the university of michigan **Today**

Vol. 1, No. 2 Spring, 1969

A PUBLICATION OF THE DEVELOPMENT OFFICE, UNIVERSITY RELATIONS

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 model in this respect is a goal as worthy of its efforts as the search for distinction in education and research.

ON "DIONYSUS IN '69"

The recent performance of "Dionysus in '69" caused substantial public criticism of The University of Michigan. This the Regents regret, for it is a time when the University badly needs public support if it is to continue to serve all of its constituents in the cause of education.

Whether or not obscenity, as defined by law, was involved is a matter which must be left to the courts. Because the trial of several members of the cast is pending, the Regents make no statement on that count.

Controversial opinion and performances are a part of a free society, and universities are expected to provide a forum for expression. With full appreciation of this responsibility, the Regents nevertheless believe that in this case minimal value attached to the performance as measured against the loss of good will which the University suffered. The Regents therefore request that in the future campus groups will give more careful consideration to the contribution which invited guests and performers can make to the campus and to the state.

—Adopted by the Regents February 21, 1969

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 con-

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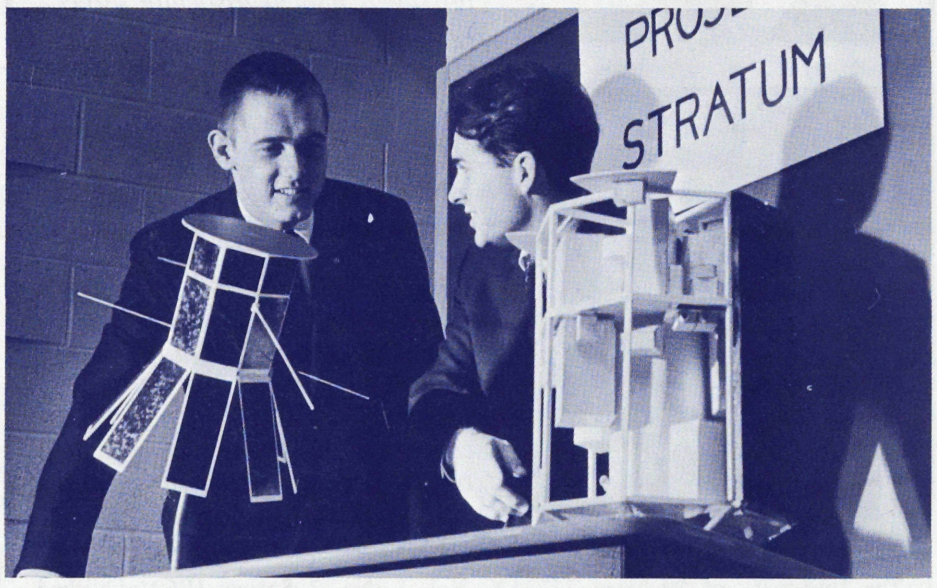
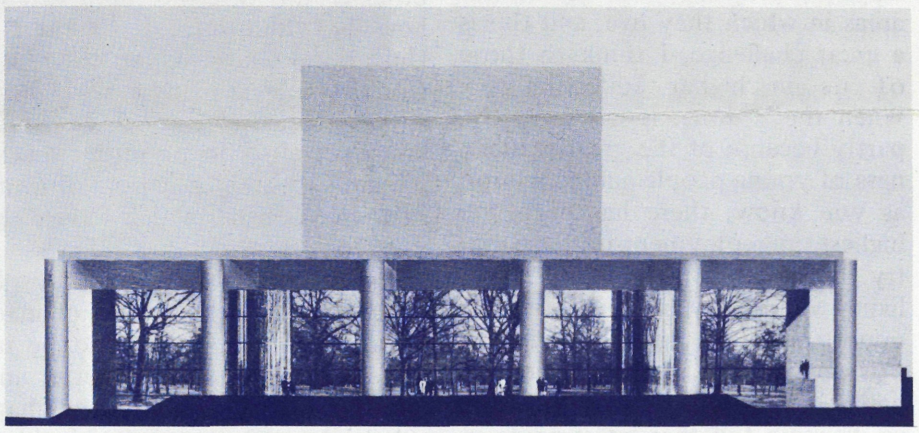


AN ENGINEERING PROJECT COURSE satellite is exhibited here by two members of the 15-man student team in aerospace engineering which, with faculty guidance, designed this long-term weather prediction satellite. Richard Wallace (left) BSE '67, from Wayne, Michigan was Project Stratum manager; and Richard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



Power Gifts to Build Theater

Gifts of $3 million from Regent-Emeritus Eugene B. Power, his wife Sadye 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. *(Architects are Roche, Dinkeloo & Associates. Jo Mielziner is Lighting & Stage Co-Designer)*

President Fleming Sees 'U', Cities Cooperation

(Editor's Note: The following excerpts are from a talk President Fleming made at a convention of the Michigan Municipal League in September 1968.)

