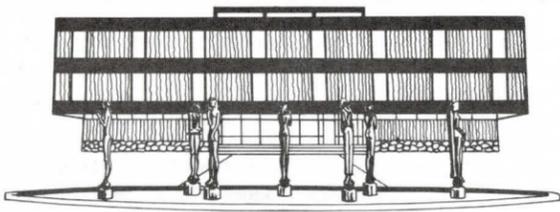


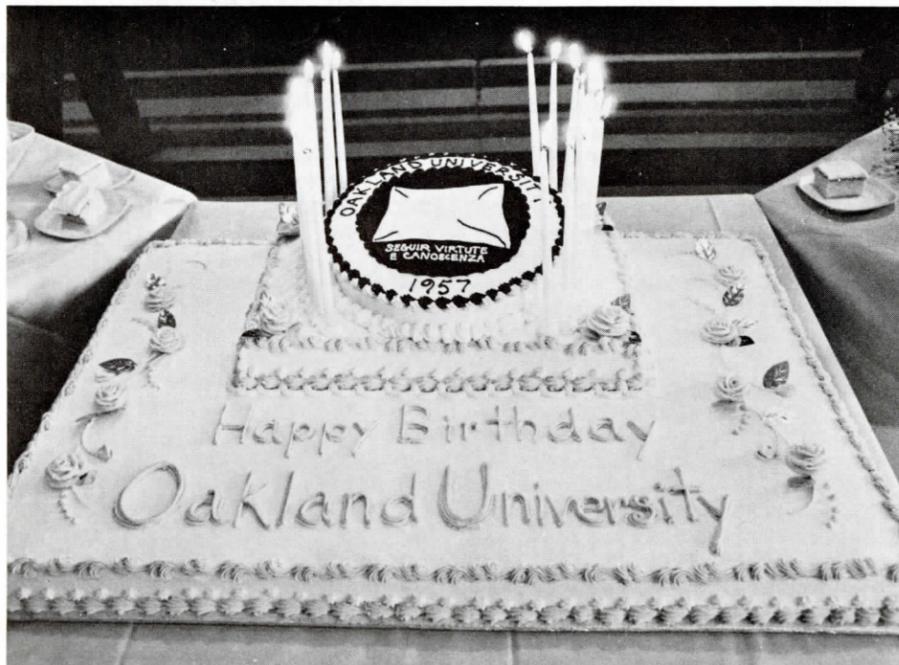
# OAKLAND UNIVERSITY NEWS



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A publication for faculty, staff and friends



## Alternative School Gives Dropouts Hope

A Macomb County alternative high school system is giving dropouts the chance to learn classroom skills and the adult business savvy that will make them more productive members of society.

The Student Enterprise High School program is operated by the Macomb Intermediate School District with the cooperation of the OU School of Human and Educational Services.

Started in 1979 as an alternative program for 14- and 15-year-old potential dropouts in Comstock, the program was brought to Macomb County in 1981 as a pilot summer project. It has expanded this fall to serve dropouts at seven school sites covering all of Macomb County and three new sites in St. Clair County (Algonac, St. Clair Intermediate School, and Port Huron). More than 600 students will be involved.

Dick Snell, one of the directors of the alternative high school project, says the placement rate of students coming out of Enterprise High School is at least 48 percent. "In many cases, we are talking about people coming off public assistance and moving into unsubsidized employment," Snell says.

Statistics show that Michigan is about at the national average with one out of every four students starting ninth grade failing to complete a high school diploma. "In Macomb County alone that is at least 1,000 students a year," Snell says. The dropouts not only represent a loss of revenue to the local districts and a lessening of the high school graduate pool available for colleges, they also represent a potential burden on society. But fortunately, "Something programmatic can be done to change that," Snell says.

Dick Miller is associate dean of SHES and coordinator for OU cooperation in the Macomb project from the beginning. He talks of seeing participants move from a

"kind of meaningless existence to one that has purpose and direction."

The dropouts are taught classroom skills often developed around the needs of the small businesses or services they form. Writing a lesson may involve helping draft a menu or ad for the business. Students are also taught complex skills like budgeting.

Funding for Student Enterprise High School comes from two sources, money paid by the state into the school district and funds received from the new Job Training and Partnership Act which replaced CETA. The funding sources mean this is significantly different than most grants, Snell says.

### Program will benefit 600 students

The students are given funds and help in launching small businesses that make goods or provide services. Classroom lessons are interspersed with "shop" time, each school site maintains a store to market the student products, and the students then repay the school for costs of supplies and split the profits.

Few of the students will go on to start their own businesses, but they learn the value of hard work and the profit motive and they get feedback from their peers, Snell says. It hits home, he adds, when at the end of a venture, a student's peers say, "No way are we splitting the profits equally because you didn't do your share."

The Enterprise High School project was the idea of Richard Benedict who had worked first at Benton Harbor and then at Comstock near Kalamazoo. He came to Macomb at Snell's invitation to launch the pilot program for students identified as "potential dropouts." The focus of the program changed in 1982 to concentrate on 16- to 22-year-olds and some older students who have already dropped out.

Sponsors of the program say a goal is to identify approaches that can be applied back to the regular schools. "Clearly, if we can succeed with the clientele that have dropped out, principles can be applied in regular secondary schools to help stop potential dropouts," Snell says.

This concern with students who are at risk in the educational system as well as with those who have already left it has led to the formation of a new Center for the Study of Alternatives in Education. The center is directed by Snell and Benedict with a board composed of SHES and Macomb Intermediate School District personnel.

The center is the research and development aspect of a program that will include Enterprise High School but which will be expanded to look at all kinds of alternatives in education including staffing, teacher preparation, and other options.

The anniversary celebration began in earnest when President Joseph E. Champagne (left) addressed the university community in the Oakland Center. His talk outlined the direction the university is taking in meeting future needs. Following his remarks, a birthday cake was cut and a reception for employees and students was held. At the first of the Meadow Brook Seminars Revisited, Glenn S. Dumke (below) spoke about the university in a technological age. For both speakers' remarks and other anniversary information, please turn to inside pages.



## Winkler Aids In Eye Research

Continuous exposure to light, even light well below the intensity of the sun or a laser beam, can cause photoreceptor cell death and blindness, researchers have discovered.

Just how this light-induced blindness may occur is the subject of research by Barry Winkler. Winkler has received a four-year grant of \$525,000 (direct and indirect costs) from the National Institutes of Health for his research on **Initiating Mechanisms of Light Damage in the Retina**.

Winkler is associate professor of biomedical sciences and associate director of research and academic development. He suspects calcium and/or oxygen-dependent reactions as possible culprits in causing hazardous effects from light exposure.

He explains that it was first discovered 20 years ago "that rats and other species could be blinded by continuous exposure to light too dim to provoke a retinal burn." That fact was first discovered by W.K. Noell, M.D., Winkler's Ph.D. professor at the School of Medicine, SUNY at Buffalo.

