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OAKLAND UNIVERSITY

MAGAZINE



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THE EDUCATION GOVERNOR.
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OAKLAND UNIVERSITY

MAGAZINE

Spring 1991

Recess is Over . . .

And it's time to get down to business in the classroom. Michigan's educational system — its problems and shortcomings — have been hot political and media topics of late. The real questions are how much should be changed and how do we go about it. In this issue, we'll show you some of the programs Oakland is involved with — from pioneering use of the newest "new math" to forming a research partnership with a major hospital to graduating its first deaf student. And we start with an interview of Michigan Governor John M. Engler. While these 24 pages may not offer any conclusive answers to education's crisis, we hope they at least keep the fires of discussion burning.



Editor

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Taking Care of Business

EDITOR'S CHOICE

YOU CAN DO IT

Here are a few words of encouragement for Oakland University's multicultural students.

When I entered OU in 1986, I knew what my major would be — communications. I didn't change it in mid-stream, like many people I knew. Too often, I saw my black friends shy away from fields traditionally filled by whites.

Yet, if we are to compete on an equal footing in the workplace, we must discipline ourselves and realize that it takes hard work to accomplish anything of real value.

If you desire to enter a technical or business related field, go for it. Don't allow professors or the classes to intimidate you. It's time for all of us to realize that we can do anything we set our minds to — including becoming an engineer.

During my four years at Oakland, I managed to keep my cumulative grade point average above 3.00. I'm aware that my major didn't demand the time necessary for more technical fields of study, but I never considered myself just a student either.

I was a resident assistant in Hamlin Hall. I did an internship for Oakland County's Department of Community and Minority Affairs, where I produced a publication on black female pioneers in Pontiac. I assisted Oakland's dean of students with a video production of successful minority students.



I also worked part time at the Meadow Brook Health Enhancement Institute and was a staff writer for the *Oakland Post*. In my spare time, I chaired or was a member of several committees at Oakland. And I received numerous awards and scholarships while working closely with university administrators on a range of projects.

Believe me . . .

if I can do it, you can too.

With massive crime enveloping our inner cities, it's up to us to be good examples for our youth. Truthfully, a white, male, General Motors executive is not a good role model for a 13-year-old black girl. She needs to see more black scientists, engineers and college professors — people with post-graduate degrees and highly successful.

For that reason, I plan to complete my master's in public administration and earn a Ph.D. in political science. Maybe I'll come back someday and teach at Oakland.

So be encouraged. Study hard. Get involved. Do an internship. Take advantage of the resources Oakland has to offer.

And have a good time doing it.
I sure did.

Lisa Taylor

OAKLAND UNIVERSITY MAGAZINE

Editor
Geoffrey C. Upward

Assistant Editor
Duffy Ross

Staff Writer
Vicky Billington

Editorial Assistant
Sheila Carpenter

Art Director
Lynn Metzker

Photographer
Rick Smith

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OAKLAND UNIVERSITY MAGAZINE is published quarterly in January, April, July and October by Oakland University, with support from the Oakland University Alumni Association and The President's Club of the Oakland University Foundation. Reproduction without permission is prohibited. ISSN: 1054-6480

Editorial, advertising and publishing offices are located at 109 North Foundation Hall, Oakland University, Rochester, MI 48309-4401. (313) 370-3184.

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MAY 22 1991

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CALIFORNIA HERE SHE COMES!

ROCHESTER, MICHIGAN



Janet Holmgren McKay loves the educational community — the intellectual and social challenges of higher education and the opportunity to use ideas and teaching to bring about social change.

Her greatest challenge is about to begin.

McKay ('68) has been named president of Mills College, an independent liberal arts college for women in Oakland, California. Mills' undergraduate and graduate enrollment is around 1,045 students. She becomes the 12th president in Mills' 139-year history.

"I am very excited at the prospect of having my destiny linked with Mills College — the college of choice for women of all ages and backgrounds who have inquiring minds and a sure sense of their strengths

"The professors and many of my fellow students at Oakland have meant a great deal to me. Some of my dearest friends have come out of that group."

— Janet Holmgren McKay

and values," said McKay.

"The Mills community has courage, conviction and the ability to take itself apart and put itself back together with a stronger and clearer picture of its mission and future," said McKay, who comes to Mills College from Princeton University, where she was vice provost.

The valedictorian of her high school class at 16, McKay completed her B.A. in English

from Oakland University in three years, graduating summa cum laude.

"I knew she had the stuff to make it the first time she walked into my classroom as a freshman," said Sheldon Appleton, professor of political science and associate provost for undergraduate studies at Oakland. "She was completely composed as a student. The course was called: *The United States and China in the 20th Century*, and it was so difficult, I never taught it again. Of course, Janet aced it."

McKay has received several awards and honors in recognition of her administrative and scholarly work, including fellowships from the National Science Foundation and the National Endowment for the Humanities.

BRIEFLY

► Oakland University student interns and various Oakland County agencies are cooperating in a new program to help find employment opportunities for the economically disadvantaged. The program is supported by a \$70,543 grant in federal funds made available locally through the Michigan State Department of Education.

► OAKLAND UNIVERSITY MAGAZINE received six honors for publications excellence in 1990, including: The Detroit Chapter of the International Association of Business Communicators Award of Excellence for Best Magazine, 1-3 color, and for photographer Rick Smith's photo of Neil Shine, summer 1989. Assistant Editor Duffy Ross also earned an Award of Excellence, Best Feature Writing, in IABC's Silver Quill competition (Michigan, Ohio and Indiana) for his story "Rock on a Roll," in the spring 1990 issue. . .

► The university is entering into an agreement with Cellar Door Productions of Michigan as principal promoter of the Meadow Brook Music Festival "pop" series acts for 1991. Cellar Door will pay OU a minimum guarantee of \$175,000 for up to 20 concerts or a dollar value per ticket sold, whichever is greater. . .

► Two newly appointed Oakland University trustees have taken office after their appointments by Governor John Engler. Andrea L. Fischer, a senior attorney with the Detroit law firm of Miller, Canfield, Paddock and Stone; and L. Brooks Patterson, an attorney with Patterson & Potter in Auburn Hills, replace Patricia B. Hartmann and Ken Morris.

BRIEFLY

► A chapter of Beta Alpha Psi, the nationally recognized organization for accounting students, has been chartered at Oakland. OU became eligible to apply for a chapter when its School of Business Administration became accredited by the National Assembly of the Collegiate Schools of Business. The organization has chapters on more than 80 campus. . .

► A new science and technology building, a classroom/office building and money for a pedestrian "bright path" are among Oakland University's capital outlay requests to the Michigan Department of Management and Budget. Other requests include funds to modify buildings for handicapped accessibility, Lepley Sports Center renovation and air conditioning of Hannah Hall of Science. . .

► Meadow Brook Theatre's 25th season comes to a close with *Pump Boys and Dinettes*, April 25 - May 19. Call (313) 377-3300 for ticket information. . .

► Oakland University is the first school in the state, and one of a growing number across the country, to offer a five-year secondary teacher education program.

The program, which started in January and will graduate its first students in 1992, requires a full year of student teaching — instead of the usual single semester internship. . .

► The Board of Trustees has approved a new graduate major in nurse anesthesia within the current master's program in nursing. Graduate students will be trained to become certified nurse anesthetists (CRNAs) who will provide one-to-one care to patients before, during and after operative care.

UP FRONT

HEAD OF THE CLASS



Booker and Reed: *National recognition for their first year of teaching.*

Two School of Education and Human Services alumnae have been voted "rookies of the year" in a national teaching award competition.

Kathy Booker and Mary Ann Reed, both '89 grads, won nationwide recognition for their first year of teaching from the Student Loan Marketing Association.

Each year thousands of school districts across the country select their best first-year teacher as a candidate for the award. Winners receive \$1,000 and a certificate. Although 100 teachers received

the award nationwide, Reed and Booker were the only two Michigan winners.

Booker, 39, a first grade teacher at Loon Lake Elementary in Walled Lake, got interested in education when her son started kindergarten at the same school in 1978.

Reed, 24, is a fourth grade teacher at Pine Lake Elementary in Bloomfield Hills. She spent her year-long teaching internship at the same school and grade level. "Teaching is wonderful," she says. "I can't imagine doing anything else."

FOCUS

Katherine Daros Sheiko

MAT in Reading, Oakland University, 1974

Age: 43

Marital Status: Married, two children

Home: Waterford, Michigan

Profession: Principal, Green Elementary School, West Bloomfield, Michigan.

Noteworthy: Named Outstanding Principal in 1989 by the Michigan Elementary and Middle School Principal's Association.

Hobbies: Member of the Jackson Chorale singing group for 20 years; downhill and cross country skiing.

View of American Education: "It's probably the most maligned institution in the country. We have our share of failures, but where else in the world are all the children offered the opportunity of a free education?"

Education's Greatest Needs?: "We need to attract the best and the brightest to the field of education. We need dedicated teachers who will be facilitators rather than lecturers. Because no matter what the program, what the curriculum or what the text, the difference is made by the teacher."



Mean vs. Nice Principal?: "I'm not a mean principal but I do expect a lot from my students. I have high expectations for them."

What Makes A Good Principal?: A sense of humor."

UP FRONT

EAVESDROPPING



VERNITA JOHNSON, 20
Junior, accounting major

I decided to go to school because:
I want to make a lot of money.

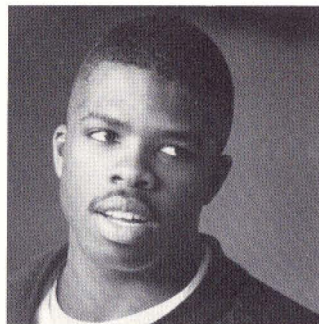
Favorite class:
Computers.

Least favorite class:
American history.

Biggest myth about campus:
That dorm life gives you complete freedom.
There are a lot of restrictions.

Whatever you do, don't miss:
A tour of Meadow Brook Hall.

Avoid at all costs:
The cafeteria at Vandenberg Hall.



ERIC TAYLOR, 21
Junior, human resources development major

I decided to go to school:
To be a corrections officer.

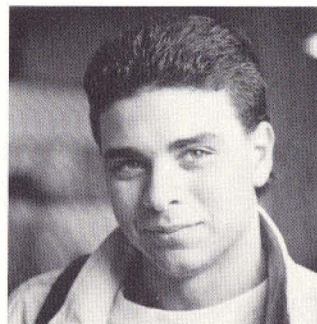
Favorite class:
Speech.

Least favorite class:
Art history.

Biggest myth about campus:
That the food is horrible.

Whatever you do, don't miss:
Men's basketball.

Avoid at all costs:
The geese, or rather, the geese droppings.
They're everywhere.



MIKE DAMICO, 20
Sophomore, political science major

I decided to go to school:
To better myself and get a good education. Plus
I'm planning to go to law school.

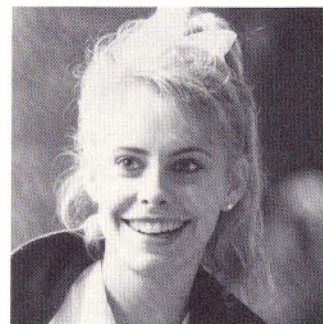
Favorite class:
Political science.

Least favorite class:
Rhetoric.

Biggest myth about campus:
That Oakland is an easy school.

Whatever you do, don't miss:
Getting involved outside of the classroom.
There's a lot of good things here to do.

Avoid at all costs:
Arriving late to school. You'll never get a
parking space.



JENNIFER COLLEY, 19
Sophomore, nursing major

I decided to go to school because:
I wanted to be a nurse.

