

# Oakland Observer

July 13, 1967

Oakland University, Rochester, Michigan

Vol. VIII, No. 29

## P.A.C.E. Arrives

Oakland University is now taking part in a project to test an educational technique which actively engages the student in the learning process. The project is called P.A.C.E. (Projects to Advance Creativity in Education), and at present eight Oakland professors are involved.

The technique for which the project was designed is called "extemporacting" and is a combination of play-acting and gamesmanship in which the student benefits both from participation and from the opportunity to assume an identity within the context of the play or game. Extemporacting may take place on various levels ranging from non-role playing games to scripted plays. Between these extremes, the student may be asked to take part in creative dramatics (in which the student is given a situation and asked to create his own role).

The real value of these activities comes from the discussion which follows. After the game or play is finished the teacher holds a round-table discussion with the players which analyzes the characters, their actions, and the motives which prompted those actions. The discussion gives meaning to the activity and active participation maintains interest in the discussion. The experience is far superior to any derived from reading a book or watching a movie.

At present, the project involves thirty adult students who are being taught how to use extemporacting in the classroom. This fall they will experiment with the technique in three selected schools in Troy. Depending on how successful they are, the project may be expanded to encompass as many schools in Oakland County as are interested.



## Upward Bound

COUNSELORS INTERVIEWED, PAGE SIX

Last week eighty-one boys and girls from disadvantaged backgrounds arrived on campus to participate in a national program known as Upward Bound. They will be staying at Oakland for an eight week period. During this time they will participate in an active program of regular high school credit courses plus elective courses in Art, Negro History, reading skills, photography, and modern dance.

Upward Bound was conceived in order to encourage bright high school students from economically deprived backgrounds to continue their education beyond the high school level. The problems of financial insecurity, lack of motivation and adequate preparation will be dealt with through the assistance of student counselors and by helping the students to try to understand these problems using field trips and various cultural opportunities.

According to Reginald Wilson, Assistant Social Director of the program, these students are potentially very bright, but are making average and below average grades. The program supposes that bringing the students to a place of higher learning and

offering them intensive counseling in educational opportunity will raise their sights toward study after high school. They will be encouraged in all facets of educational pursuits. Many will go on to skilled trades and other training depending on their interest and potential.

## Provost Changes

## New Job For Obear

Frederick W. Obear, Assistant Provost at Oakland University, has been chosen as an academic intern by the American Council on Education. The interns chosen will spend next year learning to use their talents as university administrators at host institutions across the country.

The 43 men and three women were selected from nominations by presidents at 220 colleges and universities. At each institution a mentor serves as guide, teacher and critic to help the intern in the development of his administrative potential.

Obear, a member of the staff since 1960 will spend nine months at Rice University in Houston, Texas. He is an Associate Professor of Chemistry and formerly served as Dean of Freshmen. He has been Assistant Provost since the fall of 1965.

While Obear is sharpening his trade the position of Assistant Provost will be occupied by Mr. William T. Sturner and Mr. Robert

## Marshall Here As Of August 1

Lectures by "would-be authors, new poets, artists, musicians and straight laced old lady juvenile authors" are part of plans for a new expanded bookstore. Head of the operation will

be Bill Marshall of the Marshall Bookstore of Ann Arbor who works under the assumption that "the bookstore can and should be the cultural center of the university; an exciting place generating much energy."

According to Edward Birch, Associate Dean of Students and Director of the Oakland Center, "great universities have great bookstores; this is a trite expression but true. The new bookstore is in keeping with the cultural atmosphere we would like to see here. In the tradition of the Meadow Brook Theatre and Music Festival."

He sees the new store, which will sell not only textbooks and softgoods but trade books as well as "primarily a service." Trade books, books that aren't part of an assigned course list, don't go very quickly but they should be there for people to have.

Marshall's plans will be rather hindered by space until the expanded store opens. "The major portion of our stock will be textbooks with a small dribbling in of tradebooks -- mainly in controversial areas. We will be testing the student body at first to see what they are interested in. We'll probably start with some of the new philosophy and theology books."

"I feel the purpose of education is making people question. Students in university settings are especially prone to question. I would like to get around the campus and talk about books and their relation to peoples' lives... to present the romantic aspect of books. Eventually I would like to teach, perhaps an exploratory. I feel that any person involved in a university should teach."