"My research is designed to analyze the mechanisms involved in the damaging effects of visible radiation upon the photoreceptor cells of the retina," Winkler says.

"Presently, we are considering these two hypotheses of light-induced photoreceptor cell death." The first involves an increase in the intracellular concentration of calcium and the second involves a stimulation of peroxidative or oxygen-dependent

reactions.

Winkler says, "Our experiments are designed to test these two possibilities and to determine the earliest changes in biochemical or physiological processes which may lead to the onset of the damage. The goal is to obtain important information on the initiating reactions of light damage. It is hoped those studies can be extended from rats to human retina pathologies, especially those concerned with the dependence of retinal degeneration on environmental light."

The researcher is now using isolated, incubated rat retina in his laboratory studies. He states that, "The advantages of using the isolated tissue are that we carefully control the intensity, duration, and spectral quality of light impinging on the retina and also control the composition of the bathing medium or fluid, deleting or supplying critical factors which may speed up or slow down the postulated damaging reactions."

Winkler carefully compares the retina controlled and kept in darkness with the retina subjected to experimental conditions.

He joined the staff of the Institute of Biological Sciences in 1971 and his previous research had been concerned with the electro-physiology of photoreceptor cells of the eye. He had not studied light-induced blindness while a Ph.D. student with Dr. Noell although he has always had an interest in the phenomena. He calls his current

research an extension of his earlier interests.

Winkler notes that, "It was my special privilege to be at the RenCen last week when Dr. Noell received the most prestigious Award of Merit in Retina Research from the Retina Society of America." The award included a stipend of \$50,000.

Winkler currently divides his time between his research and his duties in the Office of Research and Academic Development. He feels his double role has enabled him to help and relate to other faculty who are applying to the government for research support.

## Writers Plan Conference

The Division of Continuing Education will sponsor its 23rd annual Writer's Conference on campus the weekend of October 26-27.

Co-sponsored by the Detroit Women Writers, this conference offers both novice and published authors an opportunity to explore all facets of writing through lab sessions on Friday and 32 workshops on Saturday. All are open to the public.

Highlighting the Friday evening dinner at Meadow Brook Hall will be best-selling author Julia Grice of Rochester, who will speak on every writer's fear, **Help, I'm Trapped in a Room with Nothing but a**

### Typewriter!

The main speaker at the Saturday luncheon in the Oakland Center will be author Elmore "Dutch" Leonard of Birmingham, who has been awarded the 1984 Edgar Allan Poe Award by the Mystery Writers of America. Leonard will discuss developing one's writing style and talk about dealing with agents, publishers and people in the movie industry.

Conferees will be able to meet and talk with professionals, including agents, editors, writers, poets and playwrights. For detailed information, call the Division of Continuing Education at 377-3120.

• Roberta Schwartz, journalism, wrote **The World's Fair: An Enjoyable Summer Escape** for the **Oakland Press** in July. Her article on the Gerald R. Ford Museum in Grand Rapids will appear in the October issue of **Michigan Living** magazine. Her profile of Leonard B. Smith of the Detroit Concert Band appeared in the **Detroit Free Press Macomb Section**. She has been commissioned by Smith to write public relations materials about the band. She was also a guest on the Jack Stockton Show on WIND radio in Chicago to answer questions about free-lance writing. Schwartz spoke before a joint meeting of the National Conference of Editorial Writers and the National Broadcast Editorial Association in Washington, D.C. Her article and photos, **D.C. is a Treat for Kids**, appeared in the **Oakland Press**. An article by Schwartz about the U.S. Navy Sea Cadets appeared in the **Free Press Oakland Section**.

• Eugene N. Spencer, continuing education, has been reappointed to the Michigan State Advisory Council for

## Vonnegut Will Speak At OU

Science-fiction author Kurt Vonnegut will speak at OU on October 17 as part of the university's anniversary celebration.

His visit, sponsored by the Student Life Lecture Board and the Student Program Board, will be at 2:15 p.m. in the Oakland Center Crockery. Vonnegut is well known for his novels and short stories, many of which have been influenced by his experiences during World War II.

Perhaps best known for **Slaughterhouse Five**, which was the basis for a movie of the same name, Vonnegut also wrote **Player Piano**, **The Sirens of Titan**, **Mother Night**, **Cat's Cradle** and **Breakfast of Champions**. In 1960 he wrote the play, **Penelope**, which was revived in 1970 as **Happy Birthday, Wanda June**.

Before entering the military, Vonnegut studied chemistry at Cornell University. After the war, he studied anthropology, worked as a police reporter, and was a public relations writer for General Electric, a company which was mocked in his novel, **Player Piano**. He has also been a free-lance writer, an auto dealer, an instructor in a school for disturbed children, and a professor at Harvard and City College of New York. In 1970, he won a literary award and received his master's degree in anthropology.

Tickets are 50 cents for OU students, \$1 for faculty, staff and alumni; and \$2 for the general public. For information, call 377-2020.

## Apply Now For Funding

For information about the following sources of funding for research projects, call the Office of Research and Academic Development at 377-3222, or visit in 370 SFH. Unless noted, the due dates for the projects are not known.

### Negotiated Contracts Branch, Rockville, Md.

Quick response surveys.  
**Contract Management Office, Research Triangle Park, N.C.**

Toxicology program, proposals due October 31.

### Contracting Division, Fort Devens, Mass.

Providing three courses each in German, French, Russian and Norwegian using military terminology.

### Contracts Management Division, Research Triangle Park, N.C.

Technical support for environmental protection agencies.

### Department of Transportation

Railroad wheel tests.

### Department of Education

Fund for postsecondary education: comprehensive program grant, preapplications due November 29; Fulbright-Hays Training Grant, applications due November 16; and undergraduate international and foreign language program, proposals due November 16.

## Our people

Vocational Education. The council advises the State Board of Education, the state superintendent of public instruction and the Vocational-Technical Education Service in matters relating to the statewide vocational-technical education program.

• Rita Munley Gallagher, nursing, offered testimony at the open hearing on **Exploring Trends in Longterm Care: Adult Day Care and Other Options**, conducted by Congressmen Dennis M. Hertel and Edward Roybal at Macomb County Community College. Gallagher, who is also chairperson of the Michigan Association of Adult Day Care Centers, testified that, "As one part of a network of community agencies, adult day care seeks to facilitate the integration of day care services with existing health care and/or social service systems. Provided on a short-term basis, adult day care may serve as a substitute for, or transition from 24-hour per day inpatient care. Provided on a longterm basis, day care may preclude the necessity for institutionalization in longterm facilities."