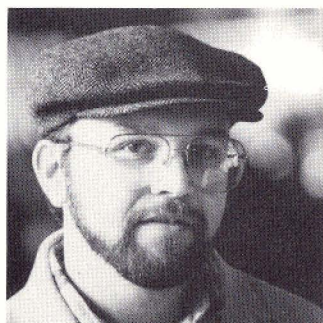
Favorite class:
Nursing.

Least favorite class:
Organic chemistry.

Biggest myth about campus:
That it's boring.

Whatever you do, don't miss:
The blueberry muffins at Sweet Sensations.

Avoid at all costs:
Early morning classes.

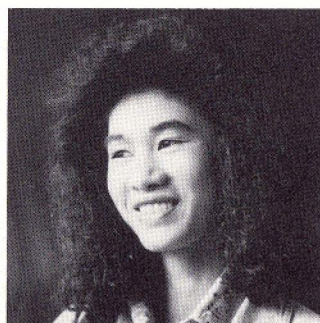


JEFFREY ABELL, 29
Doctoral student, systems engineering

Favorite class:
Computer integrated manufacturing.

Least favorite class:
Modern control systems.

Whatever you do, don't miss:
The Detroit Symphony Orchestra at Meadow
Brook Music Festival in the summer,
and Katke-Cousins Golf Course.



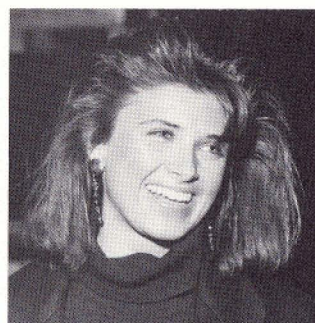
YULAN (JENNIFER) MAH, 21
Junior, accounting major

I decided to go to school because:
I want to get a good job and be able to support
myself.

Favorite class:
Anything in the languages and math.

Least favorite class:
Science.

Biggest myth about campus:
The food. It's not that bad.



ROBIN BACKIE, 22
Senior, communications major

Favorite class:
Introduction to China.

Least favorite class:
Psychology.

Biggest myth about campus:
That the computer link in Kresge Library goes to
the computer lab.

Whatever you do, don't miss:
One of Varner's theatre productions.



LYNN FLOREK, 37
Graduate student, counseling major

Favorite class:
Career counseling.

Least favorite class:
Testing.

Biggest myth about campus:
That people don't get involved after class because
it's a commuter school. A lot of people do.

Whatever you do, don't miss:
Meadow Brook Hall.

SPORTS

TWO IN A ROW

They simply *owned* the pool. Again.

Oakland University's women's swimming and diving team captured its second straight National Collegiate Athletic Association Division II Championship in March — outdistancing runnerup Florida Atlantic by a staggering 162.5 points.

It was the largest margin of victory in the history of the Division II championships. Oakland also set a record for most points scored in a national meet.

"It was a total team effort," said OU Coach Tracy Huth. "We weren't concerned about winning events but scoring as many swimmers as we could. We nickle-and-dimed them to death."

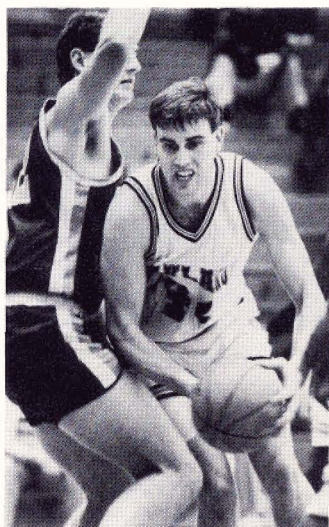
Last year, Oakland won the title in the meet's final event. This year, 18 of the Pioneers' 19 swimmers earned points for 68 All-America honors. The bad news for Oakland's opponents next year is that 14 of the swimmers are underclassmen.

Senior Lisa Guilfoyle had a hand in all four Oakland freestyle victories. She won the 50-meters in a school record 23.42, won the 100 (50.93), and helped set Division II relay records in the 200 and 400 with Kerry Leavoy, Lynn Schermer and Dana Kennedy. The four led the Pioneers with seven All-America honors each.

► Oakland's men's swimming and diving squad finished second at the national



Lynn Schermer finished the season with seven All-America honors.



Junior forward Lee Fitzpatrick helped lead the men's basketball team to its best finish ever.

meet for the fifth consecutive year — behind long-time nemesis California State-Bakersfield, 853.5-652.

Doug Allen was named the Division II Swimmer of the Year, earning victories in the 200 butterfly, and 200 and 400 medleys. Richie Orr had a part in the four records the Pioneers set — a meet record 50.39 in the 100 backstroke and Division II relay records in the 200 freestyle, and 200 and 400 medleys. Marc Hairston won the school's first diving title in the 1-meter board. He earned Division II Diver of the Year honors.

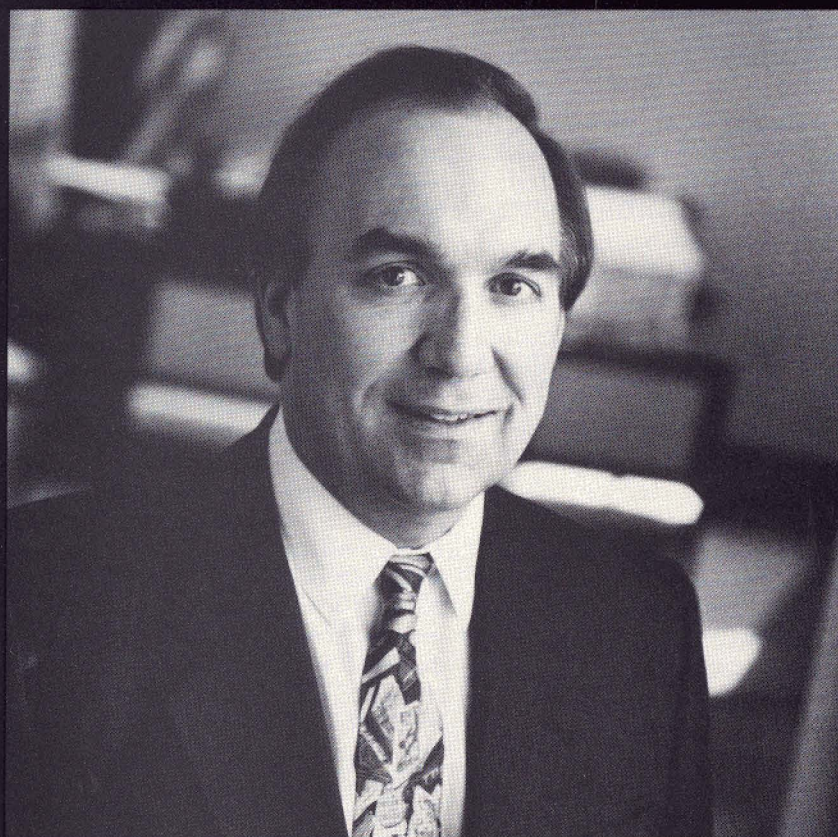
► The women's basketball team finished second in the GLIAC race with a 12-4

record, 20-9 overall. Junior guard Jennifer Golen and senior guard Janice Kosman were named to the All-GLIAC first and second teams, respectively. Golen also became the ninth player in Pioneer history to surpass 1,000 career points.

► Oakland's men's basketball squad finished third in the GLIAC — its best finish ever — with a 10-6 record, 16-13 overall. Junior guard Eric Taylor of Grand Rapids was named the league's Player of the Year and led the league in scoring — averaging 23.6 points a game. Taylor was also selected to the first-team, Small All-American team, for players 5-10 and under.

ENGLER'S LESSON PLAN

Interview by Duffy Ross



A conversation with Michigan Governor

John M. Engler on schools of choice,

education budgets and the future of

Oakland University's academic programs

and cultural attractions.

IN ONE OF THE NATION'S biggest political upsets last November, John Engler unseated James Blanchard on a platform that included property tax cuts and an investment in educational excellence.

Engler has sought to reduce the state budget, sometimes with considerable controversy. Burdened with growing budget deficits he inherited and wielding a big stick, Engler has trimmed millions of dollars from many state-funded programs once thought to be untouchable — stimulating an often heated debate.

Michigan's K-12 and higher education budgets have been spared, so far, as Engler promised during the campaign. Yet no one is quite sure, given the current economic climate, what the future will hold.

Engler's 1991-92 budget, submitted in March, calls for a four percent increase in state funding for Michigan's public schools and colleges. Education proposals offered in the budget include incentives for elementary school foreign language classes, rewards for districts with longer school years, pilot programs for schools of choice and allows universities to create K-12 school systems.

OAKLAND UNIVERSITY MAGAZINE Assistant Editor Duffy Ross talked education with Gov. Engler in his office complex, directly across the street from the state Capitol building in Lansing.

ROSS: *Let's start with an easy question. In your inaugural address in January, you said: "For the children of Michigan to compete, we must revitalize our state's education system." Where do you propose we start?*

ENGLER: I think there are several things that are important. I've talked about them for several months now and was working on them in the legislature while I was there. Clearly, there has to be an emphasis on the K-12 system in Michigan. We've got to better prepare graduates from our schools. We've got to have more graduates and a lower drop-out rate. We're spending a substantial



"Many people felt that (MET) was deliberately underpriced to make it politically attractive and that the IOUs would be left to future administrations. I'm afraid that's the case."

amount of money today on public education in Michigan, but we've got to insist on greater quality, and we've outlined a fairly aggressive agenda to achieve that. At the same time, we can't ignore higher education, and we have a focus on the community colleges and universities as part of the continuum of education.

Your "Schools of Choice" plan has generated a lot of debate, both pro and con. It's a controversial decision — giving the selection of one school or another to the parent. What led you to the decision to move in this direction?

We need fundamental reform in education, including the structure of education. It's now more than 100 years old. We have this belief that it's okay for universities to compete for students, for community colleges to compete for students, but a high school senior has no choice about which school he or she wishes to attend. Actually, we do have schools of choice today, although they're available to only a very limited number of people who can afford to buy a home anywhere they wish. That can be a very heavy penalty financially. Doesn't it make sense for schools to be able to attract and maintain students? We've seen that monopolies just don't work very well — whether in business or in education. We're not saying it has to be for everyone, but a school shouldn't be able to say to a student: "No, you're captive here. We've got you." But by the same token, there are areas with declining enrollment — excess capacities in schools that have done a good job and have an excellent teaching staff. Rather than reducing further, maybe they could attract students from a district next door or the district four doors away.

You also mentioned in your inaugural address the need to assure that schools and teachers are committed to excellence at all levels. That sounds like something very fundamental. What's happened to our educational system that we have to stress commitment and excellence?

Where did we go off course? I'm not sure. There are a lot of reasons people advance as to what's happened, but it's clear that a couple things are wrong. One, we've gotten away from really measuring the *outcomes* of education and perhaps have become more involved with the educational *process*. I think we're asking our schools to do an awful lot, and one of the things I've said that teachers are applauding is the idea of teachers being allowed to go back to *teaching*. And they ought to have the power to discipline in their own classrooms. They should feel comfortable knowing that the school district is going to back them up. I think we've also lost something in the way collective bargaining and tenure laws have worked together. Certainly, today's teachers are better educated and better compensated than ever before. We're seeing teachers with advanced degrees in our classrooms. But at the same time, I believe we need an infusion of new approaches and fresh-thinking individuals — that's why I'm supporting alternative certification techniques. For example, I could teach on the faculty of Oakland University in the area of government, but I couldn't teach a high school government course because I don't have the appropriate certification. I think that's a bit ritualistic and doesn't serve the interests of education well.

You have suggested the concept of "specialty schools," such as magnet schools for math and science, that would take

students from surrounding districts on a competitive basis. Do they have a future in Michigan and how would they be implemented?

