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# FOIA MARKER

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**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Backup Files  
**Subseries:** Chron File, 1989-1993

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**OA/ID Number:** 13754  
**Folder ID Number:** 13754-008

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**Folder Title:**  
Michigan Commencement 5/4/91 [OA 8322] [8]

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# **SPRING COMMENCEMENT**

**Michigan Stadium**

**May 4, 1991**

**11:00 a.m.**

## **Order of Exercises**

**\*Processional**

**Crown Imperial**

**Composed by Sir William Walton**

**The University of Michigan  
Symphony Band**

**H. Robert Reynolds**

**Director of University Bands**

**\*The National Anthem**

**By the Audience**

**\*Invocation**

**Father Charles E. Irvin**

**St. Francis of Assisi Catholic**

**Church, Ann Arbor**

**Opening Remarks**

**Peggie J. Hollingsworth**

**Chair, Senate Advisory**

**Committee on University**

**Affairs**

**Introduction of the Governor**

**James J. Duderstadt**

**President, University of Michigan**

**Welcome**

**The Honorable John M. Engler**

**Governor**

**State of Michigan**

Conferring of  
Honorary Degrees

James J. Duderstadt

President George Bush  
Mrs. Barbara Pierce Bush

Commencement Address

The Honorable George Bush  
41st President of the  
United States

Conferring of  
Honorary Degrees

James J. Duderstadt

Billy E. Frye  
Seymour Kety  
Roald Z. Sagdeev  
A. Alfred Taubman  
Ta-You Wu

Recognition of Graduates

James J. Duderstadt

\*The Victors *fight song*

By the Audience

Closing

James J. Duderstadt

\*The Yellow and Blue

By the Audience

\*Recessional  
Proud Heritage

Composed by William Latham

The University of Michigan  
Symphony Band

*\*Those who are able are asked to stand for the portions of the program asterisked (\*). At the conclusion of the program, the audience will please remain standing until the platform party has left the Stadium.*

*The University of Michigan wishes to thank Ms. Joan E. Smith, American Sign Language Interpreter, for her important services during this program.*

UNIVERSITY OF MICHIGAN  
Office of the President

**PRESIDENTIAL VISITS TO MICHIGAN**

- **Senator John F. Kennedy** announced the Peace Corps on October 14, 1960 on the steps of the Michigan Union.
- **President Lyndon B. Johnson** made his Great Society speech at Spring Commencement on May 22, 1965.
- **President Gerald R. Ford** announced his intention to run for re-election in Crisler Arena on September 15, 1976.
- **Vice President George Bush** spoke on the steps of the Michigan Union on October 7, 1985 - *dem.*

UNIVERSITY OF MICHIGAN  
Office of the President

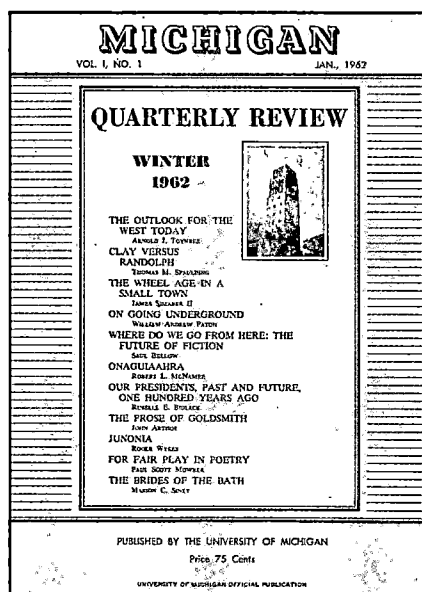
**Selected Michigan Students**

1. **Cadet Chapman Achen**, Army ROTC Captain of Cadets and graduating Senior, received University President's Award for outstanding performance  
H) 930-9705
2. **James Greene**, President, Michigan Student Assembly  
H) 998-1439 O) 763-3242
3. **Suzanne Goodney**, President, President, Residence Hall Association  
H) 763-3923
4. **Andrew Gottesman**, Editor, Michigan Daily  
H) 996-0713 O) 764-0552
5. **Steven Henderson**, Opinion Page Editor, Michigan Daily  
H) 769-1087 O) 764-0552
6. **Christine LaLonde**, Managing Editor, Michigan Daily, graduating Senior  
H) 996-0810 O) 764-0552
7. **Jeffrey Stacy**, former President, Interfraternity Council  
H) 668-6922 O) 663-4505
8. **Monique Whitman**, Rising Senior, All around good sense and working own way through school  
H) 665-5417 O) 764-6270
9. **Jeannie Worthen**, President, Panhellenic  
H) 998-1937 O) 663-4505
10. **Linn Chia**, Michigan Student Assembly  
H) 764-9648 O) 936-2452

# Your University

## MQR: No Literary Pretensions Here—It's The Real Thing

**M**ichigan Quarterly Review, one of the nation's best literary magazines, will mark its 30th anniversary this year with two special events. First will be the publication in April of current editor Laurence Goldstein's book *Seasonal Performances: A Michigan Quarterly Review Reader* by The University of Michigan Press. The book is a compilation of articles, short stories, poetry, and graphics that have appeared in MQR over the past three decades.



*Michigan Quarterly Review, 1962*

"It took me almost a year to winnow down to the basic number," says Goldstein, who read through 120 issues of the journal. "I had to put aside some work that was very good," he says, but what he came up with "... is work that is enduring and interesting." What Goldstein wanted to do, he says, was to find material that was representative of the University. "It has a strong local flavor. I always think that journals ought to be located in place as well as being international in scope and interest."

Among the material included in the anthology is an essay about a nineteenth century U-M surgeon who was in Northfield, Minnesota,

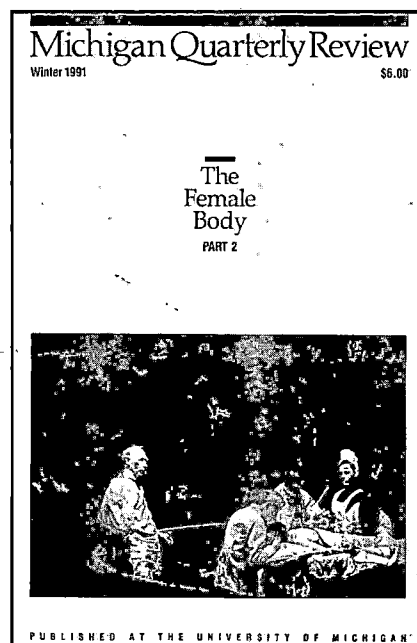
at the time that the James and Younger brothers staged the great Northfield raid. The author described the robbery and the surgeon's involvement, which included shooting a member of the gang (whose skeleton eventually hung in the surgeon's office). "It's a really bizarre, interesting essay," says Goldstein.

The book also includes work by writers Arthur Miller, '38, Nancy Willard, '58, Ph.D. '63, and Mary Gaitskill, '81; U-M faculty members James Winn, director, Humanities Institute, Rudolf Arnheim, emeritus professor of psychology of art, and English professors Charles Baxter and Alice Fulton (both noted writers and poets.)

Historically, the MQR evolved from a publication called *Michigan Alumnus Quarterly Review*, first published in March of 1934 by the Alumni Association under the editorship of Wilfred B. Shaw, '04, former alumni secretary (1904-1929) of the Alumni Association. Those early issues contained a variety of subject matter from the president's report (Alexander G. Ruthven), to fiction and poetry, and scholarly articles by faculty and alumni (one, an article on his travels in Tibet by the late Walter Koelz, Ph.D. '20, an eccentric traveller and art collector, has a surprisingly fresh voice).

After 28 years, the University took over publication of the magazine in 1961 with the winter 1962 edition, and its first official editor, U-M Professor of English Sheridan Baker, began to shape the journal as we know it today. In a September 1966 interview in *Michigan Alumnus* Baker said, "I have tried to give the magazine some personality and style and local habitation, driving it halfway between *The New Yorker* and *The Yale Review*, with *Harper's* and *The Atlantic* off there on the left hand a bit, too. I want to keep it a Michigan magazine—but with national scope."

Radcliffe Squires, who became



*Michigan Quarterly Review, 1991*

editor in 1970, brought some of America's brightest literary figures to the pages of MQR, including Richard Wilbur, Howard Nemerov, and Kenneth Rexroth.

When Goldstein acquired the editorship in 1977, he, like Squires, retained the basic nature of the journal as defined by Baker. However, in the spring of 1979, Goldstein introduced a new concept that was to have tremendous impact—the theme or special issue. "The Moon Landing and Its Aftermath" was a multidisciplinary array combing such names as scientist Carl Sagan, artist Robert Rauschenberg, Pulitzer Prize winning poet Peter Viereck, and former U.S. President James Earl Carter, Jr., among others. Since then, Goldstein has published nine more special issues that have explored themes like "The Automobile and American Culture," "The Bible and Its Traditions," and "The Writer's Craft" (celebrating 50 years of the Hopwood Awards). The most recent, a two-part edition, "The Female Body," published in the fall of 1990 and winter of 1991, has already been utilized in some col-

Zaleski, '90, attended an afternoon discussion called "Vietnam and the Gulf: Uses of Force," with speakers U-M Professor of History Gerald Linderman and U-M lecturer in history Tom Collier. She said the forum raised questions she hadn't considered: "What happens if we win? What are we going to do then? And if we go into Iraq and totally wipe out Baghdad, the capital of the Arab world for centuries, what's going to happen to the U.S. in terms of other Arab countries?"

The lectures included topics such as "The Rise of Modern Iraq" and "The Politics of Oil in the Persian Gulf." Also, nearly two dozen workshops were held during the day inside Angell Hall classrooms ranging from "Racism and American Militarism" to "Draft Counseling" and "The U-M's Historical Role in the U.S. War Effort."

Echoing much of the day's earlier discussion, keynote speaker Khalidi offered a decidedly Middle Eastern perspective.

"America's war on Iraq is going to undermine the Arab regimes that participated in the coalition against Iraq," he said. "This is why, in the



Photo by Rob Kroenert

An unidentified student waves the Israeli flag at a pro-Israel rally held on the Diag.

Arab world, there is fear and trepidation."

"A war, in my opinion, is likely to lead to a substantial reduction of Iraqi power, if not an elimination of Iraq as a major actor in that region," he added later. "This will leave a vacuum, and this vacuum in

the Gulf and the entire Middle East is going to result in a severe destabilization in what is already a precarious local balance of power.

"When the time comes to assign responsibility for this war, when the time comes to hold accountable those American leaders who together with Saddam Hussein made this war inevitable, I would suggest that the failure of the Congress and the failure of the media to explore these consequences seriously, and to pay any sustained attention to the impact that this country is going to have in the Middle East will be very high on the list of failures."

Days later, Bright said some people complained about the strong anti-war tenor of the teach-in.