In April, Gallagher addressed the National Council on the Aging at the annual convention in Washington, D.C. Her topic was **You CAN Make an Impact on the Legislative Process**. In June, she addressed the American Nurses Association at the bi-annual convention in New Orleans on **Accepting the Challenge of Legislative Advocacy and Making Your Choices Known**.

• Elizabeth Frederick, economics and management, wrote **Effect of Self-Efficacy, Goals and Task Strategies on Task Performance** (with E. Locke, C. Lee and P. Bobko) in the **Journal of Applied Psychology**, Vol. 69, No. 2.

• Augustin K. Fosu, economics and management, wrote **Unions and Fringe Benefits: Additional Evidence** for the summer issue of **Journal of Labor Research**. His paper, **International Impacts on U.S. Inflation in the 1970s** (with F.R. Strobel) was published in the **Eastern Economic Journal**, Vol. IX, No. 4. He presented a paper, **ML and GLS Estimation of Union Effects on Non-Wage Benefits — The Case of Pensions**, at the 144th annual meeting of the American Statistical Association in Philadelphia.

• Frank Cardimen, economics and management, made a presentation to the Downriver Board of Realtors general membership at the Wyandotte Yacht Club.

• Teri Spinelli has been named chair of the Task Force on Interaction with Professional Chapters of the American Marketing Association's Collegiate Division. Spinelli, economics and management, has retained her seat on the AMA's Student Activities Council.

• Mary Ann Krammin, nursing, has completed the American Nurses Association certification examination. This certification demonstrates that Krammin has achieved a level of performance which validates her qualifications for rendering specialized nursing care of high quality.

## Thank you . . .

My husband, Guy Sferlazza, passed away on September 5 after a lengthy bout with bone marrow cancer.

I wish to thank all of my friends at Oakland University for your response to my appeal for B-negative blood and platelet donors. My family is most appreciative.

**Jackie Sferlazza**  
**Meadow Brook Theatre and Music Festival**

### Dear Friends,

I would like to express my sincere appreciation for your kind expressions and your generous contributions to the Dicron Tafraian Scholarship Fund. It is my intention to make my personal contribution to this fund on a regular basis.

Hopefully a worthy Oakland University student can continue his or her education because of our contributions. With these contributions the university and all parties can benefit from the happy years I have had at Oakland. It is my wish to be able to continue my association with the university for as many years as possible.

Thank you all for allowing me to be your friend. I love all of you.

**Sincerely,**  
**Dicron Tafraian, Sr.**  
**Retired**

# Historian Addresses First Of 9 Seminars

The future of civilization itself could depend on the future of education in America, the chancellor emeritus of California State University told the audience at the first of nine Meadow Brook Seminars Revisited on September 24 in the Oakland Center.

Glenn S. Dumke, who is also president of the Institute for Contemporary Studies, remarked that the importance of universities in advancing civilization can be seen throughout history. Without a successful educational system to ensure civilization's future, he said, archaeologists may some day have to decipher what our civilization meant by poring through the remains of such remnants as shopping centers, department stores and office buildings.

Most professions, Dumke said, are concerned with specific services to mankind, "but the profession of education deals with what is perhaps the most important issue before us — the survival of civilization itself. What we are talking about today — how the university can adapt itself to the new technology — is merely one phase of this development, an up-to-date phase which may appear at first glance to be considerably different from the university's job in past years, but is actually and basically the same."

Historically, he noted, higher education has often been available to a select few destined for professions while the others sought jobs of lesser rank; a two-track system.

"Only one country, the United States, did not fall into this pattern; instead, we democratized education in a manner that no other nation has. We opened the door of educational opportunity wider than it had ever been opened before — and in doing so we lost some of the rigor and academic demand that characterize the two-track system."

Education has contributed to advances in science and communications technology that have also affected the social structure, he said.

"When in the past, political opinions were formulated by a weekly editorial, leisurely perused, now a drumfire of 24-hours-a-day predigested news beats our ears, and because journalists have defined news as necessarily critical of the establishment, we are raising a younger generation with more doubts and suspicions about our culture than it has ever had before. And today we have the computer, the silicon chip and robotics."

Fiscal demands in part will place pressures on education and cause curriculum changes, he said, but the university must also change just to keep up with the times.

"But in keeping up with the times, the university must not forget its basic mission, which is to develop thinking, thoughtful, intelligent, concerned human beings. For many years the so-called 'liberal arts' curriculum has served that purpose, but in many institutions it too has become crystallized and rigid and has not accepted the fact that changing times have affected

our approaches in these areas as well."

Dumke continued that the liberal arts have gone through phases and cited the changes in English instruction. "The so-called 'King's English,' which was traditionally taught in American schools and colleges, gave way in recent decades to 'language arts,' which incorporated many new ideas, one of which was 'There is no such thing as correct English.'"

Dumke questioned the advisability of recognizing what he termed "ghetto English" and developing a bi-lingual culture.

"My own views on this subject are rather square. I am convinced that if a society is to maintain its integrity and effectiveness, it must speak and write a single language, and not be a Tower of Babel, and variations in that language should be recognized for what they are — variations, and not be the mainstream. The bilingual and trilingual ballot to me are anathema, a most dangerous erosion of the integrity of the social order. But to say that this is still a matter of controversy is to word it mildly."

A university must offer the perspectives of history and the social sciences, he said, and appreciate the humanities and communications skills of a common language and the problem-solving skills of math and science. "The development of thinking, as well as skilled individuals must continue to be a major task of the university," he said, "and in the field of high-tech, this is of major importance."

Dumke called for maintaining high admissions standards, calling it "terribly unfair" to students and graduates if they think they have abilities but actually do not. "This is especially true with regard to educationally disadvantaged students, and minority groups," he said. It's academic dishonesty to persuade a student that he or she is able to compete if that person has not had the means to survive effectively, he said.

"It is much fairer to tell a student, 'You simply do not have the ability to succeed in this field. You must try some other.' And for everyone there are other fields of endeavor."

## Auditions Slated

Children ages 9-14 are needed for the Center for the Arts' production of **The Miracle Worker**, to be staged November 30-December 16 at Varner Studio Theatre.

Auditions for the roles of young blind girls in Helen Keller's school will be held from 1-3 p.m. Saturday, October 20 in the Studio Theatre. The play is a dramatization of the real-life story of Helen Keller and is one of the most successful and admired events of the modern stage. The play, written by William Gibson, shows the emotional relationship between Anne Sullivan, a lonely teacher, and Keller, her blind student. This drama is often turbulent and violent, but with a touching and intimate conclusion.

T. Andrew Aston will direct the play. For further details, call the Center for the Arts at 377-3018.

# Gift Benefits Library

Visually impaired students at OU will get high-technology aid on their studies, thanks to a contribution of \$1,325 from the Rochester Lions Club.

The funds will enable the university to purchase a Low-Vision Magnifier that will magnify text material up to 60 times normal size. The device, which resembles a television set, will serve students classified as legally blind but who have limited sight in the 20-200 range. OU now has four such students.

