


---

**JUNE 21 · 1971**


---

#### O'DOWD SELECTED

President O'Dowd was one of 60 selected participants in a national conference on "The Renewing of Undergraduate Teaching," to be held June 16 - 19 at St. John's College, Santa Fe, New Mexico. The conference is sponsored by The Project to Improve College Teaching. It will bring to a conclusion the Project's two-year study of undergraduate teaching under the sponsorship of the American Association of University Professors and the Association of American Colleges. Funds for the Project are provided by the Carnegie Corporation.

#### AEC ENGAGES STUDENT

Heidi Williams, a senior math major from Miami, Florida, has been awarded a summer research appointment by the Atomic Energy Commission. She will work on a study of computer application at the AEC Savannah River Laboratory in Aiken, South Carolina, through mid-August. The appointment was one of 96 awarded nationwide to science and engineering majors for undergraduate research opportunities at several AEC facilities. The students are working on problems in their individual areas of interest under the direction of senior staff members at the laboratories.

#### SMITH ACCEPTS POST

Fred W. Smith, associate dean of students since 1966, has accepted a position at Rochester Institute of Technology in Rochester, New York. He will be vice president for student affairs and dean of the College of Contemporary Education. Smith has served as associate dean for student affairs in the College of Arts and Sciences and as a faculty member in education in addition to his role in the Office of Student Affairs.

#### INVITED TO SPEAK

Gottfried Brieger (chemistry) was an invited speaker at a symposium on essential oils and related products at the recent American Chemical Society meeting in Los Angeles. He presented a paper, coauthored with post-doctoral research associate Elizabeth R. Burrows, entitled, "The Oxymercuration of Terpine Alcohols."

## BUSES COMING (?)

*(The following article is reprinted from the Metro pages of the Detroit News.)*

Oakland University envisions a personalized transit system starting next January that would take students and faculty members to and from their homes.

The system, using Ford Econoline vans or other similar type vehicles, would work on a daily fee basis or on a per semester contract.

"We've set January 1, 1972, as the basic target date, and we hope to start operations with three or four vans," said William W. Connellan, assistant to the president.

Connellan said the university is now trying to obtain funds for the service. About \$55,000 will be needed to start . . .

"About 90% of our students live in Oakland County, and in a recent poll most said they would use the bus system, called 'Dial-a-Ride,'" Connellan said. A feasibility study on the project recently was submitted by Warren Turski, a graduate engineering student working under Connellan's direction. Turski said the system would be flexible to provide service any time during the day for groups or

individuals.

"If a student wanted personal service, say to be picked up three days a week at 10 a.m., he could do it," Turski said. "Or if a group of students agreed for pick-up at a central point, like Oakland Mall, that could be arranged."

Turski said the service would cost about \$150 a year for a student in Rochester. He said a student now commuting the same distance pays \$700 annually for auto maintenance, insurance and parking fees.

Connellan said one feature of the plan is to have students operate the system.

"Students can drive the vans and manage the operations," he explained. "In this manner, money spent on the system stays on campus."

Connellan said that without some sort of transit system, the university will be forced to spend \$2 million during the next seven years for parking lots.

"If we can succeed with this type of transportation, it will reduce campus congestion and save the surrounding land from being buried under acres of asphalt," he said.

## ANOTHER GOING (!)

"Counterpoint Papers" is the name chosen to describe a study tour in which a group of students and a faculty family will be engaged from mid-June through early September. Counterpoint, in music, refers to the act of putting together two melodies. So it is that the study tour group seeks to compliment classroom experience in the study of 34 small U.S. communities with the experience of carrying out individual study projects in the communities themselves.

The unusual motorized classroom will be under the direction of Robbin R. Hough, associate professor of economics and management. He will serve as driver of the university bus in addition to instructor of the course. His family, sharing in the trip, includes his wife, Carol, and offspring Whitney, 9, Eric, 8, and Tor, 5.