Edward Birch



Fred Obear



Robert Howes



William Sturner

Oakland University's Meadow Brook Festival has changed its Sunday series performance time from 6:30 p.m. to 7:30 in response to hundreds of requests. Grounds will open at 5:30 p.m. for picnics and buffet service. Six concerts are scheduled in the Baldwin Pavilion for the week ahead.

HARVARD UNIV.	7,600,357
UNIVERSITY OF MICHIGAN	3,516,355
UNIVERSITY OF TORONTO	2,344,797
MICHIGAN STATE	1,173,728
WAYNE STATE	942,242
PURDUE	770,666
NORTH CENTRAL ASSN. (MINIMUM)	300,000
OAKLAND	120,000

## LIBRARY SPOTLIGHT

(See Page Six)



KATHY KEISER ..... Editor in Chief  
TOM VOLGY ..... Managing Editor  
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Photography: Bob Lietaert  
Cartoons: Larry Carver  
Staff: Barb Anson, David Black, Alex Bensky, Greg Willihnganz.  
Advised by: John MacLellan, William Sturner.

## Petty Will Be Remembered

Students seem to have an almost universal hostility towards administrators. Charged with the execution of rules and regulations, Deans and Directors often become the targets of student dislike, ranging from ridicule to out and out hatred.

A few times the office of the administrator is so overshadowed by the man who occupies the chair that the student will look up to him not as the Dean of. . . , or the Director of. . . , but as someone vastly more personal than the office he represents. Through some magic formula (which we have yet to uncover and pass on to some other administrators) Jim Petty has been that type of an administrator.

More sensitive to people than to his job, Jim

was able to build an extremely friendly basis for his dealings with students. He was an ear, a kind word, thoughtful advice for those who knew him (and there were few who didn't). We don't know how well he performed his two jobs at Oakland, but now everyone is praising him. We have always thought of him as the best man at the jobs he tackled.

His departure from Oakland should be a happy step because it is one more rung he has climbed on the ladder of success; but we are not happy. We are sad not only because we have lost a good friend and a good Director of Student Activities; even more than all that, we will miss the informal atmosphere that he was able to create around his office, the type of atmosphere that reflected an earlier Oakland.

## Guide To OU Bureaucracy

by Greg Willihnganz

With Orientation, and the knowledge that soon there will be Freshmen under foot again, it has occurred to me that maybe it is time we gave new students a little insight into the bureaucratic tangle at Oakland. With this in mind, I humbly offer the following Unabridged Guide To OU Bureaucracy.

**Student Leaders:** Students whose primary leadership quality is that they can lead themselves into believing they have followers.

**Student Government:** A figment of the imagination, recently in vogue among Student Leaders, freshmen, and others who know not of what they speak.

**The MSU Board of Trustees:** The Holy Synod of the North, which sets the regulations for Oakland based on what it believes Oakland to be (namely: Hicks' Truck and Taxi Service).

**The Michigan State Legislature:** A group of elephants and jackasses, dedicated to thwarting the aims of the Student Library Committee and other subversive organizations.

**The Student Activities Coordinating Com-**

**mittee:** A group of Political Science majors, appointed by the Administration, which meets in secret to divide the student activities fee so that half of it is spent on student publications (provided, of course, they are clean, pure, upright and wholesome) and the other half is used to purchase birthday cake.

**The Inter-Club Council:** Charlie Olson's latest plot to take over the university.

**The Student Life Commission:** A representative group of students, administrators and faculty which formulates representative proposals which the Chancellor then discusses with anonymous student leaders and faculty so that the proposals will be representative.

**Commuter Council:** A student organization whose major activity for the year has been cutting a hole in their cardboard office for suggestions.

**Dorm Council:** The tenders of the vendors.

**SDS:** A group of students dedicated to the proposition that anarchy is worth organizing for.

## Fire, Fire

For all purposes, Oakland University is a tinderbox waiting for a match. Consider the following:

\*Oakland University, which has 1600 acres of land and approximately \$27 million worth of buildings, does not have a single piece of mobile fire fighting equipment larger than a hand held fire extinguisher.

\*The two fire departments which serve Oakland, Pontiac Township and Rochester, are each volunteer departments which employ only one full time fireman.

