

Oakland University Chronicles

Edward J. Heubel

Transcript of Oral History Interview

Interview date: June 10, 1999

Interviewer: Paul Tomboulian



Supported by
Oakland University Foundation
Office of the President, Oakland University
Department of Chemistry, Oakland University

Published by Oakland University
Rochester, Michigan
Copyright 2001

Oakland University Chronicles

Interview with

Edward J. Heubel

Transcript of Oral History Interview

Interview date: June 10, 1999

Interviewer: Paul Tomboulian

Contents

Preface

About the Oakland University Chronicles

Editing of the Transcripts

Introduction to Interview

Biographical Sketch of Edward Heubel

Photograph Taken June 10, 1999

Photograph from MSUO Yearbook 1963

Biographical Sketch of Interviewer

Transcript of Oral History Interview

Transcript of the Interview: 30 Pages

Index of Topics in the Transcript

Oakland University Chronicles

EDWARD JOHN HEUBEL

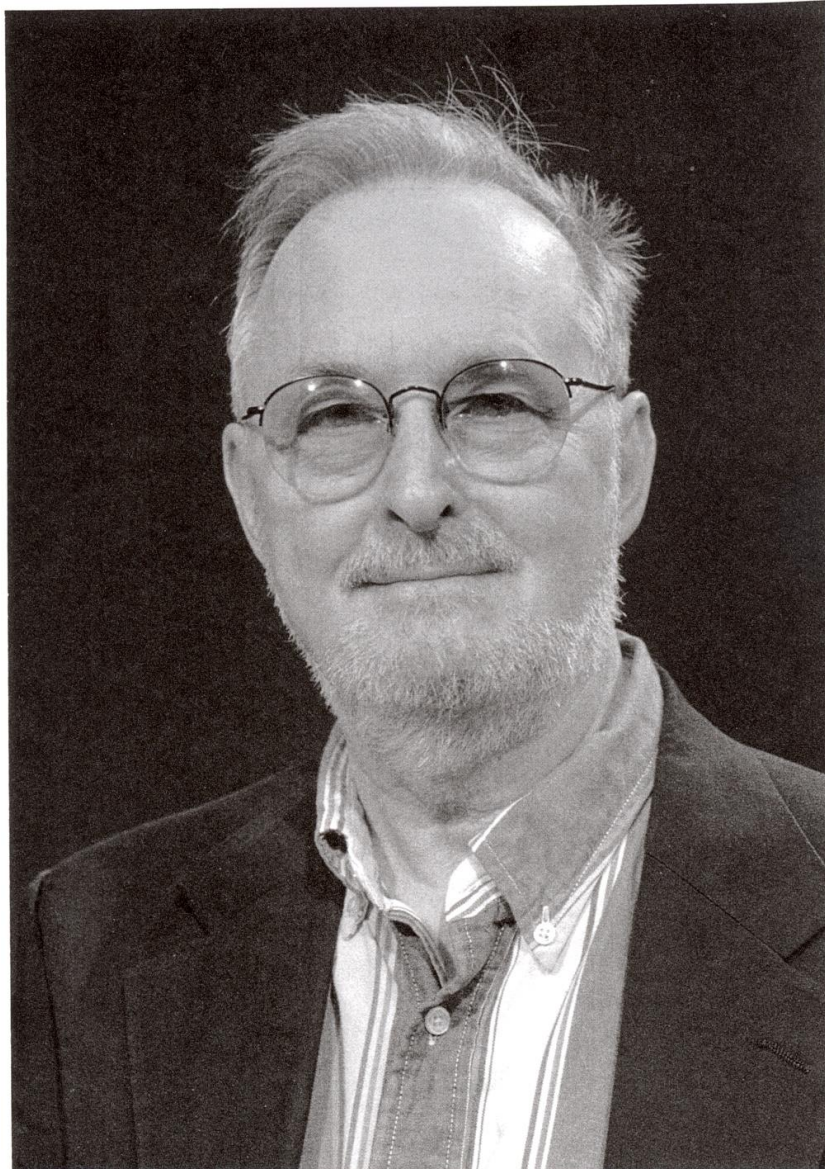
Date of birth: May 4, 1927

EDUCATION

B.A.	Yale University	1949
M.A.	University of Minnesota	1952
Ph.D.	University of Minnesota	1955

OAKLAND UNIVERSITY

1961	Associate Professor of Political Science
1963	Associate Professor of Political Science with tenure
1966	Professor of Political Science
1963 - 1969 1973 - 1978 1982 - 1988	Chair, Department of Political Science
1991	Professor Emeritus of Political Science



Photograph of Edward J. Heubel

June 10, 1999

Photographer: Dennis Collins
Communications and Marketing
Oakland University



Edward Heubel
Assistant Professor
Political Science

Photograph of Edward J. Heubel

MSUO Yearbook 1961

Oakland University Chronicles
Interview with EDWARD HEUBEL
June 10, 1999

PAUL TOMBOULIAN: This is one of the interviews in the Oakland University Chronicles project, supported in this third year by a special university allocation. Today is June 10, 1999, and we are speaking from the studios of Varner Hall on the campus of Oakland University. My name is Paul Tomboulian and I will be conducting the interview. The goal of the project is to collect oral histories dealing with the beginnings of Oakland University. We are going to focus on the first few years, the time prior to the graduation of the first class, and perhaps a little beyond that today.

My guest today is Edward Heubel, professor emeritus of political science. Ed was professor of political science from 1961 until he retired in 1991.

Ed, welcome to the Chronicles project.

EDWARD HEUBEL: Good morning, Paul.

PAUL TOMBOULIAN: Ed, why don't we start by your telling us what you were doing before you came to MSUO. You were teaching somewhere else?

EDWARD HEUBEL: Yes, I was teaching at Wayne State University. I had been teaching there, actually, for about five years and prior to that time I taught three years in Reed College, Portland, Oregon. The combination of those two experiences, by the way, is the prelude to my coming here—because at Reed College we had a very fine small liberal arts college with a lot of emphasis on good teaching. We had also, fortunately, high quality students and a very good all-around teaching environment that could be expected, I suppose, in a good private liberal arts college. I was hoping, I suppose, to find something like that at a state university if it could be possible. But Wayne State University certainly was not that. We had tremendous chaos and confusion, anger and hostility, in a situation of a forced merger of two departments, and I was, frankly, quite restless at the time when I first heard of MSUO.

PAUL TOMBOULIAN: How did you first hear about MSUO?

EDWARD HEUBEL: It was mentioned frequently in the Detroit newspapers. I suppose we got some of the press releases of Loren Pope. Occasionally I would see the headlines, I believe, on the stories in the educational section of the paper. I think on one occasion we drove out to the site of the Meadow Brook farm to see what it would look like or to see if there was anything there. I think at the time we were there, no construction had taken place at all. So I did hear about it in a general sense in that way.

I also heard about it when I met Dick Burke socially, just after he had been appointed by Woody Varner, as he was the first faculty member appointed to the new MSUO, as it was called. We had a talk about it. I think his immediate concern was, would the institution be there when he arrived in Michigan, because he had heard that there was a payroll crisis in Michigan, that the state had been unable to meet the payroll. And he wondered if this meant that state universities like the new Oakland would perhaps collapse before he even got there. I assured him that the payroll crisis was a politically-engineered ploy between the governor and the legislature and would undoubtedly evaporate before he arrived there.

