the necessary forms from their employers. (A Matching Gift is the result of a joint effort by a corporation and its employee: the corporation makes a gift that equals that of the employee.)

## Corporate Gifts — 1980-81 through 1986-87

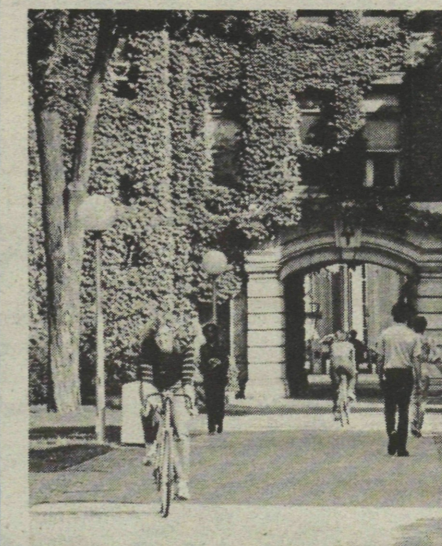
Year	Total Dollars
1986-87	\$13,272,485
1985-86	\$13,173,795
1984-85	\$14,805,976
1983-84	\$ 8,807,798
1982-83	\$ 6,998,284
1981-82	\$ 4,945,351
1980-81	\$ 4,650,278

Steady increases in corporate support are a tribute to the quality of students and research at Michigan.



### The University of Michigan-Dearborn

In 1982, private support for the Dearborn campus in cash and in-kind gifts totaled \$658,940. During the past fiscal year, the total was nearly four times that much. One of the most outstanding gifts received during 1986-87 came from Edward and Helen Mardigan, who donated \$500,000 to endow the Center for Armenian Research and Publications, and an additional \$350,000 to the U-M Dearborn Library. Long-term major support from Alfred Berkowitz and other donors continues to build the campus's nationally acclaimed collection of art glass and rare crystal.



### The Michigan Annual Fund

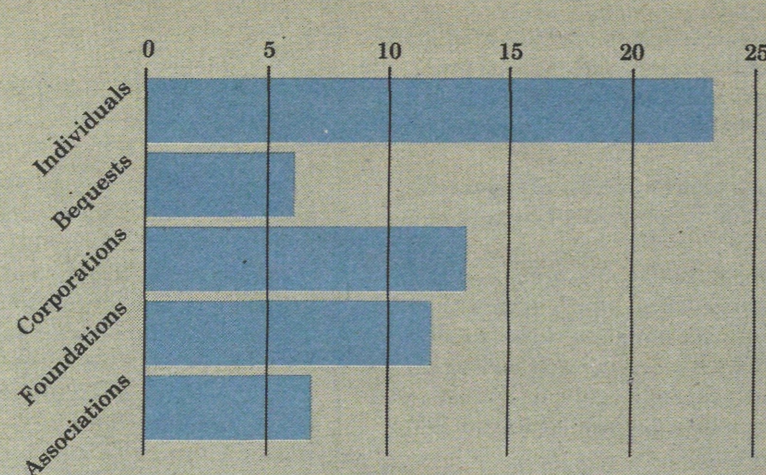
Gifts to The Michigan Annual Fund, at approximately \$10 million last fiscal year, surpassed all comparable giving in recent University history. These unrestricted dollars provide ongoing operational support for the individual schools, colleges, regional campuses, and libraries — as well as for the many diverse programs, such as cultural and athletic organizations, that enrich the overall University environment. In addition, annual gifts provide the University a valuable measure of flexibility, funding such disparate elements as scholarship aid, seed money for research, funds for small equipment purchases, renovation monies, and general program enhancement.



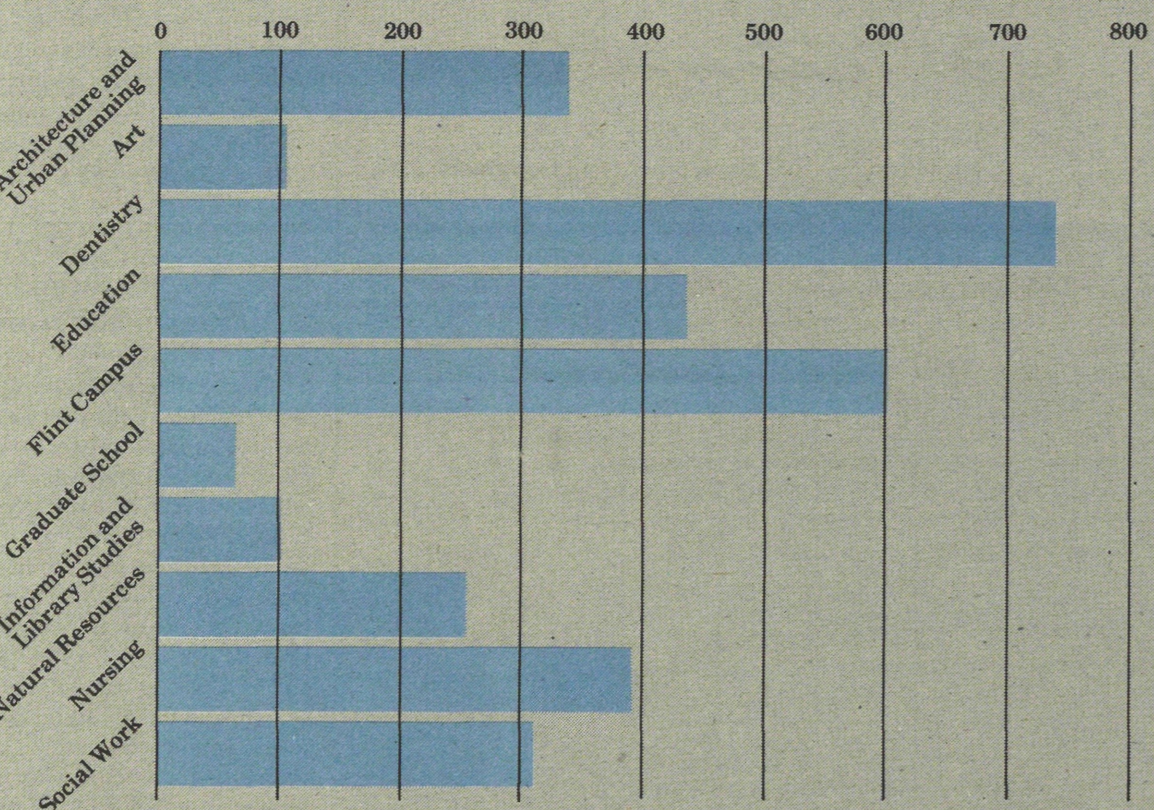
### The School of Education

Like many other units, Education has seen a marked increase in private gifts, particularly in the number of under-\$100 contributions received through the University-wide phone solicitation effort. Among the gifts was a \$5,000 pledge — with the promise of an additional \$5,000 next year — to fund a program for encouraging the teaching of values in grades Kindergarten through 12. The unprecedented volume of gifts is also making it possible for the School to extend financial aid to many of its part-time graduate students, a group often overlooked by student assistance programs.

### Total Gifts by Sources 1986-87 Fiscal Year



### Total Gifts by School (Under \$1 million) 1986-87 Fiscal Year



### Profile of a "Typical" Donor

Do this year's 83,450 donors have anything in common, aside from the fact that they all made gifts to the University? It turns out that many of them do. For instance:

- APPROXIMATELY 80% were born between 1920 and 1959
- OVER 75% are married — and have between two and three children
- A LITTLE OVER 39% live in Michigan

### Gifts of \$5,000 or More

The past year has seen a dramatic upswing in the number of alumni and other friends of the University choosing to make gifts in excess of \$5,000. What has been surprising — and gratifying — is not only the generous amounts of those gifts, but also their many and varied designations. Space constraints make it impossible even to begin to inventory the hundreds of donations in support of libraries, renovations, lectureships, symposia, faculty research, student scholarships and new facilities. However, the following examples should provide some sense of the diversity:

Frederick Huetwell's gift of \$28,500 has been divided among the Medical School, programs for disabled students, and the University's Shady Trails Camp for the Disabled.

A \$150,000 gift from Mr. Willard Banyon (AB, 1934, JD, 1938) to the College of Engineering was used to help underwrite the construction of an instructional center in the Herbert H. Dow Building.

A \$20,000 donation from Charles (BA, 1945) and Margery (BA, 1943) Rothschild, Jr., is being used to establish a Junior Faculty Research Fund in Economics, in the College of Literature, Science and the Arts.

Lois R. and Coleman J. Ross have asked that their \$250,000 gift be used to maintain undergraduate in-state scholarship funds for the schools of Nursing, Medicine, Public Health and the Physical Therapy Department in the School of Medicine.



A gift of \$100,000 from Ward Quaal (AB, 1941) will endow a Dean's Merit Scholarship Fund for the College of Literature, Science and the Arts.

A pledge of \$1 million from Everett E. Berg (BA, 1947; MBA, 1948) will establish an endowed professorship in the School of Business Administration.

Stephen M. Ross (BBA, 1962) has pledged the funds required to establish the Stephen M. Ross Professorship in Real Estate.

Alumna Mrs. Betsy Lowry (BA, 1949; MA, 1971) has made an unrestricted gift of \$25,000 to the Art School.

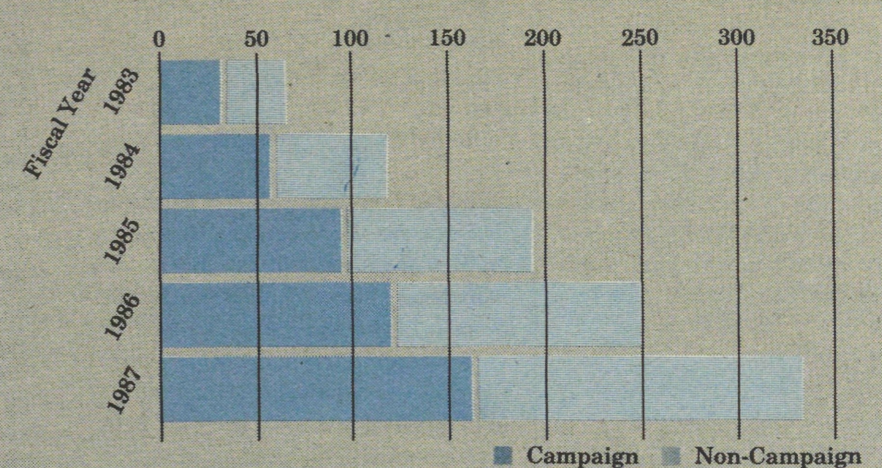
Alex Manoogian's gift of \$1 million will fund the Marie Manoogian Professorship in Modern Armenian Literature and Language.