The classroom work of the group has focused on the identification and understanding of basic relationships between the economic, social, political and ecological affairs of the communities. Examples of the kinds of relationships which have been examined are: the dependence of the basic industries of a community on the water, energy, and natural resources available to the community; the importance of the size of the capital investment in the community to aggregate the income of the community; the effect of the kinds of industry on the distribution of income in the community; the effects of the kind of industry and population migration on the social structure of the community; the effects of community size in population and income terms, on local government expenditures; and the effects of occupational groupings on social

and political organization in the community.

Against the backdrop of insight provided by these classroom studies, each individual is developing and carrying out his or her own study project. Each of the projects will bring its designer into contact with the communities in a particular way. Evenings and weekends will provide the opportunity for members of the group to share with one another the observations and ideas which grow out of their weekday studies.

Though three small suburban communities are included in the study, the remaining ones are largely isolated and relatively self-sufficient in terms of their economic base. They represent, in a way, a cross-section of small town America. Their average size, about 5,000 persons, makes it possible to at least catch a passing glimpse of life in the communities while the group is on the short stay which is planned.

The student members of the group are Tim Atkins, Fred Barry, Betsy Bayha, Donald Bates, Steve Greeman, Jules Fiani, Susan Hirsch, and John Mio.

#### CITED FOR CREATIVITY

The National University Extension Association (NUEA) awarded its 1971 Conference Creativity Award to OU's Division of Continuing Education at the association's recent annual meeting. The awards committee identified the Continuum Center's institute for the initial training of volunteers as group leaders as so outstanding among the 70 entries submitted that they recommended only one Conference Creativity Award be presented this year.



# Wharton: Who Will Pay?

A total of 1,222 graduates and degree candidates were honored at the ninth annual Commencement June 5 in Baldwin Pavilion. Combined for the first time in a single graduation ceremony, the program was open to fall and winter term graduates and to students expecting to complete their degree requirements in the spring and summer sessions.

The Wilson Awards for outstanding members of the senior class, based on contribution to the social life of the campus as well as academic achievement, went to Joseph T. Davidson, a social studies-secondary education major, and Kathy Gibson, a psychology major. Both are from Detroit. Davidson, who is working as a police reporter for the *Detroit News*, was cited for his skills and energies as a conciliator in racial problems and for his leadership of the Pontiac-Oakland Educational Assistance Team (POEAT) tutorial program. Kathy (whose brother, Pat, won the companion Wilson Award three years ago) was cited for her work and accomplishments in the residence halls program, as an officer in the Inter-Hall Council, and as a leader in efforts for educational reform, women's rights and the programs of Oakland People Against Racism.

Honorary Doctor of Humanities degrees were awarded to two black educators, Dr. Clifton R. Wharton, Jr., president of Michigan State University, the principal Commencement speaker, and Dr. C. L. R. James of Federal City College in Washington, D.C. and a leader in the struggle for African Independence.

The university also awarded an honorary Doctor of Laws to William H. Baldwin of Bloomfield Hills, president of the Kresge Foundation, and an honorary Doctor of Science to Dr. Myron Tribus, senior vice-president of research and engineering with Xerox Corp., Rochester, New York, former engineering dean at Dartmouth and former assistant secretary of Commerce with the federal government.

In his Commencement address, Dr. Wharton lamented a trend of passing on the rising costs

of education to students.