PAUL TOMBOULIAN: You also knew Bill Rhode.

EDWARD HEUBEL: Bill Rhode I knew only by name. Shortly after having talked to Dick Burke in Chicago, I did invite Burke and Bill Rhode to my house in Detroit for dinner. Then during that evening I got to learn more about Bill Rhode and the status of political science at the new university.

PAUL TOMBOULIAN: What kinds of impressions did you get about Oakland or MSUO?

EDWARD HEUBEL: My impression was that this was going to be a very serious liberal-arts-oriented college—a state university which perhaps would have broader admissions than the kind of college that I had taught at in Oregon, but still would have what I would call a serious post-Sputnik curriculum, with a heavy emphasis on required basic academic fields of study. Every student going through would be broadly educated as well as being educated somewhat more narrowly in his or her major or discipline.

PAUL TOMBOULIAN: And those ideas appealed to you.

EDWARD HEUBEL: They certainly did. I think I was very much a true believer in what I imagined to be the philosophy of MSUO. I heard about the Meadow Brook Seminars but I never actually read any of their material. I suppose I thought it was unnecessary. I was already committed to the purpose of the institution, or what I thought it was, and didn't take the time to do it.

PAUL TOMBOULIAN: Why did you choose to come to MSUO?

EDWARD HEUBEL: Partly because they asked me if I wanted to come—they felt that they needed somebody like me. Partly they needed somebody in the middle of the year to replace Bill Rhode, who was suddenly leaving his teaching and going into administration, so they had to find somebody who would be willing to pull up stakes and come in the middle of the year. I was a person who fit that bill, plus I was a very senior assistant professor who had had experience in organizing the American government sections at Wayne—some 32 of them—and it was going to be necessary at MSUO to do something about meeting the state requirement that every student take a course in American government. So this was an opportunity for me, it meshed with the needs of MSUO, and I was able to arrange being released from my contract in the middle of the year. That's why I arrived in the beginning of that winter semester—actually, it was a quarter system. So at that point I was appointed in February of '61.

PAUL TOMBOULIAN: At what rank?

EDWARD HEUBEL: Associate professor. I insisted on having the rank of associate. I had been an assistant professor for about five years, six years, and I had had some publications. I had had experience in organizing courses. I just felt that it was important for me if I was going to occupy some sort of leadership position, and it was described to me that way by Don O'Dowd—that I would be, in some sense, the group leader. (I hate the term group leader, it reminds me of the Hitlerian term, *Gruppenfuhrer*.) We didn't have departments and chairmen at that point, so people were sort of designated informally as group leaders—as I was—and asked to develop a curriculum and help in the appointment of faculty.

Actually, I did a lot with the recruitment of the faculty and development of the courses in what was to become a political science major. I felt that these responsibilities certainly merited the title of associate professor and the university agreed, and that's how I came in.

PAUL TOMBOULIAN: You were selected by Don O'Dowd, or he was your contact.

EDWARD HEUBEL: He was the person who did the principal interviewing of me. I don't think Bill Rhode had anything formally to do with it. He probably recommended me but he was not in the position of interviewing me or appointing me. I think he had already moved to his new assignment.

PAUL TOMBOULIAN: And later Ken Roose came in.

EDWARD HEUBEL: Yes. Ken Roose became the associate dean for the social sciences. He was an economist and he had a very strong interest in a teaching-oriented institution. I think his background was from some of the smaller, private liberal arts colleges. He did me a favor—in that he knew that I was consumed with my administrative and teaching responsibilities—but he did remind me that at some point it would be necessary to demonstrate to people, if not at Oakland, at least in the outside world, that I could and did do research. I had on my desk a couple of pieces that I had been working on at Wayne, and he strongly encouraged me to take the time to complete them and get them published and build up my publication record. This I did and it served me well in the future.

PAUL TOMBOULIAN: It reminds me that I can't recall anyone ever describing the institution in the early days as a place where faculty had to do research.

EDWARD HEUBEL: No, in fact, you almost had the feeling that if you said, "I'm coming here to do research," you would be somewhat shunned and looked down upon.

PAUL TOMBOULIAN: When I had to make some requests for [research] purposes, [the answer] was sort of, "Oh, we hadn't thought about that."

How would you characterize the institution when you started?

EDWARD HEUBEL: From the point of view of the new faculty, it was a place of ferment, excitement, with a sense of experimentation, a sense of exploring new frontiers, of great freedom. We had in front of us a tabula rasa, the blank slate on which we could write our own description of what we aimed to do and what we hoped to do academically. That feeling of openness and the encouragement to try something new, to try something different, was out there. It was such that we felt that we were guardians of this spirit of how we conceived Oakland to be, and how to continue in this vein, to grow and develop.

We used to talk about the important educational policies, possible changes and directions, new requirements. Often it was—it seems to me now, how narrow we were, because most of what we thought was innovative was loading requirements on somebody else. I mean, that's hardly the definition of good teaching, is it? But a lot of the nuts and bolts of what was to constitute the new approach at Oakland was simply loading on more and more requirements.

PAUL TOMBOULIAN: But the slate really wasn't clean. We talk about a clean slate but you were working in a context of higher education in the U.S.

EDWARD HEUBEL: That's true. There was a sort of model in people's minds of what you would normally do with an undergraduate major in political science, in terms of the courses. The normal sequence of courses was: American government; possibly attached to that, state and local government, so then one semester course in that; and then a semester course in foreign and comparative governments. You studied certain foreign governments, usually. Certainly it was expected you would cover the British government, France and Germany and the Soviet Union were often included—western European countries. And you would also deal with, in that second semester, a kind of an introduction to political philosophy, the history of political ideas, political philosophy. It was a very large order.

PAUL TOMBOULIAN: So all this was written on the clean slate?

EDWARD HEUBEL: Well, this was written in our minds. As you know, if you were a political scientist and you didn't put these things into your curriculum, other political scientists would say, "What are you doing?"

PAUL TOMBOULIAN: Exactly.

EDWARD HEUBEL: So I was constrained. In that sense, I was not being particularly innovative in the main courses that constituted the major. There was going to be no challenge there. I did try to innovate, from almost the beginning, in trying to teach in a more interesting way, to break a little bit out of the lecture mode, and to get the students more personally involved in the courses by developing simulation modules as a means of teaching about one situation or another. I did this particularly with teaching about the British government.

I had the idea to create of my class a mock House of Commons, dividing them into the cabinet ministers and the opposition, and having the students learn the political positions of both the major parties in Britain. [They were] to act out a session of the British Parliament in which the opposition ministers would challenge the sitting ministers in the cabinet during a question hour. In this the students got thoroughly, completely involved. They worked like dogs, studying the *Hansard*—the British equivalent of our *Congressional Record*—reading the debates, reading the party pamphlets, priming themselves on the party positions and then trying to ask difficult questions of each other in a debate format.

There was not debate as we conceive of a formal debate. There was more of give-and-take in the British Parliament, of trying to ask a zinger of a question or come up with a witty answer, if you couldn't come up with a good answer. So the students threw themselves into that and really liked it. I'm convinced that they learned more about the spirit of the British Parliamentary system in this way, even if they didn't learn the textbook. They had a textbook also, so the textbook could provide the standard material.

