

Campus Capsules

Dr. Gerald McIntosh, director of the Black Studies Program, and Leslie Bates, director of the Office of Minority Affairs, were honored recently for "outstanding and dedicated service to the black community on campus." They received plaques in a recent ceremony sponsored by the Black Student Association and other black organizations on campus.

The Huron football team opens its home season Saturday with a night game against Indiana State. For details, see the Activities Calendar on page 4.

Seniors Dan Hoff and Walter Jones have been elected co-captains of the Huron basketball team. Both also started on the same University of Detroit High School team and were members of the Mid-American Conference All-Academic team last year. Hoff is from Royal Oak and Jones is from Detroit.

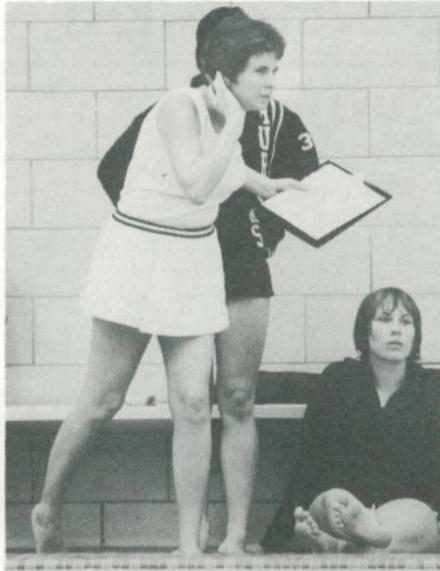
The Hoyt Tower Conference and Guest Center is now offering a full range of services to the University community and public groups. The Center can accommodate up to 450 persons in its ten-story facility. Overnight accommodations, meeting rooms and food service are available. Lodging rates are \$8 for single occupancy and \$5.50 per person for double occupancy. For further information, call 487-1095.

"An Evening with James Brickley" is the title of a 30-minute video-taped interview which is now available in the Media Services Television Center in Ford Hall. The interview was conducted by Tim Skubick, public affairs editor of WKAR-TV at Michigan State University. It was televised on the Michigan public broadcasting network during the transition period when Brickley left the Lieutenant Governor post to assume the University presidency. For further information, call 487-3311.

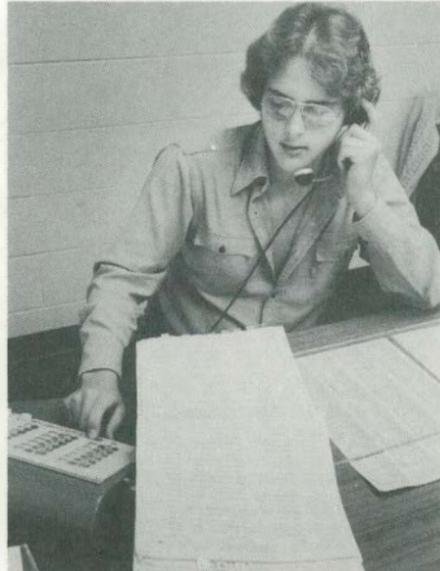
President Brickley addressed an assembly of the general faculty on Tuesday, Sept. 2. He suggested that the University should seek to assert "its own institutional uniqueness and said that it should retain institutional flexibility in meeting changing educational needs. He also advocated the development of "institutional pride." President Brickley also discussed faculty criticism regarding the selection of the vice-president for academic affairs and the status of the mission study. For details, see President's Report on page 3.

The University will provide academic dress for the following EMU personnel who may want to participate in the Inauguration of President Brickley Saturday, Oct. 4 and do not have their own academic dress: assistant professors, associate professors, professors, instructors, full and part-time lecturers are all non-academic administrative/professional staff. Deadline for requests is Friday, Sept. 12. Requests should be made to Mitchell Osadchuk, 218 Pierce, 487-2414. Academic dress can be picked up Friday, Oct. 3, in McKenny Union between 10 a.m. and 5 p.m.

New Sex Discrimination Regulations To Have Greatest Impact on Athletics at EMU



Changing Roles - Women Athletes . . .



. . . A Male Switchboard Operator . . .



. . . A Female Groundskeeper

By John Fountain and Kathy Tinney

Title IX of the Education Amendments of 1972 provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance" with certain exceptions.

Title IX was signed by Secretary of Health, Education and Welfare Caspar Weinberger, approved by President Gerald Ford and became effective July 21, 1975.

There are six parts to the Title IX regulation. The first part includes definitions and provisions concerning general matters related to discrimination on the basis of sex. Under this section, the University is required, by July 21, 1976, to "evaluate (its) policies and practices and the effects thereof in terms of the requirements of the regulation, to modify any of these policies and practices which do not or may not meet the requirements of the regulation and to take appropriate remedial action to eliminate the effects of any discrimination which resulted or may have resulted from adherence to them."