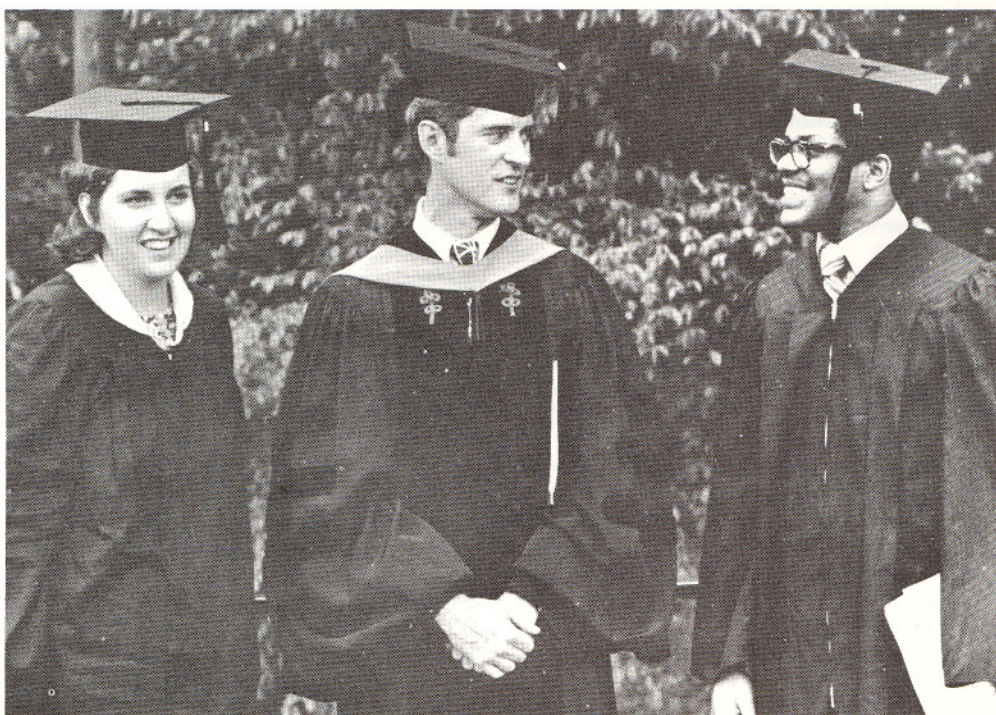
"The central issue in deciding 'who pays' for higher education is determining 'who benefits,'" Wharton said. "In the case of education, there is considerable evidence that the person receiving the education does not reap all the monetary rewards, but that society gains additional rewards as well."

The benefit of a college education to an individual is clearly acknowledged, Wharton said. He noted economics studies showing the financial return on an investment in education may place a degree's "worth" in the pay envelope at \$150,000 to \$175,000 over a person's lifetime.

"Less understood, perhaps, is the role of our institutions of higher education in the production and distribution of knowledge which contributes generally to the level of productivity of the economy and thus results in higher incomes for all workers — unskilled, skilled, managerial, and professional. That workers in general benefit from our accumulated knowledge, rather than simply those who have acquired a higher education, is indicated by the high incomes of unskilled workers in American industry as contrasted to workers of equal capacity in the less developed areas of the world. . .

