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Tuition Increase Confirmed Fernald School Set

Fourteen students from seven states and the District of Columbia have been accepted to form the first class of the pioneering Academy of Dramatic Art (ADA) at Oakland University.

They will begin a two-year program of professional acting studies Sept. 29 under English director John Fernald, who was Principal of London's Royal Academy from 1955 until 1965. Working with Mr. Fernald and the ADA students will be a faculty that includes leading actors, directors and teachers from RADA.

"To our delight, all of the candidates who auditioned for places in the Academy showed considerable talent and promise," said Wilbur W. Kent, assistant Dean of Oakland University's School of Performing Arts. "Most had already acquired impressive professional or academic theatrical credentials, or both. It was difficult to keep the initial class down to the planned fourteen."

In addition to the fourteen starting in September, eight other candidates have been accepted for Winter Term admission to the Academy, bringing the total accepted to twenty-two from fourteen states and the District of Columbia. Further auditions to fill the remaining six places for the Winter Term will be held in mid-October.

The Academy received 434

inquiries from the United States, Canada and England; and 80 formal applications from prospective students who wished to audition. Sixty-eight candidates from 22 states and the District of Columbia actually auditioned in sessions at New York, Chicago, San Francisco and Oakland University.

"When admission is by audition and class size is limited, non acceptance does not necessarily mean that the candidate has failed in any important respect," Kent said. "In the case of the ADA auditions, it merely means that the overall quality of those who presented themselves was extremely high."

The Academy of Dramatic Art is unique among American university programs in offering advanced training solely on the basis of talent, as demonstrated in auditions, regardless of the candidate's academic background, or lack of it.

"Approximately a four-to-one ratio exists among the accepted candidates," Kent said, "with three out of every four holding advanced university degrees, several of them in theatre, and about one in four who has completed only formal high school training."

"The two-year Diploma in Dramatic Art exists independently of the University's academic programs," he explained. "This

is training for serious artists whose metier is the theatre, individuals who intend to pursue professional careers in the theatre."

Most of the accepted students are in their late 20's and early 30's. The average age of the first group of 22 students is 25.6 years.

New Team For O.U.

Creation of a new graduate course that will put O.U. on what he termed "the threshold of an exciting frontier of science" was announced by John E. Gibson, dean of the School of Engineering, following the appointment of Keeve M. Siegel of Ann Arbor, one of the world's foremost space-age scientists.

Siegel, formerly professor of electrical engineering at the University of Michigan and head of U-M Radiation Laboratory, was founder and former president of Conductron Corporation. He now heads KMS Industries, Inc., which he founded this year.

"Professor Siegel is world famous for his early work on radar scattering and electromagnetic propagation," Gibson stated. "More recently, he has headed a team of such experts as Dr. Louis J. Cutrona, Lloyd G. Cross, Dr. Gary Cochran, Robert D. Buzzard, Dr. Harold Katz, Emmett N. Leith, Dr. Murray H. Miller, Carlton E. Thomas, and Lindsey E. Waldorf. Together these men, all of whom will participate with Siegel in his O.U. seminar, are pioneering new uses of coherent light such as is produced by laser action. Such beams provide the possibility of extremely wide-band communication links for space applications, three-dimensional television via holography, and super-precise surveying techniques, among other possibilities."

A novel ability-to-pay plan was incorporated yesterday in tuition increases approved for Michigan State and Oakland. It is believed that Oakland and State are the first colleges in the country to so base tuition charges.

As a result of closed-door talks by the Board of Trustees, Oakland University students will have to pay anywhere from \$44 to \$244 more this coming school year than last year for tuition, dormitory housing and campus parking.

To the new plan Chancellor Varner commented that "we will just have to see what happens. I don't know what its effect will be on Oakland University. All I can say is that it was passed five to three by the trustees."

Speculation was that most of Oakland's students do not come from families of the higher income bracket who will be the hardest hit by the graduated or sliding tuition rates for state students; consequently, Oakland's increase in revenues may be very nominal.

Five Democrats on the board of Trustees pushed through the tuition plan despite the recommendation of a three-man committee appointed by MSU President John A. Hannah. They recommended not to adopt the ability-to-pay plan. The three Republican trustees unanimously disagreed with the plan.

The plan will not affect Michigan residents whose family incomes are below \$11,800 per year. Students whose parents make between \$11,800 and \$16,666 a year, according to federal income tax figures, will pay three per cent of their income for tuition. Students of parents who make a total income over \$16,666 will pay a maximum tuition of \$500 a year.

Out of state tuition rates were hiked from \$1,044 to \$1,244 at Oakland with fee differential. About 6% of the University's enrollment is from out of state.

Tuition increases were necessary since the State Legislature did not give state colleges as much funds as needed to operate and suggested out-of-state students pay 75% of their costs of education.

Dormitory housing rates were also raised by the Trustees from \$870 to \$900. Parking fees for students, faculty and staff were raised from \$2 to \$16 a year. These fees will pay a major share in financing a \$380,250 project to build 2,739 parking spaces in the next five years.

Republican trustees and a state representative are seeking to reverse the new ability-to-pay system of fees for resident MSU students.

Trustee Frank Merriam, R-Deckerville, questioned the constitutionality of the University's graduated scale of tuition based on parental earnings.

He said he may request an opinion from the Attorney General's office and also suggested that he might consult with the Michigan Civil Rights Commission (CRC) on whether the fee schedule could be considered discriminatory.

Meanwhile Rep. Gustave J. Groat, R-Battle Creek, indicated in a letter to the Board of Trustees that he would formally file a complaint with the CRC.

He said that he planned to introduce a resolution in the House when it reconvened Tuesday to call on the trustees to rescind their action.

He described the new fee schedule as both "undemocratic" and "asinine."

No Hours For Fall

Beginning in the Fall semester, 1967, women's hours will be lifted for all but freshmen women. Immediately following a similar decision for Michigan State, the Board of Trustees approved a new plan which would maintain the present hours for freshmen women while lifting these restrictions on all other female resident students.

Patricia Houtz, Dean of Women, commented that women without hours would have option-

al signouts. No other details have been worked out yet, but it is assumed that the women's dorms will remain locked and guards will be employed after closing hours. Chancellor Durward B. Varner stated that part of the reason for the increase of housing fees (\$30 per two semesters) would be to pay for the guards.