PAUL TOMBOULIAN: You did similar things in your Latin American courses?

EDWARD HEUBEL: Later on, in my Latin American class I tried something similar. This was at the more advanced level where we could specialize: at the junior and senior level, students could take a course in Latin American government and politics. At the time—unlike the British situation—there was little formal government that it made any sense to talk about. Practically no Latin American government had a constitutional democracy at the time I was teaching. Most of the elected leaders were under the threat of a military junta, or the military junta had

actually taken over the government. Guerrillas were operating in the mountains, ready to form themselves into a junta should they ever come to power.

This kind of situation was really challenging and I personally was not able to invent a clever simulation for this, but one was prepared by an educational institution in Chicago. It wasn't the University of Chicago—some other institution in Chicago developed a simulation module that would teach students about Guatemala. We had background sheets, one-page or two-page summaries of the economy, the political history, recent events, and so on. The students would read that. They could play different parts; the parts were described also in a couple of sheets. If you were a member of the military junta, you would have, perhaps, these concerns and these perspectives. If you were a guerrilla leader, you might have these concerns and perspectives. We had, also, somebody playing the role of the U.S. Ambassador because American intervention was often crucial in these governments.

PAUL TOMBOULIAN: This was not the normal way in which these kids were taught?

EDWARD HEUBEL: No. the students got very involved in it. When one student got “killed” in one of these simulations—I mean, “killed” not literally, but figuratively—by being silenced by one of the junta members, the student was practically in tears that she was not going to be able to participate in the game anymore. It was a three-day simulation exercise, and to be killed or thrown out of the game was considered by her, and others, a great loss.

This I know was also received very well. So I did innovate considerably in those courses.

PAUL TOMBOULIAN: Tell us about the students.

EDWARD HEUBEL: As perhaps you can tell, the students responded very well to this kind of challenge. If you approached them with an assignment that required extra reading and study in the library—and both of the simulation exercises that I used did require extra work on the part of the student—they did it more than willingly. The early students at Oakland were definitely not time-serving, they were definitely not there just accumulating credits. I had the feeling that even if they

were not, perhaps, the set of students as highly selected as those that I had worked with at Reed, many of them had self-selected themselves for Oakland and were prepared in those early years to rise to the challenges that we would put out to them.

PAUL TOMBOULIAN: So you had a different collection of students than you had at Wayne?

EDWARD HEUBEL: Oh, very different. The collection at Wayne was the kind of urban university [students]—multi-racial, multi-ethnic, multi-generational, multi-everything that you can imagine. They were, in their own right, also good students. They were hard-working in their regular daytime work or professions, and some of them then, after putting in a hard day's work, would come and spend two or three hours at the university in the evening. So we had a lot of evening courses and a lot of working-class students, a lot of older, married students. And I did like that student body, too.

I believe that I have always been interested in teaching. I tried to show it at Wayne and I tried to show it at Oakland, too.

PAUL TOMBOULIAN: You also had at Oakland some Eastern students you were remarking about.

EDWARD HEUBEL: Yes, there was a corps of students at Oakland who came from the East. A certain number from New York City, a certain number from Washington D.C. I believe they were largely recruited by Loren Pope. And they were particularly interested in the political science major. They were oriented toward current world political issues, current national issues. They took very readily to our courses. Many of them had plans to go on to law school, or even more, I should say, to go on into the foreign service or the Peace Corps, and find for themselves some kind of challenging role in helping in the process of world economic and political development.

PAUL TOMBOULIAN: When you were working through the curriculum and the courses and the activities that you started in early '61, did you still feel that this was a pioneering operation or had all the decisions been made?

EDWARD HEUBEL: No, not all the decisions had been made, and there was, particularly in the first year, quite a bit of turmoil over adding additional university requirements. I can't remember what requirement it was, but I think there was a move to add world literature to an already rather lengthy list of university requirements for the students. This was discussed informally in what I called, and others called at the time, the "wild ideas committee."

A group of faculty met informally on Saturday morning, and sometimes in the evenings, to talk about impending votes in the faculty assembly, or to talk about a strategy—perhaps, could we get this or that curriculum change passed by this body? Oh, there was maneuvering—it was both discussion and debate about what we should be doing. But also it was a mechanism for effecting what you might hope to accomplish—perhaps all too easily accomplished in those early days with a very unstructured faculty Senate, as perhaps it was called, or faculty assembly, I'm not sure.

PAUL TOMBOULIAN: I think maybe academic Senate? I don't know. We didn't have a formal description [or operating rules]?

EDWARD HEUBEL: No. I don't think they had any procedures at all. Somebody could get up and say, "I make a motion that we do X," and somebody could say, "I second it," and somebody could say, "All in favor, say aye," and, you know, it might actually be passed with no debate. No committee reports, no formal minutes, no agenda. It was so open that it was, I suppose, in the eyes of some of the senior faculty and in the eyes of Woody Varner and the administration, dangerously chaotic and radical.

PAUL TOMBOULIAN: Perhaps, too much so?

EDWARD HEUBEL: Yes. It was, as I recall, dissolved. And the tenured faculty were called together as a committee of the whole to write a new constitution for Oakland University's [academic governance].

PAUL TOMBOULIAN: This would have been not long after you came.

EDWARD HEUBEL: Yes, I think maybe it happened in the first year.

PAUL TOMBOULIAN: So, there was an unstructured academic governance group that didn't have any ties to any existing formulation or a constitution, right?

EDWARD HEUBEL: Right.

PAUL TOMBOULIAN: And then, it got dissolved by Woody after the so-called "Black Saturday" event in early '61?

EDWARD HEUBEL: Yes, there was a tumultuous meeting at which we [discussed the general education] requirement.

PAUL TOMBOULIAN: And then there was a first attempt to reorganize the structure, by Bill Hammerle and a few others.

EDWARD HEUBEL: Bill Hammerle was on the committee with me. You see, Bill was a full professor of physics and engineering, I think, so he was automatically part of this committee. Woody sensed quite correctly that if you put together the few professors and associate professors that we had, you would get an older, more mature (well, hopefully more mature) group, certainly, a more conservative group, and one that would be inclined to want to have a more structured academic Senate.

PAUL TOMBOULIAN: In other words, this wild group of "youngsters" was perhaps too radical?

EDWARD HEUBEL: Perhaps, yes.

PAUL TOMBOULIAN: For some, anyway.

EDWARD HEUBEL: Well, I think the radicalness is impractical. For example, when we sat around discussing "should we require this or that," very few people took into account "how was this going to fit in with x department's major," or "would it be even physically possible for students to have all the required and co-required courses of the major, plus the university requirements?" Those kinds of practical situations were not being dealt with.

Also, there were questions like "when do these things go into effect," or

“how soon can you require students to do this?” At some point, we adopted a rule—this would have been under the revised university Senate—that when you made a change in university requirements, it would appear in a catalogue. The student would be bound by the requirements of the university catalogue that were in effect when he came, or that were in effect when he was about to graduate. The student could take a choice of either catalogue, the one you came under or the one you were leaving under.