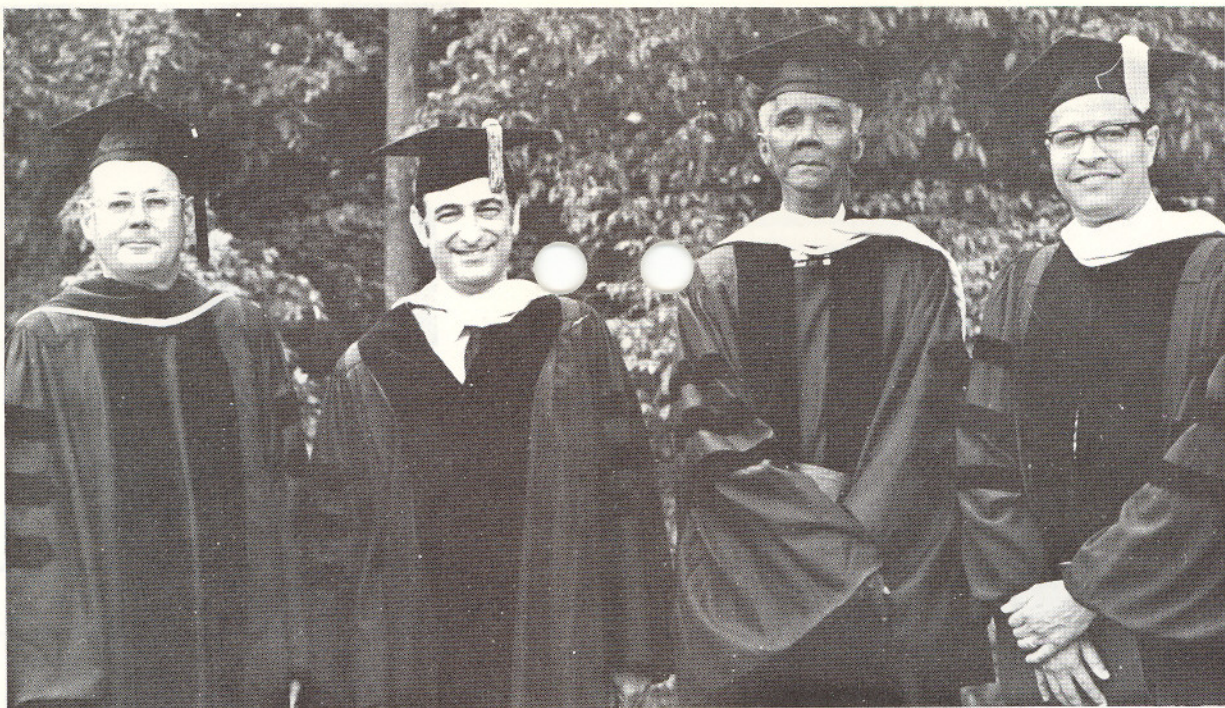
"Failure to recognize the very substantial public benefits from public investments in public higher education would have grave consequences far beyond the colleges and universities themselves. We in higher education need to improve our role and our response to public needs to merit continued confidence and support by the public. Correspondingly, the public needs to be more aware of the considerable contributions of higher education beyond those received by their graduates.

"Solutions to our fiscal problems must be sought vigorously, but we should beware of those which would create even greater problems and reduce or destroy the university's ability to continue to make important social contributions."



O'Dowd congratulates Wilson Awardees Gibson and Davidson





Honorary degree recipients Baldwin, Tribus, James and Wharton

# COMMENCEMENT SCENES





# O'Dowd: New Beginnings

*(The following are extracts from President O'Dowd's remarks at Commencement on June 5.)*

At this Commencement, I am very pleased to note that 12 members of the original group of 20 "Project 20" students are receiving degrees. This group of students entered Oakland in the fall of 1967. They were selected from among the high school graduates of Oakland and Wayne Counties who would not have expected to enter college. Their formal preparation for college was less than the standard criterion by a considerable margin, and they all suffered from severe economic limitations . . . The students were chosen on the basis of their academic and human potential and a careful assessment of their will to acquire a college education. This was the first time Oakland had abandoned the routine selection criteria of high school grades, class rank, and test scores. The pilot project rapidly established the validity of the concept and ever larger groups of "Project 20" students entered in successive classes. The current — 1971 — delegation of "Project 20" students will number 120 specially selected young men and women . . .

I also want to acknowledge the superb work of the staff and faculty members who devoted great time and energy to assure the success of this venture. Like any major new undertaking this one could not have progressed without

---

## Photos by Gerald Persha

---

exceptional dedication on the part of many people. The work of Dean Manuel Pierson, who has directed this project from its inception, deserves particular note. Dean Pierson's untiring dedication to the success of "Project 20" is a primary factor in explaining the accomplishments that are being celebrated today . . .

I would like to spend a few minutes at this time of our new beginnings talking about the future of Oakland. A lot has been said on campus this past year about the uncertainty of our direction in the decade of the '70s and the need for more thoughtful and careful planning. In the course of this debate, I have been shaping some outlines for a course that I believe we should follow . . .

First, Oakland University must rapidly and extensively broaden the population it serves in terms of age and career needs. We are still a university modeled on the liberal arts college that specializes in serving young, single men and women between the ages of 17 and 22. In this decade we will have to reach a significant population between ages 22 and 60, or older, with credit courses and degree programs often offered at night and on weekends . . . At the other end of the spectrum, we must develop means to assist gifted high school students who need a greater challenge than most secondary schools can offer. I believe we should encourage some students as young as 13 to enter college full-time and that many more gifted youngsters should divide their time between high school and college . . . Coupled with these notions is a strong conviction of mine that we must soon abandon the inflexible requirement that a degree requires the completion of 124 credits . . . I suspect that a

fair assessment of the learning rates of individual students would reveal that some students can master the concepts and attitudes that connote a B.A. holder in two years, while a few students should take six years to attain a comparable level . . .

