



# THE INTERIOR

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January 21, 1992

## **State of the University Address Highlights Change, Challenge and Opportunity**

*The following remarks are excerpted from President Gilbertson's "State of the University" address, delivered Thursday, January 17, 1992.*

To understand the "State" of our University requires, as always, some shared sense of context.

### **On Economics and Higher Education**

Public higher education came, in many ways, to be seen as yet another extravagant benefit of a welfare state — a burden on taxpayers who had been taught a politically convenient resentment about this.

In any event, what came of all this — over roughly a 25 year period — was a gradual but enormously important public policy direction. No political leaders really articulated this policy, and it was never really debated — at least not publicly. But over this time the costs of public higher education have been shifted, to a significant extent, from public sources to individual students and their families.

Michigan provides an example in this regard, but it is by no means unique.

We have still never discovered a better way to deliver instruction than putting a highly educated person at the head of a classroom with as few students in it as possible. Technology might help some at the margins; but we are also producing a social commodity — reasoning and communications skills, logic and sympathy, not just cold information. This requires the intensive application of human talent — and such human talent is increasingly

scarce and hence precious.

The good news is that the value of the education we provide — even if measured only in economic terms — is increasing and will continue to increase faster than its cost.

Right or wrong, tuition must now be seen not as an annual cost to be borne from a family's annual income, but rather as an investment. And the return on that investment seems promising — at least in the long term, if not in the face of a currently difficult job market.

But no group in the American economy is likely to prosper in the next decade. We will have to struggle and change along with the rest of our economic society. We will face an annual struggle, requiring our best judgment and our best spirit. It does not mean that we can make no progress towards our goals — quite the contrary. It means only that progress will be hard won.

### **On Enrollment**

This University's relative prosperity in recent years — relative, that is, to several other institutions — has largely been the result of this enrollment growth. Universities which have not grown, or have even lost students during this period, have faced or will be forced to face real and painful contractions.

What this means for SVSU, in my judgment, is that we must remain aggressive about sustaining enrollment size, and even expanding at a modest rate, under increasingly difficult circumstances.

I worry that we may have come to take our enrollment health for granted. But having ample numbers of students is not just our

**Copies of the full text of President Gilbertson's *State of the University* address are available in the President's Office or the Office of Information Services.**

**Continued on pg. 5.**

## **Philosophy Prof Exhibits Prints in University Art Gallery**

Dr. David L. Rayfield, professor of philosophy, is displaying two of his photographs in the "Latent Image Photo Competition III" exhibit in the University Art Gallery.

Rayfield's works are among those by photographers from all over the state. The third annual competition was sponsored by Latent Image Club, an SVSU student organization.

Juror Peter Glendinning, an instructor of photography at Michigan State University, selected 66 works to be exhibited among 142 works submitted. The competition was open to anyone in Michigan.

First prize was awarded to Lynn Gareau, a member of the art faculty at Alma College. She received a \$200 cash prize that was donated by Garber Buick of Saginaw. Gareau's entries include still life compositions titled "Vegetables Series A, B & C;" "Apples" and "Pepper."

The second place award was presented to SVSU student Biff Ward. He is exhibiting three portrait studies: "1-900-R. Tilton," "Moon Glow" and "Radiation." Ward netted a \$150 cash prize from *The Saginaw News*.

Third place, \$100 from Second National Bank, went to Laurie Ball of Mt. Pleasant. Her two selected works are titled "Metamorphosis" and "Gnosis."

Receiving honorable mention and a \$50 gift certificate from Ritz Camera was Deborah Barnes. She submitted works from her "Single-Parent Series" ("Linda & Cliff" and "Sheltered").

Latent Image Club Advisor Hideki Kihata said that although the total number of entries was lower than last year, the overall quality of work was higher.

"The works were more imaginative and personal," said Kihata, an associate professor of art. "This show helps educate the public in the Tri-City area about the fine art of photography. It shows that the camera is more than a mechanical tool for recording special events — it can produce images that express personal feelings."

