



New lighting on Regents Plaza represents part of a campus-wide installation of 590 lights to help increase security and aid traffic.

'U' Increases Campus Security Measures

President Robben W. Fleming has asked the parents of all U-M students to help the University emphasize the need for "special caution" in view of the several homicides in the Ann Arbor-Ypsilanti area.

In a letter mailed a month before students began returning to campus for the 1969-70 school year, the President said: "This is not a time for irrational fear, but it is a time for special concern and caution. We enlist your help in emphasizing the circumstances."

The President's letter further notes that "while it is apparent that a deranged person or persons are responsible for the slayings, and there is no absolute security from this, there are precautions an individual can take."

SECURITY STEPS LISTED

President Fleming urged parents to "add your personal endorsement" to the safety suggestions and guidelines for individual conduct issued in June by Ann Arbor Police Chief Walter Krasny.

Informing parents of the University's own security measures, President Fleming enumerates:

—"Through orientation of new students, through residence hall counseling, through statements issued by various University offices, we try to keep students alert to the exercise of specific precautions and sensible conduct;

—"By mid-September we will have added 590 new streetlights in the campus area at
(Continued on page 2)

U-M Regents Decide: No Tuition Hike for 1969-70

University Regents recently decided against raising general student tuition fees for 1969-70, taking action that made Michigan one of the few Big Ten schools that did not follow a pattern of increases this year.

Passage by the Michigan Legislature of a general fund appropriation of \$67,317,141, nearly the exact amount recommended by Michigan Governor William G. Milliken, prompted the Regents' decision. Arthur M. Ross, U-M vice president for state relations and planning said, "we are gratified that we can avoid a tuition increase." To avoid it however, a number of cost-cutting measures were necessary, chiefly a cut of one per cent in spending by all University departments.

Tuition for 1969-70 remains at \$480 for state residents; and \$1,540 for non-residents for two undergraduate terms. Graduate school fees remain \$540 for residents and \$1,648 for non-residents; in the Law School, \$680 and \$1,740; and in medicine, dentistry, and public health, \$960 for residents and \$2,140 for non-residents. A \$15 application fee will now be charged to all who apply for admission to the University.

The pattern among Midwestern state universities has been an increase of approximately \$300 for in-state residents and \$470 for out-state residents.

U-M Regents adopted a general fund budget of \$111,201,338 for the 1969-70 fiscal year, up from \$103,951,470. Revenues to this budget include student fees, indirect cost reimbursement from federal contracts, and other sources, as well as the \$67-million-plus state appropriation.

The general fund budget covers the University's costs for instruction, departmental research, libraries, student services, business operation and general administration. The bulk of this year's increase in the general fund budget is \$5,363,803 in additional salaries and benefits for faculty and staff, which Governor Milliken had recommended. It also includes \$805,600 for expanded operations in the School of Dentistry and \$350,000 for the admission of more medical students.

Student aid is being raised \$100,000 to a total of \$2,630,000.

The budget also includes such newly funded items as increases in costs of security and utilities, additional outlays in the School of Education, and expanded use of the Computing and Data Processing Centers.

Other funds in addition to the general fund help make the total University operating budget. Together, for 1969-70, these total \$249,594,436, up over \$17 million from last year.

1968-69 Gifts at \$21.3 million

Gift and grant revenues of \$13.9 million are budgeted for University of Michigan operations in 1969-70 and, in addition, significant amounts from donors are anticipated for permanent funds such as endowments, student loan funds and physical facilities. Private support for these purposes in 1968-69 amounted to \$6,107,622, and for operations \$15,219,638. Total private support for 1968-69 was \$21,327,260.



U-M Diver in Great Lakes Research

Shown during lake bottom studies in Georgian Bay waters is a diver for the Great Lakes Research Division of the U-M Institute of Science and Technology. As U-M scientists took core samples and did studies of algae and its relation to lakes' "aging", they successfully tested a new habitat (above diver) designed to increase divers' time under water. Canadian physician Joseph B. MacInnis designed the device called *Sublimnos*.

Dean Notes Changes at U-M 'Med' School, 'Big Issues'

(Editor's Note: The following interview features Dr. William N. Hubbard Jr., dean of the Medical School who assumed additional duties as U-M Medical Center Director on July 1, 1969.)

Q. How does the University of Michigan Medical School rank with others in size and prestige?

DEAN HUBBARD: Michigan's Medical School is the largest on a single campus in the United States. Other schools are larger, California for example, but they are spread over more than a single location. As for prestige and standing, the University Medical School ranks among the top 10 in the nation, with such schools as Columbia, New York University, Harvard, Yale, Johns Hopkins, the University of Chicago and the University of California.