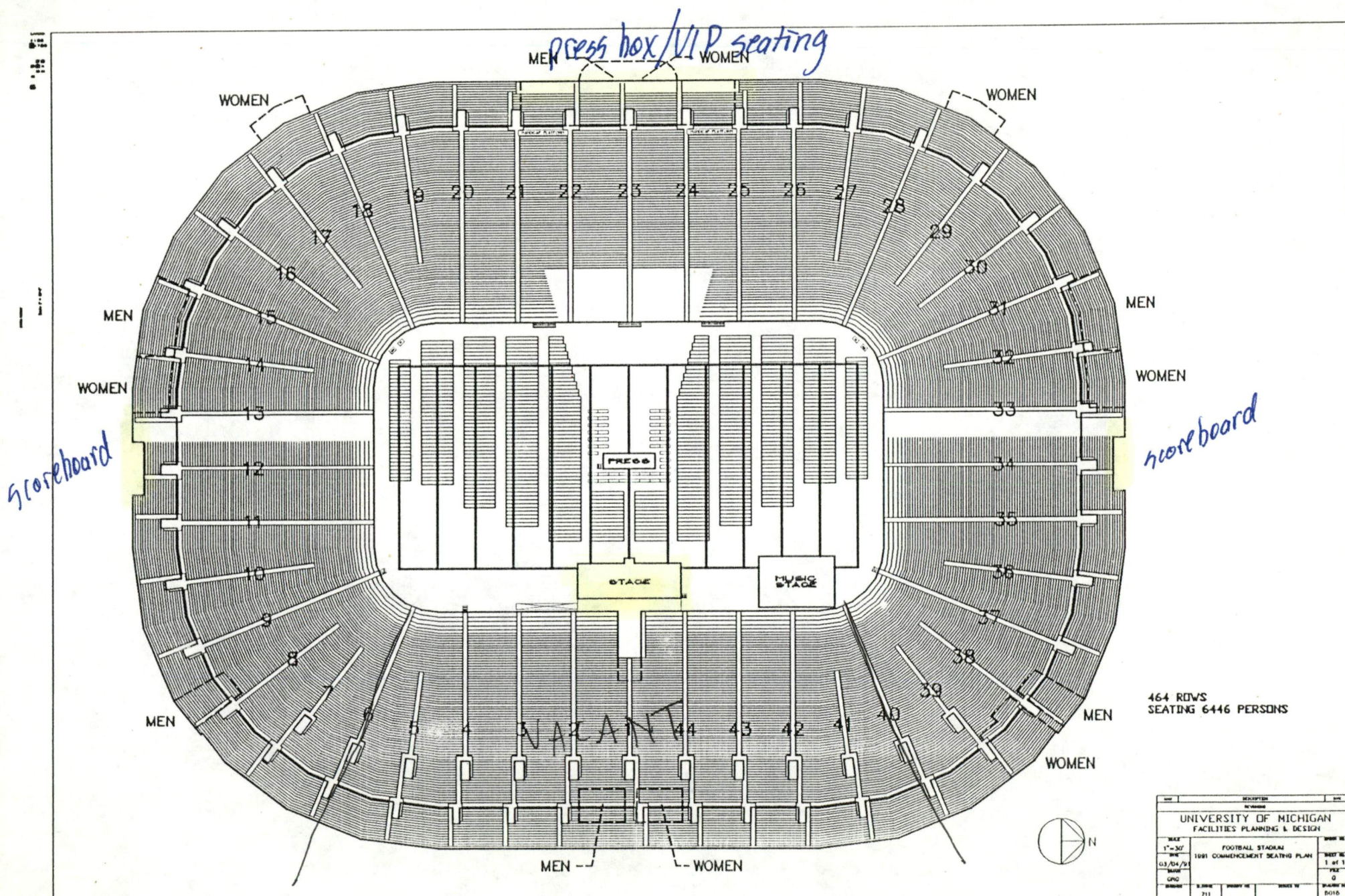
"I suppose it was in the sense that the teach-in was committed to a peaceful solution," he said. "But we tried, in putting this together, to keep a balance between its enormous educational function and the fact that a lot of staff, students, and faculty felt a great deal more urgency, a sense that we should respond with more direct action to the hurtling pace of events."

—Ami Walsh



Photo by Michelle Guy

Ann Arbor citizen, Steve Peltier, waving the Kuwaiti flag, marches down E. Washington Street.



| DATE                                                   |  | DESCRIPTION                    | BY        |
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| UNIVERSITY OF MICHIGAN<br>FACILITIES PLANNING & DESIGN |  |                                |           |
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**Hartford Sermon**

**Hartford memorial Baptist Church, Detroit (6/24/90)**

**(Scripture assigned by Rev. Charles Adams: Isaiah 43:18-19)**

Remember ye not the former things,  
neither consider the things of old.

Behold, I will do a new thing; now it shall spring forth;  
shall ye not know it?

I will even make a way in the wilderness, and rivers in the desert.

**Introduction**

Thank you Dr. Adams.

It is a pleasure and quite a privilege  
for my wife Anne and me  
to be invited to worship with you today  
in this great church.

I look out and see so many of our friends  
and colleagues as members of your congregation--  
including Regent Nellie Varner  
and Chancellor Blenda Wilson.

Yet, despite the presence of so many friends,  
I must also confess that it is a bit intimidating  
to be a part of Dr. Adam's service  
since he is widely recognized as one of  
the nation's leading orators, teachers, and preachers.

Hence it seems only prudent to leave  
the preaching to Dr. Adams...  
...and to stick to subjects that I know something about  
...education, universities...and our future...

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As most of you know, I am an engineer.

While engineers may not be used to preaching.

Engineers and preachers do have some things in common.

- We tend to look ahead, to think a lot about the future,
- We are usually candid, we tend to tell it like it is,
- And we believe in change,

that with a little help we can make the world a better place.

What I have to say today reflects all these characteristics.

This morning I want to talk about joining with you

to address the most critical issue of our times--

how will we insure that our children have the  
educational opportunities so necessary for full  
participation in marvelously diverse,  
knowledge-intensive, world nation that America  
is evolving into as we countdown through the 1990s  
toward the 21st Century--a new millennium!

Further, I want to talk about building a University--

and, indeed, a society--

in which the genius of each one of us  
is welcomed, respected and valued as a contribution  
to a new kind of community, a multi-cultural society  
in which people of all races and and nationalities  
and beliefs can live and work together in harmony.

Here my vision is not of a big melting pot in which

we are all forced or expected to become the same...

Rather I want to talk about a community that tolerates and celebrates diversity,  
a glorious mix of people bringing their unique talents,

traditions, cultures, perspectives, and experiences together  
to enrich our collective life.

I want to talk, as the Verse says,

“about doing a new thing”

about “making a way in the wilderness, and rivers in the desert”.

### **Keys to the Future**

Let me warn you at the outset of my remarks  
that I have a certain bias.

Indeed, through a variety of experiences both in Michigan and  
in Washington, I have become increasingly convinced  
that the dominant issue before our state and our nation  
during the 1990s will be our willingness and capacity to  
development our people...that is, it is education.

Years ago our parents stepped up to their responsibilities  
by sacrificing to give us an opportunity for a better life  
through education.

Now it is our generation's turn.

Today we are called upon to demonstrate a similar commitment  
to our children...to the next generation...to the future.

But here I know I am preaching to the faithful.

For no people in America care more about education  
for their children than African Americans

From the beginning, African Americans have put their faith in education.

They have struggled and sacrificed, generation after generation,  
no matter how hard the way, how steep the odds.  
they have done what they had to do to educate their children,  
to build for them a better future than they could have.

And not just in America

In just a few days, we in Michigan will have the tremendous honor  
of hosting Mr. Nelson Mandela  
the great South African leader  
whose extraordinary example of courage  
and commitment to freedom  
has inspired the entire world with new hope.

When he left prison, some of his first words  
were to the children:  
"We---your parents, your brothers, your sisters----  
love you, and we want you to lead the country.  
But you cannot carry out that responsibility  
if you have not got the weapons.....  
the weapons of education."

No, I have not come here to preach about education to you.

Nor have I come with dire warnings about the great  
challenges facing education in America today.

You know these all too well.

You know them first hand.

You know how many of our children  
are being cheated of their birthright,  
how many are deprived of the opportunity  
for the education so necessary for their future.

As a nation we have been spending our children's future  
to pay for greedy consumption and quick fixes.

Instead of investing in our schools

We have squandered money on junk bonds and

leveraged buyouts, on payouts and write-offs to people who already have enough.....or more than enough.

The dilemma facing our nation was brought home to me in very frightening and convincing terms at a recent conference with the top leaders of Japan.

We asked them, "What do you think are America's greatest strengths and weaknesses?"

They gave us an in interesting reply.

They said America's greatest strength is our system of higher education.

Then they said our greatest weakness was public education in our primary and secondary schools.

Quite a contrast isn't it!? Quite a challenge!

### **Higher Education in America**

These Japanese leaders were right about America's colleges and universities.

They are the strongest in the world.

The state of Michigan has one of the finest systems of higher education in the nation, including several of its great universities: Wayne State University, Michigan State University and our own University of Michigan.

And of course this is because of the commitments and sacrifices of eight generations of Michigan citizens.

And perhaps the most impressive thing about Michigan education is the desire of our people to build outstanding universities with a public character--designed to serve the public interest--designed to provide, as one of our early Michigan president's put it, "an uncommon education for the common man."

The fact that we are supported and sustained by the public,  
carries with it a deep obligation to the people of this State.

For as the Bible says in Luke, Chapter 12,

"For unto whomsoever much is given,  
of him shall be much required;

I believe this deeply.

I also believe it applies not just to individuals but to institutions,  
to our universities.

At the University of Michigan we accept this challenge, this public trust.

We know we are privileged to serve the people of Michigan.

and not just to serve some of the people,  
but to serve all of the people.

With Michigan's other public universities  
we are working more intensely than ever before  
to serve the people of our State.

### **The University of Michigan**

The University of Michigan feels a particular responsibility to  
this city and its schools.

After all, you are the city of our birth--  
we were founded in Detroit in 1817.

Further, just as our Detroit and the University of Michigan  
have been closely linked in the past,  
we believe it essential that we become more  
closely linked together in the years ahead.

This is particularly important in the areas of K-12 education.

In particular, we seek to cooperate and collaborate with the schools  
in Detroit to share our resources and knowledge.

You notice I didn't say we wanted to come in and reform the schools,  
to tell people what to do.

I didn't say we have the answers.

We don't.

What we do have are resources of people and ideas  
that we can share.

We have the determination to work together with the Detroit community  
to enrich the education of Detroit children.