Part two describes the educational institutions and other organizations covered by the Title IX regulation. Exemptions include social fraternities and sororities.

The third part sets forth the general and particular prohibitions with respect to nondiscrimination based on sex in admissions policies and admission preferences, including requirements concerning recruitment of students.

Part four describes the regulations prohibiting discrimination in educational programs and activities, including academic research, extracurricular and other offerings, housing, facilities, access to programs and activities, financial and employment assistance to students, health and insurance benefits for students, physical education and instruction, athletics and discrimination based on the marital or parental status of students.

Part five deals with the general rules with respect to employment in educational programs and activities, specifically covering hiring and employment criteria, recruitment, compensation, job classification and structure, promotions and terminations, fringe benefits, consideration of marital or parental status, leave practices, advertising and pre-employment inquiries as to marital or parental status.

The last part of the regulation describes the interim procedures which will govern the implementation of Title IX.

President Brickley has indicated that the University will respond affirmatively to the requirements of the Title IX regulations. "It has been and will continue to be the University's commitment to eliminate any and all unfair and unequal treatment of any person in any capacity.

"We recognize that more than good intentions are needed to accomplish this. I recognize that all of us and most of our procedures and systems are to some extent victims of past practices and traditions. Without some pressure to eliminate vestiges of these past practices and traditions, it is not likely that all of our good intentions will materialize.

"Some of the provisions of Title IX place those kinds of pressures upon us. We will strive to have a positive and cooperative attitude as we go about the work of complying with its provisions.

"The Executive Council will discuss the requirements of the Title IX regulations and will determine the appropriate person or persons and the appropriate process for complying with them."

Discussions with officials from various University departments directly affected by the regulations reveal that Title IX will not have as great an impact at EMU as at other institutions because the University already has made major improvements in its procedures.

(Continued on page 3)

Wawraszek Returns to Classroom

Acting Head of Special Education is Named

Dr. Gary Navarre has been named acting head of the Department of Special Education.

The appointment follows the resignation of Department Head Frank Wawraszek, who returned to teaching as a professor of special education this fall semester.

Dr. Navarre, a full-time member of the special education faculty since 1970, received his bachelor's degree in special education for the emotionally disturbed from EMU. He earned a master's degree in psychology from the University of Oregon and a doctorate from Wayne State University in educational psychology and special education.

Dr. Navarre has been teaching in the areas of learning disabilities and the emotionally impaired. He has supervised educational psychology students in a diagnostic clinic for the past six years and

taught part-time in the Departments of Educational Psychology and Guidance and Counseling.

According to Dr. Jack Minzey, acting dean of the College of Education, Dr. Navarre was highly recommended for acting head by his fellow faculty-members in the Special Education Department. He began his new duties Sept. 1.

A member of the special education faculty since 1957, Wawraszek has been head of the department for six years. He holds degrees from the Teachers College of the University of the State of New York and Boston University. He has an extensive background of work with handicapped children.

A search for a permanent department head is now under way, according to Dr. Minzey.



Gary Navarre

Ingrid Ylisto, Irene Allen Write Reading Text



Ingrid Ylisto and Irene Allen

By Kathy Tinney

It is a pretty well-accepted fact that many of the nation's upper elementary and secondary school-aged children have never learned to read.

Recently, the Detroit Board of Education heard a report which indicated that the reading ability of children in the Detroit Public Schools has declined since last year.

A new book by Irene A. Allen, associate professor of curriculum and instruction, and Ingrid P. Ylisto, professor of curriculum and instruction, may help to solve the teaching of reading problem. The book is called "Kollection of Kues from Kids" and it is designed to help children enjoy learning the language arts skills of speaking, listening, reading, writing and spelling.

A collection of activities and ideas that came from teachers and kids, the book is published by Kendall/Hunt Publishing Company, Dubuque, Ia.

According to Dr. Allen, the book will be useful not only to early elementary teachers, but to parents who want to prepare their children for reading readiness.

Dr. Allen points out that the traditional method of teaching reading in groups with children reciting from a book tends to reinforce not only the positive feelings of a good reader, but the negative feelings of a poor reader.

"Kollection of Kues from Kids" suggests activities to introduce, review or reinforce language skills. "You can't have reading without having the other communication skills," says Dr. Allen. She explains that the book begins with concrete body movement activities and progresses to the more abstract thinking and writing.

"These activities involve the whole child," she says, "immersing him in whatever he's doing. The child develops coordination, learns the left to right progression, necessary for learning to read and write, and most important, the child enjoys himself, expresses himself and develops positive self-concepts.

"If a child can do and feel good about physical activities, he will feel he can do anything—like reading. These activities are especially helpful in teaching little boys because of the total motor involvement. Little girls are more willing to sit and be quiet—and reading is a quiet activity—than little boys."