Jean Colburn, director of special advising, said the unit will be housed in a special room in Kresge Library. Partially sighted students must now rely on their lessons through use of regular magnifying glasses, recordings, or have sighted students read to them.

Colburn says the university can later add a printer and a talking computer to the Low-Vision Magnifier. The magnifier costs \$2,650 with Oakland University Alumni Association matching the \$1,325 gift from the Lions Club.

The Lions Club check was presented by

Lions Club President Bob Stephenson. Ronald Kevern, assistant vice president for student affairs, accepted the check on behalf of OU.

## Jobs Available

Information about the following job openings is available from the Employee Relations Department, 140 NFH, or by calling 377-3480.

- Library clerk I, C-3, Kresge Library, circulation unit.
- Custodian I, AFSCME, Campus Facilities and Operations, campus cleaning.
- Secretary II, C-5, Institute of Biological Sciences.
- Administrative secretary, C-7, Department of Public Safety.
- Accounting clerk I, C-5, Voucher Audit/Cashier.
- Secretary II, C-5, Ken Morris Labor Studies Center.
- Computer technologist, AP-6, School of Engineering and Computer Science.



It wasn't the best of days considering the weather, but that didn't dampen the spirits of faculty and staff on hand to show the public what OU is about during the campus open house on September 23. The day included a variety of events, from a greased pole climb, mimes circulating for on-the-spot entertainment, a balloon festival, and exhibits. In the School of Engineering and Computer Science (above), Jim Vincent (left) demonstrates a simple, homemade four-byte computer. The computer was designed by Vincent and student Dan McCoy. The official count showed about 5,000 persons coming to campus for the activities.



# 25th Anniversary Observance Continues

Special programs on Sunday, October 7 to recognize the university's volunteers will wind up a weeklong observance of their contributions.

The volunteers are active in such organizations as the Friends of the Kresge Library, the Meadow Brook Art Gallery Associates, the Meadow Brook Theatre Guild, and many others. Separate programs will be held to honor the leaders of the groups. Volunteers from the community will meet in Meadow Brook Hall at a reception and volunteers from the Alumni Association will meet in the Oakland Center for dinner. Both events are by invitation only.

Other events scheduled in conjunction with the university's 25th anniversary during the next two weeks are:

- October 8-9. Meadow Brook Seminar III, sponsored by the Division of Continuing Education, will be **The Public University: How Best to Serve**. The keynote address at 8 p.m. October 8 in the OC Crockery will be delivered by Paul Miller, professor of science and humanities at the Massachusetts Institute of Technology. He is president emeritus of the Rochester Institute of Technology and has also been provost and vice president for off-campus education at Michigan State University. His address is open to the public and students are encouraged to attend.

On October 9, a panel discussion will be held in Meadow Brook Hall. The moderator will be D.B. (Woody) Varner, chairman of the University of Nebraska Foundation, former president of the University of Nebraska, and former chancellor of OU. Russell Mawby of the Kellogg Foundation will be the main speaker. Joining the panel discussion will be OU President Joseph E. Champagne, John B. Waller of the Detroit

Health Department, Robert J. Kost of General Motors Corp., and William Keene of Oakland County Schools.

The evening program will feature John A. Hannah, MSU president emeritus. The October 9 programs are by invitation only.

- October 10. Black Exposition: A Visual History of the Black Presence at Oakland University, will be in the OC Exhibit Lounge. The exhibit will focus on minority student achievements.

- October 12-13. The Michigan Collegiate Coalition Student Government Workshop will be in the Oakland Center the first day and in Meadow Brook Hall the second. The University Congress is the sponsor.

- October 15. Meadow Brook Theatre will be the site of the anniversary costume show. For time and ticket information, call 377-3300.

- October 15-17. Meadow Brook Seminar IV, sponsored by the School of Human and Educational Services, will be **Excellence, Equity and Economy in Education**. The opening program October 15 will feature a discussion session at 8 p.m. in the OC Crockery, which will be open to the public and students.

Panelists, led by Dean Gerald Pine, will be Harold Hodgkinson, senior fellow with the Institute for Educational Leadership and former director of the National Institute of Education; David Imig, executive secretary of the American Association of Colleges of Teacher Education; Paul Salmon, executive director of the American Association for School Administrators; and Kenneth Goodman, professor of Research at the University of Arizona and president of the International Reading Association.

The same panelists will meet on October 16 at Meadow Brook Hall for discussions. On October 17, at a workshop led by Pa-

tricia A. McLagan, president of McLagan and Associates of St. Paul, Minn., the SHES curriculum will be reviewed. The October 16-17 programs are by invitation only.

- October 17. An anniversary lecture with Kurt Vonnegut, noted author, will be at 2:15 p.m. in the OC Crockery. Admission will be charged and all are invited.

A change has been made in the Meadow Brook Seminar to be held by the School of Economics and Management. The SEM seminar will be October 25-26 rather than

October 29-30 as had been announced. The keynote speaker at 8 p.m. October 25 in the OC Gold Rooms will be James G. March, Fred H. Merrill professor of management at Stanford University, and senior fellow with the Hoover Institution. His topic will be **Leadership, Computers and Don Quixote**.

The remainder of the SEM seminar schedule will be announced in the next issue of the **Oakland University News**.



Frank Cosenza (left) and Tim Butterfield rehearse a scene from "Man, Beast and Virtue." Luigi Pirandello's play will be performed by the Center for the Arts beginning October 26 in the Studio Theatre. For times and ticket information, call the Center for the Arts box office at 377-3013.

## Like Old Time Music? Try 16th Century

A concert by The Musicians of Swanee Alley will be presented at 8 p.m. Friday, October 5 in Varner Recital Hall.

The early music ensemble exhibits the English and Italian Renaissance styles with sounds ranging from animated re-

orders and buzzy crumhorns to the sonority of the pandora, cittern, lute, flute and viols in the English "broken consort."

The Musicians of Swanee Alley takes its name from an actual 16th century English group. The modern group received national

attention in 1977 on CBS' **Camera 3**. In addition, the group has completed a series of recordings of incidental music for National Public Radio's presentation of Shakespeare's complete plays.

The group's members represent a variety of Canadian, German, and American cultural backgrounds, an experiment in international music-making which combines the knowledge, technique and energy essential to making this music an experience for both performer and listener.

The concert, entitled **From the Streets and Theatres of London**, will be directed by Lyle Nordstrom and Paul O'Dette. Nordstrom heads the early music program at OU and O'Dette heads the same program at the Eastman School of Music in Rochester, N.Y. Both perform with Swanee Alley, which has received favorable critical reviews in cities throughout the United States, Canada and Europe.

