



# OU NEWS

## News briefs

The Department of History holds a book giveaway April 13 from 8 a.m. to 5 p.m. in room 475 Vandenberg Hall. Any persons interested in free history books is invited to drop in.

The OU Board of Trustees will meet April 15 at 7:30 p.m. in Lounge II of the Oakland Center.

The William Macauley matter has been resolved. The Board of Trustees meeting on March 18 rescinded its Jan. 21, 1981 action terminating the contract of Professor William A. Macauley and approved re-employment to a final, two-year probationary term as an assistant professor, effective Aug. 15.

Karl Gregory, economics and management, has resigned as interim president of the First Independence National Bank of Detroit and will join the board of the Federal Reserve Bank of Chicago.

Martha Seger, associate professor of economics, is on an unpaid leave to complete her assignment as Michigan commissioner of financial institutions, a post to which she was named by Gov. William Milliken. Seger joined the OU faculty in late summer of 1980.

## Third-party calls No longer accepted

University officials have notified Michigan Bell Telephone Company and the Michigan Public Service Commission that Oakland University will no longer accept charges for any bills to third-number calls made to any station under the main billing number—area code 313-377-2100. Faculty, students, and staff are advised that the bill-to-third-party practice should cease immediately.

## Academy presentations

Oakland University was well represented at the March 2-21 meeting of the Michigan Academy of Science, Arts and Letters with 20 persons participating. The 85th annual meeting was held at the University of Michigan in Ann Arbor.

Persons from the following disciplines participated.

**ANTHROPOLOGY**—R. Zurel, Trends in the Native Traditions of Michigan's Peninsulas: Perspectives on the Milieu of Interaction and Exchange, 1000 B.C.-A.D. 1800; and Richard Stamps, Archaeological Resources in the Urban Setting: The Port Huron Example.

**ASIAN STUDIES**—Janet A. Krompart, The Stone Classics of Hou Shu, 937-965: A Study of a Bibliographic Enterprise as an Imperial Choice.

**FOLKLORE**—Mark Workman, Life and Lore: Getting Healthy and Staying That Way.

**FOREIGN LANGUAGES AND LITERATURES**—Richard A. Mazzara, Machado de Assis (1839-1908): Francophile and Francophone; William Bryant, Martin de Leon's Historia del Huerfano; Dolores M. Burdick and Manon Meilgaard, Maupassant and Ophuls: The "Real and the "Ideal" in "LaMaison Tellier"; Alfred DuBruck, Opas Kino: The Post-War German Cinema;

Renate Gerulaitis, Neue Welle/Alte Welle: What is New in Kaspar Hauser?; and Robert T. Eberwein, Telling the Dreamer from the Dream in Bunuel's Films.

**LANGUAGE AND LITERATURE**—Carol Stevens, The Presentation of the Self as Character in Sir Thomas Browne's Christian Morals; and Helen Schwartz, A Humanist in Computer Land.

**LIBRARY SCIENCE**—Elizabeth Titus, Management of Library Statistics: A Computerized Systems Approach; William S. Cramer, Bridging the Gap: Reference Librarians Involved in Government Documents; Linda Guyotte, Book Selection in Academic Libraries—An Area for Further Research; Eileen Hitchingham, Salary Characteristics of Michigan Academic Librarians in State-Supported Institutions; and Clare DiFelice and Janet Krompart, Librarians on the Tenure Track.

**MEDIEVAL STUDIES**—John P. Cutts, "Thomas the Rymer"; His and Our Apprenticeship in the Balladeer's Art.

**PHILOSOPHY**—J. Christopher Maloney, The Mundane Mental Language.

**PSYCHOLOGY**—Robert B. Stewart, Sibling Attachment Relationships: An Observation of Child-Infant Interaction in a Strange Situation.

## Humanities award

David Jaymes, faculty director, Center for Community and Human Development, announces a \$6,000 award from the American Association of Colleges (AAC).

J. Clark Heston, center coordinator, submitted the winning proposal in the AAC's Quality in Liberal Learning competition. The project is for "Development Of A Course At Oakland University Identifying Skills Acquired In Studying Humanities

Which Will Be Valuable For Future Professionals."

Jaymes said funds for the grant were provided by Exxon Education Foundation and the George I. Alden Trust. Heston will plan and offer a 1982 winter semester course on the abilities and skills fostered by studies in the humanities.

OU will share information about its project with other interested campuses.

