Dean Discusses Goals of Engineering College

"In the Engineering College the trend is away from intensive specialization at the undergraduate level. This is Dean Gordon Van Wylen speaking on the curriculum, goals, purposes and responsibilities of the U-M College of Engineering, second largest of the University's schools and colleges. He is now in his fourth year as head of the College, and had been chairman of Mechanical Engineering when he became dean upon the death of Dean Stephen S. Attwood in 1965. "Our goal is to give engineering students a sense of values and historical perspective, as well as a first class scientific and technical education—some appreciation of the need to properly use the technological resources of America," he says. Several innovative courses in the College illustrate this trend, Dean Van Wylen feels. One is titled "The Impact of Technology." An undergraduate course, it explores how technology affects our lives, and what happens to nature as we manipulate it via technology. A second undergraduate course, new this year, is called "Adaptation to Change." It is described as an attempt to focus on systems that are in rapid change and human reactions to that change.

In addition, Van Wylen says the College has strengthened requirements in the humanities and social sciences. He notes that this is consistent with the Regents pledge themselves to a maximum effort, not only by accommodation. That The University of Michigan might be the model in this respect is a goal as worthy of its efforts as the search for distinction in education and research.

U-M Regents Comment on Current Issues

ON STUDENT DISSENT

The Regents of The University of Michigan are grateful that the violence which has characterized student-faculty and student-administration relationships on so many campuses has not been visited upon Ann Arbor. To help assure continuation of this condition the Regents pledge themselves to a maximum effort, not only on their part, but with respect to their influence on the Administration and the faculty, to listen to all points of view, to seek with all their power to understand those which may be different from their own, and to bring about change where it is needed.

The Regents have in the past declared, and they now reaffirm, their unwillingness to accept or condone the use of force or violence for the achievement of changes within the University. It is not simply that such tactics break both the law of the land and the rules of the University, it is that they are antithetical to the climate which must characterize a university. Decisions made under duress or threat are rarely wise.

There is little distinction today in being just another campus on which violent confrontations have taken place. There is great distinction in being the campus on which tensions have been met on all sides by rational discussion, by understanding, by compassion, by accommodation. That The University of Michigan might be the campus and to the state.

Adopted by the Regents February 21, 1969

Power Gifts to Build Theater

Gifts of $3 million from Regent-Emeritus Eugene B. Power, his wife Sadie H., and son Philip H. have made possible phase one of a new performing arts center on the U-M campus. Named by the Regents "in recognition and gratitude," it will be called "The Power Center for the Performing Arts," and include a 1490-seat theater with support facilities. Expressing the University's thanks President Robben W. Fleming stressed that phase one will be a complete, functioning unit. $55 Million Program undesignated gifts of up to $500,000 have been approved if needed to complete this phase.

AN ENGINEERING PROJECT COURSE satellite is exhibited here by two members of the 15-man student team in aerospace engineering which, with faculty guidance, designed this long-term weather prediction satellite. Richard Wallace (left) BSE '67, from Wayne, Michigan was Project Stratum manager; and Richard Stitt, BSE '67, from Ferndale, Michigan was assistant project director. Project Stratum has drawn the interest of NASA and aerospace firms.

President Fleming Sees 'U', Cities Cooperation

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analyses of the social problems which exist within cities, and make them in more than the academic sense. We have people who can make and prepare constructive plans for how one goes about this.

In the long run, the "long run" in this being 15 to 20 years, the real problem that higher education is going to have to face in this state and others is how to provide mass higher education— which we are committed to in this country, by and large, to populations which increasingly reside in the cities and which increasingly, if they are to be serviced, need to remain in those cities and be able to attend institutions where it is not essential that they be in residence. The community colleges of the state are filling a very real need for young people living at home to get started on this kind of education. Then, if beyond these levels of community college, they want to go on to further education, they can transfer into four-year colleges.

CHALLENGE TO EDUCATION

By 1980 there will be some 50 per cent more people in Michigan wishing to go on to higher education. Somehow you have to find ways to service them within the areas in which they live, and this is a great challenge. I think to those of us in higher education . . .

When that's done, it helps greatly, partly because of the great restless- ness of young people among whom, as you know, there has been the highest unemployment in this country. It makes it possible, for them, living where they now live, to have opportunities to participate in the possibility and potentialities of higher education. Somehow all of us working together on our side in the Universities must work with you in the cities to accomplish that and to make it possible increasingly to furnish these kinds of opportunities.

A NEW DIMENSION

That brings me to my last cate- gory, the question of looking into the future . . . . Now we have a new dimension, the substantial desire, on the part not only of students but of many faculty, for what is called "involvement." By involve- ment they mean that they believe the university as an entity must somehow become involved in the resolution of those great problems which face our society.

And so, I have been reflecting lately on whether there is a device which we might use, and by which I mean, universities, state and federal government and private cit- izens or private enterprises . . . . Don't we have to move increasingly in the direction of finding entities which neither of us controls, is the sense of operating, in which we do participate?

Let me suggest two or three pos- sible areas in which this might be possible. One is the area of hous- ing . . . . Now you noticed that very recently under Edgar Kaiser there has been a national committee es- tablished to join with cities and other groups to try to improve this housing situation . . . . We (at the University) have expertise which would in a great many areas be contrib- uted to this kind of an enter- prise, certainly in its initial stages. We have this fantastic pool of ideal- istic manpower, which could be used constructively . . . .

