

Job outlook worst since World War II

The shrinking job market is reflected dramatically in the just-released annual report of the MSU Placement Bureau which shows a drop of more than 30 percent in the number of interviews conducted here last year.

John D. Shingleton, director of placement, said that following a record number of interviews (32,444) in 1969-70, the total plunged to

21,273 in 1970-71.

"This year's job market continued to deteriorate until we experienced the worst conditions since World War II," he noted. "Graduates continued to be frustrated by a dearth of jobs and reduced numbers of employers on campus."

Shingleton said that in almost every instance recruiting activity was down: Bachelor's interviews decreased

by 43 percent from 1969-70, and doctoral interviews were down by 46 percent. The only exception, he reported, was in master's degree interviewing for last fall term (up 19 percent), although master's interviews over the whole year decreased (by 12 percent).

He also said that teacher candidates suffered "a distressing year," and doctoral candidates found

the job market "particularly distressing."

For the latter, he said, "government reductions in research sponsorship, cutbacks in industrial research efforts and a slowdown in the hiring of faculty in higher education created a severe job crisis which does not show signs of immediate relief."

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Dorm programs seek student involvement

Three kinds of residence hall activities — co-curricular courses, formal classes and "special" programs — comprise the University's attempt to educate students where they live and work.

And if those in charge of dormitory scheduling have their way, emphasis will continue to be placed on the integration of education into a student's everyday life activity.

At a recent Board of Trustees' informational session devoted to residence halls, a report on educational programming was presented by Kay E. White, of the dean of students office, and Dorothy A. Arata, assistant provost for undergraduate education.

The report included information on several of the co-curricular courses and a breakdown of the formal classes offered in the residence halls during 1970-71. White and Arata explained to Board members the thrust of educational programming in the dorms and discussed some of the plans for future courses.

"In the residence halls we have a unique situation, a city of youth which does not run on a strict 8-5

schedule," said Miss White. "Offering classes and other educational opportunities in the dorms is an attempt to integrate education with the social and personal aspects of college life. It also provides the University with an excellent opportunity to become sensitive to the student concerns."

Miss Arata differentiated among the three types of educational programming: Co-curricular courses; traditional classes; "special programs."

"Co-curricular experiences in the residence halls are requested and designed by the students in cooperation with the hall staff members," she explained. These courses are outside the credit structure of the University and include such programs as the guest-in-residence series at McDonel Hall and courses in home finance, auto repairing and weight watching which were offered in various dorms last year.

* * *

APPROXIMATELY 188 FORMAL, accredited classes are offered each

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Art at Leelanau

There may have been a lot of changes in 30 years, but Leland's waterfront and boathouses are still a source of inspiration for students at MSU's annual Leelanau Art School. In his final summer as instructor is Prof. Ralf C. Henricksen, here walking with Rita Rice of the News - Bulletin. Story and more pictures are on page 5.

Secretaries achieve 'advanced degree'

Faculty and students aren't the only ones around here who do independent study and take tests.

Some of the University's secretarial personnel hit the books in their off hours, too, and four of them recently passed the qualifying test for a very specialized kind of degree. They are now Certified Professional Secretaries, and are entitled to place the initials CPS behind their names.

Mrs. Kay Butcher, Mrs. Ethel H. Huntwork, Mrs. Roberta S. Lloyd and Mrs. Eleanor I. Noonan joined the ranks of the secretarial elite after they passed the six-part CPS exam in early May. Only 5,656 secretaries in the United States have earned the CPS distinction; 245 of them are in Michigan, and there are now six working at MSU.

The two-day test covered environmental relationships, business and public policy, economics of

management, financial analysis and the mathematics of business, communications and decision making, and office procedures.

"Only 9 per cent of all the secretaries who take the test pass it," said Mrs. Mildred Williams, associate professor in the business division of Lansing Community College.

For two years Mrs. Williams has taught a 28-week course called Business Theory for Professional Secretaries which prepared students for the annual test. All of MSU's newly certified secretaries took the course.

During the 28 weeks, each of the six subject areas was introduced by some expert in the field during weekly three-hour sessions. Supplementary readings and study

(Continued on page 3)



MSU's new Certified Professional Secretaries: (from left) Kay Butcher, Ethel Huntwork, Eleanor Noonan and Roberta Lloyd.

Letters

Urban affairs study deserves a university's 'highest priority'

To the editor:

As a regular reader of the MSU News - Bulletin, I was interested in Prof. Ralph Lewis' letter in the July 1 issue. As a fellow natural scientist, I have closely watched the development of MSU's Center for Urban Affairs because its history and the extent of its future success bear a singular relationship to the natural history and the natural fate of man.

Professor Lewis' letter asks a number of questions and volunteers some opinions, which I should like to analyze in the sequence in which he offers them to us.

1. There is indeed a great body of knowledge called urban affairs. Historically, fragments of that knowledge have been reposed in other disciplines such as sociology, economics, etc.; however, the vast bulk of that knowledge has lain dormant in the files of Congressional committees, Presidential fact-finding commissions, federal and state agencies; in the archives of news media; and in the life experiences of urban residents and ethnic minorities. To exhume this extensive body of knowledge and to organize it so that it can be taught in a unified curriculum requires a commitment, both moral and financial, which few universities have been prepared to give.

2. The laws and theories which contribute to the organization of this body of knowledge include - at a minimum - the Constitution of the United States, the equal protection of which is denied many urban residents, particularly ethnic minorities; Titles VI and VII of the 1964 Civil Rights Act, which guarantee equal employment opportunity to urban residents and ethnic minorities, but are not enforced; the postulates of economics, sociology and psychology, which argue that the conditions of modern urban society are unnatural and dehumanizing to urban residents, particularly those who are the victims of our dominant American economic practices and ethnic bigotries; the well-established principles of modern medicine and public health, the benefits of which are denied urban residents and ethnic minorities who cannot afford to subscribe to Blue Cross - Blue Shield, the Kaiser Plan or a university major medical plan; and the relatively well-understood axioms of modern nutrition, which prescribe minimum daily requirements of proteins, carbohydrates, minerals and vitamins, below which millions of Americans concentrated in urban areas and in ethnic minorities struggle desperately to survive.

3. The two paramount limitations to which all of these principles or postulates are subject override any other limitations of a theoretical or didactic kind. The first is our ignorance - at many levels - of the best and cheapest methods for effecting constructive change in existing urban and ethnic conditions. The second is the self-satisfaction of the dominant white American majority which rigidly limits the financial resources to be devoted to investigating and applying the fruits of investigating these methods.

