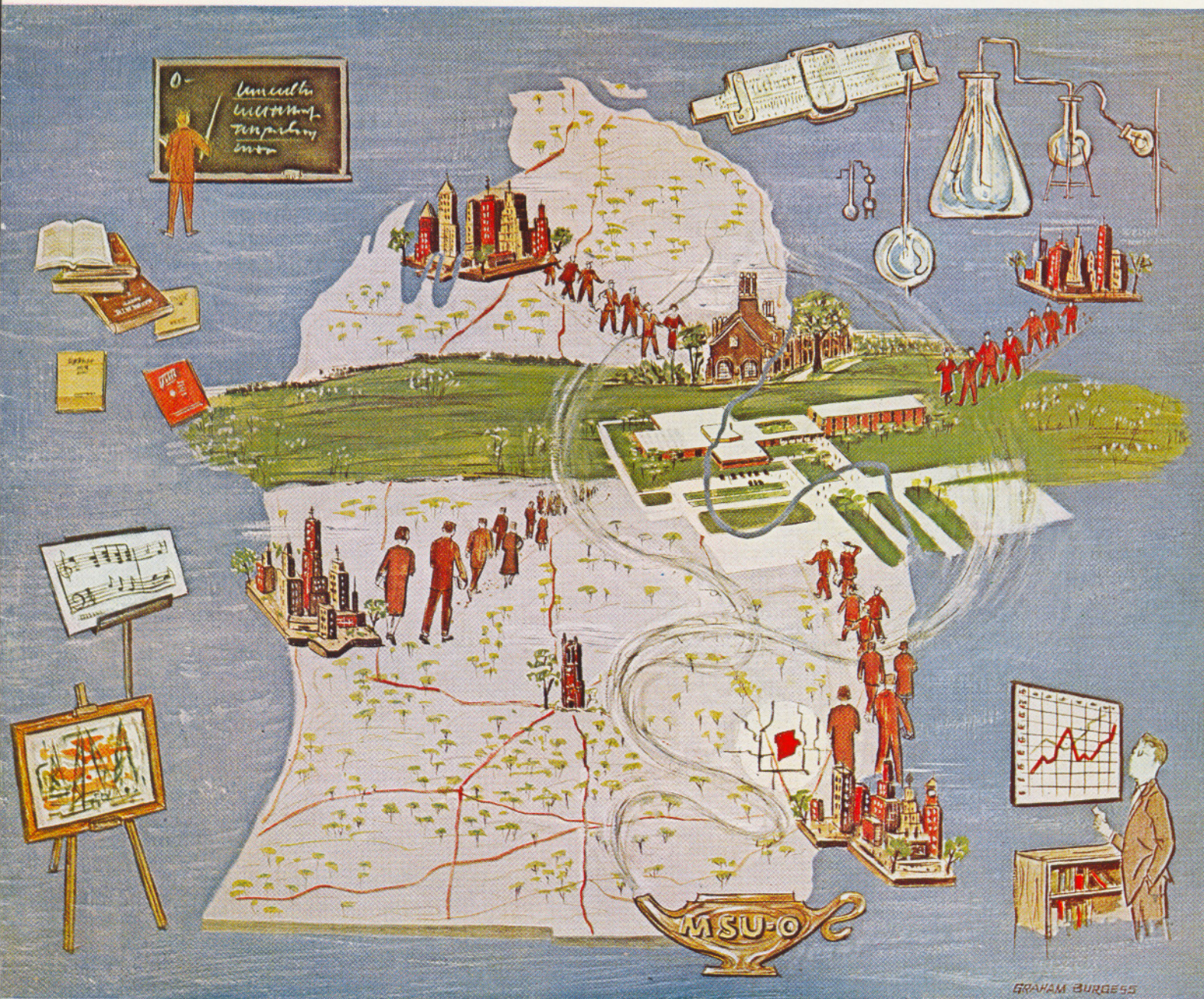


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MICHIGAN STATE UNIVERSITY OAKLAND