Q. How does a student qualify for admission to the Medical School?

DEAN HUBBARD: Admission is determined by a combination of factors. The *minimum* overall grade-point requirement for a student to be considered is an average of 2.5 for Michigan residents and 2.8 for non-state residents. However, the level of enrolled candidates has been at
(Continued on page 3)



Dr. Barbara W. Newell

U-M Student Services Reviewed

What services does the University offer to help incoming freshmen make the transition to life in the university community as smooth as possible?

Dr. Barbara W. Newell, U-M acting vice president for Student Affairs, says that in order to serve its students, the University provides many academic and non-academic services.

"Coming to college is a major change in the pattern of one's life. The freshmen of today come from much more diverse backgrounds than in past generations. Frequently the newcomers have little knowledge of the University," Mrs. Newell says.

Known as a "complex institution," the University sometimes awes entering students, Dr. Newell notes. In an attempt to alleviate uneasiness and uncertainty and to help freshmen make a smooth transition, the University conducts a three-day orientation program throughout the summer.

Orientation Director Thomas A. Butts says, "we have the responsibility to give incoming students as much assistance as they require.

"Currently-enrolled students serve as group leaders who assist new students in the enrollment process and with the total planning and execution of orientation activities," he explains.

The orientation program itself consists of numerous academic functions as well as social and cul-

tural activities. During the three-day period the students tour the campus, take tests for reading speed and accuracy, complete an opinion and interest survey, take placement tests in foreign languages, and participate in individual academic counseling, class scheduling, and registration for the Fall semester.

In addition, students go to the Health Service for X-rays; and are given the opportunity to meet with campus groups or organizations which they might like to join.

Last year, the University started a Parents' Orientation Program, inviting parents of new students to participate in a three-day program. Butts says that it is designed to better inform parents of the varied opportunities and challenges their sons and daughters will find at the University. Participants are given an opportunity to talk with counselors and other University officials and to ask questions about academic and financial matters.

According to Vice President Newell, the University's counseling programs operate as a decentralized system.

There are almost 30 counseling agencies in the University community, involving 300 staff members. Although the services and methods of these agencies vary, each seeks to help the student become an intellectually and socially self-integrated individual.

University counseling services are divided into four categories: academic advising, personal counseling, sources of financial aid and other specialized services.

In the academic sphere, Mrs. Newell says, the University has a diversified professional counseling

staff service. Freshmen-Sophomore LS&A academic counselors help students determine their initial course of studies. The Junior-Senior Counseling Office provides concentration counselors, who are professors guiding upper-classmen in their major fields. Every individual school and college at Michigan maintains its own counseling staff.

Fundamentally, Mrs. Newell says, academic counselors are concerned with students' general educational goals and the specific steps students take to attain them.

As an innovation in academic counseling, a student-managed office was established recently. Services of the LS&A Student Counseling Office are intended to supplement assistance provided by faculty counselors. (See separate story on SCO.)

A student counselor says, "we ourselves are students who try to alleviate student fears in our counseling, and we recommend professors or faculty counselors who can help students requesting aid through our office."

Aside from academic guidance, there is an agency or an adviser available for almost every type of counseling on personal matters. The Student Affairs Counseling Office is the center for most of these services.

The Counseling Office advises students, staff and even parents on where to obtain help, and maintains a liaison with University and community agencies to ensure the maximum benefits of counseling programs to those in need.

(Editor's Note: To be continued with additional details on Student Counseling services to appear in a subsequent issue.)

'Security Measures'

(Continued from page 1)

an additional annual cost of more than \$52,000;

—"We have increased our building security personnel budget by some \$45,000;

—"Ann Arbor city police have added five two-man patrol cars to the campus night-time patrol force;

—"Men on the campus are again organizing an escort service so that, for example, a woman going from the library to her residence at night may have a male escort;

—"University bus service is being supplemented to provide transportation to individual and group student residence areas immediately north and east of the central campus." (The University is now providing new 'Nite Owl' bus service designed to provide greater security for U-M students, staff and faculty traveling in the Central Campus area from 7 p.m. to 1 a.m. daily.)

In addition, President Fleming's letter says, the University is "co-operating in every way with local authorities."

The Board of Regents made \$7,500 available to local law enforcement agencies for investigatory purposes; this was in addition to \$36,000 reward money otherwise made available.