Kihata said he hopes that the reputation of the show spreads in order to deepen the

appreciation for and understanding of photography among the public.

The exhibit runs through January 30 in the Gallery, which is located on the first floor of the Arbury Fine Arts Center. Gallery hours are Monday, Wednesday, Thursday and Sunday from 1 to 5 p.m., and Tuesday from 9 a.m. to 5 p.m.

For further information, contact the Art Department by calling ext. 4159.

## **Dow Chemical Representative to Speak at SVSU on Environmental Concerns**

Management of waste products at Dow Chemical will be the topic of a presentation to the SVSU Science Club. Guest speaker will be Donald L. Berry, technical manager, Environmental Control and Engineering, Environmental Service Department, Michigan Division, Dow Chemical Company.

Berry will speak at 4:30 p.m. on Wednesday, Jan. 22 in room 108 of the Science Building.

For additional information, contact Priscilla Dana at 638-7760 or 754-5380. More details also are available through the College of Science, Engineering and Technology at ext. 4144.

## **"Far From Star Search" Talent Show Comes to SVSU**

The Office of Student Life presents its second annual "Far From Star Search" Talent Show on Saturday, Feb. 8 and Sunday, Feb. 9 at 8 p.m. in Lower Level Doan Center.

Performers in the Talent Show will include SVSU students and staff members who have volunteered their time to create an entertaining event for all ages.

Complimentary tickets are available at the Information Desk in Doan Center and in the Office of Student Life in Wickes Hall beginning Monday, Feb. 3 through Friday, Feb. 7 until 4:30 p.m.

A ticket is required for admission. The popular show is open to the public. For further information, contact the Office of Student Life by calling ext. 4170.



Hideki Kihata

## Annual Fund Campaign Surpasses Goal

Contributors to the 1991 Annual Fund have established a new milestone.

For the first time ever, the amount raised has exceeded \$200,000. The actual total to date is \$211,000, which is \$1,000 over the goal set by the SVSU Foundation.

In November 1991, student volunteers attempted phone calls to 1,382 prospects. Of the 525 prospects reached, 394 indicated they could not consider a gift this year. The economy, commitments to other charitable causes and having children in college were among reasons given for not joining in the campaign. Personal notes were written by the students to 21 people who indicated they probably would make a contribution.

The Annual Fund campaign was established in 1977. For further information on making a contribution, call ext. 4075.

## Events/Activities

- **Sexual Education X-tras** — Tuesday, Jan. 21, 9 p.m., Doan Center TV Lounge. Officer Beth Bouckaert and Lt. Craig Maxwell from SVSU's Public Safety Department will present a talk on "Date Rape."
- **Film Series** — Tuesday, Jan. 21, 8 p.m., and Friday, Jan. 24, 7 and 10 p.m., SVSU Theatre. "Arachnophobia." Free admission.
- **Lecture Series** — Wednesday, Jan. 22, 3 p.m., SVSU Theatre. Jeanne White will present "The Legacy of Ryan White," the story of her hemophiliac son who contracted the AIDS virus from a tainted blood supply. Free admission for students; general admission \$3.
- **Science Club Lecture** — Wednesday, Jan. 22, 4:30 p.m., room 108 Science Building. A representative from Dow Environmental Services will discuss disposal of chemical wastes. For more information, call ext. 4144.
- **Sexual Education X-tras** — Wednesday, Jan. 22, 9 p.m., Doan Center TV Lounge. Gloria Hansen, coordinator of Health Services, will present "Protection and Prevention: Birth Control and STDs."
- **Learn at Lunch Series** — Thursday, Jan. 23, noon to 1 p.m., Alumni Lounge. Financial Aid programs will be explained, including

what is available and how to apply.