Absolutely. We're seeing it now. Oakland Intermediate School District is setting one up for science and math — a school that's going to take the best science and math students in Oakland County. And those are going to be good students. It's going to be competitive to get in there and that's going to allow them to be challenged. We bus students all over for vocational education programs, but we don't do the same thing for the academically talented programs in many areas of Michigan. To me, that doesn't make any sense. Look at the costs we're incurring in our systems today for some of the special education students, yet we do nothing comparable for a student who may not have special needs but comes from a very disadvantaged or "at risk" background. It seems to me that we've got to understand that every child has the ability to succeed. We've got to try and develop that.

Pundits of your "Schools of Choice" plan say it's only one part of the reform that Michigan's public school system desperately needs. The other is restoring a measure of equity and educational opportunities between rich and poor communities and allowing them to educate their children on an equal playing field. Agree?

Sure. We don't disagree with that and that's why it's part of our program as well. Yet study after study has shown that it isn't money alone that makes the difference when it comes to quality. There are plenty of examples of schools that spend less per student but out-perform those who spend more. Again, to use the analogy of choice,

why should you not be allowed to take advantage of that if there's space. And that's all I'm really trying to put forth. We do not send people that live north of a road to McDonald's and those that live south to Burger King. For your hamburger you have a choice, but for your education, you do not.

The Michigan Education Trust (MET) program developed during the Blanchard administration is still in place, but many believe it is fatally flawed. What are your plans for the program?

We'll have the program for a long time in the sense that we've got contracts that will certainly be honored. There's a real question as to what the pricing ought to be. Many people felt that it was deliberately underpriced to make it politically attractive and that the IOUs would be left to future administrations. I'm afraid that's the case. We're looking at that now, but there are some pretty substantial estimates of the underpricing of MET. I had advised people that it was probably not a bad deal for a parent. The one concern I have with MET is the (previous) state treasurer was aware of information from Washington that says contract holders could be ineligible for other forms of financial aid. Nobody was told that, and I still maintain the position that people ought to have a second chance if they don't want to stay in the program. That's tricky legally, and it isn't something we've exactly figured out.

During the campaign, Michigan's colleges and universities were assured that higher education budgets would be preserved. One, why did you make that statement given current economic conditions and two, has there, or will there be, any change in your position?

Nope. Not only have we not recommended a reduction, we have put into our budget a recommendation that would be very substantial — a four percent increase. In view of our very constrained budget, I think that should be viewed as a real commitment.

For years, a debate has raged over restoring funding levels on an equitable basis for Michigan's colleges and universities. You have stated your intent to deal with this problem, but what do you propose is the long-term solution concerning state appropriations?

Well, we haven't in the first few weeks of my administration solved the problem yet, but it still remains a very high priority of mine, and it's one that we will continue to work with the university presidents on. There are differences today that run from \$8,000 per student up to, gosh, \$23,000 — a very substantial gap. It's not dissimilar to what you find in K-12 education.

From an entirely parochial standpoint, there remains a lot of apprehension on the Oakland University campus over a couple of areas. First is the proposed \$38.4 million science building, currently headed for the Joint Capital Outlay Committee of the Michigan House and Senate. In these tough economic times, does the building have a future?

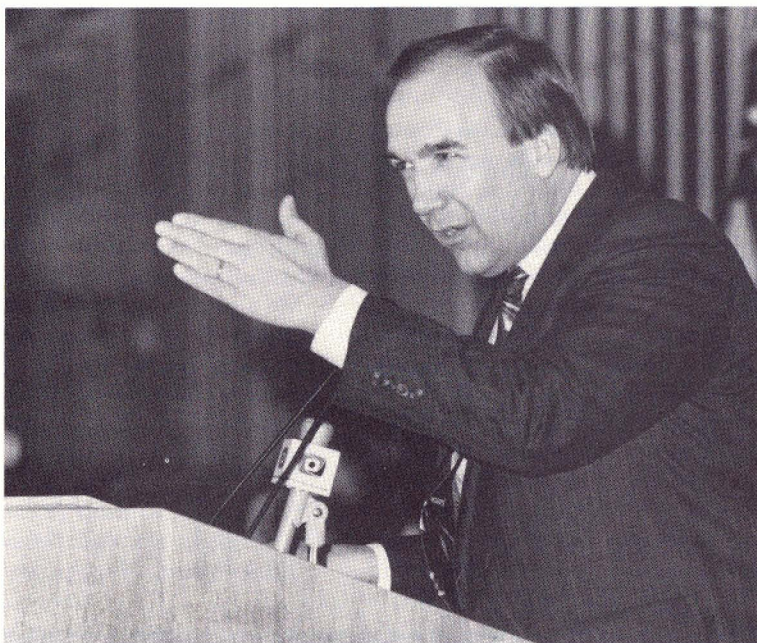
We're not recommending any capital outlay projects in the 1992 budget, but, there's been the recognition that you have to constantly upgrade facilities if you're going to maintain a competitive edge. Oakland University's doing some remarkable things in its laboratories. I've visited those labs and they're very crowded. They're small and they're not what they could be. We want

our university faculty to be able to do research, to do teacher training and to be compatible with what's going on in the private sector. If you're in an antiquated lab, it doesn't help students' employability the day they walk into the private sector and are told they are 10 years behind the times. So certainly, those kinds of buildings are good investments. I think future building projects will also be accompanied by university commitments to expand teaching options for the non-traditional student. Oakland's been at the fore on that, but every school can do more when it comes to dealing with students who are working full time and need their training in the evening or on weekends. You're going to see more and more emphasis on that, and it will result in some changes for the faculties of our universities.

On another front, the university's Meadow Brook Theatre recently cancelled a play in part because a freeze on funds granted through the Michigan Council for the Arts meant losing 70 percent of the money it gets from the state. Do you see this as a temporary condition, or are Michigan's cultural entities going to have to learn to go it alone?

Well, I think they're going to have to develop more support. Meadow Brook has been one of the leaders in trying to do that. The philanthropy of Oakland University and the Meadow Brooks have been most impressive in recent years. But clearly, they are a direct competitor with facilities like Pine Knob and The Palace of Auburn Hills. It's going to be very competitive. You're going to have real pressure in the future, although universities have an advantage with donors because of tax credits and a sense of helping on a broader scale. ■

"We do not send people that live north of a road to McDonald's and those that live south to Burger King. For your hamburger you have a choice, but for your education, you do not."



THE EYES HAVE IT

by Vicky Billington

Will a 10-year study by Oakland University and Beaumont Hospital save America's aging eyesight?



Dr. Raymond Margherio looks for signs of age-related eye disease.

SITTING IN A DARKENED room in the Clinical Research Center of William Beaumont Hospital in Royal Oak, Michigan, James Riley, a 72-year-old retired dentist, has just had his eyes dilated by a nurse and is waiting for Dr. Raymond Margherio, chief of ophthalmology, to look deeply into his retinas. What Margherio will be looking for are signs of age-related eye disease (ARED).

ARED is a leading cause of vision loss in the United States. It is present, to at least a mild degree, in millions of Americans over the age of 50. And because older people comprise the fastest growing part of the country's population, a large increase in the number of people with ARED is expected in

the coming decades.

The two major causes of ARED — cataracts and macular degeneration — are dangerous because they can sneak up quieter than a gray hair, more subtle than a new wrinkle, and cause permanent vision loss.

No medical treatment has been documented to prevent the development, or slow the progression of, either disease. Yet there is enough evidence from animal research and other studies to suggest that certain vitamins and minerals can play a protective role.

This is what volunteer patient Riley and Dr. Margherio are out to discover.

During the next 10 years, Oakland

University's Eye Research Institute (ERI) and Beaumont Hospital will be collaborating on a national, multi-million dollar research study on micronutrients and their effect on aging eye disease.

The ERI/Beaumont collaboration is the only Michigan site — and one of 11 centers across the country — participating in the study, which is being funded and directed by the National Eye Institute in Bethesda, Maryland. The NEI will spend \$25 million — \$2.5 million to support the ERI/Beaumont study — over the next decade. Nationally, some 4,600 volunteers are needed, including 460 in Michigan, making it one of the largest patient



Come on. Send it in!

Whether you're an alum, employee, President's Club member or other friend of the university, here's one way you can really help OAKLAND UNIVERSITY MAGAZINE:

Take a few minutes out of your busy schedule to answer our readership survey.

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■ Are they people we want to reach?

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Tabulations of your answers will attract advertising dollars. Dollars that we can use to put back into the magazine — and help offset rising publishing costs.

Please answer this survey and mail it today. All responses will be completely confidential.

And thanks for truly helping your university magazine.

P.S.: To keep costs down, we are sending this survey to only 15 percent of our readers. Your response is important to us. Thanks.

Geoffrey C. Upward
Editor

OAKLAND UNIVERSITY MAGAZINE SURVEY

Section 1 — Magazine

1. Please rank the three sections you read first. Use 1, 2 and 3 for first choice, second choice, etc.
 ____ Feature articles
 ____ In Touch (alumni news)
 ____ Up Front (short features, newsbriefs)
 ____ Editor's Choice (opinion, point of view)
 ____ other _____

2. How interesting do you find each of the following OU Magazine sections? Please circle the appropriate number for each section.

	<i>Dull</i>			<i>Interesting</i>	
Feature articles	1	2	3	4	5
Up Front	1	2	3	4	5
In Touch	1	2	3	4	5
Editor's Choice	1	2	3	4	5

3. What topics would you like to see more information on in future OU Magazine editions?
 Alumni profiles ☐ Fiction ☐
 Sports coverage ☐ Other _____
 Research articles ☐

4. How many of the last four issues of Oakland University Magazine have you read or looked into?

4 out of the last four ☐	2 out of the last four ☐	None of the last four ☐
3 out of the last four ☐	1 out of the last four ☐	New reader (have not received four) ☐

5. How much time did you spend reading or looking into the last Oakland University Magazine?

Less than 30 minutes ☐	2 to under 2½ hours ☐	4 to under 5 hours ☐
30-59 minutes ☐	2½ to 3 hours ☐	5 hours or more ☐
1 to under 1½ hours ☐	3 to under 4 hours ☐	I am still reading my first issue ☐

6. How many people, including yourself, read your copy of the magazine? _____

7. Would you be willing to subscribe to the magazine to help offset rising costs? Yes ☐ No ☐
 If yes, how much would you be willing to pay for a subscription to the magazine?
☐ \$10 a year ☐ \$15 a year ☐ \$20 a year (Other) _____

8. How do you keep up to date on Oakland University happenings: Please rank the following news sources from 1 (primary news source) to 6 (infrequent news source).

☐ OU Magazine	☐ Direct mail from Oakland	☐ Newspaper
☐ Other OU publications	☐ Television/Radio	☐ Members Memo Newsletter

Section 2 — Leisure

9. On the average, how many times a week do you or your family: (please circle)

eat at a full service restaurant?	1	2	3	4	5	6	7	More
eat at a fast food restaurant	1	2	3	4	5	6	7	More
order take out?	1	2	3	4	5	6	7	More

10. Do you ever give any of the following types of parties? If you do, about how often do you give them?

	More than once a week	2 or 3 times a month	Once a month	Less than once a month	Never
Cocktail Parties	☐	☐	☐	☐	☐
Dinner Parties	☐	☐	☐	☐	☐
Barbecue or Cook-Out	☐	☐	☐	☐	☐
Other Parties	☐	☐	☐	☐	☐

11. Please indicate which of the sports and hobbies listed below you played or actively participated in, over the last 6 months.