And whether it is through

...the King-Chavez-Parks program to bring students to our campus

...the Wade-McCree Incentive Scholarship Program

...the Detroit Compact

...the DAPSEP program

...or the over 60 individual projects the University now has running  
with various Detroit schools

We seek to work with your schools to provide them  
with the tools they need to assure each of their  
students the education so necessary for the  
21st Century.

### **A Glance Backwards**

Yet, while such partnerships are critical,  
it is also the case that the fundamental responsibility  
of a university is the education of the students  
enrolling on our campuses.

That is our primary mission.

Yet let me also acknowledge that here  
our record is mixed...

both for higher education in general...  
and for the University of Michigan in particular.

Of course by any ranking,  
we at Michigan provide one of the best  
educations available anywhere in the world--  
But we have not succeeded in making  
this marvelous education available to all equally.

Our Scripture lesson today says  
"Remember ye not the former things,  
neither consider the things of old."

But I think we must look back to our past at least briefly ,  
to acknowledge our past errors, real failures,  
in order to learn from them as we move ahead.

It has to be said forthrightly and honestly that  
we have failed to provide equal educational opportunity  
to African Americans through much of our history

While the University has admitted Black students from its earliest days.  
while many of the Black leaders of Michigan and the nation  
have earned degrees at Michigan  
while we have never had an official policy of discrimination...

It is also true that you don't need  
to have an official policy to discriminate.

What you have to have is an official policy and a plan  
if you want to overcome discrimination.  
because its effects are so deeply rooted in our society.

And the fact is that for too long our universities  
did not have a policy or plan

for enrolling more Black students,  
and hiring more Black faculty.

There was unofficial but real racism and discrimination.

We were often blind to the pain of campus life  
for all of those who were in some way different  
from the dominant culture of the time.

However, as the Scripture teaches,  
there is no point in dwelling too long on past failures.

But we can use the lessons of the past  
to understand better,  
to strengthen our resolve,  
to help chart a new and different path,  
to change and reform our universities.

....And to make the change permanent this time.

### **The Michigan Mandate**

That is what we are trying to do at the University of Michigan.  
We are trying to "do a new thing" as the verse from Isaiah suggests to us.

We are trying to change, to bring African Americans  
fully into the life and leadership of our University.

People sometimes ask me why the University  
has made this commitment to change,  
why I have made this change a cornerstone of my Presidency.

The reasons are simple.

First and foremost, it is morally right.

Second, we see this commitment as the cornerstone of our  
capacity to serve a changing nation and a changing world.

America today is rapidly evolving into one of the most diverse,  
multicultural societies on earth...

The America of the 21st Century will be a nation without a dominant ethnic majority--and to serve this changing nation, institutions such as the University of Michigan must also change.

And third, for the University to achieve excellence in its fundamental missions of teaching and scholarship, it is clear we must reflect the growing diversity of America and the world itself among our people and our activities.

To this end, over the past three years we have been developing and committing ourselves to a new agenda we call the Michigan Mandate.

Some of you may have heard of it.  
many of you are a part of it.

The fundamental idea of the Mandate is that the University of Michigan must become a leader known for the racial and ethnic diversity of its faculty, students and staff.

A leader in creating a multicultural community that will be a model for higher education and a model for the society at large.

We don't believe we can serve this state and this nation, unless our campus reflects the strengths, perspectives, talents and experiences of people of color in everything that we do.

But we know the Mandate is not by itself a magic cure--- that is not going to change our University overnight.

Instead it is a strategic plan,  
it sets a direction and a points to a destination,  
As the Scripture says  
it is meant "to make a path in the wilderness "

The Mandate evolved over these three years  
through literally hundreds of meetings  
with people inside the University and outside.

Many people here helped it to evolve.

they taught me, helped me to understand,  
they have stood by my side when things got tough,  
and when I make a mistake, they let me know it.

You can't have better friends and colleagues than that.

And I thank all of them for their help and loyalty.

### **Signs of Progress**

Today I can report to you

that the Michigan Mandate is starting to work.

From top to bottom, University decisions are now made  
with our goals of diversity as a priority.

In fact, across the nation other colleges and universities  
are using it as a guide for their own planning.

There are many signs of progress...

1. During the first two years of the Michigan Mandate we  
have added 76 new faculty of color to the University,  
including 40 African American faculty, a 50% increase
2. During this short period we have increased minority  
enrollments by 25% to the point when students of  
color now comprise 17% of our student body--  
include over 2,200 African American students.

3. Our early projections for this fall are particular encouraging, with a 35% increase in African American representation in our freshman class and a 58% increase in African American transfer students.
4. And our graduation rates among students of color are among the best in the nation.

There are many other signs of progress,  
ranging from action taken during the first month of my administration  
to complete the University's divestment of stock holdings  
in companies with interests in South Africa,

To major growth in financial aid for students of color

To major outreach programs to schools systems in  
cities such as Detroit

We have now put in place the people, policies and programs  
that will increase our representation of students of color at a rate  
that will make our University community fully representative  
of the national population during the 1990s.

By now you are probably asking yourself the question,

"If they are making so much progress,  
why are we still reading about racial incidents  
on so many of Michigan's universities, including  
at the University of Michigan?"

The reason is that increasing the numbers  
of African American faculty, students and staff  
is only the first step in the Michigan Mandate.

If we only needed numbers it would take great effort and resources  
but with determination we will get there in reasonable time.

But numbers are the easy part.

We all know that you can have a lot of different people  
living in the same area, working side by side,  
shopping in the same stores, going to the same classes.  
But that doesn't necessarily mean you have a community.  
Just increasing the numbers and mix of people  
doesn't mean that you have mutual respect,  
that you can work towards common goals.  
To have this, you have to have a new kind of community.  
At the University of Michigan we are determined to seek  
the changes needed to build this kind of community.  
That is the hard part of the task ahead of us...  
This is the new path we must blaze "in the wilderness".

### **Issues of Community**

What we are seeing now on our campuses, I think,  
are the birthpangs of this new type of community.  
Our universities are confronting one of  
the most painful and persistent problems in American history.  
Because now, even as America's population is becoming more diverse,  
it is also becoming more separated.  
Tragically, students coming to our campus today have grown up  
in communities that are separated by race and ethnic group,  
by nationality and belief,  
by age, occupational level and economic background.  
Our communities and institutions are failing to create  
a sense of community or to provide the models  
for creative interaction that we need to build a new kind of society,  
based on equality, mutual dependence, trust, civility, and respect.

The truth is that in America today  
it is on our university and college campuses  
that many students come together for the first time  
and are expected to live and work together for the first time.

It is not surprising that they don't always get along,  
that it is sometimes painful.

It also isn't surprising that this shows up in the newspapers  
or on TV.

This is the price higher education pays because it is  
one of the few institutions in the country  
that is stepping up to the problem of racism and diversity in America.

Yet, I believe that such a mission is our destiny...our mandate.

For our campuses have become the crucibles  
in which the multicultural, multiracial, world cultures  
of 21st Century America are being formed!

You don't get change without pain.

What we are experiencing is the first faltering steps forward.

We are seeing the effects of increasing the numbers of students of color,  
and the early stages of creating a new kind of community  
that is built on diversity.

Our job is to educate our students,  
these world citizens of the 21st Century,  
inspire them, and, if necessary, require them  
to respect each other and learn to live together.

If the way ahead seems discouraging at times,

We should remember that we are not the only society  
grappling with these problems of human failure.

Historians tell us that group conflict, discrimination, prejudice and oppression  
have been with us since the beginning of human society.

It is a tragic part of human character to reject others.

in order to define oneself.

And we have only to look around us

to see that it exists today in all parts of the world.

Mr. Mandela's visit reminds of of the disgrace of apartheid in South Africa.

Elsewhere there is deep rooted division between Muslims and Hindus,

Jews and Arabs, Christians and Moslems in Lebanon,

Chinese and Malays, Eritreans and Ethiopians, Basques and Spaniards.

Catholics and Protestants.

Nearly every country and region is struggling

with the same problem we face on campus, in our State and nation.

But in today's world, we can't afford

to tolerate racism and prejudice and discrimination

any longer.

We cannot live divided from one another.

Our world has become one world.

Our people must learn

to accept our common humanity,

our common fate.

And just because a problem is old,

or widespread or complex ,or difficult

doesn't mean we have an excuse to ignore it or avoid it.

It may mean the job is harder to do.

But, I, for one, do not believe the task is impossible.

Maybe it is the engineer in me that makes me hopeful....

that makes me determined to try.

I know we can all draw inspiration from Nelson Mandela  
in coming days and weeks  
and from other great leaders and teachers  
such as Martin Luther King, Jr.,  
who have shown that it is possible to change the world  
armed only with the power of faith and courage.

We have to begin somewhere, we have to take a stand.

### **High Goals**

At the University of Michigan, we are trying to do just that.  
As the Scripture says, much has been given to us  
therefore much is expected of us.

We believe we have a Mandate to build  
a new model of a learning community  
that thrives on the glorious and unique differences  
of our human heritage  
which uses its common sense of values and  
objectives to bind itself together.

We have set for ourselves and our University the highest goals.  
I don't know if we can make "a river in the desert".

I know that we will try.

Of course, I also know that we will sometimes fail.

We will take the wrong turn, stumble, lose our way at times,  
be confused, not have all the answers.

But there is an old saying among engineers.

If you never fail you just haven't set your goals high enough.

So a few missteps or detours won't bother me  
so long as we hold to our basic ideals and direction.

What will not change or falter is my personal determination to lead  
the University in a direction that serves all the people of our society.  
Of course I know that our University can't accomplish  
its Mandate alone.

We are determined to do our part.

But we also need your help

...your support...and your understanding.

And we ask you to join with us and others throughout this state,  
in a commitment to provide the best possible education  
for every child, for every citizen  
to create the new models of multicultural communities  
so necessary for the new century which lies ahead.

In years to come,

I hope our children can look back with pride and gratitude  
and say that in this time and this place  
the people of Michigan and Detroit took a stand;  
they came together and worked together  
to build a new model of community  
for the good of the children.....

I hope that they can say that we that we made a difference.

That together we became a mighty force for change.

Let us, as the Lesson says

"Do a new thing; now it shall spring forth"

Nothing we do in our lives is more important than this.

Thank you very much.

**Maternal and Child Health (10/19/90)**

**Introduction**

With this dedication

of the Maternal and Child Health Care Center  
the University of Michigan continues its long tradition  
of service to the people of our State.

In particular, the Center will serve our society's most vulnerable members  
.....mothers, infants and children.

The United States and our own State of Michigan  
still lag behind most of the industrialized world  
when it comes to infant mortality.

And poor and minority infants are at twice the risk  
of white infants.

No society with claims to be civilized  
can allow this loss of human life and potential,  
this suffering of the innocent to continue,  
at such shaming rates.

We simply must do more to meet the health and other developmental needs  
of children and their families.