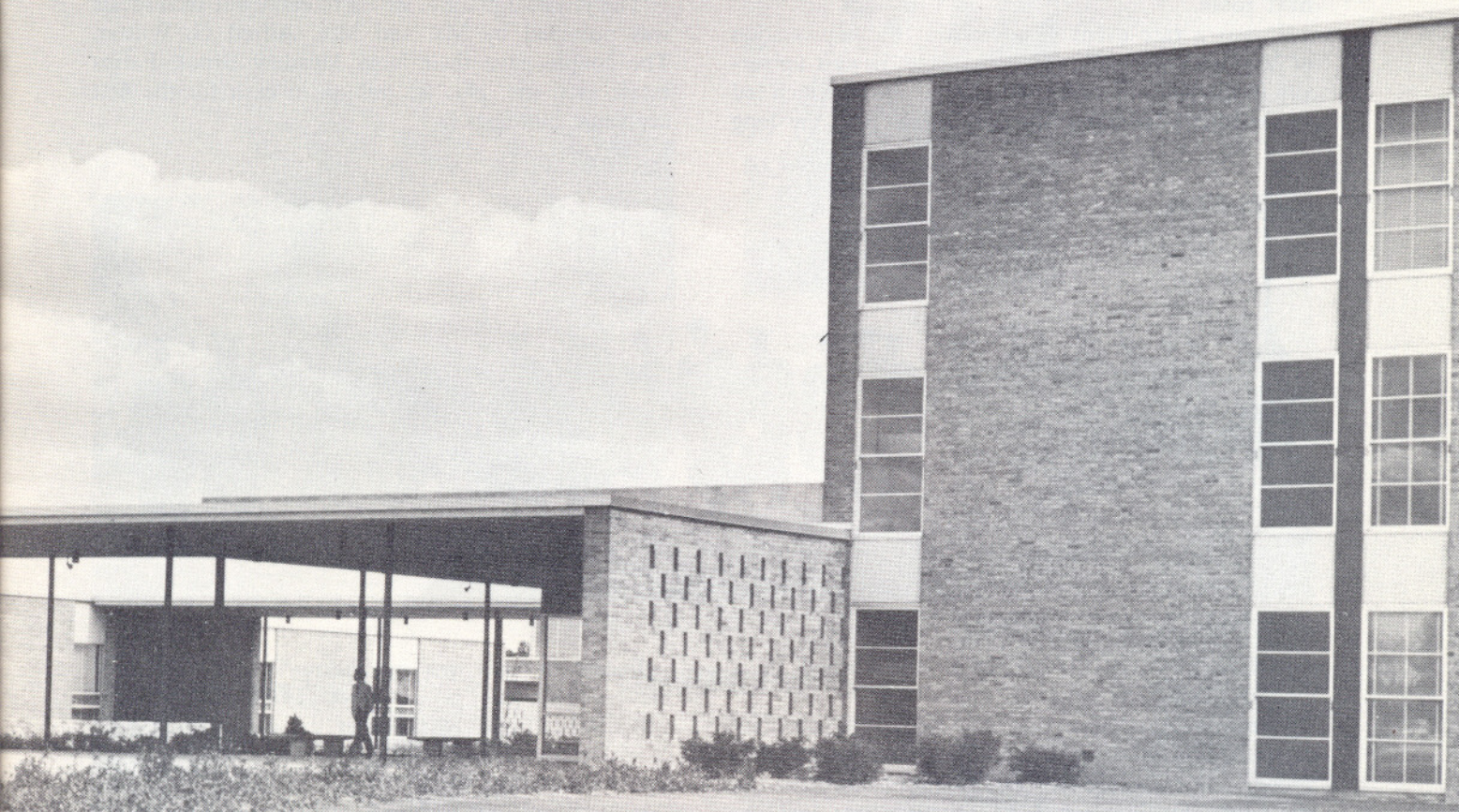


GRAHAM BURGESS

MSU'S NEW SISTER SCHOOL

A Reprint from the MICHIGAN STATE UNIVERSITY MAGAZINE

a clean slate and a free hand



Michigan
State
University

OAKLAND

A BRISK WIND blew across the scalped land, whipping dust around the feet of a gowned procession. Dressed in academic robes, the group walked over a newly laid concrete walk and filed into an unfinished dining hall. There, 500 freshmen listened as the recorded strains of *Pomp and Circumstance* mixed with the din of hammers from the next room.

It was a rare event in education: the convocation of Michigan State University-Oakland, newest university in the land. Just as rare are the ideals which led to Oakland's founding, for they broke with the long

"How would you build the best possible university," they had been asked, "given a clean slate and a free hand?"

The answer: Develop a university of the highest quality, dedicated to the liberal arts ideal. Make it free to go its own way in search of better methods to do higher education's job.

The physical plant at which to carry out such ideals was provided by Mr. and Mrs. Alfred G. Wilson. The couple gave their huge Meadow Brook Farms estate as a site, plus \$2 million in cash for the first academic buildings.



collegiate trend to specialization and turned to a modern liberal arts program.

The new sister university of Michigan State has no dormitories, no fraternities, no athletics and no alumni. But within its embryonic history is the gleam of a tradition which MSU's President John A. Hannah called a "glorious legacy."

The tradition, he said, is passed on by the land-grant colleges, such as Michigan State, which "have brought higher education down from the ivory tower and placed it in elbow-to-elbow contact with the people, changing the course of educational history in this country."

While the new university has such a heritage from the start, its purpose, philosophy and attitude differ markedly from that of nearly all its contemporary institutions. MSU-O is designed to move away from the national trend to vocational training in college. Its advocates intend Oakland to be a liberal arts college of quality, but one aimed at developing the abilities of good high school graduates, not a highly selected elite.

Top scholars, presidents of great universities and some of the nation's most distinguished citizens worked in developing the principles which make MSU-O a distinctly new kind of college.

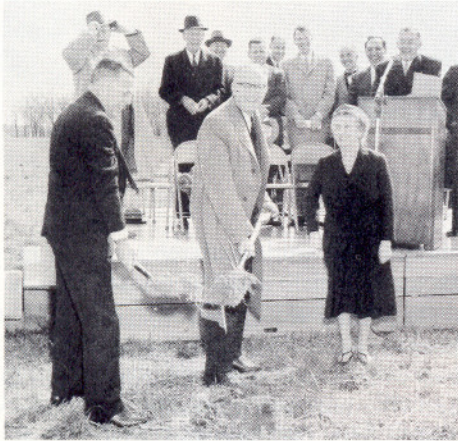
Faculty for the new institution was gleaned from the youngest, most promising teachers in the country.