Now let me turn from commiserating with you about our mutual difficulties to talking about ways in which it seems to me that universities can participate with cities . . . .

Clearly one of the areas in which we in the universities must do better and more is in school systems, particularly school systems in the inner-core area of your cities. When one looks at the figures of available teachers in the inner-core areas as compared with the suburban areas or others of the state, he sees the magnitude of that difficulty . . . . We need, on our part, to find a more realistic kind of training to prepare teachers for the problems which they must face in the inner-core areas, both in terms of accepting these problems as a part of the area and in terms of enabling them to do a more effective job.

There are other areas in which we can and should be useful to you. We have technical expertise in all kinds of things: transportation problems, which plague every city these days, air and water pollution, planning, recreation, all kinds of technical problems . . . . We have people who are prepared to make

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President Fleming Talks of 'U', Cities Co-operation

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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 restlessness 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 end and to make it possible increasingly to furnish these kinds of opportunities.

A NEW DIMENSION

That brings me to my last category, 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 involvement 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 we, I mean cities, universities, state and federal government and private citizens or private enterprises . . . . Don't we have to move increasingly in the direction of finding entities which neither of us control, in the sense of operating, but in which we do participate?

Let me suggest two or three possible areas in which this might be possible. One is the area of housing . . . . Now you noticed that very recently under Edgar Kaiser there has been a national committee established 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 contributed to this kind of an enterprise, certainly in its initial stages. We have this fantastic pool of idealistic manpower, which could be used constructively . . . .

Now if we could find ways in which that enormous pool of manpower, which so wishes to be involved and to do things better and improve this world, could be channeled into such a project, wouldn't that be a contribution on our part?

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U-M Tutorial Project Students Seek Aid to Help Others

U-M student volunteers, now totalling some 400, each week go into Ann Arbor and nearby communities to serve as tutors. They are the U-M Tutorial Project.

Working with children and adolescents on a person-to-person basis, they use their knowledge and skills to help these young people overcome learning difficulties.

According to Mrs. Martha Coe (Thompson) '64, co-ordinator of U-M Tutorial Project and Elliot Lefkovitz '68, co-ordinator of the Ann Arbor in-school project, some 1200 Ann Arbor area young people are assisted by the tutors. Mrs. Coe explained that student volunteers are asked to commit themselves to this community service for a minimum of two semesters. Each tutor gives an average of three to four hours a week during that time.

Private funds are being sought to ensure the future of the tutorial project; and it is now possible to designate gifts to the University specifically for the U-M Tutorial Project.

"Funds are necessary at this stage," Mrs. Coe explained, "to develop a formal program. We want to hire graduate students to administer the program, do research, help train tutorial volunteers, and to develop new programs for high schools, community colleges, and ultimately, Detroit's inner city residents."

Mrs. Coe stressed that gifts will go to the student staff of the program. "I think they can be considered in the same category as scholarships and fellowships," she said.

The U-M Tutorial Project operates under the office of Dr. Barbara Newell, interim vice president for Student Affairs. Funds are administered by the University, and gifts may be sent c/o the University of Michigan Development Office, for the Tutorial Project.

Who's Now What at U-M

Robert E. Nederlander, *of Birmingham, became one of two new U-M Regents elected in 1968. Regent Nederlander holds two degrees from Michigan, AB 1955 in economics, and LLB 1958. He was captain of the 1955 U-M Big Ten championship tennis team, and a triple-letter winner. He is a partner in a Detroit law firm, and active in other civic and business affairs in the Detroit area.*

Gerald R. Dunn, *of Flushing, was also elected a U-M Regent in the 1968 election. He is a former Michigan State Senator and chairman of the Senate Education Committee. Regent Dunn holds a bachelor's degree from Central Michigan University, and has done graduate work at the U-M. He is currently the director of federal and state relations for the Grand Rapids Board of Education.*