Our only true and enduring wealth as a nation  
is our wealth of human talent  
and potential represented by our children.

Who is to say who among the the lost or thwarted children  
might not be another Einstein, or Martin Luther King, or Picasso.

It isn't as though our world isn't crying out  
for the talent of such people to enrich and enlighten all realms of our life.

And yet, our children continue to die unnecessarily, to suffer and to be  
frustrated

in contributing their unique genius to our collective life.

Every one of us pays for this tragic loss.

By comparison the costs of meeting the needs of children  
however great in dollar amounts,  
are small, indeed.

Our University and its Medical Center are here today  
because earlier generations--eight of them or more--  
were prepared to sacrifice to build institutions to serve,  
care for and educate their children.

They felt an obligation to invest in the future.

Today, we live in a time  
when the motto too often is "eat dessert first, life is uncertain".

We seem to falter in our commitment to the future....  
to our children.

But we cannot continue to mortgage our children's future  
for the sake of immediate consumption  
and expect to survive as a decent and productive society.

### **Description of the Center**

Now with this Center, the University and its Medical Center  
are taking a new and important step forward on behalf of children.

The Center will bring the most advanced medical treatment facilities  
to Michigan's children

and this will save and improve countless lives in years to come.

The Center will also provide its services in a warm and caring environment,

Our young patients and their families can be confident  
they are being cared for by some of the nation's leading medical practitioners.

The facility itself has been planned to better meet  
the unique needs of children and families.

From eight additional family centered birthing rooms,

to integration of mental health treatment for children and adolescents,  
to more intensive care beds,  
and expanded neonatology service  
and inclusion of indoor play spaces for well and recovering children,  
the Center has been designed to be child and family centered.

And it is important to note that the reach of this center will extend  
far beyond the walls of the facility itself.

UM physicians and other medical staff will continue  
to travel to more than a dozen field clinics throughout the state  
to diagnose infants and children  
and to work with community physicians and others to share  
the latest clinical advances.

And every year, young patients will be referred to the Center  
from every county in Michigan.

Nurses, doctors and other staff will be trained here  
and go on to provide the most advanced care to children  
across the country and the world.

And research at this Center will lead to improved treatment  
and care.

### **Thank Yous**

Today's dedication of this Center is also a milestone  
in the total renewal of hospital facilities  
that started with the Replacement Hospital program.

While some more remains to be done, this facility marks a ten year  
renewal period that has resulted in a "new" University of Michigan Hospitals.

We have many people to thank for their contribution  
to this transformation that has made us a leader  
in regional and national health care.

I would like to particularly acknowledge the role of the  
members of our Board of Regents who shared and shaped this vision  
and helped to make it a reality.

I also want to thank Governor Blanchard and the members of the Legislature  
on both sides of the aisle who have provided the strongest leadership  
and support....

we would not be here today without their efforts  
or without the efforts of countless friends and alumni who have been so  
generous  
in their support.

The hospital administration and staff have worked long and hard  
to make this day possible, and I thank them  
for their hard and selfless work.

I thank these leaders and the people of Michigan who they represent.  
for making this Center possible....

for making it the best such Center available anywhere.

But I think our acknowledgement today must pale in comparison  
to the gratitude of generations of children and families  
who will be cared for here in this Center.

Long after we are gone, thousands of children,  
their families  
will be thanking you for giving their children the gift of life,  
the gift of health and of hope.

Thank you all very much.

## **Wallenberg Lecture Introduction/9-25-90**

**Purpose: to present Wallenberg Medal to ELIE WEISEL  
(el-EE' vee-ZELL')**

**Irene Butter will introduce Wallenberg Lecture itself and  
then introduce JJD**

**Good Evening and on behalf of the University of Michigan**

it is my great honor to welcome our world renowned Wallenberg Medalist,  
Mr. Elie Weisel and our many distinguished guests and colleagues  
to this inaugural Wallenberg Lecture and Medal presentation.

**As you know, this is the first**

of what will be an annual event at the University of Michigan.

The Raoul Wallenberg Medal and Lecture Series.

This program, is named after one of our most illustrious alumni, Raul Wallenberg.

It is intended to honor each year a person

whose life and work embody those humanitarian principles  
and achievements..

...that great moral courage....

which so gloriously characterized Raul Wallenberg's life.

Raul Wallenberg was a hero.

Sadly, in today's world that term "hero" may sound an archaic note.

The ideal of heroism is perhaps another victim  
of this age of "lowered expectations".

Today, we offer our youth few easily recognized heroes, at least in popular culture.

But we still produce heroes,

and, tragically, we still produce the conditions that cry out for heroes.

Heroes are people who will use their talents, sacrifice themselves for  
the good of others,

Heroes protect the poor, the innocent, the oppressed and persecuted.  
They are people who struggle for peace, oppose prejudice and injustice.  
We still have people who care for the sick, the homeless and the hungry.  
They are heroes.  
People who teach the truth when it is forbidden... or just unpopular.  
Yes, we still have heroes, but perhaps  
we simply can't appreciate their true value in these times..

As I said, Raul Wallenberg was a hero.

He sacrificed his own life to rescue persecuted Jews  
from the Nazi Holocaust.

During one of the darkest chapters of human history,  
Wallenberg was one who kept the light of human decency aglow.  
Our University is so honored to count him among our alumni.

He came to us, a European son of privilege,  
seeking a truly democratic education,  
different from that he would have found in Europe  
or from America's great private institutions of the time.

I like to think that the Michigan education he went away with in 1935,  
helped form his conscience and character,  
that somehow we helped prepare him for his great work.

But there is no real accounting for heroes.

All we know is that throughout history,  
humanity has been blest with them.  
even in its most wretched moments.

Heroes are a reminder that we humans are capable of greatness.  
even when the news about our propensity  
for indifference and evil is most painfully bleak.

## Introduction of Elie Wiesel.

Heroes come in many forms.

Tonight we honor the hero as storyteller and teacher.

The work and achievements of Elie Wiesel are well known  
to all of you.

Author of some 30 volumes, educator, philosopher and human rights advocate.

He is a Nobel Laureate,

and has been awarded the United States

Congressional Gold Medal of Achievement

and the Medal of Liberty

along with countless other awards and honors from around the world.

As I said, it is rare for us to recognize heroes in this time

It is even more rare for a storyteller and teacher to be heralded  
by all the world for heroic greatness.

The fundamental reason Mr. Wiesel is so honored is, I think,  
that he has become our conscience.

He brings us dreadful news about our capacity for evil

but at the same time he teaches that we need not be its victims.

He teaches that it is within our power to transcend and overcome evil  
if we remember and learn from the worst of our history  
as well as from the best.

As he says, he is a "witness".

The lone family survivor of the death camps of Auschwitz and Buchenwald,

Mr. Wiesel, as Irving Abrahamson puts it,

"having experienced the Holocaust,

tells the tale to humanity in order to prevent another catastrophe".

The same author points out that he has brought to his audience

the classic message of the Jew: **There is no life without morality.**

Mr. Weisel, himself, has written:

"We only seek justice.

We do not aim to hurt, only to sensitize.

By retelling our tales we seek to make our contemporaries aware of what happens to human beings when they live in an inhuman society surrounded and penetrated by indifference on the one hand and evil on the other".

There is no more important lesson for us to learn.

And it is certainly fitting that this University honor a great teacher whose message is timeless ...more important today than ever.

It is also appropriate that this alma mater of Raoul Wallenberg honor a man who has acted on his convictions on behalf of so many people persecuted, oppressed and suffering in many countries around the world.

I want to thank all those who have helped create this program.

It is a wonderful contribution to the intellectual and moral life of our University.

### **AWARD Ceremony**

Now let me ask MR. WEISEL, to join me for the presentation.

I feel privileged to award you this first Raoul Wallenberg Medal.

I know of no one who better exemplifies what it stands for.

(Award Medal)

Ladies and Gentleman, please join me in acknowledging Mr. Weisel.

**Martin Luther King Symposium Opening (1/21/91)**

**Theme: MLK: Making His Dream a Reality**

**Good Morning and greetings to Michigan colleagues, honored friends and guests**

Very special welcome to our speaker today, Regent Adelaide Sanford,  
to our Native American artists,  
and to the students from Detroit and local schools.  
We are delighted that you can share this day with us.

**Once again the University of Michigan community**

comes together to honor the life  
of Dr. Martin Luther King, Jr.,  
to learn from his teaching,  
and to renew our personal and institutional commitment  
to help achieve his dream for peace and justice in the world.

**Some might say that anything we do**

as individuals or as a university  
can't possibly be important  
in making Dr. King's dream a reality.

Some contend we are too insignificant, inadequate or inherently flawed  
to be a part of the struggle for justice.

Indeed, there is a lot of fatalism/pessimism in the world today.

--a lot of it on our campuses--

a feeling among some that we are helpless pawns

of large and sometimes seemingly malignant forces that determine our fate.

Some even preach that we are so fundamentally flawed  
in our character or history or institutions  
that hatred and injustice are our inescapable legacy.

And such pessimism might be understandable.  
Certainly, as I and many others have been proclaiming  
our university and our world are being transformed  
by mighty forces of change abroad in the world  
change that are completely transforming  
our population, economy, society and culture.

Clearly we can't deny that the challenges we face are formidable.  
Nor can we escape the reality that our human flaws are deep and abiding  
and lie at the root of our world's most pressing problems.

We need only look about us to see the sad evidence.

For our campus is a microcosm of the world today.  
We feel here most of the divisions and conflicts--  
the racism, prejudice, discrimination, fear, intimidation.  
that so painfully afflict the world at large--

This is especially so today as the effects of war reverberate among us.

Our Arab, Arab American,  
Palestinian and Muslim students and colleagues are fearful  
and have already felt the stings of unreasoning prejudice and harassment.

Our Israeli and Jewish students are also anguished and afraid.

Our community is divided about our nation's role in this war and in the world.

Some of our students, faculty and staff are serving in the military  
and many have friends and loved ones in the conflict.  
and they fear for them--- feel proud of them.

Some among us support this war as the only means to enduring peace  
while others oppose this war or all war out of equally deeply held conviction.  
I think many may also feel uneasy that the burden of this war  
is being borne disproportionately by those less advantaged in our society.  
while we on campus are granted the privilege of uninterrupted study.

In keeping with the meaning  
of this day honoring Dr. King,  
I hope that despite our differences,  
we will all unite in a spirit of compassion, concern,  
for all who will suffer and die in the war  
as well as for those on our campus and community  
who are deeply feeling its effects.

Let us show respect for each other and for reason  
in the resolution of our conflicts.

**The Gulf war is only one of the many dangerous conflicts**  
that divide the human family.

Prejudice and discrimination and the oppression of one group by another  
is an enduring burden of our human experience.