4. For the typical student who comes to college from the modern urban environment, from the reservation, or from the migrant labor camp, the undergraduate experience is indeed - to use Professor Lewis' enviably graphic words - "a process of climbing up and down a sequence of miscellaneous heaps of information." The proposal for a College of Urban Affairs and Ethnic Studies is designed to offer such students an opportunity - provided nowhere else in the university - for "continuing development, refinement and enlargements of talent in the use of systems of knowledge and the thought patterns that have created and are creating order in these systems." (The quotes again signify Lewis' words.) The systems to be taught, and on which research is planned in the proposed college, are designed to be directly applicable to the present oppressive and chaotic environments from which these students originate. How many courses in the natural science curriculum are directly applicable to the amelioration of the students' native environment?

5. Professor Lewis expresses a laudable concern that "the streams of support will flow slower and slower" for "the good sections of the university," if the university "cannot decide which of its activities truly contribute to education and the growth of knowledge." He is, therefore, most fortunate in having an enlightened leadership at MSU (not all of us are so lucky) which recognizes that teaching and research in urban affairs and ethnic studies deserves the highest priority a contemporary university can assign.

I will gladly surrender half of my \$50,000 annual federal budget for natural science research in order to support a College of Urban Affairs and Ethnic Studies of the kind proposed by MSU's Center for Urban Affairs. Will Professor Lewis make the same commitment?

David G. McConnell
Professor of biochemistry and biophysics
Ohio State University
Columbus

WMSB cited

WMSB-TV's weekly "Assignment 10" series is the winner of the 1970-71 Military Photography Award given by the Michigan National Guard and the National Guard Association of Michigan.

Loomis: A noted sociologist to retire

In 1928 Charles P. Loomis turned down the chance to be the principal, head athletic coach and band leader of a high school in Roy, N.M.

"I've often wondered what direction my career might have taken if I'd accepted that job," the MSU research professor of sociology says today.

Instead, Loomis won a graduate school fellowship and began a study of agricultural societies that brought him eventual worldwide recognition as a rural sociologist. He'll retire this year after 27 years at MSU.

Born in Colorado, reared in western Nebraska, Loomis had almost a natural interest in rural sociology.

"I grew up in the shadow of the Rockies and on the fringe of the corn belt," he explains, "so I knew ranchers as well as farmers."

In his teens, his parents moved to Las Cruces, N.M., and Loomis became aware of the significant influence of Spanish culture on the rural west. He attended New Mexico State University where he starred on the football team, lettered in track, edited the school paper, played in the band, and was selected salutatorian of his graduating class. Loomis Hall on the New Mexico State campus is named for him.



After taking a master's degree at North Carolina State and the Ph.D. at Harvard, Loomis studied in Germany for a year, then went to work for the U.S. Department of Agriculture as a research sociologist and economist.

For 10 years he had a comfortable research budget, traveled widely with the USDA's Office of Foreign Agricultural Relations, and published extensively.

"But I had the feeling that I wasn't using the things I was learning," he says. "I wanted to teach."

* * *

THE YEAR WAS 1944 and John Hannah, the young president of Michigan State College, needed someone to head the school's new sociology department.

"When I came to Michigan State I got my wish to teach," Loomis recalls, "and there was opportunity to continue to do research. But there were also administrative chores to attend to."

He led the department, soon expanded into the Department of Sociology and Anthropology, for 13 years before stepping down in 1957 to concentrate on teaching and research.

In addition to his academic duties, Loomis had acted as a consultant to more than a score of state, national and international organizations, been active in his discipline's professional associations, and produced a weighty bibliography that includes 12 books.

In 1967, he was honored with an MSU Distinguished Faculty Award.

At that time he was also serving as president of the American Sociological Association, presiding over the ASA's stormy meeting that fall that saw bitter divisions among the membership on such issues as racism and the Vietnam War.

Two years later he delivered MSU's 10th annual Centennial Review lecture, presenting a thoughtful treatise in defense of integration in the country and the world.

* * *

LOOKING BACK on his long career, Loomis describes himself as "a theorist who has also been known as an applied scientist."

He says, "The human mind is the greatest instrument ever to exist and ought to be used to put an end to human suffering."

His major book, "Modern Social Theories," published in 1962 was written in collaboration with his wife, Zona, an MSU librarian. The book explores the works of eight social theorists and covers areas ranging from international communism to population control.

His latest book, published last fall is, "Marxist Theory and Indian Communism," a volume outlining that country's dilemma in coping with communism.

Loomis will become a Distinguished Professor emeritus in October, but, reluctant to give up teaching and research, he has accepted an M.D. Anderson Professorship at the University of Houston.

- MICHAEL MORRISON

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Huff proposal sparks Board debate

Trustee Warren M. Huff called it an attempt to recapture the policy-making power of the Board of Trustees and thereby "strengthen the president."

President Wharton labeled it "a serious erosion" of the president's authority (see related story).

Trustee Don Stevens said it was a move to "hamstring the administration." Trustee Blanche Martin said it "would tie the administration's hands" between Board meetings.

And two spokesmen for the faculty steering committee called it unnecessary.

The object of their discussion — the focal point at July's Board of Trustees meeting — was a Huff-proposed amendment to the Trustee bylaws that would have required Board approval of "any action affecting the policy of governance of the University."

After considerable discussion, including statements from faculty steering committee members Gordon E. Guyer and Thomas H. Greer, the bylaw change was rejected, 2-6. Trustees Stevens, Martin, Pat Carrigan, Frank Hartman, Frank Merriman and Kenneth Thompson opposed it; Huff and Clair White favored it.

The vote rejecting the amendment followed one that tabled it. Before the proposal was brought back from the table for a final vote, Huff said that the intention of his amendment was being misunderstood. "It is not contrary to good administration," he argued. And he urged that a meeting be arranged among representatives of the Board, the administration and the steering committee to discuss University governance policy.

An earlier bylaw amendment offered by Huff — first introduced as part of the defeated proposal but then voted on separately — was passed, 5-3, with Stevens, Martin and Thompson voting no. It stipulated that nothing in the bylaws shall prevent the Board from "taking prompt action on urgent financial and personnel matters necessary to the best interests of the University."

Both amendments contained virtually the same wording of proposals the Board sent to the Academic Council last spring during deliberations of the Taylor Report on student participation in academic governance. The Council rejected the amendments (News-Bulletin, April 22).