- **Sexual Education X-tras** — Thursday, Jan. 23, 3 to 5 p.m., Lower Level Doan Center. Dr. Nancy Vader-McCormick, adjunct professor of communication, will present "You Just Don't Understand," a look at assertiveness training. Free admission.
- **Blood Drive** — Thursday, Jan. 23, 8 a.m. to 6 p.m., Brown Concourse.
- **Art Exhibit** — Thursday, Jan. 23 through Feb. 1, Zahnow Library. On display will be Japanese Woodblock Prints from the Collection of Dr. Louis Doll.
- **Live Comedy** — Monday, Jan. 27, 10 p.m., Doan Center Cafeteria. Professional comedian Dave May will perform live. For information, call ext. 4170.
- **Library Lecture Series** — Tuesday, Jan. 28, 11 a.m., Zahnow Student Lounge. Dr. Barron Hirsch, professor of art, will present "The Japanese Woodblock Print: Edo and Meiji Periods."
- **Organizational Leadership Series** — Wednesday, Jan. 29, noon to 1 p.m., Alumni Lounge. Joseph Ofori-Dankwa, assistant professor of management, will present "Managing Conflict." Free admission.
- **Program Board Film Series** — Friday, Jan. 31, 8 p.m., SVSU Theatre. Featured film will be "Glory." Free admission.

## Flûtée presents Masterclass

The SVSU Flute Quartet (Flûtée) will be presenting a music masterclass on Saturday, Jan. 25, from 10 a.m. to noon in room 102 of the Arbory Fine Arts Center.

The group will offer a demonstration and discuss problems associated with flute ensemble playing. Participants will receive a repertoire list from which music can be selected for study.

The masterclass, which is open to the public, is free of charge. For further information, contact the Department of Music by calling ext. 4159.

**Faculty, staff and students are invited to meet candidates for the position of Special Assistant to the President for International Program. Gatherings will take place in the President's Conference Room in Wickes 302.**

**Monique Bilezikian  
Monday, Jan. 27  
2-3 p.m.**

**Woody Pelton  
Monday, Jan. 27  
3-4 p.m.**

**For more information about the candidates, contact Richard Payne at ext. 4041.**

**The Fourth Friday Club will meet  
Friday, Jan. 24 at 4:30 p.m. in the President's Office.  
Everyone is invited.**

## **Professional Profile**

- **Dr. Sally Edgerton**, assistant professor of teacher education, participated in a January 10 panel discussion, titled "Aspects of Early Childhood Education," for the Thumb Regional Adult and Community Education regional meeting at Caro (MI). As a participant on the panel, Edgerton shared developmentally appropriate teaching practices for four- and five-year-old children, characteristics of exemplary early childhood environments, and ways teachers and administrators can enhance parent partnerships in the schools.
- **Dr. Mahendra S. Kanthi**, professor of economics, gave a presentation in November 1991, titled "International Trade and Policy," for the Rotary Club of Bangalore North, India. Kanthi discussed his views on governmental control over services (i.e., telephones, airlines, banks), and encouraged the removal of controls that curb growth.
- **Dr. Ricardo Pastor**, professor of Spanish, had his book of short stories, titled "Al Filo del Espanto," reviewed in *Presencia Literaria*. In addition, a journal, edited by Pastor and sponsored by the University of Akron, was reviewed in the literary page of *Los Tiempos*, from the city of Cochabamba. The title of the journal is "Bolivian Studies."
- **Dr. Kerry Segel**, associate professor of English, has been selected to join a task force of COMPASS, the county-wide human-needs assessment program of Bay County. Segel is serving on the task force for education/literacy, which is to focus on the literacy needs of its adult population.

## **Personnel**

The following positions are open to all regular employees of the University:

- **Student Employment Specialist** — Part-time, 20-25 hours/week, (new) position to coordinate on-campus and off-campus student employment programs. Bachelor's degree required.
- **Asst./Assoc. Professor of English (Rhetoric and Composition)** — Full-time, tenure-track (new) position. To teach freshman, advanced or basic skills composition. Ph.D. preferred, but will consider A.B.D. applicants.