The change in women's hours is the first official response to the Student Life Commission's Committee on Housing and Dormitory Life. The Commission recommended that not only should women's hours be suspended for women with 28 credit hours, but that the same should apply to freshmen with parental permission.

The Committee also recommended that the individual dormitories be more involved in the decision-making of rules and regulations for University housing. Chancellor Varner stated that the new rules on hours were only minimum standards. The individual women's dormitories would be free to impose any further restrictions they may feel to be necessary.



Following are the exact figures, comparing present, requested, and actual appropriations for Michigan State, University of Michigan, Wayne State University, and higher education in general.

	1966-67 RECEIVED	1967-68 REQUEST	Governor's Recommendation	Final Appropriation
Michigan State (total)	55,571,038	72,294,854	59,404,293	56,749,401
East Lansing	44,180,272	57,364,546	47,229,405	45,004,168
Oakland	4,251,242	5,874,474	4,612,136	4,384,709
University of Michigan	58,094,886	74,632,596	62,264,178	59,160,998
Wayne State University	32,319,261	43,738,079	33,835,951	33,556,137
Higher Education Total	196,424,674	268,247,004	214,028,390	204,587,418



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Experience In Hell

Last week we drove down Woodward Avenue toward the Detroit River. It was hot outside with people congregating on street corners, fanning themselves with the back of their hands. The squallor of the tenements looked especially depressing in the heat; the lack of recreational activity on such a Saturday night accentuated the poverty that the building portrayed. We wondered aloud: "When will it hit Detroit next?"

We don't know much about Detroit. The Edsel Ford Expressway is still a mystery, we still get lost going to and coming from Tiger Stadium, and for us the only way to get downtown is to take Woodward as far as it will go. We were told by native Detroiters that the last race-riot occurred in 1943; no other since, and with "conditions being the way they are," they didn't expect another one. We don't know much about Detroit, we don't know the unemployment statistics, we don't really know much about the "conditions being the way they are." But we have gone through Harlem, the South Side of Chicago, the outskirts of Memphis, and streets leading off of Woodward. We do know a little about ghettos and poverty and in these two areas Detroit seemed no better off than its New York or Illinois counterparts.

April, Martin Luther King was asked about long, hot summer night riots. He said that the problem with riots on long hot summer nights is that during the long, cold winter days little or nothing is done about them. We heartily concur, and we hope that the people of Michigan also agree.

'Top-Down' Bureaucracy

One of the unavoidable conclusions drawn from the recent tuition controversy is that Michigan State University and Oakland are schools with "Top Down" bureaucracies. Policy is formulated and decided at the top without consultation with the lower echelons before being put into effect.

The evidence for such a conclusion is hard to avoid. During one day of interviewing for the story on tuition increases, I talked to Mr. Atkinson, Mr. Dutton and Chancellor Varner. Mr. Atkinson, who as Registrar is not very high on the Administration totem pole, knew almost nothing about the new tuition plan even though it would be his responsibility to put it into effect. He had received no official communication on the subject and was not aware that such a plan was being considered until he heard about it through the grapevine.

Dean Dutton knew roughly how the plan would work, but was not sure of the exact figures. Chancellor Varner knew the exact figures and how the plan would work generally, but he did not know how myriad little problems (such as what precisely constitutes "family income") would be resolved. For that information, he stated, he would have to consult with the Board of Trustees!

All of which points to a bureaucracy engineered and functioning from the top down. Policy is formulated at the top, without consultation from the rest of the bureaucracy, and the directives come down. If this is the case, there are a number of implications which deserve close study.

First, a "top down" bureaucracy is basically authoritarian. Dissension, to any effective degree, is discouraged and the bureaucratic structure is geared to carrying out orders as given. "Efficiency" and "cooperation" are the key words. (One is reminded of Bobby Kennedy, whose motto during the 1960 campaign was "If you can't play on the team, you can't play!")

Second, the system is anti-democratic and discourages initiative. Since it is easier to give an order than to discuss one, directives are not meant to be questioned. Personal initiative and new ideas

Both Governor Romney and Mayor Cavanaugh commented that acts of vandalism were committed by unlawful elements, but that these episodes did not constitute a racial riot. If that is true, then we suppose that the people involved were Negroes by accident, that the "acts of vandalism" broke out in the slums by accident, and that the cries of "Kill Whitey, kill Whitey" really referred to a once-great Yankee pitcher by the name of Whitey Ford for his past performances against the Detroit Tigers.

Perhaps Detroiters have faced "the Negro problem" differently than we are led to believe. Nevertheless, whatever they did, however they went about it, it didn't work. We are faced with a race riot and we have to accept that as a fact. But even more worrisome than that, this riot is worse than all other of the last three years. It has spread to the very outskirts of Detroit, rather than remaining concentrated in one place as has been the case elsewhere.

Detroit has been extensively damaged, but the damage hasn't ended yet. After it's all over, the citizens of Wayne County and the state of Michigan will have to rebuild and clear out the debris. Among the debris, scattered here and there, they may find the causes that activated Detroit's experience with hell. And if they find the long-range answers that will eventually alleviate these causes, hopefully they will remember the hot summer nights and initiate some short-range remedies immediately.

-Tom Volgy

would only rock the boat. A "top down" bureaucracy places no premium on innovation.

Third, since the system is stable and controlled, external considerations take precedence over internal considerations in policy formulation. The theory here is that the bureaucracy can adjust to whatever directives it receives and therefore policy may be formulated on the basis of conditions outside the bureaucracy.

On a day-to-day basis, the pitfalls inherent in the system rarely become obvious. It is only when those at the top attempt a major change that the bureaucracy falters. Such a case is the new tuition plan. Had the plan been developed through the Registrar's office and then given to the Chancellor and the Board of Trustees, most of the problems now plaguing the Board could have been avoided. But the process worked just in reverse. The idea came from the Board of Trustees without consultation from the rest of the bureaucracy and, unfortunately, without extensive thought.

The problems which have arisen since, and there have been many, have naturally followed the idea to its source. And in a system which dictates that only leaders shall lead and followers shall only follow, the Board has found itself deluged with complaints and problems which should have been solved at a lower level long before the plan was approved. The result, predictably, is chaos.

Aside from the utilitarian considerations, there are philosophical arguments against any university operating with a "top down" bureaucracy. For one thing, internal lobby groups (such as the Student Life Commission) cannot become effective until they constitute an outside influence. Change can only come about from revolution rather than any democratic process of reevaluation. In the same way, good ideas can become lost because they are not properly worked out at the top and they do not come from the bottom. It is a sad commentary on American education that so many schools function with the "top down" bureaucracy.