Golf	☐	Snorkeling or skin diving	☐	Power boating	☐	Interior decorating	☐
Tennis	☐	Canoeing/kayaking	☐	Sailing	☐	Jogging	☐
Racquet ball	☐	Swimming	☐	Fishing	☐	Distance running	☐
Squash	☐	Flying private plane	☐	Horseback riding	☐	Bicycling	☐
Aerobics/gymnastics	☐	Indoor gardening + plants	☐	Hunting	☐	Motorcycling	☐
Cross-country snow skiing	☐	Outdoor gardening	☐	Dancing	☐	Playing musical instruments	☐
Downhill snow skiing	☐	Woodworking	☐	Hiking	☐	Bird watching	☐
Snowmobiling	☐	Needlework	☐	Backpacking	☐	Painting, drawing, sculpting	☐
Waterskiing	☐	Astronomy	☐	Camping trips	☐	Soccer	☐
Baseball	☐	Photography	☐	Weight lifting	☐	Other _____	☐
Reading	☐	Gourmet cooking	☐				

12. Which of the following leisure activities or events have you attended in the last 12 months? For each activity you attended, please indicate the number of times you attended in the last 12 months.

	Attended in Last 12 months	Number of Times in Last 12 Months
Went to the theatre	☐	_____
Went to the movies	☐	_____
Listened to music on stereo	☐	_____
Attended a symphony, opera or ballet	☐	_____
Rented a video	☐	_____

13. Do you typically buy your tickets to sporting events and cultural events

☐ Sporting events	☐ Cultural events	By event
☐	☐	Purchase season tickets

14. Have you or a household member ever been a member of a health club?

☐ In the past ☐ Currently ☐ Never ☐ Intend to join

15. Which of the following publications does your household subscribe to?

☐ Monthly Detroit	☐ New Republic	☐ Harper's
☐ Detroit News	☐ New Yorker	☐ Consumer Reports
☐ Forbes	☐ Crain's Detroit Business	☐ Detroit Free Press
☐ Esquire	☐ Observer and Eccentric	☐ Sports Illustrated
☐ Business Week	☐ U.S. News and World Report	☐ Oakland Press
☐ Family Circle	☐ Oakland Business News	☐ Wall Street Journal
☐ Newsweek	☐ Good Housekeeping	☐ Atlantic
☐ Time	☐ New York Times	☐ Other _____

Section 3 — Travel

16. Where did you spend your vacation last year?

☐ In Michigan, at home	☐ Traverse City area
☐ In Michigan, Lake Michigan shoreline	☐ the U.P.
☐ In Michigan, Lake Huron shoreline	☐ Outside Michigan
☐ In Michigan, central	☐ Outside continental U.S.

17. Where do you plan to spend your vacation this year?

- | | |
|---|---|
| ☐ In Michigan, at home | ☐ Traverse City area |
| ☐ In Michigan, Lake Michigan shoreline | ☐ the U.P. |
| ☐ In Michigan, Lake Huron shoreline | ☐ Outside Michigan |
| ☐ In Michigan, central | ☐ Outside continental U.S. |

18. On the average, how many trips do you take for *pleasure* and *business* travel each year?

Pleasure

Business

- | | |
|---|---|
| ☐ 1-2 times a year | ☐ |
| ☐ 3-5 times a year | ☐ (same choices as pleasure) |
| ☐ 6 or more times a year | ☐ |
| ☐ not applicable | ☐ |

19. If you *personally* took a trip outside the continental U.S. by commercial airline in the past 3 years, how many trips did you take for each of the following reasons? Please count each round trip as one trip. If none, please write in "0."

Write in number of
such trips you
personally took
in past 3 years

Trips outside the continental U.S.:

Airline trips for purely business purposes

Airline trips purely for pleasure or personal reasons

Airline trips that combined business and pleasure in the same trip

_____ trips

_____ trips

===== trips

Total _____ trips

20. During the past 3 years, did you or other household members take a cruise on an ocean-going ship? Yes ☐ No ☐

21. In general, how often do you rent a car when traveling for pleasure and business?

Pleasure

Business

- | | |
|--|---|
| ☐ Always | ☐ |
| ☐ Almost always | ☐ (same choices as pleasure) |
| ☐ Sometimes | ☐ |
| ☐ Seldom | ☐ |
| ☐ Never | ☐ |

22. In general, how often do you use a hotel/motel when traveling for pleasure and business?

Pleasure

Business

- | | |
|--|---|
| ☐ Always | ☐ |
| ☐ Almost always | ☐ (same choices as pleasure) |
| ☐ Sometimes | ☐ |
| ☐ Seldom | ☐ |
| ☐ Never | ☐ |

Section 4 — Shopping

23. Please indicate which stores you and your household most often shop for clothing. Check all that apply.

- | | |
|--|--------------------------------------|
| ☐ Crowley's | ☐ Sears |
| ☐ Lord and Taylor | ☐ Hudson's |
| ☐ J.C. Penny | ☐ Marshalls |
| ☐ Jacobson's | ☐ Mervyn's |
| ☐ Saks Fifth Avenue | ☐ T.J. Maxx |
| ☐ Specialty shops | ☐ Other _____ |

24. During the month, how often does at least one adult household member visit a mall?

- | | |
|---|--|
| ☐ 1-3 times a week | ☐ 3-5 times a month |
| ☐ 3-5 times a week | ☐ 6 or more times a month |
| ☐ once a month | |

25. Are you planning to purchase a personal computer or upgrade the one you have within the next year?

- ☐ Yes ☐ No

Section 5 — Health Care

26. Were you or a household member hospitalized during the past year?
☐ Yes Number of members hospitalized _____
☐ No
27. Did you or a household member require a visit to an emergency medical room during the past year?
☐ Yes Number of visits _____
☐ No
28. Is your health care policy provided by:
☐ Your employer ☐ Paid for personally
☐ Your spouse's employer ☐ Do not have
☐ Other _____
29. Are you looking for new or different health insurance Yes ☐ No ☐
 If yes, which kind of health insurance are you interested in?
☐ PPO ☐ Major Medical
☐ HMO ☐ Other _____
☐ BC/BS ☐ Not sure

Section 6 — About Your Possessions

30. Are you planning to buy or lease a new vehicle this year or next year? ☐ Yes ☐ No
31. Please check the type of vehicle you or a family member would be most likely to purchase or lease.
☐ Sports car ☐ Van
☐ Jeep ☐ Light truck
☐ Luxury sedan ☐ Economy car
☐ Off road vehicle ☐ Station wagon
☐ Mini van ☐ Other _____
32. What is the total number of cars now owned by you or members of your household _____
 Did any of these cars cost \$14,000 or over Yes ☐ No ☐
 If yes, are any of these cars costing \$14,000 or over
 U.S. makes? Yes ☐ No ☐
 Imported makes? No ☐ No ☐
33. Which of the following types of investments are held by you or other household members? Please check all that apply.
- | | | | |
|--|--------------------------|------------------------|--------------------------|
| Stock in company where employed | ☐ | Convertible debentures | ☐ |
| Other corporate stock (common or preferred) | ☐ | Gold | ☐ |
| Mutual funds | ☐ | Tax shelters | ☐ |
| Corporate bonds | ☐ | Keogh Plan, IRA | ☐ |
| U.S. bonds (excluding U.S. savings bonds) | ☐ | Options | ☐ |
| State or municipal bonds | ☐ | Money Market funds | ☐ |
| Real estate (excluding your own residence), mortgage | ☐ | Commodities | ☐ |
| Certificates of deposit | ☐ | Art works, antiques | ☐ |
| None of those listed | ☐ | | |
34. What is the approximate total value of the above investments owned by you and other members of your household? Please combine all of the above types of investments to arrive at this figure. Do not include types of investments other than the above.
- | | | | | | |
|---------------------|--------------------------|-----------------------|--------------------------|---------------------------|--------------------------|
| None | ☐ | \$ 50,000 - \$ 99,999 | ☐ | \$ 500,000 - \$ 749,000 | ☐ |
| Under \$10,000 | ☐ | \$100,000 - \$199,999 | ☐ | \$ 750,000 - \$ 999,999 | ☐ |
| \$10,000 - \$24,999 | ☐ | \$200,000 - \$299,999 | ☐ | \$1,000,000 - \$1,999,999 | ☐ |
| \$25,000 - \$49,999 | ☐ | \$300,000 - \$499,999 | ☐ | \$2,000,000 or over | ☐ |
- If \$2,000,000 or over, approximate value \$ _____
35. Which of the following financial services are you planning to use within the next year? Please check all that apply.
- | | | |
|---|--|---------------------------------------|
| ☐ ATM machine | ☐ Computer loan | ☐ IRA |
| ☐ Boat loan | ☐ Estate planning | ☐ Mutual fund |
| ☐ Car loan | ☐ Personal loan | ☐ College loan |
| ☐ Checking account | ☐ Home equity loan | ☐ Stock broker |
| ☐ Savings account | ☐ Guaranteed Student Loan | ☐ CD |
| ☐ Home improvement | ☐ Financial/Legal service | ☐ Mortgage |

36. Please indicate which credit cards, if any, you personally have or use.
For each credit card you have or use, please indicate those you have used in the *last 3 months*.

	Have or Use	Used in Last 3 Months		Have or Use	Used in Last 3 Months
Air Travel Card	☐	☐	Master Card	☐	☐
Auto Rental Card	☐	☐	Master Card-Gold	☐	☐
Gasoline Credit Card	☐	☐	VISA	☐	☐
Hotel Credit Card	☐	☐	VISA-Gold	☐	☐
Telephone Credit Card	☐	☐	Other Bank Credit Cards	☐	☐
Carte Blanche	☐	☐	Other _____	☐	☐
Diners Club	☐	☐	(Please specify)		
American Express-Green	☐	☐	None	☐	
American Express-Gold	☐	☐			

37. Do you currently:
- | | | |
|--|--|--|
| ☐ Own a house | ☐ Rent an apartment | ☐ Live with parents |
| ☐ Own a condo | ☐ Rent a house | ☐ Building a house |
| ☐ Live in retirement/nursing home | | |

38. What is your monthly rent or mortgage payment?
- | | | |
|--------------------------------------|--|---|
| ☐ Under \$299 | ☐ \$ 900-\$1199 | ☐ \$1800-\$2099 |
| ☐ \$300-\$599 | ☐ \$1200-\$1499 | ☐ \$2100-\$2399 |
| ☐ \$600-\$899 | ☐ \$1500-\$1799 | ☐ \$2400 or more |

39. Are you planning to rent or own?
- | | |
|--|--|
| ☐ Vacation cottage or cabin | ☐ Second home, rented out |
| ☐ Water front property | ☐ Undeveloped land |
| ☐ Business property | |

Section 7 — You and Your Occupation

40. What is the nature of your employer's business? If you do not work for an employer, please give your professional or occupational status. Please be specific: e.g., steel manufacturing, wholesale food, retail textiles, engineering firm, law firm, dentist, writer, student, homemaker, etc.) _____
41. What is your title or position? Please be specific: e.g., CEO, president, executive vice president, vice president, marketing director, office manager, etc.) _____
42. How many employees are there in your entire corporation or firm — that is, the total number of employees including all plants, divisions, branches and subsidiaries?
- | | | |
|---------------------------------------|--|---|
| Less than 25 ☐ | 250 - 499 ☐ | 2,500 - 4,999 ☐ |
| 25 - 99 ☐ | 500 - 999 ☐ | 5,000 - 9,999 ☐ |
| 100 - 249 ☐ | 1,000 - 2,499 ☐ | 10,999 or over ☐ |
43. What functions do your responsibilities in your occupation include? Please check all that apply.
- | | | |
|---|--|--|
| General management ☐ | Marketing, sales ☐ | Production, manufacturing ☐ |
| Finance ☐ | Distribution ☐ | Engineering, design, R&D ☐ |
| Administration and staff ☐ | Advertising, merchandising, promotion ☐ | Maintenance, servicing ☐ |
| Personnel ☐ | Other (please specify) _____ | |
44. Do you serve on your own or on another company's board of directors? Yes ☐ No ☐
If yes, on how many such boards (including your own company's) do you serve? I serve on _____ boards

Section 8 - About You and Your Household

(May we remind you that all answers are confidential and will be used only in combination with those of other respondents to form a composite picture.)