For further information, call the Personnel Office at ext. 4112. SVSU is an equal opportunity/affirmative action employer.

## **Did You Know? ...**

- **Sharon Pickett**, who will be leaving SVSU to take on a new position with CIESIN, will be the honored guest at an informal reception. Please join others on Tuesday, Jan. 21, from 3 to 5 p.m. in the Business Services Office in the ASB. Refreshments will be served.
- **An Apollo LCD Computer Display Panel** for use with overhead projectors is available on a trial basis from AudioVisual Services in Zahnow Library. This unit is compatible with IBM (VGA, EG and CGA), Apple (Ile, C and GS) and MacIntosh (II, SE, Plus and 512) computers. With only a single unit, extended check-out will be discouraged.
- **University Art Gallery** hours for winter 1992 semester are Monday, Wednesday, Thursday and Sunday from 1-5 p.m., and Tuesday from 9 a.m. to 5 p.m. Special open hours by appointment. Call Matt Henderson at ext. 5684 for more information.
- **Marshall Fredericks Sculpture Gallery** hours for winter 1992 semester are Tuesday through Sunday from 1-5 p.m. For a special tour or group tour, contact Dr. Michael Panhorst at ext. 5667.
- **The Facilities Scheduling Office** now is taking facility scheduling request for fiscal year 1992-93. Information must be received by March 1. After advanced scheduling, facilities will be booked on a first-come, first-served basis. Academic scheduling takes precedence over any other event. For further information, contact Mary Ebelt at ext. 4348.

## **High Five**

Three athletes on the Cardinal track team provisionally qualified for the NCAA II National Meet that will be held at SVSU on March 13-14. Freshman **Jodi Radtke** high jumped 5-4 for a first-place finish in last Friday's indoor meet in O'Neill Arena. Finishing in the top two spots in the 1500 meter run were **Becky Duda** (4:49.3) and **Carline Mighty** (4:50.2).

lucky destiny — and if we ever believe that our hubris will surely lead us towards an uncertain but certainly unhappy fate.

### On Public Confidence

There are other aspects of SVSU's larger context that we must bear in mind. One, for example, that is puzzling and worrying is the very fragile public confidence in what we do and how we do it. We are an easy target — in some ways like the health care industry — for loose critics and loose criticism.

### On Opportunities

Opportunities do not always come in the shapes and sizes that we might wish, but we must take the ones we have. Then we must look for others.

I have been especially proud and gratified at several of the aggressive and thoughtful efforts by faculty and staff to take full advantage of opportunities — new ideas, new programs, grants, partnerships with other organizations.

### On the Business and Professional Development Center

The State's Capital budget, however, is funded through long-term borrowing. This permits the State to invest as such investments are needed — without undue regard to short-term considerations of any current year's economic conditions.

It was, for example, during the early 1980s that SVSU was appropriated capital funds to construct what was then called IF2 — now called Brown Hall, Zahnow Library and the Science Building. The early 1980s were, as you may recall, at the bottom of the last major recession.

In any event, and because of this, we remain hopeful that the State will adopt a major capital expansion program in the coming legislative session. If so, we hope — and expect — that the funding for the new SVSU facility will be included.

### On CIESIN

It is important, too, to make clear what CIESIN is not. CIESIN presents some major opportunities for SVSU — but not the only opportunities in our future. CIESIN is unique in the scale of its work and the public notoriety it has received — but it is not likely to skew the focus or change the priorities of this University, an institution with a comprehensive range of programs and a strong undergraduate teaching mission.

CIESIN is not, again, a tonic for our problems or an elixir guaranteeing the University fame and fortune. It is an opportunity — one opportunity — only that.

### On Private Support

It is no secret that this has been a difficult economic year for our region. Still, we were very pleased at the progress that can now be reported relative to these goals — progress that comes as the result of sacrifice and faith in the University by private individuals and businesses in our region.