\*Since January, 1967 the university has had to call the Pontiac Township Fire Dept. eight times. So far, we have been lucky enough to call them when they did not have another fire, but it is only a matter of time before our needs will come in conflict with the needs of the rest of the township.

\*Pontiac Township has no ladders which go above 40 feet and no equipment for fighting high rise building fires. This means that if a fire trapped people in the upper floors of Hill House, Van Wagoner, Vandenberg, Wilson or the Science Building, they would have no way to get down except by fire escapes, with which the buildings are not equipped.

Added to these facts is the tremendous growth the university will undergo within the near future. By 1970 Oakland will house 4,000 dorm students and have an estimated \$75 million worth of buildings. Pontiac Township (not to be confused with Pontiac City which has its own fire department), will gain nothing from this growth as the university is tax exempt. But the township will be responsible for fires at the Auburn Hills campus of Oakland Community College, which in the next few years will also undergo tremendous growth.

The one fact which stand out from all this is that Oakland will shortly require full time fire protection. Two plans have been suggested to give the university such protection.

In June of 1966, the Pontiac Township Fire Board published a report dealing with the future fire protection needs of the Township. The report concludes "...the Township feels that with the exception of the particular and special needs of Oakland University, it would be able to meet the needs of the residents, business and industries of the Township."

Oakland's response to Pontiac Township's report was to request the Citizen's Research Council of Michigan make a report on all public safety needs at the university. Their report, which deals with both police and fire protection, offers an interesting alternative. The Council's report begins by noting:

Oakland University, with its fire resistant buildings, is primarily in need of a swift response and an effective attack by men thoroughly familiar with university buildings and continually trained for its fire fighting conditions.

The Council then suggests an integrated police and fire department which would handle both kinds of calls (hence the title

"Department of Public Safety.") Such a department would consist of three full time firemen plus the two police officers on duty and two volunteer groups of ten men each. One group would be students and the other would be drawn from the grounds and maintenance crew. Both volunteer groups would be specially trained and on call around the clock.

The cost for the proposed fire organization at Oakland would be \$40,000 per year plus an initial outlay of \$61,250. Besides the financial aspects, the plan has other advantages over the proposal of Pontiac Township. First, the equipment and personnel would be on campus and would be able to get to the fire much faster than the other two departments. Second, the personnel would be thoroughly familiar with the buildings thus facilitating better coverage and more efficient rescue operations.

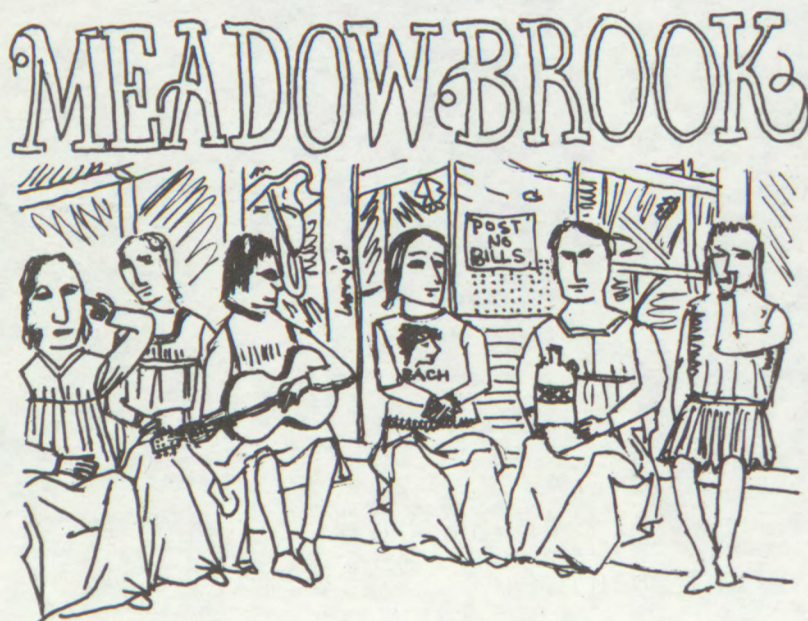
All these proposals are for the future and indications are that it will be the distant future before anything is done. With an expected enrollment of 3,700 student this fall, Oakland's needs are immediate and critical.