Students come largely from the surrounding area of southeastern Michigan. They were told by Oakland's Chancellor D. B. Varner that they would be "establishing bench marks which will be observed for centuries into the future," for MSU-O is intended to be a significant force in the years ahead.

"It has a chance to build a university structure from the ground up, free of restrictions that confine existing ones," Varner said. "Few institutions are quite as enduring as universities. Political systems and governments may come and go, but universities go on for ages."

Chancellor Varner and Dr. Thomas H. Hamilton were assigned to the job of setting up the new school after the Wilsons made their gift. Dr. Hamilton, now president of the State University of New York, gave the main convocation address at Oakland, in which he said:

"Here, if ever, there is an opportunity for a fresh start—a chance to choose wisely from that which time and experience have proved valid and to clear away the rubbish of superficiality which certainly clings with at least the tenacity of ivy to many older universities."



*'Political systems and
governments may
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Bulldozers and Rembrandt



THE STATE OF MICHIGAN has been growing at a rate second only to that of California, and the fastest growing region in Michigan is the Oakland-Macomb county area in which the new sister school of MSU is located.

Pontiac, the closest city to MSU-O, has grown 15 per cent since 1950, but crossroads municipalities with room for expansion in Oakland county have increased their populations by as much as 541 per cent within a decade.

Since 1950 the population of Oakland county has jumped by 66 per cent. But even some mushrooming sections of California cannot match the boom in adjacent Macomb county, which grew by 103 per cent from 1950 to 1959 and now counts a population of nearly 400,000 persons.

Oakland is 25 miles north of Detroit, in whose metropolitan region (Oakland, Macomb and Wayne counties) there is a total of nearly 4 million residents, with growth in the past nine years amounting to 874,000 people.

Detroit proper lies within Wayne County. With little room to expand inside its limits the city has increased in population by only 1.4 per cent since 1950. Outside Detroit there has been a general increase of 69 per cent. The growth has been into rural areas—toward and around previously quiet country spots like Meadow Brook, where frightened deer now run at the sound of bulldozers.

Cause of the expansion in the Oakland-Macomb area can be laid chiefly at the gates of Detroit's industry. Geographically cut off from expansion on the south and east because of the Detroit River and Lake St. Clair, manufacturers began to surge north of Detroit after World War II.

Entire communities have since sprung up and become part of the metropolitan complex of Detroit. The famed Technical Center of General Motors is within 20 miles of the new university; Chrysler, Ford and others have pushed out and now produce missile

components and automobile parts in gleaming new factories which stand where cows once grazed.

The need for a new university in the region has been apparent for a number of years, especially to two women who make their homes in Oakland county and who both are intimately connected with Michigan State—Mrs. Wilson and Miss Sarah Van Hoosen Jones. Both are former members of MSU's governing board and have long been interested in education.

The gifts of the Wilsons and Dr. Jones have created a state university without a penny of state funds involved in its \$20 million of assets.

The main physical plant at Oakland consists of two buildings constructed by a gift of \$2 million from Mr. and Mrs. Wilson, and a \$700,000 self-liquidating student center financed by Oakland county and a bond issue.

Two thousand acres comprise the campus. The Wilsons gave 1,400 acres to MSU in 1957. State added to this a 320-acre strip it already owned—it was a gift from Dr. Jones—and purchased another 200 acres.

Mrs. Wilson is the widow of Detroit's automobile pioneer John Dodge. She is known in Michigan for her knowledge of business matters and farming. She is a former lieutenant governor of the state, and received an honorary doctor of laws degree from MSU in 1955 in recognition of her contributions to higher education. Both the Wilsons have been members of the Board of Trustees of Beloit College for many years.

Dr. Jones, who has a doctorate in genetics from the University of Wisconsin, donated to MSU the farm estate which has been in the possession of her family for more than a century. It is within five miles of the Wilson estate, suggesting that operations between the two might someday be easily correlated.

On the Wilson estate is Meadow Brook Hall, which was built in 1928 at a cost of more than \$3 million.



Another \$6 million was spent furnishing it with cultural treasures. Plans call for using the structure as a fine arts museum when MSU-O is further developed.

The art objects in Meadow Brook Hall include work by Rembrandt and Van Dyck. There is a Hobbenalandscape, a Verrochio Madonna, Stuart's original painting of George Washington and Gainsborough's famous painting of Winston Churchill's forebear, the Duchess of Marlborough.

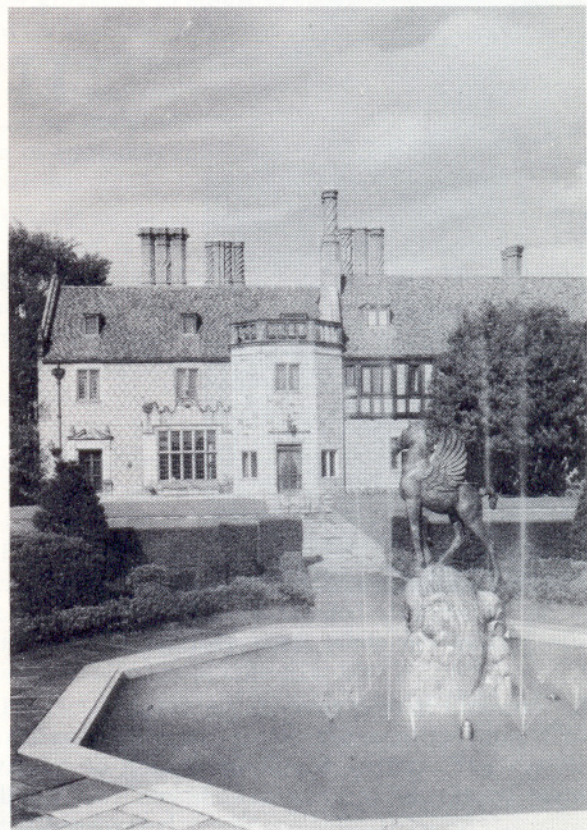
The new buildings which constitute the academic area at Oakland are located in the northwest part of the donated estate. Foundation Hall, built with the cash gift of the Wilsons, is actually two buildings with a covered mall-like space between them. A third structure is the student center.