- We now have received a commitment, and a major share of the funding, for the University's first endowed chair: the Herbert H. Dow Chair. The \$1.25 million will be in place within the next two years. This is the University's first endowed chair — a major step forward in our academic development and maturation.

- The Foundation also seeks to establish several endowed visiting lectureships and visiting artists. We now have commitments for several such endowments, and these will be announced along with the details during the next few weeks.

### On Standards

Not every opportunity costs money — some simply require ingenuity, and effort.

There is a growing body of thought that what most damages student performance is not their lack of ability but their too low expectations for themselves — and, perhaps, our too low expectations for them.

Perhaps it was because too little was expected of them in the schools from which they came. Perhaps it was because Americans generally expect too little of themselves — in their factories, their offices, their schools and their homes.

What is needed, then, is an institutional strategy for raising our academic standards.

### In Conclusion

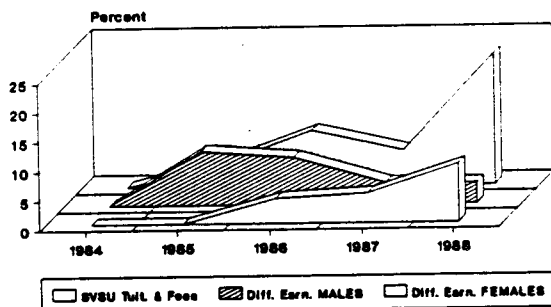
I am advised on pretty good authority that the meek shall inherit the Earth. And I believe this to be true — though the date on which that is likely to happen seems to be receding ever further into the future. In the short term, and during the difficult times ahead, my own sense is that we had best remain aggressive if we expect anything good to happen to us or to this University. There are opportunities for us — some not the ones we might have chosen, some small and some quite exciting. Remember Emerson: "This time, like all times, is a good time, if we but know what to do with it."

The state of our University is sound but fragile, sometimes a little stressed but sometimes, too, it is hopeful and eager to try — sort of like each of us. And with a lot of work and a little wisdom, and maybe a little luck, 1992 could be a key, a pivotal year for SVSU — and maybe for us too.

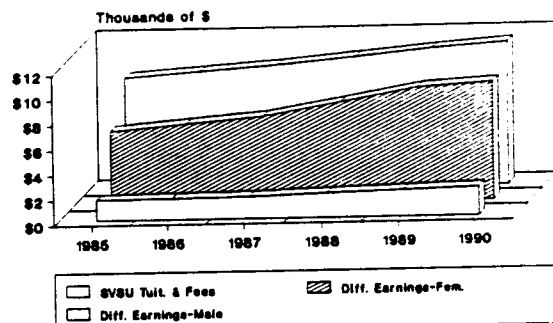
Excerpts from  
the Jan. 17  
"State of the  
University"  
address,  
continued.

These graphs are representative of slides used to illustrate points of the State of the University message.

**Earning Potential vs. College Cost**  
Annual Percentage Increase - Diff. between H.S. and College Grads

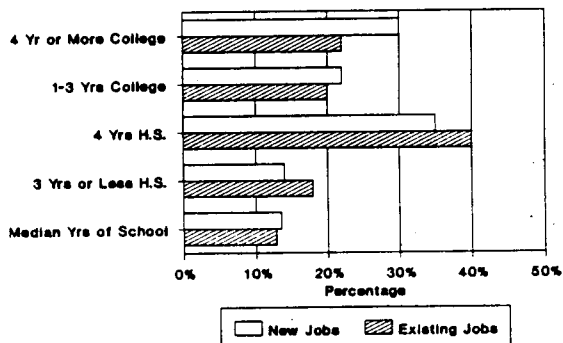


**Differential Earnings vs. College Cost**  
1985-1990



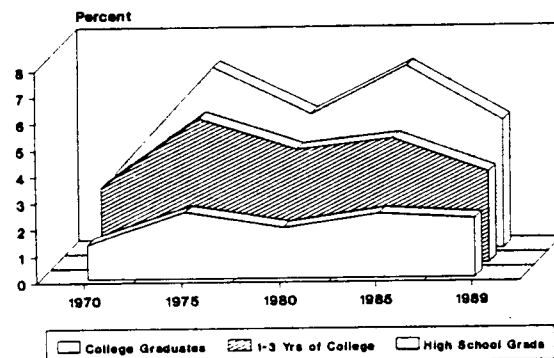
Source: SVSU Fact Book & U.S. Census Bur

