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ANNUAL REPORT, FOR 1964-1965

OAKLAND UNIVERSITY
" "
Rochester, Michigan

July 31, 1965

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BOARD OF TRUSTEES

Oakland University was opened in the fall of 1959 as an affiliate of Michigan State University. Both institutions have the same President and Board of Trustees. Oakland has its own Chancellor and University organization responsible for developing its individual role, character, and functions.

Members of the Board of Trustees are:

John A. Hannah, Presiding Officer

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Durward B. Varner, Chancellor of the University

INTRODUCTION

Oakland University began the 1964-65 academic year as a small liberal arts college with a growing reputation as an institution of high quality. By the end of the year, it showed definite signs of entering a period of transition in which it might better be described as a good, middle-sized university. The change is not merely one of size or program. Rather, it relates to Oakland University's changing role in Michigan higher education, as defined by the needs of the public it serves.

As a young institution, Oakland University has succeeded in retaining much of its early flavor of innovation and is yet unrestrained by tradition. The interest of faculty and staff in trying new approaches, making desired changes, and in launching new projects enabled the University to better serve its students and the state of Michigan.

I. ACADEMIC PROGRAM AND FACULTY

A. Student Attrition

Of major significance during the year was the consolidation of the gains first established in the winter semester of 1964 in reducing freshman and, to a lesser degree, upper-class attrition. The magnitude of the change in academic performance can be expressed by listing the average term grade point average earned by all freshmen for a three-year period.

	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>
Fall	2.18 *	2.00	2.61
Winter	2.22 *	2.72	2.63

* Approximate figures

The University's success in approaching the attrition problem can be attributed to three factors. First, the seminar-discussion-lecture plan, which guarantees every freshman at least one small class, permitted a complete readjustment of the classroom experiences of new students. Under the new program, initiated last year, students are forced into a close and personal association with a faculty member in one course and in another they are permitted a measure of anonymity. For most students the redistribution of academic pressures represented a much more favorable learning situation.

Second, under the leadership of Professor Frederick W. Obear, Dean of Freshmen, the freshman advising program and the intensive summer orientation sessions brought the students into close and continuous association with carefully chosen and genuinely interested members of the faculty. The adviser and the seminar instructor both were committed to giving the students maximum attention in their first formative months in college.

Third, the faculty in general accepted the idea that each student admitted to Oakland University should be given every assistance in their efforts to earn a degree.

B. General Education Curriculum

Also of great importance during the period was the University Senate's adoption of a new general education curriculum, to take effect in the fall of 1966. The courses to be offered contain several very interesting innovations and the pattern of general education courses will be much more flexible than in the past. The detailed implementation of the new course structure remains to be worked through in the year ahead.

In making its recommendations, the Senate observed that the University's existing curricular pattern had well served the institution's needs and that

the faculty had made a distinguished effort to maintain a high level of academic excellence and excitement in its courses. The Senate also recognized that the proportion of required general education work was perhaps suitable for a purely liberal arts institution, but is incompatible with the multiplicity of educational functions that Oakland University has always undertaken and will increasingly undertake in the future.

The Senate noted that liberal education is primarily a process of stimulating the student to think critically and creatively and to fulfill his intellectual potentialities--or to arouse and feed his enthusiasm for learning. Because this enthusiasm can only be nurtured by allowing the student to pursue those disciplines to which he is willing to open his mind, the Senate committee recommended that the curriculum structure should reflect more recognition of the variety of student interests.

Further, the Senate argued, every student might well be encouraged to obtain the greatest possible mastery of his major field, so long as there is some guarantee that he will not devote himself exclusively to one field.

C. Little College Plans

Potentially the most important action of the University Senate during the year was its recommendation of the establishment of "little colleges." For some years faculty members have expressed interest in developing experimental programs for small groups of students, and such plans have always received full encouragement from the administration. In the spring of 1964 the Senate encouraged proposals of this nature, and two faculty groups submitted requests for authorization to institute programs. Theoretically, these groups may develop a program, recruit students, and embark on a college of their own, subject only to practical limitation of teaching load, calendar, and financial

resources. One group plans to institute "Charter College" in the fall of 1965, and the other plans to begin a program in 1966.

These experimental programs are considered effective devices for maintaining vitality in undergraduate teaching, and should do much to retain excitement and diversity in a context of continuous growth.

D. Graduate Program

The University Senate devoted considerable time during the year to the study, approval and development of a graduate program leading to the master of arts, master of science, and master of arts in teaching degrees. To be initiated on a limited basis beginning in the fall of 1965, the new graduate program will offer the M.A. degree in English and mathematics, the M.S. degree in chemistry, and the M.A.T. degree in elementary education, English, mathematics, and social science. The first regular graduate courses will be offered in the fall of 1965 to a small enrollment.

E. The Academic Divisions

1. Humanities Division

The Humanities Division experienced several major personnel changes and a normal turnover of other teaching faculty. Francis P. Tafoya, professor of French and chairman of the Department of Modern Foreign Languages, resigned to accept the chairmanship of the Department of Modern Languages at Swarthmore College, and Charles O. Hucker, professor and chairman of the Department of History, resigned to accept the position of professor and chairman of the Department of Far Eastern Languages and Literatures at The University of Michigan. Robert E. Simmons, associate professor of German, was designated chairman of the Department of Modern Foreign Languages, and Richard M. Brace, professor of history

at Northwestern, was named chairman of the Department of History. A total of five vacated positions have been filled and nine new appointments in various departments have been made for the coming year.

Among the examples of research and publication in the humanities were books published by John G. Blair, assistant professor of English, and Alfred J. DuBruck, associate professor of French. Blair is the author of The Poetic Art of W. H. Auden, published by the Princeton University Press, and DuBruck authored Gerard de Nerval and the German Heritage, published by The Hague: Mouton et Cie. John C. Galloway, professor and chairman of the art department, contributed substantial new material to the recently re-edited classic, Intellectual and Cultural History of the Western World, by H. E. Barnes.

A total of seven scholarly articles by members of the humanities faculty were published in professional journals, and several members have finished manuscripts of works to be published next year.

2. Science and Engineering

In the Division of Science and Engineering the year was marked by a notable increase in the number of new research grants to faculty members, described in the following section on grants and fellowships. Four of the grants were associated with the new biology program initiated during the year with the appointment of professors Clifford V. Harding and Walter L. Wilson. The biology offerings have been designed for secondary teaching majors and for liberal arts majors, preparing them for graduate work, industrial laboratory and research, or for further training for careers in medicine, dentistry and allied fields.

Major research equipment purchases in this period were made possible through a gift from the Pryale Foundation. An electron microscope is being used for research in molecular biology, and a spectrophotometer and ultracentrifuge

for faculty research in the Department of Chemistry. The physics department made considerable progress in assembling an accelerator, now operating at 200,000 volts. Development will continue through the coming year to achieve the design goal of 500,000 volts.

The Kettering Magnetics Laboratory has served as a laboratory for visiting physicists from Ford Scientific Laboratory and Washington University. Nine undergraduate students in chemistry received research assistance from the National Science Foundation.

In the fall of 1965, programs will be initiated leading to the master of science degree in chemistry, master of arts in mathematics, and the master of arts in teaching in mathematics.

3. Social Science

Several major changes in administrative organization took effect at the beginning of the year in this division. David C. Beardslee, associate professor and chairman of psychology, was named Acting Associate Dean of the Division of Social Science, replacing Kenneth D. Roose, who resigned his position to become Dean of the College of Liberal Arts at Pennsylvania State University. Harvey Burdick, associate professor of psychology, was named acting chairman of psychology, and Robbin R. Hough, assistant professor of economics, was named acting chairman of business administration and economics. During the year Jesse Pitts, professor of sociology, was named chairman of the Department of Sociology and Anthropology.

4. Teacher Education

Two University actions during the year, authorization of graduate degrees beginning next year and the establishment of the School of Education effective May 1, were of major importance to teacher education.

With the move into graduate work and the specific approval of five M.A.T. programs (English, mathematics, and social science majors for secondary teachers; the general classroom and the reading specialization concentration for elementary teachers) Oakland has taken another big step toward meeting the educational needs of the teaching profession in Michigan and the nation. The reorganization of the University into a College of Arts and Sciences and several professional schools takes cognizance of the increased responsibilities the institution is prepared to assume in a variety of fields, including the advanced training of teachers.

Another significant development was the appointment of Mrs. Naomi Madgett from the Detroit public schools as the first Mott Fellow in English. Next year she will be working with the Department of English and the School of Education to encourage and assist both high school and college English faculties to clarify and improve their programs of instruction.

During the year, 104 of the University's 211 graduates obtained degrees in teaching majors, 60 in secondary fields and 44 in elementary areas. In addition, 11 non-teaching graduates obtained first certification after completing degrees at the University or elsewhere. Nearly all seeking positions have been placed, 90 percent of them in the Oakland-Macomb-Wayne counties and 8 percent in other Michigan school systems. Only two percent went to schools outside Michigan.

F. Faculty

Despite the loss of several faculty members to prestigious positions in other colleges and universities, Oakland University's faculty continues to grow stronger each year. The quality of replacements and additions to the faculty continues to be high as the University remains competitive with other institutions for teacher-scholars.

Resignations during the year included: Serge Shishkoff, instructor in Russian; Francis P. Tafoya, professor of French and chairman of the Department of Modern Foreign Languages; Francis X. Russo, assistant professor of teacher education; Charles O. Hucker, professor and chairman of the Department of History; Damie Stillman, assistant professor of art history; John N. Austin, instructor in classics; Peter H. Amann, associate professor of history; Richard E. Quaintance, assistant professor of English; and John E. Maher, associate professor of economics. New faculty appointments through June 30, 1965, are indicated on the faculty listing at the back of this report.