G. R. Willihnganz



"Well, if you earn more than \$10,000 and have less than 4 children, then tuition for a student will increase 6%, if the GNP has not gone up less than 1.57%. If this is the case and your wife is pregnant and you own two cars, and a dog the increase will be 3.7%. Now if your income is \$18,000 and you have a swimming pool..."

To The Editor:

There has been much concern regarding the efficacy of the invasion of "non-regular" students to our campus during the summer months. Much of the public furor has been raised about the behavior of the students of the Meadowbrook School of Music, but there has also been a furtive, but equal, hostility towards the students of Project Upward Bound. We would like this letter to be viewed as knowledgeable opinion and not as another "P.R." blurb.

When the decision to house the male members of Project Upward Bound in Van Wagoner House was made we became the recipients of much sympathy and many sardonic jokes concerning our lot during the coming summer. The sympathy was appreciated and the jokes were funny, but we are glad to report to the campus community that both were unnecessary. We would like to take this opportunity to publicly say how pleased we have been to have the Upward Bound men staying with us in Van Wagoner.

As reported earlier in the Observer, changes in personnel, planning and the benefit of a year's reflection have made this year's six-week campus experience superior to last years. From our perspective, we've been unable to see any differences between the Project Upward Bound men and Oakland's freshmen regarding the adjustment to the formal and informal rules of dormitory life. We have been consistently impressed with the serious attitudes and mature behavior of the overwhelming majority of the Upward Bound men. Their good humor has been a constant source of delight and their enthusiasm provides a basis for our optimism concerning their futures.

There have been acts of vandalism committed by members of the Project. But response by the members themselves to these acts of vandalism has shown a de-

gree of maturity and sense of responsibility which far surpasses that of the Oakland students by several orders of magnitude. The perpetrators of these acts have confessed and the students of the Project have voluntarily agreed to tax themselves to defray the cost of repairs (Maybe the men who resided on the 7th floor of Vandenberg last year could gain by membership in this Project.)

In short, we feel the students of Upward Bound deserve the highest praise, and we hope that the entire Oakland campus will join with us in happily anticipating their return next summer.

Mr. and Mrs. Starr
Van Wagoner Head Residents
To The Editor:

The error in identifying two photographs in the last Oakland Observer is most unfortunate, especially in view of the fact that as a University librarian recently come to Oakland, I am not likely to be known to most students.

In consequence, I suggest that you reprint both photographs, properly captioned, on the front page of your next issue. Please correct also an error of fact in the article. I came to Oakland not from the University of Toronto but from York University in Toronto.

W. Royce Butler
University Librarian



W. Royce Butler

"Education Is A Life-Form Function"

By Sandra Stroup

James McAlpine has learned to negate titles. For three years at Oakland, McAlpine was a man whose title bore varying degrees of importance of different segments of the University.

McAlpine came to Oakland in August of 1963. His title was Minister to the University Christian Federation, which is comprised of seven denominations, a title he retained until January of 1967. He then became the Assistant Director of the Alumni Education Department, a segment of Continuing Education. In these two roles, one of Minister the other of counselor and consultant, his image has grown and expanded along with the University.

He describes his old job as "an experimental probe to discover a new relationship between the Church's ministry and higher education. My presence was to place the concerns of the Church within the life of the university, not at the periphery." The experiment, lasting three years, was to try to offer to the students a new perspective of the Christian faith, without privileges or prerogatives. This perspective would blend with

others offered in order to give the student a choice. McAlpine was grateful to the Administration for their cooperation. The faculty, too, helped him by offering a contrast thereby defining pertinent issues and giving advice of effective methods of communication.

The problem with the title "Reverend McAlpine" and its connotations, was a difficult one for him to solve. "The students have an inward resentment toward all structures prevalent in their life before coming to college," he continued. "This resentment must be overcome through honest discussion. You are seeking to be open to all perspectives."

Changing from Minister to Assistant Director involved a difficult decision. "The transition has been an easy one because the concerns I have here are not unrelated to the position I held before," he commented. "I still have the same set of convictions and haven't changed my style. I haven't ever tried to push my feelings on others."

The change in position was not the result of actively seeking a new job by McAlpine. The job in

Alumni Education appeared at about the time set for the completion of his Ministerial duties.

"By the nature of an experimental operation it seemed appropriate to leave. I had completed a phase and felt I could continue to serve in my areas of concern with greater depth and less psychological stress. 'You have to have a very clear concept of self to have a foot in both the Church and education,' he said, 'which I have, but you can sometimes press it too far.'"

He concluded by saying that he "enjoyed his old job thoroughly and felt the two institutions successfully confronted each other as learning institutions, as they were just people, not places."

McAlpine's present job in Alumni Education is a nebulous one to define. He counsels, advises, helps, encourages and examines alumni and prospective graduates in order to help them further and broaden their education after leaving Oakland. The many services offered by the office are strictly services; they ask for no rewards and are supported by a Kellogg grant. According to McAlpine, "education is a life-form function, we want



"I am seeking to be open to all perspectives"

to help people truly learn how to learn."

A large part of his work deals with a new program known as OUKIDS. The letters stand for Oakland University knowledge and information dissemination system. Simplified, the program is a computer based system which searches current literature within the disciplines of the university. The applicant fills out an interest profile using words defining his interests. His profile is fed into the computer with the current literature and a "hit

rate" is established. The computer then provides a list of documents that fit in with the applicants profile of interests. Copies of the documents selected are then forwarded to the applicant.

Other services offered include counseling for future educational goals, assistance in obtaining information on local in-and-out-of-state schools, and advising seniors and alumni on furthering their educational perspectives. By providing these services the alumni office is attempting to define the university as being more than involved for only eight semesters but a process which lasts throughout the life of the alumni.

The idea behind Alumni Education is new. They have been operating since January 1967 and are constantly modifying and innovating in order to experiment with new methods.

The Reverend Mr. McAlpine represents a transition between the "old" Oakland and the "new". In the old, he was a part of an informal, small, congenial atmosphere in which he became close to many Oakland students. In his new role he is a part of a changing growing Oakland -- experimenting, challenging, opening new fields of inquiry. He is a bridge and an oasis -- a part of an Oakland remembered fondly, a part of an Oakland looked to with both admiration and fear. He now has one foot in the past of Oakland and one in its future.