* * *

OTHER ITEMS from the July Board meeting include:

***Probation extension.** By a 7-1 vote (Stevens opposing), the Trustees approved a recommendation from the University Tenure Committee that the probationary period for newly appointed associate professors be extended from two to three years, effective Aug. 1. It had earlier been approved by the Academic Council.

***Water quality project.** The Board unanimously authorized the administration to proceed with the City of East Lansing in a joint proposal to seek state and federal funds for the Campus Water Quality Management Project. MSU and the city will ask for the funds through the state bonding program under direction of the Michigan Water Resources Commission. A \$500,000 capital outlay for the project was lost earlier this year during the state's fiscal cutback.

***Athletic facilities.** The Board voted to authorize spending about \$200,000 from the athletic facilities account for a synthetic floor for Jenison Fieldhouse, and \$90,000 from the special athletic building fund to repair the tennis courts. It also voted to prohibit auto parking on the courts during football games.

***Approval of 180 temporary and permanent faculty appointments.** Provost John E. Cantlon reported that 45 of the appointees, or 25 per cent, are women.

***Cross-campus highway.** Wharton reported that early in fall term a public meeting will be conducted to hear "concerns and views" of those

both inside and outside the University on a proposed cross-campus highway (News-Bulletin, July 15).

***Ice arena.** A motion by Martin to proceed immediately with construction of a new ice arena was defeated, 3-5, with Martin, Stevens and Carrigan voting in favor.

***Meeting policy.** A motion by Stevens asked that Wharton appoint a committee to study and offer the Board guidelines to insure that public matters would not be discussed and resolved in private finance meetings of the Trustees. The motion lost, 3-4-1 (Stevens, Carrigan, Martin in favor; Hartman, Huff, Thompson, Merriman opposed; White abstained).

— GENE RIETFORS

Wharton: Bylaw change 'totally unnecessary'

As an amendment to the bylaws of the Board of Trustees, Warren M. Huff proposed the following sentences: "Nothing in these bylaws, or regulations issued pursuant thereto, shall prevent the Board of Trustees taking prompt action on urgent financial and personnel matters necessary to the best interests of the University. Any action affecting the policy of governance of the University must be approved by the Board of Trustees before becoming effective."

Following is the text of President Wharton's response to the proposal (The first sentence was adopted; the second rejected):

"I have no objections whatsoever to the first sentence. I have considerable objection to the second. I think that the central issue is not only the question of who defines 'policy' and what constitutes 'policy,' but also 'action' by whom.

"With its present wording, I would personally consider it to be a serious erosion of the authority of the president of this University as well as of the other administrative officers of the University. I also find it rather significant that this kind of an erosion seems to be a persistent tendency. I do not believe that it would be possible to function effectively and efficiently in terms of serving even the stated policies of the University with the adoption of this sentence.

"I realize there are those within this University and outside who might consider this erosion of the president to be a particularly appropriate move, despite the fact that with its previous president it was possible for that individual to operate rather effectively with the existing bylaws without any change.

"I personally feel that this kind of an erosion may very well be related to the particular president who happens to be the incumbent. I consider it to be an action which is totally unnecessary.

"The authority of the Board is already stated very clearly within the existing bylaws, and the adoption of this particular sentence would, in fact, produce considerable ambiguity with regard to whose actions are involved and would seem to require a case-by-case examination of policies at the whim and caprice of any single individual trustee. This is possible at the present time since the Board reserves to itself in its majority the authority to take such action. It does so regularly every month."

Dorm programs . . .

(Concluded from page 1)

term in the residence halls, Miss Arata noted. This adds up to over 550 for the academic year and constitutes an easing of the crucial space problem in the central campus area. Academic advising in the dormitory complexes is considered as an adjunct part of the formal educational programs.

"What I refer to as 'special' courses are those which relate directly to the students' personal lives," Miss Arata said. "These are the classes that strengthen the liaison between formal education and the living environment in the residence halls."

She cited last Year's "Motivation in University Life" as a successful example of the "special" courses which capitalize on an informal setting to humanize education and increase each student's identification with his peers.

Several courses which would qualify for the "special" classification are currently being planned under the jurisdiction of the assistant provost's office. One is a type of delayed orientation program which would re-introduce the student to some of the opportunities and activities on campus which he may have forgotten since his hectic two-day sojourn as a pending freshman.

* * *

"ONE OF THE MAJOR problems with a University this large is that there are so many things going on that you don't realize half of them are happening until they are over or until it's too late to sign up," she said. "One of the objects of this kind of course would be to make the student aware of the mission and goals of the University and its varied means for attaining them."

Secretaries cited . . .

(Concluded from page 1)

materials were suggested for outside work.

THE FOUR NEW CPS's attest to the importance of independent, out-of-class study in preparing for the exam. Mrs. Huntwork, executive secretary in the Department of Microbiology and Public Health, said she spent at least two hours a night studying and was often up until midnight working accounting problems. Even on weekends, Mrs. Butcher, executive secretary in the Department of Dairy, retreated to the solitude of the library for her studying.

Mrs. Huntwork has the distinction of passing all six parts of the test the first time she took it. The other three had passed two or more sections last spring and successfully completed the remaining parts this May.

It was an extremely difficult test — worse than any they had ever taken, some of the ladies remarked — and it required a great deal of tedious study. Why did they choose to go through it?

Mrs. Mary E. Sawyer, administrative secretary in International Programs, was a good persuader. She passed the CPS test in 1966 and she has been encouraging the University's top-notch secretaries to increase and brush up on their skills, and give the test a try ever since.

The four CPS's agree that the element of challenge also had something to do with it, and that the LCC course played a big part in their success.

Mrs. Noonan, stenographer in agricultural economics and Mrs. Lloyd, senior departmental secretary in International Programs, mentioned that previous work in law offices had been of tremendous value in studying for and passing the legal parts of the exam.

ALL OF THEM said they would encourage other secretaries to take the LCC course and CPS test.

"In passing the test you not only gain more competence and self-confidence, but you keep current by updating information you had previously acquired," Mrs. Lloyd said. "Preparing for and taking the test together also builds a feeling of fellowship with the other secretaries."

In most cases, their bosses realized they were preparing for the exam and encouraged them in their studies. When they were notified that their secretaries had passed, the bosses' enthusiasm was surpassed only by the secretaries' themselves and their families.