Apartheid in south Africa, Protestants and Catholics in Ireland,  
Basques in Spain,

Muslims, Hindus and Sikhs in South Asia,  
Chinese and Tibetans, Muslims and Christians in Lebanon,  
Latvians, Estonians, Russians and Georgians in the Soviet Union.

The painful truth is that no continent and few nations are free  
of conflict, fear and hatred among peoples  
based on race, religion, caste, language, ethnicity, ideology, class, gender.  
And we see many of these divisions and conflicts  
reflected here in our campus.

**We humans are, indeed, tragically flawed**

by our drive to define ourselves by rejecting and oppressing "others".  
And out of this primitive and deep rooted human impulse  
flows much of the injustice and suffering we see in our world.

**But just because a problem is old**

or seemingly universal and intractable  
does not mean we can absolve ourselves  
of responsibility for trying to overcome our defects.

**Indeed, we must do so.**

**In today's world, we can't afford**

to tolerate racism, and prejudice and discrimination  
any longer.

We cannot live divided from one another.

Our world has become one world, one society.

glorious in its rich diversity of peoples  
but indivisible in our shared fate.

What happens in one corner of our globe now is felt in every other.

**Dr. King believed in our common humanity.**

**Dr. King was no pessimist.**

**He never felt we were helpless to bring change.**

**Instead, Dr. King was a dreamer.**

**Dr. King taught us to be hopeful.**

He taught us to have faith in ourselves and confidence in one another.

He believed that together we could overcome our own shortcomings  
that we could change ourselves, our society and our institutions for the better.

**Dr. King's dream for us--**

is that we will bring justice, freedom and peace to the world

that we will overcome hatred, violence, and oppression,

not with the force of arms

but instead armed only with hope, faith, love and courage.

He proved the truth of his dream every day of his life.

He showed that one individual, willing to think and act courageously,  
can change the whole world.

Dr. King dies for his dream and, in doing so, he proved  
that not even death can end the power of his dream.

In dying, he lives on to inspire new generations.

**Dr. King showed us that we can change**

we can come together.

He proved in his life that a single person can make the difference  
can overcome and move the world.

**Dr. King was a peacemaker.**

But, as he said:

"True peace is not just the absence of tension;  
it is the presence of justice."

**What he did not say**

was that it would be easy  
to pursue his dream.

**He showed it was hard, that we would have to sacrifice and struggle**

He taught that we cannot leave the task to others.

**If we believe in his dream, if we want to make it a reality,**

We have to begin somewhere, we have to take a stand.

**High Goals**

Here at the University of Michigan

we have the chance to lead the way to the changes  
that must come to our world.

Our University has a Mandate to build

a new model of a learning community  
that thrives on the glorious and unique differences  
each brings to our collective life  
but at the same time is unified by our commitment

to democratic and scholarly values  
----values that affirm justice, equality,  
freedom and dignity for every person.

We have set for ourselves and our University the highest goals.

I don't know if we will make made Dr. King's dream a reality here.

But I know that we are trying.

Of course, I also know that we will sometimes fail.

We will take the wrong turn, stumble, lose our way at times,  
be confused, not have all the answers.

But there is an old saying among us engineers.

If you never fail you just haven't set your goals high enough.

So a few missteps or mistakes shouldn't bother us  
so long as we hold to our basic ideals and direction.

What must not change or falter is our personal and institutional  
commitment to lead the University in a direction  
that serves all the people of our society.

Of course I know that we can't accomplish  
all of Dr. King's dream by ourselves.

But we must work together to do our part.

Together we can make a difference.

Together we can carry on Dr. King's great work

Together we can make his dream our reality.

**And now, it is my pleasure to introduce one of the co-chairs**  
of the University's committee that has planned and coordinated  
our extensive program honoring Dr. King, including today's Symposium.

Dr. Bunyan Bryant is a very distinguished member of our faculty  
noted for his teaching and research in our School of Natural Resources.  
He currently heads the Detroit Area Study and is breaking new ground  
in our understanding of the interrelationships  
of race, economics, hazardous waste and environmental integrity.  
He is also a prominent community leader  
known for his commitment to positive social change.

I know you will all join me in thanking Dr. Bryant, co-chair, Anne Monterio,  
and their many colleagues and staff of the Office of Minority Affairs  
for their hard work.

I hope you will be able take advantage  
of the many of the exciting and stimulating opportunities for learning  
that are planned today.

Now please join me in welcoming Professor Bryant.

Honors Convocation

Introduction

Thank you, Provost Whitaker.

It is my great pleasure to join with you today  
to recognize the exceptional academic achievements of  
of our undergraduate and graduate Honors students.

This convocation is a very special moment in the  
cycle of the academic year since it celebrates  
that spirit that is at the core of this University's  
distinction...

the aspiration, the will, the determination to  
achieve excellence in learning, teaching,  
and scholarship...

Each student we honor today  
has demonstrated unusual intellectual talent,  
many are brilliantly gifted.

A Broad Range of Talents

Michigan is a very challenging institution...but it is  
also an institution characterized by an  
extraordinary diversity of opportunities.

The students we honor this afternoon have not only  
met these academic challenges, but they have  
excelled as well in a broad range of extracurricular  
activities...the performing arts, athletics, student  
organizations, leadership.

As proud as we all are  
of the grades the students here today have  
received, their achievements go far beyond this.

After all, grades are just a shorthand, a symbol, that  
reflect not only your intelligence, discipline,  
and willingness to work hard--  
all important traits, to be sure...

But they also symbolize a set of values and characteristics  
that reflect the essence of what a university is all about:

A commitment to intellectual discovery and rigor...

...the excitement of acquiring knowledge and  
discovering new ideas and new ways of thinking...

...of participating in the quest to better understand  
ourselves and the world around us.

The greatest rewards of teaching come from nurturing  
and witnessing this kind of development and  
commitment in our students...

...of reading your papers and exams and lab reports...

...of sensing the great excitement and involvement  
in your learning and thinking.

Our pleasure and pride thus

is not only for your individual achievements,  
but as well for your collective role in reflecting and  
sustaining the values and goals upon which the  
University of Michigan is based.

#### Setting the Pace

The talents we honor today are truly the lifeforce  
that animates our academic life  
and, ultimately, such talents renew and enrich  
our entire society with the vitality and creativity.  
we need to progress and prevail.

In this hall this afternoon, our assembled Honors students  
bring together a breathtaking wealth and breadth of talents.

It is you who make University community  
the uniquely exciting and challenging place it is today.

Indeed, it is you who set the pace...

...and a mighty tough pace at that.

You challenge the faculty and your fellow students  
.... much more importantly, you inspire them.

You push, you pull and you even drag us  
to the frontiers of learning and understanding.

You electrify our classrooms and dormrooms,  
our labs and stages and studios  
with the sheer joy of your hard work

and intellectual achievement  
of your striving for that highest standard of all  
—your personal best.

This is what really sets you Honors students apart.

I like to think it is what sets our Michigan students apart.

You have a quality even more valuable than your talent.

For talent without purpose and direction

without discipline and dedication

without plain old hard work

is no guarantee of accomplishment

or contribution to your family or society.

### Character

What you Honors students have demonstrated

in addition to talent— is character.

You show the willingness to use your talents

to the fullest, to have the highest expectations

for yourselves, to go all out.

We will shortly sing the song that says it all—

you Honors students are “the leaders and the best”

Our faculty will testify that it is a privilege

to teach students such as you.

We learn as much from you

as we can ever possibly teach you.

So long as we keep attracting

students who bring us such great gifts of talent,

we can never grow stale or tire of our mission.

In the final analysis,

it is great students who make a university great.

Great faculty are certainly important.

Great teachers are essential.

But I think our Thurnow professors

recognized today for their teaching gifts

will attest to the fact that

they will not develop to the peak of their form

unless continually challenged in the classroom

by the best and brightest young minds  
the world can produce.

**The Role of the University**

Of course, the University can't take credit  
for student's talents,

We can brag about recognizing their talent  
and luring them to us.

But students bring talent with them when they come.

And we can't honestly claim  
to have formed their character, either.

But I think a Michigan education helps mold  
and develop talent and character  
in much the same way that light and nourishment  
help a flower to reach full and glorious bloom.

I think Michigan can also take credit  
for instilling a special "spirit" in our students  
—an energy and enthusiasm and will  
to achieve that comes from our public mission.

Perhaps it is because our students  
must constantly choose from so many options—  
educationally, socially, culturally.

Because they must learn to navigate  
through our academic labyrinths  
and overcome fearsome bureaucratic obstacles.

A University of Michigan education  
is the beginning of a lifelong quest for learning.

This is a place for students who think  
and act for themselves.

It is a place that rewards independence  
and discipline more than most.

Our students learn to fend for themselves, to cope.

They learn from each other  
and they flourish on the tremendous human diversity  
that makes ours such a rich cosmopolitan community.

This experience will stick with them and serve them well.

This Michigan "spirit" will make them stand out  
and take charge in any crowd.

**Michigan's Role: Leadership**

Many of you have probably heard me speak often  
about the challenges of change  
that are sweeping over the world today.  
as we approach a new century.

I have been talking about changes  
that are transforming our University,  
our people, our economy and society.

At such times in human history  
humanity cries out for extraordinary leadership.

It is to education that society looks  
to help identify and prepare our leaders.

In particular, history shows that society  
looks to the University of Michigan for leadership.

Probably no other University in the world  
has a reach that extends so far--  
some 370,000 living graduates.

Wherever I go across America or around the world,  
I am sure to find a Michigan alum in leadership  
whether in government or media, or education,  
health, law, in every walk of life.

Looking out on our students today,  
I know you will soon be taking up your place as leaders.

It is to prepare you for this role of leadership  
that society has created universities such as Michigan.

If all our citizens could be with us today,  
they could catch a glimpse of the true value  
of their investment in your education.

Even if they can't see it today,  
they will certainly reap the benefits in the years ahead.  
as your many future contributions to society  
begin to mount and multiply.

**Honoring Parents**

When I reflect on who you are  
and what you have already accomplished,

I know our future is in fine hands.

It's a good feeling to know that you will soon  
be out there in charge of things.

I speak for the entire University  
when I say that we are proud to be  
a part of your education  
.....part of your preparation  
for the tasks of leadership.

We are grateful for all that you bring  
to our collective life.

We look forward eagerly to applauding  
the many more awards and achievements  
that are sure follow throughout your life.

Well, by now I have heaped praise on our Honors students  
and given plenty of credit, too, to the University for its role  
in making this celebration possible.

But the people I have not yet acknowledged  
are the ones who I believe deserve to feel the most pride  
and to hear the most praise of all on this day.

The real heroes of this occasion are the parents,  
—the families —of our Honors students.

You are the ones who have cared and worked and provided,  
you have loved and hoped, helped and sacrificed  
to bring these students to this moment.