A study conducted during the year indicated that the University has maintained an unusually high percentage of doctorates in the teaching faculty. The following chart shows the number and percentage by rank:

<u>Rank</u>	<u>Number in Rank</u>	<u>Number With Doctorates</u>	<u>% With Doctorates</u>
Professor	16	16	100
Associate Professor	17	15	88
Assistant Professor	34	29	85
Instructor	12	2	17
Lecturer	7	6	86
Total	86	68	79%

From its beginning, the University has been successful in attracting to this new institution teacher-scholars from the leading colleges and universities in the country. Faculty members hold earned doctorates from the following institutions:

Harvard	7	California	3
Yale	6	Massachusetts Institute	
Chicago	5	of Technology	3
Wisconsin	5	Michigan State University	3
Columbia	4	Minnesota	3
Michigan	4	5 schools	2 each
		15 schools	1 each

Examples of a number of the scholarly activities of faculty during the year were cited in the section of this report on the Humanities. In addition to the two books by professors John G. Blair and Alfred J. DuBruck, David C. Potter, assistant professor of political science, authored Government in Rural India, published by G. Bell and Sons, and John W. Dettman, professor of mathematics, authored Applied Complex Variables, published by the MacMillan Company. Numerous articles written by faculty members were published in various journals.

G. Research Grants

Major research grants awarded to University departments and faculty were awarded for the following projects:

1. \$11,540 from the National Science Foundation in the form of an institutional grant for science.
2. \$7,240 from the American Chemical Society for research on the synthetic transformation of natural products, under the direction of Gottfried Brieger.
3. \$27,000 from the U. S. Atomic Energy Commission for research on cellular proliferation and regeneration following tissue damage, under the direction of Clifford V. Harding.
4. \$10,100 from the National Institute of Health for research on electrophoresis in living cells, under the direction of Walter L. Wilson.
5. \$1,100 from the Michigan Employment Security Commission to support the Area Redevelopment Administration Followup Study.
6. \$36,000 from the National Science Foundation for research on purification and characterization of subcellular particles in the zonal centrifuge, under the direction of Herbert Schuel.

7. \$21,296 from the Department of Health, Education and Welfare for replication of the RNA Bacteriophage MS2, under the direction of James E. Davis.
8. \$16,000 from the National Science Foundation for undergraduate scientific instructional equipment, under the direction of Clifford V. Harding.
9. \$2,200 from the National Science Foundation for undergraduate scientific equipment, under the direction of Paul Tombouliau.

II. STUDENTS AND ACTIVITIES

A. Enrollment

Oakland University's enrollment in the fall of 1964 reached 1,812 as the University continued to experience sharp annual growth. The increase of 314 students over the previous fall's 1,498 figure, represented a 21 percent increase for the year and more than three times the opening enrollment of 570 students five years earlier. Projections for next year indicate an even sharper percentage growth, when enrollment is expected to reach 2,300.

A summary of the University's five-year enrollment record with breakdowns by year, class, curriculum, sex, geography, and basis of admission is included in Appendix "C" of this report.

B. Admissions

The Admissions Office stepped up its program of interpreting Oakland University to prospective students, parents, and high school teachers, counselors, and administrators, by increasing visits to high schools by 16 percent during the year. Representatives of the office visited the majority of the high schools in the lower peninsula from one to six times, participated in 72 college days, took

part in 22 community college programs, and talked before many service clubs and other interested groups. The Admissions Office continued its annual campus visitation programs, including Science Night, Oakland and Macomb County Counselor Reverse College Day and Junior Advisement Day, Campus Visit Day, and the Principal-Freshman Conference. Approximately 4,000 persons were brought to the University for these programs.

C. Activities

During the period covered by this report, the Office of the Dean of Student Affairs directed and coordinated the activities of the Oakland Center, Student Activities Center, food service, the Book Center, student publications, the physical education program, health service, residence halls, and Meadow Brook Theatre Guild to provide opportunities for student co-curricular and extra-curricular projects with maximum student initiative and minimum University control. An effort was made to create a learning situation that allowed student groups freedom and flexibility in their plans while teaching responsibility for their actions.

Student activities including club participation, special projects, social functions, visiting speakers, student publications, and drama presentations increased greatly during the year. Major special events included the Josh White concert, held September 12 in the Howard C. Baldwin Memorial Pavilion; Mrs. Wilson's birthday party, which is becoming a traditional event for Oakland University students; the Winter Carnival, sponsored by the Ski Club and Student Activities Coordinating Committee in February; the Fine Arts Festival, including a wide range of programs during a nine-day period in March; and the Farewell Ball, held April 3 and featuring Duke Ellington and his orchestra.

The Student Activities Center continued the Shakespeare Film Series, which featured nine films issued in commemoration of the Shakespeare Quadricentennial, and the Sunday Night Movie Series, which featured outstanding films on each Sunday evening of the academic year.

Progress was made by the Student Constitution Committee in exploring the need for a student government. Although no final action was taken, several recommendations were made to the Student Activities Coordinating Committee to be carried forward next year. The Dormitory Council functioned effectively, along with the Dormitory Social Committee, Women's Judiciary Board and Women's Legislative Board, on matters of interest to resident students.

Within its limitations--one nurse on an eight-hour day--the health service served the needs of the University, treating 3,736 cases during the year. The care of a physician, and sometimes hospitalization, was required for several serious injuries and severe illnesses. The health service also worked with the Red Cross on a Blood Bank Drive, helped reorganize a new campus emergency procedure, and established first aid kits in strategic locations on campus. It also established the beginning of a library on sex education for students, and consulted with individuals and small groups on topics related to sex.

The many and varied opportunities in athletics and recreation provided by the physical education department brought about a significant increase in the use of the sports building. Although physical education is voluntary and carries no credit, the director and his staff worked with an increasing number of students and faculty, on both an individual and group basis.

Instruction was given in archery, bowling, dance, fencing, golf, gymnastics, physical conditioning, swimming, lifesaving, water safety, skiing, tennis, weight training. Students, faculty and staff competed in basketball, cross country,

decathlon, golf, flag football, bowling, softball, tennis, swimming, volleyball, Extramural competition was held in many sports, and a successful intercollegiate sports program was initiated in cross country, swimming, indoor track, and golf.

D. Academic Advising

1. Dean of Freshmen

Under the direction of Frederick W. Obear, appointed Dean of Freshmen beginning in the fall of 1964, a new freshman advising program was initiated this year. As noted in the previous section on Student Attrition, the program is credited with playing a major role in reducing attrition and in assisting new students adjust to University life.

The new approach was initiated in the summer of 1964 with pre-college orientations for five groups of incoming freshmen. This year the summer orientation program has been expanded to six sessions in addition to one program held at the beginning of orientation week in September. A new and separate program has been designed to orient new transfer students. In addition to this innovation, the sessions have been organized in a way which emphasizes academic matters. The summer orientation, expanded to two days, now includes a preview seminar, a recommended summer reading list, and class visitations.

During the school year advising groups of 50 to 60 freshmen per adviser were organized so that new students would identify with a relatively small and informal group. This approach provided extensive pre-registration contact between students' advisers as well as an ongoing social and academic relationship. Next year the same program will be followed, with Charter College faculty members also serving as advisers for students they teach in seminar classes. There will also be provision for upperclass student assistants for advisers.

The upperclass advising program remains much the same as it has been, except that three-fourths of last year's freshman advising staff move into the roles of upperclass advisers. The intensive freshman advising program which they have experienced should improve the total program.

2. Psychological Services

Despite the fact that the staff of the Office of Psychological Services was decreased from the equivalent of two and one-third persons to one and two-thirds full-time persons, approximately the same number of students were assisted as during the previous year. Because of the clinical work load experienced, service will be expanded for the 1965-66 year by the addition of another full-time person to the staff.

Of the 330 students who visited the office, 45 percent were freshmen, 25 percent sophomores, 16 percent juniors, and 14 percent seniors. The average number of sessions per student was from four to six, but ranged up to 40 sessions for the year.

Although it is difficult to categorize cases as to cause, it is estimated that 50 percent of the students visited the office because of personal problems, such as anxiety or other emotional disturbances that were affecting academic performance. Only 4 percent came for strictly academic reasons, which indicates the academic advising program is handling most problems of this nature. Another 5 percent had vocational problems, 12 percent to discuss test scores, and the remaining 29 percent for a combination of the above reasons.

The Office appears to be serving all segments of the student body. During the year 41 percent of the cases were men and 59 percent women students. Forty-six percent of the cases were resident students and 54 percent commuters. Eighty-six percent were full-time students, and 14 percent part-time students.

On the matter of referral, 66 percent of the cases were self-referred, 16 percent by faculty advisers, 8 percent by the associate dean's office, 5 percent by other students, 2 percent by the admissions office, and the remaining by the nurse, resident advisers, parents or physicians.

The Office of Psychological Services provided service to four broad areas: 1) psychological evaluations and individual counseling in a variety of problem areas; 2) testing for the purpose of entrance, orientation, academic placement, general advising and scholarship testing; 3) research of both departmental and institutional interest; and 4) work with advisers and residence hall personnel to develop a program that will assist students to make the transition from the home to the academic community.

E. Financial Aid

In the 1964-65 year 472 students received a total of \$248,817 from the National Defense Student Loan Program; 278 students received scholarships which totaled \$69,872, provided through the efforts of the Scholarship Committee and other donors; and 398 students earned \$151,560 in part-time campus employment. In addition, 299 students were given short-term loans for a total amount of \$31,429.

The demand for loans, part-time employment, scholarships and combinations of these financial aids continues to increase with the size of the student body.

F. Graduates

Two hundred and thirty-nine of Oakland University's graduates, or 41 percent of the total 582 who have received degrees, are engaged in teaching, with a high proportion remaining in Michigan. A number of groups are enrolled in graduate school on a part-time basis. A total of 117, or 20 percent of the graduates, are enrolled fulltime in graduate schools across the country.

Another 147, or 25 percent, are engaged in the category of business, government or social agencies; 1.6 percent are in military service; 2.4 percent are homemakers; .5 percent are enrolled at Oakland University for teaching certification; another .5 percent is described by the placement as miscellaneous employment; and the plans are unknown for the remaining 9 percent.

III. ADMINISTRATION

A. New Administrative Structure

With the approval of the Board of Trustees, Oakland University changed its administrative structure beginning May 1. The organization of academic departments under the Divisions of Humanities, Science and Engineering and Social Science was replaced with the establishment of a College of Arts and Sciences, and Schools of Education, Engineering, Business and Economics, and Performing Arts.

The new structure was adopted primarily to enable the University to better serve its rapidly growing student body as it undergoes the transition from a small liberal arts college to a middle-sized university. It is considered the best means of preserving Oakland University's emphasis on a quality undergraduate program while providing for the growth and development of the graduate and professional programs.