45. Are you a man or a woman? Man ☐ Woman ☐
46. What is your marital status? Married ☐ Single, never married ☐ Widowed ☐ Separated or divorced ☐

47. What is your age?

Under 18 years	☐	30 - 34	☐	50 - 54	☐
18 - 21	☐	35 - 39	☐	55 - 59	☐
22 - 24	☐	40 - 44	☐	60 - 64	☐
25 - 29	☐	45 - 49	☐	64 or over	☐

48. What is the highest level of formal education you have attained to date? Please check one box only.

Grade school	☐	Graduated from 4-year college	☐
Attended high school	☐	Postgraduate study without degree	☐
Graduated from high school	☐	Master's degree	☐
Attended college	☐	Doctor's degree	☐

49. Please check the box that best describes your total household income before taxes in 1990. Please include income from yourself and all other household members from all sources, such as wages, bonuses, profits, dividends, rentals, interest, etc.

Under \$25,000	☐	\$ 50,000 - \$ 59,999	☐	\$300,000 or over	☐
\$25,000 - \$29,999	☐	\$ 60,000 - \$ 74,999	☐	If \$300,000 or over,	
\$30,000 - \$34,999	☐	\$ 75,000 - \$ 99,999	☐	approximate amount:	
\$35,000 - \$39,999	☐	\$100,000 - \$199,999	☐	\$ _____	
\$40,000 - \$49,999	☐	\$200,000 - \$299,999	☐		

50. What is your approximate total household net worth? Please include all assets such as investments, cash value of insurance, value of your home(s), bank accounts, jewelry, autos, real estate, vested value in pension plans, and all other valuables owned by you and other household members, and deduct all liabilities.

Less than \$50,000	☐	\$125,000 - \$149,999	☐	\$ 500,000 - \$ 749,999	☐
\$ 50,000 - \$ 74,999	☐	\$150,000 - \$199,999	☐	\$ 750,000 - \$ 999,999	☐
\$ 75,000 - \$ 99,999	☐	\$200,000 - \$299,999	☐	\$1,000,000 - \$1,999,999	☐
\$100,000 - \$124,999	☐	\$300,000 - \$499,999	☐	\$2,000,000 or over	☐

51. Your Zip code _____

52. I am (please check all that apply). An employee ☐ An Oakland alum ☐ President's Club member ☐ Other _____

53. Would you be willing to be surveyed further? ☐ Yes ☐ No If yes, please give name and daytime phone _____

Section 9 Comments and Suggestions.

Please use this space for any comments or suggestions you may have about Oakland University Magazine.

Thank You For Your Help.

After completing this survey, please fold, staple and mail to:

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here will
help



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population group studies in the country.

"This is a landmark study — the first to track the natural history of two of the most prevalent conditions leading to the loss of vision in the elderly," says Margherio, the study's principal investigator who is also a senior researcher at ERI and a clinical professor of biological science.

"The study is important because it's the first to look at prevention, rather than treatment, of these diseases."

Cataracts are perhaps the most commonly known form of aging eye disease. A cataract is the clouding of the eye's lens, which can become dense enough to block clear vision. Imagine waking up one morning — blink, focus, blink — to find that the fuzziness and distortion of sleep will not fully disappear. Once cataracts develop, laser treatment can help, but like most surgeries, this treatment carries some risk and can be costly.

"Cataract surgery is the most frequent operation performed on Medicare-age (those over 65) Americans," Margherio says. "More than one million cataract surgeries are conducted each year. And that number is growing."

No treatment is available for macular degeneration, by far the more common form of aging eye disease.

By today's estimates, 10 million Americans will experience age-related macular degeneration (AMD) during their retirement years. AMD is a disorder of the macula, the central part of the retina that provides sharp, straight-ahead vision — the kind we need in order to read and drive.

It's this vision that retired dentist Riley has lost. Six years ago, at the age of 66, AMD crept into his right eye. He has lost the central vision of that eye and now has only peripheral, or side, vision. His other eye is healthy. Today, when he looks at a telephone pole it sometimes appears bent or crooked, not straight, and it takes longer than usual for his vision to adjust from bright light to dark — two common vision distortions caused by AMD.

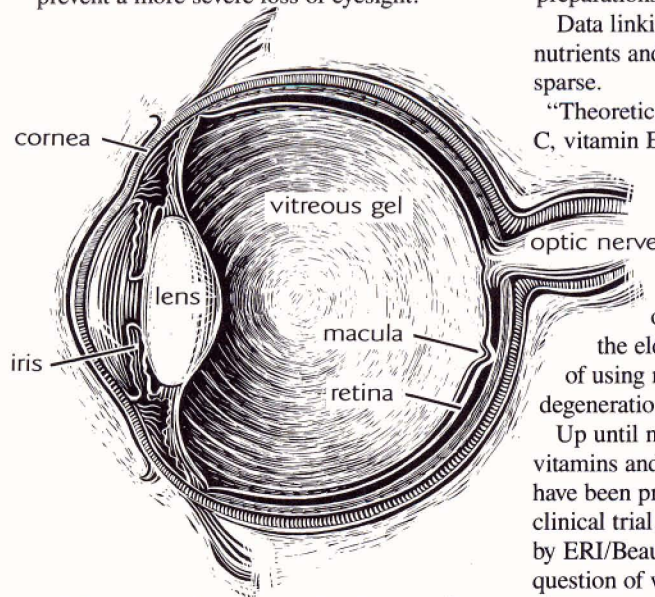
There are three forms of AMD. Most afflicted people (about 85 to 90 percent) including Riley, have a form of the disease that develops very slowly. It is called the "dry" or atrophic form, in which tiny yellowish deposits called drusen (age spots) develop beneath the macula causing a layer of light-sensitive cells to become thinner and break down.

The "wet" or neovascular form of the disease can be more severe and affects about 10 percent of patients. New, abnormal blood vessels grow beneath the macula which leak fluid and blood, causing the light-sensitive cells near them to sicken and die. Wet AMD

causes straight lines to look wavy and blank spots to appear in the field of vision. If the leakage continues, much of the nerve tissue in the macula can be killed or injured within a few months. Such damage cannot be repaired since the nerve cells of the macula do not grow back.

Pigment epithelial detachment (PED), the third form of macular degeneration, occurs in about five percent of those with AMD. PED causes a blister to form in the macula which can blur and distort vision.

Laser surgery can help some patients with AMD, says Margherio, however, vision does not usually improve after laser treatment, but most often the distortion will disappear. The main goal of laser treatment is to prevent a more severe loss of eyesight.



"Since macular degeneration is a condition that is caused by the aging process and the aging process does not stop, laser treatment is often just a means of temporarily holding the vision stable or preventing further loss of vision," he says.

Riley heard about the ERI/Beaumont study from watching a local television health program. Today he is having his eyes examined to see if he qualifies as a volunteer.

"I've done a lot of reading about AMD," he says, "and I know I can't reverse the damage. But if this study can help keep my left eye healthy, and if I can help someone else in the future from getting the disease, I'll gladly participate."

The ERI/Beaumont ARED study began last September with the screening of volunteers. Once enough volunteers have qualified through a baseline examination, half of the participants will be given a combination of vitamins and minerals to see if nutritional treatment can positively affect ARED.

Animal lab studies exploring the effect of diet on the eye's lens suggest that certain nutrients — riboflavin, protein, amino acids, vitamin E, vitamin C, selenium, calcium and zinc, among others — might protect the lens from oxidative damage, an important feature of cataract development. Activated forms of oxygen, such as exposure to ultraviolet light or simply a byproduct of normal metabolism, can attack enzymes important to a healthy lens.

Human studies have revealed similar results, Margherio says.

"Some studies have shown fewer cataracts in persons taking supplementary vitamin C or vitamin E," he says, "but no protective effect for persons taking multivitamin preparations."

Data linking dietary intake of micronutrients and macular degeneration are more sparse.

"Theoretically, antioxidants such as vitamin C, vitamin E and beta carotene could prevent cellular damage," he says, "by acting as singlet oxygen and free-radical scavengers."

"The high concentrations of zinc in the retina and claims of widespread zinc deficiency in the elderly also point to the possibility of using micronutrients to prevent macular degeneration."

Up until now, Margherio says, claims of vitamins and minerals to help with ARED have been premature. A well-designed clinical trial, like the one being administered by ERI/Beaumont, is needed to address the question of whether vitamin/mineral supplements can prevent cataract and macular degeneration.

Margherio says there is also some evidence that age-related eye disease such as cataracts and macular degeneration are partly hereditary.

"Those with blue eyes seem more susceptible than eyes of other color, and caucasians seem more likely to have aging vision problems than other races," he says.

"These are things we can't control. And aging is something we can't control. But we can control diet and nutrition, which may prevent such disease."

"The treatments we have for age-related disease are not satisfactory. If we can improve treatments by giving people better vision for longer periods of time, we can offer a better quality of life." ■

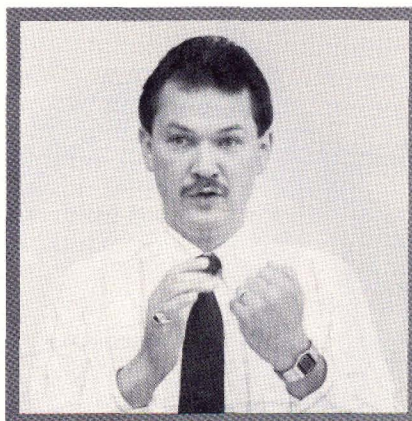
Editor's Note: If you are age 60 to 75 and would like to volunteer for the ARED study, contact Virginia Regan, R.N., at the William Beaumont Clinical Research Center in Royal Oak, Michigan, (313) 551-4601.

HEARING

Ron Swartz ('90) is working

PREPARED

for the right to be heard



by Vicky Billington

THE FIRST THING you notice about him is his energy.

Stepping briskly out of the second floor elevator of the United Way Building in downtown Pontiac, Michigan, the dark haired man in blue jeans and work boots glides in through the glass door. He greets everyone in the small office before you realize he is already shaking *your* hand, inviting an introduction.

"Hello," he says, "I'm Ron Swartz."

When he speaks, Swartz ('90) uses an animated yet eloquent body language, a vibrant mix of voice and hand gestures.

In a sense, Swartz is multi-lingual. Deaf since the age of five, 35-year-old Swartz uses his voice, his eyes and his hands — especially his hands — to communicate. And he doesn't care which method works for you — voice, handwriting, computer messages or American Sign Language — as long as he is understood.

Here, inside the office of the Community Services for the Hearing Impaired (CSHI), Swartz has just been elected president of the board. He is the first deaf person to head the 10-year-old private, nonprofit agency.

During the coming year, Swartz will be championing the rights of the hearing impaired. It will be a continuation of the crusade he took on years ago, when he decided he would not let his own deafness get in the way of living a normal life.

"Growing up in a hearing world can be very intimidating when you cannot hear yourself," says Swartz, who lost his hearing after suffering a severe case of spinal meningitis.

"For a while, I was shy, almost embarrassed about being deaf."

But Swartz lost that shyness long ago.

After attending the Michigan School for the Deaf, Swartz received an associate's degree in electromechanical engineering from the National Institute for the Deaf in Rochester, New York, then landed a job in the engineering department of the General Motors Truck and Bus Group in Pontiac, Michigan.