PAUL TOMBOULIAN: So this debate, perhaps, could be described as a debate between practical issues of curriculum space and curricular requirements, and the conflict with philosophical ideas of education that some wanted to introduce.

EDWARD HEUBEL: The idea was that there really is so much to know. [For instance], if you're going to have a foreign language, one year isn't enough, it really should be two years. And for each requirement, you could make expansive arguments.

PAUL TOMBOULIAN: And people did.

EDWARD HEUBEL: Yes, they did. “How dare you believe that you could learn the history of western institutions and social ideas in a one-semester course?” It would obviously have to be two semesters, and I think it was.

PAUL TOMBOULIAN: Ed, you were having a very sophisticated program there in the political science department. The students were doing well by your standards, but their grades were, perhaps, not as high as some graduate schools would have preferred. And yet you were able to get them into graduate schools and they did well.

EDWARD HEUBEL: I think some of the graduate schools didn't understand our fractional grading system. We could have a student who, at some other institution, would have a straight 4.0 average but, because of Oakland's fractionalizing, would end up with a 3.7 or a 3.8. It somewhat diminished the students in the eyes of other registrars.

Anyway, we found—when I say “we,” I'm thinking primarily of myself and

Sheldon Appleton, both graduates of the University of Minnesota—that if we could recommend a graduating political science major to our old department, they would take our recommendation seriously and admit the student and give him or her a chance. They did very well at Minnesota, so that it wasn't too long before, if we strongly recommended one of these students with a 3.9 average in political science, the person would be awarded a first-year teaching assistantship. That was, in those days, rather rare. Usually, you had to wait until your second year before you could get the full assistantship appointment. You might have to demonstrate your ability to the department before they would be willing to entrust you with the assistantship. But our people—we got several of our students into these assistantships at Minnesota, and they went off to do good things in the discipline.

PAUL TOMBOULIAN: You're talking about the survivors, the ones who graduated.

EDWARD HEUBEL: The ones who graduated, right.

PAUL TOMBOULIAN: This was one of the major focuses of your activities as a department chair, and you were chair for, I think, the better part of your career here.

EDWARD HEUBEL: Yes, some would say too long.

PAUL TOMBOULIAN: [Seventeen] years, off and on, out of a 30-year career.

So, as with many departments, this goal of preparing the next generation of [graduate] students was high on your agenda.

EDWARD HEUBEL: Yes, although I should say, we didn't make any special effort to encourage students to go on to graduate work in political science. There, the only end point was a Ph.D. in political science (you couldn't do anything with a masters) and then to go into academic teaching. At some point that was not a very realistic career option for anybody, as the world became overpopulated with Ph.D.s in all fields.

We did have students who wanted to go on to law school, many of them, and that was a major direction. In fact, we had to—I wouldn't say discourage students—but we had to prepare them for the fact that they might not like the law.

What we did was to develop internship programs so that students could go to work in a law office before they went to law school. I had some students come back to me and say, "Oh, Professor Heubel, am I glad you had me work in that law office, there's no way I'm going to go to law school!" They would come up with some series of horror stories about why they didn't like, or couldn't like, the law that they had [previously] thought, abstractly in their minds, had to be their career goal. Others, on the other hand, would take to it and would find themselves working and helping a lawyer prepare a case. Even on one occasion, one of our interns was helping prepare questions to be asked in the courtroom. So those who took to it had a baptism—by water if not by fire.

PAUL TOMBOULIAN: It sounds like you had internships before most of the other departments did.

EDWARD HEUBEL: Here my dates are going to get me in trouble, but this was not for the first two or three years. Later on, I got very strongly committed to internships. When we developed a second degree program in public administration, it was a requirement that you had to do an internship, but we made it an option for the political science majors. We did, at that point, place political science students in law offices or other legal settings, working in a court administrator's office and so on.

PAUL TOMBOULIAN: Even though you were reasonably satisfied with many of the students who graduated and whom you taught, I sense that not all the faculty were that enthusiastic.

EDWARD HEUBEL: I think some of the new faculty—the people who came in the second, third and later years—had read some of our propaganda too much and believed it too much. When you describe Oakland as a Harvard of the Midwest, we certainly never were from the point of view of the characteristics of the student body. So if faculty came with that slogan in mind, they would be disappointed. Also, after the early years, I think we lost some of the ferment and enthusiasm from among the students—who themselves had come as true believers, some small number of them—[changing] to a set of more or less typical state university students. It was easy for the new faculty to find themselves disappointed in the

Oakland story and the way it worked out in reality.

PAUL TOMBOULIAN: The Oakland story was probably that version which Loren Pope continued to spin out.

EDWARD HEUBEL: Perhaps. Then also, as we hired really good faculty—and we certainly tried to—some of them turned out being more committed to research than teaching and found the research opportunities at Oakland nil. We had two very fine men whom we hired in one year and both left the very next year. They stayed but one year and went to other universities that had a more traditional orientation, a more fully developed graduate and research program.

PAUL TOMBOULIAN: And nobody in the administration was interested in keeping them, by offering them some incentives or opportunities?

EDWARD HEUBEL: Well, it might have been my failing as chairman, that I didn't sense how quickly they were going to leave. I thought they were both very good and I rather hoped that they would stay. I didn't expect them to stay forever, but I did hope that they would stay for at least two contracts.

PAUL TOMBOULIAN: There were other faculty in other departments [with whom you had interactions]. I think you mentioned Herman Lewis who started our biology program about the third year, and he had a somewhat different response to the students.

EDWARD HEUBEL: He came with a very high sense of mission that he was going to bring biology to the unenlightened masses of the Midwest. I think he encountered a bit more resistance from fundamentalist Christian students to Darwin's Theory of Evolution than he had expected to find. [He had] teaching zeal—I mean, he certainly tried and he certainly believed in what he was doing—but I think he felt the task to be somewhat daunting and decided to return to the more traditional research halls of the National Science Foundation.

PAUL TOMBOULIAN: How did you come to know Herman Lewis?

EDWARD HEUBEL: I came to know him through a series of informal bag lunches that we had in Hannah Hall. This was one of the real pluses of Oakland, I would say. The faculty could meet faculty from other departments, exchange ideas about what they were doing, what they were reading, what their research was. You could actually learn, as a faculty member, you could learn from other faculty members.

It's something that's surely at the very heart of the concept of a university, but is difficult to effect if you spend all of your time locked in a series of offices containing members of just one discipline, and if your exchange of ideas is only at department symposia or something like that. These were informal get-togethers and people would sometimes throw a question at me about Michigan politics or national politics and I would try to answer. Or I would talk about some of the things that I was working on in terms of my own research, which was at the level of public opinion and the characteristics of political leadership at the state level.

PAUL TOMBOULIAN: These weren't luncheons, they were informal groupings from many different disciplines.

EDWARD HEUBEL: I would be eating my salami sandwich and somebody else would be having his ham sandwich.

PAUL TOMBOULIAN: But from totally different departments.