Dr. Ylisto explains that each child's perception of reading is unique. "A child perceives reading as an integral part of the language that he has as opposed to the teacher's perception of reading as something that is outside of that, as something to be taught. In other words, reading comes out of the child. It is not put into him.

"The child perceives reading as speech. The teacher perceives reading as print. It is the teacher's responsibility to show the child what is graphically correct, but also to give the child the feeling of success in the attempt he made at understanding. We must give the child credit for what he knows and then use what he knows as a springboard for furthering and extending it into those symbols that are needed for our language.

"We must bring the world of speech and the world of print together."

Dr. Allen and Dr. Ylisto explain reading as a natural emergence of language development. Dr. Ylisto describes the ideal setting for learning to read as a classroom where the teacher has "provided a reading environment—a print world, a talking world, a doing world. There would be teacher-pupil planning to a great extent. There would be manipulatory materials. There would be writing, painting, clay—all the media that give a child a chance to test what he thinks he knows or does. It would be a rich verbal world. It would be a psychologically safe world in which a child can make mistakes. It would be a world where the child's own experiences were put into print."

The theory underlying "Kollection of Kues from Kids" is that the focus of classroom activities should be on the child instead of on the teacher. The teaching of reading should be derived from the child's perceptions of the reading activity, not just the teacher's pedagogical approach.

Dr. Allen and Dr. Ylisto will use "Kollection of Kues from Kids" in their undergraduate methods of teaching reading classes and their graduate level theory courses. All of the activities and "kues" described in the book are derived from their own experiences as teachers.

A graduate of Johnson State College, Johnson, Vt., Dr. Allen earned a Master of Arts degree in administration and an Ed.D. in elementary education from Ball State University. She taught in elementary schools in Morrisville, Vt., and Fort Wayne, Ind., before joining the EMU faculty in 1968.

Dr. Ylisto, a native of Calumet, Mich., earned her Bachelor of Arts degree from Northern Michigan University, her Master of Arts degree from the University of Iowa and her Ph.D. from the University of Michigan. She taught in the elementary schools in Saginaw and Escanaba, in the laboratory school at the University of Iowa and was a critic teacher for primary grades in the Lincoln Schools for ten years. She spent two years in the Department of Education at the University of Nevada and one year in the public schools of Arizona before returning to EMU in 1964.

Their experiences have taught them that children know something, too. It is the teacher's responsibility to respect a child's perceptions, and then to add, extend and introduce new experiences which will contribute to their ability to use language skills.



One of the CER's most important resources for students and faculty is the Listening Room, 102 Library, which services recordings of music, literature, documentary subjects and campus events.

The collection includes 6,840 phonograph records, 483 audiotapes and 47 videocassettes. In the 1974-75 academic year, the listening materials were used a

total of 15,422 times. Phonorecords were circulated 3,641 times and audiocassette 231 times.

Among the most widely used records in the collection are the works of the classical composers. Favorites are Bach's "The Well-Tempered Clavier" with Glenn Gould, pianist; Wagner's "Parsifal" and "Die Walkure"; Beethoven's Ninth Symphony and Tchaikowsky's "Overture 1812."

Featured on Vital History Cassettes are relatively recent speeches by prominent personalities, such as President Nixon's Announcement to the Nation of the end of the Vietnam War; Newsmen Daniel Schorr and Dan Rather on the Watergate Affair; John Dean's Testimony at the Senate Watergate Hearings; Nikki Giovanni on Black Writing and Revolution; Exxon Vice President Charles Edlund on the Energy Crisis—Oil Shortage, David Rockefeller on U.S.-Soviet Trade, and many Presidential news conferences.

For student teachers, there is a collection of materials specifically designed for use in K-12 classrooms. Included are a selection from Sesame Street, folk songs of many countries, songs of the seasons and holidays, spoken "Jungle Books" by Kipling, and a "Dance-a-Story" series which teaches dance techniques and creative expression. For intermediate and high school classes, there are enrichment records which re-create historical events, such as the "Voyages of Christopher Columbus" and "Paul Revere and the Minutemen," and great American documents like "The Declaration of Independence" and "Lincoln's Gettysburg Address."

A television monitor has been provided in the Listening Room for playback of videocassettes from the small collection which was recently started. Some representative titles are "How to Use a Microscope" for Biology, "Multilith Operation" for Industrial Education, "Earthquakes" for Geology, "Marketing" for Home Economics, and "Innovations in Dance" with the Martha Graham dancers for Health, Physical Education and Recreation.

Some other examples of recorded materials which are available are contemporary music, foreign languages, poetry, history, occupational learning skills and physical exercises. There are also training tapes for music students and approximately 30 recorded textbooks for the blind.

Circulation of materials is restricted to faculty with the exception of the K-12 recordings and plays which are available in duplicate or multiple copies.

Listening facilities include 24 stereo record players, six reel to reel tape deck playback units and two 12-station playback systems operated by the Listening Room supervisor.