The buildings were put up at a cost of only \$13 a square foot, considered a low figure for educational facilities. Although they are functional to the point of plainness, clever use of building materials provides some decoration to relieve the severity of design.

Oakland's student center includes a dining hall and cafeteria and also has room for lounges, a snack bar and offices. Its basement will provide room for square dancing and other social activities. It is designed so additions can be made later to handle the needs of a growing student body.

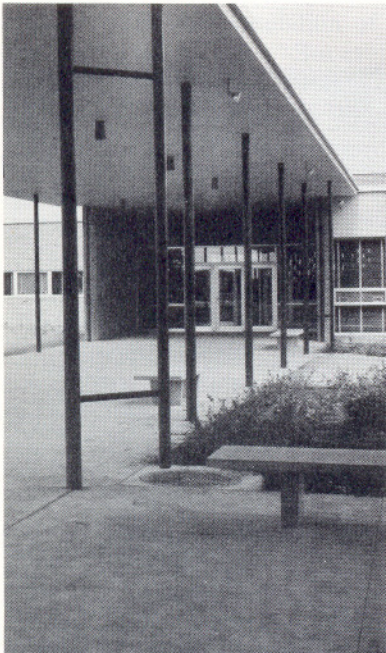
When school began in September students studied in the temporary library of Foundation Hall, a spacious room with no books and only a half dozen magazines on the racks at the time. Soon after classes began 2,000 books were available to the students and there will be more than 10,000 volumes by next June. The permanent library—which will be the next building erected—will contain 200,000 titles.

The physical assets of MSU-O, through the generosity of the Wilsons, are obviously valuable and probably unmatched elsewhere by a young university. But Oakland's unusual material aspects are only part of the story, and are no more unique than the ideals which impel the new institution.



Little
Variety,
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Emphasis
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THERE WERE NO STRINGS attached when national leaders in several professions were invited to Meadow Brook Hall last year to suggest Oakland's curriculum. They were asked to say what they pleased in describing how they would build an ideal university from scratch.

The panelists, who are listed at the end of this report on MSU-O, were almost unanimous in their primary suggestion: Build a school which veers from higher education's trend to specialization; return to a more fundamental liberal arts objective.

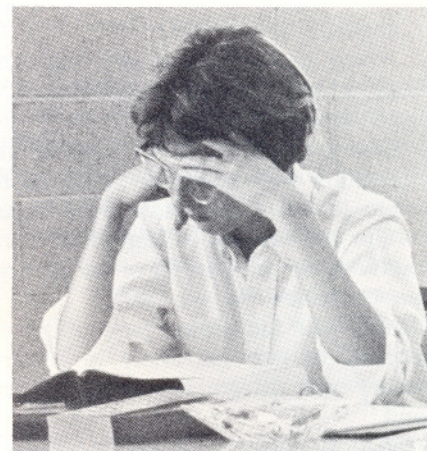
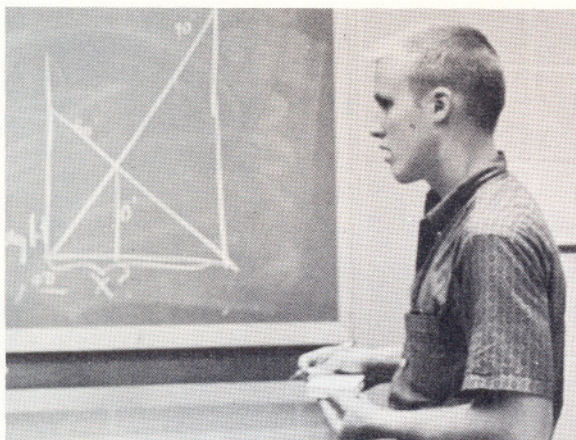
With the emphasis on quality and depth, there is little variety in the curriculum at Oakland. There are four fields of study: liberal arts, engineering science, business administration and teacher education.

Outright vocational training went out the window at the start, reversing a strong 85-year move in American education. No matter what his major, each student will spend half his time in liberal studies. Stress will be on analysis rather than broad coverage.

The liberal arts program adopted at MSU-O gives almost revolutionary freedom to students, in effect shifting the burden of responsibility from teacher to student. Lost in such an environment will be the student who comes to college not because of an inquiring mind or personal motivation to learn, but because he feels it is the socially correct thing to do.

MSU-O wants its graduates to be capable of creative and critical thinking on matters both in and out of their own fields. They must know a foreign language—the only compromise being that a sequence in mathematics (which begins with calculus) can be substituted for the language, although students are urged to take both.