Part of the problem of increased enrollment is that student vandalism of the existing fire equipment is going up. Students who use fire extinguishers to have water fights generally put them back after they are done and thus it is impossible to know whether the fire extinguisher will be full or empty when you need it. There have also been cases where students have stolen the hoses from the fire pipes in the dorms. Since the elevator is the first thing which is shut off during a fire, the hoses (weighing 150 pounds apiece) would have to be carried up the stairs and then hooked up to the pipes before the fire could be fought.

At present, Oakland's Department of Public Safety has only one officer on duty at any given time. Since Oakland does not have radio communication with any other police department, even if the officer spotted a fire he would have to either return to his office or head for the nearest phone and call the Pontiac Township Fire Dept. During the precious minutes it takes the officer to call Pontiac, and the time it takes the volunteer firemen to assemble and get to the University, a fast moving grass fire could easily destroy Trumbull Terrace or Baldwin Pavillion. At present, the police car at Oakland carries only one hand extinguisher which sprays a powder and lasts for about two minutes. The situation is perhaps best summed up by the report of the Citizens Research Council:

The increasing enrollments and value of university property, the relative isolation of the university from existing fire protection services in the area, and the limited fire fighting resources available in Pontiac Township leads to the conclusion that the university needs its own fire prevention and fire fighting resources.

by Greg Willihnganz



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# Chairman on Plagiarism

To The Editor,

There are so many misunderstandings and misstatements of fact in the letter of Miss Carol Rissman (June 29 issue) regarding OU's policy concerning plagiarism that I feel the record must be set straight. Although I am chairman of the committee I will not be sitting in her case, but I have seen the paper in question.

Proper documentation is not a matter of opinion, it is a matter of fact. There are several different forms of documentation that would be acceptable to members of the Oakland faculty and these forms are described in many manuals of style available at the OU bookstore.

No student has been dismissed from Oakland for plagiarism if the committee felt that the misconduct was a matter of misunderstanding or ignorance of proper documentation. What we have done in such cases is reprimand the student and take steps to insure

that the student has an opportunity to learn what proper documentation means.

The question of intent to plagiarize is a matter of committee judgment and is decided only after a hearing in which the evidence is explored and the student and faculty member concerned are heard from.

When documentation is so incompetently carried out that portions of the student's work might be thought to be original while they are in fact the words of another writer, plagiarism has taken place. This is either the result of ignorance or malice.

The committee decides what University measures need to be taken and they range from declaring that no plagiarism has

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occurred - this is rare since the Oakland faculty do not usually turn in papers except where the evidence is very strong-through reprimand and remedial exercises; to suspension and dismissal from the University. The grade that the student is to receive on the paper and in the course are entirely the concern of the faculty member involved.

A student has the right to present any authoritative source to defend the form of documentation he has used in any alleged case of plagiarism. I believe that any student who could present such a source which supported his form of crediting other's work would find the committee most receptive. In fact if such a source existed he could save everyone much work by presenting it to the faculty member concerned. In such a case I doubt very much that the faculty member would persist in referring the case to the committee on Academic Standing.

Sincerely,  
Roger H. Marz  
(Post Chairman  
Academic Standing  
Committee)

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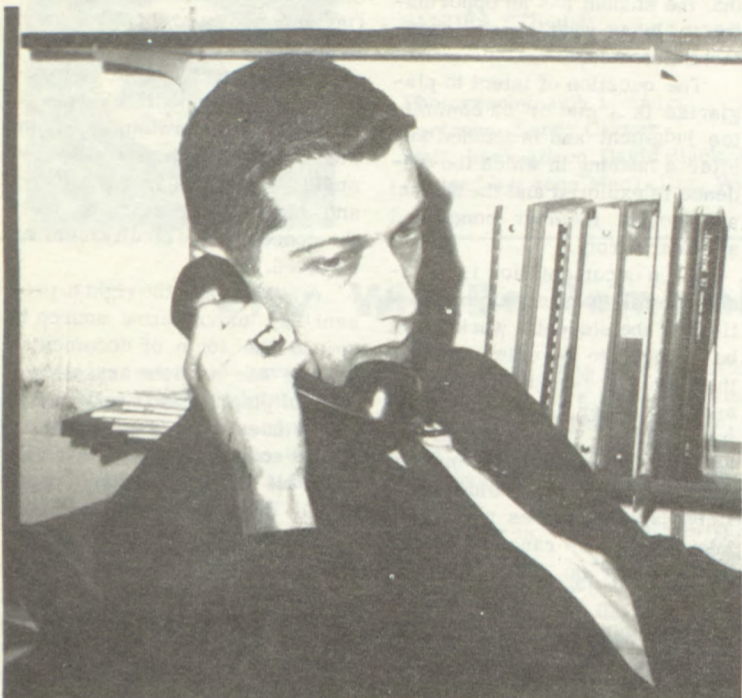
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# Petty Leaves. Moves on to U. of Illinois