University officials note that only 30 per cent of U-M students live in University residence halls, with some 46 per cent living in private apartments and rooms. More than 23 per cent of the students are married.

Students Help Students Via Unique Counseling Office

"Peer-to-peer is the basis for the counseling our advisers do. That makes it unique and very effective among students who feel uncomfortable in a faculty or administration-oriented counseling situation."

That comment was made by U-M student Gary B. Talpos, from Birmingham, Michigan, who is majoring in psychology and plans to attend Medical School at the University. He is also co-ordinator for the Student Counseling Office, which operates within the College of Literature, Science, and the Arts.

"This student service is autonomous and the first of its kind on any campus. It was set up with encouragement from Vice President Barbara W. Newell, of the Office of Student Affairs, Dean William Hays and Assistant Dean James Shaw," Talpos said. "In its brief existence SCO has already received favorable comment from legislators who have visited campus, among them Senator George Kuhn.

"We have approximately 50 student counselors who volunteer their services and are available night and day. All are upper classmen and represent almost every department in the 'lit' school by virtue of their

'majors', Talpos noted. "Our office is the only source for the Course Evaluation Booklet which is a students' guide to courses and professors."

The co-ordinator's job is to manage the administrative details of recruiting and guiding 50-some volunteers each semester, conduct an in-service training program for them, work as liaison between SCO and other University offices, see that students know that such a student-run service is available, and sit on the Administrative Board and Steering Committee of L. S. & A.

"University life is very complex and for some students too much to manage until they have been around awhile. SCO advisers are unique as counselors because we are experienced working with the University system, but we are still students. Somebody having problems," Talpos said, "is often unwilling or unable to seek out the right University service to help him. SCO helps that person get to people who can help—or, as often happens, talking with 2 or 3 of our volunteers is enough to rectify the situation."

(Continued on page 4)

Act Gives Donors Tax Break on Gifts

Michigan residents can now designate their gifts to some 22 University of Michigan funds and get credit on their state income tax.

In 1968, the Michigan Legislature passed Public Act 315 to encourage private support for institutions of higher learning in the state. That measure specified that gifts had to be for the "general operation of the University" to qualify for credit, and considerable confusion developed.

Clarification has now come through efforts by the University and the Michigan Treasury Department. Now, under the most current interpretation, a donor who resides in Michigan can give to any of some 22 University of Michigan funds and be entitled to tax credit under Public Act 315, if the gift is not otherwise limited as to purpose:

The 22 qualifying funds now include the following:

- College of Architecture & Design Fund;
- School of Business Administration Fund;
- School of Dentistry Fund;

- Dearborn Campus Fund;
- School of Education Fund;
- College of Engineering Fund;
- Flint College Fund;
- School of Graduate Studies Fund;
- Law School Fund;
- School of Library Science Fund;
- Medical School Fund;
- College of Literature, Science & the Arts Fund;
- School of Music Fund;
- School of Natural Resources Fund;
- School of Nursing Fund;
- College of Pharmacy Fund;
- School of Public Health Fund;
- School of Social Work Fund;
- General Fund—Undesignated
- Michigan Alumni Fund—Undesignated;
- Michigan Alumni Fund—Presidents Fund;
- \$55 Million Program—Undesignated (pledge payments)

The provisions of Public Act 315 apply, of course, only to donors who reside in Michigan. A Michigan resident can claim 50% of his total gift to one of the listed funds; however, the tax credit on Michigan income tax cannot exceed 20% of a donor's total state tax liability or \$100, whichever is less.

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Dean Hubbard On: Challenges Facing Medicine (Continued from page 1)



Dr. William N. Hubbard Jr., dean of the Medical School and director of the U-M Medical Center.

3.2 to 3.3 grade-point average; so simply meeting the minimum requirements in that competition does not ensure a candidate's admission. A second factor is how well a candidate scores on the national uniform Medical College Admissions Test, which is like the Graduate Record Examination. Grade average and this test score provide a measure of intellectual competence. To evaluate a candidate's qualities of character, personal fitness and motivation, this School uses an elaborate system of personal interviews by representatives of all the departments in the Medical School. An applicant has about 1 chance in 7 to be admitted.

Q. How much preparation is a student required to have for admission?

DEAN HUBBARD: The School requires a minimum of 90 hours pre-medical college training to apply for admission. That's about three years of undergraduate work. In fact, 90% of our candidates for the medical degree have at least a bachelor's degree, or about 120 hours.