Don Shepherd donated \$25,000 for instruments and equipment for the marching band, in addition to funding for merit scholarships for marching band members.

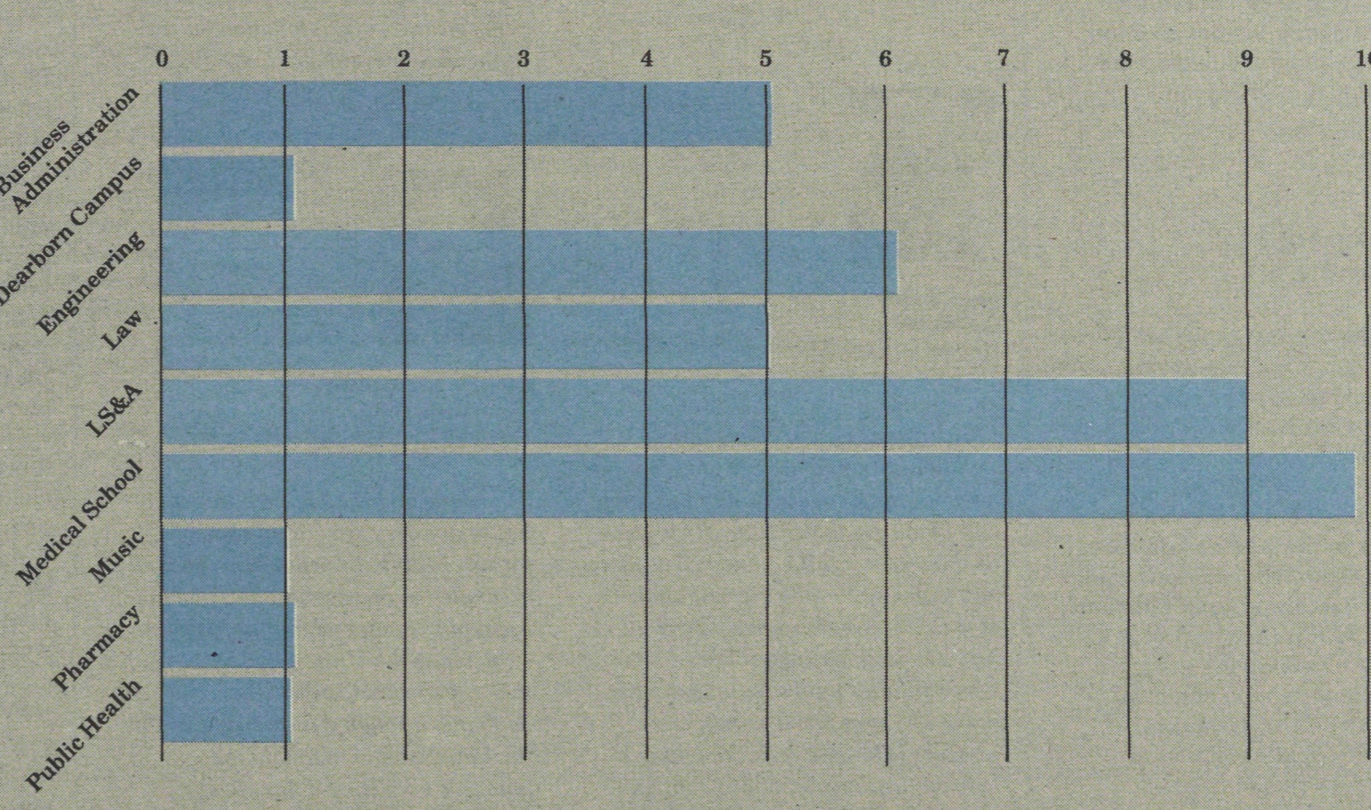
### Profile of a "Typical" Donor

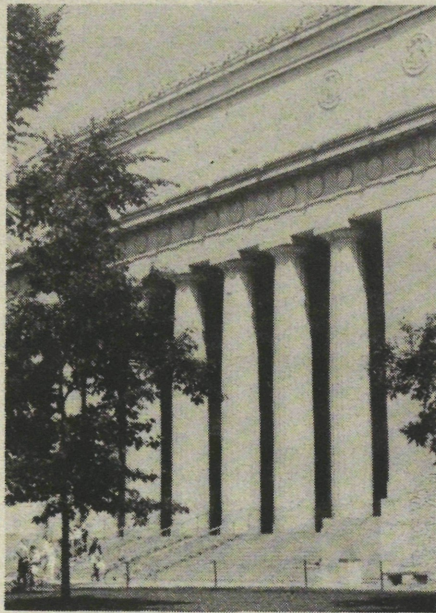
- 40% have a spouse who attended U-M
- 13% have children who attended U-M
- NEARLY 60% have a yearly personal income in the range of \$60,000 to \$500,000
- THE MAJORITY: Have careers in Law, Engineering, and Elementary/Secondary Education
- Are employed full-time

### Combined Private Support — 1983-87



### Total Gifts by School (over \$1 million) 1986-87 Fiscal Year





## Update: The Campaign for Michigan

Less than four years ago — on October 14, 1983 — The University of Michigan launched what was then the largest fund-raising effort ever undertaken by any public university: The Campaign for Michigan.

On that date, 550 volunteers and supporters met on campus to hear Honorary Campaign Chairman Gerald R. Ford outline the strategy for raising \$160 million within a five-year period.

On June 1, 1987 — with nearly six months to go before its conclusion — the campaign not only met but passed the \$160 million mark.

However, despite that remarkable accomplishment, important work remains to be done in funding endowments for faculty and student support, as well as facility construction and renovation. Thus, the Campaign continues to seek support for a number of ongoing goals, including:

**Faculty** — The \$26.3 million already pledged for endowment support of faculty is crucial to the preservation of Michigan's leadership. For that reason, the University will continue to place a high priority on gifts that provide permanent support for outstanding faculty.

**Students** — The Campaign set out to raise \$30 million in new endowment support for students, and many students now studying at Michigan are being helped by Campaign gifts. Support for deserving students will be a continuing need, throughout and beyond the Campaign.

**Facilities** — In order to reach the Campaign goal for the Chemical Sciences Facility, and meet the challenges of the Kresge and Dow Foundations, the University must raise at least \$4.3 million for that project. An additional \$8.5 million is being sought to fund the Replacement Hospital Project, the Music School addition, and the upgrading of facilities and equipment at the College of Engineering.

## The Campaign for Michigan Fund

Through the Campaign for Michigan Fund, the Annual Giving program has already raised nearly \$14 million — putting it well within reach of its goal of \$20 million in unrestricted support by July of 1988. Already, \$8 million of that amount has been received and put to work in the schools and colleges at the Ann Arbor campus, and at the regional campuses of Flint and Dearborn. By this time next year, callers for the Annual Giving Program will have attempted to contact all of the University's 310,000 alumni, as well as next year's graduating seniors, and parents of current undergraduates.

# Volunteers: The Heart of Michigan's Fund-Raising Programs

Without the help of hundreds of volunteers, the University's fund-raising efforts over the past year would never have been successful — or even possible. Scores of alumni, students, parents and interested friends of the University from coast to coast have given hours of their time: for example, attending meetings, making personal contacts with donors, chairing committees, and providing leadership for the Annual Giving programs.

Although the work and time involved have been considerable, their energy and enthusiasm for the task at hand have never seemed to waver. We asked a number of our volunteers why they chose to take time out from their busy lives to work for The University of Michigan. Here's what they told us:



**Dick Katcher**  
(BA, 1941; MA, 1943)  
Chairman, Cleveland Special Gifts Committee,  
Campaign for Michigan

*"My family tells me that Michigan is my second great love, which is true. I attribute whatever success I've had in my life to my education at Michigan. That's why I never gave much thought to the work involved in being a volunteer. After all, in today's world — with educational costs being what they are — Michigan can't rely only on Lansing. If it did, it would soon be just another university, instead of one of the great learning centers of the world."*



**Warren Elliott**  
(LLB, 1952)  
Chairman, Law School Fund

*"Why do I work on behalf of Michigan? Two reasons. First, because Michigan is one hell of a University . . . and it's done more for me than any other institution. Second, I believe one must pay one's dues. Because I feel obligated to return some measure of what I've received, I've been involved in alumni work for years. I'm convinced of the need for private support because I know what a small percentage of operating costs — for the Law School or any other unit — are paid for by the State."*



**Susan Brown**  
(LS&A, 1963)  
National Co-Chair, The Campaign for Michigan Fund

*"Michigan is part of a long family tradition. My parents and grandparents attended the University. My husband and I both graduated from Michigan. And we have a child — as well as nieces and nephews — who are now students at the Ann Arbor campus. We're all very proud of Michigan. It's an honor to be affiliated with such an excellent, nationally prominent school, and a pleasure to be able to do something to help an institution that has done so much for all of us."*



**Madelyn Nichols**  
(BSN, 1987)  
Co-Chair, 1987 Senior Pledge Program,  
Campaign for Michigan Fund

*"I became involved in the Campaign for Michigan Fund through my role as class president in the School of Nursing. I've always been a big supporter of the University, and it's been very clear to me that a lot of funding has to come from private sources. We had two goals for the Senior Pledge Program: achieving a specific dollar amount, and, maybe even more important, generating awareness and enthusiasm among students. We didn't know what to expect when we started, but we succeeded far beyond our hopes."*