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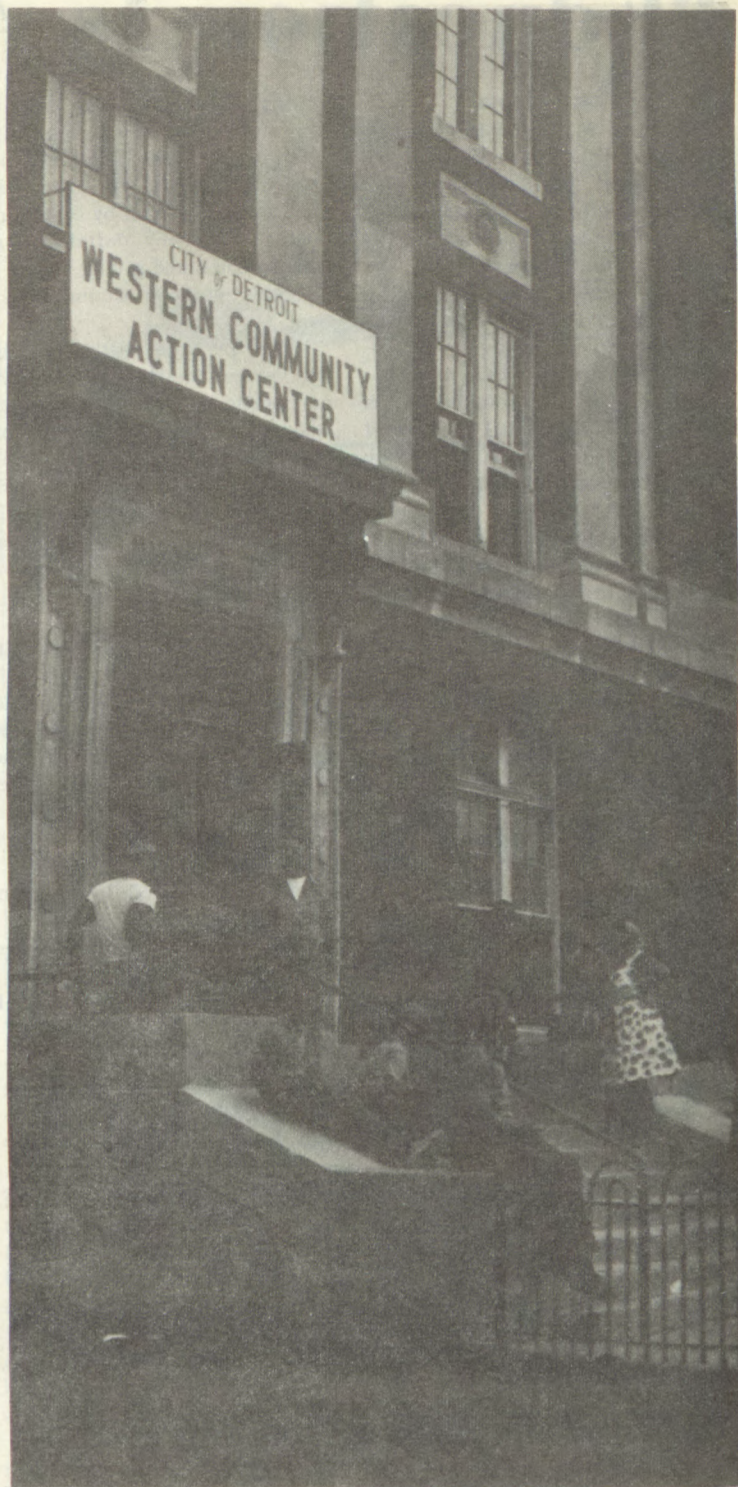
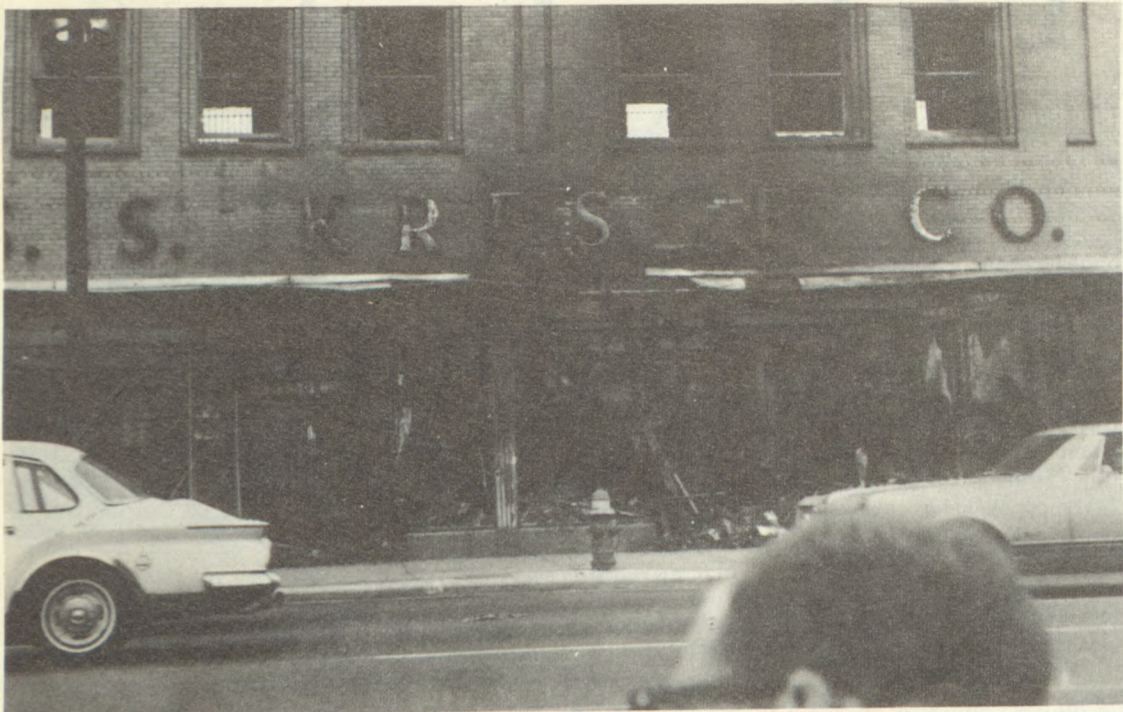


PHOTO CREDITS:
Ken Duckert





Impressions On Riot City

For five days men denounced their manhood. They kindled the Detroit disturbance into a raging riot. Killing, looting, and burning spread through the city like a pungent odor in a small room. Men gone mad with greed scarred their neighborhood, their city, their country, and Nature. Nature . . . on which they survive was raped and razed, plundered and destroyed. Just how deeply they have injured is unknown and will probably remain so after we are gone.

