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ANNUAL REPORT

OAKLAND UNIVERSITY

July 1, 1963 to June 30, 1964

Cover photo: A Royal Oak Tribune
photograph of a Meadow Brook Music
Festival concert in the new Baldwin
Memorial pavilion.

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The 1963-64 year for Oakland University might best be described as one of continued rapid growth in size, accompanied by change suited to its ascending role among Michigan colleges and universities. Within the broad guide lines establishing the pattern of the institution in 1958, Oakland began to adjust its program where it seemed in the best interest of its students and the area it serves.

I. ACADEMIC PROGRAM AND FACULTY

A. Courses

During the first semester of the year, the University experienced a major problem in regard to academic performance of the entering class of freshmen. While all evidence showed the class to be the best qualified to enter Oakland University, there was a high rate of voluntary withdrawal, and at the end of the first semester nearly half of the freshmen had averages below the 2.0 minimum grade average required for graduation.

The extent of the problem and the variety of contributing factors led to a series of short and long-term programs conceived as possible solutions. An intensive study of student academic performance, utilizing the Computer and Data Processing Center and the Office of Psychological Services, led to a careful review of the content of each University course in terms of assignments, syllabi, grading patterns and standards, and course goals. A new student report form provided a periodic assessment of the attendance, conscientiousness, and academic success of every freshman.

These immediate steps contributed to an improvement of both academic performance and student morale. During the winter a series of Academic Senate actions provided a long-range approach to the problem. In effect,

they improved the examination schedule for students, required class attendance unless excused, and established the seminar-discussion-lecture plan, which guarantees every freshman at least one small class and distributes the responsibility for teaching freshmen more equitably among the departments.

Another major approach to the problem was the designation of Frederick Obear, assistant professor of chemistry, as dean of freshmen to develop an aggressive plan of freshman advising for the coming year. Further, as an aspect of the SDL program, some forty seniors will be involved in tutorial work with freshmen during the following year.

1. Humanities

All departments of the division concentrated on implementing the SDL plan, the effects of which will be very noticeable in those University courses involving humanities departments. For example, the SDL plan opened the way for a writing center, a long-time objective of the English department, to assist students experiencing unusual difficulty with composition.

Among major plans for the future agreed upon during the year, the modern languages department decided to concentrate efforts on teacher education majors, without slighting training for students going on to graduate work. The history department took the lead in the development of area studies concentrations.

With assistance from the American Historical Association, the history department sponsored a scholarly meeting attended by nearly 300 history and social science instructors from high schools in Wayne, Oakland and Macomb counties. Assistance from the McGregor Fund made it possible for the art

and music departments to stage the Second Annual Symposium of the Arts in the fall of 1963.

2. Science and Engineering

In the Division of Science and Engineering, the major development during the year was the construction and dedication of the Kettering Magnetics Laboratory at Oakland University. Five eminent physicists were brought together on May 19 for a physics symposium, dedicating the laboratory made possible by a grant of \$120,000 to Oakland University for construction and operation of the facility.

Formerly located at Dayton, Ohio, the Kettering Laboratory was moved to the University so that Gifford G. Scott, senior research physicist at General Motors Corporation, could carry on basic experiments in magnetism started some 15 years ago. One half of the Kettering Foundation grant will be paid over a five-year period to enable the University to add to its physics faculty a member to work in magnetics research with Scott.

The division moved nearer the offering of biology, with the appointment of professors Clifford V. Harding and Walter L. Wilson, who will offer the initial biology courses during the 1964-65 academic year.

3. Social Science

Major changes in administrative organization occurred in this division. David C. Beardslee, associate professor and chairman of psychology, was named acting associate dean 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 designated acting chairman of psychology. Robbin R. Hough,

assistant professor of economics, was named acting chairman of business administration and economics, an assignment that was held also by Dr. Roose.

Following several faculty resignations in sociology and anthropology, the division was able to appoint well-qualified replacements to staff the department.

4. Teacher Education

The Teacher Education program continues to serve a growing number of Oakland students. During the year the University sponsored 134 individuals for their first Michigan Teaching Certificates. Seventy-one completed their B.A. in one of the elementary majors, 57 graduated in the 12 secondary majors, and six held academic degrees from other institutions. Among those seeking teaching positions, all but the four Russian majors were placed in their major fields. Ten of these left Michigan to accept positions in seven other states, and 105 assumed teaching posts throughout the state of Michigan.

To evaluate progress of the program, the department began a five-year study of graduates, in cooperation with the Computer and Data Processing Center. Preliminary analysis of data suggests high regard for alumni and favorable reactions from the graduates toward their training at the University.

B. Faculty

Although the University lost several faculty members to good positions in other prestigious universities, additions to the existing staff put Oakland University in probably its strongest position since it was founded. The estimation of faculty excellence is further evidenced by the attractive offers being made to many from outside institutions of high repute.

In addition to their teaching assignments, faculty members were active in scholarly pursuits. Members of each department in the humanities staff, for example, had articles accepted for publication. Charles O. Hucker read a paper at the twenty-sixth International Congress of Orientalists and Robert G. Hoopes at the Conference on College Composition and Communication; Alfred DuBruck presented a paper at the Modern Language Association meeting and Damie Stillman before the College Art Association. Richard E. Quaintance was elected president of the Midwest Johnson Society, and Robert E. Simmons was elected president of the Michigan Chapter of the American Association of Teachers of German. Hucker was chosen to serve on a national committee on Chinese Civilization, under auspices of the American Council of Learned Societies.

Fellowships were granted to Thomas Fitzsimmons, extended Fulbright Teaching Fellowship at the University Tokyo; William Schwab, Fulbright Lectureship to the University of Philippines; and Peter Amann, Guggenheim and Fulbright awards for research in the national archives of France.