# Inaugural address—Joseph E. Champagne—March 19, 1981

Chairman Headlee, Trustee Lewis, other members of the Board, members of the student body, faculty, staff, and distinguished guests:

It is with honor, humility, and enthusiasm that I accept the investiture of authority as president of Oakland University. This university has distinguished itself from its very inception as an exceptional institution, destined for greatness and excellence not merely because of the philanthropic generosity of the Wilson family in providing Michigan with a beautiful and culturally conducive environment, but because of the foresight of the early faculty and staff under the visionary leadership of Chancellor Varner.

The initial thrust for selective excellence was so strong that nearly twenty-five years later it is still felt as the prevailing force that permeates the institution. It is obvious to me that no one from trustee to student wants, expects, or demands anything less than the finest that a university can offer. To this end I pledge my presidency and with your help we shall work toward continued and even greater excellence.

I would like to exercise the privilege of the podium to recognize several persons in the assembly today who have either influenced me greatly or who will play a dynamic role in the personal affairs of my administration. The first is a person who has shown faith in my dreams, patience with my impatience and, most importantly, love and dedication; your new first lady and my wife and partner in this venture, Emilie. The second are two young people who have brought me joy, fulfillment, and a richness that never diminishes; often in those evening hours when you wonder what it is really all about, their calming love puts it all into perspective and instills a renewed strength; my two daughters, Jennifer, eight, and Juliana, six. Finally, there are two other people who have served as a model which has never failed me, an example of tenacity for perfection and gentle compassion for others; my parents, Mr. and Mrs. Fred Champagne.

I shall share with you now some of my thoughts on higher education in the world in which we currently live. I will not do so in any pontifical sense, for who am I to presume such knowledge or authority. But I will do so in a truly academic sense, hoping that my remarks will stimulate genuine debate in the academy as the days unfold.

My first observation is that higher education is no longer what it was even just a few years ago. It is vastly and almost fundamentally different and will continue to change perhaps even more radically in the immediate years ahead. Let me postulate several reasons for these differences. The early to mid 60s was a period of rapid and accelerating growth, and a gravitation away from educational elitism toward educational egalitarianism. And the swelling numbers of students coupled with social upheavals in the late 60s forced great pressures from the students to reform the academy. Unfortunately, what resulted in many institutions was a kind of educational cafeteria where students consumed a body of courses and credits for which they were awarded degrees. Little did it matter whether there was consistency and focus, just so long as the student

got what the student wanted; not unlike certain theories of permissive child rearing where choice rather than sense or direction prevails. The period of the early 70s thereafter developed into one in which accommodations were made between the rigor of the elitist era of the past and the permissiveness of the open curriculum. It was a time in which interdisciplinary studies abounded, but too often in areas where they were artificially forced together rather than fundamentally interwoven into a meaningful learning experience. The mid 70s brought a return to the more traditional values of the academy, but now attenuated by the ever-increasing demands of a technical society and an accelerating interest in the professional curriculum. This trend has increased in the late 70s and into the period which now occupies us. But change is stirring again and I believe that we are entering a new era in higher education.

While this afternoon I cannot discuss all of the prevailing reasons for the great revolution that is taking place, I can touch upon several points which will be reflective of the direction of my thoughts and I must leave it to you to draw additional inferences and conclusions.

First, the post-Watergate era has galvanized onto most forward-thinking educators the belief that we ought—indeed must—ensure that the undergraduate curriculum be enriched with courses or experiences in areas of values and ethics. Many leaders believe that no undergraduate degree should be awarded a student who has not had formal exposure to these classical areas of enduring impact on the mind. No longer should we tolerate a flagrant disregard for the rights of the individual and society as a whole under the assumption of legitimate authority. Consequently, a sense of human dignity and worth must be a fundamental outcome of the undergraduate curriculum if our emerging leadership is to avoid the Watergates of the future, both in government and business.

Secondly, equal opportunity in life for all people is now, more than ever before, a matter of social policy. Women have begun to assume their rightful place in a society in which all persons are created equal with inalienable rights. Ethnic groups have begun to be afforded the freedom to realize their potential as equal partners of this spacecraft called life. We live in a day of equality, not yet fully practiced, but understood and accepted more and more as a fundamental ingredient of an effective and free society. Consequently, the push by those who have not shared equally in the opportunities that this country was intended to afford has caused reform in the curriculum, particularly in recent years and in ways yet to be felt. Educational delivery systems accommodating the specialized needs of the working mother, the previously underutilized minority, or the older learner continuously remind us that business is not as usual in the academy. It must be innovative, flexible, and attuned to the exigencies of a diverse population of student needs. While it is my belief that the basic curriculum should remain relatively stable irrespective of diverse student populations, the manner in which the curriculum must be

presented will challenge us and, at times, even try us.