"All of us in the department are just as proud of her as we can be," said Philipp Gerhardt of Mrs. Huntwork's accomplishment. Gerhardt is chairman of microbiology and public health.

A sense of accomplishment for themselves, enthusiasm and congratulations from their families and bosses — are there any other rewards?

Mrs. Williams treated them to a celebration dinner last week. During the 28-week preparatory course, she promised a steak to anyone who passed the test.

— RITA RICE

GREAT ISSUES

Greer reviews history, goals of University College 499

Seniors taking the first University College Great Issues class in 1962 tried to solve all the world's crucial problems in one term.

They devoted more than two weeks each to the controversial topics of the time — the war, population and resources, race relations and mass communication.

Thomas H. Greer, professor and chairman of Great Issues, admits that the material was a bit ambitious for one term.

"We've had a student advisory committee for the course since its inception, and the main criticism of the early Great Issues class was that it covered too much in too short a time."

Greer and his associates wanted to change the four - credit course so that only one issue would be examined each term and so seniors would be able to re - enroll for a maximum of 12 credits as long as a different topic was studied each term.

It was far less complicated to secure approval of these modifications by the University Curriculum Committee in 1968 than it was to get the first Great Issues program okayed.

IN 1955 THE BASIC College Curriculum Committee studied the courses that were being offered to search for gaps in the general education approach of University College. Greer was chairman of the committee at the time.

"The curriculum was lacking a course for older students which examined the truly great issues of modern society, so we designed one of a unique interdisciplinary nature," Greer said.

By coincidence, that same year ASMSU circulated a petition requesting such a course and

presented it to then President John A. Hannah.

It took several years (1955 - 62) for the course to be approved and incorporated in the curriculum. There was some hesitation among members of the Academic Senate because team teaching was still a new concept. Great Issues was designed to transcend regular departmentalized specialities and be taught by a variety of faculty and non - faculty speakers.

When the course was approved in a close vote in 1961, University College Dean Edward A. Carlin appointed Greer chairman of Great Issues.

Since then, topics of study have ranged from Urban Problems, Social Unrest and War and Peace to Human Sexuality and the Role of Women in Society.

"Examination of war and peace has proved to be the most popular issue thus far," Greer said. "Each time it has been offered the enrollment has far exceeded the 400 - student maximum."

CARLIN, GREER, and Great Issues coordinators Lawrence R. Krupka and Perry E. Gianakos consult on the topics to be studied. They consider suggestions made by faculty members, guest speakers and students. Once a topic is selected and a coordinator assigned, it is up to him to consult with Greer on a syllabus and to contact speakers.

Other faculty members instrumental in organizing Great Issues programs have been Donald R. Come, professor of social science; Sigmund Nosow, professor of labor and industrial relations and of evaluation services; L. H. Battistini, professor of social science; and Georg A. Borgstrom, professor of food science and

geography. Come and Nosow chaired the Great Issues program while Greer was chairman of the Department of Humanities from 1963 - 68.

Greer emphasizes the team - teaching philosophy behind Great Issues.

"In organizing such an interdisciplinary course as an elective for seniors of all majors, we enlist speakers who are experts in some aspect of the problem being examined."

STUDENTS TAKING Great Issues are as varied as the speakers. Each term there are representatives of each college and most departments within the University. The College of Social Science consistently contributes the largest number of students, Greer noted.

During the class sessions, the coordinator tries to promote speaker - student interaction by asking that approximately half the period be devoted to questions and discussion.

"Unfortunately, the large size of the sections tends to discourage student participation, and attempts to hold optional discussion sessions outside class time have not been too successful," Greer said.

Despite the difficulty of triggering spontaneous participation, student enthusiasm for Great Issues is high.

"At the end of each term, students complete a questionnaire on the class, and a majority of them say that they would recommend Great Issues to other seniors," Greer said.

Next year's topics include Values and Morals to be offered fall term, coordinated by Krupka; War and Peace winter term, coordinated by Greer; and Social Reform and Revolution spring term, coordinated by Gianakos. — RITA RICE

Information services wins 13 awards

The Department of Information Services won awards in a pair of recent national meetings.

At the American College Public Relations Association session in Washington, D.C., the University Editor's Office was cited for publications produced for Beethoven Bicentennial Festival held last fall.

And media specialists won 12 citations — including five blue ribbons — at the annual conference of the American Association of Agricultural Editors. Top awards went to MSU for its Science in Action Series; for a field radio tape on helicopter crop spraying; a TV feature on Farmers' Week 1970; a segment from the Modern Mrs. TV series; and an audiovisual teaching presentation.

Miss du Pre cancels concerts

The illness of cellist Jacqueline du Pre has caused changes in two programs in next season's Lecture-Concert Series. Miss du Pre was to have performed next Feb. 27 in a trio with her husband, pianist Daniel Barenboim and violinist Pinchas Zukerman. She was also to be soloist Feb. 28 with the Chicago Symphony Orchestra.

The Feb. 27 performance will be a duo recital by Barenboim and Zukerman, and on Feb. 28 Zukerman will replace Miss du Pre as soloist with the Chicago Symphony.

Hints on averting thievery

What can be done to prevent crime on campus?

Richard Bernitt, director of public safety emphasized that the key to solving the crime problem on campus is making the individual aware that his property and his safety are his responsibility.

"There is absolutely nothing we can do to prevent a crime," said Bernitt, "if the individual is careless."

For those in offices, the department recommends:

1. When leaving the office, even for a short period of time, either take your valuables with you or lock them in your desk. Do not leave a purse or billfold unattended in an easily visible or accessible position.

2. Be alert for strangers who appear to loiter or have no apparent business in your area. A polite "May I help you?" can deter a thief from lingering.

3. Keep a separate record of your credit cards and their account numbers. In the event of loss, immediately notify the issuing company by the most direct means and again by written form to protect yourself from unauthorized charges.

4. Report your loss immediately to the Department of Public Safety.

If you catch a thief in the act, Bernitt recommends, get a good look at him. Then go to the nearest phone in another room, and call the emergency line (1-2-3). Try to keep the person in view, but never at the risk of putting yourself in personal danger.

Bernitt said that there is no better way to protect your automobile than to lock the doors.

"Even though the modern car is very easy to get into, it still should be locked," he said. "Many persons who leave their cars open and are robbed often find that their insurance doesn't apply if there is no sign of forcible entry."

Items frequently stolen from cars are tape decks, tires and wheels, and faculty-staff parking permits.