**A Need For Greater Skills**



Source: The Hudson Institute, WSJ 2/9/80

**Unemployment by Educational Attainment**



Source: U.S. Bureau of Labor Statistics

*The following is a condensation of the commencement address titled, **Graduation 1991: What's Your Degree Worth**, which was delivered to the University's winter graduating class and their guests by Dr. Drew Hinderer, Professor of Philosophy, on December 13, 1991.*

This is a time when education is under nearly continuous attack. Critics tell us we are placing our nation at risk by graduating closed minded cultural illiterates. Too many college graduates can't write, we're told; they can't balance checkbooks; they don't reason very well; they can't distinguish between expressing their opinions and arguing for them. They don't know what's in the Bill of Rights or the Bible, dates like 1066 or even 1776 mean nothing to them, and, as a well known columnist complained — aghast — only last week, university graduates never read the Classics of Western Civilization any more: not the *Iliad*, the *Republic*, or the *Orestia*.

I often wonder, though, whether education's many critics have read the *Republic* either, or, if they've read it, whether they understood what they've read. How well or badly we're doing depends very much on what we're trying to do. And Plato, in the *Republic*, gives us not only a blueprint for what an education ought to be, he also tells us very clearly how we, as educators and you, as students, should measure what your education is worth.

Plato — and the Greeks generally — distinguish between three kinds of knowledge — all of which together constitute the goal of education. They are "techne," "episteme," and "sophe," and, he says, a genuinely valuable education requires all three. Techne is his word for a knack, or a skill in some practical activity; boat building and shoe making are his examples, but the person who can use a computer or operate lab equipment capably also has techne. For that matter — and this is a point often overlooked — the person who can write poetry or solve logic problems has techne; Plato's term did not carry the baggage of political tension between the "high" and "useful" arts that has so often divided the academic community.

Techne, he says, is a great and important human good; after all, a sufficiency of economic well being is a necessary condition of a good human life (I'm quoting Aristotle now), and, as both Plato and Aristotle say quite clearly, we

cannot even have a specifically human society without it. And they go farther still: both argue — I think very persuasively — that human well being, or happiness, is a by-product of doing well those activities that are themselves worth doing. A person who lacks the ability to perform useful work well cannot be happy because he will constantly fail to live up to his own expectations, and those of his society generally. Failure and frustration are prescriptions for misery, the Greeks insist, and the deviousness required to conceal one's incompetence from oneself and others is exhausting and fruitless — and a soul-destroying way to live.

But too often techne is confused with other kinds of knowledge, or considered to be the only important kind. Episteme, which is a comprehensive understanding of something, and sophe, which best translates as wisdom, are, according to Plato, equally important. I stress "equally important" because Plato — and some of the critics of higher education — are so often portrayed as being snobbish dilettantes arguing for a kind of education that is, at best, a frill and at worst a waste of time. Plato doesn't sneer at techne. It's just that episteme and sophe get more emphasis in Greek philosophy — and among the critics — because they are so much more likely to be neglected. The world exacts a very prompt and painful price from those who are unable to do useful work to at least a reasonable standard; the price for other forms of ignorance is more subtle, though perhaps as costly in the long run.

The person who can perform well defined, goal directed tasks with competence has techne. The person who understands not only how to perform well defined tasks, but also understands the goal; who understands not only how to do something, but why it works, and what to do if it doesn't, and, moreover, can explain it to others — that person has episteme. The mistake, Plato says, is to think that you can really do anything very well on the strength of techne alone, no matter how much you have. Interesting things that are really worth doing don't come neatly packaged into well defined tasks. They require analysis, and innovation, and improvisation on the spot; and because we live in a complicated world, they require cooperation with other people who share a larger conceptual framework with us.