These have not been years in which such selflessness  
that parenthood requires is fully value or recognized.

Indeed, recently, as a society,  
we have seemed almost heedless of our future,  
tragically wasteful of our precious children.

But all the while families like yours have ignored  
such trends and fashions.

You have just been giving, struggling and striving  
to give your children, and through them, our society, a better future.  
And just look at the wonders you have performed.

I hope you feel proud today.

You have earned the gratitude and respect  
of everyone in this auditorium.

I would like at this point  
to ask all the parents and family members in the  
audience to stand so that we may acknowledge your  
contributions...while acknowledging  
as well the very special pleasure and pride  
that you are justifiably feeling today.

#### Conclusions

Once more congratulations to all of the students  
and the faculty we honor today.

Now let's all stand now to sing together  
the Alma Mater of the University  
"The Yellow and Blue".

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**Commencement-Fall-1989**

**Welcome**

On behalf of the entire University of Michigan community,  
it is my very great pleasure to welcome you  
to our 1990 Winter Commencement.

Let me extend a special welcome to:

...today's graduates  
...to their families and friends  
...and to our Honorary Degree recipients,

Dr. Robert E. Nederlander

Dr. Jerome Karle

Frances Moore Lappe"

Dr. Amnuay Viravan

Winter Commencement falls during

the darkest moment of the year...and also, not coincidentally,  
the brightest and most festive point in our calendar.

It is a time of hope when we mark the passing of an old year  
and the bright promise of the new one to come.

...We are surrounded by signs and symbols of the season...

...fresh-fallen snow...(?)

...the candles of Hanukkah

...the trees of Christmas

...renewed commitments to peace and goodwill among all people.

...and what could be a more appropriate added symbol  
for this changing season and renewal of life  
than the cap and gown which marks the rite of  
passage represented by University commencement.

**Images**

For our graduates, today's ceremony should be  
a highlight of your senior year.

It celebrates the culmination of many years of your dedication, hard work, and  
high achievement.

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Page 2

It represents the  
fulfillment of long held hopes and aspirations...  
for your educational and personal growth.

And now the moment is finally here.  
Perhaps made poignant by the impending leavetaking  
but also sweet in its well earned sense of accomplishment  
and anticipation of what is next to come.

For our faculty, today is also very important since it  
allows us to pause at least for a moment to share and reflect on  
this transition with their graduates, reveling in your success,  
confident in your future  
and grateful for the opportunity you gave to us to teach, work with, and  
learn from you during your years at the University.

I suspect, however, that the group for whom this day means  
the most is not the graduates or the faculty...  
...but rather the families of today's graduates:  
And, surely the families and loved ones also deserve our congratulations  
It has been your support...emotional, intellectual, and, of course  
financial...that ultimately has made this moment  
possible for our graduates today.  
In a very real sense, today is your day as much as it  
is your graduates'...and hope you feel the pride you deserve in their achievement  
For that reason, before we proceed further any with this  
ceremony, let us all join together in recognizing  
your contributions --certainly to your student,  
but also to our University.  
Because it is the exceptional and unique gifts, energy, character and ability  
brought by each individual student  
that makes our University collectively  
such an exciting and productive center of learning.  
In this instance, and contrary to the old saying,  
the whole is definitely the sum of its parts.

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Page 3

We know it isn't easy to raise a child to maturity  
in these times.

We also know there is no more important task  
in any society than the careful nurturing of children.  
Children are our future.

You deserve our respect and congratulations.

On behalf of all of us in the University, then,  
thank you for sending us these wonderful students.

We hope what they have learned here will lead them to fulfilling lives  
and that they will help make our world a better place.

Now, I would first ask the parents of today's graduates  
to please rise...and be recognized by the graduating students,  
the faculty and all of us present.

Next, I would ask the grandparents, spouses, partners, children, relatives,  
and friends of the graduates to all stand so that we may also  
recognize all of you...

Thank you very much....

Now let me turn to the introduction of today's commencement  
speaker.

**Nederlander Introduction**

Our speaker today is truly a "man for all seasons".

As a Michigan undergraduate, Robert Nederlander earned distinction  
for his outstanding academic and athletic performance.

Today, he is known around the world as a leader in the theater and arts, education,  
in business and in philanthropy, and recently he entered into yet another incarnation  
one equally central to national life, as one of the "lords" of baseball

With all his world wide fame and influence,  
his many abilities, achievements and accolades,  
he is that great rarity, a most modest, thoughtful, kind and decent man.  
He selflessly serves many important causes, particularly education,  
out of a deep concern for youth and the future of our country.

And no University ever had a better friend and supporter than Bob Nederlander.

He served as Regent for sixteen years, providing strong and visionary direction during one of the most critical periods of University history.

As Chair of the Campaign for Michigan, he helped to raise more than \$200 million dollars to support critically needed new facilities, programs and student financial aid.

Today, along with his many pressing national responsibilities, he continues to serve the University as national Development Chairman.

Speaking personally as President, I can tell you that Bob Nederlander is someone who is always there when he is needed.

His loyalty and devotion to the University have been extraordinary and every one of us--President, students, faculty and staff--benefit deeply from his support and leadership.

.....And so will many generations who come after us.

Bob Nederlander has helped to keep the promise of quality public higher education alive and well in Michigan and I know of no one who better exemplifies the best of our University "spirit" than he does.

He deserves our gratitude in abundance and any honors we bestow on him have been well and truly earned.

Please join me in welcoming Robert Nederlander as our speaker today.

Service Awards Dinner/6/6/90

**Service Awards Dinner/6/6/90**

**It is my great pleasure to be with you tonight**  
to honor members of our staff who have served  
so long and faithfully  
the faculty, students and extended family of our University community.

**Each of you we honor tonight is observing an anniversary of service--**  
ranging from 10 to as much as 40 years.

**The University has seen many changes during that time...**  
in the growing diversity of our faculty, students and staff,  
in the sheer size and scope of our campus and our educational programs,  
in the range and complexity of our research enterprise,  
in the growth of information technology  
that is so rapidly transforming  
our teaching, learning and working,  
in the explosion of knowledge itself.

**These years have been a time of tremendous challenge**  
and change for the University.  
And for all of us who worked together to make the University what it is today,  
one of the world's great centers of learning.

**My wife, Anne, and I are marking our 26th year at Michigan.**  
We have been here since 1967  
when I arrived as a young Assistant Professor.  
From the start we felt at home here--  
Part of the Michigan family  
And it's a big family  
some 35 k students  
more than 20k faculty and staff.  
370k alumni

**Sometimes I ask myself, what holds us all together?**  
We always talk about how decentralized we are.  
Yet, there is a force that binds us close together,  
that gives us our unique sense of identity and community  
something that transcends all of our many differences,  
our many roles and images.

It is quite a far flung enterprise,  
very hard to capture in just one view.

**The Many Michigan**  
What images come to your mind when you hear  
the words "University of Michigan"?  
Great faculty challenging and exciting students in the classroom;  
students studying in the library or on the lawn of the Diag;  
scientists toiling away late in the evenings in our laboratories,  
struggling to understand the molecule or the universe;  
or scholars poring over ancient manuscripts in our collections of antiquities.

Service Awards Dinner/6/6/90

There are some other very special images of the University of Michigan:  
Walking down through the falling leaves on a marvelous autumn afternoon  
to Michigan Stadium, to be thrilled by a crowd of 105,000,  
the Michigan Marching Band, and, of course, the Michigan Football Wolverines.  
Or those very special moments,  
such as a Rose Bowl victory or the NCAA Final Four,  
which we all share as moments of great pride.

Then there is Michigan of the Big Chill,  
the tradition of social concern on our campus.  
Whether it be Earth Day, Project Community, the Michigan Mandate,  
or the recent sight of thousands of students, faculty and staff  
marching together, arm-in-arm, down South University  
to honor the memory of Dr. Martin Luther King, Jr.,  
Michigan has frequently managed to stir the conscience of a nation.

There is also Michigan of the arts, with the hundreds of  
world class performances of music, theater, dance,  
and our thriving visual arts.

There is also the caring Michigan,  
as seen by the over 750,000 patients each year  
who are treated at the University of Michigan Medical Center,  
one of the world's great centers of medical research, teaching, and clinical care.

There is Michigan as "Silicon Valley East",  
working to attract the scientists and engineers  
and to build the high tech infrastructure needed to create new companies and new jobs,  
as evidenced by the \$5 billion industry in industrial automation  
which has sprung up in Southeastern Michigan during the past several years.  
In many ways, the roughly \$250 million of research contracts  
the University attracts each year serves as the "venture capital"  
for this great effort to diversify and strengthen the economy  
of the industrial heartland of America.

There is the Michigan of the cutting edge,  
which conducts the research that changes our lives  
exemplified by the announcement earlier this year  
that a Michigan team had identified and cloned  
the gene responsible for cystic fibrosis,  
thereby opening up the possibility of saving thousands of lives every year.

There is Michigan, a university of the world,  
long renown as a truly international center of learning.  
Indeed, one cannot walk down the streets of any city in the world  
without encountering our graduates, frequently in positions of leadership.  
Indeed, Michigan is even a university of the universe,

with the establishment of the first chapter  
of the UM Alumni Association on the moon  
through the efforts of Apollo 15, the "Michigan mission to the moon"!

Service Awards Dinner/6/6/90

There is Michigan as the unifying force in tying us together  
with friends and family through so many alumni activities  
and involvements all across America and around the world.

And you will find our alums in leadership in every walk of life  
in every part of the country.  
Their loyalty to the University is one of our greatest strengths!

And, most fundamentally, there is Michigan as the educator.  
Attempting to provide, in the words of President Angell,  
"an uncommon education for the common man".  
An education as good as any available in the world for every person,  
regardless of race, creed, or socioeconomic background,  
who has the ability and will to achieve.

In many ways, Michigan Michigan is the heir to the Jeffersonian ideal  
for higher education in America,  
where scholarly excellence is harnessed to serve  
great public purposes.

All of these images convey some part of our University,  
something about what makes us stand out--special and unique.  
But none of them captures what is, for me,  
the true spirit--quality-- of the place.  
The essence of all that we do and are as a University.

I think that is unquestionably our people.  
and their commitment to be the best at whatever they do.  
....to go all out.... to excel.

Whether we are on the playing field of Pasadena,  
or in the Aerospace Lab,  
at an accountants computer, a secretary's desk,  
or working on a repair or innovation as a carpenter or painter,  
or as a groundskeeper,  
an administrator, clerk, or cook,  
Michigan's people... wherever they are,  
and whatever they do  
....stand out.

I believe that what sets Michigan apart  
what makes us a unique community  
is this Michigan spirit of individual and collective effort.  
Our people are committed to serve and excel at serving  
the University's mission because  
we care passionately about education and learning.