Bernitt said most of the thefts in residence halls are "crimes of

opportunity" that wouldn't occur if doors were closed and locked.

"College students are extraordinarily trusting," he said. "For many of them it is their first experience away from home, a single-family dwelling where they left their bedroom door open and their property alone. Residence halls are hotel-like, and you can't do that in a hotel."

— PATRICIA GRAUER

Rise in campus thefts reported during past year

More than half the crimes committed on the Michigan State campus are caused by persons who have no connection with the MSU community, according to Richard Bernitt, director of the Department of Public Safety. And Bernitt said he is concerned about the growing problems of theft and personal assault on the campus.

Of 1,454 persons arrested by the department between July 1, 1970 and June 30, 1971, 808 had no association with the University, 646 were students and only 16 were University employees. Bernitt said that this was a 10 per cent increase in arrests of persons from outside the MSU community over last year.

Bernitt said the University and student property make an attractive target, and this together with the easy access afforded by residence hall and office organization account for the rising theft rate.

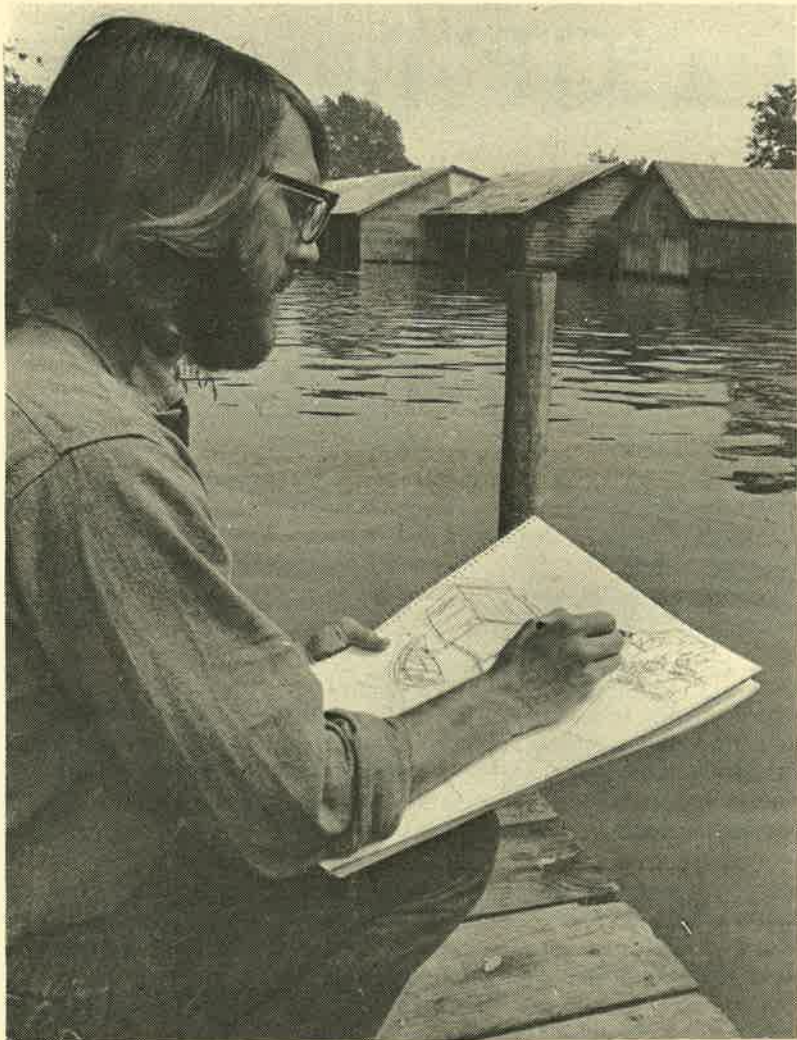
"Also there are growing hard drug habits that need to be supplied," he said, "and those who need the drugs have to get out of their immediate locale and exploit another area. A university community has proven an ideal target for these kinds of people."

Bernitt sees the work of his 42-man police unit as combining the responsibilities of both municipal forces and private industrial guards.

Bernitt said his reports show that larceny from residence halls was the campus' major crime problem last year. Second was larceny from vehicles, and third thefts from buildings other than residence halls.

More than \$22,216 worth of property was stolen from residence halls last year, \$16,589 of it in private property of students.

Of \$279,429 worth of property under the jurisdiction of the department that was stolen last year, \$56,459 of it was recovered.



John Amberg sketches a boathouse before putting it on canvas.



Art students Beverly Kellogg (left) and Torri Tyler capture scenes along the Leland water front.

Leland inspires artists --even after 30 years



Photos by Bill Mitcham

Story by Rita Rice.



Ralf Henricksen supervises Dick Allison's "scratching technique" in an oil painting.

"Progress" has changed Leland, Mich.

When the University established the Leelanau Summer Art Program there in 1939, it was a sleepy little fishing village situated between Lake Leelanau and Lake Michigan, characterized by few inhabitants and a slow - paced life style.

Sea gulls and fishing boats abounded, and some of MSU's art students could escape hectic East Lansing to migrate to Leland for the summer and paint picturesque land and sea scapes.

Today there is but one operating fishboat and the sea gulls have disappeared. A motel and restaurant jut into the channel from opposite sides of what used to be a beautiful view from the bridge on Main Street. Weather - beaten fishhouses have been gutted by gift shop owners and filled with bric - a - brac.

* * *

IT'S DIFFICULT to identify the artists among all the tourists who crowd onto Leland's docks. There are 22 student painters this summer taking advantage of the continuing education program's purpose - to provide a site away from campus interruptions where the artist can concentrate totally on his work.

And although the underlying philosophy of the school has remained the same since 1939, change is apparent in the work of the students.

Art work by students of the Leelanau Summer Art Program will be exhibited July 30 and 31 at the art school in Leland. Hours will be Friday from 2 to 10 p.m. and Saturday from 10 a.m. to 10 p.m.

Approximately 60 paintings and 60 water colors and drawings will be exhibited. Some of the work will be for sale.

Delicate watercolors depicting fishhouses, boathouses and rolling hills can be found in the white frame studio, but most of the works are abstract or nonobjective, concentrating on the essence of some scene or upon a vision in the artist's mind.

Prof. Ralf C. Henricksen, grand master and instructor of the art department's summer program, has taken it all in stride. He's been with the Leland program throughout the change in the city, and he has seen art and art students through the change from representational work to the freer expression of abstract and nonobjective styles.