The tape playback systems are used primarily for listening to materials placed on reserve at faculty request for classroom assignments. When a student asks for an assigned tape to be played, he is directed to a listening station. The tape is then fed from a master deck to the assigned station.

Stereo cassette tape decks also are to be installed in the Listening Room soon. They will be equipped with the Dolby noise reduction system.

A limited recording capability is available to students in two special rooms which have stereo tape recording equipment. In a third room, there is a sound-slide projector for use with "An Audio-Visual Guide to the Chemical Literature" program developed by Prof. O. Bertrand Ramsay. The program is checked out to students at the Listening Room desk.

Two study rooms for the blind and visually handicapped and their voluntary readers also are available. The readers use the equipment in these rooms for the recording of master tapes of required books not available from any other source.

The Listening Room offers both a recording and a duplicating service. A high speed cassette duplicator makes copies 16 times faster than program speed.

Listening Room hours are 8 a.m.-9 p.m. Monday-Thursday, 8 a.m.-5 p.m. Friday and 5-9 p.m. Sunday.

For further information about the Listening Room, call either Walter Fishman or Jean Rauch at 7-2220.

SPECIAL PROJECTS AND RESEARCH DEVELOPMENT



NATIONAL SCIENCE FOUNDATION (NSF) — We are bringing to your attention as an additional reminder, although previously published in Focus, two deadline dates for the NSF Student Oriented Programs:

October 10 — SST — Student Science Training — provides instruction, research participation or an appropriate blend of the two for highly talented secondary school students at a significantly earlier point than usually permitted.

November 10 — SOS — Student Originated Studies — encourages college students to express in productive ways their concern for environmental and societal problems. Studies for improving the safety, efficiency, reparability and/or longevity of consumer products are included among the supportable topics for interdisciplinary teams of *primarily* undergraduate students. The SOS program provides student stipends of up to \$90 per week.

The deadlines of interest for science fellowships during this period are October 1—NATO Senior Fellowships and October 27 — NATO Postdoctoral Fellowships.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH) — Summer Stipends 1976 awards humanists support for two consecutive months of full-time study in a special area of interest within one's own field or another field of interest which will improve the individual's teaching competence. During this period of the bicentennial observance of the American Revolution, the Endowment is emphasizing studies relating to the Revolutionary era and studies relating to American institutions in general. Only three candidates may be nominated from an institution of higher education. Applications are due on **October 14, 1975**.

BUREAU OF EDUCATION OF THE HANDICAPPED, OFFICE OF EDUCATION (OE) — Three deadline dates for proposals for research and demonstration related to the education of the handicapped are:

October 1 — Student Research Program — to stimulate new personnel in the field of research of the handicapped. This is a new program initiated last year. There will be two cycles this year: October 1 and March 1.

October 31 — Field Initiated Studies — sponsors activities which directly influence the performance of handicapped children or the personnel responsible for the teaching of the handicapped children.

November 3 — Early Education of the Handicapped — supports the establishment and operation of model pre-school and early education projects with specifically stated objectives that can serve as demonstration models for replication.

Information on Fellowship Opportunities for the following are available at SPARD: American Council of Learned Societies, Social Science Research Council, Council of Library Resources, Woodrow Wilson International Center for Scholars, and White House Fellows. We would welcome a visit from new faculty as well as those that are returning after summer leave.

Activities Calendar

September 8-14

ART — There will be an Asian Art Sale and Exhibition from 10:00 a.m. to 5 p.m. at McKenny Union Monday and Tuesday, September 8 and 9.

LM — MUD will show "Alice in Wonderland" Wednesday through Friday, September 10, 11 and 12, and "Sugarland Express" Saturday and Sunday, September 13 and 14. All shows will be at 7 and 8 p.m. in Strong Auditorium and admission will be \$1.

SPORTS — EMU Cross Country against Northern Illinois here at 11 a.m. and Football against Indiana State here at 3:30 p.m. Saturday, September 13.

Women's IM Softball and Co-Ed IM 16" Softball will begin Sunday, September 14.

MEETINGS — The Student Senate will meet at 7 p.m. Tuesday, September 9, in

McKenny Union. Open to the public.

The Faculty Women's Club will meet from 11:30 a.m. until 1 p.m. Tuesday, September 9, in Guild Hall, McKenny Union for introduction of new faculty and a report on the Women's Commission. It is suggested that those attending bring a brown bag lunch or a tray from the cafeteria.

Zonta (Ypsilanti women's service club) will have dinner at Hoyt Conference Center Tuesday, September 9.

The Huron Fan Club will have a luncheon at Hoyt Conference Center Tuesday, September 9, at Noon.

RELIGIOUS SERVICE — The Holy Trinity Chapel will celebrate a Tenth Anniversary Mass Sunday, September 14, at 10:30 a.m.