William N. Hubbard Jr., *M.D., dean of the University of Michigan Medical School, assumes additional duties as U-M Medical Center Director on July 1. This combined position, created by the Regents in January, recognizes that teaching, patient care, & research in the Medical Center are inseparable. Hospital Director for 24 years, Dr. A. C. Kerlikowske retires on June 30.*

Wilbur J. Cohen, *former U.S. Secretary of Health, Education & Welfare, returns to the U-M as the new dean of the School of Education. Secretary Cohen had been on leave from the U-M School of Social Work, where he was a professor of public welfare administration, since 1961. He succeeds education dean Willard C. Olson, who retires July 1.*

Glenn E. (Bo) Schembechler *has succeeded Chalmers (Bump) Elliott as head coach of the U-M Wolverines. Schembechler, who is only the fourth U-M head football coach in 30 years, compiled a 40-17-3 winning record at Miami University in Ohio, where many of America's leading football names come from. Bump Elliott was named associate director of athletics.*

Dr. Philip A. Duey, *director of the U-M Men's Glee Club retires this Spring after 22 years as head of the second oldest glee club in America. Under Dr. Duey's direction the Men's Glee Club has achieved many national and international honors, and performed on European and world concert tours. In addition, Dr. Duey has had a distinguished career as a professional singer, arranger and scholar in 17th and 18th century vocal music.*

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'Engine' Dean Tells Need for North Campus Move

(Continued from page 1)

sistent with a national trend inspired by the increasing involvement of engineers in social, economic and even political affairs of the country.

NEW TECHNOLOGY

"Like other systems, our engineering disciplines are subject to rapid change, either in response to new human needs, or from new discovery and invention that in turn create new needs and problems," Van Wylen says.

"Our teaching and society as a whole have been vitally affected by technical developments in aerospace, computers, solid state electronics, oceanography, air and water pollution control, and holography. To consider just one example, we now require freshmen to take a course in digital computers, and they use computers extensively during their undergraduate program."

COLLEGE CHANGES

In changing over the past decade, according to Van Wylen, the Engineering College has made the Bachelor of Science in Engineering a less specialized degree that can now be earned in 128 hours, 10 less than before, but still with strong emphasis on engineering disciplines, as well as science and mathematics.

The Dean explains that the undergraduate curriculum has four components. These are: 1) chemistry/physics/mathematics; 2) humanities & social science; 3) engineering sciences, such as mechanics, thermodynamics, materials, & electronics; 4) engineering design & professional practice, which involves both digital computers and 'engineering problems.'

"What continues to distinguish the BS in Engineering is its stress on the methodology of science and engineering," Van Wylen says. "Although our undergraduates earn a broadened BSE they still get enough engineering training so those who want to can go directly into engineering jobs."

One effect of the curriculum changes is that more students earn graduate degrees. "The College encourages a student to get an advanced degree once he decides to make a career as a professional engineer. This reflects what is happening in the profession where advanced research has obliged educators to conduct and require advanced work in order to more responsibily prepare their students for a professional career," the Dean says.

COLLEGE TO MOVE

What is undoubtedly the greatest change for the Engineering school still lies in the future, when it completes a planned move to North Campus. That area consists of approximately 800 acres across the Huron River from Main Campus that the University has developed into a major campus now housing engineering and physical science facilities, along with the music school and student quarters.

"Fifteen years ago," the Dean notes, "the decision was taken to move the College to North Campus."

"Since 1953," the Dean continues, "the large-scale research facilities of the College have been built there—The Ford Nuclear Reactor as part of the Phoenix Memorial Laboratory; the NASA aerospace laboratory; high altitude testing labs; automotive labs; the G. G. Brown fluids engineering lab; Cooley electronics laboratory, all of which have given the College a first-rate research capacity."

Van Wylen adds, "in the wake of that decision to move, very little has been done to keep our Main Campus teaching facilities up-to-date. We feel we need to replace our present space with new buildings and to add approximately 300,000 sq. feet in classroom, office, and small lab space, plus a badly needed new Engineering library.

ENGINEERING COUNCIL MEETING is being addressed here by Dennis Lanyon, BSE, '69, from Pittsburgh, Pennsylvania. Council represents the student body as liaison between students, faculty and administration. An ENGINEERING HONOR COUNCIL of nine students enforces the Honor Code under which engineers take examinations. Students certify they neither gave nor received help on an examination.

"Engineering education requires close interaction of faculty and students on research projects. With our research equipment three miles away from our principal teaching facilities, and our library three miles from our research work we lose some of that critical contact."