* * *

"I BELIEVE THAT all art originates somewhere in nature, and even though Leland has changed, the students can still find subjects for their work along the channel and in the area," Henricksen says.

There are both undergraduate and graduate students enrolled in the three painting courses, first - year teachers and teachers with years of experience, artists of varied age groups, backgrounds and interests.

Henricksen conducts "classes" with a free hand, specifying only the number of finished works required to gain credit and then allowing student painters to develop whatever themes they wish in a variety of art mediums. As he strolls around the studio surveying the students at work, he offers comment or advice when asked and then challenges the student with "What do you think of it?"

* * *

SINCE HE STARTED coordinating the summer art program in the late 1940s, he has looked forward to returning to Leland each summer after spending a hectic nine months of teaching on campus. Once the six weeks courses are completed, he has the remainder of the summer for painting at his cottage on Lake Michigan, approximately 6 miles from Leland.

This is Henricksen's final year of teaching the Leelanau art students; he's decided that from now on the whole summer is going to be his. He knows it will be impossible for him to stay away from the Leland colony, however:

"As long as I'll be in the area, I'm sure I'll be dropping in for an occasional visit. Then I'll be sort of a visiting professor, won't I?"

Skywatching: Give it a 'GP' rating

(Editor's note: News Bureau Science Editor Phillip E. Miller recently launched a major undertaking — introducing his three young boys to the science of astronomy. Following is his account of an evening under the stars with his children, a group of MSU skywatchers and several unidentified "observers.")

Earth and Mars are moving closer together than they have been since 1924 — or will be until 2003. (On Aug. 11 the two planets will be "only" about 35 million miles apart, compared to their farthest separation of 235 million miles.)

Rather than risk waiting until 2003, I dragged my kids this month to Rose Lake Wildlife Research Station for a Mars watch with an astronomy class taught by Robert C. Victor, staff astronomer at Abrams Planetarium.

My sons are aged 3, 6 and 8 — in order, I later found, of the amount of terror they can strike in the heart of a telescope owner.

We neared the wildlife station on a washboard road. We found a sign as marked on the map Victor had drawn for us, and turned up a winding dirt trail to a large grassy knoll.

OTHER 'SKYWATCHERS'

The sun had set. Nobody was around, so we started back down the trail to search out the right place when a large rock nearly got the car's muffler. Then we met another car, backed up to let the "skywatchers" in, turned out our lights, and began setting up our \$10 telescope.

The other car parked, too. But once the young couple in it spotted the kids, it sped off.

We also drove away, convinced we had the wrong place. We flushed out three more young couples. I tried to explain to my children what all these cars were doing in the wildlife area. Then I asked one driver if he and the girl with him were there to look at Mars.

He shook his head: "Mars??" He thought I was joking.

Finally we drove back to the first knoll. But we were still too early for the skywatchers.

'WHERE'S MEIJER'S?'

Mars was supposed to be one of the brightest objects in the sky, so we zeroed in our telescope on the brightest planet. My 8-year-old adjusted the scope, and I peeped in and saw "lines on Mars."

It turned out that the lines were from a dirty lens which was out-of-focus. Besides, we were looking at Jupiter.

Soon Victor and his students arrived in four cars.

"Where's Meijer's?" my youngest said, and I suddenly realized the evening would turn out to be a disaster for him. He thought we were going to look at toys.

Victor told me I could see the planet Mercury just about in line with a nearby tree he described. He handed me his field glasses.

"All I see is an airplane light," I said.

"Does it stay in the same place?" Victor asked, patiently.

That was something; I finally saw Mercury clearly, and with field glasses. It appeared much as a reddish light which faded in and out.

About that time two of my boys began playing tag near an expensive telescope.

Victor loaned us a red light and a star map. I gathered the kids around and we studied the map. The scene reminded me of army bivouac. Finally we matched a few of the constellations on the map with those in the sky. But my 3-year-old wanted to hold the light.

After a short battle over who would hold the map and who would hold the light, we heard the others talking about a satellite. Soon, we saw it, too. No one knew which satellite it was or what nation had put it up. It disappeared shortly into the earth's shadow.

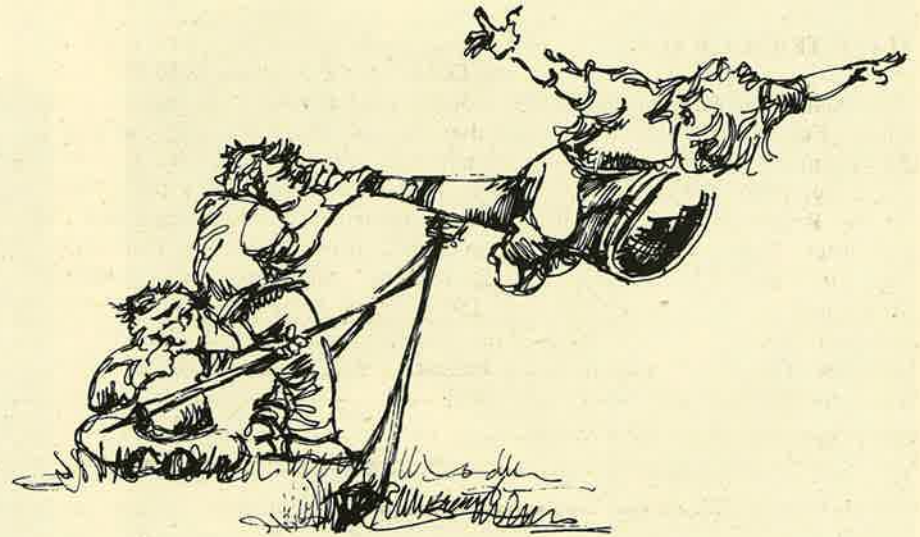
TRYING TO FIND MARS

I was determined to be the first to spot Mars rising, and, sure enough, I could see a bright red object blinking in the trees above the eastern horizon.

I asked if it was Mars. One of the students answered politely out of the darkness: It was the red light on a radio transmitter.

Next we spotted Andromeda.

Finally, as the students were searching for another galaxy and the planet Uranus, I saw Mars just rising in the southeast. It looked like a bright star, whitish in color.



Victor adjusted one telescope so the kids could see three of Jupiter's moons and, later, catch a glimpse of Mars. That is when my tired 3-year-old stumbled against the telescope's tripod. I shuddered and explained to Victor that we would not wait for a better view of Mars and its polar cap.