New Law has Impact on Athletics

(Continued from page 1)

Associate Dean of Admissions and Financial Aids Robert L. Garfield feels that "in the admissions area, Title IX will have virtually no impact. We have never been in a position to set sex quotas on admissions, and we have always followed the flow of applications based on qualifications. Last year we took the request for marital status off of our combined admission and financial aid application in compliance with Title IX."

There appears to be little problem with financial aid and employment assistance to students as well. Ruth Huron, student employment manager, indicates that basic changes in student employment procedures were made in 1973. "We changed our applications so that we no longer ask for marital status. We eliminated all sexist terminology from our job postings. We tell employers we cannot accept listings for males, females of minorities only and all of our employers must be equal opportunity affirmative action employers."

"As a result, I have noticed that many of the jobs have been made available to women."

Lee Fawcett, associate dean of admissions and financial aids, sees no overall impact to the financial aid program at EMU. "Traditionally, about 60 percent of financial aid has gone to women. Last year, of the 1985 students receiving federal aid, 1193 were women." He noted that marital status has been removed from the admission and financial aid application, and that a statement of nondiscrimination including sex and marital status has been added to the application.

"One area in which we see any impact in the private sex specific scholarships. In the future, no sex specific scholarships will be established. But we may continue to award already established sex specific scholarships provided we balance the scholarship program with non-sex-specific funds. Right now, we have more sex specific scholarships for women than for men."

"The greatest impact of the Title IX regulations on financial aid will be in the area of athletic scholarships. Athletic scholarships must be provided for members of each sex in proportion to the number of students of each sex participating in intercollegiate athletics. For example, if we give the equivalent of 125 room, board and tuition scholarships to men and there are 500 men participating in varsity athletics, then we must give full scholarships to the equivalent of 25 percent of the women participating in varsity athletics."

According to Athletic Director Albert Smith, "We will establish 15 athletic grants for women beginning with the 1976-77 scholastic year to demonstrate our commitment to the spirit and intent of the law. We see that as a reasonable part, but recognize that we must do more."

Title IX will also have an impact on other areas of the intramural and intercollegiate athletic program. Colleges and universities must offer "sports and levels of competition which effectively accommodate the interests and abilities of members of both sexes." While separate teams for members of each sex may be offered where selection for the

team is based on competitive skill or the activity is a contact sport, "if a team in a non-contact sport... is offered for members of one sex and not for members of the other sex... individuals of that sex must be allowed to compete for the team offered."

The Title IX regulations indicate that equal opportunity for women in intercollegiate, intercollegiate, club or intramural athletics also includes such areas as scheduling of games and practice time, travel and per diem allowance, opportunity to receive coaching and academic tutoring, assignment and compensation of tutors, provision of locker rooms, practice and competitive facilities, provision of medical and training facilities and services, provision of housing and dining facilities and services, and publicity. Although equal expenditures are not required for separate male and female teams, failure to fund teams for one sex may be considered discriminatory.

Dr. Smith sees these regulations as forcing the University to "broaden the program base and requiring the department to establish some priorities."

A first step toward compliance with the regulations was the consolidation of the men's and women's intercollegiate programs under the athletic director. According to Dr. Smith, this will place full responsibility for compliance in his office. The University has three years to comply with the regulations in athletics.

President's Report

Editor's Note: The following report is excerpted from President Brickley's Address to the Faculty Tuesday, Sept. 2.

Before proceeding to the heart of my address to you today, I would like to speak briefly about Dr. Magee's appointment as our new Vice President of Academic Affairs. I am elated that many of you, individually and collectively, have expressed confidence in his ability and leadership qualities. I am sure the faculty is pleased to have a person with such impeccable credentials elevated to this important position from among your own ranks. You must also be encouraged that he is familiar with the institution and its problems and thus will be able to represent its academic interests...

The reservations that have been expressed seem to fall into two categories. First, there is the feeling of some that Dr. Magee's appointment was agreed upon prior to the conclusion of the work of the search committee and that, in fact, the search committee was "abused". If that were true, then indeed my credibility would be and should be badly damaged.

The facts, however, are quite to the contrary. Let me review them as simply as I can. In January, when Dr. Magee and I first discussed his appointment as Acting Vice President, we both agreed that because of the problems which were mounting at the University and the dire fiscal emergency which was crowding in upon us, it would be necessary to move decisively in many areas in order to protect the interests and, indeed, the solvency of the University. We also agreed that a national search for the best possible candidate was in order. Thereupon, we agreed that he would be best able to carry on his responsibilities as an Acting Vice President and we could best conduct the necessary search process, if we both went about our work on the assumption that he was not going to be the permanent Vice President. However, we both understood that this working agreement would not prevent him, or anyone else for that matter, from applying for the position if later he so desired.

This made for a comfortable working relationship between us. It left him free to make some difficult but necessary decisions, and it left me free to encourage and participate in a thorough and exhaustive search for a permanent Vice President.