EDWARD HEUBEL: Yes, we had people from physics and engineering and we had people from biology. Herman Lewis, and I remember this particularly, came in one day just almost [euphoric]. He had just learned of the breaking of the genetic code by Crick and Watson, and he was so filled with the importance of this event that he had to talk about it. He just took the people eating their bag lunches as an audience, went up to the blackboard and started to explain to us the significance of this: how biology had finally become a real science, now that we knew the basic laws that were at work in shaping the species, and the genetic differences between and among animals and groups.

His enthusiasm was incredible. I mean, he went on and on and we all stayed—I think we must have missed our first class after lunch—to listen to Lewis and ask him questions and have him explain further. I came home just exhilarated and I tried to reproduce to my wife Jacqueline the events of the day, the day the

genetic code was broken at Oakland—well, it had been broken earlier but the day the news reached Oakland.

PAUL TOMBOULIAN: Off in the wilds of the Midwest. It sounds like the climate for the faculty was very positive and encouraging and professional.

EDWARD HEUBEL: It was. People later on used to say, “Why is it that we can’t have what we once had?” Those of us in Hannah Hall had it in this lunch room, but other faculty found similar experiences in what used to be called the faculty lunch room in the Oakland Center, or even in what became the Oakland Room itself. Faculty members from different departments might sit down at the same table and exchange ideas across disciplines. As the departments became bigger and more self-centered, that became increasingly difficult to do.

PAUL TOMBOULIAN: We became a lot more traditional, and departmental structure just sort of took over?

EDWARD HEUBEL: Yes. I know that George Matthews had a somewhat anti-departmental bias, but even he could not stop the emergence of departments.

PAUL TOMBOULIAN: At the level of chancellor during the early years, until 1970, we had Woody Varner. Tell us about your interactions with Woody Varner. How would you characterize Woody?

EDWARD HEUBEL: I was going to use the word dynamic but that seems weak, and I’ll throw in another word: magician. He was somewhat of a magician in that he could stir things up like a magician stirring with his magic wand and produce events, ideas, developments on campus. He was, of course, our own best spokesman. He spoke very highly of the Oakland that he had created. He thought very highly of the faculty, he was very proud of the people whom he and others had assembled here to be his faculty. He was proud of the fact that we all had Ph.D.s. I guess maybe we did in the early years all have Ph.D.s— almost all. He greatly respected the faculty and I think that partly accounts for how, in that first year, he deferred a lot to letting the faculty move ahead with all of our wild curriculum changes until it just got out of control.

PAUL TOMBOULIAN: Well, they certainly knew more about some of the curricular details than he did, because his background was quite different.

EDWARD HEUBEL: Yes, I think he was an agricultural economist. I think he didn't complete his Ph.D. which is one reason why he so admired those who did. I believe he had been a kind of political liaison for Michigan State with the legislature. He had a very good political sense, a tremendous capacity to deal with the community, to deal particularly with legislators and he frequently invited them down to the campus. He had them to his house for dinner, members of key committees.

PAUL TOMBOULIAN: And you sometimes got invited.

EDWARD HEUBEL: Well, I got invited. I was the chairman of political science, and in Woody's eye I was somebody who was a Minnesota Farmer-Labor-oriented person. He used to introduce me as somebody who knew Hubert Humphrey and knew a lot about the Democratic Farmer-Labor Party. I had been a delegate to the state Farmer-Labor convention, recruited with a dozen other political science graduate students to fill empty seats and to vote "Jah" when we were told to at the state convention.

Anyway, Woody saw me as some kind of political animal and he liked political animals. The expression, by the way, "political animal" comes from Aristotle. Here is a real zinger for a textbook: the first sentence in the first textbook in political science is, "Man is by nature a political animal." Woody was by nature a political animal, and he saw me as a kindred spirit and would like to invite me to dinners when he felt the presence of such an animal was important. He did this with entertaining legislators, he did it when we had distinguished guests coming to campus. John Kenneth Galbraith, I remember having dinner with him. Walter Reuther spent an evening. We had several political science faculty members there with Walter Reuther. And Reuther, I can remember, had more original ideas about the American political scene than any of the faculty members in the room. I felt really in awe of this person. This was the kind of occasion that Woody liked to generate on the campus.

PAUL TOMBOULIAN: You spoke to him once about another Texan, Lyndon

Johnson, and I think you were surprised.

EDWARD HEUBEL: I was asking Woody for his opinion of Lyndon Johnson. I rather assumed that Woody would be admiring of Lyndon Johnson because here was yet another political animal who had considerable skills at getting people to do his will. But Woody was quite negative about Lyndon Johnson. He said, "I think he's too opportunistic, I think he's too manipulative, I don't really trust his character." I was surprised because I thought that Woody would admire these political skills, many of which I saw Woody himself as having. But that was not the case.

PAUL TOMBOULIAN: Woody was also involved in a lot of non-traditional activities. One that comes to mind, that you mentioned to me, was the Meadow Brook Music Festival, which is a little later but it's a good story about how Woody did things.

EDWARD HEUBEL: Yes, I was told that Woody heard in the fall sometime—

PAUL TOMBOULIAN: Probably fall of '63, I think we figured it out.

EDWARD HEUBEL: Okay. [Woody was told] at a luncheon with some members of the symphony board that the Detroit Symphony Orchestra was looking for a new summer home. Woody immediately proposed to these people, "We will provide a suitable music shell for outdoor concerts if you will agree to come and hold your summer music festival at Oakland." I don't know to what degree Woody had a formal agreement for this, but he took this and ran, raised money. They broke ground and built this music shell so it was ready to go for the very next summer season, and the Detroit Symphony did indeed appear on the campus practicing for the first concert.

I was walking in the woods nearby, not really knowing that I was near the new music shell and I heard the strings of a Sibelius symphony coming over the treetops. It was just an exquisite, magical setting. You can't believe the wonderful sound, and the combination of Sibelius' music from the trees and lakes and woods of Finland translated to the Michigan setting, not at all inappropriately. I walked to the shell and, sitting in the last row with his head in hands, looking very pensive and

a little worried, was Woody Varner. I walked up the steps to the back row—

PAUL TOMBOULIAN: This is at the Baldwin Pavilion?

EDWARD HEUBEL: The Baldwin Pavilion, yes.

PAUL TOMBOULIAN: Woody must have raised money that way.

EDWARD HEUBEL: Yes, I think Mr. Baldwin must have given some money.

Anyway, I sat down next to Woody and he said, “Do you know something about this music, Ed?” I said, “Well, I’m not an expert but I do like the Sibelius symphony.” He said, “Does it sound good? How is the sound?” I said, “Oh, it sounds marvelous. It sounded good in the woods, it sounds even better here. I don’t know how they’ve achieved the acoustic effects but it certainly sounds good to me.” And he said, “Well, I’m particularly worried about how that man down in the front row is reacting.”

I looked down and there was indeed a man sitting in the front row, that I hadn’t noticed when I came in. Woody said to me, “He’s the music critic for the *New York Times* and he’s going to be here for the opening concert. He’s going to do a piece in the *Times* about the Meadow Brook Festival.” So Woody was thoroughly immersed in this project. He had started it, he had brought it to conclusion and now he was hoping that it would get the recognition that it deserved.

PAUL TOMBOULIAN: But you wouldn’t call Woody a sophisticated cultural person.