Others in the group are David Douglass of Ann Arbor, a performer with music groups Liaison, Ars Musica: The Baroque Orchestra, Tafelmusik, the Ensemble for Early Music, and the Smithsonian Chamber Players; Patricia Adams Nordstrom of Rochester, a teacher of ensembles at OU and a performer with several Renaissance and baroque groups in the Great Lakes area; Christel Thielmann, an Eastman faculty member and performer with the Eastman Baroque Orchestra; and Emily Van Evera of London, England, a performer with baroque, medieval and Renaissance ensembles.

Tickets are \$5 general admission and \$3 for students and senior citizens. For information call the Center for the Arts box office at 377-3013.

## Ten Added To OU Staff List

The following persons have been added to the OU staff, the Employee Relations Department has announced.

- Lisa Fraser of Melvindale and Flora Soloman of Washington, both laboratory technicians II in the Institute of Biological Sciences.

- Carolyn Gordon of Pontiac, a cashier with the Cashier's office.

- Linda Hudock of Lake Orion, a secretary II with the School of Human and Educational Services.

- Salty C. Meachum of Grosse Pointe Woods, a clerk II in the Registrar's office.

- Marie Sutren of Birmingham, a laboratory research technician I in the Department of Chemistry.

- Karen S. Kukuk of Goodrich, a secretary with the Office of Finance and Administration.

- Lucy Terry of Pontiac, a food service apprentice with the Vandenberg Food Service.

- Christopher McCauley of Wixom, a public safety officer with the Department of Public Safety.

- John Solo Rio of Clawson, a senior architect with Campus Facilities and Operations.

### Sevilla Receives Grant

Chemistry Professor Michael Sevilla has received a \$15,000 grant from the Petroleum Research Fund administered by the American Chemical Society.

He received \$7,500 in September and the remainder will be received next September for his research on electron deficient bonding. Sevilla explains that all molecular species will have a tendency to form new chemical bonds after the loss of an electron. Sevilla is investigating a series of molecules which are predicted to form new bonds after an electron loss and to probe this new type of bonding called "electron deficient bonding."

## President Urges UW Support

Dear University Colleague:

In the next few days you will be receiving from one of your colleagues a request for your contribution to the United Way of Pontiac-North Oakland. This is an opportunity for all of us at Oakland University to join together to aid the many people in our locale who are helped by United Way agencies, some of whom are members of our university community.

Thanks to the United Way of Pontiac-North Oakland, in 1983 more than 100,000 people were provided assistance through the 59 member agencies. Responding to urgent community need, the United Way provides emergency support

for the hungry, the ill, and the disadvantaged. It is our responsibility to ensure that these services continue. In addition, the United Way supports special research programs through the American Heart Association, the American Red Cross, the Arthritis Foundation, the Michigan Cancer Foundation, and the National Multiple Sclerosis Society (Michigan Chapter) to name a few. The services that these and the other 54 agencies provide help all of us regardless of our economic situation.

Oakland University will shortly announce the commencement of a capital campaign. We will be looking to the same community to assist us in our development that now looks to us for support. I urge you to review the material and to give consideration and top priority to this year's United Way campaign. Our first goal is to increase participation. All gifts, regardless of amount, will be welcomed with gratitude.

Sincerely,  
Joseph E. Champagne

## Department Moves

The Placement and Career Services Department has moved to 275 Vandenberg Hall West from 201 Wilson Hall. The phone numbers are unchanged.

## Symphony Performs Sunday

Music from the classics and an arrangement by OU's composer-in-residence will be included in the Pontiac-Oakland Symphony Orchestra concert at 3 p.m. Sunday, October 7 in Varner Recital Hall.

David Daniels of the Department of Music will conduct Tchaikovsky's **Capriccio Italien**, Haydn's **Concerto for Organ in C Major**, with organist Frederic DeHaven of Grosse Pointe; Stanley Hollingsworth's selection, **Three Ladies by the Sea**, to be narrated by Adeline Hirschfeld-Medalia of the Department of Theatre and Dance; Brahms' **Tragic Overture**, and Faure's **Pelleas et Melisande**.

DeHaven, organist for Christ Church and director of choral activities at University Liggett School, both in Grosse Pointe, will perform on the Kyes tracker-action organ, a 1,500-pipe organ that is particularly suited for the Haydn piece. The organ produces music mechanically rather than electrically and creates a sound much like that heard in the Renaissance and baroque periods in Germany. The organ is named for Mrs. Roger M. Kyes, charter trustee emerita.

Hollingsworth is OU composer-in-residence and wrote **Three Ladies by the Sea** during a summer residency at Northwood Institute in Midland. He has also composed a number of other operas, orchestra pieces and ballets.

Symphony tickets are \$3.50 general admission and \$2.50 for students and senior citizens. They are available by calling the Center for the Arts box office at 377-3013.

## Color Analyst To Speak At OU

The Women of Oakland University is holding a color and wardrobe demonstration from noon-1 p.m. on Thursday, October 18 in Gold Room C of the Oakland Center.

Tina Franco of Color I Associates of Birmingham will be the speaker. All are welcome to attend the free program.

"It may come as a surprise, but most people see color before they notice style," Franco says. "Everyone can wear every color in the spectrum. It is the shade and clarity that is important, as well as the way colors are combined."

In addition to addressing individual color usage, Franco will speak about wardrobe coordination. She will demonstrate how to eliminate costly buying mistakes and how to mix and match a wardrobe to offer a maximum variety of looks.

**State of the University Address**  
**President Joseph E. Champagne**  
**Oakland University**  
**September 18, 1984**



1984 marks the 25th Anniversary of Oakland University. While Alfred and Matilda Wilson made the decision in 1957 to dedicate the future of their estate to the establishment of a university in Southeastern Michigan, it was not until 1959 that the university actually enrolled its first students. Thus, we have chosen 1959 as the appropriate birthdate for Oakland University. Now 25 years later, it maturely stands as a monument to achievement, dedication, enthusiasm, commitment, and excellence.

It is not my intent today to present a detailed history of these past 25 years of growth and development. Many of you have been here much longer than I and can recount the history of this institution in a vivid and dramatic fashion. As part of the 25th Anniversary activities, an essay on the institution is being prepared by Professor George Matthews. We eagerly look forward to reading his account of those formative and developmental years. I do feel, however, that it is appropriate to share with you where I perceive we are and what are appropriate strategies for the future, given the trends of development of the modern American public university, and the continued pressures that society places upon our institutions of higher learning.