E. James Petty

E. James Petty, the Director of Student Activities and Assistant Head Resident of Vandenberg Hall, will be leaving Oakland on July 19 for a new position at the Medical Center of the University of Illinois. He will be the Assistant Director of Union and Housing. The function of his job will be to assist the Director of Housing in the administration of the Union and Housing division, with particular responsibility for directing housing operations.

The position includes responsibility for the following facilities: A student residence hall housing 412 men and women with a new Union connected to the hall; a women's residence hall housing 177 students; a 10 story building containing 145 apartments for employees of the University; an 11 apartment Nurse's Residence, and 3 fraternity houses. Petty will be involved in planning for future growth of additional residence hall housing for 1970-71 with growth planned through 1975.

As part of his housing responsibility, Petty will serve as the faculty advisor to the Residence Hall Association working with student officers and committees. He will also be responsible for development and supervision of an effective counseling and guidance program.

T. Jones, the activities secretary said of him: "As a boss he is outstanding. He has been extremely co-operative and understanding. Since this is my first year here he has been especially anxious to help explain things to me. He is extremely conscientious and is constantly involving himself in extra activities."

Mr. Tom Zarle, Coordinator of Vandenberg Hall and Assistant Director of Housing, remarked that "Mr. Petty was especially instrumental in Vandenberg's first year of operation. He had the amazing capacity to combine the formal administering of a large hall along with the easy going personalism of a big brother. His door was always open and there were always bull sessions going on."

Petty's boss, Ed Birch, said: "I can't praise him enough, although I hate to sound like a benevolent administrator. Mr. Petty

came to Oakland 3 years ago - a year before I arrived. He was especially helpful in orientating me. I never hesitated in handing Jim any job as he has proven to be an extremely able person in coordinating student activities and being available to all students. One of Jim's admirable qualities is his ability to work on a one to one basis with students." He continued "This is a good move for Jim -- there's more money and greater opportunities for him and he isn't the type to remain static. He has had to carefully consider the opportunity and even though I hate to see him go I'm extremely proud of the job he has done at Oakland."

Mr. Petty remarked that he hates to leave the stimulating atmosphere here at Oakland. He will be dealing with a more technical administrative job which he feels will be "tremendously challenging."

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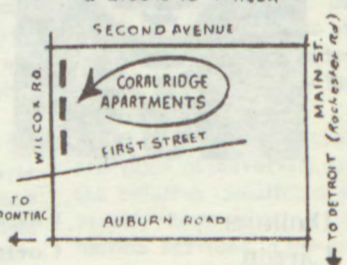


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# Versatile Violin Sings

by Spencer Lepley

Last weekend, the Detroit Symphony Orchestra under the direction of Sixten Ehrling, attempted to show its versatility by playing numbers from Bach to Stravinsky. Unfortunately, Ehrling only succeeded in again proving the somewhat wellknown fact that he cannot cope with pre-Romantic music.

Friday night's concert began with the Mozart *Symphony No. 41 in C Major* ("Jupiter"). Aside from a fairly interesting fourth movement, the Mozart was stiff, trite, and deathly boring. It seems to me that the Orchestra could avoid these kind of pieces during the Meadow Brook Festival and save them for the less expensive fall season.

Delving even deeper into ancient music, Ehrling next came up with Bach's *Concerto for Violin and Orchestra No. 2, in E Major*. Again the Orchestra sounded trite, and the only saving grace for the number was the featured soloist for the week, James Oliver Buswell IV. He perform-

ed the difficult Bach with such apparent ease and beauty that I began to wonder if his part had been pre-recorded and was now being played back.