EDWARD HEUBEL: He didn’t appear to be a sophisticated person. He certainly didn’t make any pretensions of that sort, but he had a strong interest in bringing culture and art to the community. You could see that, not only in the music festival, but then in the theater which he was soon to create—another one of his magical exercises, to bring a distinguished British theater director to Oakland to establish our first repertory theater. [That was] John Fernald.

PAUL TOMBOULIAN: Woody kept some seats, though, in the front of the Baldwin Pavilion for legislators and friends and used this opportunity?

EDWARD HEUBEL: On some of the occasions when the legislators would come down to Woody's house for dinner—he had regularly, I guess, reserved a whole row of seats, so that we could come in after dinner. We would be bussed over to the Meadow Brook area, and file into our seats just in time for the beginning of the concert.

PAUL TOMBOULIAN: And you were sometimes in that group, invited as a friend of Woody's?

EDWARD HEUBEL: Invited as the Minnesota Democratic Farmer-Labor Party expert, political animal, or whatever my role was for that evening.

PAUL TOMBOULIAN: Woody also had an interest in athletics as well as cultural activities, and I think that may have gotten him into a little trouble, at least in the view of some.

EDWARD HEUBEL: I think part of the Oakland story in its initial phases was that this was going to be, indeed, a very serious institution, and we were not going to have varsity athletics, certainly not big-time varsity athletics. We would be avoiding the conflicts that would occur between the educational goals of an institution, and the competitive goals of having a winning team no matter how badly they had done in one course or another.

So, yes, Woody announced, shortly after the faculty dispersed for the summer, that we would be starting varsity basketball. He did this without consulting the academic Senate, which was supposed to be consulted by the chancellor on all major matters of educational and campus policy. I at the time was vice president of the AAUP [American Association of University Professors], which in those years was not a bargaining unit. It was just the old-fashioned [organization of] faculty members who happened to come to a meeting, who happened to be concerned with an issue. A meeting was called—I don't think I called the meeting but I chaired it because the president, whoever he was, couldn't be there and I was vice president.

PAUL TOMBOULIAN: This would have been late '60s, mid '60s sometime?

EDWARD HEUBEL: Mid '60s, I think.

The faculty members who came were greatly incensed. They felt that they had been betrayed, that the value of their participation had been violated by Woody, who had gone ahead and inaugurated this policy without consulting them. People were asking what could be done, and in my foolishness and naivete, I said, "Well, we could censure the chancellor." I was, of course, quite wrong—there is no power of any AAUP chapter to censure anybody. If that's done, it's done after careful consideration by the national AAUP.

Anyway, somebody then moved, in my small group—I think we had about 15 or 20 people there—I moved or it was moved that we censure Chancellor Varner for having inaugurated this policy without following due and proper constitutional procedures, or something to that effect. It was either voted on or about to be voted on, and then Charles Hucker, who was present— a full professor, much more sober than some of the others in the group—said, "Do you think it's right that we should censure the chancellor without even having talked to him about what he's done and why he's done it? Don't you think we owe him the right to explain what is going on here and, at least, before any action is taken we ought to give him a fair chance to explain to us?"

That seemed to the group like a good and reasonable thing to do. A delegation was appointed—Charles Hucker, as I remember, myself and Dick Burke—to go to the chancellor and discuss with him, debate, challenge if need be, his decision to inaugurate varsity basketball. We made an appointment with the chancellor and came to his office. As I remember, it was a hot day, Woody's office was lacking in screens and other amenities, and he was busily swatting flies. [Among] ourselves, we hoped that he wouldn't swat us too badly for daring to challenge his authority in what we were about to do. But he was very disarming. He said in a disarming way, "Well, I hope you have something really difficult to bring to me. My desk is—you know, I just don't have enough difficult problems to deal with here in the chancellor's office. I hope you're bringing me a really tough one."

So that caused us to be less tongue-tied and say that the AAUP was greatly exercised, and was thinking of challenging his authority on this matter, and we wanted to communicate this to him. He then began to explain his decision, saying that he made the decision to go ahead with varsity basketball, not consulting the Senate because he knew that if he had consulted the Senate, they would have

voted him down. If they had voted him down, that he would have then recommended to the trustees that this policy be put into effect without the approval of the Senate. And he thought that that would be a worse precedent to set for the university community than his effort at bypassing the Senate in the way that he had done.

PAUL TOMBOULIAN: So he already had the politics figured out.

EDWARD HEUBEL: He had already determined this was something he was going to do.

PAUL TOMBOULIAN: Why was he going to do it?

EDWARD HEUBEL: He was concerned that the campus was such an unattractive place to many students, particularly male students. We were, we were told, becoming increasingly a female student body. We were becoming a teachers' college for women students. And it wasn't that Woody didn't like women, but he felt that this was an unbalanced setting, and that you certainly needed to attract male students for programs like business and engineering—at that time very much oriented toward male students. He wanted to provide more excitement and more activity on the campus.

PAUL TOMBOULIAN: He dreamed this up himself, as far as you know?

EDWARD HEUBEL: Yes, there had been no committee. He may have consulted his dean of students and other administrative types, but as yet there was no faculty committee.

Well, one of the things that we proposed was that the whole matter be studied by a faculty committee; that the basketball policy be suspended until such time as the committee could report; and the nature and details of an Oakland athletic policy could be established by the Senate. Woody, somewhat surprisingly to us, agreed to that. He said, "Yes, that sounds like a good idea. We could have a committee and they could make recommendations, but it's going to be awfully important who's on that committee. We're going to have to have a lot of confidence in that committee."

So he looked at the three of us and he said, "How about you guys? Why

don't you be the committee?" I begged off, and Hucker begged off, but Dick Burke became chairman of that committee. It did indeed report in a year, or maybe less than a year, I'm not sure how long it took to report. And the Senate did vote to inaugurate an athletic policy that would allow Woody's basketball team.

PAUL TOMBOULIAN: And presumably bring more men to the campus.

EDWARD HEUBEL: Hopefully.

PAUL TOMBOULIAN: The academic Senate came to include more administrators than the original group which was, I think, seven administrators and 25 faculty. Over time the involvement of the administration in the Senate increased, and it changed its character to a more administration-oriented operation, isn't that so?

EDWARD HEUBEL: Yes, I heard that, certainly. Particularly in the later years, [I heard] increasing discontent among the faculty with a Senate that seemed, in some ways, not at all a representative of the faculty. Of course we did have the union which was completely representative of the faculty, but that was somewhat limited in its scope to bargaining-type issues.

PAUL TOMBOULIAN: And it doesn't worry about academic matters.

EDWARD HEUBEL: Theoretically, we hoped that with collective bargaining at Oakland, the faculty would continue its traditional role in educational policy through the existing institutions and that, in general, the bargaining team would not enter into those policies—matters of tenure and reappointment, yes, but not matters of educational curriculum and so on.

PAUL TOMBOULIAN: It became very hard, I think, for the faculty to become involved because the cards would be stacked, or it was perceived that way. This has recently changed, but it's been a long time.

You knew Woody at the time he had to make a change in his life, in terms of being a chancellor. He apparently spoke to you about this before he left. That would have been, what, fall of 1969?