When I became president, three and a half years ago, I outlined five basic pressures that I believed would have a significant immediate impact upon the future of Oakland University and would guide our initial agenda for the '80s. Among these five pressures was the need to insure that the undergraduate experience provided our students the opportunity to become effective thinkers, sensitive to the human needs and values of our society. To that end, we have examined the undergraduate curriculum seriously, and beginning in 1985, a core curriculum of general education will be restored and required of all undergraduate students. This newly redefined emphasis in general education will provide this institution with a basic core in the arts, sciences and humanities. Hopefully, this curricular emphasis will provide an added basis for our graduates to mature as fully functioning individuals capable of independent thought and who are flexible and adaptable to the emerging and changing needs of the times in which they live. This requirement in liberal education should produce a liberating effect on the minds and abilities of our students that will assist them in becoming the future leaders and molders of our society. But we should not put the issue of general education aside; we must strive to strengthen even more our universal requirements for an adequate undergraduate experience in general and liberal education. We must develop more adequate measures of proficiency particularly in English Composition and Mathematics. The future of our world is in the hands of those who can think and express themselves effectively, and these abilities can be nurtured and stimulated in the collegiate years. How remiss we would be if we failed in this opportunity, indeed, responsibility. In addition, we have had a committee, chaired by Professors Fish and Burke, studying the area of ethics and values education, and its work is having an influence on the infusion of these dimensions into the undergraduate experience. The research of this committee has already demonstrated that a substantial number of the faculty weave these subject areas into the fabric of their courses. This finding is indeed encouraging and witnesses an awareness of many faculty on the importance of the formative dimensions of an undergraduate education. But here too, further emphases are critical and needed. Additionally, in order to supplement our academic enrichment, we have expanded and intensified our student and personal development activities and our athletic program as well, both of which, we feel, are essential to the comprehensive collegiate experience consistent with the concept of the Oakland Experience.

The second pressure related to equal opportunity, in which we have made significant progress. The Board of Trustees clarified and reissued its policy for the institution as one of an effective equal opportunity institution. We have worked to improve our program for minority students so that our institution might not only be more attractive to them, but might provide a more effective program of support that would lead to success and a greater likelihood of graduation. We have also attempted to provide within the realm of limited resources a more barrier-free campus for our handicapped students. In respect to employment, we have attempted to achieve greater opportunity at all levels for women and minorities, and, indeed, considerable progress has been made. But we cannot rest with our status quo; we must make additional improvements as we strive to achieve equality of opportunity in all of our efforts. Indeed, we should be a model to society in emphasizing human equality and dignity.

The third pressure concerned the demands of an increasingly technological society, and the impact of these demands on the undergraduate and graduate curriculum. We have notably strengthened our efforts in professional and graduate programs and will continue to do so in the future in order that our institution may remain relevant to the demands of society and to the specific career-related needs of our students. But we must fundamentally remain a balanced and comprehensive institution and preserve this ingredient at Oakland. We cannot sacrifice curricular breadth merely to achieve program popularity. Narrowness in focus is as devastating to a university as are insufficient financial resources, for both are a form of institutional bankruptcy.

The fourth pressure that I outlined related to a growing discontent of the public with university research which was often being perceived as irrelevant and too basic to really be of any significant use. Many people felt that university research was really the product of the needs of faculty rather than the needs of society. This gross misconception is one that we will always have to deal with, and one which requires that the university diligently and openly discuss what it is doing in the laboratory and share the magnificent scholarship that goes on within its walls not just with our colleagues but with the public at large. To this end, we have been involving the faculty in many of our public activities, and we have been exposing the significant research carried on at Oakland University to all levels of our community and the state. I am very pleased with the success that we have had in helping the public to understand that what we do in research at Oakland University is not irrelevant and is not merely based upon the whims of the faculty. Our research program at Oakland University is indeed outstanding. Who can find fault with the

critical research of Professor Callewaert in cancer cells or Professor Chopp in brain fluid pressures? How important is the work of Professor Roy in Hormones and aging, or Professor Loh in engineering vision control systems! How significant is the work of the Institute of Biological Sciences in Ophthalmological research, or the work of Professor Falkenburg in robotics! How scholarly are the efforts of Professor Bingham in education, or Professor Akers in History, or Professor Judith Brown in Anthropology, or Professor Stanley Hollingsworth in Music! I could go on citing numerous examples of research and scholarship that are so prevalent at Oakland and so distinguished internationally. In fact, Oakland's research is of such a caliber of scholarship that all of us who are associated with Oakland University can hold our heads high in pride. Perhaps the greatest testimony to our acceptance as a scholarly institution of quality is the increase in contract and grant activity from an annual level of 3.3 million dollars in 1983 to 4.7 million in 1984, a 42 percent increase.

And finally, the fifth pressure related to the problems of our economy, particularly in Michigan. In response, the University has been reorganized, programs have been cut, selected enrollment levels frozen, and cost containment has been achieved in many areas. This retrenchment was accomplished basically through the recommendations of two major university committees: the Committee on Academic Mission and Priorities, chaired by Vice Provost Feeman; and the Committee on Student and Urban Affairs, chaired by Dean Andreas. The work of these two committees was instrumental in the realignment of much of the university and the redefinition of a workable role and mission statement which was consistent with the strengths of the university and relevant to the changing times in which this university finds itself. The work of these committees will continue to be influential as we attempt to further match programs with resources.

In summary, we have responded these past three and a half years to the pressures that I outlined in my inaugural comments. I applaud the faculty of this university for its willingness to bite the bullet on many issues and for its sincere and genuinely cooperative spirit in helping this institution forge ahead so that its future might be secure, well understood, and meaningful. As I have worked and continue to work with the reports of these various committees to find ways to strengthen this institution so that it may be buttressed against the economic, sociological, and technological pressures facing it, I have taken great inspiration from the strength and dedication of the staff and faculty who are indeed of the highest quality, dedicated to their purpose, and who are the life blood of this strong and vibrant university.

This institution will continue to face significant challenges as it continues its agenda for the '80s and seeks to move into its next 25 years. While we have set in motion a number of activities to achieve a redefined and reemphasized set of priorities, we must work hard to realize these priorities and to stabilize our future. To this end the work of the Commission on University Excellence, chaired by Professor Chipman, will play a significant role in stimulating debate during this academic year. I am confident that out of the many recommendations that this commission has put forward there will emerge a forceful thrust toward greater excellence. I can think of no greater immediate priority for this institution during the course of this academic year than to study and debate the issues brought forth by the Commission on University Excellence. Its preliminary report was presented to me in May, and I have studied this document during the course of the summer as have the Provost and the Academic Deans, and we are encouraged by the insight of the commission and the courageous and imaginative stance which it has taken on a number of controversial issues particularly as related to admissions, intellectual development, and demonstrated academic proficiency. As the report is discussed and debated throughout the University community, I am confident that this institution shall become stronger, more open, and more aggressive in its search for excellence. Let me publicly commend the commission members for the hard work and dedication which is so evident in their preliminary report. These materials will shortly be presented to the Senate in order that we may have full disclosure and open debate of the findings and recommendations.