French and Russian are offered this first year. More languages will be added later. Required of all



students in the first year are history and development of western civilization; rhetoric and literature; foreign language or math and social science or chemistry. Those taking chemistry will also enroll for the social sciences during their second year or as electives sometime before being graduated.

There is no separate administration at Oakland for teacher education. It is considered a campus-wide responsibility to train teachers. Only a fraction of class time will be spent in courses that tell "how to teach" as distinct from "what to teach."

In line with a panel suggestion that teachers be inducted into their jobs gradually, rather than being suddenly thrust from campus into their own classrooms, student teachers will spend hundreds of practice hours interning in public schools.

Business administration majors also will spend 50 per cent of their time studying the liberal arts. The remainder of their work will be in courses intended to bridge the gap between the liberal arts and business.

Oakland will seek to give its business students a basic grounding in the many facets of business, plus an understanding of values necessary for making sound decisions.

With more and more "company universities" being operated, students know they can learn business techniques after graduation. Thus they can conscientiously devote their college years to dealing with the larger problems of business, applying what the liberal arts and sciences teach.

It is in engineering that Oakland probably shows the most radical departure from traditional curriculums and organization. For one thing, training in cultural areas is stressed. Further, the vision of those who recommended MSU-O's engineering program foresaw future graduates working not just with

rockets and atomic power, but with the unknown engineering and scientific challenges bound to come.

The experts who suggested Oakland's engineering science curriculum observed that many engineers find the techniques they learned in school outmoded within months after graduation. The broad scientific program inaugurated at the new school is planned to allow graduates to adjust to changes as they occur.

With the elimination of specialties in mechanical, electrical and chemical engineering, MSU-O will strive to train tomorrow's innovators who, especially after graduate study, will be able to handle overall direction of extremely intricate and perplexing engineering problems.

What it all means to the engineering science student at Oakland is that he will acquire a broad base in engineering principles, in physics, chemistry and mathematics, along with proficiency in at least one foreign language—preferably Russian. He also will have the deep liberal arts background required of all students.

As might be expected, Oakland will teach no remedial courses in the three R's. There will be no ROTC, nor will there be credit courses in physical education.

Rather than high-pressure intercollegiate athletics, recreational skills will be emphasized. This leaves the door open for sports-minded students to get as much exercise as they want, while not making athletics a focal point of collegiate life.

Practically speaking, students now at Oakland will probably experience social pressure to limit their activities to non-perspirational sports. The campus will not have any showers until an intramural building is constructed.

BOTH CURRICULUM AND FACULTY will perform decisive and intersecting functions in attaining the ideals behind MSU-O.

Young teachers of the highest ability, vigor and motivation were selected. Most of them share a desire to get away from standard college curriculums.

"For the faculty," Chancellor Varner asserts, "the traditions of the past have no pertinence unless they can contribute to our ideal. This is the youngest faculty, with the highest percentage of earned doctoral degrees, of any university in America, and it is a faculty with the greatest amount of enthusiasm in the land."

The teachers at MSU-O were hand-picked by Varner, who wrote to more than 150 graduate schools asking for names of their ablest young men. As a result of his inquiry 250 applications were received and screened down to the selected 25. Of the total, 23 hold earned doctoral degrees and the other two have a record of accomplishments—such as prolific writing—which are more than comparable to having a doctorate.

Although its budget wouldn't allow highly attractive salary offers, Oakland received a warm response to its offer of an opportunity to take part in a pioneering venture.

One man took a \$5000 annual pay cut to accept a job at Oakland. Money was therefore not the magnet which attracted faculty members to a brand new university so lacking in ivy, tradition and reputation. The teachers came from universities all over the country—from Harvard, Yale, Princeton and Columbia in the East; from Chicago, Michigan, Michigan State, Illinois and Wisconsin in the Midwest and Washington in the West.

"Every candidate for an appointment here has had the same choice to make," explains Dr. Robert G. Hoopes, dean of the faculty and professor of English. "He has had to ask himself:

"Will I be happier over the long term with an established, prestigious institution, or is the pioneer string in my bow stronger?"

Dr. Hoopes, who earned his Ph.D. at Harvard, teaches rhetoric and literature in addition to performing administrative duties as dean. He left the vice presidency of the American Council of Learned Societies, a private non-profit federation of national scholarly organizations, to go to Oakland.

The average age of the faculty is 33. Five of them are women—two of whom are Russian-born refugees from communism, now teaching their native tongue to young Americans. The French teacher, Madame Helene Jeanne Desparmet, is the wife of the French Consul General in Detroit.

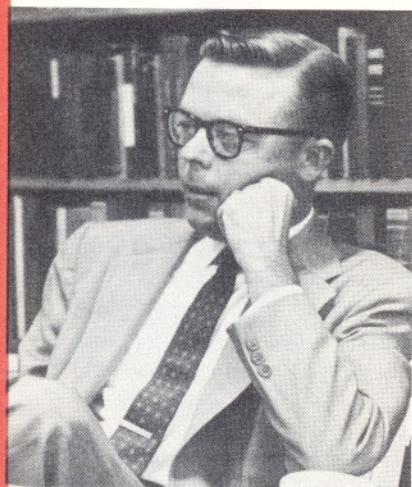
Late in March of this year the first of the new faculty signed his contract. So quickly were events moving that Chancellor Varner completed his staff

Every professor had the



James McKay

he same choice to make



Robert Hoopes

William Schwab



roster less than two weeks before the opening of school.