For five nights, men killed men, burned away what shelter they had, and then stole property which they could not even store. And the burning continued. Fires roared out of control; the searing flames, screaming ever higher, rending the very air we breathe foul. No end could be seen. Things seemed to be going downhill. But, as if redeeming the sinners, Nature again forgave and late Thurs-

day evening she stormed down upon the men. She chastised them with her white hot breath and her screams of thunder. And when the hour of purging was over, she issued forth her gentle tears and brought the cooling, healing winds.

And on the sixth day, there was calm and most men who were lost returned; and with them . . . hopes of peace. Bob Lietaert

WHAT'S HAPPENING?

While in Detroit Sunday evening, I was ordered out of a theatre and upon leaving witnessed the turbulence along Woodward Avenue. We took that route only because it was impossible to get to an expressway due to the fires. I have never been more frightened in my life.

It's not enough that we have to send our boys over an ocean to fight . . . we have our own little war in our backyards! It's no longer something we read about in a

newspaper and say to ourselves, "Well, it's too bad!" and then slip it into the back of our minds and go on with the cares of the day because now the cares of the day lie restlessly on the fact that the rioting could move closer to us. We don't have to send our boys thousands of miles to die. Now they have only to enlist in the National guard. We can't go into our cities to work, to shop, for entertainment or even to go to school. We have to be off the streets by nine p.m.

Some might say, "The Negroes started the trouble;" But are they really? I saw both white and Negro rebels involved. Would working men burn the establishments where they earn their livelihood or buy the food to feed their families? The Negroes know this isn't helping their cause so why would they be the instigators? Is it actually caused by an outside force?

Janice Means

City Is Dead

By Lee Elbinger

Something to think about:

Detroit is one of the ugliest cities on the planet. It is a huge dirty machine that grinds out plastic products, plastic promises, and plastic people. The recent riots express one shining affirmation among all the lost lives and destroyed property: it confirms the fact that the human spirit will not tolerate ugliness indefinitely.

If I had said one week ago that the unplanned sprawl of our "modern" cities is inhuman, obsolete, and must be dismantled so that people can live in a decentralized version of a "hippie"-style community, I would have been laughed at and ignored. But it is now overwhelmingly apparent that we could not continue in the direction in which we were headed without disaster. The people who run the electric, technological complexes we call "cities" are burdened with 19th century, mechanistic attitudes. Hence, confusion. There is no understanding of the concepts of "community" or "retribalization" -- only an inhuman concern for (and worship of) "property."

The System is breaking down. The old concept of a "city" is dead. The System relied on a Calvinist regard for material objects. But the rioters had no advanced concepts of "mine and thine" which, I am told, constitutes 9/10 of the law). The rioters (black and white) only understood "heat," "cop", and "frustration."

The "city" is dead. The forts which were once formed to protect citizens from Indians are now sprawling, ugly collections of neon junk. The freeway system is obsolete. Private cars are obsolete and dangerous. The postage system is slow, tedious, and costly. People pay high rents for rat-infested cubicles and the population increases. Taxes rise to keep governmental services at the same low level. How long can it go on? What holds us together into "cities?"

As Marshall McLuhan so aptly

said: "We look at the future through a rear-view mirror." Well, baby, we just crashed. Riots occur when difference between "society" and "people" has been stretched beyond endurance. "Society" is what "should be": two-car garages, suit and tie, calm resolution of problems, Cadillacs. "People" are what "is": alcoholism, violence, uncertainty, manipulation, exploitation. The meeting ground of "society" and "people" is "community," but "community" is lost in our vast wasteland of assembly lines (obsolete), television (insipid), beer (consciousness contracting), Christianity (irrelevant), materialism (dehumanizing), and politics (manipulative).

Something to think about:

Dwight McDonald: "a community . . . is a group of individuals linked to each other by concrete interests . . . The scale must be small enough so that it 'makes a difference' what each person does -- this is the first condition for human, as against mass, existence."

Without "community," our air-conditioners, Cinerama, pizaburgers, Mustangs, and musical comedies will bring us little comfort. We will remain alienated and imprisoned within our narrow mind-boxes until those of us bold enough and desperate enough break out and riot. The (economic/social/religious/educational/cultural) System is a tool to be used by the people; people do not exist to be used by the system. Such a condition is intolerable and cannot last long.

At this moment, there are riots in Detroit, Pontiac, Cincinnati, Grand Rapids, Rochester, Cambridge, Toledo, Minneapolis, and Englewood. Chaos is what's happening, baby.

Sometime in the distant future Detroit will be turned into a huge museum and our descendants will walk down Woodward Avenue wondering how people in the 20th century could endure life in such a primitive, unhealthy environment.



MB Performs Well

By Spencer Lepley

The Meadow Brook Orchestra presented their third excellent concert Wednesday, July 19th. It would seem to the casual music-lover that a successful concert after the intricate Beethoven Ninth the week before would be impossible. However, the varied program plus the ability of the Orchestra members combined to make every segment of the presentation pleasant listening.

The evening started with Robert Shaw conducting Haydn's Symphony No. 92 in G Major ("Oxford"). The piece was played both technically and stylistically well, yielding a total effect of pure enjoyment. The impression I received from the presentation was that the number seemed as much, or more, fun to play than it was to hear.

The next piece played was Berg's Concerto for Violin and Orchestra featuring Jerome Rosen as the violin soloist. The number was well presented but left me cold. It seems that one has to learn to appreciate the piece, and I haven't as yet.

The major part of the second half of the concert was the difficult *La Mer* (Three Symphonic Sketches) by Claude Debussy. Under the direction of James Levine, the Orchestra made this impressionist music vividly come alive. The effect of the realistic reading was evident in the standing ovation the Orchestra received after the performance. If these successful Wednesday night concerts continue, the Meadow Brook Orchestra should go professional and shake up quite a few people in the music world.