The reorganization was accompanied by several major personnel changes. Donald D. O'Dowd, dean of the University was named Provost. George T. Matthews, associate dean for the humanities division and professor of history, was named dean of the College of Arts and Sciences. Laszlo J. Hetenyi, professor and chairman of teacher education, was named dean of the School of Education. John E. Gibson, professor of electrical engineering at Purdue University, was named dean of the School

of Engineering. Lowell R. Eklund, associate dean of the Division of Continuing Education, was named dean of the Division of Continuing Education. J. Duncan Sells, associate dean of the University was named Assistant Provost.

Although authorized by the Board action, the schools of Business and Economics and Performing Arts will not be implemented immediately. The School of Performing Arts will represent a further step toward the University's plans to provide a complete center for the arts, to be built upon the successful Meadow Brook Music Festival and the new Meadow Brook School of Music, opening in the summer of 1965.

B. Personnel Changes

During the period covered by this report a completely new student personnel staff was appointed to further develop the student program beginning in the fall of 1965. Thomas B. Dutton, dean of men at Ohio University, was named dean of students; Patricia Houtz, assistant dean of women at Pennsylvania State University, was named associate dean of students and dean of women; and James R. Appleton, associate director of residence hall programs at Michigan State University, was named associate dean of students and dean of men.

During the year there were a number of other administrative appointments made by the University. Troy F. Crowder, assistant to the president at Montana State University, was named director of university relations; Herbert N. Stoutenburg, Jr., director of admissions and registrar, assumed the duties of dean of student affairs, assistant to the chancellor and continued to serve as registrar for six months; Glen Brown, associate director of admissions and director of scholarships, was named director of admissions and director of scholarships; Floyd M. Cammack, assistant librarian at the University of Hawaii, was named librarian; Jesse Pitts, professor of sociology, was named chairman of the Department of Sociology and

Anthropology; Clifford V. Harding, associate professor of the Columbia University College of Physicians and Surgeons, was named chairman of the new Department of Biology; Thomas H. Atkinson, assistant registrar, was named registrar; David Di Chiera, assistant professor of music, was named assistant dean of continuing education; and G. Philip Johnson, associate professor at the University of the South, was named chairman of the mathematics department.

C. Computing and Data Processing Center

In its third year of operation the Computing and Data Processing Center continued to provide increased service to various phases of the University's teaching, student advising, research, and administrative operations. In its brief history the staff has grown from one man to a team of 15, and the center has found it necessary to operate a regular 16-hour-day schedule with two shifts of staff members. Directed by David C. Beardslee, the center staff further developed a basic program of automatic data processing which will be most advantageous to the University as it becomes a larger, more complex institution. Because of the wide range of applications already established by the center, the operation is considered one of the most sophisticated information systems in the country.

D. Financial Highlights

<u>Item</u>	<u>1964-65</u>	<u>1963-64</u>
Operating Expense	\$ 4,349,970	\$ 3,299,106
State Appropriation	\$ 2,195,281	\$ 1,562,515
Student Fee Income	\$ 683,073	\$ 545,711
Enrollment	1,812	1,498

Total Payroll	\$ 2,430,460	\$ 1,851,944
Sponsored Research	\$ 134,534	\$ 93,102
Plant Valuation	\$17,142,143	\$15,587,319
Students in Residence Halls	509	361
Student Employment--Number	398	336
Student Employment--Amount	\$ 151,560	\$ 97,885
Student Loans--Number	964	842
Student Loans--Amount	\$ 280,246	\$ 232,369
Scholarship Awards--Number	278	239
Scholarship Awards--Amount	\$ 69,872	\$ 67,829

IV. CONTINUING EDUCATION

The year was characterized by expansion in virtually all areas of the Division of Continuing Education's operation in extending the resources of the University to the community. The program was responsible for bringing more than 6,000 individuals to the campus, and hundreds more were contacted off campus by representatives of the division in speeches and programs. Two of the more significant developments involved receipt of major grants from the C. S. Mott Foundation for a Community Affairs Center and from the Kellogg Foundation for a Continuum Center for Women.

A. Courses

Enrollment in the non-credit adult education program totaled 3,016 students enrolled in 198 different courses. New courses were offered in liberal arts, science and professional development, with new and additional faculty members obtained from high echelons of metropolitan area industries. Plans for next

fall include expanded course offerings in each of the areas of study, and a goal of 2,000 enrollees for the fall term.

B. Conferences

The conference department of the Division of Continuing Education continued to bring the resources of this and other universities to the service of various publics. The following were among the many conferences held during the year: Intergroup Relations Conference, The Men's Garden Club Conference, the Michigan Archaeological Society meeting, the American Society of Women Accountants Conference, the Choral Directors Institute, Conference on Public Relations for Health and Welfare Agencies, Conference for Teen-Age Girls, Piano Teachers' Institute, Life Management Insurance Institute, and the Governor's Conference on Student Leadership.

C. The Mott Center for Community Affairs

A significant development in the division's activity during the year was the awarding of a grant by the C. S. Mott Foundation of Flint, Michigan, for the establishment of the Mott Center for Community Affairs. The grant is being applied to the staffing and programming of three subdivisions of the Center.

1. Community Schools Services

Staffed by a graduate of the Mott Fellowship program (in Flint) the Center serves as a leadership and counseling source to advance the community school concept in the Oakland and Macomb County area. Sub-grants are being awarded to three school systems to pilot experiments during the year 1965-66. School systems selected are Pontiac, Hazel Park and Rochester. David Doherty has been employed to head this program for the Center.

Also under the Community School subdivision are programs for improvement

in curricula and instruction in English and economics in secondary and elementary schools. A \$10,000 Mott fellowship in English for work in that area was awarded to Naomi L. Madgett, a teacher of 11th grade English at Detroit Northwestern High School. Selected by representatives of the University's English department and School of Education, Mrs. Madgett will work toward the goal of encouraging and assisting both high school and college faculties toward joint efforts to clarify and connect meaningfully their programs of instruction.

The economics program will be staffed during the coming year.

2. Oakland Forums

The 1964-65 Oakland Forums were focused on local community problems and issues of public concern. They included the Oakland Forum on County Home Rule, the Senate Hearing on Education, the Women's Conferences, and the Traffic Safety Project. In traffic safety 200 citizens were mobilized to meet in six study groups to learn more about traffic records, police traffic supervision, traffic courts, traffic engineering, safety and driver education, and public opinion. The forum also involved police chiefs, judges, traffic engineers, editors, automobile manufacturers, insurance companies, and the professional direction by staff members of the Michigan State University Highway Safety Center. Action programs will be launched next fall.

3. Cultural Enrichment

Under this segment of the Mott Center, programs in the fine and performing arts will be developed and presented under the leadership of Dr. David Di Chiera, assistant dean of continuing education for the arts. These will include programs in theater, string orchestra, opera, music appreciation, etc., with special emphasis on reaching and involving the underprivileged segment of the community.

D. Continuum Center for Women

In May, 1965, the Division of Continuing Education received a \$150,000 grant from the Kellogg Foundation to establish a continuum center for mature women. This project, which grew out of conferences for women in 1963 and 1964, is designed to determine through psychological testing, the aptitude, attitude, interests, and values of the counselee. With this information the Center's counselors will assist her in finding maximum fulfillment and achievement in her mature years.

E. Placement Office

Preliminary to the recruiting season, a Senior Placement Seminar was held in September, following through the year by personal interviews with each senior planning to interview company representatives. Approximately 35 companies and 38 school systems interviewed on campus, a number which was held down because of the size of the graduating class. Of the year's graduates, 23 percent went into business, industry or government, 17 percent into graduate school on a full-time basis, 35 percent into teaching, 2 percent into military service, 2 percent became homemakers, 3 percent into a miscellaneous category, and 18 percent whose plans were unknown at the time of this report.

The first alumni reunion was held in August, and considered an outstanding success, with the second scheduled for July, 1965. The first Alumni Fund exceeded its goal of \$2,000, with 178 alumni, or 40 percent, participating--a figure far beyond the national average.

F. Alumni Education

The unique Alumni Education program continued to receive national attention through national and regional meetings and articles in national publications. A total of 96 alumni, engineering and business administration majors, are currently

participating in the Alumni Education program, which is aimed at helping them locate the educational resources best suited to their needs, whether related to graduate study, an informal course of study, or professional training.

A Continuing University Symposium brought to the campus such distinguished speakers as Peter Drucker, Max Lerner, Rollo May and Margaret Mead for two-day symposia.

V. THE PERFORMING ARTS

A. The Meadow Brook Music Festival

The debut of the Meadow Brook Music Festival in the summer of 1964 has been described as one of the brightest successes of its kind in the music world. Performing a four-week series in the Howard C. Baldwin Memorial Pavilion, the Detroit Symphony Orchestra, under the direction of Sixten Ehrling, attracted sell-out crowds totaling nearly 50,000 persons to the Festival site. The praise of critics from Chicago to New York aptly described the quality of its music, the remarkable acoustics of its outdoor shell, and the beauty of its setting.

The Festival moves forward into its second season under the general chairmanship of Mr. and Mrs. Rinehart S. Bright. The season has been expanded to six weeks, with twelve guest artists as compared to four during the first summer series,

B. The Meadow Brook School of Music

During the year plans were announced for a unique, new program of music education. The Meadow Brook School of Music, to be held during the 1965 Music Festival, will combine the outstanding talents of a major symphony orchestra, the University faculty, and a roster of other visiting artists in an exciting educational venture. Some 415 music students, ranging in from high school to adults, will be enrolled for credit in the new school. Walter S. Collins, professor and

chairman of the music department, will be dean of the school; Sixten Ehrling, conductor of the Detroit Symphony, will be director of music; and Robert Shaw, associate conductor of the Cleveland Symphony, will be director of the Institute for Choral Studies.

Orchestral students will perform in the University Orchestra, under the direction of Detroit Symphony flutist Albert Tipton, and outstanding young conductors from throughout the country will participate in the Orchestra Conductors' Workshop, under Ehrling's direction. Under Shaw's direction, choral students will sing in a Youth Chorus or University Chorus, and participate in a Choral Conductors' Workshop.