FOCUS ON staff:

Evelyn Treaster Runs Busy Switchboard

By Brad Simmons

Every minute during the day, about 60 calls ring through the University switchboard. The three operators on duty must handle questions like "How much does it cost to take a class?" or "Did last night's snowfall close down the University?" or "Why can't I get through to the registration office?"

Chief Operator Evelyn Treaster says that her operators are congenial and try to help each customer, even though they may be irate and have an impossible request.

"I like to get somebody who's had a lot of problems and be able to help them," she says. "If I can do that, I feel I've really accomplished something that day."

Ms. Treaster supervises the 12 student and four staff operators who man the University "switchboard" 24 hours a day. Instead of using complicated cord-and-plug style switchboards, on-duty operators sit at three desks using compact consoles.

"We originally had a four-position switchboard with cords and lines coming in," the chief operator explains. "We had to connect everything from that board — student rooms, offices, the union — everything. We actually had to limit the amount of time people could talk."

But with "Centrex" equipment, which she describes as "fascinating," incoming calls can be connected much more easily. Once the connection is made, the operator presses a "release" button and the line is again open to receive another call.

Wearing headsets to free operators' hands so that they may thumb through numerous University telephone listings, they quickly punch the console buttons and answer "Good Morning, Eastern."

"We're the first impression many people get of the University," Ms. Treaster says. "If we can help them and make a good impression, it makes it a little easier for all people involved."

"A lot of people don't think as much about the switchboard as they should. Many don't consider it an important job — they think the operator is just a liaison. But I think it's a very important job."

Ms. Treaster began her career as an operator in 1954 when she went to work for the Michigan Bell Telephone Company. She came to Eastern in 1967 as night staff switchboard operator and



Evelyn Treaster

police dispatcher. Four years later, she was promoted to Chief Operator.

Most of the employees she supervises are EMU students who work part time in addition to attending classes.

"I look for students who have a good, clear speaking voice," she says. "How they dress and how long their hair is doesn't mean anything to me — it's how they meet the public on the phone that counts. And I have a pretty good bunch of kids here."

The head operator adds that she schedules the students around their academic commitments.

"Their schedule never interferes with their school schedule," she emphasizes. "It may interfere with their social life, though!"

But, she adds, her student employees may trade shifts if it's more convenient for them. If they need extra time to register for courses or study for an exam, she also accommodates them.

The busiest times for the University switchboard, she notes, are two weeks before and two weeks after the start of each semester. The consoles also blink rapidly from about 9:30 a.m. until around 5 p.m. almost every day.

"Trying to be nice eight hours a day sometimes seems impossible," she smiles, "but our people do it most of the time. If we can make it easier for someone to get a hold of someone else, then I feel we've accomplished our goal."

have limited themselves to one of the candidates recommended by that process.

I must be honest in telling you that I am surprised that this has become for some, at least, the perception of what the search process is all about. For me to be bound by the recommendations of a search committee, regardless of circumstance, would be an evasion of my responsibility to nominate the person whom I judge to be the best qualified for the position. I dare not shirk this responsibility, no matter how unpopular the decision may be.

May I reassure you, however, that I have found the use of search committees useful in making personnel recommendations. Since my arrival at EMU, seven search committees have screened candidates in assisting me with my nominations to the Board of Regents. In all but one case I have concurred in the committees' recommendations. Only in the case of the Vice President for Academic Affairs was I unable to accept the committee's recommendations...

Perhaps you will understand my decision better in the broader context of my views on university governance. Because a university by its nature is so laden with talent and because of its commitment to democratic principles, there has been a tradition of participation in decision-making, unlike that in many other organizations and institutions. This tradition has sometimes led to an unwritten but pervasive policy that decisions are not made unless all agree. I believe that consensus is desirable and valuable if it can be attained, but if allowed to become a prerequisite to action, it can lead to slow but sure decline. This is particularly true of higher education where there are so many competing and conflicting interests. Nevertheless, I strongly believe that open debate and inputs from various campus groups preceding important decisions are important, powerful checks against unwise and arbitrary administrative decision-making.

Since universities are too large and complex to run themselves, it was discovered long ago that they must be administered by individuals who are held accountable for their operation. This responsibility is not vested in one person, but many, not one group, but several. Care must be taken that the public interest is served, not privilege or advantage for any group, and not even mere glorification of the institution.

(Continued on page 4)

Events of the Week

September 8-14

Monday, September 8

ART - Asian Art Sale and Exhibition from 10:00 a.m. to 5:00 p.m. at McKenny Union today through Tuesday, September 9.

Tuesday, September 9

MEETING - Student Senate meets at 7:00 p.m. in McKenny Union. Open to public.

MEETING - Faculty Women's Club meets from 11:30 a.m. until 1:00 p.m. in Guild Hall, McKenny Union. Introduction of new faculty and report on Women's Commission. Bring brown bag lunch or tray from cafeteria.