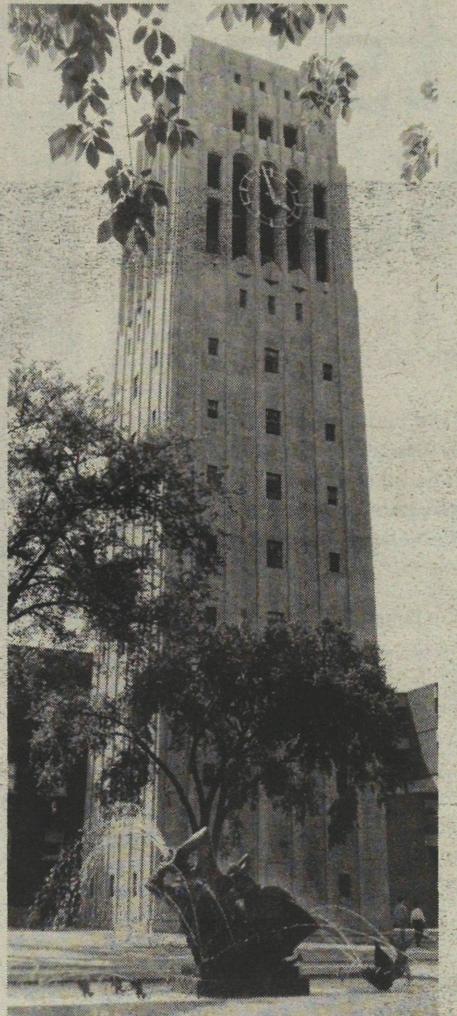
**Jack Edman**  
(BA, 1950, MBA, 1951)  
Chairman, National Major Gifts

*"In truth, foundations and corporations can only do so much by way of supporting educational institutions; and what they leave undone then becomes the responsibility of those individuals who benefited most from that institution. Like the vast majority of all Michigan graduates, I'm convinced that a great deal of what I've achieved has been the result of my education at the University. Volunteer work is my way of showing some measure of appreciation for the tremendous advantages I received."*



**Robert E. Nederlander**  
(BA, 1955; JD, 1958)  
Chairman, The Campaign for Michigan

*"Working on behalf of the University has been a very rewarding experience for me. I think it's incumbent upon all graduates — or anyone who's had the opportunity to spend time at Michigan — to repay the University for that experience. One way to do that is through gifts that will enable the University to maintain the academic excellence it has always been known for."*



## Our Thanks . . .

This four-page overview makes it abundantly clear that private support is essential for maintaining the vigor and eminence of Michigan's educational programs.

The thanks we offer to our donors and volunteers are truly heartfelt. To the alumni, friends, foundations, corporations, parents and students who have given of their time, money and enthusiasm, we offer our sincere gratitude.

We hope that you will all find your generosity amply repaid in the satisfaction of knowing that your gifts are furthering the purpose and work of a great university.

## Our Hopes for the Future

Fund-raising is a task that, by its very nature, can never be finished. Michigan is today among the country's top universities in terms of private support. In order to maintain momentum, we have established a number of interim goals — such as the Campaign for Michigan Fund, in which we have set ourselves the task of contacting each U of M alumnus for whom we have an address.

Despite our encouraging success, we are only just beginning to realize the true potential of our fund-raising enterprise, and the enthusiasm of our alumni for their university. Volunteers are telling us how much they enjoy the process. Other alumni are telling us the same thing through gifts that continue to increase in both amount and volume.

In the future, we will continue to seek broader support, primarily for the human endeavors that are the lifeblood of every university. Of course, we will also welcome the "brick-and-mortar" gifts — the equipment and facilities — that make those endeavors possible.

As we expand our undertaking, we also look forward to deepening and broadening the communication that we have established with our donors . . . a communication which we consider a gift, in and of itself.



A PENSIVE LEMUR. Most of the world's surviving species of this primate live only on Madagascar. A few live on neighboring islands.

kind of violence that is in fact found in such a diversity of simple and complex cultural systems that no general explanation can be found for their development.

I believe that a definition focusing on the organizing features of the total cultural system will be more fruitful, and have argued that a state can be thought of as "a cultural entity with internally specialized government." In other words, governing is subdivided into tax collecting, law making, law enforcement and so forth. Since states characteristically have specialized organs of governmental force, the classical definition is largely subsumed by this approach.

**MT: What was the process of state formation in Madagascar?**

**HTW:** There are different ways to become a state, and these can be expressed as patterns characteristic of different types of states. For example, in states that arise in the course of direct political and economic relations with previously existing states, there are changes in the organization of social classes, and then changes in political control. These can be termed secondary states.

On the other hand, in states that are formed through the interaction of societies in a pre-state form — without strong influence by external states — the first changes are in the military aspects of governance, and only later do changes in economics and class organization occur. These can be termed primary states.

I believe that state formation in central Madagascar, where the Merina kingdom developed into a state, is an example of primary state formation, related primarily to local conditions. Other scholars disagree and think that Madagascar's exchange of slaves for guns with distant trading partners was a decisive factor, and that the Merina state can best be understood as an example of secondary state formation.

**MT: Do you find similarities in primary state formation in Mesopotamia, Mexico and Madagascar, even though they are historically very different cases?**

**HTW —** One has to remember that what we know about Mesopotamia 5,500 years ago and Mesoamerica 2,500 years ago comes almost exclusively from archaeology. For Madagascar, the documentary evidence gives us a much more detailed perspective on state formation than what we have for the earlier cases. However, the broad patterns of development seem to be comparable.

In all of these cases, state formation is preceded by periods of conflict between small chiefdoms and by population displacement — if not popula-



TRADITIONAL Malagasy farmhouse with rice paddies beyond. The Malagasy lead the world in rice consumption per capita. They are also known for their musical talent. Early English missionaries reported that when Malagasy boys and girls would come and visit, they would pick up a guitar — a thing not seen before on the island — and learn to play it in half an hour.

All photos by Henry T. Wright



MADAGASCAR

tion decline. And in all cases state formation is followed by economic reorganization and increased trade in luxuries for new elites. I am confident that similar processes were at work elsewhere thousands of years ago, and that new general understandings or explanations can be devised to account for these similarities — and for the differences as well.

The study of the earliest Mesopotamian states, the earliest Egyptian or Mexican states and so on, is a purely archaeological problem. We have tried to learn about administration and politics by studying pottery and other relics. But the force of wind and water, the disturbance that people produce with cultivation and building, all make the 2,500- to 6,000-year-old archaeological records very difficult to recover. So I chose Madagascar as a place where I could study this problem in a continental situation, not a little island like Hawaii or Tahiti, but a continental place, one which was recent enough that we would have verbal and written records of political history, and where the archaeological record would be well-preserved.

**MT: And in Madagascar, the archaeological record is well-preserved, as you expected it?**

**HTW:** Oh, it's beautifully preserved, because most ancient villages, though often abandoned today, are guarded as sacred places since they are the locations of family tombs. Only recently people have begun to build fancy villas or things like that in the old towns.

So in Madagascar we can use archaeology to do what archaeology does well: to study the organization of towns, fortifications and ancient economies. We're looking for bones from cows and seeds from rice and things like that; we are looking for craft products and evidence of trade. All of these are things that archaeologists know how to handle.

But of all his numerous children, it seemed that He loved [Prince] Radama and his four sisters the most, who were the children of Rambo-lamasoandro, and inwardly destined the above prince to succeed Him on the throne of Imerina after his death.

By one of his wives of the name of Ramanantenaso . . . he had several children. But the most noted of the children of the above Queen or Lady was the eldest one of the name Ramavolahy. He was born during the civil contest which took place between his Father, Andrian-

ampoinimerina, and the unfortunate King Andrianjafinandriamanitra, so that he is by far older than Radama or any of the [other] children of his Father. Indeed on account of his maturer age, and his brave and warlike disposition, He had assisted his father and nobles in the conquest of Imerina; and his conduct in those civil wars drew upon Him the admiration of all those who saw brave dangers and death in their horrid forms.



Andrianampoinimerina

This prince was also very mild and friendly in his disposition, and it was the expectation of all, that on account of him being the Eldest of the King's sons, and in having performed an important part in the entire subjugation of all Imerina, to be under his Father, He will be appointed by Him to succeed him on the Throne.

But the case is otherwise, for Andrianampoinimerina having more tenderness for Radama than him, determined to kill and get rid of Him, that He being the eldest son may make no opposition to his [Radama's] ascending the Throne after His Death.

For this purpose, one day whilst the unfortunate prince remained at a place or village near Imahazoarivo, on account of the bad state of his health, by which sickness He was oppressed for several months, the King suddenly shewed signs of Anger in his countenance and gave orders for the people to descend down to . . . the Eastern part of Antananarivo.

On the arrival of the people there, He came down to them in state; and in an animated Kabary, or speech, He told them that His Eldest son Ramavolahy had formed the base design of murdering Him, that He may be the King sooner; that in order to accomplish the above, a very sharp knife had been discovered in his Salaka, or Girdle, with which he intended to have murdered Him secretly at night; that the confidential man of the prince, to whom all his thoughts were known, had made known his above intention of going to murder Him; and that He wants to know from them, who are his faithful subjects, what is to be done to his son, for having meditated the design of murdering him who is his tender Father.

The drift of the King's mind and intentions was immediately perceived by his subjects; and with one voice they exclaimed, "Kill him! Kill him immediately, for he is unworthy to live, for being so ungrateful as to intend to murder you." [The king then dispatched 20 men to assassinate Prince Ramavolahy, who was ignorant even of the charges against him — Ed.]



YOUNG GIRLS of the Tandroy people, herders of the southern plains of Madagascar. When Robert Drury was shipwrecked in 1701, he reported that he landed among the Tandroy, one of the facts that lend credibility to his account.

**MT: What is distinctive about state formation in Madagascar, in comparison with state formation in other areas?**

HTW: Every cultural development, like every individual human, is unique; it is difficult, therefore, to answer this question succinctly. State formation in central Madagascar was distinctive in the speed with which it occurred. Some of this may be attributable to the acceleration of local warfare in and around the Merina Kingdom in response to the demand for slaves by traders on the island's coasts. It is notable, however, that the state founder, Andrianampoinimerina, seems to have been an exceptionally good politician in comparison with other 19th-century state founders known to us from historical studies.

**MT: When was the state formed in central Madagascar and how long did the process take?**

HTW: Everyone agrees that the Merina state was fully established by about 1790, shortly before Andrianampoinimerina captured Antananarivo [Tanaranive] and made it his capital. Both the documentary and archaeological evidence of this are very clear. Some specialists believe that political state consolidation was a process of relatively brief duration, beginning about 1760, during the period of civil wars in the central region. Others believe that the process was of longer duration, and that one of Andrianampoinimerina's predecessors, Andrianamasinavalona, made important economic and political innovations that began the process of consolidation in the 1600s. Unfortunately, both the archaeological evidence and the record of traditional history are still fragmentary. Note, however, that to go from relatively simple chiefdoms to full states in only 180 years is still surprisingly fast.

