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MICHIGAN STATE UNIVERSITY OAKLAND

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Oakland University

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Michigan State University Oakland's third year was a notable one for several reasons. Its enrollment passed the 1,000-student mark; it began year-round operation on the three-semester plan; it offered junior-level courses for the first time, and with the completion of an impressive library, a science building, student residences, and the expansion of its student center, it had for the first time most of the buildings essential to providing a high quality undergraduate liberal arts program.

More important even than any of these, an exceptionally able young faculty numbering fifty-four demonstrated its abilities and enthusiasm in its teaching, its research, its relationships with students, and in its services to the community. It produced a variety of pedagogical innovations seeking to make the teaching job more effective and efficient. Its members produced books, articles and papers for professional journals and meetings, and received some important research grants. They gave talks and lecture series for various community groups, and the Continuing Education Division involved 5,600 persons in its several activities.

The University, on the other hand, was the recipient of several generous gifts from persons in the community, and the efforts of the MSUO Foundation figured prominently in these benefactions. As it has been since MSUO's founding, this group of community leaders has been of great help in many ways, and the impressive efforts of its Scholarship Committee provided enough financial aid to help 160 deserving young men and women in the area attend college. The continued support and the confidence of the Board of Trustees throughout the year was, of course, a vital ingredient in the development of the University.

Indeed it is when viewed a little more closely against the background of a young institution's growing pains that the accomplishments of the third year stand out more clearly.

The operating budget for the year was \$1,360,700, including \$979,720 in the State appropriation and \$237,600 in student fees.

As in two preceding years, MSUO operated with a 20-1 student-teacher ratio, one much higher than in the better small colleges but a little lower than in many undergraduate programs. The teaching load ranged from 12-15 hours per week, and in addition, faculty members acted as advisers to students and served on committees developing the policies that guide the development of a new institution. Nevertheless, there was no evidence of any slackening in the spirit which from the start has marked the performance of its members. On the contrary, the desire to find better ways of doing the teaching job was evidenced by the initiating of a dozen or more different methods of instruction during the year. In one case, two faculty members teamed up to teach freshman English and Western Institutions as one integrated course. Three or four tried various methods of dividing their classes into self-administered learning groups. Various forms of independent study and independent research were begun, and faculty members generally put the emphasis on class discussion and student participation rather than on lectures.

The effects of these efforts have been good. Students became much more active partners in the business of learning. And the faculty vigor and enthusiasm that produced these efforts also produced an interest in the students that is a vital part of a stimulating community of learning.

The faculty's average age was just over 34, with 80 percent of them holding earned doctorates. For the 1962-63 academic year, eighteen more were added, and like the others represent the ablest younger persons we have been able to attract from the nation's great universities.

Five scholarly volumes written by faculty members were published during the year. One novel, several poems, and a number of articles and papers for professional journals and meetings were also produced.

Three research grants were made to faculty members. The largest, from the U. S. Office of Education, went to Professors Donald D. O'Dowd and David Beardslee for continuation of a major project that seeks to identify the images which college and high school students have of the various professions. A grant of \$37,064 was made to Professor Herman Lewis by the National Institutes of Health for a research project on genetic control of enzyme activity. Professor Paul Tomboulion obtained a National Science Foundation grant of \$1,785 to enable him to start a program of independent research projects by chemistry majors. Professor Tomboulion also received a \$1,200 grant from the Research Corporation to enable him to continue research he is doing on changing the structure of a benzene-like molecule. The faculty research committee also provided \$2,875.54 to eighteen faculty members to pursue their research projects.

MSUO also received notable help from government and industry in the planning of its curriculum. The Ford Motor Company Fund made a grant of \$15,000 to Kenneth Roose, Associate Dean for social sciences and director of the business and economics program, to enable him to consult with leading scholars and industrial executives in laying out a business administration curriculum. The result has been an unusual program which requires two years of college mathematics, preparation in the behavioral sciences and which puts a heavy emphasis on the liberal arts. It is a program intended to develop intellectual abilities and attitudes rather than specialized skills and information, and one which has drawn praise from some of the leading scholars in the field of business education.

The National Science Foundation provided a grant of nearly \$30,000 to enable MSUO to bring together a group of thirty leading scholars in the sciences to consider the problem of science education for nonscience majors.

This conference produced recommendations that a four-semester sequence of science courses be required of all undergraduates. Insofar as they went, the courses already being offered to MSUO students closely paralleled the recommendations of conference participants.

At this stage of development, the additions to the physical plant assumed major importance. The \$1.5 million library donated by the Kresge Foundation was completed and occupied in October when students joined with staff and faculty to move the books from temporary quarters in North Foundation Hall. The building was dedicated in May, an event for which Mr. S. S. Kresge, founder of the Kresge Company and the Kresge Foundation, was present. The fact that the library, the heart of a university plant, is in being is, of course, of inestimable importance. It contained some 28,000 volumes at the end of the year and it is hoped that the basic collection of 100,000 volumes can be achieved, given sufficient appropriations, in the next four years.

The \$2 million Science Building, the first structure to be built with State monies, was in partial use at the start of the school year and was dedicated in January, when a symposium on science education was held with several well-known scholars participating. The Oakland Center was doubled in size during the year to provide much needed recreational and dining facilities for students and staff.