Thirdly, the technical society in which we live demands that the undergraduate curriculum contain a large array of applied technical knowledge. Hence the requirements of the professional curriculum are becoming more and more specific in order to cover the fundamental skills required of the graduate in professional fields. The dilemma here is real and apparent. Is the undergraduate degree to be a vocational certificate of "X" number of credit hours or is it to be a certification of a rounded educational experience? Employers need employees who are skilled both technically and professionally. Students wish to be as skilled as possible in order to be job competitive. The solution to this growing professionalization of the curriculum will not be easy and will tax our academic ingenuity seriously and cause continuous debate in the academy.

Fourthly, there is a growing discontent with research among much of the non-academic world, often coupled with a misconception that research is an academic luxury rather than an essential ingredient of the university process. Some of the discontent stems from an arrogance on the part of academic researchers, exemplified by an unwillingness to explain or simply defend the research under scrutiny. During this era of fiscal accountability there is no longer room for such a posture on the part of the researcher. The public has the right to know what is happening. However, most of the criticism, I fundamentally believe, is borne out of a misconception of the essential purpose of the university. Traditionally, the university was established to foster scholarship; and scholarship includes no less than two elements: the discovery of knowledge and truth, which is research; and the dissemination of this knowledge and truth, which is teaching. One cannot exist at the university level without the other. Where the concern about the value of the research dimension of scholarship will have a great impact on the university is in the domain of public service. Consequently, the university of today is under strong pressure to be more service oriented than it has been in the past. The application of research findings is becoming more and more important if the credibility of the academy is to be sustained. But the expansion of public service activities and university outreach has a profound impact on all aspects of university life. It is, however, basic to the relevant and modern university.

Fifthly, the state of the economy has caused severe pressures and constraints that all of us feel so well. Restrained fiscal resources prevent us from experimenting in the academy to find innovative solutions to the fundamental problems facing higher education. Inflation and unemployment have driven students toward additional education as a perceived hedge against long-term unemployment and to provide better credentials to secure higher-paying jobs. And all of this is taking place at a time when public revenue would push us to cutbacks rather than expansion and curricular diversification. The rising cost of energy will cause us to seek innovative ways to deliver education to the students in new modes, and

this is a challenge that impacts on the very essence of the collegiate experience; a challenge that typically meets with great faculty debate since the question of educational quality is so intertwined with the concept of non-traditional delivery systems.

I have suggested for consideration only five pressures: moral and ethical decline, equal opportunity, increasing professionalism, public skepticism about research, and a difficult economic climate as the base for some thoughts for the future and, in particular, for Oakland University as it embarks on a steady course during the 80s. I shall not necessarily tie my remaining remarks to any of these five points in particular, but I shall use them as a general framework.

What is a university? One can go back to the classic medieval concepts of the university as a base. One can go from John Henry Cardinal Newman to Frank Newman or from the style of Socrates to that of the British open university. But all of this still does not address the concept of the university for the remaining two decades of the twentieth century. I shall not define a university, for that would be a presumption I am not prepared to handle. But I shall share with you what I believe the university should provide during the remaining two decades, particularly at the undergraduate level, given the pressures cited above.

Above and beyond all else, the graduate must emerge potentially as a fully functioning person, not limited by the blinders of a narrow or restricted educational experience. To this end the experience of the university must impact upon both the intellect and affective systems with cognitive experiences reinforced by value commitments that will provide an enduring base upon which the harshness of life can rest its force. We cannot simply train our students in skills that outmode themselves almost as fast as we teach them. Yes, it is essential that our students acquire those skills that are necessary to ensure their economic success. But to stop there is academically fraudulent on our part as educators. We must equip all of our students—professional or otherwise—with that fundamental base that will endure and withstand change, obsolescence, uncertainty, pressure, and unforeseen life challenges. And this base finds its origins in a strong core that is centered around the liberal arts and sciences, for it is through these that we can achieve a discipline about ourselves and understand who we are, where we came from, and the destiny to which we are committed. A sense of purpose answering the question "Why," a sense of ethics answering the question "How," a sense of history answering the question "from where," and a sense of destiny answering the question "to where" are essential outcomes of the effective undergraduate curriculum. A sense of richness and satisfaction and a sense of joy coupled with tears or laughter come from a cultural/aesthetic exposure that is essential to the fully functioning person and a necessary ingredient of the undergraduate experience. A sense of tolerance for the different, of openness for the unknown, of hope and concern for the troubled; these, too, are outcomes of the effective undergraduate experience. Indeed, all of these are not fulfilled in four years, for some involve profound internal value development. But the seeds of a healthy inquisitiveness or an enriching personal discontent with complacency can be fostered and nurtured during those years, even within the older learner whose life experiences can

bring all of these into rapid focus when the appropriate stimulation is applied.