I would like to take this opportunity now to discuss with you some of the activities that we have set in motion in order that you may fully understand how they are consistent with the strengths of Oakland University, the changing times in which we find ourselves, and the emerging needs of a highly complex and developing society. It is no secret that I strongly believe that the modern public university must be service oriented. The work of the Task Force on Public Service, chaired by Professor Scherer, emphasized the value and importance of public service in the role of university life. Public service to me is not simply an appendage which is tacked on to a university as merely something useful to do and which serves a good public relations purpose, only being tolerated by the institution as a necessary activity in order to achieve and maintain credibility. Public service is really a philosophical approach to education. It permeates the very nature of the curriculum, the research, the scholarship, and the student and staff development that takes place. It is not merely the creation of an institute, or of an extension center, or of an applied project which benefits narrow interests, but rather it is a way of viewing the educational and scholarly pursuits and outcomes of the institution. It brings about institutional responsibility to divergent student and societal needs. Just as teaching and research are interwoven and interdependent, for one is the generation of knowledge and the other is the dissemination of that knowledge, so also is public service interwoven into those two basic and fundamental elements of the university. Public Service as a concept is the application of the scholarship that is sustained within the university to the needs of the society which created and maintains the university. It is an acceptance of the responsibility to share fully the incredible brain-power and scholarship that exists within the university in a manner that makes them useable. We cannot view ourselves simply as researchers in the laboratory or as teachers in the classroom for those students who enroll in our programs in the traditional manner. But, rather, we must view ourselves as those instruments of society which share knowledge, skills, and expertise to

the fullest possible benefit of our society. We must find a way to apply what we do so well to the broader needs of our complex constituency.

Let me reiterate that public service is a philosophy and an approach to education; and, if we view public service in that light, we will not find anything inconsistent in what we are attempting in order that our society may be enriched and developed as fully as it should. Our graduates will be assured that they will be entering into a changing world in which we have not abandoned them.

Let me be more specific. One extremely simple way of viewing our society is to state that it is composed of two basic groups: individuals and institutions or organizations. Traditionally, the American university has focused its greatest attention on individuals in the form of students, students who enroll with a specific objective, usually to earn a degree, or to complete a specific program of study. I don't believe that any other university system in the history of humanity has ever done such an outstanding job as the American university has in the education of students. Our world has achieved an intellectual richness which to a large part is due to the research, scholarship, and teaching of the American University system.

Today's world has become so sociologically and technologically complex that the institutions and organizations within our society also have enormous educational needs and challenges as is true with our traditional individual students. For example, in the work place, many workers are being replaced by machines, advanced automation systems, robots, and other highly complex systems of operation; indeed, muscle-power is being replaced by brain-power, and, as this transformation is taking place, it is posing a new challenge to the American University. It is not simply enough to educate the individual student to his or her fullest capacity while enrolled on campus. It is now also necessary to assist the various institutions of our society to meet their educational needs and purposes so that our society may realize its fullest potential.

These institutions and organizations may be public or private, they may be school systems or hospitals, units of government or businesses; they are the basic structures through which our society accomplishes its objectives. These institutions in the past have been able to take care of many of their specific educational needs because the individuals within the institutions have been well educated or trained to meet the institutions' needs and that level was generally sufficient. But today the institutions are developing in such a complex fashion that they have additional and continuing educational needs which they no longer can internally meet and certainly cannot handle with the same expertise and richness that the university can provide. Hence, they are turning to the universities and colleges for help. Likewise, the various organizations of people, whether they be professional associations or civic organizations devoted to the well being of individuals, have enormous educational needs. The level of educational assistance needed is so great and so complex that the American university must respond to these institutions if our society is to maintain its first place in the larger world community. Thus, we must enter into alliances with government, with private agencies, with businesses, and with other groups to insure that these various institutions can succeed and thereby enhance the full development of the individuals that make up these institutions. For if the institutions falter, the individuals suffer.

As we provide various educational, research, or technical services to these many and varied institutions, in the final analysis, we provide focused programs to individuals. These partnerships are really nothing more than an extension of the basic traditional role of the university in the education of students and in the generation of knowledge. We must be concerned with the challenge of applying the skills and capacities we have as universities to the broader problems of the institutions of our society. This process of application is the heart of the public service dimension of the modern university. In no way is anything in this approach inconsistent with quality, with excellence, and with scholarship; but, rather, it represents a broadening of the role and mission of the American university in response to the enormous technological and knowledge explosions which to a large part are the end result of the effectiveness of our university systems. In my judgment public service demonstrates institutional maturity.

We are now experiencing in our world the dramatic results of our higher educational system and its scholarship. We must join hands effectively with institutions and organizations which are using the results of our educational efforts in order that we might insure the appropriate utilization of knowledge and the application of what we have discovered in the laboratory.

It is my conviction that Oakland University has an enormous opportunity through its public service commitment to assist the state of Michigan in developing a quality of life which this state deserves. I believe that we can play a significant role in the economic revitalization of this state, and, to this end, this institution has been working these past several years. We have been joining hands with school systems to improve the excellence of their programs as most recently exemplified by the Oakland County Educational Collaborative coordinated by Dean Pine. We are exploring new educational concepts with the health care delivery systems through the work of the Commission on Health Sciences, chaired by Dr. Stransky, in order that our programs might become fully and maximally effective. We have initiated bold new ventures with business and industry as they revolutionize themselves in the areas of the quality of work life, product improvement, manufacturing technology, and personnel systems.

A very vivid example of our partnership with the state in improving the quality of economic life is our stimulation of the economic development of the region around the university through the establishment of the Oakland Technology Park. This aggressive venture is a collaborative effort of the university and the surrounding communities and their governmental bodies to insure that a stable economic base will exist to sustain the quality of economic life needed and to provide opportunities for this university to grow and develop. This alliance with government and business is an example of the willingness of this institution to forge ahead in an imaginative fashion to improve the quality of life of all of our citizens. This is public service in its

truest sense. A recent study noted that approximately thirty-five high technology parks are in development across the country through collaborative university, business, and governmental efforts, and we are proud to join the growing list of such creative and effective ventures. This deliberate extension into the economic arena is a demonstrated willingness on the part of Oakland University to be a source of applied intellectual enrichment and stimulation to the broader community we serve. Some may have wondered why we are pushing so hard on this particular project, and the answer is really so very simple. We have the knowledge, expertise, and the brain-power to be able to shape our destiny rather than to be controlled by it. This is what the Oakland Technology Park concept is all about. This alliance in economic development will provide us with a programmatic base of support which will help us ride out the cycles of our economy which have been so devastating in the past. The opportunities for faculty in research and scholarship will increase, and the opportunities for our students to find meaningful experiences as students and solid careers after graduation will be enhanced, and the University will have an effective base for resource development. None of this will happen quickly nor will it happen easily; it will take time to mature the concept of this economic alliance. But it will come, and it will come because we, as an institution, have planned it, shaped it, guided it, and demonstrated our maturity as an institution to stand up and to be heard.