Q. You once said that to meet the nation's needs the medical schools in the United States should graduate 1,000 more doctors each year. What is the University Medical School doing in this regard?

DEAN HUBBARD: Our June 1969 graduating class was 200, the largest in our history and we think, the largest in the country. We have increased our freshman class 1969-70 from 200 to 225. Our goal is 300 graduates a year within the next 5 to 7 years.

Q. What has the Medical School done to expand its enrollment of 'inner city' and other 'disadvantaged' students?

DEAN HUBBARD: We have an extensive recruiting program now beginning to draw such students from Michigan cities and other parts of the country. For example, in 1968 there were 23 black students in our total enrollment. Our 1969 freshman class alone will have 22 black students. In addition, each summer we conduct a program in the medical sciences for black students to encourage and assist them in applying for Medical School.

Q. Does the Medical School offer any academic assistance to these students?

DEAN HUBBARD: There is a program of assistance for those who wish it. The Medical School provides tutoring help where it is needed for black students or any others in the college who seek it. We also have built a certain flexibility into the curriculum. A student can alter the pace of his work. If he is having difficulty with a course or two, he can break up his required program and take longer to complete those courses. The Medical School is also in the early stages of developing a compensatory co-operative program with the Literary College, to help students with a bachelor's degree qualify for Medical School, that is, students who, with some additional tutoring or other compensatory work, can qualify for Medical School.

Q. What is perhaps the greatest problem facing the University's Medical School today?

DEAN HUBBARD: Lack of facilities to enroll more students. As I mentioned we have set a long-range goal of 300 students per class; that is an increase of one-third in our present enrollment. But until we can expand our present facilities we cannot enlarge our enrollment significantly.

U-M Medical School — 1969/70

Enrollment:	817
*Residence profile:	85% in-state/15% out-state
M.D. Program:	4 years
Tuition:	
—Michigan residents:	\$960 per 2 semester academic year
—non-residents:	\$2,140 per 2 semester academic year
Admission fee:	\$50 deposit to be applied toward tuition after student is admitted
Internship after medical degree:	1 year
Residency after internship:	2-6 years depending upon specialty
Class of 1969:	45% interned in Michigan hospitals; 5.5% in federal service hospitals; 49.5% in out-state hospitals

*Ohio, Illinois, and New York at present lead in numbers of out-state students enrolled at U-M Medical School.

Q. In 1967, you said that the United States has to license some 1,600 physicians trained each year in other countries to continue to meet our medical needs; that to make up that deficit there would have to be at least 15 new medical schools. What is the situation today?

DEAN HUBBARD: Worse. There have been only 4 new medical schools opened since 1967. In fact, in 1968 for the first time there were as many foreign-trained graduates given initial licenses to practice medicine in the United States as graduates of American medical schools.

Q. Like other professions medicine and the medical schools face a number of challenges and 'hot issues' today. Can you discuss some of these?

DEAN HUBBARD: Before answering I should first ask how much time and space you have. It's almost impossible to give brief answers, but let me suggest a few. First, there are very few technical problems that modern medicine cannot now or eventually solve. Technical problems solve themselves with hard work. The so-called 'hot issues' in medicine are the same ones, pretty largely, that our whole society is struggling with.

Q. In other words, medicine as a social phenomenon.

DEAN HUBBARD: In other words: 1) the distribution of medical knowledge and service: how does medicine and/or society resolve the conflict between the greatest good for the greatest number and the maximum benefit to each individual patient. On a personal basis: how much of a limited resource are you entitled to as an individual when society has such a great need for physicians' services? Should that be decided only by your ability to pay?

2) the conflict of 'technique vs. tenderness': the traditional ethic of the physician is to seek the highest level of professional competence and give maximum attention and assistance to the individual patient. But with accelerating demands for health service, increasing numbers of patients, and an explosion in technical knowledge and research, there is a growing 'depersonalization' in the patient-physician relationship. No physician has competence in every specialty, so a patient's complex health problem is now shared by several physicians and/or technicians. Today, for example, there are 17 full-time health-related assistants for every doctor; 30 years ago there were 2. There is necessarily a decline then, in the 'good fellowship' aspect of the relationship;

3) a third issue is euthanasia: how long and under what conditions should an irrecoverable human existence be prolonged, requiring medical and social resources that are limited and costly. Related to that of course is abortion—and under what circumstances should life be prevented;

4) the problem of quality and competence: since there is no clear idea of the level of competence and quality of physicians' services that should be available to everyone in the United States, there is confusion about the lack of a system to provide these undefined services.