By the 15th century, it seems that in the whole of Madagascar there was almost the same system of social organization. Each area had a noble caste from which the chiefs were selected. These people lived in special houses and had a very elaborate style of living. Ordinary farmers and craftsmen lived in nearby communities. Also, there were specialized communities — sometimes of slaves, sometimes of fishermen or hunters — which were marginal to the social mainstream. Often American anthropologists call this kind of society a chiefdom.

**MT: What do you learn about state formation from excavations?**

HTW: About economics, demography and such topics. For example, we can learn about demographic changes by surveying regional settlement patterns and by measuring the total extent of settlement in each successive period. (If there were more people, there would be more or larger settlements.) We can learn about military policies by mapping fortifications. Excavations are more expensive and time-consuming than surveys, but they are necessary if we want to

study economic production or the details of family organization.

**MT: Do you use archaeology to study politics and ideology?**

HTW: Not so much. We have rich documentary records and oral traditions which don't say much about exchange or agriculture but say a great deal about politics. We have thousands upon thousands of pages about things like royal marriages, alliances and other political activities. They were written by both educated Malagasy and missionaries during the 19th century, and they talk about the relations between noble families, about war, about trees, about everyday life.

Now this is not to say that understanding Malagasy state formation is simple just because it's recent and we have such a good documentary record. Documents are always literary creations. They represent *someone's* point of view, *someone's* symbolization — so a document must be very

**The Adventures of Robert Drury**

A book about an Englishman in Madagascar was published in 1729. It was said to be the account of one Robert Drury, a 14-year-old cabin boy on an English ship that was wrecked in 1701 off Madagascar's southeast coast.

According to the book, most of the other men in the crew were massacred, but Drury was among a few spared by the ruler of a Malagasy people called the Tandroy. Drury says he was held for 15 years as the slave of one Malagasy chieftain (who arranged a marriage with a beautiful Malagasy maiden), was given as a gift to another ruler, ran away to yet a third ruler and, finally, made contact with a ship returning to England.

But literary scholars have shown that the language of the "Drury" book and some of its subject matter strongly indicate that the account was written or heavily edited by Daniel Defoe, the author of *Robinson Crusoe*, or by someone imitating Defoe. It's known that Defoe did research on Madagascar and read the travel accounts of French and other adventurers, and that substantial portions of these materials appear verbatim in the Drury book.

Defoe admitted that *Robinson Crusoe* was fiction based on a true story; Drury's story, on the other hand, was published as a true account. Nonetheless, those who know the south of Madagascar acknowledge the accuracy of "Drury's" descriptions of plants and customs, and at the many words in the Malagasy language that he gives, including the names of chiefs.

Among the historical sources I recommend to my students is the story of Robert Drury — Henry T. Wright.



DeFoe

carefully interpreted in terms of the culture of the time, where and when it was written down.

And also — archaeology is never easy — we find only *broken* pots and *broken* bones; to start talking about economy and trade on the basis of such artifacts requires lots of careful laboratory work and computer work.

**MT: The Malagasy say they "came to the island but were not born there." Have the questions of where they came from and when been difficult for historians?**

HTW: Very much so; the answers aren't clear even now. A basic clue is language. Most of the Malagasy vocabulary is Indonesian, but 10 percent comes from the Bantu language family of Africa. The words for cattle and many other words related to animals are Bantu. Some historians have suggested that people from Indonesia sailing the waters off the Indonesian coast kept going and settled elsewhere for awhile, perhaps in India, and then proceeded across the Indian Ocean to Madagascar. The journey has been reenacted, starting from Bali in Indonesia, with the same means of travel they could have used — outrigger canoes.

**MT: How does this early period of Malagasy history help you better understand the development of civilization elsewhere?**

HTW: An example is the question: What happens when human communities enter a virgin environment? What happened when Iron Age people — with iron tools, cattle, rice — came to a completely new continent?

When people first came to Australia or to America, they were hunters and gatherers, and they developed an agricultural civilization from a foraging basis. Madagascar is a different story. Its first settlers arrived with an Iron Age civilization, with Iron Age technology, and they changed everything very quickly. When we do radioactive-carbon tests on the bones of extinct lemurs and giant birds, we see that many of them disappeared around 400 to 500 A.D., just about the time that people first came.

**MT: Were these extinctions the result of hunting?**

HTW: That's a fundamental question. How could such a small number of people have so quickly affected the environment? The most plausible hypothesis is not that the people hunted these animals — some of them could have been hunted, but others would not have been of interest to hunters — but that the people interfered with the environment. They could have done this in two ways and very quickly: One was to let the cows become feral. Cows that had been domesticated escaped and multiplied like the rabbits in Australia. When English mariners visited southern Madagascar in the 17th century, they saw cows as numerous as the bison on the North American plains: cows and cows, everywhere cows.

**MT: Why so many?**

HTW: They had few predators. There were no lions, no tigers and very few people. The only native animal predators were quite small, not large enough to attack cows.

The other way that people could have affected the environment was by burning the forests to make better pastures. Recently, a team of paleontologists studying ancient Malagasy swamps found good evidence that people were burning the vegetation by 700 or 800 A.D.

Even more researchers have taken to Madagascar's forests than to its swamps. Biologists are combing these forests and cataloging what is there. This activity was initiated by the World Wildlife Fund, which works mostly in tropical areas where every day little-known plants and animals are becoming extinct.

**MT: Are some people today more interested in learning about a culture like that of Madagascar, which they don't know very well, than in the cultures of the Americas or Europe?**

HTW: In a way. Learning about civilizations like Madagascar, rather than about our early European or American civilization, is related to the emergence of a more tolerant and unified world. And research about the Malagasy is a small contribution to that real change in how people think of things, from being ethnocentric, or Eurocentric, to thinking about the whole world. That is important to the future of the planet.

## Campaign Is Over the Top And Still Going Strong

Just four years ago, a former U.S. president stood in the University's Crisler Arena and told 550 volunteers, donors and friends that a contribution to the Campaign for Michigan "is an investment in our country."

Honorary Campaign Chairman Gerald R. Ford and other dedicated campaign leaders apparently succeeded in inspiring those volunteers. The largest fundraising effort ever undertaken by a public university was launched in October 1983 with \$45 million in gifts and pledges. Last June — six months ahead of schedule — the Campaign passed its \$160 million goal with more than \$165 million in pledges and donations.

That early success is the product of the untiring work of a nationwide corps of volunteers who asked fellow alumni and friends for commitments that far exceeded any they were asked to make in the past.

But each success brings new challenges to U-M supporters. As the campaign draws to its close this December 31, volunteers continue to work toward important goals in the areas of faculty endowment, student support and priority facility needs.

"During the three months that remain in the Campaign, we have the challenge and opportunity to raise at least \$29.5 million in additional Campaign gifts," said Robert E. Nederlander, chairman of the Campaign for Michigan. "We have the ability to meet the remaining challenges. In fact, there are many loyal alumni and friends who are waiting to be asked to become part of this winning effort."

Crucial to the continued excellence of the institution, the Campaign goals include:

*Faculty Support:* The \$27.7 million

already pledged for endowment support for faculty is clearly the most ever raised for that purpose at the University. Michigan's leadership among the nation's best universities depends primarily on the quality of its faculty. Thus, a substantially increased endowment for faculty support — reaching at least \$40 million by Dec. 31 — is a major objective of the Campaign.

*Student Support:* Even if students are drawn to Michigan because of its excellent faculty, they will not come here if they cannot afford it. As U-M's tuition increases annually, more and more Michigan students may fit the national media's description of the "debtor generation." To decrease their heavy loan burden and help attract deserving low- and middle-income students, the Campaign has placed student support as one of its top priorities. To date, \$26 million has been raised toward that \$30 million goal.

*The Chemical Sciences Project:* Chemistry at U-M is undergoing revitalization through this project, one of the University's most ambitious building programs. Since the project is funded in part by challenge grants from the Kresge and Dow Foundations, the Campaign must raise \$20 million in private support by February 1988. The current total for private support raised for the Chemical Sciences Project is about \$15.6 million.

Further Campaign support — slightly more than \$8 million — also is needed to complete funding for the Replacement Hospital Project, the new addition to the Music School and the upgrading of facilities and equipment at the College of Engineering.

### Physician Creates Scholarship Fund

Fifty years after his graduation from U-M Medical School, Victor Ginsberg, '33, M.D. '37, has created a scholarship fund to mark his love of learning, his loyalty to the school that "taught me how to think," and the tradition that made his career possible.

The Victor and Frances Ginsberg Scholarship Fund, created with a \$100,000 endowment to the Dean's Merit Scholarship Program in the College of Literature, Science, and the Arts, will supply undergraduate tuition grants to an outstanding freshman student chosen each year as a Ginsberg Scholar.

The son of Brooklyn immigrants, Ginsberg established a private practice in hematology, taught at a Brooklyn medical school and directed

the blood bank at King's County Hospital.

A self-described "dreamer" who successfully created "new ways of doing things" and became an entrepreneur, Ginsberg says he will never retire. Proof of that is the degree in business the 74-year-old physician was completing this year at Florida Atlantic University — en route to a Ph.D.

Ginsberg Scholars will discover that they represent a three-generation Michigan family. Dr. Ginsberg's daughter, Jane Ginsberg Brown, and her husband, Marvin Brown, both attended the U-M. Their eldest son, Daniel, is a junior, and a younger son, Matthew, is expected to follow the family tradition.

### Real Estate Chair For Business School

Alumnus Stephen M. Ross, a National Campaign Committee member, has established a University chair in real estate with his pledge to The Campaign for Michigan.

The New York real estate executive supported the creation of the Stephen M. Ross Professorship of Real Estate in the School of Business Administration.

Business School Dean Gilbert R. Whitaker Jr. acknowledged the gift by noting that the professorship "will bring additional strength to our finance faculty."

"Adding an excellent teacher/scholar in this area," Whitaker continued, "will make a real estate finance

option in our degree programs extremely attractive and will greatly enhance the effectiveness of our joint Master of Architecture/Master of Business Administration program."

Dean Whitaker said the Business School hopes to fill the Ross professorship by the fall of 1988, following a national search for outstanding candidates.