Perhaps many teachers were attracted by the assertion that there would be no ordinary teaching jobs at Oakland. In addition to their normal professional duties—transmitting facts and theories and stimulating the students to learn—Oakland's faculty has a large share of the responsibility in establishing a noted university where before this year there was nothing.

Dr. Gerald Straka, history instructor, is one of those who felt he could not miss the opportunities and challenges at Oakland. He was in London last year on a Fulbright scholarship, completing his doctoral work in English history.

"I was out in space as far as job interviews were concerned," Dr. Straka says. "But then I got a letter from Mr. Varner." It was the first tangible offer he had received, but he wrote back an immediate acceptance without waiting for other possibilities.

"The chance to become part of a growing university comes once in a lifetime," Dr. Straka adds. "This school is not tradition-bound and it is one that encourages initiative."

The academic background of another faculty member, Dr. William Schwab, includes a Ph.D. in English from the University of Wisconsin, study at the University of London, at the University of the Philippines on a Fulbright and at the University of Michigan. Dr. Schwab taught at Michigan State for six years before going to Oakland as assistant professor of English.

"I accepted an appointment to MSU-O because it offered an opportunity for me to develop what I regard as a sound program in language and literature," Dr. Schwab says. "I believe that students of English should have some sophistication in their languages—not only the ability to use it effectively, but to know something about its structure and nature."

"I hope to be able to develop in the students the ability to analyze critically, rather than merely appreciate, literature."

Whether their subject matter is Plato, Ptolemy or Pythagoras, the faculty members express satisfaction with being at Oakland.

"The whole philosophy of the school presents a marvelous opportunity in the guidance of students," says Dr. James McKay, associate professor of mathematics. "You feel you have a real part in its growth."

Dr. William Hammerle, associate professor of physics, was graduated from Princeton and taught at State for three years. This year he is teaching chemistry at Oakland, as physics will not begin until there are students with sophomore status. In the interim he is organizing the laboratory, ordering equipment and setting up a course of study.

"This is a marvelous opportunity to become a good teacher and a good scientist," he says.

Nadine Popluiko, foreign language instructor at MSU-O, was graduated from the Moscow Pedagogical Institute of Modern Language. She also attended the University of Hamburg and the Sorbonne. During

World War II she taught German and Russian in the USSR.

After the war, Miss Popluiko taught in Germany and later worked for Radio Liberation and the Voice of America. Six months after her arrival in the U.S. she found herself at a brand new university.

"I feel that the students are as happy as we are to be here," she says. "Our task is to show them that learning isn't as difficult as they might think it is."

Her colleague, Helen Kovach, also was born in Russia and brings a knowledge of eight languages with her to Oakland. She has a law degree and a Ph.D. in political science and public administration.

MSU-O will demand evidence of scholarly work by its faculty, but the "publish or perish" attitude of some institutions will not be used in judging them. Dean Hoopes, who has published three books and numerous articles in the past several years, believes the Oakland faculty can both publish and teach.

There is a mid-way philosophy, he explains, between the extremes of "publish or perish"—in which number of publications is almost a sole criterion for advancement—and the "cry-baby professor who feels he is not being rewarded for his brilliant teaching, but who publishes nothing."

"Every professor is a scholar by definition," Dr. Hoopes says. "Good teaching depends on continuing good scholarship, which means a lot of things, including keeping abreast by reading about new developments. Scholarship, by its nature, also leads to some publication. Reports and papers read to scholarly meetings have bearing and meaning, and a first-rate article is more important than a book inflated out of proportion to its value."

It is axiomatic, Dean Hoopes adds, that the scholar-professor wanted at Oakland has a strong desire for his students to learn, and finds joy in teaching.



Nadine Popluiko

*'The traditions of the past
have no pertinence unless
they contribute to our ideal.'*

A Different Species



A HIGH LEVEL OF EXPECTANCY is the key to Oakland's attitude toward its students. But as the first at a new institution, a lot depends on MSU-O's charter freshmen.

"You are the first of thousands who will follow," they were told by Dr. Hannah. "You will set standards, establish precedents, originate traditions—in short, help to set the tone of Michigan State University-Oakland."

The student body was selected on the basis of ability to do college work. Not one was picked for family influence, political pull or financial advantage.

Most of the students at MSU-O are from southeastern Michigan, but one student each from Turkey, Viet Nam and Lebanon was attracted to the new school. Two students came from Alaska. One is Miss Alaska of 1959 (Miss Hawaii enrolled at MSU on the East Lansing campus).

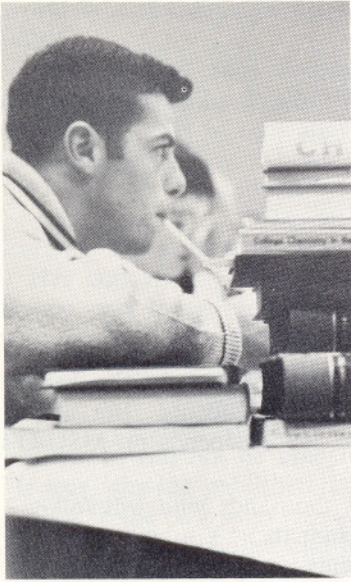
Students from the area near MSU-O mention convenience plus the availability of scholarship money as their chief reasons for attending Oakland. But many say they are impressed by the kind of school MSU-O promises to be.