VI. LIBRARY

Growth of the Kresge Library collection was significant during the 1964-65 year. As reported in Library Statistics of Colleges and Universities, 1963-64 the University had 51,418 volumes at the close of last year. Although the official count is not yet complete, the 1964-65 figure will show an increase of 28,854 volumes, bringing the total to 82,272. Approximately 11,000 of this increase is accounted for by government documents. The purchase of three large, private collections added significantly to resources in the fields of English, literature, history and music.

During the year the gap between actual holdings and the American Library Association minimum was reduced, but the Kresge Library will still begin the next academic year 60,000 volumes short of that recommended minimum.

The library underwent a complete turnover in professional personnel, but will begin the coming year at full strength. Floyd M. Cammack, assistant librarian at the University of Hawaii, was named librarian in September, 1964, and has brought together an outstanding young staff.

Implementation of a regulated loan period and overdue fine schedules drastically changed circulation patterns. While the year's total circulation of 52,328 is not appreciably greater than last year, special collections, such as phonograph records, show more than a 100 percent increase.

Students checked out an average of 17 items through the year, compared to the faculty average of approximately 55. The 730 guest card holders averaged two books per borrower, and accounted for 3.2 percent of the total circulation.

Automation of all order routines will be implemented next year, and preliminary designs for an automated circulation system are completed and ready for approval. New services include a two-channel library broadcasting system, a new orientation program, a Xerox service, new loan regulations, art rental service, circulating record collection, film projection facilities, microfilming program and copying service, subject divisional reference service, Canteen facilities, display facilities and rush cataloging service. A new Student Library Committee was organized and became active in the library program. The committee recommendation of longer library hours, led to the policy of keeping the library open 98 hours per week, an increase of 14 hours over previous years.

VII. OAKLAND UNIVERSITY SCHOLARSHIP COMMITTEE PROJECTS

More than 278 students received financial assistance with funds raised for this purpose by the Oakland University Scholarship Committee. Made up of approximately 150 women in Macomb and Oakland Counties, the committee sponsors a variety of fund-raising projects during the year to build up an annual scholarship fund of approximately \$100,000.

The newest and first year-round fund-raising project, the Scholar Shop, was launched this spring. The Shop is located in the lower level of the Oakland

Center during the year and is moved to its summer quarters in the new Trumbull Terrace for the Meadow Brook Music Festival. Manned by volunteers, the Shop features a variety of gift items, with all profits going to the Scholarship Fund.

Other projects being continued during the year were the lecture series "Explorations in Education," the Tribute Fund, sale of advertising for the official Meadow Brook Music Festival program, and the Macomb Town Hall. The Macomb County Committee contributed \$7,000 to the fund this year, and reported plans to expand to two Town Hall series next year--one in Mt. Clemens and another in Warren.

Although sponsored by the Oakland University Foundation, and not a direct Scholarship Committee activity, Meadow Brook Ball proceeds are also directed to the Scholarship Fund.

VIII. PHYSICAL PLANT

The 1964-65 year was characterized by major expansion of the physical plant. In July, 1964, the \$300,000 Howard C. Baldwin Memorial Pavilion, and Lula B. Wilson Memorial Concert Shell, constructed with gift funds, opened as the setting for the first Meadow Brook Music Festival. Rated as one of the country's most attractive and acoustically outstanding outdoor pavilions, it provided 2,220 seats under the roof and another 3,000 on the grassy slopes of the natural amphitheatre. An additional gift this spring from the Kresge Foundation made possible the installation of permanent seats in the pavilion for the 1965 Music Festival.

A gift of nearly \$100,000 from Mr. and Mrs. George T. Trumbull made possible the construction of Trumbull Terrace on the Meadow Brook Music Festival site. Built into a wooded hillside adjacent to the Baldwin Memorial Pavilion, the Terrace

provides service facilities, food service and summer headquarters for the Scholar Shop. It was designed by the architectural firm O'Dell, Hewlett and Luckenbach, the same firm which designed the Pavilion.

In the fall University students occupied the new 200-student Hill House, an \$825,000 six-story structure, which was also made possible by gift funds. Its 100 double rooms increased the University's capacity for resident students to 500. Another residence, built from the same plans, was begun during the year and is expected to be ready for the fall of 1965. The architects were Meathe, Kessler & Associates.

Construction was also begun on the University's sixth student residence this spring, when ground was broken for the \$4.3 million dormitory-food service building. The twin-towered, seven-story building will house 572 students and provide food service for up to 1,600 students. Planned as a coeducational residence, it will house men students in one tower and women in the other. The first level will provide central lounge, recreational and office areas, and the kitchens and dining room area will be located on the second level. The building is to be completed in August, 1966, and is being constructed on a self-liquidating basis. The architects were Ralph R. Calder & Associates.

In February contracts were let for the \$2.5 million Matilda R. Wilson Hall, named in honor of the University's founder. Designed by O'Dell, Hewlett and Luckenbach, the classroom-office building will provide space for the social science and humanities departments and some administrative offices. Attached to the main structure by a covered canopy will be a hexagonal unit housing a large lecture hall, seating 600 persons, and a new University art gallery. Construction has begun on the building, which is expected to be completed by summer, 1966. Plans call for completion of the main section of the building in early 1966. The building will be the second

on the Oakland University campus built with state appropriated funds. The following chart lists the existing buildings on campus, the cost and source of funds:

<u>Building</u>	<u>Cost</u>	<u>Financed By</u>
North Foundation Hall	\$1,000,000	Gift
South Foundation Hall	\$1,000,000	Gift
Oakland Center	\$1,300,000	Gift & Loan
Sports Building	\$1,600,000	Loan
Library	\$1,500,000	Gift
Science Building	\$2,000,000	State
Fitzgerald House	\$ 350,000	Gift & Loan
Anibal House	\$ 350,000	Gift & Loan
Pryale House	\$ 385,000	Gift
Hill House	\$ 825,000	Gift
Dormitory *	\$ 900,000	Loan
Matilda R. Wilson Hall *	\$2,500,000	State

* Under construction

IX. FUTURE NEEDS AND DEVELOPMENT

Although Oakland University has experienced rapid expansion in enrollment, staff and faculty and physical facilities in its six-year history, the evidence is clear that it must be ready to grow as quickly as the demands thrust upon it by the society it serves. Located in the heavily-populated section of Michigan, the University can and must assume a greater share of the growing student load in Michigan colleges.

While there are many factors that make enrollment projection a difficult and inexact undertaking, sufficient information and experience exists to predict a sharp growth in enrollment at Oakland University. It is clear that enrollment next fall will jump to at least 2,300, an increase of some 27 percent over last fall's 1,812 students. Even a conservative prediction puts the University enrollment at the 5,000 mark by 1969. In a day when enrollments at major universities have passed the 30,000 mark, the 5,000 mark does not appear at first thought, as astronomical. In this case, however, it will mean a 1,000 percent increase--from approximately 500 in 1959 to ten times that figure just ten years later. This compression of a sizable growth into a short period of time exaggerates and complicates the problem of planning an orderly expansion.

Thus, Oakland University must be planning now for many more students in the next few years in a manner that will assure them the same educational opportunities extended the present classes. Of immediate concern is planning for a new engineering building, which should be available in the fall of 1967. Not only is this facility demanded by the developments in the new School of Engineering but such space is needed in order to make present space occupied by engineering available to other departments. A second major building, now described as a learning resources center, to be planned on the same time schedule as the engineering building. Planning funds for these two buildings are provided for in legislation passed this spring.

Although it is often simpler to describe building needs for a growing institution, there are obviously the more important considerations of faculty, staff, equipment and library books. The task of holding its strong, young faculty and adding required faculty of the same quality is heightened by the brisk competition for top teacher-scholars. Because the University was never provided developmental

funds to build the recommended library collection or acquire kinds of scientific equipment needed in the laboratories and classrooms, the job of keeping up becomes more difficult and requires greater expenditures.

In the area of academic programs, the long-range plans for a complete performing arts center suddenly appear to be more immediate. The unqualified success of the second season of the Meadow Brook Music Festival, coupled with the opening of the first Meadow Brook School of Music, have moved the University several steps nearer the goal of providing a center for the performing arts, serving all of Michigan. With appropriate support from the community and the state of Michigan, the University's Performing Arts Center will have every chance of being the best such operation in the country. The concept is broad and imaginative, the beginnings inspiring.

APPENDIX A

THE FACULTY

DURWARD B. VARNER	Chancellor
B.A., Texas A & M; M.S., University of Chicago	
DONALD D. O'DOWD	Provost
A.B., Dartmouth College; M.A., Ph.D., Harvard University	
SHELDON APPLETON	Associate Professor of Political Science
B.A., M.A., New York University; Ph.D., University of Minnesota	
JAMES O. BAILEY, JR.	Assistant Professor of Russian
B.A., Southern California; M.A., Indiana University; Ph.D., Harvard University	
JOHN V. BARNARD	Assistant Professor of History
B.A., Oberlin College; M.A., Ph.D., University of Chicago	
JOHN W. BARTHEL *	Assistant Professor of German
B.S., Ph.D., University of Illinois	
JOHN L. BEARDMAN	Assistant Professor of Art
B.A., Oberlin College; M.A., M.F.A., Southern Illinois University	
DAVID C. BEARDSLEE	Associate Professor of Psychology; Director of Computing Data Processing Center
B.A., Swarthmore College; M.S., Ph.D., University of Michigan	
JOHN G. BLAIR	Assistant Professor of English
B.A., Brown University; M.A., Columbia University; Ph.D., Brown University	
DAVID E. BODDY *	Assistant Professor of Engineering
B.S. M.E., M.S.E.E., Purdue University	
RICHARD M. BRACE *	Professor of History; Chairman of History Department (Berkeley)
A.B., M.A., Ph.D., University of California	
LEE BRAUDE *	Assistant Professor of Sociology & Anthropology
A.M., Ph.D., University of Chicago	
GOTTFRIED BRIEGER	Associate Professor of Chemistry
B.A., Harvard University; Ph.D., University of Wisconsin	