"If you want to come out again tomorrow, we meet at 2:30 a.m.," he said.

I chucked two thumb-sucking boys into the car as the third gathered up his telescope and binoculars for the trip home. Driving home, I thought the evening must have been a disaster for the kids. I only half listened to sleepy babble until I heard one voice say, "I'm going to be an astronomer."

— PHILLIP E. MILLER

Learning to enliven music for children

A group of teachers here this summer is out to revolutionize the way elementary school students are introduced to music.

No more having them simply listen to records evaluated by the teacher as "good" "bad", or learning songs like "Happy Wanderer" for PTA night.

Teachers attending a two - week workshop on "Elementary School Music Education as Aesthetic Education" are developing materials and techniques that will encourage students to appreciate the total effect of a musical composition.

Charles M. McDermid, associate professor of music, minimizes the teaching aspect of his role as workshop leader.

The accompanying story concerns one of several workshops for credit which are being conducted on campus this summer. The two other workshops currently in progress are studying systematic counseling procedures and sex education.

"A workshop of this type is really kind of a unique teacher - student situation because rather than have formal sessions with lectures and question - answer sessions, we all work together and individually to develop devices that the teachers can use in their classrooms next year," McDermid said.

THE EMPHASIS IS on providing students with a listening experience which will elicit a spontaneous response. Analysis is delayed until the student has had ample time to react to the total composition.

"What we're trying to do is get the kids excited about music as an aesthetic expression," McDermid told workshop members. "Once they are allowed to perceive music they can react to what they hear and the music will sell itself."

The interchange of perception and reactions essential to the "absolute expressionism" of the aesthetic philosophy of teaching music. Devices

such as call - response charts and grid charts are designed by workshop members to keep students perception fixed on the music.

In one kind of call chart, for example, students are asked to circle either an illustration of a oboe or of a violin, depending upon which instrumental sound dominates a specific segment of music.

Basic charts were developed by workshop students during the first week, and this week they are applying techniques and materials to various kinds of music including classical, folk and rock.

* * *

THOSE ATTENDING the workshop are enthusiastic about having their grade school students experience music aesthetically first and analyze it later.

Mrs. Martha Grambau and Mrs. Shirley Ploughman, both teachers in the Waverly school system, noted the difference between the workshop approach and more traditional way of teaching music.

"We are concentrating on aesthetic listening especially for elementary school children," said Mrs. Grambau. "They are to express their individual perceptions of the music and to relate it to their personal life experience."

"With this kind of philosophy, the teacher is not telling the student whether music is good or bad, whether it should make them feel happy or sad. You let them hear the composition and then respond naturally to it," added Mrs. Ploughman.

Mrs. Brenda Ludwig, a 1970 MSU grad, decided to audit the workshop so she could increase her knowledge of music and do a better job of teaching her fourth graders in Jackson.

"Last year I just taught songs and played some records, but after the workshop, I'll have a notebook of materials and techniques especially geared for instructing an audience of elementary school students," Mrs. Ludwig said.

— RITA RICE

Achievements

DONALD K. ANDERSON, professor of chemical engineering, has been elected chairman of the Chemical Engineering Division of the American Society for Engineering Education. He was elected at the group's recent convention in Anapolis, Md.

Three professors of crop and soil science — ROY L. DONAHUE, JOHN C. SHICKLUNA and LYNN S. ROBERTSON — are coauthors of "Soils: An Introduction to Soils and Plant Growth," published by Prentice - Hall. It is the third edition of an introductory textbook.

Among those receiving Home Economics Alumni Centennial Awards from Iowa State University was ESTHER EVERETT, professor of family ecology.

The chairman of the humanities department, KARL F. THOMPSON, is the author of a new book, "Modesty and Cunning: Shakespeare's Use of Literary Tradition," published by the University of Michigan Press.

G. MALCOLM TROUT, professor emeritus of food science, was one of four recipients of Distinguished Achievement Citations during the Iowa State University Alumni Days.

HAROLD B. TUKEY, professor emeritus of horticulture, has been reelected a vice president of the Royal Horticultural Society in England. He was also recognized recently as a 50 - year member of the American Association for the Advancement of Science.

BULLETINS

HALF-TERM GRADES Final grade cards for the half-term are due in the Office of the Registrar, 150 Hannah Administration Building (tel. 5-9596), 36 hours after final examinations are given. For example: exam July 26, due July 28; exam July 27, due July 29; exam July 28, due July 30. All half-term grades are due by 11 a.m. Monday, Aug. 2. For the convenience of academic departments the Office of the Registrar will make pickups from departmental offices each morning after 9 a.m. and each afternoon after 2 p.m., beginning Thursday, July 29. The final pickup will be made Monday, Aug. 2 at 8 a.m. Otherwise, grades should be delivered to 150 Hannah Administration Building no later than 11 a.m. Monday, Aug. 2. It is important that these deadlines be met by all departments. Instructors are requested to carefully sign grade cards within the box provided.

REVISED CLASS LISTS Revised class lists will be delivered to departmental offices on Monday, Aug. 9. These lists include the names of all students enrolled in each course and section as of Aug. 6. These lists should be carefully checked as soon as possible and questions directed to the Office of the Registrar (5-9596). Final grade cards corresponding to the students listed on these class lists will be distributed. To insure proper distribution of grade cards, all discrepancies must be cleared prior to Aug. 16.

GYMNASTICS CLINIC The 14th annual National Summer Gymnastics Clinic will be held August 8-13, in Jenison Gymnasium. Monday, competition will be held for novice girls; Tuesday, for junior boys and girls; Wednesday, for senior boys and girls. All meets start at 2 p.m. and are open to the public at no charge. A special show at 7:30 p.m. Thursday, August 12, featuring some of the finest gymnasts in the U.S., will be held in the Men's IM arena. Admission is \$1.25 for adults, 75c for children.

SKY SCANNING The earth's close proximity to Mars will be discussed during this month's sky scanning presentation at 8 p.m. Thursday, Aug. 12, at Abrams Planetarium. During August the Earth will pass closer to Mars than at any time since 1924, or until the year 2003. The planetarium teaches current constellations through its sky scanning presentations the second Thursday of each month. The programs are open to the public at no charge.

UNIVERSITY CLUB Programs at the Tuesday buffet luncheons have been discontinued for the season. Regular lunches will be served until the programs resume in the fall.