Thirteen of the students have \$500 Merit Award scholarships and another 44 are in school with the help of \$225 tuition grants. Scholarship money has come largely from the MSU-O Foundation, a group of community leaders interested in the new school. One member, Louis H. Schimmel, made a personal gift of \$2000 for the 10 per cent "earnest money" needed to get student loans under the National Defense Education Act. Two faculty members also gave money for scholarships, one of them and his wife donating \$500.

Although no remedial courses are offered, Oakland does not select only students who need no remedial work. Students weak in basic subjects can get help outside the university on their own time.

Oakland is, of course, a public institution and will function as such. It is probably the only school in the state which openly invites applicants from the top half of the graduating class, not the third, or quarter as is becoming common.

Behind Oakland's admission policy is a shift to the belief that intelligence is not inflexible at birth—that character and desire are vastly important.



*'Look around; breathe deeply,
and make contact with
the excitement of learning.'*

The MSU-O conviction on education and the student is explained by Loren B. Pope, former education editor of the *New York Times* who is now assistant to Chancellor Varner. The belief at Oakland, he says, is that education should change people by discovering and exploiting their unseen potentials.

"This is education's responsibility," Pope explains, "but one that it has largely abdicated in recent years, intimidated or relieved by the almighty test.

"Probably less than two per cent of the nearly 1,900 U.S. colleges and universities demand the utmost of themselves and their students. Most of these are doing a familiar job in often familiar ways, but with exalted standards of excellence. Some are doing new and different things. But common to all is a climate the student reacts to and the visitor feels.

"The great tragedy of U.S. higher education, as it is of any other segment of society, from clerical to com-

mercial, is that it fails to do its job anywhere near as well as it knows it should.

"This sin is compounded because the college student has changed in the last 20 years. He is a new and different species of more mature abilities and serious purpose, but he is generally hobbled by obsolete college programs."

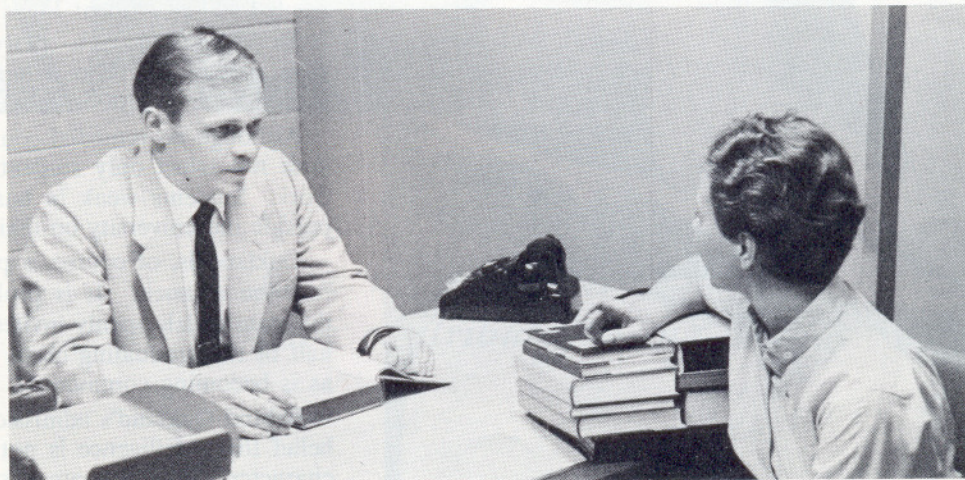
Pope cites a study commission of the American Council on Education which found that "Joe College" is a thing of the past.

"His place has been taken by a much abler and more individualistic seeker after independence rather than conformity," he says. "This student is seriously intent on exploring religious ideas. He is interested in concerts and in enlarging himself as a man. He is much less interested than his predecessor in fraternities, campus traditions or intercollegiate athletics.

"If a democratic society is to survive, its colleges must produce men of high principle and skill. Both of these aims can be achieved in the same institution, the researchers found, and you do one by doing the other. The secret is a high level of expectancy.

"The student from whom much is expected produces much. But the catch here is that the faculty must demand much of itself before it can demand it

Gerald Straka





of the student, and there is nothing so obvious to a student as a phony."

Spoon-feeding will definitely be absent in the Oakland scene. Emphasis will be not on teaching but helping students to learn.

The freshman class was told by Dean Hoopes that it will be expected to demonstrate in every course that it has learned its native language. The student body also will master, not merely sample, at least one foreign language and have depth of knowledge in history, arts and the humanities.

While the goals of undergraduate education are multiple, "our students—as thinking, feeling, acting persons—are more important than the jobs we might in part prepare them for," Dr. Hoopes asserted. Choosing a major field of study or a specialty during the first two years is therefore a thing of essential unimportance.

"Instead, look around; breathe deeply, and make contact with the excitement of learning," he said.

In ancient times the seven liberal arts were grammar, rhetoric, logic, arithmetic, geometry, music and astronomy, the dean continued, but today arts and sciences are considered the liberal arts and their "purpose is not to pack, but to train the mind."

Dr. Hoopes recommended that students attend a trade school if their aspirations are strictly vocational, for "it is a distinction to be a good mechanic; it is a disgrace to be a poor engineer."