Ross is a Detroit native who received his undergraduate degree from the Business School in 1962. He is president of the Related Companies Inc., a national full-service real estate company headquartered in New York City.



### Alva G. Sink Helps S.E. Asian Students

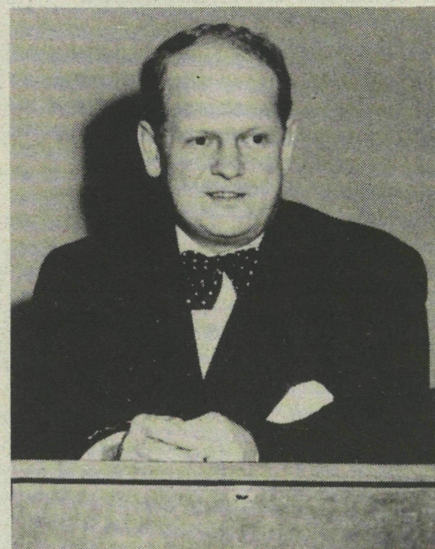
Alva Gordon worked her way through the U-M by teaching Ann Arbor youngsters in a small private school on the site of the present Women's City Club. She also lived in the home of President Marion LeRoy Burton. Thus it was logical that when she married Charles A. Sink, the ceremony was performed in the president's house.

Sink was president of the University Musical Society from 1927 to 1968, and the couple hosted the world's musical giants over those four decades before Charles Sink died in 1972.

But when Alva Gordon Sink decided to make a Campaign for Michigan gift, she directed it toward something outside her Ann Arbor experiences: to help students from Southeast Asia.

"My husband felt, even at the close of World War II, that Southeast Asia was going to play a major role in the history of the world," she explained. "I agreed. For some time I have thought of establishing scholarships for young people from countries in that area of the world. It is important for them to acquire the same sophisticated skills that we use here, and that's particularly true in health care. So I made a campaign gift to establish scholarship funds in both the School of Nursing and the Medical School.

"I knew it was the right thing to do because I just sat right down and wrote out how I wanted the scholarships to be used, and it seemed as if my husband were standing right there, guiding me."



*GLENN McGEOCH, professor of music from 1928-71, changed the concert-going habits of generations of students. A memorial scholarship fund drive is under way to honor McGeoch. Former students are encouraged to contact Marilyn Breiter, 1314 Moore, U-M School of Music, Ann Arbor MI 48109-2085, to tell stories about this remarkable teacher for inclusion in an upcoming issue of Music at Michigan.*

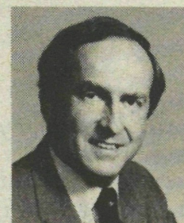


### Special Gift Drive Kicks Off in Chicago, NY

The Campaign for Michigan's final Special Gift programs were introduced to Chicago and New York this fall with special kickoff events. The Special Gift programs give individual donors the opportunity to contribute \$10,000 to \$100,000 to the University over a three- to five-year period.

The Campaign Kickoff in Chicago was held Sept. 10 at the Mid-Day Club in the First National Plaza Building. Samuel R. Rosenthal '21, a member of the Campaign's Honorary Advisory Committee, hosted the event.

Michael Callahan B.A. '62, M.B.A. '67, senior vice president for finance at Quaker Oats, is the Chicago chairman.



Callahan



Dunn

"We have a truly committed group of volunteers in Chicago," Callahan says. "We already have \$350,000 in gifts from them alone. To begin the campaign with such a substantial fund already in hand sets a real example for the alumni."

The New York City Kickoff took place Oct. 13. M. Douglas Dunn '67E, a partner in the law firm of Milbank, Tweed, Hadley and McCloy, heads the New York City campaign.

"We plan to maintain the contacts we make here in the area after the Campaign ends," Dunn says. "We want to foster a well-rounded relationship between the alumni and the University, one that will last into the future."

### Response Overwhelming To \$20 Million Fund Drive

"If I could, I'd call each alumnus personally," says Bob Brown.

Robert M. Brown, B.S.E. '63, is speaking as national co-chair, with his wife, Susan Crumpacker Brown, A.B. '63, of the Campaign for Michigan Fund, the all-alumni solicitation phase of the overall Campaign for Michigan. Begun in July 1986, the Fund has already raised \$14 million and is well on its way to reaching its goal of \$20 million.

As the umbrella fund for each of the University's schools, colleges and regional campuses, the Campaign for Michigan Fund helps secure support for scholarships, outstanding faculty, seed money for research projects, facility improvements, new equipment and special enrichment programs.

So far, the key to the fund's success has stemmed from the combination of telephone solicitations from student callers, letter appeals and personal contacts. The overwhelming response from thousands of alumni and friends of the University attests to the tremendous importance and potential of the Campaign for Michigan Fund.

The \$14 million raised so far has already made a significant difference on campus.

By June 1988, the Campaign for Michigan will have tried to reach all of the University's 310,000 alumni, as well as parents of current undergraduates and graduating seniors.

## LETTERS

## Alumni Census Report

IN THE Alumni Census Office's Report (June 1987) what struck me most was not "diversity," but discrepancy — the appalling discrepancy between the median incomes of males and females who have degrees from Michigan. It's only slightly more appalling that this provoked no comment in your "analysis."

Susan Mann '64  
Stanford, Calif.

*Thank you for your remarks. We, too, observed the difference in income by gender and, indeed, displayed the data in a center-page graph. A description of the obvious would have been redundant, particularly since this is not a phenomenon unique to U-M graduates or higher education in general — Gerlinda S. Melchiori, director, Alumni Census Project.*

THE EXCELLENT report was brought to my attention by my youngest son, Michael Puksza, '87, who is expecting to continue in grad school in architecture. The report and graphics were very well done and easily understood. I hope to share it with local high school counselors and teachers involved with Career Exploration Courses at Sturgis High School. As a Special Education County Supervisor, I will share it with our Gifted and Talented Counselor as well.

Natalie H. Puksza  
Sturgis, Michigan

## Racism Needs Coverage

YOUR JUNE issue was sorely lacking. It contained interesting pieces on such compelling issues as the far right fringe and the state of civil rights in this country, but what about the reality of the racial conflict on the Ann Arbor campus?! I saw and heard brief but mortifying reports about it on ABC News and in *Newsweek* magazine, and this Californian would have appreciated (and certainly expected) a full report from the scene on the brand of racism poisoning the University community. As the main link between the University and the people who experienced it, one of your primary missions should be to inform us about such profound events. Perhaps the old shibboleth, "The truth shall set us free," applies in this case.

Andrew A. Hall '77, '80 M.U.P.  
San Francisco

*Reader Hall and others who made similar requests will find a summary of those events in the Around the Diag section — Ed.*

## 'A Grand Lady'

I'M SURPRISED no reference was made in your April issue, nor in other articles on Margaret Bourke-White, to the exhibition of her photographs in Alumni Memorial Hall, then an art gallery, in the early '70s. Ill as she was, Margaret Bourke-White was there for the opening. Grand lady.

Jack Hamilton  
Wilmington, Delaware

## Admissions Standards

CHANGE IS not the name of the game! We graduates of '37 can only wonder at recent newspaper dust-ups about "racism," and "demands" for "equality." We're outraged that our Hallowed-Halls-Of-Ivy are taken over by gangs of various colored skins! We've seen Flint's General Motors' Institute being boxed in to having to have two standards of admission "to proportionate" enrollment; then having to compromise their stringent grading for two levels of "proportioned-graduates"!!

Today's students now have a whole new set of worries and morals, but our University must always instill quality and continue to be best-of-the-best. There must never be various levels of quality based on skin-color to appease demands.

John D. Reed '37  
Sylvan Lake, Michigan

## If 'B', Why Not 'W'?

I ENJOY receiving and reading *Michigan Today*. However, the June issue, just received, raises a question. Kate Kellogg, in her article, Harold Cruse, in his, and John Woodford in his introduction to Mr. Cruse's, all do the same thing: When they refer to Blacks, they do so with a capital 'B' — which causes no concern. But when they refer to Whites, they do so with small-case 'w' (as in, "Blacks, whites and others").

If Blacks deserve capitalization (and why not?) then why do Whites not equally deserve capitalization? Or is there inequality in assigning capitalization, and thus some reverse racism afoot? Writing letters to Editors (note capitalization) is not something I often do. But here in three pieces dealing with civil rights, the right of capitalization has not been shared equally. Or isn't this "civil rights"?

Let's exalt both Blacks and Whites; they're all equal before God and should be before men.

Thomas O. Poyser '43E  
Dallas

*The University has officially adopted the uppercase 'B' at the request of several organizations of Black students, faculty, staff and alumni. They noted that most Black organizations and media use, and prefer others to use, the capital 'B'. The term is capitalized as a description of nationality — the equivalent of African-American, Jewish-American, Hispanic-American, Irish-American, Italian-American, etc. — rather than as a designation of race. The nationality groups of "whites" are always uppercased, which is perhaps why no comparable requests or recommendations have been made to uppercase 'White' — Ed.*

YOU ARE to be commended on the rich variety and consistently high quality of articles appearing in *Michigan Today*. We read each issue with great interest and pleasure, invariably finding an article we would like to share with friends. The size of page and the colored background do not, however, lend themselves to photocopying.

Virginia K. Hellenga  
Galesburg, Illinois

## Monastery of St. Catherine

BECAUSE MY 89-year-old eyes necessitate my using a magnifying glass, I cannot always accord reading materials the attention they deserve.

Fortunately the June issue of *Michigan Today* included titles that captured my attention. Beginning with the fascinating story of St. Catherine's monastery and including the thought-provoking and sometimes frightening "The Far Right Fringe" and "The Civil Rights Movement is Over," I found this issue to be one of your best.

Gertrude H. Overton  
Pontiac, Michigan

LET ME thank you for the excellent June issue. The quality is truly impressive, and I enjoy the publication. The story on Fred Anderegg [photographer of the Monastery of St. Catherine treasures] intrigued me. I plan to use it in the newsletter of the Swiss American Historical Society, which I edit.

Leo Schelbert  
Evanston, Illinois

I WANT to go on record in support of *Michigan Today* as being the best general public periodical publication published by the University. Articles such as last month's feature on the Monastery of St. Catherine distinguish this fine publication from the obituary and scoreboard format of so many college news publications. It is a pleasant blend of intellectual stimulation, nostalgia and statistics. Keep it coming!