MEETING - Zonta (Ypsilanti women's service club) will have dinner at Hoyt Conference Center.

MEETING - Huron Fan Club Luncheon at Noon in Hoyt Conference Center.

Wednesday, September 10

FILM - MUD will show "Alice in Wonderland" at 7:00 and 9:00 p.m. in Strong Auditorium. Admission is \$1.00.

Thursday, September 11

FILM - MUD will show "Alice in Wonderland" at 7:00 and 9:00 p.m. in Strong Auditorium. Admission is \$1.00.

Friday, September 12

FILM - MUD will show "Alice in Wonderland" at 7:00 and 9:00 p.m. in Strong Auditorium. Admission is \$1.00.

Saturday, September 13

FILM - MUD will show "Sugarland Express" at 7:00 and 9:00 p.m. in Strong Auditorium. Admission is \$1.00.

SPORTS - EMU Football vs. Indiana State here at 7:30 p.m.

SPORTS - EMU Cross Country vs. Northern Illinois here at 11:00 a.m.

Sunday, September 14

FILM - MUD will show "Sugarland Express" at 7:00 and 9:00 p.m. in Strong Auditorium. Admission is \$1.00.

SPORTS - Women's IM Softball begins.

SPORTS - Co-Ed IM 16" Softball begins.

RELIGIOUS SERVICE - Holy Trinity Chapel will have Tenth Anniv. Mass at 10:30 a.m.

PHOTO OF THE WEEK



Photo by Dick Schwarze

Photographed in the stairwell in the Center of Educational Resources (University Library) with a Leica M-4, 21mm, f 3.4 Super-Angulon lens, 1/15 of a second at f/3.4 with Tri-X film.

on greater significance as we strive to prepare our students for entry into the professions that they choose. . .

The bane of higher education is that there is so little diversity among institutions. Too many universities emulate the same model. They teach the same courses, utilize identical instructional techniques. As such, they end up competing for the same students, often ignoring the needs of large segments of society. I am aware of the great pressure for colleges to comply with standardizations set for them by the scholarly, professional, accrediting, governmental and other external groups. However, it is essential that we justify our existence not merely by complying with minimum standards of accreditation but also by our dedication in providing a unique public service not provided by other institutions in our area. Universities with this kind of institutional commitment have a bright future. . .

Permit me to offer for your consideration a second suggestion on how this University adjusts to the changing needs of higher education. I believe that our future is bound up in how much institutional flexibility we retain in meeting these changing educational needs. Since both the short and long-term problems confronting higher education are so acute, I conclude that those institutions with the agility and resiliency of a broken field runner will best be able to adapt to the future. Striving for increased institutional flexibility should be one of our most cherished goals.

Achieving flexibility is often determined by an institution's perception of change itself. Although change is a natural process for all living things, it is seldom welcomed. It is indeed unfortunate when universities, which exist to initiate and nurture the new, themselves resist when it is they who must change.

I believe that the time has come for Eastern to consider some major new changes. . .

Regarding our instructional program itself, the primary concern is how can it meet both the needs of three different groups of students and also perform a unique role in the State of Michigan. Fortunately, we are not without answers, although the response has been a fractured one. It has only appeared in departments on an uncoordinated and unsystematic basis, and has been the result of individual faculty members, working within their departments, who have designed programs. I refer to this still amorphous body of

instruction as "community influenced". . .

The concept of community influenced education goes very deep. It can provide the students through internships, work assignments, and cooperative education programs the way to become more informed as to the practical workings of their subject matter. It also can stimulate new pools of student recruitment. Such emphases serve the purpose of both self-directed study and more intensive study. This also ties in very well with the intent of expanding our outreach to the community colleges.

Many of these courses and programs have arisen, as I said before, largely from individual faculty members. It has been a sporadic influence generated up from the bottom. This is both necessary and proper. The time has now come at the upper reaches of the University to recognize this trend of community influenced education and to give it further support. It is indicative of the kind of institutional flexibility which will enable this University to preserve its rich heritage.

May I share with you a third and final idea concerning our adjusting to changes in higher education. Institutional pride can be an indispensable ally in facing up to the changes out before us. Without it, the problems confronting this University will seem insurmountable.

Openings

The Personnel Office announces the following vacancies:

- CS-1 - \$5,543 - 7,758 - Clerk - Field Services
 - CS-1 - \$5,543 - 7,758 - Clerk - Records
 - CS-3 - \$6,364 - 8,912 - Sr. Clerk - Media Services
 - CS-3 - \$6,364 - 8,912 - Sr. Clerk - Academic Services Center
 - *CS-3 - \$6,364 - 8,912 - Secretary - Biology
 - CS-3 - \$6,364 - 8,912 - Account Clerk - Student Accounting
 - CS-4 - \$7,020 - 9,828 - Lib. Tech. II - Center of Educational Resources
 - S-3 - \$9,000 - Safety Officer - Public Safety
 - *Position previously posted as Sr. Clerk/Typist
- AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

President's Report

(Continued from page 3)

The faculty, students, and non-academic staff—all have significant roles to play in how universities are run. Their voices, however, should be advisory, not authoritative, because each is an interest group which sees the institution from a particular and partial point of view.