But these issues I cite are ones that physicians can only define. Doctors cannot solve them alone. They are questions for our entire society to deal with.

Q. What about problems specifically of medical education that are more within the power of physicians and educators to solve?

DEAN HUBBARD: Medical educators including those of us at Michigan are at work on such problems as: 1) the excessive length of formal medical education in schools and hospitals; 2) need for reorganization of the medical curriculum; and 3) the need for curriculum changes to help the student physician understand his future role as leader of a health care team. We have made a number of changes over the past several years and others are under study. Dr. George DeMuth, associate dean for Academic Affairs of the Medical School can tell you about some of these.

Q. Dr. DeMuth, what is the reasoning behind some of the recent curriculum changes in the Medical School?

DEAN DEMUTH: There were several basic objectives: — 1) individualization—to give a student more elective time to pursue his own interest; 2) to help a student prepare himself better to meet a responsibility to society other than through his medical practice; 3) relevancy—to give students earlier patient contact to help them understand how basic science relates to treating patients.

Q. What specific changes have been made?

DEAN DEMUTH: Starting in 1967, medical students are now given two free half-days each week to work as they choose. Previously, these future doctors attended school from 8 a.m. to 5 p.m., 5½ days a week, and studied well into the early morning hours. Another change has been to bring students into direct contact with patients during the first two years of schooling so students begin to relate classroom science courses to actual medical practice. Previously medical students had little patient contact during their first year. Also now in a student's second year he has 3 half days to spend in self-directed study. The third-year student will get more extensive clinic training. The fourth year is entirely elective.

Q. Dean Hubbard, in your judgment, what is the most striking change in today's medical student contrasted with the student who enrolled in 1960?

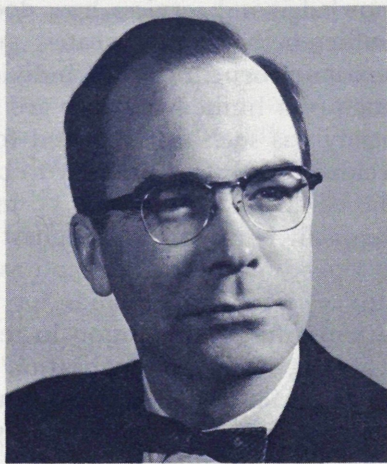
DEAN HUBBARD: His increasing awareness of the social as contrasted to the scientific aspects of medical practice.

On the U-M Scene

Jason L. Honigman, an alumnus who received his AB and Juris Doctor degrees here, was awarded an honorary Doctor of Laws degree at Summer Commencement. Senior partner in a Detroit law firm, he earned national recognition for his handling of the so-called Deep Rock Oil case, decided in 1939 and hailed as an innovation in securing new rights for public stockholders; he has also been active in bar association activities, and is author of "Michigan Court Rules Annotated", a standard work on Michigan court procedure. He is a member of The Presidents Club.



Gardner Ackley, who has been serving as U.S. Ambassador to Italy, returns to the University to accept the newly established Henry Carter Adams University Professorship of Political Economy. Ackley was chairman of the U-M Department of Economics in 1962 when President John F. Kennedy appointed him to the Council of Economic Advisers. He was named Council chairman in 1964, and ambassador to Italy in 1968.



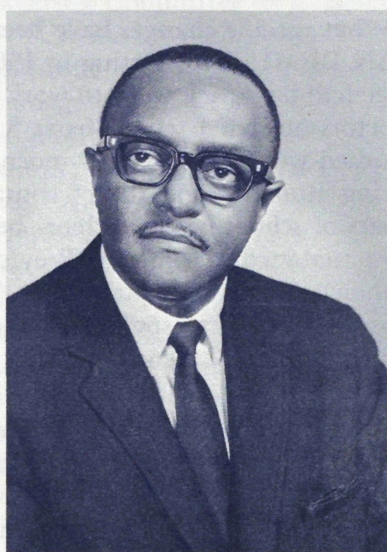
Prof. Willis C. Patterson has been named acting director of the U-M Men's Glee Club to succeed Philip C. Duey, who retired in June. Born in Ann Arbor, Patterson holds an AB & AM from the University and had been an associate professor of music at Virginia State College before joining the U-M faculty in 1968. He has also had an active concert career as a soloist and with opera companies in the United States and Europe.