The future of the modern American university will be built in great part on the willingness of each university to enter into new efforts which help to shape its future and to cause it to remain an effective agent of change. We must take seriously our public service obligations, and we must view them as enormous opportunities for institutional growth and refinement which will directly reflect back in improved teaching, expanded research and scholarship, and greater resources. We are on the threshold of greatness, for the opportunity is here; it is up to us and to our resolve to cross this threshold with the excellence that we know we possess. We need not fear the future because we will shape it, and, in so doing, we will insure our success in the next twenty-five years.

We have also begun the process at Oakland University of a defined and deliberate effort at university development. University development is more than just fund raising; it is a process of developing a public awareness of everything that we do in order that we might be understood, appreciated, and respected and thereby improve and sustain our credibility. We have everything at Oakland to be proud of; we are a strong, vibrant, and excellent institution. But we are not well understood. We have made a significant impression on this community in cultural affairs particularly through the various Meadow Brook activities; these are well known, well understood, and well appreciated. They are integral to Oakland's continued acceptance in this community. The challenge before us is to transfer this widely perceived excellence in cultural activities to our academic and intellectual activities, and this I believe we are beginning to accomplish effectively.

Attitude change is slow, but I firmly believe that the attitude of the people of Michigan is growing more and more positive toward Oakland University as a greater and greater public awareness of what is happening is achieved. Indeed, many of the activities of the 25th Anniversary celebration are designed to bring about a greater public awareness of Oakland University. I think that you will agree that Oakland University today is better known for its academic efforts than it has been known in the past. In part this is because there has been a deliberate process of exposure of our many programs and the work of our faculty to the public at large. As we lay the base for a major developmental effort, we have found a growing awareness and appreciation of what is happening at this institution; the walls of isolation are being torn down, and bridges and pathways of cooperation are being built on many fronts. The willingness of the faculty and staff to participate in these growing community linkages is extremely essential if we are to be successful in our developmental efforts. These efforts should result, not only in a greater awareness, but also in a willingness on the part of the state and on the part of the communities around us to support this institution in ways that it has never before been supported. This institution has never mounted a major developmental campaign, and we have had to add enormous resources to the institution just to catch up in areas such as public awareness, donor records, constituency research, deferred giving, wills, trusts and estates, just to name a few areas. We will continue to give priority to these developmental resources in the months and years ahead so that this institution might be adequately postured to increase its financial base significantly. The process is slow and time consuming and does not yield immediate results. But if carefully planned, it can succeed and it will succeed at Oakland. It is one for which there is no alternative. We cannot exist on state support and tuition alone; we must achieve the financial help of outside sources in order to responsibly accept the challenges of the '80s and '90s.

During the past three years, we have worked vigorously to increase the size of one of our major external support groups, the President's Club. Membership has been more than doubled since 1981, from 320 to over 660 members, representing an increase of over \$4,000,000 in pledged support. The ambassadorship of this corps of community leaders is a major element in the development of a base of sustained annual giving and involved public awareness and commitment.

We have engaged professional fund raising counsel through the financial support of the Oakland University Foundation. An external developmental advisory committee of some of Michigan's outstanding leaders has now been put together, and the case materials demonstrating Oakland's needs are in the final phases of refinement. Our basic community research has been completed, and specific corporate and individual donor prospect research is underway. We are optimistic about Oakland's ability to be successful in seeking major philanthropic support. But the uniqueness of our institution in the relative youth and small number of our alumni because of our age makes our developmental effort far more difficult than for most institutions. While our 27,000 alumni have been magnificently generous, they simply do not yet have the resources to support the financial goals of a meaningful

development campaign. Thus we must rely on the philanthropy of those who have adopted Oakland University as worthy of their support.

I strongly believe that one of the major cornerstones of a successful developmental effort for Oakland will be the operationalizing of our philosophy of service, for it is through this process that the sustaining public will be able to appreciate fully what we are doing and become a partner in our efforts by being the lifelong beneficiaries of the richness of this university. We simply cannot hold out our hands and ask for support without at the same time demonstrating our willingness and commitment to improve the quality of educational, intellectual, cultural, and economic life in this state.

We must accelerate the process of public enlightenment about the cultural and academic richness of this institution, and we must find new ways to provide specific community services which are consistent with the expertise, opportunities and mission of this institution. Much of my time is devoted to external affairs, for I believe that the President can be an effective link with the community and state and he must be externally visible and available. I have been able to conduct my affairs this way because of the effectiveness of Oakland's academic and student leadership within the institution and the zeal and excellence of the faculty and staff. My interactions with all of you have been personally rewarding and reinforcing. I wish that I had far more time to interact with each of you personally, for I, more than you, would be the beneficiary. But the deficit in external awareness is such that at least for the immediate future I must continue in my external relations efforts.

Members of the Oakland University community, faculty, staff, students, and community groups; we have a great institution. But let us not deceive ourselves, we also have many problems. Our problems are not those associated with a lack of enthusiasm or a lack of willingness to find new opportunities to be of intellectual and scholarly service, but, rather, emanate from a scarcity of resources which are so vitally needed. Our facilities are out-of-date, our laboratories need to be upgraded, our computer and information technology network needs to be expanded enormously, our management and

student information systems are antiquated, our library is deficient, our work loads are enormous, (among the greatest in the state), and we have no financial endowment of any significance. But despite these problems, we have determination and excellence. Yes, we have enormous challenges to overcome and further programmatic realignments will be necessary to match our resource base. While the first twenty-five years saw rapid program expansion, we must now look to consolidate separate thrusts into coordinated programs and strengthen our existing curricular efforts rather than adding many new ones. Our focus must be on "better," not "bigger." We are a mature university, and we must face our challenges with the spirit of a mature university.

We have here at Oakland a richness which few institutions have. We have a faculty of enormous quality and productivity, a staff of great tolerance and dedication, an institutional resolve to succeed, and an outstanding community to serve. What we must now accomplish is a more significant understanding on the part of the state and the communities that we serve in order to achieve greater acceptance and thereby realize the programmatic and financial resources we need to do the things that this university can do so well if given the opportunity.

Let us take the opportunity of the 25th Anniversary to resolve to find new avenues of exposure and to seek new thrusts for relevance in order that we may enhance our reputation for scholarship and expand public awareness of our purpose, our programs, and our commitment to excellence. If we do these things, we will insure our students the best possible education they can achieve, and we will create a future for ourselves that will be self-perpetuating. We will be regarded as an essential element of the quality of life that exists in this state. And we will fulfill the mandate given us by our benefactors, Alfred and Matilda Wilson. But more than anything else, we will have fulfilled our role and mission in society as an effective institution of higher learning and at the fiftieth anniversary celebration, history will show that we have met the challenges of the emergence of the 21st century well.