The high point of the whole evening occurred after the intermission. Buswell was back again -- this time to perform the Stravinsky *Concerto for Violin and Orchestra in D Major*. This time the Orchestra played brilliantly in its wild accompanying role. With this superb orchestral background, Buswell performed his part with aggressiveness and style and made the Concerto another memorable occurrence at the Pavilions.

The Stravinsky would have been a suitable ending for the evening, but for some unknown reason, Ehrling put another number on the program - Berlioz's *Queen Mab*, from the *Dramatic Symphony "Romeo and Juliet."* The performance sounded unrehearsed, and the playing was sloppy. All the piece accomplished was to end a somewhat

dreary concert on a very bad note.

Saturday night's offering, however, was a performance of a different color. Mahler's *Symphony No. 5 in C Sharp Minor* put Ehrling in his element. This is where he belongs, and the performance proved this idea. Under Ehrling's lead, the Orchestra came alive to give a powerfully brilliant reading of the boisterous, yet beautiful piece. Again the rejuvenated brass section came to the fore. A special note must go out to the trumpet section. They played excellently and with great style, making the Mahler that much better. This performance must be the classified at the best of the season to date.

The piece played after the intermission turned out to be the perfect ending to a wonderful evening. Buswell returned for the last time to perform Lalo's *"Symphonie Espagnole"* for Violin and Orchestra. This delightful piece was almost sung by Buswell's violin -- the beauty of it nearly unbelievable. This fine violinist showed great versatility (unlike the Detroit Symphony) in his exciting performances all weekend, and promises to be something to reckon with in the near future.

## MBrook Students, Pro or Con

For three years, at approximately the same time every summer, Oakland students have all had a common subject for discussion -- the coming of Meadowbrook. At these times opinions are voiced which range from outrage to boredom to pleasure, with the latter group being a decided minority. It is becoming a sort of O. U. tradition to gripe about "all these kids running around campus" and to complain of the inconveniences caused by the hordes of "non-students" on campus. After talking with students and doing some amount of complaining ourselves, the Observer thought perhaps it might be interesting to sample student opinion. The following are some selected comments.

CRAIG DOWNS, RA for "Study Skills" said: "It doesn't bother me in the least to have them here. It gives the campus a little more in the summer than it would ordinarily have. One thing that does need improvement is the communication link between the head of Meadowbrook and the administration. For instance, the first day they were here Housing didn't even know how many were coming and a lot more came than were expected."

SUE HALL, a senior, gives a contrasting view. "I understand that we have to have these outside groups, but a poor job has been

done to coordinate them with the regular students. Most of them don't even realize, or don't care, that there are regular students here. The noise in the dorms at night is awful. These kids should realize that they're guests of the University and should act as such. They should know that we have to study at night when they're free to make noise. And the adult members of Meadowbrook aren't much better. I like the idea of having more people on campus and more things to do. But they have to understand that this isn't a summer camp."

MARC WHITE'S contribution consisted of, "those kids really need to go to this school, they really do - 'cause they really make a lot of noise."

The comment by DAVID BLACK was representative of the pro-side of the picture. "It adds life and is very pleasant to see so many people all over. As long as they are separated there's no problem, except for weekends when you have to wait an hour in the food lines. It's nice to go to the concerts free. If we overlook all the extra noise of people singing and practicing it's ok. They keep the place from being a cemetery."

SPENCER LEPLEY'S only comment was that the Meadowbrook people served a twofold purpose. "It gives the students something to do for recreation and it keeps the tension down by giving them something to complain about."

One of our few freshman on campus, PENNY GOODMAN, took up the new tradition with zeal. "It seems the University isn't taking the students point of view into consideration. Meadowbrook students don't think of the regular students when they make all that noise during study hours. Maybe they could open the library or a classroom building for them until closing time to keep them inside. The only comment I've heard about "Upward Bound" is from kids complaining that they've taken over the gym from one to five."

ON CAMPUS

Sunday, July 23

8:30 p.m.