The second essential new direction for Oakland is represented by a recently adopted resolution of the University Senate to support in principle the development of a School of Community Service and Development. Such a program will afford students an opportunity to train for careers in such fields as human resources development, community mental health, urban planning, and manpower services. A vital segment of the training will involve students in internship roles in community agencies where they will learn firsthand how to deal with on-site problems. A significant part of the staff for such a program will be experienced professionals from community agencies who can bring to students the benefit of their experience. There are many students who are better able to learn through guided experience than solely from reading and writing. This, too, is a respectable mode of learning and it deserves a place in social science education analogous to that of the laboratory in science education. In a way, the community is a more appropriate laboratory setting for much education in social science than the laboratories we set up on emulation of the physical sciences . . .

Let me just briefly sketch the third feature of future directions for Oakland. I believe that we must develop a new competence in the faculty to serve new students who come to us from the high schools with high potential and poor preparation in the basic skills of reading, writing, and numerical manipulation. There is every evidence that this pattern will persist for a number of years. Most of our current faculty are not trained to cope with these problems. They are trained as disciplinary specialists and deserve to be utilized in their areas of competence. Therefore, I foresee the rapid development through new recruiting of faculty who are dedicated to strengthening the basic academic skills of students at the freshman and sophomore levels. These faculty will be specialists in this field of effort. I believe such a development will make life in college much better for many new students and will, in the long run, make the students much better for the university.

One valuable consequence of this development will be to free more of the present faculty to concentrate on our developing programs in advanced graduate study. Hopefully, we can find a way to increase the effectiveness of the university at the lower-division, undergraduate focus and at the limit of advanced graduate work. In the past we have tried to stretch the talents of the same people over this great range of teaching responsibilities. I am now convinced that the past policy has demanded more versatility than many good teachers can demonstrate.

The three new directions that I have described will lead to profound changes in Oakland. They are changes that appear to be consistent with the developing needs of this decade. Oakland will continue to grow and as it does so it will have to serve wider segments of the community. I believe these new thrusts will permit us to be of greater service to a wider spectrum of people . . .



# Dorothy Hope Retiring Soon

Mrs. Dorothy C. Hope, who has headed the Placement Office since it was founded to aid Oakland's first graduating class, has announced she will retire this summer. She has been with the university since the fall of 1962, first as assistant to the dean of Continuing Education and subsequently as director of placement and (1966-69) director of alumni relations.

In paying tribute to Mrs. Hope, Vice-president James R. Appleton said the high degree of success that the Placement Office has had over the years in helping Oakland graduates find employment is a direct reflection of her enthusiasm for hard work.

She was acclaimed in 1967 as one of the 10 top working women in the greater metropolitan area by the Central Business District Association. The citation stressed her work for a program for orphaned children in Vietnam, for which she also received a commendation from the Secretary of the Navy.

Mrs. Hope has held top-level jobs in industry and government service. She was the first women employee of the U.S. Secret Service in Detroit and was for many years head of personnel operations for Jam Handy. She attended Pennsylvania Academy of Fine Arts, Detroit Business Institute, University of Michigan and Cornell University. She has been active over many years in the Personnel Women of Detroit, Midwest Placement Association, Michigan College and University Placement Association, International Association of Personnel Women, American Alumni Council and The Village Woman's Club of Birmingham and Bloomfield Hills.