CONFERENCES

Aug. 1-6 Intermediate Claims Adjudicators II
 Aug. 2-5 Eastern Orthodox Catechetical Conference
 Aug. 2-6 Basic Life & Health Ins. Inst.
 Aug. 8-13 Shopping Center Management

All conferences will be held in Kellogg Center. Students and faculty members are welcome to attend these continuing education programs. Those who are interested should make arrangements in advance with the Office of University Conferences, 5-4590.

SEMINARS

THURSDAY, JULY 29, 1971

Models for the transmission of information by nerve cells. **R. B. Stein**, Department of Physiology, U. of Alberta. 11 a.m., 114 Biochemistry Bldg. (Biophysics).

Dose-dependent and drug-related increase of norepinephrine in the lateral ventricles of conscious rats. **H. A. Tilson Jr.** 11 a.m., 101 Giltner Hall. (Pharmacology).

Changing concepts in interpretation of muscle heat production. **John T. Fales**, Department of Environmental Medicine, Johns Hopkins School of Hygiene & Public Health. 11 a.m., 111 Giltner Hall. (Physiology).

Ventriculo-cisternal perfusion in the newborn dog. **L. Shannon Holloway**, Department of Physiology, U. of Florida, Gainesville, Fla. 4 p.m., 111 Giltner Hall. (Physiology).



The University Club will be the setting for the membership to enjoy a cookout, aqua show and art show Aug. 28. The private club now has some 1,000 members.

Information on MSU events may be submitted, for possible inclusion in the bulletins, to Sue Smith, Dept. of Information Services, 109 Agriculture Hall, (517) 353-8819. Deadline for submitting information is 5 p.m. Tuesday preceding the Thursday publication. The calendar of events will cover an 8-day period, Friday through Saturday.

Friday, July 30, 1971

- 8 p.m. Planetarium Program—"Destination Mars" unveils the history, mystery and science of Mars. Included will be an explanation of the Mariner program and the journey of Mariner 9, scheduled to be near Mars in November. Orson Welles' War of the Worlds will follow the 8 p.m. showings. Abrams.
- 8:15 p.m. Lecture-Concert Series (Special)—As part of the Jubilee of the Arts, the Symphonic Metamorphosis will present a rock concert in the University Auditorium. (see story below).

Saturday, July 31, 1971

- 2:30 p.m. Planetarium Program (see July 30). Abrams.
- 7:30 p.m. '30s Film Festival—This week the Ruby Keeler Film Festival will present "Flirtation Walk" and "The Singing Kid." Various films, part of the summer Jubilee of the Arts, will be shown Saturday evenings through August 14. Tickets are \$1, available at the door. 108B Wells Hall.
- 8 p.m. Planetarium Program (see July 30). Abrams.

Sunday, August 1, 1971

- 4 p.m. Planetarium Program (see July 30). Abrams.

Friday, August 6, 1971

- 8 p.m. Planetarium Program (see July 30). Abrams.

Saturday, August 7, 1971

- 2:30 p.m. Planetarium Program (see July 30). Abrams.
- 7:30 p.m. '30s Film Festival—The Ruby Keeler films featured this week will be "Go Into Your Dance" and "Colleen." Tickets are \$1, available at the door. 108B Wells Hall.
- 8 p.m. Planetarium Program (see July 30). Abrams.

Sunday, August 8, 1971

- 4 p.m. Planetarium Program (see July 30). Abrams.

Friday, August 13, 1971

- 8 p.m. Planetarium Program (see July 30). Abrams.
- 8:15 p.m. Lecture-Concert Series—"The World of Gilbert and Sullivan" will be highlighted by six alumni of the D'Oyly Carte Opera Company, the American touring company of England's Gilbert and Sullivan for All, Ltd. in London. Tickets, \$2.50 are available at the Union Ticket Office and at the door. Fairchild Theatre.

Saturday, August 14, 1971

- 2:30 p.m. Planetarium Program (see July 30). Abrams.
- 7:30 p.m. '30s Film Festival—"Shipmates Forever" and "Ready, Willing and Able" feature Ruby Keeler, Dick Powell, Allen Jenkins and Jane Wyman in the leading roles. Tickets, \$1, available at the door. 108B Wells Hall.
- 8 p.m. Planetarium Program (see July 30). Abrams.

EXHIBITIONS

Kresge Art Center

Main Gallery: Works from the permanent collection.

Entrance and North Gallery through Aug. 1: NEW WORK: NEW YORK circulated by the American Federation of Arts. Twenty-five artists, twenty-five paintings.

Gallery Hours: Monday-Friday, 9-12 a.m. and 1-5 p.m.; Tuesday, 7-9 p.m.; Saturday-Sunday, 2-5 p.m.

Hidden Lake Gardens, Tipton, Michigan

Contrasting shape, texture and color variances in the Ornamental Evergreen Collection offer mid-summer interest during the season when flowering shrubs are at a minimum. Open daily 8 a.m. until sundown.

Campus Plantings

Bottlebrush buckeye east of Cowles House.

Beal Garden

Prairie Rose southwest of Library is in full bloom.

Museum

Ground floor: More than 13,000 years of Michigan Indian history are displayed in a series of nine dioramas. Hand-carved figures in native dress and environment, are shown in activities such as hunting, farming, gambling, and an ancient funeral.

Museum Hours: Monday-Friday, 9 a.m.-5 p.m.; Saturday and Sunday, 1-5 p.m.

Eight musicians from the Detroit Symphony Orchestra will appear at MSU Friday in the form of the Symphonic Metamorphosis.

They will transform the music of the masters into rock-blues-jazz, dubbed "fusion rock" by London Records which has issued several recordings of the group.

Members of the group have high versatility. The arranger, Thomas Bacon, is also an organist, vocalist and plays the trumpet. Robert Coward plays the bass guitar, flute, tenor saxophone and clarinet. A second arranger, Arthur David Krehbiel, plays the lead electric guitar, French horn, bass guitar, flute and is also a vocalist.

The composer, Ervin Monroe, plays the lead guitar, flute and bass. Robert Pangborn is the principal percussionist. Sam Tundo also plays percussion and is a vocalist. The eighth member, Dennis Smith, plays the trombone.

Each holds a degree in music and has had 10 to 15 years of experience in symphonic playing.



Since entering the pop music scene in 1969 with the Detroit Symphony, the Metamorphosis has performed across the U.S. They have toured

with the Michigan Council for the Arts and the New York Art Council. Friday's performance here is part of the summer Jubilee of the Arts.