Richard A. Repp '63  
Richmond, Virginia

HAVING JUST returned from a pilgrimage to the Holy Land, I was delighted to find your June '87 issue when I arrived home. My visit to Mount Sinai was both inspirational and challenging (we climbed the mountain beginning at 2 a.m.). Your article "The Monastery of St. Catherine," was a sure reminder of the mystery, beauty and presence of God that I encountered in the Sinai. Thank you for this timely piece. Also we were unable to view the entire mosaic of the Transfiguration as we stood near the back of the chapel. I appreciate your full-view photo. Again, I thank you for helping me keep the inspiration of Mt. Sinai alive!

Cynthia A. George, N '73  
Ann Arbor

I READ with particular interest your sidebar about Fred Anderegg. Mr. Anderegg presented his slides of the 1956 trip to St. Catherine's Monastery to our civil engineering class. I am a 1958 graduate of the College of Engineering.

I also read the remark contained in your article that in 1982, Egypt "regained the sovereignty it had enjoyed" over the Sinai for 6,500 years. I am not a historian, but I do not believe it is correct. As a matter of fact for 700-800 years prior to World War I, the Turkish Empire held sway over the area. I was at St. Catherine's myself in early 1968. It appeared to me that the general attitude among the Bedouins of the Sinai Peninsula was that they wished all the major powers would leave them alone. The Bedouins in that area are somewhat isolated from their brethren in the remainder of the Sinai. I was told that this was primarily due to the fact that the clan of Bedouins in the immediate area are the result of intermarriage between local Bedouins and a Romanian contingent of soldiers sent to protect the monastery approximately 1,000 years ago.

Joseph Litvin  
Dayton, Ohio

THIS IS just a word to let you know how much I appreciate *Michigan Today*. Two articles I particularly liked: "The Mother Tongue" by Vitalij Shevoroshkin (August 1986) and "The Monastery of St. Catherine" by Suzanne Ramljak (June 1987).

Olexa-Myron Bilaniuk, Ph.D. '57  
Swarthmore, Pennsylvania

## How About Far Left?

I READ with interest "The Far-Right Fringe" and would appreciate it if you would do a sequel entitled "The Far-Left Fringe." What would make the Red Brigade tick? Under what covers does the American Communist Party operate today, and what are the traits of those who are drawn to its cause? I trust that you will find equally well-qualified Michigan faculty who are investigating the Far Left political culture. Do you suppose that, were an article on the Far Left to appear in *Michigan Today*, it would adversely affect the University's future requests for state and federal appropriations and grants? My view is that it shouldn't, any more than taking a look at the Far Right would.

Cyrus J. Sharer Rackham '55  
St. Davids, Pennsylvania

*We are open to any scholarly works that may interest Michigan Today readers, including those addressing the issues you mention. Censorship for legislative or fiscal reasons has never been a problem — Ed.*

## Nelson Mandela

On 18 July, hundreds of people gathered under grey, threatening skies in London's Trafalgar Square. It wasn't the usual pigeon-feeding crowd, however; they were there celebrating the birthday of Nelson Mandela, the jailed leader of the African National Congress of South Africa. The South African embassy, the second-largest embassy in Britain, fronts on the square. Since March 1986 there has been a 24-hour-a-day picket outside the embassy, demanding Mandela's release from prison and an end to apartheid.

Amid the signs and banners in the birthday crowd, I carried one that said, "The University of Michigan wishes Doctor Mandela a Happy Birthday," for at our May commencement exercises this year, the U-M conferred an honorary Doctor of Laws degree on Nelson Mandela, in absentia.

Most people at Michigan aren't racists. I'm here to represent, unofficially, the University and all the decent people in it. Since Dr. Mandela is now one of our most distinguished alumni, I thought we should join the celebration.

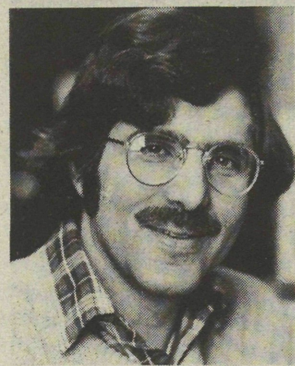
Prof. Bert Hornback  
English Language and Literature  
London

**CORRECTIONS:** In our June issue's "Summer Syllabus," the suggested reading list we received from Prof. Sidney Fine referred to a biography of the New Dealer Harry Hopkins. Hopkins's given name was incorrectly changed to "Harold" Hopkins somewhere in the typesetting/editing process. We apologize to Professor Fine for this error. Also, in alumnus Harold I. Howell's letter recalling his chat with photographer Margaret Bourke-White before he journeyed to the Soviet Union to work on the Dnieper River Dam, the date should have been 1934, not 1954.



# WORKS BY U-M AUTHORS

By Geraldine Kaylor



Axelrod

*To Win A Nuclear War:  
The Pentagon's Secret War Plans*  
By Michio Kaku and Daniel Axelrod

Axelrod, a U-M professor of physics, and Professor Kaku of the City University of New York have written a well-documented, if chilling, account of the history of U.S. nuclear weapons policy. (South End Press, Boston, \$11.)

Using top-secret documents, declassified reports, Freedom of Information Act disclosures and interviews with key administration officials, the authors build their case that U.S. policy from 1945 to the present has been to threaten, fight, survive

Michigan Today will periodically update readers on some of the books written by U-M faculty members and graduates, and works published by the University of Michigan Press.

and even "win" a nuclear war.

The authors divide the past 40 years into three periods. The first begins in 1945 with the United States in sole possession of the A-bomb and ends in 1960 with the alleged threat of Soviet missile superiority.

During this period, top-secret documents, including minutes of National Security Council (NSC) meetings, show the U.S. government used nuclear coercion on 16 occasions, beginning in March 1946, when President Truman threatened to bomb the Soviets unless their troops withdrew from northern Iran within 48 hours. Under such code names as Sizzle, Dropshot and Vulture, the number of Soviet targets to be destroyed grew from 20 cities in December 1945 to 200 cities in 1949 to 3,261 by 1957.

In the second period, called MAD for mutually assured destruction, it was generally agreed that victory by nuclear war was impossible. Nevertheless, during this period, three U.S. presidents contemplated the use of nuclear weapons — Kennedy in Berlin and Cuba, and Johnson and Nixon in Vietnam.

From 1974 to the present, according to Axelrod and Kaku, the primary focus of U.S. military strategists has been on the search for pre-emptive weapons and a defense shield. They

note that while President Carter signed the SALT II nuclear limitations treaty, he also presided over the production of the most powerful first-strike weapons ever built: the MX, the Trident II, the Pershing II and the cruise missile.

With President Reagan's Strategic Defense Initiative, or Star Wars, the authors argue, the world has entered a third period, one of great instability. They contend that a space shield is being sought mainly for defending the U.S. after a nuclear first strike, but that such a shield would fail to save at least 20 million Americans.

Even with a shield, the authors say, the threat of nuclear winter, inaccuracies in guidance systems, uncertainty regarding the effect of the polar gravitational field on missile trajectory and the unknown reliability of ICBMs may act as deterrents to a nuclear first strike by any combatant.

The authors emphasize that the declassified files show time and again that American public opinion has constrained an aggressive nuclear policy. Ultimately, according to Kaku and Axelrod:

"The only recourse is to stir public debate and let the American people decide for themselves whether they routinely want to risk starting a nuclear war over some dispute in a far-off land; whether they want to attempt to fight, survive and win a nuclear war. Perhaps the only force capable of stopping the march toward first strike capability is the will of the American people."

*Primate Societies*  
Edited By Barbara Smuts, Richard W. Wrangham et. al.

Spanning the disciplines of behavioral biology, ecology, anthropology and psychology, this book for well-informed readers describes and analyzes most of the available data on the social behavior of nonhuman primates. (University of Chicago Press, 1987, \$27.50 paper.) Smuts is an assistant professor of psychology and anthropology, and Wrangham an associate professor of anthropology and biology.

*Design That Cares*  
By Janet Reizenstein Carpmann, Myron A. Grant and Deborah A. Simmons

Based on five years of research at the U-M Medical Center, particularly during planning and design of the recent Replacement Hospital Program, this book looks at the design of health facilities from the perspective of patients and visitors — a view not normally taken. Carpmann ('83 Ph.D.), Grant ('74 B.F.A., '79 M. Arch) and Simmons review current design trends and their impact on health care. Each chapter contains design guidelines and review questions. The last chapter details how users can participate in facility design and describes the benefits of user involvement. (American Hospital Publishing Inc., Chicago IL \$35.)

*What We Told Our Kids About Sex*  
By Betsy A. Weisman and Michael H. Weisman

When is the best time to talk with your children about sex, and what should you tell them? Like most parents, Betsy A. Weisman ('64) and

Michael H. Weisman have faced these questions. And the answers they've come up with are the basis for this guidebook (Harcourt Brace Jovanovich, New York, \$4.95) containing sexual information for children 9 to 12 and their parents.

Presented in a question-and-answer format, it deals with all sexual topics a child is likely to ask about. The book is straightforward and concise, neither too technical nor too condescending.

*The Triumph of the American Spirit:  
The Presidential Speeches of Ronald Reagan*  
Edited by Emil Arca and Gregory J. Pamel

U-M graduates Arca ('82 B.A., '85 Law) and Pamel ('83 B.S., '86 M.D.) have collected 60 speeches that President Ronald Reagan delivered in his first term. The book is organized by topic, with some speeches reprinted in their entirety and others presented as excerpts on economic policy, social issues, foreign affairs and patriotic and religious themes. (National Reproductions Corporation, Detroit MI \$9.95.)

*The Most Beautiful Love Poetry in the English Language and Mash, Central America*  
By Eugene V. Grace

Two books of poetry by Grace ('56 M.D.). Love Poetry is written as a response to Elizabeth Barrett Browning's "Sonnets From the Portuguese." In Mash, Grace writes from the hypothetical situation of a doctor-poet stationed in a U.S. military surgical hospital unit somewhere in the jungles of Central America. Both books are published by Scribner, P.O. Box 3036, Durham, NC 27705.