**That is what unites us as an extended family.**

This is what accounts for the affection, dedication and loyalty  
so many of us feel for the University.

**For me, this is what "Go Blue" really stands for.**

**Of course, like any family we have differences.**

Generations are succeeding one another.

Leadership is being passed on.

Change comes too fast for some  
and too slowly for others.

**We are having to adapt to breathtaking change in the society around us.**

as well as to the growing demands on higher education to perform  
many more tasks and take on many more responsibilities.

**And we must make tough choices.**

We cannot just grow incrementally anymore

but instead must set priorities and manage more efficiently

We must do more with less.

Because today society, however much it depends on us,  
is not prepared to invest in education,  
to invest in our future.

as earlier generations have done.

For the first time in our history, the public is following a philosophy of  
"Eat dessert first, life is uncertain".

So education is suffering and, there is a rising chorus of critics  
from the left and the right who have little good to say about universities.

**We are too important, society needs us too much,**

for us to give in to these temporary shifts in public support and opinion.

We just have to work harder to explain ourselves

and to strengthen our ties to our State and nation

through greater service, improved quality and strict economizing.

**Like any family, we sometimes have conflicts**

and disagreements.

People who make up this University have high ideals,

aspirations and expectations

of themselves and their institution.

sometimes the many different expectations are in conflict  
or cannot be met fully or quickly enough.

**Perhaps we need to try harder sometimes**

to consider the greater good,

the needs of the community as a whole

to focus on those values and interests we have in common.

as well as those that separate us.

**But through it all, what does hold us together?**

What keeps us on course through 175 years--some eight generations--

That is what unites us as an extended family.

Service Awards Dinner/6/6/90

of history  
I've already suggested that we are united in our will to excel;  
in our common love of learning,  
But I also think there is another quality that holds us together.

**Pride.**

Pride in each other.  
Pride in what we do.  
High ideals for ourselves and our society.  
Caring and commitment to the University, to each other,  
to the people of Michigan,  
of America, of the world.

**As an institution, Michigan has from the beginning**  
been committed to be the best and to serve the public.

**And the University of Michigan has never been better.**  
By whatever measure, we are sustaining the quality for everything we do.

**And it is you the members of our staff**  
who are helping to make this possible.

You provide the dedication and effort  
the commitment to excellence  
the pride in serving  
our faculty, students, staff and the public.

I know that the role of staff is too often underrecognized  
and may sometimes seem too little appreciated.

But I want you to know here and now  
that what you do for the University  
is critical in all that we do  
and all that we are as a great institution.

**It is our staff who serve our principal clients--our students.**

How they are treated, their daily perceptions and experiences--  
has a lot to do with how well students succeed here  
and how they feel about the University now and in the future.  
When you go that extra distance to help a student  
find the information or service that he or she needs  
you help give the University a "human" face...and heart...  
that lets students know we care about them as individuals  
and about their education.

**It is staff who serve our faculty**

staff who make this place work--  
from accounting to zoology,  
our faculty rely on staff to support their teaching, research and service missions  
and as valued colleagues in the University leadership

But through it all, what does hold us together?

Service Awards Dinner/6/6/90

and day-to-day functioning.

**I can assure you that I could not get through the day**  
without the help of dozens of staff people who work hard at my side for long hours  
far beyond the call of duty.

**And it is staff who have most to do with how the public sees us and supports us.**  
Because it is staff who greet and serve the public every day.  
every contact you have with the public, no matter how brief or seemingly unimportant,  
is a significant opportunity  
to demonstrate the University commitment to quality, caring and public service.

**You make a difference, whatever your job.**

**When staff are dedicated, caring and giving their best,**  
the University shines.

**Each one of you has played a part in one of the great, most difficult**  
and most important periods in our history.  
It has been a time of challenge, growth and change.  
Together we have weathered some economic, political and social storms.  
And together we have achieved many significant goals and victories.

**Thanks to your efforts we are today**  
stronger than we have ever been.

**On behalf of the University, and speaking personally,**  
I want to thank each one of you  
for all you have done to help us seize our opportunities and overcome our challenges.

**Now we stand poised on the threshold of a new decade**  
and we are soon to enter a new century.

**The times ahead will be exciting.**  
There will be many new opportunities and challenges.  
To meet them will take every bit of dedication, commitment, creativity and energy  
we can muster.

**With your help and that of all the Michigan family,**  
I have no doubt of the outcome.  
We will not just hold our own  
but we will surpass ourselves  
in achieving our highest aspirations for scholarship, education and service.

**With you on our team, how can we be anything but winners.**

**Thank you again.**

Recognition Dinner for Mrs. Towsley

Recognition Dinner for Mrs. Towsley  
Brief Remarks

Not long ago, I referred to Margaret Towsley  
as a "Guardian Angel" to the University.  
Only those of us in this room have any idea  
how true this really is--  
only a few of us are privileged to know of the countless ways  
she has helped, supported, and guided... and sometimes prodded... us to do the right  
thing.  
As more often than not she has acted quietly, anonymously.  
That is her way.

Helping and caring --and gentle prodding--is her way.  
Above all, she cares about women, and children, and families and community.  
And she helps them.  
She has helped with money, and Lord knows, that is important.  
But even more important has been her example of caring, her compassion,  
her support for pioneers, for difficult and controversial causes  
on behalf of women and and children and families

When I say Margaret cares about families,  
I certainly am saying it to an audience that has experienced  
her love for children and commitment to family first-hand.  
It is no small accomplishment in our times to raise five children  
to caring and productive maturity.

But Margaret Towsley has raised a wonderful family  
at the same time that she managed to do so much for  
this community and this University.

Margaret is a hard act to follow but  
it is perhaps her highest achievement that her children  
have followed in her footsteps of caring, commitment,  
and engagement in important issues.

Mrs. Towsley is a doer.  
When she sees a problem,  
she looks for ways to solve it.  
When she sees people who need help,  
she gives it unstintingly.  
When she saw that children needed a progressive nursery school,  
she went ahead and founded one--one of the best--  
and it is still going strong.  
When she saw that Ann Arbor was a little short on leadership,  
she got herself elected to City Council.  
and when she saw that the University  
was not doing a very good job in meeting women's needs,  
she was there to share a vision and a will to help us improve our ways.

### Recognition Dinner for Mrs. Towsley

Before we had the good sense to found CEW, Margaret Towsley was already a leader in articulating womens issues on campus. There is really no end to the list of things we can thank Margaret Towsley for doing, creating, sharing, giving.

But of course I am preaching to the converted. I wish there were a way to give her the public recognition she has so richly earned. But as I said earlier, so much of what she does is done quietly, anonymously, and we have to respect that, even if it is sometimes frustrating.

At least this evening, we can pull out the stops and praise her to the heavens. She can't stop us from doing it. And it is high time we had a chance at her. I don't know of anyone who has done more to earn our praise and gratitude.

So, on behalf of the University, especially of the women of the University, our thanks to our Guardian Angel. Long may she guide us.

## **Armenian Odyssey Dinner (10/16/90)**

Anne and I are delighted to have this opportunity  
to thank Alex and Marie Manoogian personally  
and on behalf of the University.....

And to thank the Manoogian Foundation  
and other members of the family

for their commitment to promoting  
the study of Armenian culture  
at the University of Michigan.

I hope you share our pride in the Armenian Odyssey II  
program which is giving our community  
a unique glimpse of the richly creative and distinctive  
cultural contributions of Armenian life.

At a time when our world is becoming interconnected  
and perhaps also more homogeneous,  
it becomes critically important to appreciate and preserve  
the unique achievements of great peoples.

Few peoples have suffered so much tragedy as the Armenians,  
few have contributed so much talent to the world  
both from their homeland and in their dispersion  
across the globe.

Today, once again Armenians are renewing  
their struggle for freedom.

So it is especially fitting that we in the University  
pause to reflect on the 'Armenian experience,  
learn from it,  
and to be inspired by it.

Your support is the foundation for this program.  
It demonstrates so clearly the critical role  
played by private support.

It is private support that makes the difference.

It is private support such as yours that has helped

make Michigan a great University,  
rather than a merely good one.

Because only private supporters have the creative vision  
and generosity to the future to innovate,  
to reach beyond the ordinary,  
to build a unique new strength.

No government committee can do it.  
No bureaucratic budget process will yield it.

Only visionary friends of the University  
can help us dream new dreams  
and turn those dreams into reality.

Our program in Armenian studies is is the realization  
of just such a generous dream.

It is making a truly significant contribution to the University,  
to international scholarship and to public appreciation of  
Armenian history and culture.

We thank you most sincerely for helping to make it possible.

### Persian Gulf Teach-in Draws Large Crowds On Campus

**O**n Saturday, January 13, as Congress voted in favor of giving President Bush war power, nearly 3,000 people gathered at The University of Michigan to understand why the country was on the brink of war.

The teach-in, which involved some 45 lectures and discussions by professors and graduate students, outlined Middle Eastern history, Arab-American relations, and the consequences of war in the Gulf.

"The problem is that there has been no real debate in the real questions at issue in the Middle East," said Rashid Khalidi during an hour-and-fifteen-minute long evening plenary session at Rackham Auditorium.

Khalidi, a well-known Middle Eastern scholar from the University of Chicago, underlined the anti-war tone of the teach-in with a speech entitled: "The Consequences of War in the Gulf."

Organized by an ad hoc group of concerned professors, plans for the January 13 program began in early December, shortly after the University's first Persian Gulf teach-in on November 18 which attracted about 1,500 people. Both teach-ins were largely sponsored by various student groups, community organizations, the Residential College, and the Office of Ethics and Religion.

"We were overwhelmed by how many people came out in November," said Charles Bright, a U-M lecturer of history. "It was clear this was something people wanted to know more and were concerned about, but didn't have any place to turn for a debate or discussion."

English professor and renowned Dickens scholar Bert Hornback was the chief architect of the November teach-in which featured a keynote address by former U.S. Ambassador to Saudi Arabia James Akins. So impressed was he with the turn-out, Akins refused to accept reimbursement for his travel expenses and the money was used



to pay for Khalidi's flight from Chicago.

Following Khalidi, the teach-in closed with a final plenary session led by Karima Bennoune, a student at U-M's Law School, and Bishop Thomas Gumbleton, Archdiocese of Detroit.

Unlike the Vietnam protests of the late sixties, the U-M Persian Gulf teach-in brought together "a coalition of members of the University and the community," said Thomas Weisskopf, U-M economics professor.

"The late sixties anti-war movement involved primarily students and professors," said Weisskopf, a Harvard student at the time. "This time there were church leaders,

Vietnam vets, and many more general members of the community."