Despite its regimen of scholarship, Oakland has by no means shut out extracurricular pleasures, but it has moved collegiate side-trips onto a more humble footing, as in sports. Social fraternities and sororities fare worse than athletics, being completely barred at Oakland.

"The activities usually provided by the social groups will be provided by the university," explains Roy J. Alexander, dean of students. "We are aiming at full participation by the whole student body in the entire program of student activities. Fraternities make membership exclusive instead of inclusive."

An exploratory committee selected by the student body is developing plans with the faculty to set up a student government and various club organizations, publications and advisory groups. A student newspaper was planned to begin publishing less than three weeks after MSU-O opened.

Although it is hard—if not impossible—to tell what a freshman is thinking, the students seem to be a serious, studious lot. Teachers say they are alert and willing to learn, that they appear to be about average, perhaps slightly above average, but none feels he has been around the students long enough to form solid opinions.

"I remarked to the first class something about this being an auspicious occasion," relates Dr. Straka, "and then it hit me. It really was something big and important. I'm sure the students felt it too."

Loren Pope





An Antidote in the Future

MICHIGAN STATE'S SISTER SCHOOL is now the only publicly owned four-year institution of higher learning in the Oakland-Macomb county area. Its future seems bright, although the regional mass demand for a non-vocational type of education will be proved or disproved in Oakland's future enrollments.

A propitious sign is that 50,000 young men and women of college age live within 15 miles of the new university. In 10 years it is expected that there will be 100,000 persons between the ages of 18 and 24.

When this year's freshman class graduates in 1963 the enrollment of MSU-O should be about 3,000; by 1967 it might exceed 10,000 and in the late 1970's it could be more than 25,000.

Given the fresh trends of today, public liberal arts colleges could ultimately handle a large proportion of future undergraduate enrollments, with students moving on to such places as Michigan State for graduate study in their specialties. This change already is afoot at higher levels, witness MSU's bounding status as a graduate school.

It must be remembered that at the very root of the shift in educational accent, as it manifests itself at Oakland, is a growing disenchantment with an older educational pattern. This connotes numerous future shifts, but the move now is by evolution as the swing in direction meets social changes and demands.

Part of the advance in thinking involves the elevated status of continuing education, an area in which MSU has been interested—in one form or another—for decades, if not from its beginning. Continuing education has been known by many names, but the term itself generally refers to a program which extends a university's resources to the adult community.

Almost synonymous with continuing education is the "alumni university" concept. It is a corollary of the belief that students cannot be educated today for

all tomorrow's problems that adults long out of school (and perhaps not so long in many cases) need help to keep in step with changes.

As Margaret Meade was quoted during last year's curriculum planning meetings at Meadow Brook Hall:

"We are now at the point where we must educate people in what nobody knew yesterday, and prepare people in our schools for what no one knows yet, but what some people must know tomorrow.

"We must rid ourselves of the idea that anybody can ever finish his education. We cannot give our young people a good education. We can give them some education. We need to set up a program into which people can come at any time in their lives and get as much education as they can take."

From its opening the lights were on at night at Oakland. Preliminary research had revealed that one-third of the adults in the area would like to have more formal study. When school opened about 300 enrolled in 15 courses in Oakland's adult education program.

It is not merely because of the new university's wishes that adults in the community figure strongly in future plans. Response in the area has been spontaneous and invigorating.

Cooperating in developing Oakland along the most productive lines for the future is the 40-member MSU-O Foundation, whose members were appointed by Dr. Hannah soon after the Wilsons' gift was made. A great deal of spade work and planning has already been handled by the group and it is continuing in a permanent advisory and supporting role to the Board of Trustees, governing body of MSU and MSU-O.

The new university's effect on its locality will be both intellectual and material. Physically, a 22-square mile community can be planned to surround MSU-O. A planning commission in two townships was formed last year to help assure the orderly growth of this area.

*'We must rid ourselves
of the idea that
anybody can ever finish
his education.'*

Specific phases of development were handled by subcommittees of the local citizenry which dug into every corner of the area to amass data. County officials, homeowners, real estate men and builders all have become involved in planning. Helping them are staff members of the MSU Institute for Community Development and Services.

Sewage disposal, traffic and land subdivision were immediate problems to be considered. A sewage system and treatment plant were turned down three years ago because of insufficient development, but the creation of the new university catalyzed old plans. More than 2,000 homes around MSU-O will someday be served by the system now being built.

A smaller, but significant sign of acceptance, can be seen in Rochester, a village three miles east of MSU-O. There, residents have opened their homes to out-of-town students needing rooms, and have changed the name of a central street to "University Drive."

While Oakland and its community has great hopes for the future, its challenge is today, in making good on the ideals which have fostered the nation's newest university.

"In such institutions as MSU-O," Pope says, "lies the hope of the university as an antidote to the materialistic mind of suburbia now spreading over the land; the comfortable Maginot Line mentality that is a far more insidious — and mortal — threat to the American way than communism could ever flatter itself to be."

It is a big order that Oakland has assigned itself, but the noise of construction at the university's opening was auspicious, for as Dr. Hamilton ad libbed during his convocation address:

"We should let the hammering continue. It is the secret to the success of Michigan State University that it never stops building to listen to a speech."



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MSU-O will admit a freshman class of 700 in September, 1960. In preparation, it is in the process of adding 35 more of America's ablest young teacher-scholars to its exceptional faculty.