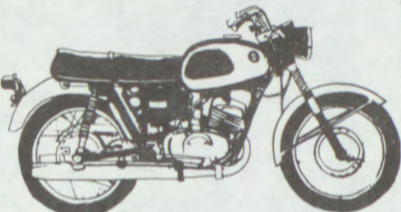
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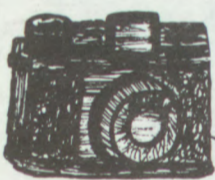
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(l to r) Mace Childs, Katie Rest, Jay Schult, Nancy Roesch

## Upward Bound

# Advisors Caucus

SEE RELATED STORY ON PAGE ONE.

Student counselors for Upward Bound are Nancy Roesch, a former student at the Merrill Palmer Institute, currently a student at Wayne State University; Katie Rest, an April graduate of Oakland who was a Resident Assistant in Hill House the last three semesters; Mace Childs, a junior psychology major at Oakland who has lived in Van Wagoner; and Jay Shutt, a senior at Oakland who is studying English literature.

### "more interested in people than machinery"

Interviewer: Why did you take this job with Upward Bound?

Mace: I'm more interested in people than in machinery. I thought a summer job like this would benefit me in finding out more about my major, psychology.

Jay: It's a tremendous learning experience.

Katie: It fits in perfectly with the kind of summer I wanted. It came two weeks after I finished substitute teaching and will end three weeks before my wedding. Besides, this job was intriguing in the many roles and capacities the counselor has to meet during this 24 hours a day job. This job offered me the opportunity to explore the need for helping others.

Nancy: You can experience with Upward Bound a something which you can't experience in the classroom - spending 24 hours a day with your students. It's a more intense involvement with the kids and you aren't bound by the limitations of a classroom type structure.

Jay: Also for the challenge of motivating youngsters who have shown great potential, but haven't used it constructively yet.

Interviewer: In what ways is this program different than last year's, Nancy?

Nancy: Even more emphasis is being placed on the importance of the students' growth in reading skills, though much improvement was shown throughout the year in the classrooms during the past regular year. The cultural aspects of our program have been given extra consideration this summer, and have been more carefully selected.

Mace: And you know the students are very proficient and prolific in their criticisms!

Nancy: Also, many of the students have realized their leadership and group participation potentials already, causing more lively participation in all of the aspects of the program.

### "Reality is here. I'm meeting people not masks"

Interviewer: What do you think of your summer job so far?

Mace: Having these students on a college campus and having them interact with people of different social and cultural backgrounds is an exciting way of introducing enlightenment and stimulation. In this atmosphere of social diversity, it strikes me that this program has the potential to make a revolutionary, positive contribution to our society. We're trying to impress upon our kids the importance of education and if this succeeds, then they are bound to return to their own schools and neighborhoods and have a little bit of that rub off on the other people they meet. This program is doing a lot for me also -- its challenging, and I'm meeting people, not masks. Reality is here.

Katie: In just these two weeks of involvement with this project, I have undergone a cultural shock and re-evaluation of personal goals. This world just never existed for me. But now, it has sunk in that there is such a thing as a condition where human beings are deprived by their environment and by some social attitudes of growing mentally, physically, and spiritually. And the impact of the dichotomy between the human existence is a well-to-do suburb and that of the inner-city just a few miles away has put a new perspective on the many Middle class goals and status symbol games. Some facts about this dichotomy I've found can be intellectually repulsive, too. Many of the books by the new wave of Negro authors are jolting, especially Ralph Ellison's *Invisible Man*.

Perhaps the most significant value for me in this program is its essence of communication. Everything we are trying to do

1967 is the Year of the Library. Or so they say. Finally, administrators, faculty and concerned students tell us, something is being done about the state of the Kresge Library.

Seeing is believing, of course. So we trotted over to see. Right on the tail of the North Central Association, accrediting agency for this region. This agency sets library holdings of 300,000 volumes as its minimum requirement for an accredited undergraduate library. Kresge, seeking recognition for undergraduate and graduate study in five areas, has only 120,000 volumes.