When Swartz decided to get a bachelor's degree, he weighed Oakland University against Wayne State University and Lawrence Technological University. He chose Oakland. Unfortunately, that's when

he hit a brick wall.

"I had to fight to get into Oakland," says Swartz.

It was not because his grades weren't good enough, but because he needed financial assistance to pay for an interpreter — someone to attend classes with him and translate the lesson in sign language. (Like many deaf persons, Swartz can read lips, but some people are harder to read than others. "My father never moves his lips when he talks. I've known him all my life and I've never been able to understand him," quips Swartz.)

Good interpreters are hard to find, he says, and their services can range from \$10 to \$25 an hour.

From his earlier school experiences, Swartz knew that by law, public institutions are mandated to provide financial assistance for interpreter services. (Most notably, Section 504 of the Rehabilitation Act of 1973, revised by the Department of Health, Education and Welfare in 1977; and the Michigan Handicappers' Civil Rights Act of 1976, revised in 1990.)

"At the time, no one at Oakland was

knowledgeable about the laws granting rights for the hearing impaired," says Swartz.

Thus began the story of the student teaching the teacher.

Swartz spent many hours with representatives from Oakland's Student Life and Special Advising departments discussing the rights of the hearing impaired and filling out forms for governmental grants.

"Ron and I spent a lot of time together sitting across a table from each other and writing notes back and forth," says Ron Kevern, assistant vice president for Student Affairs, who helped Swartz fill out numerous forms.

"The main problem in getting grant money to pay for his interpreters was differing interpretations of the law," Kevern says. "It was interpreted by many that

"We try to provide what people need to be successful here," says Colburn, whose office provides services for students with disabilities and special needs, including foreign exchange students.

Swartz matter of factly minimizes the challenges of a deaf college student.

"I would usually meet with my teachers prior to class, introduce myself, and tell them I'll be using an interpreter," he says.

"A formal introduction is always a good idea. That way you can tell the teacher if you'll need a note taker, too. It's hard to use an interpreter and write notes at the same time. Personally, I always preferred to have the teacher's notes."

The first day of a new class could sometimes be awkward, he says.

"Students would see the interpreter and think 'What the hell is that person doing

"If you run into a wall, you go over it. The only person who can really stop you is yourself."

Vocational Rehab was to pay for his interpreters. Vocational Rehab was saying that after finishing high school, Ron was on his own."

In the meantime, Swartz enrolled at Oakland for one class in 1983, while working full time at GM. In one month alone he spent \$800 out of pocket to pay for an interpreter.

"Even working full time, I couldn't afford it," he says.

Tired of waiting for the proper doors to open, Swartz filed a civil rights suit against the university, and that helped put the wheels of justice in motion.

"I don't know if Ron knows this or not, but some money from a private party had also come through to help," says Kevern.

Swartz finally graduated from Oakland last June with a bachelor of general studies and the distinction of being the university's first deaf graduate.

"Ron was a trailblazer," recalls Jean Colburn, Oakland's director of special advising. "And he was right. The courts had said universities are to provide sign language interpreters for students who need them."

Today Oakland University has two students who are using sign language interpreter services, and a third using special hearing aids. Aside from interpreters, note taker services are also available. If needed, tests and quizzes can be arranged outside the regular classroom. The university is now in compliance with state and federal laws regarding all handicapped persons.

here?" People were curious. Students would ask how I learn, how I use the phone, things like that. After that first day, the class would get used to it."

Today, Swartz says one of his major goals as president of the board of CSHI will be to add to the pool of certified interpreters. Michigan has the seventh largest deaf population in the country, yet it has one of the smallest interpreter populations.

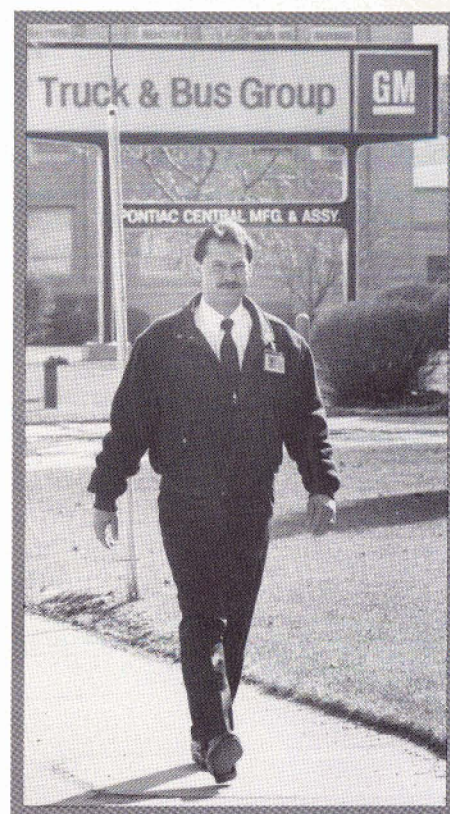
"Interpreter services are not only needed in the college classroom, but in the courts, for doctor visits, or even a magazine interview," says Swartz.

(The interpreter for this interview, Dan McDougall, is a caseworker at CSHI who received a B.A. in American Sign Language at Madonna College and is now working on a master's degree in linguistics at Oakland. McDougall signs and speaks our conversation — my questions to Swartz and Swartz's answers to me — in a fast-paced, three-way volley.)

At GM, where Swartz is a senior engineering assistant, he uses a variety of methods to communicate with his boss and co-workers. A TDD — telecommunications device for the deaf — enables him to type conversations over the phone.

"Or I'll go see someone in person, rather than call," he says. "I use E-mail (electronic mail via computer), or simply write a message on paper. If we're having an important business meeting, an interpreter is hired, I always find a way."

At home, Janice, his wife of five years who met Swartz through her job at GM,



"reads deaf people well," he says, "and she interprets well. My three-year-old son can sign, too." Their home in Clarkston is equipped with electronic devices that signal with lights whenever the doorbell or telephone rings and when the garage door opens.

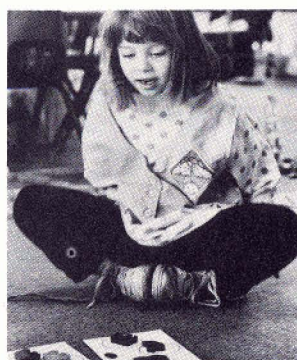
Another major goal for Swartz at CSHI is to act as a resource for the state of Michigan and Michigan Bell Telephone Company in the development of a statewide, 24-hour TDD relay system. After the system is up and running this fall, a person (with a TDD) will be able to call a relay center where a telephone operator will relay voice messages to others. Today, CSHI offers the service during weekday business hours.

All in all, 1991 is shaping up to be a hallmark year for Swartz. He has a long list of ambitious goals as head of CSHI. He and his wife celebrated the birth of their second son in February. And this fall Swartz begins a master's degree program in engineering through GM and Purdue University. He's also expecting to be promoted to engineer when a position opens.

As president, parent, engineer and student, Swartz will have plenty of opportunities to be an advocate for the deaf and hearing impaired.

"There are many deaf people who are afraid and passive and they fall behind," says Swartz. "And I'm here to say don't worry about it. I can show you how it's done." ■



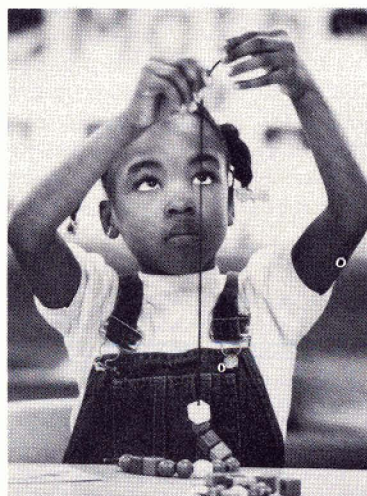


COUNT ON IT

*A Michigan-New Zealand
mathematics teaching project
sponsored by Oakland University is
impressing Detroit-area educators.*

And, surprise, surprise, kids too.

by Duffy Ross



THE CONTRASTS ARE STARTLING. The results amazingly similar.

Deep in the heart of Detroit's Arab community, down the street from the Chaldean Community Center and next door to the local Arab bakery with the anti-Saddam Hussein graffiti scrawled in its window, Mary Gawel-Ensroth's kindergarten class at Greenfield Union School is counting pine cones, one at a time.

Her five-year-old students are a melting pot of the inner city — black, white, Hispanic, Arab — some barely able to speak English. Most are impoverished. Many come from broken homes.

All have a look of yearning as they continue the pine cone count — part of a new approach to the age-old drudgery of learning math.

Because of it, her students are acquiring skills necessary to read and improve their vocabulary. They are learning how to express themselves without succumbing to the hidden fears of failure so common in an urban setting.

More importantly, they like it.

At the same time, less than 15 miles away, Barbara Bushey's kindergarten classroom at Bloomfield Hills' Conant Elementary School is awash in vibrant color and light.

Most of her students are white and well-bred — typically coming from homes with college-educated parents. Here, there's no discussion regarding the importance placed on education.

It's a given.

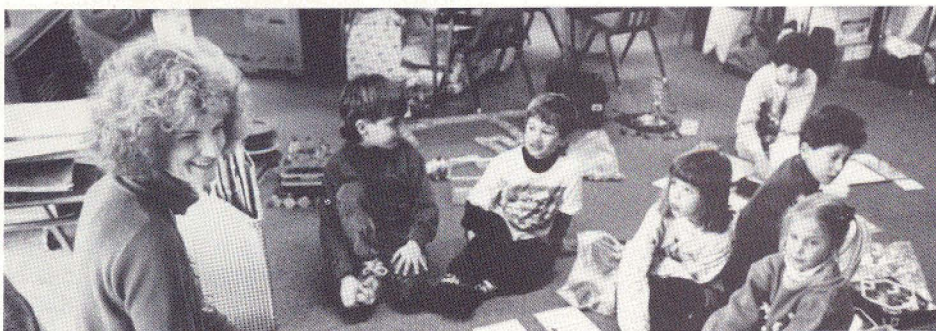
It's math time here, too. And Bushey's students are rarin' to go — reciting rhymes and poems with a math flavor, and placing colored pegs in a large peg board.

Strange as it may seem, teacher and student attitudes toward the complexities of mathematics are changing for the better, thanks to a joint Michigan-New Zealand project sponsored by Oakland University.

The key is Beginning School Mathematics (BSM).

Implemented by the New Zealand Ministry of Education more than 30 years ago for children ages 5 to 7, BSM is currently being tested in eight metropolitan Detroit school districts — marking the first time BSM materials are being used outside New Zealand. It is one of several programs supported by a \$496,200 grant made to Oakland University by the W.K. Kellogg Foundation in 1990.

Public school districts joining the project include Bloomfield Hills, Detroit, Pontiac, Highland Park, Lincoln Consolidated, Southfield, Walled Lake and Waterford, as well as the intermediate education agencies



"I love to sit at my desk and watch the learning taking place around me. My students are making quantum leaps in their math knowledge."

—Barbara Bushey

of Oakland, Wayne and Washtenaw counties.

BSM takes the tasks of teaching and learning math to a higher plane. It is designed to help teachers become responsive to children's needs while, at the same time, provide a base from which teachers can become more confident in teaching math.

"It's a breath of fresh air from a teaching standpoint," says Gawel-Ensroth. "Not only are we getting through to our students at a greater rate, but our students are really learning to express themselves confidently in a math environment. That's not an easy thing to do, believe me."

What sets BSM apart from other developmental programs is its emphasis on placing mathematics into every aspect of the teaching plan — integrating it with the sciences, reading and content areas.

Daily exercises involve students talking about the relationships of size, shape, weight, position, number, sequence and physical attributes of a wide variety of objects and the environment.