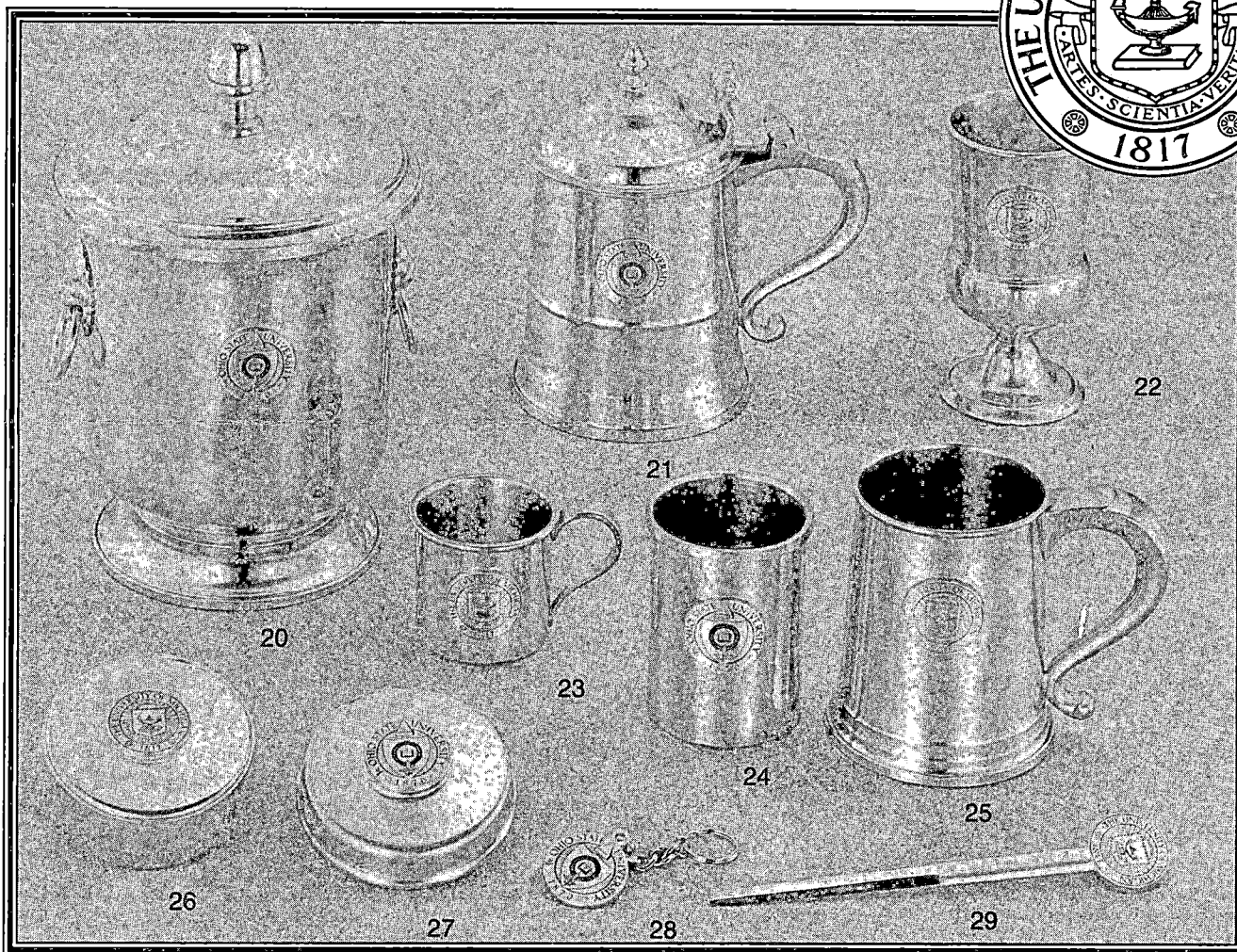
Of course the teach-in, which also included a noontime rally in downtown Ann Arbor, also attracted concerned students like Mike Kaoury. "I learned about issues that weren't even touched on during the Congressional debates."

Kaoury said his serious concern about the Gulf crisis stems from his Palestinian roots. As for many of his classmates, he said: "A lot of students are interested but they don't take the time to get all the facts. They watch the evening news and read the headlines in the paper, and they make decisions based on that."

Twenty-two-year-old Kathy

# THE UNIVERSITY OF MICHIGAN

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Office of the President

**These are the citations for Honorary Degree Recipients.**

## George Bush

Your illustrious career began with brave service as a young Navy pilot in World War II. You went on to achieve distinction as an entrepreneur; as a diplomat in China and the United Nations; and as Vice President and President of the United States, exemplifying in your life and work the highest American ideals for personal excellence and dedication to public service. As President you have reached out to our people, drawn us together and renewed our confidence in ourselves, each other, and our country. You have become a champion of educational reform, a movement of the highest priority for our children and our future as a nation. You have led the countries of the world to a new and unprecedented sense of community and common purpose, articulating a vision of a "new world order" that offers the promise of peace and justice in the world as we approach a new century. Here at home, you are recalling us to the best of ourselves and our American traditions in leading us to "a new engagement in the lives of others". It is especially appropriate that the University of Michigan, as one of America's leading public institutions, recognize your accomplishments as a great public servant, your leadership for world peace, and your commitment to education and youth. We are therefore proud to confer upon you today the honorary degree, Doctor of Laws .

## Barbara Bush

In your position as First Lady, you are providing an inspiring model of the spirit of volunteerism and commitment to improving the lives of those in need that recalls us to our proudest American traditions of unselfish service to others. Indeed, long before coming to the White House you have been among the brightest of what President Bush has called "a thousand points of light": you have always made service to others an essential part of your life. Perhaps your most visible work has been to promote literacy and, as scholars and educators, we vigorously applaud your leadership in this significant national movement. You have also used your position to show the human dimensions of many of our greatest social problems. By helping people to overcome prejudice against AID's patients through reaching out to babies with AID's; by bringing comfort to cancer patients or others who are seriously ill; by helping to meet the needs of the poor and homeless; by seeking to end child abuse; by helping to improve schools, communities and family life, you have provided highly visible and caring leadership.

In recognition of your compassion and your humane commitment to helping others, the University of Michigan is proud to confer on Barbara Bush the honorary degree, Doctor of Law.

Billy E. Frye

For twenty-five years, beginning as Assistant Professor of Zoology, you served the University of Michigan with great distinction. As dean, you enhanced the stature of LS&A within the University and fostered interdisciplinary community. In 1980 you became Vice President for Academic Affairs just when the University confronted a substantially reduced budget. Yet you managed the necessary program cuts with exemplary grace, integrity, and humanity. You also found the resources for such innovations as the Humanities Institute and the Evolution and Human Behavior Program, and made major commitments to the strengthening of Physics and Chemistry. Both here and at Emory, you have led an international movement to protect holdings and assure success to all recorded information in research libraries. Honoring your national stature as a university administrator and your contributions to library conservation and enhancement, the University is pleased to award you its honorary Doctor of Laws degree.

## Seymour S. Kety

A founding father of modern neuroscience research, you pioneered the systematic study of circulation and metabolism in the human brain. This work opened the door for such current projects as the University of Michigan Positron Emission Tomography (PET) Center. More recently, you have revolutionized biological psychiatry by demonstrating the role of genetic factors in the etiology of schizophrenia. And by organizing the research laboratories of the National Institute of Health for both the Mental Health and Neurological Institutes, you have ensured the training of future generations of researchers. Since President Bush has declared the 1990s to be "the Decade of the Brain," it seems especially appropriate for the University to honor your pathbreaking contributions to brain research by conferring on you its honorary degree of Doctor of Science.

## A. Alfred Taubman

You have literally reshaped the American physical and social landscape with your architectural and entrepreneurial drive and vision. A captain of commerce and an enlightened civic leader, you are also recognized worldwide as a knowledgeable and perceptive friend and supporter of the arts. No university can claim a more successful, loyal, creative, or generous son. The Taubman Wing of the University of Michigan Hospital is giving state-of-the-art medical care to this and many future generations of patients from across Michigan and the nation. Our University's medical science research is on the forefront of theoretical breakthroughs and innovative treatments supported by the services of the A. Alfred Taubman Medical Library. Thanks to your farsightedness and beneficence, the Taubman Program in American Institutions is attracting the best and brightest students and faculty to study the American experience, invigorating our intellectual life and illuminating our civic culture. In recognition of your vision, your commitment to serve our society, and your educational philanthropy, the University of Michigan is proud to confer on you the honorary degree of Doctor of Laws.

Roald Z. Sagdeev

One of the world's preeminent physicists, you were elected to the Soviet Academy of Sciences in 1968. Your theory of particle and heat transport in torodial confinement systems brought you the Lenin Prize in 1984. While directing the Space Research Institute in Moscow, you organized several space missions and strongly advocated international collaboration in space research. Politically, you have championed Andrei Sakharov during his exile, advised President Gorbachev on defense policy, chaired the Academy's Committee on Arms Control, and served on the board of the International Fund for the Survival and Development of Humanity. As an elected delegate to the Soviet legislature, you have promoted the Soviet reform movement. Recognizing your extraordinary scientific and humanitarian achievements, the University is pleased to bestow upon you its honorary degree of Doctor of Science.

## Ta-You Wu

More than anyone else, you are responsible for introducing modern physics to both mainland China and Taiwan. Your own significant research ranges from atomic physics to astrophysics. Yet you are chiefly known as an extraordinary teacher of prominent physicists, including two Nobelists, and as a scientific statesman. Since 1983 you have been President of Academia Sinica and thus Taiwan's primary policy-setter with respect to basic science. One incident typifies your courage and integrity in that role: When an important international meeting of scientists was being held in Beijing, you persuaded your government to overlook its strict policy of isolation from the mainland and allow delegates from Taiwan to attend. Commending your exceptional influence as a scientist, science teacher and policy-maker, the University is proud to bestow upon you its honorary degree of Doctor of Science.



Office of the President

## MEMORANDUM

TO: Jennifer Grossman

FROM: Shirley A. Clarkson

DATE: April 27, 1991

RE: Background material for May 4 Michigan  
Commencement

Here are some of the background materials you asked for.  
Please call anytime if I can be of help.

To Jennifer  
Date 4-26 Time 5:0

**WHILE YOU WERE OUT**

M Ash Jain

of Home 703 522 7238

Phone WL202 647-3904  
Area Code Number Extension

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|-------------------|-------------------------------------|-----------------|-------------------------------------|
| TELEPHONED        | <input checked="" type="checkbox"/> | PLEASE CALL     | <input checked="" type="checkbox"/> |
| CALLED TO SEE YOU | <input type="checkbox"/>            | WILL CALL AGAIN | <input type="checkbox"/>            |
| WANTS TO SEE YOU  | <input type="checkbox"/>            | URGENT          | <input type="checkbox"/>            |

RETURNED YOUR CALL ☐

Message Just graduated  
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