Contrary to popular belief, the high-point of the fourth weekend of concerts at the Meadow Brook Festival was Irwin Bazelon's Symphony No. 2 (Short Symphony, "Testimonial to a Big City"). To the pleasant surprise of the audience, Bazelon was on hand to conduct the work himself. It is always wonderful when a composer is able to conduct his

own creation, and doubly so with the atmosphere here at Meadow Brook to add to the enjoyment. The *Short Symphony* is a thoroughly contemporary work with the drive that has been missing in the other twentieth-century music presented this summer. The first and third movements provided the most inspiring music heard so far this season, while the second movement was hauntingly beautiful. I was tempted, like many other people, to interpret the subtitle of the symphony as programmatic in nature. However, Mr. Bazelon informed me that he was not attempting to equate this music with the pulse and tempo of a big city. Although this may be true, it is almost impossible to avoid coming to this programmatic conclusion.

Last Wednesday night, the Meadow Brook Orchestra presented their most challenging concert of the season. The first half consisted of Mozart's Symphony No. 38 in D Major ("Prague") and Wagner's Prelude and Good Friday Spell from *Parsifal*. Robert Shaw conducted the Mozart piece with his usual vigor, and made the tricky symphony an interesting listening experience. The Wagner selection was well presented and served to set the mood for the second half of the concert.

Stravinsky's *Le Sacre du Printemps* (The Rite of Spring) is one of the most technically difficult pieces of music ever written. I had the pleasure of hearing the rehearsals of the Rite from the day the Orchestra sight read the piece, through the dress rehearsal less than a week later. Although many people thought the Rite was too ambitious a project for the group to accomplish, Mr. Levine's strong leadership, along with the seemingly endless ability of the players, proved that the task was not insurmountable. It was an exciting experience to watch the Orchestra prepare their presentation of the Rite in one week of intense rehearsals.

The finished product was delivered as the second half of last Wednesday's concert. The reading of this intense and earthly music was the most controlled and restrained I have ever heard. The effect of this was to heighten the suspense and tension, and to sustain this atmosphere until the wild, climatic ending. Again the Orchestra deserved, and received, a standing ovation for their tremendous accomplishment.

CONCERT

There will be a concert September 9, 1967. This year we will have the Mitchell Trio. The concert will begin at 8:00 p.m. and the student cost is \$1.00 lawn and \$1.50 pavillion. Tickets will be available through mailing during August and at a table in the registration line in September.

Fear For Future Of Detroit

By Alex Bensky

The Detroit riots will not be over for many weeks. When the smoke that presently hangs like smog over the city is dissipated and Hudson's is open again, there will still remain the problems of hundreds of people without support, thousands of homeless wandering the streets. It is doubtful that enough shelter will be found by the end of the fall, and October could be very cold.

The economic consequences will affect the tri-county area, and in turn the entire state. Suburbs are now filled with businessmen who have had their means of support cut off; the city of Detroit has hundreds more who have no way of making a living. This lack of buying-power is going to profoundly affect the area's economy. Within the riot zone itself, there will be no place to shop and no place to spend money. Problems of food and distribution will be great.

Beyond this problem of hundreds of dislocated families there exists those problems in the social realm. The mere act of taking the bus into downtown Detroit or to the ballpark will cause apprehension among whites -- and many will choose to remain at home. Lines of communication have been severed, and it will be quite some time before they can be re-tied. Fear will create an exodus of whites, not only from the riot zones, but from the extreme northeastern and northwestern sections of town -- people who were afraid for their possessions, and watched TV for two days, trying to determine whether their homes would have to be abandoned. Many people will try to get out "while the getting is good."

Detroit may see, in the next municipal election, the interesting phenomenon of someone like Mary Beck or Thomas Poindexter as mayor. The chances of moderates like Councilman Hood being elected to city-wide offices are poor -- whites are likely to react, and leadership of the Negro community appears to be gravitating to the extremists. As whites pour out of the city and the remainder feel themselves more threatened, increased trouble could ensue.

The immediate problems are highly complex and costly. The mere problem of rebuilding residential areas and stores has reached astounding proportions. Getting food in, pushing the city back to "normalcy" where life can resume its pattern may not be accomplished for some time to come. Damage has occurred all over the city.

Even when the busses run again, and the debris is cleared away, when the meetings are held and businesses re-open, there will remain the ugly fact of murders at street corners and apprehensive parents. This is perhaps the greatest tragedy of all -- that citizens are afraid to walk openly on the streets of their own city.

OBSERVER extends its congratulations to the class of August, '67 graduating from the Baldwin Pavillion August 12.

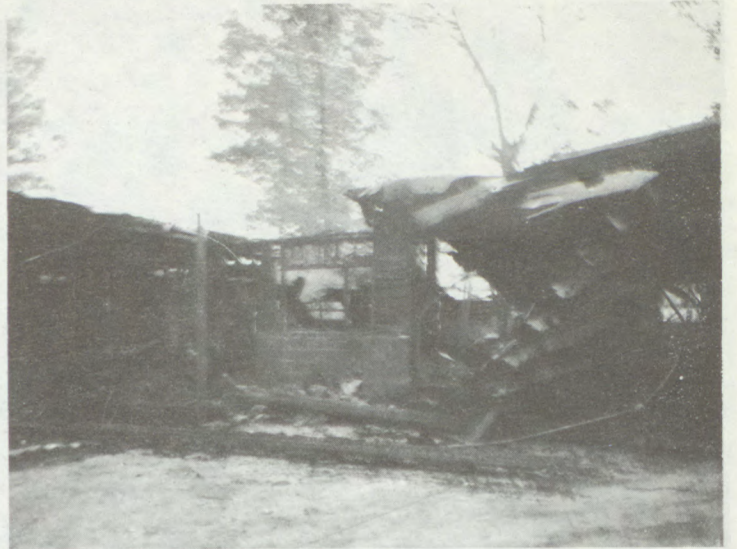


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O.U. Students Capable, Well-Adjusted

Dr. Kenneth Coffman came to Oakland in the fall of 1963 as a Clinical Psychologist. Since 1964 he has been the Director of Psychological Services. Previous to coming to Oakland Coffman held positions as a Staff Psychologist at the Children's Center in Normal, Illinois in 1959 and 1960. He then took on a new position as Staff Psychologist and Director of Adolescent Services at the State Research Hospital in Galesburg, Illinois until 1963.

Coffman received his training at several institutions. He obtained his AB degree in 1958 at Greenville University. He received his MS at Illinois State in 1959; and in 1962 he obtained his PHD at Northwestern. He is also a member of the American Psychological Association.