* New members of the faculty

MARC E. BRIOD B.A., Haverford College; M.A., Northwestern University	Instructor in Teacher Education
RICHARD W. BROOKS * B.S., University of Wisconsin	Instructor in Philosophy
MORRIS BROSE *	Lecturer in Art
MAURICE F. BROWN B.A., Lawrence College; M.A., Ph.D., Harvard University	Associate Professor of English
WILLIAM C. BRYANT B.A., M.A., University of Michigan; Ph.D., University of California (Berkeley)	Instructor in Spanish ASSISTANT PROF OF SPANISH
EDWARD L. BUOTE * B.A., University of California (Los Angeles)	Instructor in Chinese
DOLORES M. BURDICK B.A., M.A., University of Wisconsin; Ph.D., University of California (Berkeley)	Assistant Professor of French
HARVEY BURDICK B.A., Syracuse University; Ph.D., University of Minnesota	Associate Professor of Psychology; Acting Chairman of Psychology Department
RICHARD J. BURKE A.B., Georgetown University; Ph.D., University of Chicago	Associate Professor of Philosophy
DAVID B. BURNER A.B., Hamilton College; Ph.D., Columbia University	Assistant Professor of History
JOHN B. CAMERON B.A., Princeton University; License es Lettres, University of Paris; Diplome d'Etudes Superieures, University of Paris; M.A., Ph.D., Yale University	Assistant Professor of Art
MELVIN CHERNO B.A., Stanford University; M.A., University of Chicago; Ph.D., Stanford University	Associate Professor of History
HOWARD W. CLARKE A.B., Holy Cross College; M.A., Ph.D., Harvard University	Associate Professor of Classics; Acting Chairman of Classics Department
WALTER S. COLLINS II B.A., B. Mus., Yale University; M.A., Ph.D., University of Michigan	Professor of Music; Chairman of Music Department

* New members of the faculty

GEORGE V. CRIPPS	Associate Professor of Music
B. Mus., B. Sch. Mus., Baldwin Wallace College; M.A., Western Reserve University	
ARTHUR M. DANIELS *	Assistant Professor of Music
B. Mus., Boston Conservatory; M.F.A., Brandeis University; Ph.D., University of Southern California	
ABRAHAM A. DAVIDSON *	Assistant Professor of Art History
B.A., Harvard University; M.A., Boston University; Ph.D., Columbia University	
JAMES E. DAVIS	Assistant Professor of Chemistry
B.S., Mississippi State University; Ph.D., Massachusetts Institute of Technology	
JOHN W. DETTMAN	Professor of Mathematics
A.B., Oberlin College; M.S., Ph.D., Carnegie Institute of Technology	
DAVID DI CHIERA	Assistant Professor of Music; Assistant Dean for Continuing Education in the Arts
B.A., M.A., Ph.D., University of California (Los Angeles)	
FRANZ-HEINZ DONDIT *	Assistant Instructor in German
Philosoph. Kum (B.A.), Koln, 1956 Wiss Prutung (M.A.T.), Koln, 1959; Assessorenexamen, 1962	
ALFRED J. DuBRUCK	Associate Professor of French
B.A., M.A., Ph.D., University of Michigan	
SIXTEN EHRLING	Professor of Music; Musical Director, Detroit Symphony Orchestra
PETER EVARTS	Assistant Professor of English
B.A., Eastern Michigan University; M.A., University of Michigan	
ROBERT I. FACKO	Instructor in Music
B.M., M.M., University of Illinois	
WALTER FEINBERG *	Instructor in Education
A.B., A.M., Boston University	
THOMAS FITZSIMMONS	Associate Professor of English
B.A., Stanford University; M.A., Columbia University	
CHARLES FORTON *	Instructor in French
Licencie es Philosophie et Lettres, Universite Catholique de Louvain, Belgium; Doctorate es Musique, Institut Lemmens, Malines, Belgium	
LAWRENCE B. FRIEDMAN *	Assistant Professor of Chemistry
B.A., University of Minnesota (Duluth); M.A., Harvard University	

* New members of the faculty

JUNE E. GABLER	Assistant Professor of Teacher Education
B.S., M.A., Ed.D., Wayne State University	
JOHN C. GALLOWAY	Professor of Art; Chairman of Art Department
A.B., A.M., American University; Ph.D., Columbia University	
LEONARDAS V. GERULAITIS	Visiting Assistant Professor of History
B.A., M.A., University of Michigan	
JOHN E. GIBSON *	Professor of Engineering; Dean of the School of Engineering
B.S., Rhode Island State College; M. Eng., Ph.D., Yale University	
JAMES G. HADEN	Professor of Philosophy; Chairman of Philosophy Department
B.S., Haverford College; M.A., Ph.D., Yale University	
HARRY T. HAHN *	Professor of Education
B.S. Kutztown State College; M.Ed., Ed.D., Temple University	
WILLIAM C. HAMMERLE	Professor of Engineering Science
B.S., California Institute of Technology; Ph.D., Princeton University	
CLIFFORD V. HARDING	Professor of Biology; Chairman of Biology Department
A.B., Brown University; M.S., Yale University; Ph.D., University of Pennsylvania	
GERALD C. HEBERLE *	Instructor in History
B.A., University of Dayton; M.A., University of Cincinnati	
LASZLO J. HETENYI	Professor of Education; Dean of the School of Education
B.A., Pennsylvania State University; M.A., University of Michigan; Ed.D., Michigan State University	
EDWARD J. HEUREL	Associate Professor of Political Science; Chairman of Political Science Department
B.A., Yale University; M.A., Ph.D., University of Minnesota	
DONALD C. HILDUM	Associate Professor of Psychology
A.B., Princeton University; M.A., Ph.D., Harvard University	
J. CARROLL HILL *	Associate Professor of Engineering
B.S.E.E., University of Louisville; M.S.E.E., University of South Carolina; Ph.D., Purdue University	

* New members of the faculty

ROBERT HOOPES	Professor of English; Chairman of English Department
A.B., Cornell College; A.M., Boston University; A.M., Ph.D., Harvard University; D.Lit. (Hon.), Cornell College	
ROBBIN HOUGH	Assistant Professor of Economics; Acting Chairman of Economics and Business Administration Department
B.A., Montana State University; Ph.D., Massachusetts Institute of Technology	
ROBERT C. HOWES	Associate Professor of History
A.B., Stetson University; M.A., Ph.D., Cornell University	
DON R. IODICE	Assistant Professor of French
A.B., M.A.T., Yale University	
THOMAS M. JENKINS	Instructor in Mathematics
B.A., Kenyon College; M.A., Yale University	
G. PHILIP JOHNSON *	Professor of Mathematics; Chairman of Mathematics Department
B.S., M.A., Ph.D., University of Minnesota	
RICHARD A. KAMMANN	Instructor in Psychology
B.A., Miami University (Ohio); Ph.D., University of Cincinnati	
JANET KARPISSEK *	Assistant Instructor in Spanish
B.A., Eastern Michigan; M.A., State University of Iowa	
WILBUR W. KENT, JR.	Assistant Professor of Music
B. Mus., University of Kansas; M.M., University of Illinois	
HELEN KOVACH	Associate Professor of Russian
Law Diploma, University of Belgrade; Teaching Certificate in Russian, Karlov University; Prague; Ph.D., Elizabeth University, Pecs, Hungary	
AHARON KUPERMAN *	Instructor in Psychology
B.S., M.S., Illinois Institute of Technology	
ALFRED LESSING	Assistant Professor of Philosophy
B.A., Carleton College; M.A., Ph.D., Yale University	
MARSHALL M. LEVINSON	Assistant Professor of Economics
B.S., City College of New York; M.A., Columbia University	
DAVID G. LOWY	Assistant Professor of Psychology; Clinical Psychologist
B.A., Drake University; M.A., City College of New York; Ph.D., University of Tennessee	

* New members of the faculty

DONALD G. MAIM	Associate Professor of Mathematics
B.S., Northwestern University; A.M., Ph.D., Brown University	
ROGER HENRY MARZ	Associate Professor of Political Science
B.S., Illinois Institute of Technology; M.A., Ph.D., Michigan State University	
DAVID W. MASCITELLI *	Instructor in English
B.A., Middlebury College; M.A., Duke University	
GEORGE T. MATTHEWS	Professor of History; Dean of the College of Arts & Sciences
A.B., M.A., Ph.D., Columbia University	
JAMES McKAY	Professor of Mathematics
B.A., Seattle University; M.S., Ph.D., University of Washington	
STEVEN R. MILLER	Assistant Professor of Chemistry
B.S., Case Institute of Technology; Ph.D., Massachusetts Institute of Technology	
RALPH C. MOBLEY	Professor of Physics; Chairman of Physics Department
B.S.E.E., Lawrence Institute of Technology; M.S., Ph.D., University of Wisconsin	
ROSALIE A. MURPHY	Assistant Instructor in English
A.B., Ursuline College; M.A., University of Detroit	
JACK R. MOELLER	Assistant Professor of German
B.A., Oberlin College; M.A., Ph.D., Princeton University	
FREDERICK W. OBEAR	Assistant Professor of Chemistry; Dean of Freshmen
B.S., Lowell Technological Institute; Ph.D., University of New Hampshire	
EMIL OESTEREICHER	Instructor in Sociology and Anthropology
B.A., M.A., University of Illinois	
ROBERT B. PETTENGILL *	Visiting Professor of Economics
A.B., M.A., University of Arizona; Ph.D., Stanford University	
JESSE R. PITTS	Professor of Sociology; Chairman of Sociology and Anthropology Department
B.A., M.A., Ph.D., Harvard University	
DAVID C. POTTER	Assistant Professor of Political Science
B.A., M.A., University of California (Berkeley); Ph.D., University of London	