Target date for the move, Van Wylen notes, is 1975. "We hope to have moved our juniors and seniors and all graduate work to North Campus by then. We are continually reviewing our needs, and have requested planning funds from the Legislature for 1969-70. We hope soon, to get a major commitment from the State. Working through our alumni and corporate friends, we are seeking private help as well, but major backing from the Legislature must be the key ingredient," Van Wylen said.

STUDENTS CHANGE, TOO

The College changes and so, in some ways have its students changed. The Dean noted, for example, that today's enrollees have a better high school grounding in physics, chemistry and mathematics. "In general, their College Entrance Board scores are higher," he commented, "and we now have more who come from junior college."

The Dean continued, "we also now are getting more inner-city students. The College presently has some 50 Opportunity Award winners enrolled. To assist them we have asked a faculty member to be available as counselor and friend for each one." (Since 1964, the University has conducted the Opportunity Awards program. The program is not exclusively for black students, but the majority of OA recipients have been black.)

"The College is very happy with the students who come here. Our goal is not to be an "elite" school, but to provide the finest possible education for those students who have the ability and motivation to achieve at Michigan. Even though our student body is different now in some ways, as individuals they are not much different from those before."

HOW TO GET IN?

How does a student qualify for the Engineering College? Dean Van Wylen lists the factors the College considers in appraising an applicant. These include 1) satisfactory College Entrance Board Test scores in both mathematics and verbal; 2) a good over-all high school record, including 4 units of mathematics; 1 unit of chemistry, 1 of physics, and 4 of English, or 3 of English plus 2 units of a foreign language; and 3) a principal's recommendation.

The Dean noted, "we accept about two thirds of the 2,300 applications we receive each year, and about half of the applicants enroll here."

Present enrollment in the Engineering College makes it second in size only to the Literary College at some 17,000. Engineering undergraduates number approximately 3,400; graduate students, about 900.

HOW GOOD IS IT?

The most recent and comprehensive rating of the U-M Engineering 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 Michigan ranked among the top 10 schools in the country, with 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, for example, each 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 to remain professionally active, our 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.

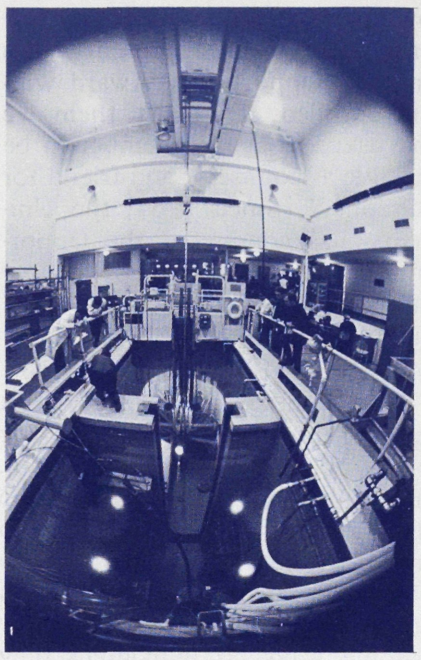
Dean Van Wylen cited revenue as another important benefit of the College's contract research. Noting that the College gets approximately $10 million each year in research revenues, he said, "this is neither state money nor student fees, but represents earned income that permits us to support a great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

"Between 35 and 40 per cent of it is paid to students working directly with a faculty member on a research program."

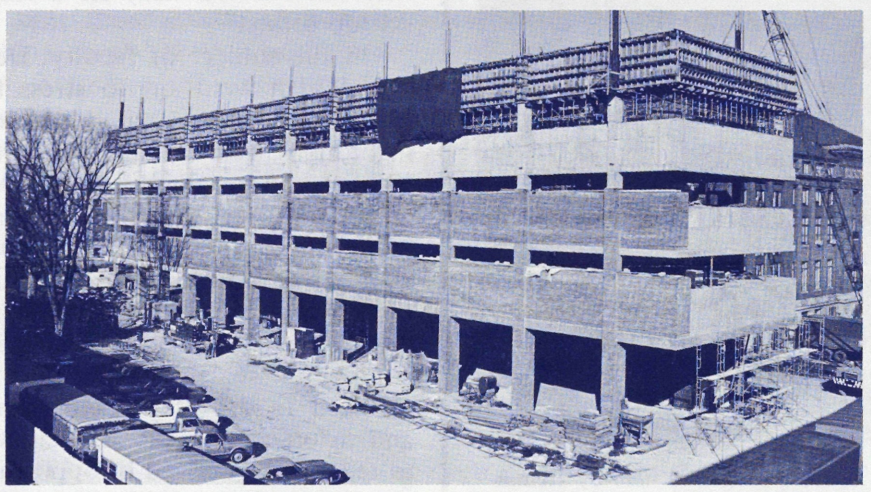
Concluding his remarks on the state of the College, the Dean said, "the Engineering College has been and continues to be a major resource of the state and the nation. Teaching engineering disciplines and the scientific methodology, the College is developing young men and women (some 60 co-eds are presently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