He explained his function as Director of Psychological Services as primarily providing a professional and sophisticated program for students in need of help to allow them to pursue their academic goals. His responsibilities include selecting the staff. A unique fact pointed out by Coffman is that all six of the full time

staff have their doctoral degree. They are all well trained clinicians. In addition, they have had experience in hospital settings, and have had nine to ten years of formal training along with post-doctoral work. Coffman added that he has five back-up Consultant Psychiatrists who work in the community and are available of consultation. Commented Coffman "we are not only interested in service but we are in the process of becoming active in a graduate program of training other psychologists."

Psychotherapy conducted in this department is generally short-term and supportive in nature, usually fewer than six sessions. In some cases, however, rather intensive treatment is carried on when deemed appropriate.

When asked what kinds of problems Psych Services handles Coffman stated that they are primarily in personal areas: Anxieties, depression, social isolation, poor interpersonal relations, active conflicts at home, feelings of guilt concerning certain activities, problems related to indi-

viduals lacking tools to be a successful student, lack of motivation in a given area, and suicidal problems. Coffman went on to say, he "considers Oakland to have a normal population - their psychological needs aren't any greater than other university populations."

Coffman also emphasized the fact that 60% of the students come on their own initiative. About 40% of those coming receive treatment while the student is in a state of acute distress. Another 40% are moderately disturbed patients; they are less severely incapacitated by their symptoms. Coffman said that up to six students per semester are referred for outside psychotherapy.

Coffman views O.U. students as "rather capable, competent, hard-working, generally well adjusted, and well balanced individuals." He added "I'm seeing a biased sample, 10-15% of the student body, yet I can honestly say that most have strong purposes and goals and are achieving them." He went further to say "our students compare favorably in their academic poten-

tial to some of the best schools in the state."

Coffman concluded by saying that he finds his job extremely rewarding. "Students are capable of change, of surviving successfully the solving of their problems."



Kenneth Coffman

We, the members of Fitzgerald House Council, representing the residents of Fitzgerald House, desire to express our dissatisfaction concerning action taken in connection with property related to the Meadowbrook School of Music.

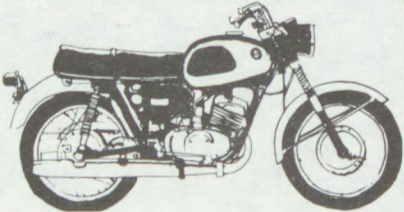
We condemn the act of stealing the Meadowbrook School of Music flag, and in so doing, express our disapproval of the actions of any person or persons directly involved in this theft. At the same time, we wish to reaffirm our position of July 3, 1967, at which time we expressed "our displeasure at the display of the Meadow Brook School of Music flag on the main University flagpole."

Nonetheless, we do not condone the theft of the flag or the immature actions of the irresponsible persons connected with the event.

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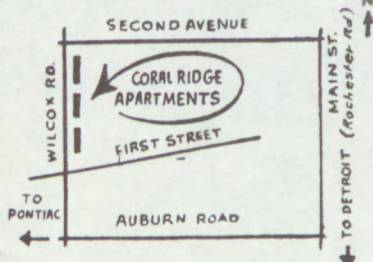


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Varner's Views On Universities, Students

Editor's Note

The following are excerpts from Chancellor Varner's speech at the 75th Annual Meeting of the American Society for Engineering Education.

It has been said that when a single life is destroyed a whole world is destroyed because for that individual the world existed only as he comprehended it. To some extent the same situation prevails with us; as a new institution we have been a microcosm of the world of education. In this decade we have seen at least some of all the aspects of education -- and more than some of many of its features. We have experienced the highs and lows, the joys and the frustrations -- we have lived every day through the birth of a university.

As Chancellor -- the principle administrative officer of this new institution -- I can assure you that I have learned a great deal about the current responsibilities of the president of a university. No one has summarized so well these expectations as did one of our fallen brethren, Clark Kerr, when he made this perceptive analysis of the demands of the office:

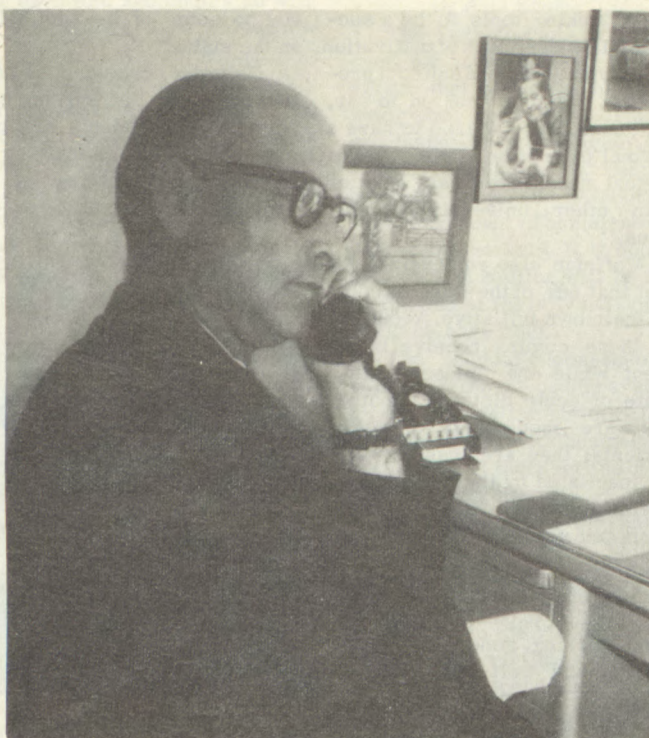
"It is sometimes said that the American multiversity president is a two-faced character. This is not so. If he were, he could not survive. He is a many-faced character, in the sense that he must face in many directions at once while contriving to turn his back on no important group.

The American university president is expected to be a friend of the students, a colleague of the faculty, a good fellow with the alumni, a sound administrator with the trustees, a good speaker with the public, (an astute bargainer with the foundations and the federal agencies,) a politician with the state legislature, a friend of industry, (labor and agriculture), a persuasive diplomat with donors, a champion of education generally, a supporter of the professions -- (particularly law and medicine) -- a spokesman to the press, a scholar in his own right, (a public servant at the state and national levels), a devotee of opera and football equally, a decent human being, a good husband and father, an active member of a church; above all, he must enjoy travelling in airplanes, eating his meals in public and attending public ceremonies. (No one can be all of these things. Some succeed at being none.)