* New members of the faculty

GENEVIEVE C. PREVOST	Instructor in French
B.es Lettres, Lic. es Lettres, University of Geneva; Laurea di Dottore in Lettere, University of Rome	
GEORGE RAWICK *	Associate Professor of Sociology and Anthropology
M.S., Ph.D., University of Wisconsin	
RODERIC E. RIGHTER *	Assistant Professor of Education; Assistant to the Dean of the School of Education
A.B., B.S., Ashland College; M.E., Bowling Green State University; Ed.D., Wayne State University	
HENRY ROSEMONT *	Instructor in Philosophy
A.B., University of Illinois	
JOAN G. ROSEN	Assistant Instructor in English
B.A., Vassar College; M.A., Wayne State University	
HERBERT SCHUEL *	Assistant Professor of Biology
B.A., University College, New York University; Ph.D., University of Pennsylvania	
WILLIAM SCHWAB	Professor of English
B.A., Bethany College; M.A., Ph.D., University of Wisconsin	
VIRINDRA M. SEHGAL *	Instructor in Mathematics
B.Sc., M.A. (App.Math), M.A. (Econ-Stat), University of Delhi, India; M.A. (Math), University of Wisconsin	
ALAN L. SELTZER *	Assistant Instructor in Political Science
A.B., Brooklyn College; M.A., Michigan State University	
ROBERT E. SIMMONS	Associate Professor of German; Chairman of Modern Foreign Language Department
B.A., M.A., Ph.D., Stanford University	
EDWARD STARR	Instructor in Economics
B.B.A., City College of New York	
BEAUREGARD STUBBLEFIELD	Associate Professor of Mathematics
B.S., M.A., Prairie View College; M.S., Ph.D., University of Michigan	
NORMAN SUSSKIND	Associate Professor of French
A.B., Adelphi College; Ph.D., Yale University	
AMITENDRANATH TAGORE	Assistant Professor of Chinese
B.Com., Calcutta University, India; M.A., National Peking University, China; Ph.D., Visva Bharati University, India	

*New members of the faculty

SAMUEL B. THOMAS *	Assistant Professor of History
B.S., City College of New York; M.A., Ph.D., Columbia University	
PAUL A. TIPLER	Assistant Professor of Physics
B.S., Purdue University; M.S., Ph.D., University of Illinois	
PAUL TOMBOULIAN	Associate Professor of Chemistry
	Chairman of Chemistry Department
A.B., Cornell University; Ph.D., University of Illinois	
REUBEN TORCH *	Professor of Biology
B.S., M.S., Ph.D., University of Illinois	
ANNE H. TRIPP *	Visiting Assistant Professor of History
A.B., Wheaton College; M.A., Ph.D., University of Michigan	
CARMEN M. URLA	Special Instructor in Spanish
Bachillerato, Instituto Lope de Vega, Madrid; M.A., University of Illinois	
BIRGITTA VANCE	Instructor in Spanish
A.B., M.A., Wayne State University	
CARL R. VANN	Associate Professor of Political Science
A.B., M.A., Ph.D., Syracuse University	
LIBOR J. VELINSKY *	Assistant Professor of Physics
B.A., Vanderbilt University; M.A., University of Rochester; Ph.D., Michigan State University	
GERTRUDE M. WHITE	Associate Professor of English
B.A., Mt. Holyoke College; M.A., Columbia University; Ph.D., University of Chicago	
MARILYN L. WILLIAMSON *	Assistant Professor of English
B.A., Vassar College; M.A., University of Wisconsin; Ph.D., Duke University	
ROBERT M. WILLIAMSON	Professor of Physics
B.S., University of Florida; Ph.D., University of Wisconsin	
WALTER L. WILSON	Professor of Biology
B.S., West Chester State College; Ph.D., University of Pennsylvania	
THEODORE O. YNTEMA *	Visiting Professor of Economics and Business Administration
A.M., University of Illinois; A.M., Ph.D., University of Chicago	

* New members of the faculty

APPENDIX B

ADMINISTRATIVE-PROFESSIONAL PERSONNEL

ADMISSIONS

Glen Brown, B.A.

Jerry Dahlman, B.A.

William Jones, B.A., M.A.

James Morrison, B.A.

Director of Admissions and
Scholarships

Admissions Officer

Assistant Director of Admissions

Admissions Officer

ALUMNI EDUCATION

Gary Woditsch, Ph.B., M.A.

Director of Alumni Education
Program

BOOK CENTER

David Bixby, B.A.

Manager

BUSINESS OFFICE

Robert W. Swanson, B.A., M.A.

Rockne Delauney, B.A.

Frederick M. Endelman, C.P.A.

Robert McGarry, B.A.

Bernard Toutant

Director of Business Affairs

Special Accounts Supervisor

Auditor

Chief Accountant

Cashier and Voucher Auditor

CHANCELLOR

Durward B. Varner, B.A., M.S.

Nadji Reynolds

Chancellor

Administrative Secretary

COMPUTER AND DATA PROCESSING CENTER

David C. Beardslee, B.A., M.S., Ph.D.

Jean Dion

Donald Mann, B.A.

William Ramsey

Edward Van Slambrouck

Director of Computer and Data
Processing Center

Operations Manager

Programer

Programer

Programer

CONTINUING EDUCATION AND

MOTT CENTER FOR COMMUNITY AFFAIRS

Lowell R. Eklund, B.S., M.S., Ph.D.

Russell E. Elliott, B.A., M.A., Ph.D.

David Di Chiera, B.A., M.A., Ph.D.

Priscilla Jackson

Dean of Continuing Education;
Director, Mott Center for
Community Affairs

Director of Courses and Professional
Development Programs

Assistant Dean of Continuing Education
in the Arts

Director of Conferences; Assistant
Director, Mott Center for Community
Affairs

David J. Doherty, A.B., M.A.

Barbara E. Bryant, A.B.

Dorothy Owen, B.S.

Lee M. Olson, B.A.

DEAN OF STUDENTS

Thomas B. Dutton, B.A., M.A., Ph.D.

James R. Appleton, B.A., M.A., Ph.D.

Patricia Houtz, B.A., M.A., Ph.D.

Gladys Rapoport, B.A.

FOOD SERVICE

Edward Goodwin, B.A.

John Januszko

FOUNDATION

Mary June Matthews, B.A.

LIBRARY

Floyd Cammack, B.A., M.A., M.S., Ph.D.

Lawrence Auld, B.A., M.S.L.S.

Daniel Cutcher, B.A.

Desiree de Charms, B. Mus., M.S.

Robert Gamble, B.A., M.L.S.

Robert Gaylor, B.A., M.L.S.

Shin-Fang Lin, B.A., M.A.

Sumi Takahashi, B.S., M.L.

Phyllis Van Orden, B.S., M.A.L.S.

MEADOW BROOK MUSIC FESTIVAL

James Hicks

OAKLAND CENTER

Edward Birch, B.A., M.A.

PERSONNEL

Carlos Corona, A.B.

Jewel Bird

PHYSICAL EDUCATION

Hollie Lepley, B.S., M.S.

Richard Robinson, B.A., M.S.

Veronica Dempsey, B.S., M.A.

Corey Van Fleet, Jr., B.S., M.A.

Director of Community Schools,
Mott Center for Community Affairs

Director of Public Relations

Administrative Assistant, Mott

Center for Community Affairs

Marketing Specialist

Dean of Students

Associate Dean for Men

Associate Dean for Women

Financial Aids Assistant

Director of Food Services

Assistant Director of Food Services

~~Administrative Secretary~~

University Librarian

Assistant Librarian

Order Department

Reference Librarian

Reference Librarian

Reference Librarian

Catalog Librarian

Reference Librarian

Head, Instructional Materials
Center

Director of Meadow Brook Music
Festival

Director of Oakland Center

Director of Personnel

Personnel Assistant

Director of Athletics

Assistant in Physical Education

Assistant in Physical Education

Assistant in Physical Education

PHYSICAL PLANT

George Karas, B.S.
Chevor Dong, B.S.
William L. Sharrard, B.S.

Director of Physical Plant
Electrical Engineer
Mechanical Engineer

PLACEMENT

Dorothy Hope

Director of Placement; Assistant
Director of Alumni Relations

PROVOST

Donald D. O'Dowd, A.B., M.A., Ph.D.
Frederick W. Obear, B.S., Ph.D.
Irene Denne
J. Duncan Sells, B.A.

Provost
Dean of Freshmen
Administrative Secretary
Assistant Provost

PSYCHOLOGICAL SERVICES

Kenneth Coffman, B.S., M.S., Ph.D.
William J. Schlicht, B.A., M.S., Ph.D.

Betty J. Beardslee, B.A., M.A., Ph.D.
David G. Lowy, B.A., M.A., Ph.D.
L. Jerome Fink, M.D.
Morris Frumin, M.D.
Ralph S. Green, M.D.
Hubert Miller, M.D.
Sheldon N. Siegel, M.D.

Director of Psychological Services
Assistant Director of Psychological
Services
Clinical Psychologist
Clinical Psychologist
Consultant
Consultant
Consultant
Consultant
Consultant

PURCHASING

David Jones, B.A.

Purchasing Agent

REGISTRAR

Thomas Atkinson, B.S., M.A.
Hilda Hicks

Registrar
Assistant Recorder

SCIENCE AND ENGINEERING

Leonard Chisholm, B.S.E.E.

Electronic Engineer

UNIVERSITY RELATIONS

Troy Crowder, B.A., M.A.

Director of University Relations

APPENDIX C

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OAKLAND UNIVERSITY
OFFICE OF THE REGISTRAR

TABLE I

TOTAL "HEAD COUNT" ENROLLMENT
By terms and semesters

<u>TEN-WEEK TERMS</u>	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>SUMMER</u>
Fall 1959	570			
Winter 1960		535		
Spring 1960			474	
Summer 1960				90
Fall 1960	908			
Winter 1961		837		
Spring 1961			726	
Summer 1961				204
 <u>FIFTEEN-WEEK SEMESTERS</u>				
Fall 1961	1069			
Winter 1962		1023		
Spring 1962			497	
Fall 1962	1259			
Winter 1963		1134		
Spring 1963			643	
Fall 1963	1498			
Winter 1964		1279		
Spring 1964			706	
Fall 1964	1812			
Winter 1965		1681		
Spring 1965			822	
 - - - - -				
PROJECTED				
Fall 1965	2300			
Winter 1966		2116		
Spring 1966			1094	

TABLE II

TOTAL ANNUAL ENROLLMENT 1959-1965
(excluding duplicates)

YEAR	MEN	WOMEN	TOTAL
* 1959-60	382	226	608
* 1960-61	554	442	996
** 1961-62	614	568	1182
** 1962-63	719	667	1386
** 1963-64	868	820	1688
** 1964-65	1003	994	1997

* Includes four terms: Fall, Winter, Spring, Summer (September to August).