*The Educator's Guide to Stress Management*  
By Israel Woronoff

Woronoff, ('49 B.A., '54 Ph.D.) investigates the causes and symptoms of teacher stress. The main cause, he says, is the frustration teachers feel when the students whose welfare they feel responsible for, fail to learn. In such situations, teachers not only feel guilty but face public scrutiny for their performance. Involuntary transfers, inability to control the classroom or curriculum and financial instability of school districts are other sources of teacher stress, he finds. Remedies Woronoff suggests include establishing teams of teacher stress-counselors within individual schools. But the most effective way for teachers to cope, he concludes, is to learn the causes of their stress and techniques to overcome it, because the conditions that foster teacher stress aren't going away soon. (Ginn Press, 1986.)

## Michigan Today

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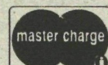
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# U-M Launches New Effort To Eliminate Campus Bias

By Jacqueline Pham

The widely publicized incidents of racism on campus in the last academic year were sparked in late January at Couzens dormitory. After a disagreement over use of a student lounge, a flier insulting Blacks was slipped under the lounge door where Black women students were meeting.

The problem was exacerbated a week later when DJ Ted Sevransky of WJXX, a student-run radio station, mixed a laugh track to racist jokes told by a caller.

Students played the radio broadcast at the Regents' meeting and Vice President for Student Services Henry Johnson shut down WJXX.

Admitting a problem is the first step on the road to recovery. U-M President Harold T. Shapiro returned to campus in February after a two-month sabbatical and declared that racism in any form is inconsistent with the values and aspirations of the University and that even a single racist incident would be a matter of grave concern.

Last spring, Rep. Morris Hood D-Detroit, chairman of the Michigan Legislature's Committee on Higher Education, brought the committee to campus for a hearing in the Michigan Union ballroom. The legislators investigated the radio broadcast and other racist incidents. Hood also asked University administrators why Black enrollment remains short of the 10 percent goal agreed to with the Black Action Movement (BAM) and other campus organizations after a Universitywide strike in 1970.

(Michigan Black undergraduate enrollment stood at 7.7 percent in 1976; the figure dipped to 5.1 percent in 1986 and edged up to 5.3 percent in the last academic year and has dropped to 5.2 percent this year.)

President Shapiro said the Uni-

versity was committed to increasing Black enrollment to a level at least proportionate to the Black population in the state, approximately 12 percent.

Testifying before the panel, JoAnne Gurley, president of Couzens Hall's Active Minority Ethnic Organization, raised the question of retention. "Why keep recruiting minority students," she said, "if we can't keep the ones we do have?"

Declining Black enrollment was attributed in part to inadequate financial aid. The Office of Financial Aid will award approximately \$30 million to undergraduates this year. Most of this aid is given on the basis of need without preference to race, said Harvey P. Grotrian, director of financial aid. But members of minority groups that are subject to discrimination have been twice as likely to qualify for aid as have students from other ethnic groups, Grotrian added, and the amount they need is double that of other students.

Several students testified they had been victims of racism in the classroom. Some accused professors or instructors of having graded them unfairly. Others said faculty had done nothing when white students refused to pair up with Black students in science or language labs, leaving the Black students with an unequal chance to learn the assigned material.

David Smith '89 testified that a teaching assistant in the English department had falsely accused him of plagiarism: "She refused to consider the evidence I presented that I had written a paper she called 'too good for you to have written.'"

Smith said the instructor initially refused to grade the paper, but finally, after he continued to protest, "she gave me a D- on the paper that was 'too good' for me to have written!"

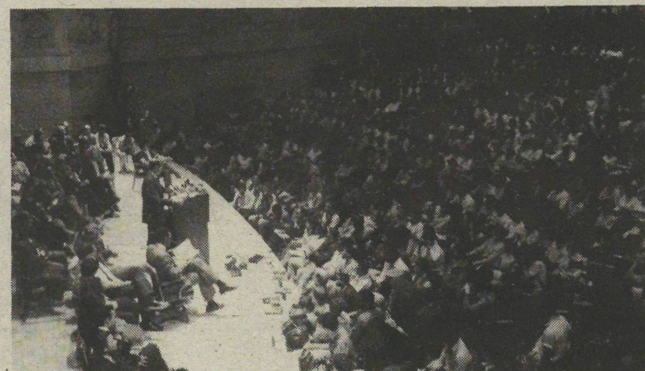
An alumnus who was on campus as a visiting scholar recommended that the University increase the number of faculty from underrepresented minority groups. "The problem is that students here do not have enough minority role models in the classroom or in top level administrative positions," he said.

The number of Black faculty is "small but stable," according to the annual report of the U-M Affirmative Action Office. The percentage of senior Black faculty stood at 2.7 percent in 1986-87.

On March 5 the Black Action Movement (BAM)III and the United Coalition Against Racism, representing students, faculty and staff, held a sit-in in the Fleming administration building and invited the Rev. Jesse Jackson to come to campus to support their "struggle against institutionalized racism."

Jackson accepted and mediated long hours of negotiations between University officials, BAM and UCAR. The University administration and the campus groups agreed to a Six-Point Plan of Action to combat racial and ethnic discrimination on campus, and Jackson commended President Shapiro as a "non-stop worker" and the U-M students "for putting weight behind principles as a lesson to the rest of the nation."

"To those on this campus who have caused some discomfort to people just because they are Black or Hispanic or Jewish or women — you are dream-busters, and history will treat you 'real cold,'" Jackson told an overflow crowd of 4,000 at Hill Auditorium, where the Six-Point Plan was announced. "The same recruitment efforts that find football and basketball players can find scientists, artists



HILL AUDITORIUM was packed last spring when President Harold T. Shapiro and the Rev. Jesse L. Jackson announced the U-M's anti-racism measures.

and musicians."

The essential points of the plan are:

— Appointment of a vice provost for minority affairs. (The University selected Charles Moody, professor of education and director of the Program for Educational Opportunity, to this newly created position. He is responsible for increasing the numbers of Black students and faculty and for collaborating with U-M departments to implement affirmative action goals.)

— Allotment of funds to the Black Student Union. "A permanent and autonomous budget" was allotted to the BSU at a minimum of \$35,000 a year "with appropriate increase over time." The money will be used to create cultural and educational programs on campus.

— Punishment for racial harassment, and development of an anti-harassment policy to be included in the University rules and regulations.

— Budget for attracting and retaining Black faculty.

— Addressing salary inequities of Black faculty and staff.

— Appointment of a Presidential Advisory Commission. This panel will consist of representatives from Black faculty, students and the community.

Jacqueline Pham '87 of Holland, Michigan, received her B.A. in political science and education in June.

## Cutting on His Own Knee

Not long after he'd begun football practice as a freshman, John Milligan suffered a knee injury of the sort that ends careers. That was last year. This year, he started in the Wolverines' opener against Notre Dame.

"I tore the anterior cruciate tendon in my left knee," says the sophomore linebacker from Trenton, Michigan. "It's the same injury that ended Billy Sims' career with the Detroit Lions."

Milligan was treated by physicians of MedSport, a joint sports medicine program of the U-M Medical Center and Domino Farms, an offshoot of the Ann Arbor-based Domino's Pizza company.

After diagnosis by arthroscopic surgery, Milligan had to decide whether to have conventional repair of the tear or to undergo reconstructive surgery, which would require grafting a section of other knee tendon tissue to the damaged tendon.

"I chose reconstruction," says Milligan, who retains all four years of his athletic eligibility. "Even though I could have played without it, in 20 years my knee would become so loose I wouldn't be able to play anything."

He was also encouraged by the fact that junior tight end Derrick Walker of Glenwood, Illinois, had suffered the same injury in his first year, but had come back after similar surgery to

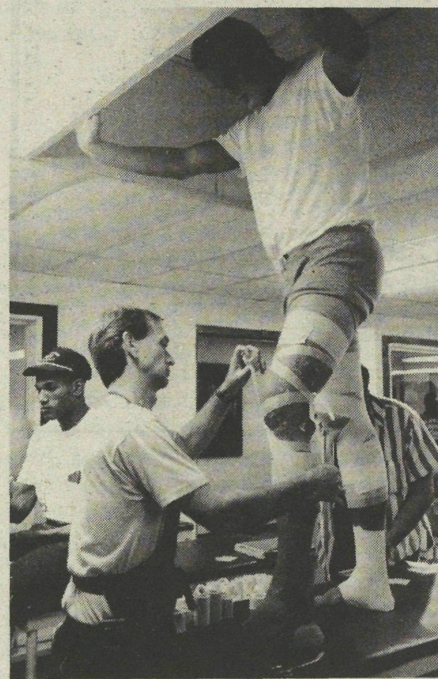
play in all 12 games as a sophomore.

After Dr. Edward Wojtys of MedSport had rebuilt the joint, Milligan spent from September to February on crutches. Then came a grueling regimen of rehabilitative exercise under the guidance of Russ Miller, the U-M supervisor of athletic training and MedSport staff member.

"I did leg raises at first," Milligan says, "then came electrical stimulation to contract the muscles to prevent atrophy. The third stage was Nautilus exercises, next came bicycling, and finally lifting weights with my legs. This June, I started running again, and resumed cutting [turning sharply] on the knee when practice opened in August."

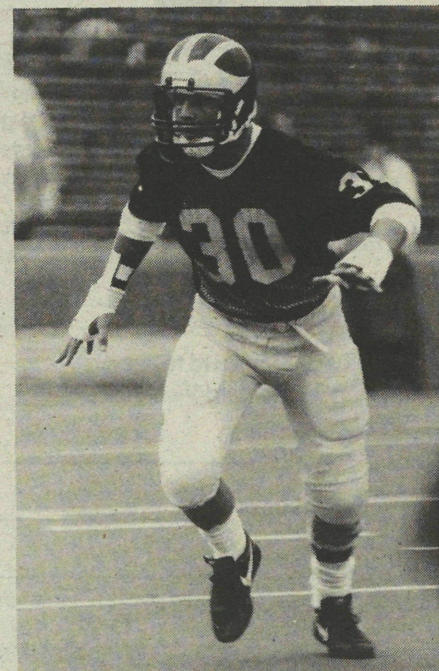
The injury has left the 6'3", 220-pounder questioning the desirability of artificial turf, however. "I hurt the knee getting hit low from the side while I was cutting," he recalls. "It could have been that my cleats got caught in the artificial turf, which doesn't break loose the way dirt does. You can move a lot faster on artificial surfaces, and that feels good. But something like this makes you wonder if it's worth it."