Classrooms are organized into labs with several kinds of materials: math apparatus (weighing balances, peg boards, counters), construction items (empty boxes, cardboard tubes, strings), environmental materials (pebbles, leaves, shells), and unique sets of cards that creatively involve children in challenging problems.

And there are no textbooks or tedious worksheets for the students to complete — or for the teachers to correct.

A BSM classroom is designed to maximize learning — calling for thinking skills in sorting, counting, matching, ordering, computing and comparing.

For example: A typical counting exercise takes on new meaning in a BSM classroom. Not only do students count forward and backward, teachers incorporate addition and subtraction exercises, group items such as pine cones into sets based on size, and then

lead the students in a discussion.

In this way, students develop mathematical ideas, concepts and skills through comparisons, logic, geometry and classification.

"BSM actively involves the child in challenging word problems, in estimating and in testing out their own math ideas," says Donald Miller, co-director of the Institute for Action Research in Oakland's School of Human and Educational Services.

"A major emphasis of the program is getting students to develop mathematical ideas collectively," Miller says. "Children often work with partners and in small groups on math problems, and they take a lot of responsibility for self-management and the care of the materials."

Kindergarten and elementary school teachers involved in the program are genuinely pleased with the early results — with students learning and retaining math knowledge at a comparable, if not higher, rate than the traditional classroom.

"One look at this in motion and you begin to realize you are doing something special," says Bushey. "Our kids are learning to express themselves and you can see the love they are developing for it — I don't care where you put the program, it will be successful."

"I love to sit at my desk and watch the learning taking place around me," Bushey says. "My students are making quantum leaps in their math knowledge."

BSM has a simple premise: It is the teacher who knows the children and their current abilities, interests and needs. The teacher uses this information to select appropriate activities to extend the children's learning — keeping in mind that the use of the activities and the learning outcomes will vary from child to child within any group, and from time to time for any child.

If past results in New Zealand are any indication, BSM could be the teaching method of the future for children in the

United States. New Zealand school children annually rank among the world's leaders in math, science and reading literacy, far ahead of their American counterparts.

"The success we have achieved with BSM in New Zealand is not so much the result of the materials, but a basic philosophy developed by our teachers," says Anne McKinnon, senior policy analyst for New Zealand's Ministry of Education, Learning and Assessment.

"We give our teachers much more flexibility in the direction they take with the materials presented to them," says McKinnon. "We don't have any special monopoly on a quality education — American teachers are much more confident in the classroom than their New Zealand counterparts. But we do allow them to be innovative. Their lesson plan is used as a guide only. And they're not afraid to take risks."

That ability to freelance in the classroom is important, says Bushey.

"This type of teaching demands a lot of energy from the teacher, but I'm convinced it's the key to education in the future," says Bushey. "It helps to have a teaching plan in place, but that plan should — no, must — come second to the children."

BSM also calls for parents to be intensely involved. Parents are asked to collect construction and environmental materials for the classroom, as well as meet with faculty on a regular basis. Prior to the start of the program, conferences were held in all the participating schools — partly to allow parents to do some of the exercises to become familiar with the program.

The other reason was to dispel any doubt that the program would benefit their child.

"I didn't know what to think when it was first proposed," says Maureen Kipp, whose daughter is now in the first grade at Conant Elementary School. "But I was amazed at the way she retained her math knowledge and built on the techniques of problem solving. It's helped her get off on the right foot and enjoy math."

BSM, Bushey says, just may change American kids' attitudes toward mathematics. The Michigan-New Zealand pilot program will run for another year, with more and more metropolitan Detroit classrooms joining in the test.

"Typically, we go to the abstract too soon in our math classrooms," says Bushey. "We force-feed information on them without letting them get comfortable with it. After a while, students begin to build up anxieties and become completely turned off by math."

"But BSM is different," Bushey says. "Our children are not only learning math, but learning to *like* math."

Count on it. ■

IN TOUCH

ALUMNI

1972

Kristine E. Alexy toured and performed in the Soviet Union (Moscow, Minsk and Leningrad) in July 1990 as part of a Dance Ltd. troupe of Mt. Clemens, Michigan. Performances included tap, ballet, jazz and clogging.

David Stickel has been named director of human resources and marketing for Republic Bancorp, Inc., an Ann Arbor bank holding company.

Charles R. Toy is an associate with the East Lansing law firm of Farhat, Story & Kraus, P.C. and also serves as an administrative law judge for the Michigan Department of Natural Resources.

1973

Ray Stoesser announces the birth of his second son, Thomas Patrick, born August 1, 1990.

James Sugarman left his position in New York City as director of the Retired Senior Volunteer Program to relocate with his life partner, Henry Weiss, to Singer Island, Florida. He is now director for development, public relations and volunteers for the Comprehensive AIDS Program of Palm Beach County.

1975

James Patton is a technical specialist for Diatek Patient Management Systems, a San Diego, California, based manufacturer of medical instrumentation. James lives in Farmington, Michigan.

1976

Virginia (Zensen) Rucks is director/dean of Baker College of Mt. Clemens and lives in Grand Blanc, Michigan.

1977

Steven M. Pomaville was appointed as a trustee for the Utica Community Schools Board of Education in September 1990.

James A. Richards and **Janice Tucker** ('76) announce the arrival of their daughter, Jennnifer Maureen, on July 20, 1990. Jim has been promoted to manager-credit and administration with U.S. Municipal Financing in Dearborn, Michigan.

Mark A. Rynties, M.D., married **Gina Saragosa** ('80) and works as a radiologist at Sparrow Hospital in Lansing, Michigan. Gina completed her masters degree in social work at Wayne State University. They have three children — Melissa, 5, Michael, 2, and David, born May 1, 1990.

Robert G. Raymer is director of education at Grace F. Thomas Education Center, Modesto Psychiatric Center in Modesto, California.

1978

David Wertz, and wife, Martha, have three daughters — Martica, 8, and Marissia and Marchelle, 6-year-old twins. He received his doctorate in 1990 and is employed with the Federal Bureau of Prisons as a psychologist at their medium security facility in Ray Brook, New York.

1979

Thomas Norman, director of procurement services for Chrysler Corp., has been named to the board of directors of Onset BIDCO Inc., a business and industrial development corporation in Livonia, Michigan.

Marcia Pike-Kupchick and husband, Martin, announce the birth of their second son, Tyler David, May 15, 1990, brother to Craig. They live in the Allentown, Pennsylvania area.

1981

Glenn D. Fielder was recently named Madison Heights Police Department's Police Reserve Officer of the Year, 1989. He has served as a Reserve Officer for 10 years and is currently employed as a Senior Systems Analyst for William Beaumont Hospital-Information Services.

Karen Harmon has three children and teaches at Armada Elementary School where she helped write a sex education program for elementary schools. She and husband Carl live in Romeo, Michigan.

Darcy Martin is teaching first grade in Elgin, South Carolina. She is married to Steve and they have a son, Alexander, and a daughter, Libby, born April 16, 1990.

Geoff Peters has accepted a position as credit manager of AT&T Systems Leasing Corp. in Bloomfield Hills.

1982

Halina K. Harding, D.O., attended Michigan State University College of Osteopathic Medicine and is currently in family practice in Ripon, Wisconsin.

Mary Ann Kowalski has moved her private practice in clinical psychology to Rochester Hills from Birmingham. She offers psychological services to adults and adolescents.

Diane M. Pike has been named director of Alumni Relations, School of Medicine Alumni Association, Hahnemann University, Philadelphia. **Nancy (Saranen) Ryan** (M.A., '89) is a free-lance writer with offices in Oakland, Michigan. She recently co-authored a book geared toward today's manager titled *The Process-Driven Business: Managerial Perspectives on Policy Management*. The book, published by the ASI Press,

Dearborn, Michigan, is the second title in the Managerial Perspectives Series. Ryan also co-authored the first book in the series, *The Customer-Driven Company: Managerial Perspectives on QFD*.

Daryl J. Schoonover teaches English at Rochester Adams High School and teaches part-time at OU in the Rhetoric Department. He is married to **Tracee Johnson** ('82) and has a two-year-old son named Ryan.

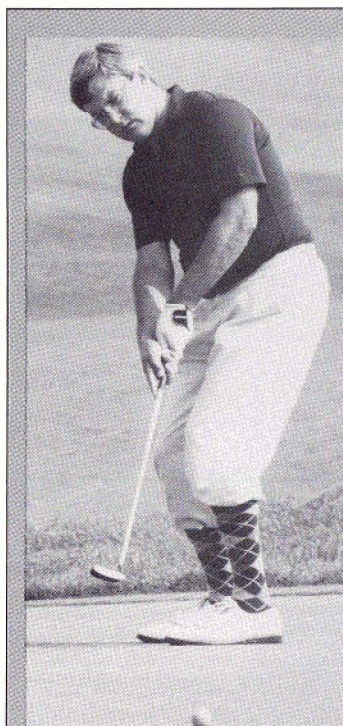
James Paul was named director of engineering at Hobbs + Black Associates, Inc., in Ann Arbor, Michigan.

1984

Thomas R. Benjamin is vice president, account planner, on the Ford Truck account at J. Walter Thompson in Detroit. He and his wife, Mary, have one daughter, Elizabeth. They live in Farmington, Michigan.

Vicki (Asp) Mudge and husband Dave announce the birth of their second child, Nicole Brittany, November 26, 1990. She is an office manager and resides in Clarkston, Michigan.

Mable Fowler was awarded her masters in information and library studies from the University of Michigan and is working as



Tee for Two ... or Three ... or Fore!

The frost is barely off the tulips but the Oakland University Alumni Association is thinking summer — July 8, 1991, to be exact. That's the date of the 16th Annual OUAA Golf Outing at the Katke-Cousins Golf Course.

The four-player scramble begins with a shotgun start at 9 a.m. with tests of luck and skill throughout the course. Prizes, a sumptuous picnic buffet and tall tales will bring everyone together under the tent at the end of the day.

Last year's event saw many improvements and helped raise more than \$5,000 for scholarships and research support sponsored by the OUAA.

Committee chairperson, Kevin Horrigan ('88), predicts a record turn-out again this year and urges all alumni duffers and hackers to make their reservations early. Space is limited.

Watch your mail for registration information. Or call the Alumni Relations Office at (313) 370-2158 for more details.

EXPLORATIONS '91

Explorations '91 offers adventures near and far

Do you have a day, a weekend, or a week to spare? If so, the Office of Alumni Relations has some unique ways to spend your time.

Consider joining other OU alumni and President's Club members on these excursions:

One-day tour to the Stratford Festival (Saturday, June 8) with deluxe motor coach transportation from OU, continental breakfast, matinee performance of *Hamlet* or *Our Town*, and dinner at a Canadian country inn. Arts and Sciences Dean John Urice will accompany the tour and provide insight into the plays.

Cruise the Alaskan Inside Passage aboard Holland America's MS Noordam from Vancouver (August 8-15). Luxury cruise through sparkling fjords, visiting fishing villages and frontier towns and watching eagles soar and whales play. Escorted from Detroit.

Fall weekend at Mission Point Resort on Mackinac Island (September 13-15) with accommodations, breakfasts, Fort Mackinac pass, island carriage tour and special activities.

Call the Alumni Relations Office at (313) 370-2158 for complete information.

Alumni gifts enrich OU

The Alumni Association recommended (and President Champagne approved) \$10,300 in awards from the Alumni University Enrichment Fund for projects to benefit the

librarian/instructor in the cataloging department of Henderson Library, Georgia Southern University in Statesboro, Georgia.

Randy Ladkau is professor of trumpet at the Armed Forces School of Music in Norfolk, Virginia. Randy is with the U.S. Navy Music Program.

Marie (Davidson) Mastracci works at Beaumont Hospital Outpatient Rehab. Dept. and spoke at the National Institute of Health in Washington, D.C. for the First International Congress of Movement Disorder. Marie and husband, Jeff, and two children, Matthew and Lia, live in Royal Oak.