The completion of two student residences, Anibal House for women, and Fitzgerald House for men, was another breakthrough, although a tardy one. The first on-campus residential students had been accepted for the Fall Term with the expectation of having housing available for ninety-six men and an equal number of women. But the residences were not ready until late in the fall. In the meantime, forty boys bunked in third-floor classrooms in a wing of the Science Building, and a dozen girls were housed on a farm

twelve miles away and in nearby homes. When the residences were finished, 120 students moved into them.

The Intramural Building was begun during the year and its completion scheduled for 1962 will provide much needed facilities for intramural sports and individual recreation for both students and faculty.

Year-round operation proved more popular than had been anticipated. Although only freshmen were expected to attend the third semester, nearly 500 students did so, which indicates that many sophomores and upperclassmen were taking advantage of the opportunity to take courses they would not otherwise be able to work into their schedules, or were accelerating their programs. The first year's experience would indicate that a substantial proportion of students intends to go year-round and to graduate in two and two-thirds years. Faculty participation also was good.

The Faculty Senate was reorganized during the year, making it a representative group rather than a pure democracy. The decision-making process was diffused with the creation of several committees in various policy-making areas. A Placement Center was created in anticipation of the institution's first graduating class in April 1963. This Center will maintain liaison with employers and help MSUO's graduates find suitable positions.

The student body continues to come largely from Oakland County, which provided 797 of the fall enrollment of 1,069. Macomb County provided 177, with eleven other counties providing sixty three. There were also twenty-seven students from fourteen other states and five from four other countries. There were 493 new students in September, of whom 356 were freshmen and 137 transfers. About 65 percent of the freshmen came from the top quarter of their high school graduating classes. Teacher Education was again the most popular program, followed by liberal arts and engineering science.

Academic achievement continued to improve, with 17 percent of the students making the honors list both in the Fall and Winter Terms. Nearly one third of all the grades given were A's and B's. On the other side of the ledger, 139 students were dropped for academic deficiencies and thirty three were on academic probation at the end of the year.

Much effort was devoted to encouraging student participation in developing programs in sports, music, dramatics, debate and student publications. During the year, student government voted to disband but the student judiciary continued to function and develop. A student-faculty committee was named to discuss and to make recommendations on student life needs. A student activities council was co-sponsor of both dances and other social events as well as of a lecture-concert series which brought some outstanding persons to the campus.

Perhaps the most important administrative change during the year occurred in student academic services. The scholastic progress of every student is now followed as closely as possible by instructors, faculty advisers and the Dean of Students. At the first sign of academic difficulty, the Dean of Students tries to diagnose the problem and to begin corrective action in consultation with faculty members. An improved faculty advising system gives support to these efforts and a special committee reviews the cases of all students liable for probation or separation. This committee first gets faculty evaluations on each individual.

MSUO's relations with and place in the community are an important part of the story of its third year, a year which brought both substantial successes and sorrow. The death of Mr. Alfred G. Wilson in Arizona in April was a major loss to the college, and personally to students and staff.

As donor, with Mrs. Wilson, of MSUO's magnificent campus site and its first buildings, Mr. Wilson had a continuing and lively interest in the welfare and development of the college. He and Mrs. Wilson entertained students and faculty in Meadow Brook Hall each fall and they in return were frequent honor guests at student dances, Christmas parties, and other campus functions.

Major successes once more were achieved by a group of Oakland and Macomb County women on the MSUO Foundation Scholarship Committee. They made up for the lack of alumni by raising \$60,000 which enabled the institution to offer scholarships to 160 deserving students in the area. Generous gifts were made by Mr. and Mrs. Benjamin H. Anibal to furnish student residences and to help provide equipment for the engineering science program and by Mr. and Mrs. C. Allen Harlan in support of the music program and library acquisitions. One new endowed scholarship was added to a growing list of such awards when faculty and staff created the Mildred Byars Matthews Scholarship in Art History in memory of a former Art Department colleague and wife of Associate Dean George Matthews. The fact that MSUO is able to offer an unusually large number of scholarships with donated funds is for such a young institution a tribute to the interest demonstrated by the community.

The Continuing Education program was another close link between the University and the community. One hundred fifty noncredit courses were given with 2,732 registrations, an increase of 34 percent over the year before. Nearly 2,000 additional persons participated in one of the conferences or special lecture series sponsored by the Division.

MSUO's third year was by all odds a successful and profitable experience which also revealed needs immediate and future. Some of the principal ones are an auditorium, additional funds for equipping programs in biology, art and music, for building Area Studies and general science programs, and for library acquisitions, particularly in the sciences. Money is also needed

for equipping science and engineering laboratories. There is a need also for funds for institutional research so that both we and others can learn and profit from the experience of building a new institution. And then there are the problems connected with the birth and growth of such an enterprise: the problems of crowding into the academic schedule everything which a faculty with high expectations believes every student should have; the problem of attracting more good applicants earlier in the University's life, so that better and more efficient use may be made of faculty, staff and plant; and the problems of living in an imperfect world where needs outrun the means to satisfy them. But without problems there would be no challenge and it is the task of meeting these and other problems as they emerge that will continue to make the realization of MSUO's dreams and goals an exciting quest.