It is my firm belief that none of these concepts involving pathways toward self-actualization are in any way inconsistent with a professional curriculum for the career-minded student who is in the growing majority today. To spend four years at the university merely to achieve narrowly defined specific learning objectives is not an education. It is not sufficient to learn merely what to think; one must learn how to think as well. Therefore, I applaud those universities who are returning to the general education core as a base upon which all else builds and I shall support this movement vigorously. While I believe that we must pursue the professional curriculum as vital to our students' success and desires, we must also pursue that direction that will provide enduring cognitive and affective experiences that will grow as life unfolds.

It is also my belief that the five factors alluded to earlier find a common ground in these fundamental concepts of the academic experience. And I believe that Oakland University is in a unique position to achieve these twofold objectives of career preparation as well as personal ethics, sustained inquiry, and socio-cultural enrichment.

I would like to introduce to you here the concept of "The Oakland Experience." I said earlier that higher education is different from the past and will continue to develop differently in character as student, economic, political, and human pressures change. I also referred to the concept of the fully functioning person. I shall try briefly now to tie them together for an Oakland University Agenda for the 80s.

This university has a strong tradition in the liberal arts and sciences which we must not allow to diminish whatever delivery systems will emerge. It also has a growing base in the professional schools which we must support—strongly—if we are to be relevant and apropos to the times. The melding of these two will come in the careful planning of a strong general education core which focuses on the fundamental values discussed above and leads one steadfastly toward the requisite skills of a strong professional curriculum. The challenge of this melding is not easy and it will call for the greatest innovative resources this faculty has to offer. But I shall support this approach and charge you with leading the nation in this endeavor as Oakland University led the nation in past years with its adherence to the traditional values of the academy and at the same time remained relevant to the times.

"The Oakland Experience" should focus on three dimensions in life: the intellect, through a rich and strong curriculum second to that found in no other institution; the affective domain through legitimate student-life activities and cultural experiences already well-provided in the curriculum and in the activities of the arts fostered by the faculty and students on the one hand and by the nationally renowned Meadow Brook activities on the other; and the body by a sound, but not overly ambitious, athletic program both intramural and extramural. To this threefold "Oakland Experience" I will commit my administration.

There will be some changes, too, rather than merely an enrichment of what has been happening here with enormous distinction. These differences will result from some of the pressures being brought on higher education today. We will attempt to open up Oakland University more than it has been in the past but

we shall never lower our standards of excellence. Just as there has been great success with the Meadow Brook activities from a community sense, so we must also foster a greater interest in the academic and public service potential this university has for this distinguished community. We shall be working toward finding a means by which we do not dilute the academic integrity of the academy but at the same time become a greater community resource. Much of this will be accomplished through a vigorous and active thrust in lifelong learning and academic community services with integrity and respectability. Lifelong learning is not only important as a means of reaching the external community with valuable learning opportunities, but it is a way to ensure our graduates that we do care about them once they leave our hallowed halls. In a sense we have a lifelong obligation to them and we shall strive to meet that obligation, be it in professional programs, general enrichment, cultural activities, or even through leisure and recreational opportunities. In public service we shall continue at an accelerated pace to apply the intellectual power of the campus to the problems of the region and state, always in a posture to respond when needed.

"The Oakland Experience" must encompass not only intellect, emotion, and body in the four undergraduate years, but it should be enduring for a lifetime. Some will find the externalization of the academic richness of the academy difficult to accept, but change is often difficult for many people, however necessary or desirable. Through all of this, however, in no way can we tolerate anything less than the quality which is befitting this fine university.

We shall also embark on a vigorous program of university development in an effort to increase a level of understanding within the community of the academic richness this institution provides. We will try to demonstrate through active community involvement that this institution is an equal partner in the concerns of this region and state. We shall not ignore the strengths around us nor the problems that are so acute at this time. Our external posture must go well beyond the excellence we have achieved in the cultural arena. We must truly attempt to extend "The Oakland Experience" beyond the boundaries of our campus. Much of this is already well under way, but it must be further amplified as part of our effort at university development.