Thus there is a need for broad leadership dedicated to the skillful balancing of these interests. This leadership—consisting of the President and his associates reporting to a lay governing board—must be committed to seeing the institution as a whole and relating it to the public which it serves and from which its support and authority derive.

But the President must be far more than a broker of interests, more than a skillful juggler of competing demands and conflicts. The President is accountable, more than any other single individual associated with a university, for the wisest, most efficient, and most economical operation of that university, all of which is carried out, again, in the broad interest of the public at large. . .

I am concerned how this University adjusts to the everchanging needs of higher education. Adapting to tomorrow's needs is in my estimate the paramount issue facing this University. How well we adjust will in large measure determine its fate. . .

Permit me to share with you three suggestions on how this University should approach the future. If my ideas appear a bit tentative, that is because they are. Not having a blueprint, I expect to work in unison with you, the students, the staff, the Board of Regents, and other representatives of the public in charting a future course of action for Eastern Michigan University.

First, I believe that this University should seek to assert its own institutional uniqueness.

It is time for a major re-evaluation of Eastern's educational programs and goals to determine for what we stand and the contribution that we are or are not making. The institution has a rich past which is known to all. Past achievements, however, cannot suffice for the future.

In order to facilitate a better understanding of this institution's role, I am appointing a special Commission to undertake a study of the future of Eastern Michigan University. During the summer, Professor Monroe Friedman studied comparable efforts at other universities and recently submitted a superb design and implementation procedure for such a study at Eastern.

The Commission will be comprised of faculty, student, staff and alumni representatives. I have asked the Faculty Senate and AAUP representatives to draw up this week a list of prospective faculty members to serve on this Commission. The faculty will have majority representation. The study is expected to take one year and will investigate important areas such as academic programs, extra-curricular student activities, and planning and resource allocation. I look forward to completion of the study with policy recommendations in numerous key areas, because it could lead to a major redirection of this University.

As we consider the present and future role of the University, one inescapable fact is that we exist to provide a public service. In this context, EMU's primary mission is instructional in nature. Ours is a teaching University where professors work primarily in the classroom, rather than in the research laboratory. We pride ourselves on this role and attempt to reward teachers for their excellence in the classroom. Moreover, we do not practice a selective admissions policy which narrows our student body to a limited range of ability or talents. The teaching process, as a consequence, takes

WEMU • 88.1 fm program guide

	NOON	5:00	5:15	5:30	6:00	6:30	6:45	7:00	7:15	7:30	10:00	10:15	
M T W T F S S	COMPOSITE	THE RADIO MAGAZINE				SPECIAL OF THE WEEK		IT SOUNDED LIKE THIS		EVENING CONCERT		NEWS	LATE NITE SHOW
	NEWS ON THE HOUR	NEWS AT 5:00				VOICES IN THE WIND							
	12:30 FEATURES	SPORTS AT 5:15				COMMUNITY CALENDAR	TOWARD EQUAL RIGHTS	STYLES OF RELIGION AND ETHICS					
	1:30 HELP WANTED					INSIGHT		MARKET-PLACE	MAN AND MOLECULES				
	2:30 SPORTS							SOVIET PRESS REVIEW	ENVIRONMENT				
	3:30 LOCAL EVENTS												
	4:30 TONIGHT ON WEMU												
		NEWS	SPORTS	JAZZ SCOPE				FOOTBALL					
			FOLK FESTIVAL U.S.A.						DIMENSIONS IN BLACK				

PROGRAM HIGHLIGHTS:

WEDNESDAY, 9/10, 7 p.m.—The Rev. David Mair, chairperson of the Campus Ministers at EMU, and Bill Berek of the Campus Crusade for Christ are tonight's guests on STYLES OF RELIGION AND ETHICS.

THURSDAY, 9/11, 6:30 p.m.—Tonight's guests on INSIGHT are the Student Body President, Leonard Posey, and Vice President Danny Schottenfels.

THURSDAY, 9/11, 7 p.m.—MARKETPLACE debuts with a collection of features such as recipes that are simple, cheap and nutritious, consumer protection information, and a price comparison survey of local stores.

SATURDAY, 9/13, 7 p.m.—EMU first night game at home against Indiana State. Bring your radio along for added insight into what's going on down on the field.

SUNDAY, 9/14, 7 p.m.—Poet and Coordinator of the Institute of Positive Education, Haki Madubuti (Don L. Lee), is tonight's featured guest on DIMENSIONS IN BLACK.