EDWARD HEUBEL: Well, I'm not sure that it was in the fall of '69 that he talked to me, but it was before he left—a kind of a warning sign that he was becoming distressed with his role as chancellor. On the occasion that I have in mind, the Senate was about to consider a student proposal. I don't know if it came from the Student Congress or where it came from, but it would have, in effect, permitted the students to set their own rules and regulations with respect to the dormitories—the end of *in loco parentis* for the university. In my own mental notes I have, Woody was “going loco” over *in loco parentis*. He liked the idea, he felt that the university had to maintain rules and regulations over the students.

PAUL TOMBOULIAN: Why do you think he felt that?

EDWARD HEUBEL: He was distressed at the behavior of the students: increasingly improper behavior in the student center, students sitting on the sofas and necking in public during the day—something that he found very offensive. He said he felt ashamed to bring parents to the campus when the students were acting this way, and he was afraid that the dormitories would fall apart completely if we had the students in the position of setting their own rules for hours and conduct in the dorms.

PAUL TOMBOULIAN: So he talked to you about this petition?

EDWARD HEUBEL: Yes. The legislation, or whatever it was that would have given the students permission to do this, was coming before the Senate. He was asking me, wasn't there some way that the faculty would help him kill it, could we kill it in the Senate? My immediate response was—I didn't even have to talk to any other faculty member—I knew that the sentiment of the faculty, by and large, was that *in loco parentis* was dead and that they were inclined to be sympathetic with what the students wanted. If it was put up to a vote, it was almost surely going to be the faculty supporting the students.

I told Woody this, and he was very disheartened. He seemed to feel that this was something we ought to be willing to do for him, after all he had done for us. He seemed to feel that, if he made the case that this would be destructive of the dorms as he conceived them, then we should pay attention to that and we should rally to his support. But I said to him I didn't think there was anything we could do, I

thought it was hopeless, I thought that it was going to go in the students' direction.

Woody made some kind of comment about how, when you're chancellor of a university, you start out with a certain number of credits, and every major decision that you make, you lose some credits, but you don't gain any additional ones. And one day you wake up, and you find you have no credit left at all. It wasn't too long after that, that I heard that Woody was going to the University of Nebraska.

PAUL TOMBOULIAN: It sounds like his value system on items and issues like student behavior differed from the faculty's, but he never bothered to either change his or convince the faculty that they should do otherwise?

EDWARD HEUBEL: No, he didn't. Maybe I discouraged him too much, maybe he figured, "If I can't convince Ed, I can't convince anybody."

PAUL TOMBOULIAN: And he wasn't willing to change his view?

EDWARD HEUBEL: No, he had a very strict sense of propriety. He was a Southern gentleman, and women had a proper role which was to be reserved and respectful, and men, too. It was a very traditional role that he conceived, that the university should help shape and form. He was concerned about things like students' manners of eating during dinners. I think he discussed, on one occasion, with somebody in the dean of students' office, that we should really have our students learn how to eat and serve a formal dinner—to instill a bit of Emily Post, I guess, into the education of the students. He felt that these things were important.

PAUL TOMBOULIAN: Do you have some other reflections on why Woody was thinking about leaving, or ultimately decided to leave in late '69? I think you mentioned—these are all hypothetical because we don't know for sure—but maybe there were some other issues here.

EDWARD HEUBEL: Well, I don't know, but Woody was certainly pushing for independence and, of course, we got it quite quickly, and we got our own board. As I understand it, the board that Don O'Dowd [his successor] ended up with was the board that Woody really wanted.

Woody was unhappy with the situation in the immediate sense that Oakland

University represented just one session a month for the Michigan State Board of Trustees. It may have been even less than that, maybe like one morning: if the Board was going to meet for a day, one morning would be given to Oakland University. It just wasn't enough time, there wasn't enough investment by the Michigan State Board in Oakland University. This all speaks to the independence of Oakland which was, I take it, already underway in terms of Woody's planning.

But as to why he would immediately want to pull out just as we were gaining independence, just as we gained a new board—it did seem precipitous, and I really can't explain it. Some have said that perhaps he hoped to be named president of Michigan State, but I have no personal knowledge of that.

PAUL TOMBOULIAN: He didn't ask you about that relationship?

EDWARD HEUBEL: No, he didn't. He didn't ask my opinion, either, about whether he should leave.

PAUL TOMBOULIAN: So he had these things in the works about Oakland's future, and he decided to leave.

EDWARD HEUBEL: Maybe he felt this was the time to leave. After all, maybe it was time for new energy and a new body to take on the leadership of the new Oakland, which would now become independent of Michigan State.

PAUL TOMBOULIAN: Presumably after he decided to do this, he also was worried about who his successor would be.

EDWARD HEUBEL: Yes, indeed. When he did announce that he was leaving, he, for the second time in my career at Oakland, visited me in my office. The first time was the one I've already mentioned about the *in loco parentis* matter. The second time he visited me, he said words to this effect: "Don't you people realize that I want Don O'Dowd to be my successor as chancellor?" And I said, "Well, we rather assumed that that was in the works—yes, I guess we do perhaps realize that." He said, "Well, why aren't you doing anything about it? You know this isn't going to happen by itself. You have to work for this." I said, "We do?" I mean, I was rather startled. I thought that Woody seemed to run things at this level with

the Board, and so I said, “What is it that faculty members can do with respect to the appointment of a chancellor? That’s done by the Board, isn’t it?” He said, “Yes, but the Board needs to have input from every sector of the university. The more input they have from different sectors of the university showing support for O’Dowd, the more likely it is we’ll get him rather than some no-good local two-bit politico they would put in just for whatever purposes.”

He seemed concerned that if we didn’t get O’Dowd, we’d get somebody that the Board might want for political reasons, somebody who might have some kind of local political influence, and Woody had no love for that direction at all. He wanted somebody who knew the institution, somebody who had full academic credentials to set the model for the chancellor or president of the university. [This person] should be an academic who was or had been fully involved with a university from its inside out, and from the bottom to the top, and this was O’Dowd.

His marching orders to me were, “Go forth and get petitions going,” because I had said, “What could we do?” He said, “Get petitions going from the different units of the faculty, from all the different groups on the campus,” and I did this. I distributed petitions to each of the academic units. I distributed petitions to members of the AAUP. I solicited support from the AFSCME group [American Federation of State, County, and Municipal Employees]—the blue-collar workers on campus—from the clerical-technical group, from the administrative-professional group, and also from the students, from the Student Congress. And every one of these groups responded positively with some kind of a statement or petition, except for the students. The faculty was very largely, I would say overwhelmingly, in support of the idea of having O’Dowd.

PAUL TOMBOULIAN: He was the “known devil.”

EDWARD HEUBEL: As opposed to—there were some rumors being spread around that some kind of know-nothing American Legion president, who was somewhere in the area, was interested in becoming president of what he thought ought to be a kind of community college. Oakland was disappointing people in the county for not being the general community college that some of them had been hoping for. This was before the existence of OCC [Oakland Community College].

PAUL TOMBOULIAN: So, ultimately, [President John] Hannah had expected

Oakland would be separated, and Woody had arranged with [Governor William] Milliken to appoint the board he wanted. [And O'Dowd was appointed] thanks to your good efforts.