** Includes three Semesters: Fall, Winter, Spring (September to August).

TABLE III

DISTRIBUTION OF STUDENT ENROLLMENT
BY CLASS AND CURRICULUM

Legend: F = Freshman
S = Sophomore
J = Junior
S = Senior

CURRICULUM	CODE	FALL, 1964				WINTER, 1965				SPRING, 1965			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
BUSINESS ADMINISTRATION	200	55	32	20	9	37	41	21	12	5	17	8	8
ENGINEERING SCIENCE	400	81	40	16	11	66	19	20	9	10	24	13	6
DIVISION OF HUMANITIES													
Liberal Arts	600	40	8	4	1	32	6	-	-	2	9	-	2
Art	611	23	14	14	1	24	11	8	11	3	10	5	6
Classical Languages	612	1	-	-	1	1	-	-	1	-	1	-	-
English	613	55	33	7	10	55	31	8	11	12	28	7	6
History	614	15	16	12	7	10	8	12	9	2	7	5	7
Modern Languages	615	27	10	6	1	21	8	5	5	3	12	4	4
Music	616	1	4	3	1	3	5	2	-	2	2	1	1
Philosophy	617	4	9	5	6	9	2	6	7	2	3	4	1
SUB TOTAL		166	94	51	28	155	71	41	44	26	72	26	27
DIVISION OF MATHEMATICS & SCIENCE													
Chemistry	641	50	20	4	5	20	13	17	6	3	13	11	4
Biology	642	5	1	-	-	25	2	1	-	3	10	-	-
Mathematics	643	65	28	3	-	54	8	11	1	1	12	8	4
Physics	644	12	10	3	5	9	3	9	4	2	4	5	5
SUB TOTAL		132	59	10	10	108	26	38	11	9	39	24	13
DIVISION OF SOCIAL SCIENCES													
Economics	671	12	7	5	6	6	7	7	8	-	4	5	4
Political Science	672	37	28	7	3	33	22	15	4	2	15	9	6
Psychology	673	45	27	19	12	37	31	17	14	4	20	12	12
Sociology	674	25	8	1	2	19	7	4	4	3	4	9	1
SUB TOTAL		119	70	32	23	95	67	43	30	9	43	35	23

TABLE III

(continued)

CURRICULUM	CODE	FALL, 1964				WINTER, 1965				SPRING, 1965			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
EDUCATION SECONDARY													
Classical Languages	812	-	3	-	1	-	1	2	1	-	-	2	-
English	813	62	36	18	17	59	35	29	22	7	36	25	12
History	814	41	20	15	11	44	15	17	16	8	22	18	7
Modern Languages	815	32	19	4	9	29	10	3	12	2	17	5	4
Music (Vocal)	816	12	8	3	1	16	5	4	3	6	5	3	4
Chemistry	841	11	2	1	1	9	2	2	-	1	2	2	-
Mathematics	843	31	19	9	4	25	11	7	8	2	6	6	7
Physics	844	5	1	-	-	5	-	1	1	-	1	-	-
Social Sciences	870	16	12	7	11	14	9	4	10	3	8	7	4
SUB TOTAL		210	120	57	55	201	88	74	73	20	97	68	38
EDUCATION ELEMENTARY													
General	900	106	94	42	34	94	63	50	51	21	45	42	33
Modern Languages Conc.	915	7	7	-	3	8	4	3	3	1	2	1	3
Mathematics Sci. Conc.	940	4	3	3	-	5	2	1	1	1	1	2	2
SUB TOTAL		117	104	45	37	107	69	54	55	23	48	45	38
SPECIAL	100	6	-	-	3	5	1	-	-	-	-	-	-
TOTALS BY CLASS		886	519	231	176	774	382	291	234	110	340	219	153
TOTAL ENROLLMENT		1812				1681				822			

TABLE IV

DISTRIBUTION OF STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUMLegend: M = Men
W = Women
T = Total

CURRICULUM	CODE	FALL, 1964			WINTER, 1965			SPRING, 1965		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
BUSINESS ADMINISTRATION	200	104	12	116	101	10	111	35	3	38
ENGINEERING SCIENCE	400	145	3	148	112	2	114	53	-	53
DIVISION OF HUMANITIES										
Liberal Arts	600	18	35	53	14	24	38	4	9	13
Art	611	16	36	52	17	37	54	7	17	24
Classical Languages	612	2	-	2	2	-	2	-	1	1
English	613	44	61	105	48	57	105	30	23	53
History	614	37	13	50	28	11	39	12	9	21
Modern Languages	615	11	33	44	8	31	39	4	19	23
Music	616	3	6	9	6	4	10	3	3	6
Philosophy	617	15	9	24	16	8	24	5	5	10
SUB TOTAL		146	193	339	139	172	311	65	86	151
DIVISION OF MATHEMATICS & SCIENCE										
Chemistry	641	64	15	79	48	8	56	24	7	31
Biology	642	3	3	6	19	9	28	8	5	13
Mathematics	643	74	22	96	60	14	74	17	8	25
Physics	644	28	2	30	23	2	25	15	1	16
SUB TOTAL		169	42	211	150	33	183	64	21	85
DIVISION OF SOCIAL SCIENCES										
Economics	671	28	2	30	27	1	28	12	1	13
Political Science	672	66	9	75	63	11	74	25	7	32
Psychology	673	63	40	103	59	40	99	29	19	48
Sociology	674	5	31	36	9	25	34	6	11	17
SUB TOTAL		162	82	244	158	77	235	72	38	110

Legend: M = Men
W = Women
T = Total

[illegible]

TABLE IV

(continued)

CURRICULUM	CODE	FALL, 1964			WINTER, 1965			SPRING, 1965		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
EDUCATION SECONDARY										
Classical Languages	812	-	4	4	-	4	4	-	2	2
English	813	42	91	133	38	107	145	25	55	80
History	814	40	47	87	41	51	92	29	26	55
Modern Languages	815	12	52	64	11	40	59	6	22	28
Music	816	6	18	24	9	19	28	6	12	18
Chemistry	841	10	5	15	8	5	13	2	2	4
Mathematics	843	32	31	63	26	25	51	11	10	21
Physics	844	5	1	6	6	1	7	-	1	1
Social Sciences	870	20	26	46	18	19	37	11	11	22
SUB TOTAL		167	275	442	157	279	436	90	141	231
EDUCATION ELEMENTARY										
General	900	19	257	276	16	242	258	2	139	141
Modern Language Conc.	915	1	16	17	1	17	18	1	6	7
Mathematics Sci. Conc.	940	1	9	10	-	9	9	1	5	6
SUB TOTAL		21	282	303	17	268	285	4	150	154
SPECIAL	100	6	3	9	3	3	6	-	-	-
TOTALS BY MEN & WOMEN		920	892	1812	837	844	1681	383	439	822

TABLE V
(cont.)

MICHIGAN COUNTIES	CODE	FALL, 1964			WINTER, 1965			SPRING, 1965		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Lake	043	1	-	1	1	-	1	-	-	-
Lapeer	044	9	12	21	9	13	22	4	9	13
Leelanau	045	-	-	-	-	-	-	-	-	-
Lenawee	046	1	-	1	1	-	1	-	-	-
Livingston	047	1	2	3	1	2	3	1	1	2
Luce	048	1	2	3	1	2	3	-	1	1
Mackinac	049	2	1	3	2	1	3	1	1	2
Macomb	050	115	126	241	117	124	241	43	66	109
Manistee	051	-	-	-	-	-	-	-	-	-
Marquette	052	-	-	-	-	-	-	-	-	-
Mason	053	-	1	1	-	1	1	-	-	-
Mecosta	054	-	2	2	-	2	2	-	2	2
Menominee	055	-	1	1	-	1	1	-	-	-
Midland	056	-	1	1	-	1	1	-	1	1
Missaukee	057	-	-	-	-	-	-	-	-	-
Monroe	058	-	-	-	-	-	-	-	-	-
Montcalm	059	-	-	-	-	-	-	-	-	-
Montmorency	060	-	-	-	-	-	-	-	-	-
Muskegon	061	13	2	15	12	2	14	6	1	7
Newaygo	062	-	-	-	-	-	-	-	-	-
Oakland	063	542	567	1109	477	529	1006	243	278	521
Oceana	064	-	1	1	-	1	1	-	-	-
Ogemaw	065	-	-	-	-	-	-	-	-	-
Ontonagon	066	-	-	-	-	-	-	-	-	-
Osceola	067	1	1	2	-	1	1	-	2	2
Oscoda	068	-	-	-	-	-	-	-	-	-
Otsego	069	-	-	-	-	-	-	-	-	-
Ottawa	070	1	-	1	-	-	-	-	-	-
Presque Isle	071	-	-	-	-	-	-	-	-	-
Roscommon	072	-	-	-	-	-	-	-	-	-
Saginaw	073	9	1	10	8	1	9	2	1	3
St. Clair	074	13	9	22	12	8	20	11	5	16
St. Joseph	075	-	1	1	-	1	1	-	-	-
Sanilac	076	2	2	4	2	2	4	-	-	-
Schoolcraft	077	-	-	-	-	-	-	-	-	-
Shiawassee	078	-	-	-	-	-	-	-	-	-
Tuscola	079	4	2	6	4	1	5	1	-	1
Van Buren	080	2	-	2	2	-	2	1	-	1
Washtenaw	081	-	1	1	-	1	1	-	1	1
Wayne	082	83	71	154	74	70	144	36	32	68
Wexford	083	-	-	-	-	-	-	-	-	-
TOTAL		663	847	1710	780	803	1583	369	422	791

TABLE V
(continued)

STATES OTHER THAN MICHIGAN	CODE	FALL, 1964			WINTER, 1965			SPRING, 1965		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Alaska	150	-	1	1	-	1	1	-	1	1
California	104	-	1	1	1	1	2	1	-	1
Connecticut	106	2	1	3	3	1	4	-	1	1
Dist. of Columbia	108	-	1	1	-	1	1	-	2	2
Illinois	112	4	2	6	3	3	6	-	-	-
Indiana	113	3	1	4	3	-	3	1	-	1
Maryland	119	1	-	1	1	-	1	-	-	-
Massachusetts	120	3	1	4	2	1	3	-	-	-
New Hampshire	128	1	1	2	1	1	2	-	-	-
New Jersey	129	8	6	14	8	5	13	2	1	3
New York	131	7	10	17	6	9	15	3	5	8
North Carolina	132	-	1	1	-	1	1	-	1	1
Ohio	134	5	5	10	3	3	6	-	1	1
Pennsylvania	137	-	3	3	-	3	3	-	1	1
Tennessee	141	1	-	1	1	-	1	-	-	-
Texas	142	2	-	2	3	-	3	2	-	2
Vermont	144	1	-	1	1	-	1	-	-	-
Virginia	145	11	9	20	12	9	21	3	3	6
Wisconsin	148	-	1	1	-	1	1	-	1	1
TOTAL		49	43	92	48	40	88	12	17	29
FOREIGN COUNTRIES										
Canada	236	4	-	4	5	-	5	2	-	2
Colombia	238	1	1	2	1	-	1	-	-	-
France	283	1	-	1	1	-	1	-	-	-
Greece	304	1	-	1	1	-	1	-	-	-
Japan	351	1	-	1	1	-	1	-	-	-
Liberia	372	-	1	-	-	1	1	-	-	-
TOTAL		8	2	10	9	1	10	2	-	2

SUMMARY

	FALL, 1964			WINTER, 1965			SPRING, 1965		
	M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Michigan	863	847	1710	780	803	1583	369	422	791
States other than Mich.	49	43	92	48	40	88	12	17	29
Foreign Countries	8	2	10	9	1	10	2	-	2
GRAND TOTAL	920	892	1812	837	844	1681	383	439	822

TABLE VI
DISTRIBUTION OF NEW STUDENTS
BY CURRICULUM

Legend:

F = First-time Fresh.