He is one of the marginal men in a democratic society -- of whom there are many others -- on the margin of many groups, ideas, many endeavors, many characteristics.

The president in the multiversity is leader, educator, creator, initiator, wielder of power, pump; he is also officeholder, caretaker, inheritor, consensus-seeker, persuader, bottleneck. But he is mostly a mediator." So sayeth Clark Kerr and who knoweth better than he?

The demands are multiple -- the expectations often totally unrealistic and it is obviously im-



"Students are at the center of the educational enterprise"

possible to measure up on all fronts all of the time. Indeed, even some of the time! Yet, we try -- and (let no one be deceived -- the position carries its rewards. Nowhere else does one have the opportunity to sit as a participating observer in a society that is both complete and totally fragmented; in an environment where challenge and ideas are the principle stock-in-trade; where the ferment of the new frontier is ever present; where the orientation is always tomorrow).

It is doubtful if there has been in the history of education a decade as productive and as exciting as this period 1957-1967. Sputnik I kicked it off-the-handwork of you and your fellow scientists of another land. Suddenly, education was jolted from its leisurely, nostalgic, and traditional ways.

In the drive for excellence and in the wake of exploding enrollments and great scientific achievements, the undergraduate student had in all too many cases been forgotten. But suddenly his voice emerged full-blown with a cry for equal time, or more, and a great new concern appeared in American higher education. This is the new phenomenon of the mid 60's and where it takes us no one really can predict with any degree of confidence. But of one thing I am certain -- it cannot be spirited away, brushed aside, or ignored as though it were simply another goldfish-swallowing collegiate caper.

Cardinal Newman spoke of "... a habit of mind which is formed which lasts through life, of which the attributes are: freedom, equitableness, calmness, moderation, and wisdom ... or ... a philosophical habit." On the basis of my observations, our students today certainly embody at least one of those qualities to a degree undreamed of when he wrote his discourse. They have mastered the attribute of freedom -- academic freedom, free speech, freedom from rules, free tuition, and in some select circles, free love!

Let me admit further that these student radicals do indeed represent a small segment of the student body on any campus, but let us not be deceived by their numerical strength. Not only are they articulate, but they represent a kind of new elite on the campus and carry on influence far beyond their numbers. One of the strange phenomena of campus life today is the passive attitude which highly responsible students hold toward the "hippies" or "activists." While they may disagree completely with the views held by the campus radicals, they, nevertheless, protect with vigor this right of dissent and in most cases the methods employed. To a degree which is often surprising these extremist groups speak with a voice not totally disavowed by their more conformist peers. As Seymour Halleck, Director of Psychiatry at the University of Wisconsin states, "unfortunately, those elite students who are most troubled and whose behavior is most extreme, have become the groups whose values tend to be shared increasingly by all students."

The very nature of these groups and the issues which they generate are difficult enough for harried university administrators, but our problem is compounded by two additional factors.

The first of these is the passive or active support of the faculty for these groups. These students are, for the most part, an interesting and intellectually lively group and are often highly creative. This, undoubtedly, makes them attractive to many members of the faculty. It must be recognized further that for some faculty members there is a natural tendency to align with any group which challenges authority; for others, of course, the support of dissident students is couched in terms of academic freedom and constitutional rights.

There are many identifiable crises which are readily available in the management of a modern university -- the ever -- present shortage of money, the need for

exotic and expensive new equipment, the highly competitive market for good faculty, the collective bargaining approach of employee groups, the continuing concern of one or more of the many publics which keep a critical eye on "their institution." Yet, during the past three years, none of these has commanded the time and attention of those charged with the management of the university as has the problem of dealing with the student dissident group. It is a new frontier in the university and it is many-sided. Perhaps it started at Berkeley -- perhaps not. But in Berkeley all the proper forces converged to make it representative and symbolic of a great number of things.

None of us can take lightly the impact of Berkeley and its aftermath. While the cost has been substantial, there has also been a positive side. We would be blind indeed if we were unwilling to sift out the contributions of this new concern of students. We have had underscored for us a fact that we are tempted to forget -- that students are at the center of the educational enterprise. Out of Berkeley has sprung a genuine renaissance in teaching as a basic responsibility and great new innovations are sweeping the coun-

try -- innovations designed to establish and maintain a personal relationship with each student. Suddenly, numbers are "out" and people are "in"; colleges within colleges have become stylish; learning groups are very much the "thing" in higher education; intensive counseling services have cropped up everywhere; Tutorial approaches are not as obsolete as they were 10 years ago. The student voice has suddenly emerged as an important voice. Indeed, our own campus may be symbolic of the future. We have just reestablished our University Senate and have awarded three seats to elected members of the Student body and have determined that students shall have membership on virtually every university committee. I believe this is appropriate and have supported this decision with some vigor. It is my view that the student voice should indeed be heard because the student, too, has a genuine stake in the affairs of the community and he is not without some competence to speak to the subject.

We may have learned at last that man's major battle is against obsolescence and that no one can be finally educated. At best, he can be made a continuing learner.

CC Members Disgusted

At the Commuter Council meeting of July 24, 1967, the new parking system for this fall was discussed and the following decision was made:

Because the parking registration fee was based on values of a budget that was never seen by the ad hoc committee on parking before the fee was accepted by the Board of Trustees;

Because one member of said committee knew about the new budget, but did not seem to desire to inform the other members of the committee about this matter;

Because the committee was allowed to spend time designing a three year plan and then have the actual plan be for five years and twice the number of parking spaces without the committee's knowledge of such a plan;

Because Students, who donated their time and efforts, many times missed classes to attend the meetings of the committee, while many paid staff members missed over half the meetings and others did not attend at all during the Spring semester;

Because in the reports by the committee chairman to the Chancellor the views of the students were not represented;

Because the students on the committee represent eighty-three percent of this fall's estimated campus population were allowed only three votes compared to the nine votes of the staff;

Be it hereby resolved that the Commuter Council of Oakland University does officially withdraw any and all representation

from the Chancellor's ad hoc committee on parking.

Thomas B. Dutton, Dean of Students, in response to the resolution, stated that sincere efforts were made to get students involved. He went on to point out that although there was no proportional representation on the committee, the sums of moneys demanded that all parts of the University community be represented.

Concerning the financial question, he felt that with upcoming bids, the complicated job of budgets could only be guesswork until such were finalized. Dutton further commented that in all affairs of the committee, every effort was made to reflect the feelings of the students involved.



Dean Thomas Dutton