Milligan, who hasn't decided on his major in the College of Literature, Science, and the Arts, says his knee is "about 100 percent, with just some



stiffness." He'd quickly worked his way up to second team, and then got the call to start when an injury sidelined first-stringer Marc Spencer.

In his first four games as a Wolverine, Milligan played well as the team compiled a 3-1 record. Despite the potential for a rare four-year career as a starting linebacker, Milligan is not looking ahead to a professional career. "I'm just concentrating on carrying out the responsibilities I have now," he says.



MILLIGAN is taped by Russ Miller of U-M MedSport program (left). During warm-ups before the Notre Dame opener (right), the first-year player cuts on the knee that was surgically reconstructed last year.

# The Age of Suleyman

## Alumna heads exhibit of Turkish art

By John Woodford

When Esin Atil's husband was receiving his graduate degree from U-M, she received a form letter asking her if she'd like to buy a rocking chair with a U-M insignia "for your son."



Atil

"It was a bit irritating," she recalls. "Not just the reference to him as my son, but also because I was receiving my master's in art history at the same time — and he hadn't received a note suggesting a chair for me."

Atil had already earned a B.A. in drama and literature at Western College in Oxford, Ohio, and a second B.A. in applied arts from a Turkish university. When she decided to get her master's at Michigan, she began with modern art, got interested in European medieval art, grew fascinated with the Islamic art of that era and finally centered on the latter field.

"Michigan was the first university in the United States to set up a program in Islamic studies and the only one teaching Islamic art back then," Atil recalls. "I didn't know that when I came, so I was lucky to be here. I must have been the first graduate student in Islamic art in this country."

After receiving her doctorate, Atil joined the Smithsonian Institution in Washington, D.C., where she has

remained for 18 years as curator for Islamic art and now for the new Sackler Gallery. Five years ago, however, she was lent to the National Gallery of Art to head a project for which no one in the world could have been better suited: to serve as curator of the first exhibition of some of the greatest works of Islamic art from her Turkish homeland. The masterpieces are from the imperial collection of Sultan Suleyman the Magnificent, who ruled the Ottoman Empire from 1520 to 1566.

"Tremendous sums of money are needed for a major exhibit like this one," Atil says. "Sometimes the apparent timeliness of an exhibit is a matter of luck. Philip Morris was interested in Turkey at the moment I was looking for a sponsor; they have always been an art-minded corporation, and were very generous in their support."

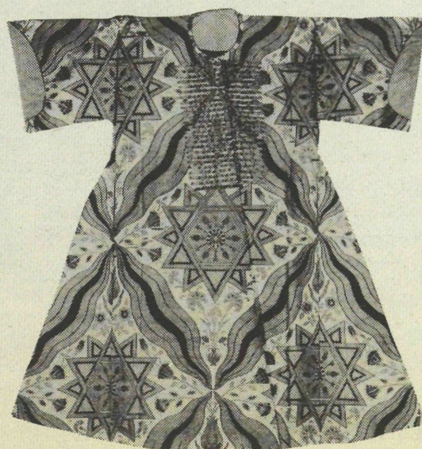
"Suleyman's age was a fascinating era in the history of Turkish peoples," notes Atil, who returned to campus in the fall to lead a symposium on the sultan organized by the Turkish Students Association. "Many persons in the West do not know that there are more Turkish peoples living outside Turkey than in it, or that the Turkish culture is distinct from Iranian, Arabic and other neighboring societies. The Central Asian Turks who moved west to settle present-day Turkey were



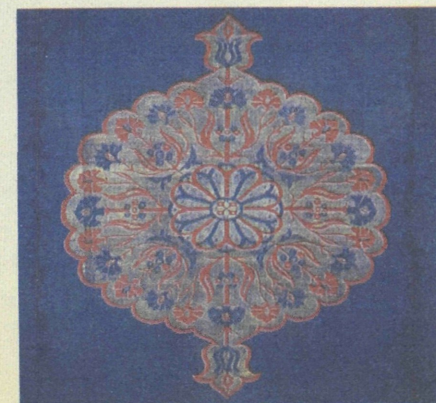
A THICKLY BEJEWELLED and gold-inlaid helmet of blackened steel. The stylized chatayi (lotus blossoms and leaves) motif is one of the two main types of decorative patterns used by Suleyman's court artists. The other style, called saz, is more ancient, and depicts fantastic flora and fauna from an enchanted forest.



SULTAN SULEYMAN I (1494-1566), a general, legislator, goldsmith and poet, was the most successful of the Ottoman emperors. This portrait of the contemporary of England's Henry VIII, Francis I of France and Holy Roman Emperor Charles V of Spain, is attributed to Titian c. 1530. Suleyman's chief military rival, the Hapsburg dynast Charles V, supported Titian and other Renaissance artists, but Suleyman matched Charles as a patron, says U-M alumna Esin Atil of the Smithsonian Institution.



THE SULTAN's caftans show no ring around the collar, curator Atil says, "which indicates they were not worn often and were never washed, because the dyes are water-soluble." This garment combines geometric and floral designs in shades of cream embellished with bright blue and ruby red. The tulips inside the superimposed hexagons are quintessentially Turkish — the word (from the root for 'turban') and flower are of Turkish origin; the Dutch first imported the bulbs during Suleyman's reign.



AS HE SAT on his divan or sofa (both are Turkish words), the sultan had large textile floor coverings spread before him. The medallion design incorporates sprays of flowers, two of which extend into tulips at top and bottom.

shamanists, then Buddhists, and later became Jews, Muslims and Christians. The Turks also developed their own liberal and highly personal interpretation of Islam, Sufism, which has drawn great interest in the West today."

The exhibition embraces calligraphy, historical paintings, textiles, metal and jewelwork, furniture, book production and ceramics. "The original keepers of these objects were as sophisticated in preservation tech-

niques as we are today," Atil says. "The objects suffered no damage from light, folding, stress or even humidity and temperature. They also periodically restored pieces, as we do today, and noted and dated all restorations. But we are unable to match their restorative methods when it comes to restitching or pasting bonds and edges of textiles. It seems they had a great grasp even of factors like acidity. We have not yet discovered all of the techniques they employed. Many of the conserving arts have been lost."

Before embarking on this exhibit, Atil had studied almost all artistic genres, both in practice and as an historian, except textiles. "I design and make all of my clothes," she says, "but hadn't approached textiles from a scholarly perspective. In researching this project I became totally enchanted with textiles, and can now see that an outstanding robe is like a painting. In some of the sultan's robes no pattern repeats itself; in others the tailor has constructed the robe so that the design is completed only when the robe is opened. This requires a tremendous sense of geometry. We know from court documents that it took up to seven years to make some of these robes."

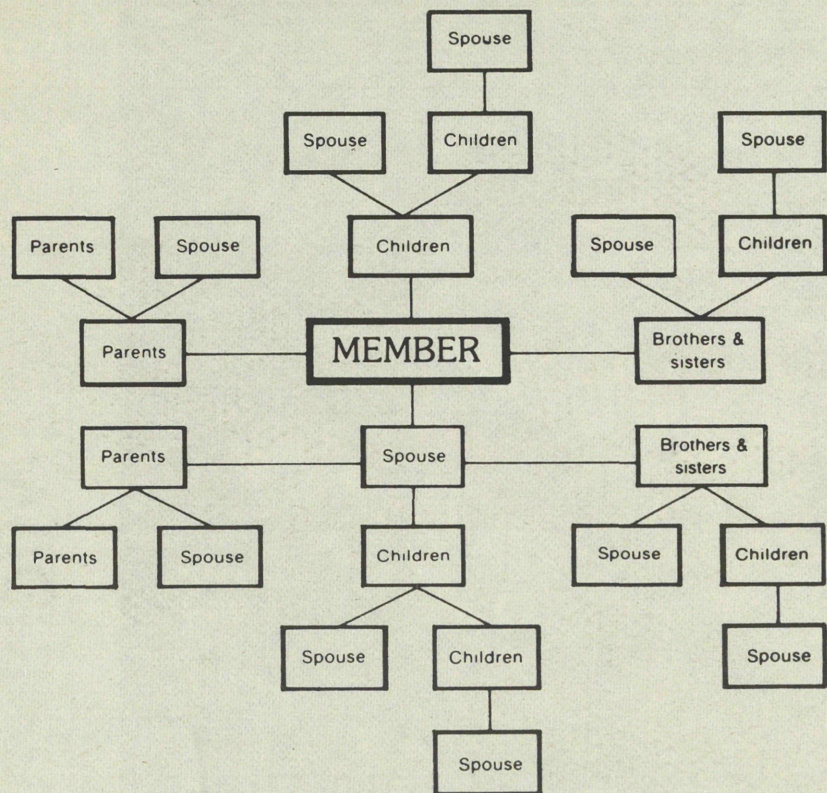
The documentation of economic and creative processes involved in the production of imperial artworks benefited from the almost obsessive meticulousness of Ottoman record-keepers, and is a great boon for art historians, according to Atil. "I can see a related system of paperwork right here at the Smithsonian," she adds, "which we might call the 'Imperial Studio of Washington.'"

### OTTOMAN EMPIRE

The house of Osman established the largest modern state and the longest dynasty in history (from the 13th century to 1923). At the height of its influence, under Sultan Suleyman I, the Ottoman (Osmani) empire covered vast regions of Central and Eastern Europe, the Middle East and North Africa (see map).

The Ottoman emperors began collecting artworks for the palace museum 600 years ago. Most of the works in the exhibit organized by U-M alumna Esin Atil, "The Age of Sultan Suleyman the Magnificent," were never seen outside the Topkapi Palace in Istanbul before this year. The exhibit traveled to museums in Washington and Chicago, and can be seen at the Metropolitan Museum of Art in New York through Jan. 17, 1988.

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THE BATTLE OF MOHACS (1526) is illustrated in double-folio in the *Book of Suleyman*, a lavishly produced, illustrated history of the reign of Suleyman the Magnificent of the Ottoman empire (see page 15). The battle resulted in the Ottomans' annexation of Hungary. Suleyman appears on horseback in the center of the right panel; before him are janissaries firing cannons, encouraged by the military band behind the sultan. The left panel depicts warriors fighting, retreating and regrouping. Slain and drowned Hungarian warriors lie in the foreground.

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