EDWARD HEUBEL: On January 15, 1970, a group of people including myself went to East Lansing to present our petitions. [Reading from a list:] Glen Brown, [from the administration]; Royce Butler, the librarian; Joe De Ment, president of the AAUP; Betty Hansen, I think she was representing clerical-technical, or maybe administrative-professional; myself, as an elected member of the steering committee of the university Senate; James Oates, he was from AFSCME; Mary Schultz; Robert Simmons, who was the past president of the AAUP; William Sturner, the associate provost. We all went to the Board, and we made our statements to the Board. We talked about the various petitions that we had—

PAUL TOMBOULIAN: Asking that O'Dowd be appointed?

EDWARD HEUBEL: Yes, and there was a resolution adopted by the university Senate requesting that the Board of Trustees at Michigan State University grant independence to Oakland University. So the two issues were [presented] on the same day, asking to name Donald O'Dowd chancellor of Oakland University [and to grant independence].

PAUL TOMBOULIAN: So you really worked hard for the institution.

EDWARD HEUBEL: Yes, I could say that I did. I thought I was doing the right thing. I got criticized by some people later, who turned out to be not all that enthusiastic about O'Dowd as chancellor, but the informal polling certainly showed a lot of support.

PAUL TOMBOULIAN: You had a marvelous career of involvement in political activities at Oakland. What are some of your happy recollections about any of those times that you were in the department, or things that you did at Oakland?

EDWARD HEUBEL: I would say that in terms of my work in the department, I look back now on the curricular developments that I made: ones I've already mentioned,

such as the use of the simulation packages in the classes, but also I developed for the first time a set of research techniques and computer techniques for political science students. At first [working] on the main-frame computer using the statistical package for the social sciences, and then [working in] our own computer lab of Apple computers, I developed with basic programming a series of exercises that students could do, that would help them understand sampling and polling, and the use of certain basic statistical measures that anybody would need doing any kind of statistical analysis.

PAUL TOMBOULIAN: But they weren't using them in those days.

EDWARD HEUBEL: Political science in a number of universities had been closely joined to history; some departments were departments of history and political science. That was a kind of humanities background, and also part of our own true background of political science. It's a science going back to Aristotle, going back to the Greek philosophers—you started your journey into politics with the ancient Greeks.

But the more modern idea was that if we got separated from history, then we tended to be called the department of government, and it was only around 1900 or so—before my time for sure—that we began to use the term political science, and establish a journal called political science. I think we got it from the Germans: *Stadtswissenschaft*. We were the science of the state, the Germans called it, and they created Ph.D. programs for the science of the state. They certainly, in their science of the state, saw the importance of statistics because the German kings couldn't run their little kingdoms without some statistical knowledge.

We argued for the importance of political science being allowed to use the main-frame computer. I fought for that successfully, ultimately, but it was an uphill battle. Then, ultimately, we got our own departmental computers and our own computer lab which we could use for teaching purposes.

PAUL TOMBOULIAN: I think you were one of the first groups to have that, right?

EDWARD HEUBEL: Perhaps that was so. At some point, we opened an Apple lab in Wilson Hall, up on the third or fourth floor, I remember. It was shared by rhetoric and journalism, who used it because they were interested in the word

processing parts of it. Yes, that was something that I did.

PAUL TOMBOULIAN: So you brought science into political science.

EDWARD HEUBEL: Yes, or just made the university recognize that it had been there all along.

PAUL TOMBOULIAN: Ed, I want to thank you for your many contributions to Oakland University over the years, and I want to thank you for coming today.

EDWARD HEUBEL: It's been more fun than I thought it would be, thinking back on these things. I've really enjoyed reminiscing about them in this way.

Oakland University Chronicles

EDWARD HEUBEL

Index: Transcript of Interview

Academic governance:	
Early academic governance.....	9
Restructuring of Senate after “Black Saturday”	9-10
Discontent with Senate composition	23
Appleton, Sheldon	11-12
Athletics:	
Varner’s announcement of varsity basketball	20-22
Faculty meeting and concerns	20-21
Faculty study committee and athletic policy	22-23
Atmosphere on campus:	
Ferment, excitement, freedom, encouragement	5
“Black Saturday” meeting	9-10
Burke, Richard.....	2, 21, 23
Curriculum:	
“Innovations” added more requirements	5
Typical model for political science curriculum	5
Developed simulation modules	6-7
Changes discussed in “wild ideas committee”	9
Practical issues overlooked	10-11
Computer techniques for political science	29
Departments formed.....	16
Experiences prior to MSUO:	
Taught at Reed College and Wayne State University.....	1
American government sections at Wayne	3
Urban university students at Wayne	8
Faculty:	
Lack of research program discouraged some.....	14
Informal bag lunches in Hannah Hall	15
Interdisciplinary discussions	15-16
First contact with MSUO:	
Detroit newspaper articles	2
Discussion with Richard Burke	2
Hammerle, William	10
Hucker, Charles.....	21, 23

Image of MSUO:	
Serious liberal-arts-oriented college	2
Research not expected at MSUO	4
Avoiding big-time athletics	20
Lewis, Herman:	
Sense of teaching mission	14
Report on breaking of genetic code	15-16
Meadow Brook Music Festival:	
Woody Varner's initiative	18
Rehearsal for first concert.....	18-19
Meadow Brook Seminars	3
Michigan State University:	
Independence for Oakland University	25-26, 28
Naming of O'Dowd as chancellor.....	28
O'Dowd, Donald	3, 4, 26-28
Philosophy of education:	
Heavy curriculum requirements not preferable	5, 10-11
More personal involvement by students	6
Use of statistics and computers in political science	29-30
Phrases:	
"A serious post-Sputnik curriculum"	2
"A true believer in what I imagined to be the philosophy"	3
"Early students . . . were definitely not time-serving"	7
"Like a magician stirring with his magic wand"	16
Preparing students for postgraduate study:	
Admittance at University of Minnesota.....	11-12
Internships in law and public administration	12-13
Reasons for coming:	
Committed to purpose of MSUO.....	3
MSUO's need for a political scientist	3
Reflections on career at MSUO/Oakland	28-30
Responsibilities at MSUO/Oakland:	
Group leader for political science.....	3
Completed research publications.....	4
Chair of political science department.....	12-13
Dinners with Varners' guests	17
Assistance requested by Varner	24-25, 26-27
Petitions to MSU Board supporting O'Dowd	26-28

Reuther, Walter	17
Rhode, William	2, 3
Roose, Kenneth.....	4

Students:

Early students rose to challenges	7-8
Interests of students from Eastern U.S.	8
Change to typical state university students.....	13-14
Proposal for students to set dormitory rules	24-25

Teaching experiences:

British Parliament simulation exercise	6
Simulation module for Latin American politics	7
Students responded well	7
Computer exercises and computer lab	29

Varner, Durward B. (Woody):

Replacement of early faculty governance	9-10
Pride in Oakland faculty	16
Good political sense	17
Dinners for legislators and key people	17
Views about Lyndon B. Johnson.....	18
Development of Meadow Brook Festival	18-19
Culture and art for the community	19-20
Strategy in starting varsity basketball.....	20-23
Student behavior and <i>in loco parentis</i>	24-25
Factors in decision to leave Oakland	25-26
Independence for Oakland University	25-26
Support for O'Dowd as successor	26-28