W. Royce Butler

The library problems at Oakland are enormous. The man who knows this best, W. Royce Butler, new University Librarian and professor of bibliography, refuses to bend under them. A Canadian, Butler comes to Oakland from the University of Toronto. Though he officially started here February 1, he became library consultant in July, 1966. Last month he prepared a comparison chart designed to bring reality home to those with an interest in Kresge. It does. At the top of the chart is Harvard with 7,600,357 volumes. At the bottom Oakland with its 120,000. Of course, according to Butler, "We must realize that Harvard has been at it since . . . Oakland's problems are the very same ones that face all other new universities. Instant libraries are cropping up all over the country. But with money and time these problems can be met."

Butler's main interest lies in the realm of academic libraries. "Public, school and special li-

braries are quite different in assumptions, purposes, operations. I see this library as integrally part of the academic community. I consider it more as a part of Oakland University than as related to other libraries."

His main goal is to increase the staff. "It's hard to get professional librarians and we don't want any other kind. The theme of the American Library Association Conference this year was Crisis in Manpower. There just aren't enough good librarians to go around." According to Larry Auld, Assistant to the University Librarian for technical services who came to Oakland from the State Library of Hawaii, a good librarian for OU's purposes must have "literateness." "I don't think it's in the dictionary," he commented, "I never looked it up -- but I guess I mean not just literacy but a literate background. We would place an academic librarian at the top of the pile. We would like anyone we hire - for professional or clerical work - to have an idea of why the university is here and why a library is here."

Butler also mentioned as a goal the development of a more sophisticated organization. The staff consists of two major divisions, technical and public services, respectively under Auld and Robert Gaylor. Auld's department purchases and prepares the books. Gaylor's deals with the public -- he estimates that some 500 people use the library each day. Other figures picked up: between July 1966 and June 1967

some 75,000 volumes were circulated, 51,000 pages of Xerox turned out, and 11,382 reference questions were answered. Approximately 75% of the collection is circulated in a year's time.

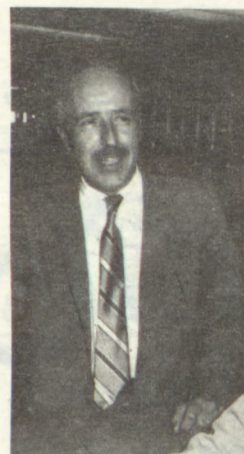
Gaylor sees his job as a public service one. "I would be very unhappy if I did not feel that my job benefitted the students. We are really custodians -- here to see the books get into their hands." In answer to a question about the use of the library, Gaylor said, "We have a very literate student body and I feel they should use it more. We want to acquaint students with it; orientation is part of our attempt to do this. Although orientation is a lot of trouble, we feel it is well worth it. But we are not here to drum up business -- that is the job of the faculty."

There has been a complete reorganization of the library since April. Government documents and the map collection have been moved to the basement, the science collection and periodicals section (which is now for the first time open for browsing) are on the third floor. Five hundred new periodical subscriptions have been ordered this year. Also, the library has essentially doubled its staff in the last 12 months. But personnel gaps still exist.

The problem of book shortage is still the most glaring one. Obviously 120,000 books is not enough. The first step involves a complete inventory to be taken after school closes in August. There is no really accurate count. Butler is asking for a budget of from 300-350,000 dollars a year for books. It is estimated that, at approximately \$10 per book (which covers technical preparation of the book -- cataloging, labelling, etc -- besides the actual price) within five or ten years we may reach NCA's 300,000 minimum. Of course, the budget fluctuates so drastically from year to year -- it could fall anywhere from \$75,000 to \$300,000 - that this is only a rough estimate.

Even so, plans are underway for a new research library behind the present structure, designed as a "tower building" to be begun (hopefully) by 1969. Ten thousand dollars has been allotted for preliminary drawings for the building.

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Robert Gaylor

revolves around the concern that this is a person to person program with real, genuine communication in our relationships. Jay: Interaction with these students can be beneficial for OU as well as for them. We can never really solve the alienation between races and social backgrounds unless we learn how each other thinks and feels.

Interviewer: In what ways is this program different than last year's, Nancy?

Nancy: Even more emphasis is being placed on the importance of the students' growth in reading skills, though much improvement was shown throughout the year in the classrooms during the past regular year. The cultural aspects of our program have been given extra consideration this summer, and have been more carefully selected.

Interviewer: In what ways is this program different than last year's, Nancy?



Technical/Services staff (l to r)

Larry Auld, Martha Ann Mueller, Jim Stewart, Mary Lou Lacy