Prof. Emmett N. Leith, of the U-M electrical engineering department, has been named to receive the Franklin Institute's Stuart Ballantine Medal for his pioneering work with lasers to make holography (so-called lensless photography) practical. According to the Institute, "an important problem solved by Leith and his colleague, Juris Upatnieks, was the development of a practical method for producing holograms from which high quality three-dimensional images could be formed . . ."



Leonard F. Sain, former teacher, Detroit high school principal, assistant to the superintendent and member of the Detroit High School Study Commission, has been named lecturer and coordinator of urban education for the U-M School of Education. His duties will include helping operate the School's \$5 million Urban Education Program, a 5-year project to train "experienced educators and graduate students to relate training to the variety of skills, knowledge and attitudes necessary to make education responsive to diverse publics."



'the Vital Margin'

In the period January 1968 through June 1969, the U-M Presidents Club has increased its membership by more than 200 members, with an estimated gift value of approximately \$3.5 million, according to Michael Radock, vice president for University Relations. He noted that since the inception of the Club in 1961, a conservatively estimated \$23 million has been given by this organization to the University. "No other public or private university with a prestige organization approaches the outstanding record of Michigan's Presidents Club," he noted. Membership in the Club stands at 758 as of early August, a great tribute Radock concluded, to the outstanding work of Regent Paul G. Goebel and Frederick J. Vogt of Grand Rapids who have toured the country enlisting support for Michigan through the Club.

Michigan ranked first among public universities in gifts from

both alumni and business corporations during 1967-68, according to a recent report by the Council for Financial Aid to Education, Inc. and the American Alumni Council. Corporate gifts totaled \$5,356,791, for the 1967-68 period, with alumni gifts at \$4,204,179.

The CFAE-AAC report also showed the U of M second among state universities only to the University of California (all campuses) in total voluntary support received, at \$21,018,600; and second only to Ohio State University, by about 300, in number of alumni donors to the annual fund—30,000 of you gave to the U-M annual fund in 1967-68.

The Detroit Urban League has presented \$5,000 to the University of Michigan's Dr. Martin Luther King, Jr. Memorial Fund, helping bring total contributions to the fund over \$200,000.

Fleming: On 'South U' Events

Ann Arbor made national headlines late last June when clashes between police and young people occurred on South University, just off the University campus.

Calm was restored after several turbulent nights through the combined efforts of President Fleming, a group of faculty members and administrators, student leaders, city officials, city and county law enforcement officers, and leaders of young militant groups.

After the first night, President Fleming issued the following statement:

"The disturbance in Ann Arbor last night was not related to the University of Michigan in the issue sense.

"The confrontation between the police and some non-student young people arose over the insistence of the latter on taking over an area of the street adjacent to the campus.

"When the police cleared the crowd away, they necessarily pushed them along streets and areas which are in the heart of the campus. Students were in those areas and became part of the crowd.

"In the initial clearing process some police squads used smoke and tear gas bombs. I thought this was unfortunate, because in the one case to which I was immediately exposed there was no resistance and the use of those weapons tended to excite the crowd perhaps more than it helped.

"From approximately 10 p.m., until approximately 1:15 a.m., I

was on the streets attempting to keep the crowd, particularly students away from the police. The police withdrew to the block in which the original trouble occurred. During this period, despite the fact that the police were simply standing guard and were not being used offensively, some young rowdies who were obviously itching for a confrontation threw rocks and bottles at them.

"The police exercised remarkable restraint.

"Around 1 a.m., the police indicated that they were going to clear the dwindling crowds and they gave me an opportunity to announce this. The clearing process then took place in a very orderly fashion.

"Many University students and faculty members came out to help maintain a measure of calm in the crowd. To them and to all of the students who co-operated in avoiding a greater confrontation with the police, I am grateful.

"The greatest contribution that those of us in the University area can make to the easing of tensions is to stay out of the area of S. and E. University Aves., until the trouble is over."

Among approximately 69 arrested during the disturbances, estimates indicate that over two-thirds were non-U-M students. A number of the persons arrested complained that police had not acted with restraint.

University Regents, at their regular July meeting, officially commended President Fleming for his conduct.

SCO Counsels Students

(Continued from page 2)

Talpos stressed that SCO counselors do not attempt to give expert advice where they are not qualified—such as medical or psychological guidance.

"We cover the entire range of problems a student might run into, and can give students the insight of experience about such things as

courses and planning for a major field—about professors—about draft regulations—about University services that are available, how to get them, and what to expect. It's a student-to-student relationship," Talpos re-emphasized, "and it meets a need no other counselling service can."