Kathleen Nicosia is education specialist for Macomb County Head Start in Mt. Clemens, Michigan.

Judy Palnau was elected Republican Precinct delegate in East Lansing and appointed to East Lansing Cable Communications Commission.

Edward Peck works at Shearson Lehman Hutton as a divisional control administrator in the Great Lakes Division.

Teresa Stayer is program director of the rehabilitation unit at Pontiac General Hospital. She married Daniel in September 1989 and they are expecting their first child.

Rosemary Stuehmer received the Correctional Education Association of Michigan Teacher of the Year Award for work with state and county inmates at Macomb County Jail.

1985

David Frankfurth and **Dianna (Carroll '86)** along with their son Joshua, announce the birth of Matthew Paul, born June 22, 1990. David is a quality engineer at TRW's vehicle safety system in Washington, Michigan. They reside in Waterford.

James A. McQuinn earned a master of information and library studies degree from the University of Michigan and is head of technical services at the Elisha D. Smith Public Library, Menasha, Wisconsin.

1986

Sharon Persico has returned from Boston where she worked as a nurse for three years at The Boston Floating Hospital for Infants and Children. She

now works at the University of Michigan Pediatric Neurology Department and is studying for her master's degree at Wayne State University.

1987

Karen Holt is working as a programmer on the Ford Motor Co. warranty systems at Geometric Results, Inc. She married Craig Holt on June 23, 1990.

Eric Kramp married Kyoko Itoh of Tokyo, Japan, on October 14, 1990, in Detroit. He is the manufacturing sales representative for TABC, Inc., an automotive assembly and parts factory located in Long Beach, California. TABC is a subsidiary of Toyota Motor Sales U.S.A., Inc. Eric is pursuing a master's degree in Asian studies at CSU Long Beach.

Steve Krause is regional sales manager for Electrocal, a Hartford, Connecticut, based manufacturing company. He lives in Davisburg, Michigan.

Chris Pesta is engaged to **Christine Egger** ('87). Chris is a product engineer for Chrysler and Christine is a medical technologist at Royal Oak Beaumont Hospital.

1988

Margie Bryce was promoted to marketing communications coordinator at St. Joseph Hospital in Flint, Michigan, and also works as a free lance communications specialist.

Laura J. Sell is counselor/consultant for Laura J. Sell Associates in Southfield, Michigan, and also staff counselor for Samaritan Counseling Center. She is a major professor in the Management of Human Resources program at Spring Arbor College.

Karl Senkowski earned his master of social work degree from Wayne State University in April 1990. He is employed at a private psychiatric hospital in Warren, Michigan.

Sabina Wock is a medical technologist with Henry Ford Medical Centers and recently passed her four-year certification. She and husband, Kevin, are expecting a baby.

1989

Theresa (Horian) Lusk was promoted to assistant manager at Anchor Bay South, Inc., and is a part-time counseling graduate student at Oakland University.

Kathleen Callahan is a technical writer for Type Plus, Inc. in Warren, Michigan. She has also written articles for *Crain's*, *Detroit Business* and *Business Monthly*. Kathleen is engaged to Keith Nelson of Richmond, Virginia, and plans an October 1992 wedding.

Candice Schwark was named conference director of the "Michigan Mosaic," the 1992 international conference of lettering artists. It will be held at Oakland in 1992.

Evonne M. Westbrook is employed by Biotronic in Ann Arbor, Michigan, as an Electrophysiology Evoked Potential Specialist. Biotronics offers electro-diagnostic testing to hospitals and physicians.

In Memoriam

1964

James McGill, Jr.

1970

Dr. Michael B. Nolph, who helped develop an artificial ear implant for people with certain kinds of deafness, died June 21, 1990, in Louisville, Kentucky. He was one of only four surgeons in the country authorized to test the device. Nolph was also nationally known for his treatment of patients with cancer in the head and neck. He was an associate professor at the University of Louisville School of Medicine.

James Puzio

1973

Louise M. Geordano

1974

Eda Klein

Margaret Michalski

1978

Carolette Phillips

1979

Agnes J. Smith

1981

Rosalie A. Allen

IN TOUCH

PRESIDENT'S CLUB

Members who have joined the President's Club of the Oakland University Foundation since the last printing of OAKLAND UNIVERSITY MAGAZINE:

Mr. and Mrs. Sachiko M. An
Bloomfield Hills

Mr. and Mrs. Harold B. Benson
Grosse Pointe Farms

Mr. John R. Hudak
Waterford

Mr. and Mrs. Stephen Hyde
Auburn Hills

Mr. Stuart C. Hyke and
Ms. Susan B. Tauber
Rochester Hills

Mr. and Mrs. Larry W. Miller
Clarkston

Mr. Edward P. Murray
Southfield

Mr. and Mrs. William R. Nixon
Bloomfield Hills

Mr. and Mrs. Ronald M. Ross
Rochester Hills

Dr. and Mrs. George E. Stevens
Rochester Hills

Mr. and Mrs. Warren Tiahrt
Clarkston

Lifetime Members:

Dr. and Mrs. Robert E. Adams

Mr. and Mrs. Richard Calice

Dr. and Mrs. Frank Derr

Mr. and Mrs. Walter E. Douglas
Mr. and Mrs. Donald K. Easley
Mr. and Mrs. Bruce Fulgenzi
Mr. and Mrs. Timothy D. Kline
Mr. and Mrs. Robert W. Knell, Jr.
Mr. John F. Mahon
Mr. Terrance Odom
Mr. Frank S. Rokas
Mr. David W. Rugenstein
Mr. and Mrs. Galdino Salvador
Mr. and Mrs. Charles R. Steele
Mr. and Mrs. Clarence E. Whitbey

In Memoriam:

Ms. Barbara Aronsson
Mr. Jack H. King
Mrs. William J. Pulte (Joan)

university and further its mission.

Undesignated gifts from alumni support the fund. This year, 23 proposals were considered and the following awards were made:

► \$5,000 for a user-initiated automated book request system for Kresge Library, allowing users to bypass the delays due to manual processing of requests and shipping of materials from other collections in the state.

► \$2,000 for replacement of the grand curtain drape in Varner Recital Hall.

► \$1,000 for purchase of equipment for a program to prepare minority, post-baccalaureate substitute teachers as certified elementary teachers in the Pontiac School District.

► \$1,600 for partial funding of a new multi-disciplinary course, "Understanding AIDS in the Community," offered by the School of Nursing.

► \$700 for purchase of books and materials for a newly developed course in the School of Human and Educational Services dealing with gender and cultural socialization.

KEEPING IN TOUCH

OAKLAND UNIVERSITY MAGAZINE keeps you informed about — and in touch with — Oakland University and its many programs, alumni and friends. Please use the space provided—or attach an additional page—to send us news (appointments, promotions, honors, marriages, children and other activities) about yourself or your Oakland friends. Moving? Send us your new address right away. Let's keep "in touch"!

Mail to:
Office of Alumni Relations
John Dodge House
Oakland University
Rochester, Michigan 48309-4401

Name _____ Maiden name (if applicable) _____

☐ Check here if this is a new address

Address _____

City _____ State _____ Zip _____

Telephone (____) _____ Class _____ Major/degree _____

Distinguished Alumni Service Award: Call for Nominations

The Distinguished Alumni Service Award selection committee is seeking nominations for the 1991 (27th) Distinguished Alumni Service Award. Nominees should be graduates who have demonstrated continued exceptional service to the university and its alumni program.

Nomination letters should be sent to the Office of Alumni Relations by June 1, 1991.

PARTING THOUGHT



TAKING CARE OF BUSINESS

by Beverly Geltner

HUMAN BEINGS ARE designed for learning. When conditions support the nurturance of new life and its healthy development into maturity, then the dreams of both individuals and society at large can be realized. To achieve the possibilities before us, new partnerships must be built to confront the serious challenges facing American public education.

AT&T Chairman Robert Allen recently joined a number of corporate executives urging that Congress support the future of America's labor force by increasing spending for better health and nutrition for pregnant women and infants. Even before they enter a classroom for the first time, many of America's children are at risk, victims of physical and emotional neglect. Perhaps none are more tragically victimized than those exposed pre-natally to conditions which may lead to long term physiological and intellectual impairment, conditions which include inadequate nutrition, crack cocaine and other drugs.

The tragic example of crack babies is a case in point of how schools are going to have to connect with new partners to confront critical societal issues. The cost to public schools of providing the intensive, low teacher-child ratio for such children will be expensive. State and federal legislators will need to be enlisted

as funding partners; community medical and social agencies will need to be engaged as human resource development partners.

Such partnerships will also be needed to achieve the educational goals publicly enunciated by President Bush, including that of international supremacy in mathematics and science by the year 2000. High levels of technological and scientific knowledge are essential for any nation seeking to assure its citizens a high standard of living in an increasingly competitive environment. But exemplary mathematics and science achievement requires the physical resources of buildings, equipment and materials for scientific experiments and technological learning, and the human resources of teachers who have the knowledge and skills to motivate and to guide the development of contemporary scientific understanding.

Just as the private sector must constantly invest in research and development, in the capitalization of its facilities and equipment for higher levels of productivity, so must America's schools obtain the resources needed to transform themselves into effective learning organizations.

Such transformation will require vital new partnerships that commit themselves to the solution of America's social prob-

lems and the achievement of its domestic mission. It is a matter of both "wallet and will" — getting serious about the level of financial support that is needed at all levels to achieve superior performance through superior learning, and building powerful business-community-educational coalitions that will see that the support is provided and the job gets done.

We have recently been reminded of what America can achieve when it decides to "take care of business." Mass mobilization of hundreds of thousands of our fellow citizens and strategic targeting of huge financial resources were linked with effective national leadership, on behalf of a worthy goal. Domestically, we continue to be "a nation at risk." The threats are within, but along with those challenges comes the certainty that we can accomplish what we set out to do. Now more than ever, America's educational, business, political and community leaders must forge a powerful new partnership to support the development of creative, competent and committed new learners. Our children — our nation — demand this of us. We can do nothing less than step up to meet the challenge, in partnership. ■

Editor's Note: Beverly Geltner is an associate professor of education at Oakland University.

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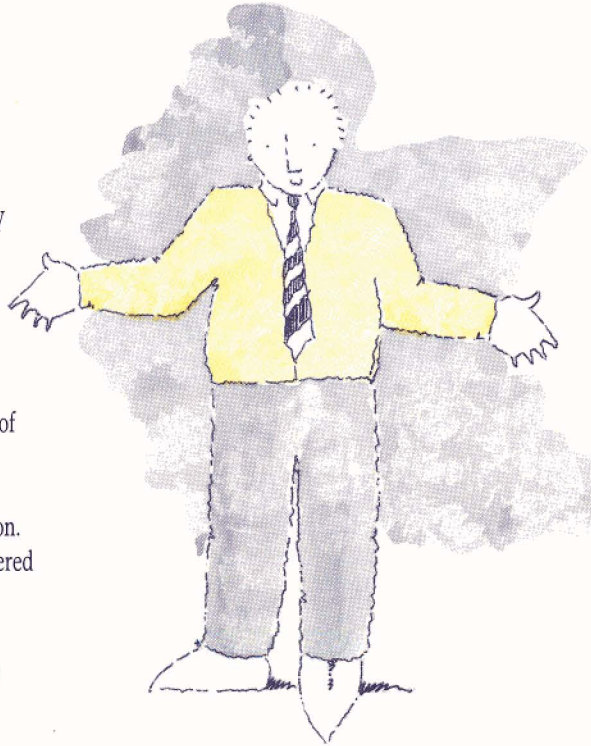
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