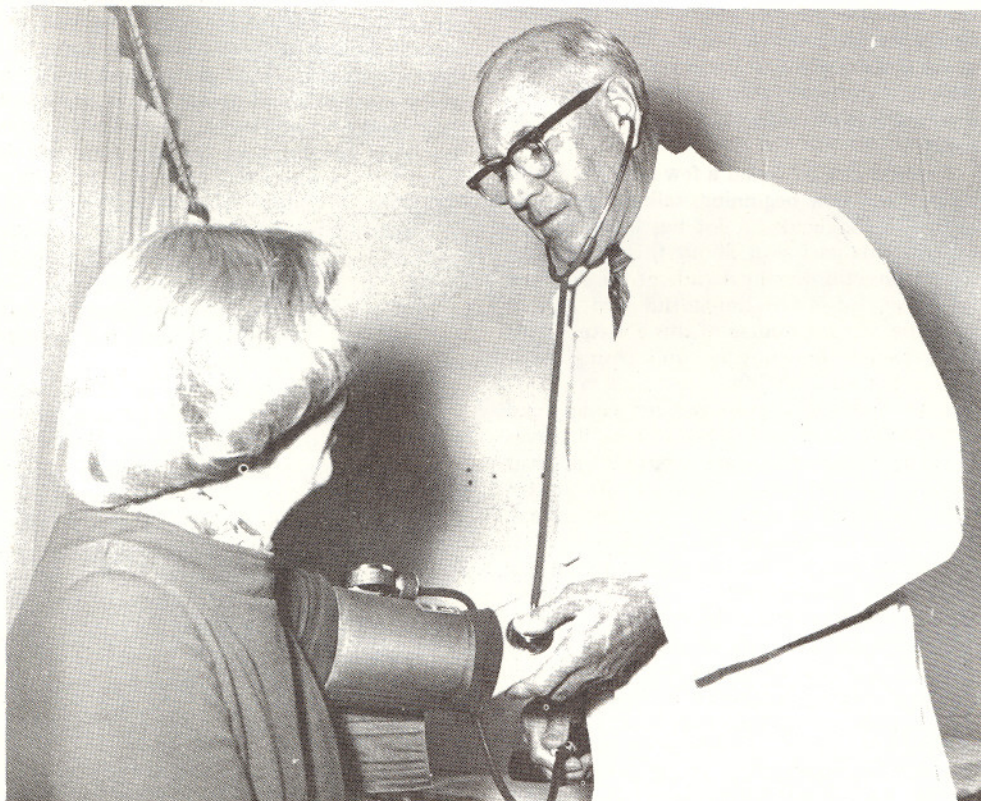
## Essay Winners Named

William F. Sturner (political science/office of provost) and Julian Weitzenfeld (philosophy) each won \$1,000 first prizes in the second of a two-part essay contest to define "liberal education."

Second place awards of \$100 went to John R. Immerwahr (philosophy), David W. Daniels (music) and William E. Bezdek (sociology and anthropology), all members of the faculty. The entries that won \$1,000 prizes in the first contest were by Norton C. Seeber, dean of the School of Economics and Management, and Julie Sands, a student majoring in sociology. They were published in the 1970/4 edition of *ACADEMICS*.

The provost's office plans to publish all winning essays from each phase of the competition. The related topics were "What is a liberal education?" and "What are the best means by which Oakland University could help a student get a liberal education?" There were 33 entries in the first contest and 16 in the second.

Melvin Chernow (history), William G. Hamerle (engineering) and Donald C. Hildum (psychology) were the judges.



**YOUNG AT 75** — The staff of the Graham Health Center paid tribute to Dr. Arthur R. Young last week as he marked his 75th birthday. The university's first physician, Dr. Young continues to serve the campus health service part-time while maintaining a private practice in Pontiac. Here he appears to be seeing if the blood pressure of the president's secretary, B. J. Griffin, bears any relation to the pulse of the campus. (Photo by Fred Phillips)

*OU*, an official publication of Oakland University, Rochester, Michigan, is published periodically by the Office of University Relations and distributed free within the university community. Its content is under the editorial control of the Information Network Office of University Relations, which is charged with exercising editorial judgment over all articles.

**Editor:** Lawrence Sullivan

**Staff Assistants:**

William W. Connellan  
Rhonda Hoagland  
Robert J. Kraus  
Linda Watson