Now if we could find ways in which that enormous pool of man- power, which so well is involved and to do things better and improve this world, could be chan- neled into such a project, wouldn't that be a contribution on our part?

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College is reflected in the survey of graduate education published by the American Council on Education in 1966. The report assessed quality of graduate education; and of the four engineering disciplines evaluated such schools as MIT, Cal Tech, Stanford, California-Berkeley, Harvard and Illinois. These U-M departments were all ranked either "distinguished," the highest category, or "good," the next highest. The departments included in the study were chemical engineering, mechanical, civil and electrical.

ASTRONAUT ALUMNI

Dean Van Wylen cited as another indicator of quality the high regard in which graduates of the College are held, and the fact that eight astronauts and countless others active in the U.S. space program are Engineering alumni. "Our graduates—from BSE to Ph.D., are recruited by more than 750 firms, agencies, and institutions, and at salary figures competitive with those offered graduates of the other top Engineering schools," he said. "Last year, in fact, a graduate who interviewed had, on average, six job offers."

On the subject of faculty, Dean Van Wylen went on to stress the importance of research in developing a high-quality graduate program and keeping top-flight faculty.

"Engineering, and the education of engineers, is a professional program. In a field like this, wrestling with change as it is, faculty must be professionally active," Van Wylen contends. "Teaching staff must be involved in off-campus consulting, and in on-campus research, as well as teaching. Deprived of opportunities, they remain professionally active, and faculty members—at least those who stayed, would soon be teaching engineering history. Relevant teaching in this profession requires continuing, up-to-date research," Van Wylen emphasizes.

Dean Van Wylen cited revenue as another important benefit of the College's contract research. Noting that the College gets approximately $10 million each year in research revenues, he said, "this is neither state money nor student fees, but represents earning power that permits us to support a great many students."

"Between 35 and 40 per cent of it is spent directly with a faculty member on a research program."

Concluding his remarks on the state of the College, the Dean said, "the Engineering College has been and continues to be a major resource of the state and the nation. Teaching engineering disciplines and in the scientific methods by which the College is developing young men and women (some 60 co-eds are presently enrolled) who learn not only how to be critical and analytical, but also how to be responsible and positive in seeking solutions to our problems, both social and technical. Education for leadership continues to be our goal."

"Engine' Dean Tells Need for North Campus Move

(Continued from page 1)
Twice since early 1967, Michigan Panhellenic Association has voted to ban the use by sororities on the U-M campus, of 'binding and required' recommendations. The Panhellenic Association consists of delegates from campus sororities.

Most recently, in January 1968, Panhellenic Association set a deadline for compliance with the ban and required local chapters to meet any one of three alternatives: 1) submit a statement that the chapter does not use 'binding or required' recommendations; or, 2) submit a copy of national membership policy or a letter that certifies the U-M chapter will not use such recommendations; or, where necessary, 3) must obtain a waiver on all 'binding' recommendations and/or show through an appeal or some other method, a guarantee to obtain a recommendation on each prospective member. Alternative three is to be valid only until the sorority's next national convention.

In sorority parlance, a 'binding' recommendation is a letter from an alumna requesting a chapter not to pledge a certain girl; a single such recommendation is reportedly enough to bar her from membership. A 'required' recommendation is a favorable one which must be received before a girl can be admitted.

**DEADLINE RE-SET**

Panhellenic Association first set September 1, 1968 as the deadline for local chapters, but then re-set it for January 1969, to permit as many as possible to comply. At the same time, the Panhellenic Association declared that those chapters that did not comply by January 9, could not 'rush.'

Challenged by some sorority nationals, the Panhellenic Association appealed to the U-M Regents and was upheld in a resolution passed in November and re-affirmed in December.

The ban went into effect and 19 sororities were affected, the Panhellenic Association required all sororities to submit their recommendation forms for review by the Student Government Council membership committee. Once again, several sorority nationals challenged that authority and the ground was laid for the 1968 action by U-M Panhellenic Association. As noted, that action required local chapters to abandon 'binding and required' recommendations or lose 'rushing' privileges until they complied.

Although only two sororities did not meet the deadline, the authority of the Student Government Council was again challenged by sorority nationals. For instance, critics objected that not enough time had been allowed. However, the U-M Panhellenic Association asserted that sufficient time (nearly two years since its original resolution) had been granted; and in addition, that body itself recognizes the authority of the Student Government Council.

**President Fleming Discusses Areas of 'U', Cities Co-operation**

One of the problems you have, and you know it, is obsolete and out-of-date codes, which could be changed to make it easier for building programs useful to the community to proceed.

Recreation is another area in which we have had some success... In the small business area we have also done this successfully. We have to find money, something that we in universities and you in the cities don't have. But I am not persuaded it can't be found to undertake such enterprises.

We need one other thing. If anything like this is to succeed, we must find a way to involve those people who are most concerned with it. We can't decline to involve them because of a feeling, which may be true in part, that they don't have the expertise or the qualifications to do the technical part of it... If we ignore their interest in it, it will not be a successful enterprise.