So, Plato would insist, nurses must study chemistry, and corrections officers must study mathematics, and history majors must study natural science, not because they will do much

chemistry, calculus, or biology in the course of their jobs, but because none of us can do our work well without the abilities to analyze, innovate, improvise, communicate, and succeed that come with episteme. Plato himself emphasizes the respect for facts — as opposed to what you want things to be like — that science teaches, and the precision of mind required by mathematical study; he warns that to go on to literature or philosophy without them turns people into sophists. (To ignore them completely turns people into drudges.)

But even episteme, invaluable as it is, is not all. Human well being — happiness — is a by-product of doing well things that are themselves genuinely worth doing. *Techné* and episteme combine to enable us to do things well. But which are the activities that are genuinely worth doing? The person who not only has *techné* and episteme, but also understands why something is worth doing, and how doing it contributes to a genuinely humane life, has *sophia*.

Plato talks about *sophia* in terms of seeing the good, and in those terms we are in a position to dispel a misunderstanding:

"Education," he says, "is not what some declare it to be; they say that knowledge is not present in the soul and that (teachers) put it in, like putting sight into blind eyes."

But with all the will in the world, he says, we cannot put sight into blind eyes. We can, and do, train people to perform well defined tasks; we can begin to educate them; but we cannot train or even educate people to be wise.

What we can do, Plato says, is something much more profound.

"The capacity to learn . . . is present in every person's soul. (But) it is as if it were not possible to turn the eye from darkness to light without turning the whole body; so one must turn one's whole soul from the world of (opinions) until it can endure to contemplate reality, and the brightest of realities, which we say is the Good."

That is, what your education is really worth is the change it has caused in your way of looking at things, the change, that is, in you. Plato tells us very clearly what we, as educators, can do: we can point at the truth we can see. Well, maybe we can do more than that: we can urge, encourage, entice, goad, push, even beg and plead to get our students to look up, to see in new ways. And we can live out what we pro-

fess; we can care so much about what we can see of the truth that we never settle for the sloppy or the superficial in ourselves or anyone else, no matter how seductive are the rags in which mediocrity and laziness clothe themselves and no matter how uncomfortable it is sometimes to tell the unpopular truth.

Now, of course, many students come here seeking only training; seeking, that is, no such change as being genuinely educated requires. At first, their vision extends only to a white collar union card, a diploma, and the job to which they feel that diploma will entitle them. But they don't want to change their tastes in music, say, or in literature; they don't want to examine — let alone change — their opinions about abortion or capital punishment; they don't want to speak and write with grace and style; they just want to be accountants and computer operators and nurses and teachers. That's not wrong. People start where they start. But in the end, if they leave here thinking they can be great accountants, computer operators, nurses, or teachers without being educated human beings, then we've failed. That changing of vision, that raising of sights from the most immediate concern for economic security to a vision of what a genuinely fulfilled human life really means, still remains the ultimate test of whether we've succeeded.

So where does all this leave us? What is your degree worth? It cannot be determined by whether you've read this or that classic work, or whether you remember what happened in 1066. I know it is a cliché, but it is no less true for that, that only you can tell what your degree is worth; whether, as I've been saying, it amounts to an education — *techné*, episteme, and *sophia* — or something less. But this is, after all, a commencement, a beginning. And what your degree is worth is also what you do from here on out.

My hope for you is that you will do well — that is brilliantly, creatively, and with love — things that are themselves genuinely worth doing; that you will be not only competent, but also good and wise people — nurses, corrections officers, teachers, accountants, social workers, and, yes, philosophers and musicians. If you do that, not only your degree, but all SVSU degrees, will be all that any reasonable critic could ever hope for.

Again, congratulations, and good luck.