To these ends we shall build a lean and vigorous administrative structure. Our purpose will be to develop a framework within which the fundamental values of the academy in the last two decades of this century can be maintained, but in a manner in which the university is viewed as a major intellectual, cultural, and service resource not only in an enhanced way to our traditional student body but also to the community and state from which we draw strength. This is a fine, young university in which we justifiably take great pride. Our task, together, is to maintain the respectability which preserves the traditions of the academy, directs them toward the solution of current pressures and restraints, and opens the university to a greater audience that deserves an opportunity only we can provide.

Aristotle was asked how much the educated were superior to the uneducated: "As much," he said, "as the living are to the dead." Let us not forget those words as we look to the future in these difficult times.

THURSDAY, APRIL 2, 1981

# CALENDAR

## THURSDAY, APRIL 2

- 8 p.m. Kismet  
Studio Theatre, Varner Hall
- noon Lecture  
Pamela McCorduck, Columbia University  
Crockery
- 1:30 p.m. Ben Shozu, Poetry Reading  
Meadow Brook Art Gallery
- 8:30 p.m. Bus Stop  
Meadow Brook Theatre

## FRIDAY, APRIL 3

- 8 p.m. Early Music Concert  
Varner Recital Hall
- 8 p.m. Kismet  
Studio Theatre, Varner Hall
- 8:30 p.m. Bus Stop  
Meadow Brook Theatre

## SATURDAY, APRIL 4

- 6 p.m. Bus Stop  
Meadow Brook Theatre
- 8 p.m. Kismet  
Studio Theatre, Varner Hall

## SUNDAY, APRIL 5

- 1 to 5 p.m. Public Tours Meadow Brook Hall
- 2:30 p.m. Kismet  
Studio Theatre, Varner Hall
- 3 p.m. OU Concert Band  
Varner Recital Hall
- 6:30 p.m. Bus Stop  
Meadow Brook Theatre

## TUESDAY, APRIL 7

- noon Love and Death, lecture  
156 NFH
- 8:30 p.m. Bus Stop  
Meadow Brook Theatre

## WEDNESDAY, APRIL 8

- 1 p.m. Minority Career Outlook for the 80's  
Gold Room, OC
- 1 p.m. Kismet  
Studio Theatre, Varner Hall
- 2 p.m. Bus Stop  
Meadow Brook Theatre
- 7:30 p.m. Seminar  
Student Org. Recognition Night  
Gold Room, OC
- 8 p.m. Spring Dance Concert  
Varner Recital

## THURSDAY, APRIL 9

- noon The Making of Ravel's Bolero, film  
Varner Recital Hall

- 7 p.m. Israeli Folk Dance  
Gold Room, OC
- 8 p.m. Spring Dance Concert  
Varner Recital Hall
- 8 p.m. Kismet  
Studio Theatre, Varner Hall
- 8:30 p.m. Bus Stop  
Meadow Brook Theatre

## FRIDAY, APRIL 10

- 8 p.m. Spring Dance Concert  
Varner Recital Hall
- 8 p.m. Kismet  
Studio Theatre, Varner Hall
- 8:30 p.m. Bus Stop  
Meadow Brook Theatre

## SATURDAY, APRIL 11

- 2:30 and 6:30 p.m. Spring Dance Concert  
Varner Recital Hall
- 6 p.m. Kismet  
Studio Theatre, Varner Hall
- 6 p.m. and 9:30 p.m. Bus Stop  
Meadow Brook Theatre
- 6:30 p.m. Spring Dance Concert  
Varner Recital Hall
- 9:30 p.m. Kismet  
Studio Theatre, Varner Hall

## SUNDAY, APRIL 12

- 1 to 5 p.m. Public Tours Meadow Brook Hall
- 2:30 p.m. Spring Dance Concert  
Varner Recital Hall
- 2:30 p.m. Kismet  
Studio Theatre, Varner Hall
- 6:30 p.m. Bus Stop  
Meadow Brook Theatre
- 8 p.m. Pontiac-Oakland Symphony concert  
Varner Recital Hall

## MONDAY, APRIL 13

- 8:30 a.m. Spring Advance Registration  
Registrar's Office

## TUESDAY, APRIL 14

- 8 p.m. Starshine concert  
Varner Recital Hall
- 8:30 p.m. Bus Stop  
Meadow Brook Theatre

## WEDNESDAY, APRIL 15

- 1 p.m. Kismet  
Studio Theatre, Varner Hall
- 2 and 8:30 p.m. Bus Stop  
Meadow Brook Theatre