Tr = Transfer

Tot = Total New

CURRICULUM	CODE	FALL, 1964			WINTER, 1965			SPRING, 1965		
		F.	Tr.	TOT.	F.	Tr.	TOT.	F.	Tr.	TOT.
BUSINESS ADMINISTRATION	200	31	14	45	1	5	6	1	-	1
ENGINEERING SCIENCE	400	65	11	76	-	-	-	1	1	2
DIVISION OF HUMANITIES										
Liberal Arts	600	29	13	42	5	1	6	-	2	2
Art	611	17	3	20	-	-	-	-	-	-
Classical Languages	612	1	-	1	-	-	-	-	-	-
English	613	30	8	38	4	1	5	-	1	1
History	614	11	3	14	-	-	-	-	1	1
Modern Languages	615	20	1	21	-	1	1	-	-	-
Music	616	1	-	1	-	2	2	-	-	-
Philosophy	617	3	4	7	-	1	1	-	1	1
SUB TOTAL		112	32	144	9	6	15	-	5	5
DIVISION OF MATHEMATICS & SCIENCE										
Chemistry	641	43	4	47	-	2	2	-	-	-
Biology	642	3	3	6	-	1	1	-	2	2
Mathematics	643	62	3	65	2	-	2	1	-	1
Physics	644	10	4	14	-	-	-	-	-	-
SUB TOTAL		118	14	132	2	3	5	1	2	3
DIVISION OF SOCIAL SCIENCES										
Economics	671	4	2	6	-	-	-	-	1	1
Political Science	672	31	6	37	2	2	4	-	-	-
Psychology	673	33	10	43	1	3	4	-	-	-
Sociology	674	16	8	24	-	-	-	-	-	-
Anthropology	675	-	-	-	-	-	-	-	-	-
SUB TOTAL		84	26	110	3	5	8	-	1	1
EDUCATION SECONDARY										
Latin	812	-	-	-	-	-	-	-	-	-
English	813	41	23	64	3	9	12	1	3	4
History	814	32	18	50	3	1	4	1	1	2
Modern Languages	815	28	6	34	-	1	1	-	-	-
Music	816	11	6	17	1	-	1	-	-	-
Chemistry	841	9	1	10	-	-	-	-	-	-
Mathematics	843	24	3	27	-	3	3	-	1	1
Physics	844	4	1	5	-	-	-	-	-	-
Social Sciences	870	11	14	25	1	-	1	-	1	1
SUB TOTAL		160	72	232	8	14	22	2	6	8
EDUCATION ELEMENTARY										
General	900	77	51	128	5	10	15	-	12	12
Modern Lang. Conc.	915	7	1	8	1	1	2	-	-	-
Mathematics Sci. Conc.	940	3	4	7	-	-	-	-	-	-
SUB TOTAL		87	56	143	6	11	17	-	12	12
SPECIAL	100	1	3	4	-	-	-	-	-	-
GRAND TOTAL		658	228	886	29	44	73	5	27	32

TABLE VII
DISTRIBUTION OF NEW STUDENTS
BY BASIS OF ADMISSION

Legend: M = Men
W = Women
T = Total
% = Per cent of total

	FALL, 1964				WINTER, 1965				SPRING, 1965			
	M.	W.	T.	%	M.	W.	T.	%	M.	W.	T.	%
Admitted By Record: From High School Transfer	274	271	545	61.5	6	10	16	21.9	3	2	5	15.6
	62	104	166	13.7	12	21	33	45.2	8	19	27	84.4
SUB TOTAL	336	375	711	30.2	18	31	49	67.1	11	21	32	100.0
Admitted By Examination: From High School Transfer	62	51	113	12.8	6	7	13	17.8	0	0	0	0
	33	29	62	7.0	4	7	11	15.1	0	0	0	0
SUB TOTAL	95	80	175	19.8	10	14	24	32.9	0	0	0	0
GRAND TOTAL	431	455	886	100.0	28	45	73	100.0	11	21	32	100.0

TABLE VIII
DISTRIBUTION OF ALL STUDENTS
BY BASIS OF ADMISSION

	FALL, 1964				WINTER, 1965				SPRING, 1965			
	M.	W.	T.	%	M.	W.	T.	%	M.	W.	T.	%
Admitted By Record: From High School Transfer	568	546	1114	61.5	527	514	1041	61.9	207	264	471	57.3
	159	205	364	20.1	143	193	341	20.3	85	117	202	24.6
SUB TOTAL	727	751	1478	31.6	670	712	1382	32.2	292	381	673	81.9
Admitted By Examination: From High School Transfer	140	94	234	12.9	122	90	212	12.6	65	40	105	12.7
	53	47	100	5.5	45	42	87	5.2	26	18	44	5.4
SUB TOTAL	193	141	334	18.4	167	132	299	17.8	91	58	149	18.1
GRAND TOTAL	920	892	1812	100.0	837	844	1681	100.0	383	439	822	100.0

TABLE IX
DEGREES CONFERRED

BACHELOR OF ARTS	1963	1964 - 1965			TOTAL to DATE
	1964	MEN	WOMEN	TOTAL	
Business Administration	14	13	2	15	29
Division of Humanities					
Latin		1	-	1	1
Art	12	1	4	5	17
English	15	7	4	11	26
History	17	4	1	5	22
Modern Languages	13	3	1	4	17
Philosophy	5	6	2	8	13
Music		-	1	1	1
Division of Mathematics & Science					
Chemistry	10	8	-	8	18
Mathematics	8	-	-	-	8
Physics	5	4	-	4	9
Division of Social Sciences					
Economics	5	7	1	8	13
Political Science	12	1	1	2	14
Psychology	28	6	6	12	40
Sociology-Anthropology	4	3	1	4	8
Education-Secondary					
Latin		-	1	1	1
English	24	6	12	18	42
History	11	8	7	15	26
Modern Languages	28	3	10	13	41
Music	3	-	1	1	4
Chemistry	2	1	-	1	3
Mathematics	13	2	2	4	17
Physics	2	1	-	1	3
Social Sciences	7	5	4	9	16
Education-Elementary					
General	91	4	38	42	133
Modern Language Concentration	7	-	-	-	7
Mathematics & Science Conc.	3	-	2	2	5
TOTAL BACHELOR OF ARTS	339	94	101	195	534
BACHELOR OF SCIENCE					
Engineering Science	32	16	-	16	48
TOTAL BACHELOR OF SCIENCE	32	16	-	16	48
TOTAL UNDERGRADUATE DEGREES	371	110	101	211	582
HONORARY DEGREES					
Doctor of Humanities	1	1	-	1	2
Doctor of Laws	4	2	-	2	6
TOTAL HONORARY DEGREES	5	3	-	3	8

TABLE X

CUMULATIVE GRADE POINT AVERAGE
BY GRADUATION GROUP

DATE OF GRADUATION	APRIL 1963	AUGUST 1963	DECEMBER 1963	APRIL 1964	AUGUST 1964	DECEMBER 1964	APRIL 1965
TOTAL DEGREES GRANTED	146	29	18	178	70	25	116
90 Percentile	3.29	3.00	3.15	3.41	3.26	3.35	3.39
80 Percentile	3.13	2.80	2.85	3.23	2.94	2.96	3.21
TOP QUARTER	2.99	2.79	2.79	3.13	2.86	2.93	3.12
70 Percentile	2.91	2.66	2.63	3.08	2.81	2.75	3.04
60 Percentile	2.82	2.49	2.57	2.89	2.70	2.71	2.90
TOP HALF	2.69	2.47	2.54	2.76	2.55	2.70	2.74
40 Percentile	2.47	2.18	2.50	2.60	2.45	2.55	2.66
30 Percentile	2.40	2.12	2.47	2.46	2.34	2.30	2.56
TOP THREE QUARTERS	2.36	2.11	2.39	2.42	2.31	2.27	2.43
20 Percentile	2.31	2.05	2.35	2.35	2.25	2.24	2.44
10 Percentile	2.20	2.03	2.19	2.26	2.22	2.19	2.34

NON-CIRCULATING

TABLE XI

DISTRIBUTION OF STUDENTS CERTIFIED FOR TEACHING
BY MAJOR FIELD

TYPE OF PROVISIONAL CERTIFICATE	1963 1964 TOTAL	1964 - 1965		
		MEN	WOMEN	TOTAL
EDUCATION-ELEMENTARY				
General	53	4	38	42
Modern Language Concentration	4	-	1	1
Mathematics Science Concentration	3	-	4	4
SUB TOTAL	60	4	43	47
EDUCATION-SECONDARY				
Chemistry	1	-	2	2
English	12	5	12	17
French	9	1	4	5
German	4	-	3	3
History	8	10	8	18
Mathematics	6	2	3	5
Music	3	-	1	1
Physics	1	1	-	1
Russian	3	1	-	1
Social Sciences	3	6	4	10
Spanish	6	1	3	4
Latin	-	1	3	4
SUB TOTAL	56	27	41	68
GRAND TOTAL	116	31	84	115