The U of M Scene

GROUND BROKEN (left) for new U of M School of Public Health Building by Dean Myron Wegman, who is joined by University architect Howard Hakken. Federal funds, a W. K. Kellogg Foundation and other private gifts to the $55 Million Program make it possible.



FUELING THE REACTOR at the U-M Memorial-Phoenix Project. Now 20 years old, the Project is dedicated to research on peaceful uses of nuclear energy. The reactor is a Ford Motor Company gift. It is one of over $10 million in gifts to the Project.



GRADUATE LIBRARY nears completion behind the Main Campus General Library. To be named in honor of President Emeritus Harlan Hatcher, it is scheduled for completion in 1970. It is being built with Federal and State of Michigan funds, as well as $55 Million Program gifts.

'the Vital Margin'

Gifts to the Michigan annual giving program for 1968 more than doubled those of 1967, according to Michael Radock, U-M vice president for University Relations. An estimated $2.4 million was received from alumni, corporations, foundations and friends of the University.

In addition, Radock reported, there has been a significant growth recently in membership of the U-M Presidents Club. Thanks to the efforts of Regent Paul G. Goebel and Frederick J. Vogt of Grand Rapids, with help from other Club members, membership has increased some 130 bringing membership to about 700 since the Club's Fall meeting, Radock noted. (Membership requires a gift of at least $10,000 to the University.)

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An anonymous, non-alumnus donor has given the University of Michigan $500,000 plus a share of the trust principle after a certain period, according to U-M Regent Paul G. Goebel and Frederick J. Vogt who solicited the gift during a recent trip seeking new members for the University's Presidents Club. The gift has been designated for the F. Bruce Fralick Ophthalmology Fund.

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Dr. John G. Ingold and Miss Marguerite Ingold have given the University funds to establish an undergraduate scholarship for residents of Michigan at the U-M, in memory of their mother. It will be known as THE LOUISE KURTZ INGOLD MEMORIAL SCHOLARSHIP. The donors are residents of Deerfield, Michigan and both are graduates of the Literary College.

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A grant of $120,000 has been made to the University by the Max Kade Foundation of New York. It was given to help provide housing for junior-year students who study in Freiburg, Germany, and to expand U-M student participation in the Junior Year Abroad program there. Currently, 15 U-M students each year take part in the program.

U-M Panhellenic Restricts Use of 'Recommendations'

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 of 21 sororities affected met the deadline and 'rushed.' For various reasons Pi Beta Phi and Kappa Delta elected not to rush at this time.

Panhellenic Associations' appeal to the Regents was on the ground that "binding and required recommendations may result in violation of Bylaw 2.14."

The Regents Bylaw referred to was passed by the Board in 1959, and established the University policy on Non-discrimination. Forbidding discrimination, the Bylaw also committed the University, "to work for the elimination of discrimination in private organizations recognized by the University . . . ."

The policy outlined in that Bylaw is a reference point for Panhellenic Association's subsequent actions. Also involved are the authority and actions of the Student Government Council (SGC) which was established in 1954, following a student referendum later approved by the Regents.

In 1959 SGC barred discriminatory practices in the membership procedures of all recognized student organizations. Authority to regulate all student organizations, including sororities, had been given by the Regents to the predecessors of SGC, notably the Student Affairs Committee as far back as 1946. On at least two occasions, in 1959 and 1963, that authority was re-affirmed, in the face of challenges by sorority and fraternity national headquarters.

Another reference point in Panhellenic's actions is a 1965 Big Ten-Interfraternity-Panhellenic Conference that condemned the use of 'required' and/or 'binding' alumni recommendations. Following that Conference, the U-M Panhellenic group 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, and a number of 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

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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 must also do this somehow . . . . 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 intimately 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.