Research activities were reflected in the number of continuations and new grants from the Faculty Research Fund. Projects were continued by Theodore Becker, Robert C. Howes, Richard E. Quaintance, Jr., Peter Amann, John L. Beardman. New grants were awarded to Sheldon L. Appleton, Maurice F. Brown, John E. Maher, Robert G. Hoopes, Gottfried Brieger, Robert C. Howes, Robbin R. Hough, Frederick W. Obear, David Burner, Walter R. Bolland, Melvin Chernow, Alfred DuBruck, Peter Amann, Roger Hardy, Francis P. Tafoya, Harvey Burdick and David Di Chiera.

C. Research Grants and Fellowships

Grants were awarded to University departments and faculty members for support of the following projects:

1. \$4,200 from the National Science Foundation to support the undergraduate science research participation.
2. \$25,000 from the General Motors Corporation Research Laboratory to support magnetism research programs.
3. \$5,000 from the Sage Foundation for unrestricted use.
4. \$15,180 from the Michigan Employment Security Commission of Detroit for a follow-up study of area redevelopment administration.
5. \$5,400 from the National Science Foundation to support the undergraduate science program.
6. \$5,780 from the National Science Foundation in support of the undergraduate instructional scientific equipment program in chemistry.
7. \$6,530 from the National Science Foundation in support of the undergraduate instructional scientific equipment program in engineering science.
8. \$1,890 from the National Science Foundation in support of the undergraduate instructional scientific equipment program in mathematics.
9. \$13,340 from the National Science Foundation in support of the undergraduate instructional scientific equipment program in physics.
10. \$2,500 from the National Science Foundation in support of the undergraduate instructional scientific equipment program in social science.
11. \$11,540 from the National Science Foundation in the form of an institutional grant for science.

II. STUDENTS AND ACTIVITIES

A. Enrollment

In the fall of 1963 Oakland University experienced a sharp increase in enrollment, growing from the 1962 fall total of 1259 to 1498 students. The additional 239 students represented an increase of 19 percent over the previous year, and was regarded as the beginning of an even greater rate of growth for the future. A summary of Oakland's five-year enrollment record with breakdowns by year, class, curriculum, sex, geography and basis of admission is included in Appendix "A" of this report.

B. Three-semester Plan

In the third year of year-round operation under the three-semester plan, Oakland students continue to take advantage of the opportunity to speed up their college program. Although it is not possible until later in the year to determine the percent of eligible students who enrolled in the third semester, the enrollment for that period continues to represent approximately one-half of the total fall enrollment. The fact that 371 students completed requirements for their degrees during the year, as compared to 146 for the previous year, makes the third semester enrollment level even more significant.

C. Admissions

The energetic program of contacts with secondary schools throughout Michigan, launched last year, was further strengthened this year in an effort to make more students aware of Oakland University's offerings. High school contacts were increased by 12 percent, with the admissions team visiting most high schools in the Lower Peninsula one or more times and calling on many of

the larger schools in the Upper Peninsula. During the year, 41 of Michigan's counties were represented in the student body, as compared to 27 last year.

In addition to presenting the Oakland University story at 49 "college days," the staff talked to 27 service clubs, women's groups, church youth groups and PTA's. This activity in the field increased campus visits by students, parents, and secondary school personnel approximately 30 percent over the 1962-63 school year.

Although the number of applications for the fall of 1963 was approximately the same as for 1962, the holding power of those admitted was significantly greater. This is dramatized by the fact that the University experienced a 48 percent increase in new student enrollment.

D. Activities

The on-campus cultural and social opportunities for students increased markedly during the year. Part of the growth was probably attributable to the fact that the University was one year older, while certain additions to the program were caused by active student interest.

Opening of the Little Theatre in the Intramural Building provided stimulus in a new setting for a student-faculty talent show, Fine Arts Festival events, Oakland University Theatre Guild productions, and other concerts and lectures. The week-long Arts Festival, held in March, featured music, drama, art and dance presentations. Another new student facility that provided a needed on-campus spot for students was the coffee house, which was opened in February.

Resident students added to their existing Dormitory Social Committee and Women's Judiciary Board a new organization, the Dormitory Council, during

the winter quarter. The new group's purpose is participation in policy decision affecting residence halls by serving as an advisory body to the administration. Members are elected from each dormitory.

Indicative of the various activities sponsored by students is the list of clubs and activities supported by student finance committee appropriations of student funds. They included Contuse literary magazine, modern dance, Student Activities Council, Hi-Fi Club, Fine Arts Festival, chorus, Economic Society, Dormitory Social Committee and Chess Club.

Students had the opportunity to participate in a well-developed program of physical education, recreation, intramural sports, extramural sports and sports clubs. Operated on a voluntary basis, the program is directed toward the participant rather than the spectator, and is designed to meet a variety of interests and abilities.

During the year, more than 14,000 persons used the swimming pool, and equipment was checked out more than 8,000 times, to give an indication of the growing use of the sports facilities. Intramural sports included bowling, cross country, golf, tennis, touch football, badminton, basketball, hockey and volleyball. Extramural sports included meets with Wayne State University, University of Detroit, University of Windsor, Flint College and Detroit Institute of Technology.

The year's activities calendar also included many social events to round out the activities program for Oakland students.

E. Counseling

Academic advising and personal counseling for students continued to be a responsibility of the dean of students. Although the dean's efforts

were handicapped by the resignation of the assistant dean of students in September, substantial gains were realized in the coordination of communication between faculty and students.

Later in the year the academic advising program was substantially strengthened by the appointment of Frederick W. Obear as dean of freshmen. Although his full-time appointment to this new position did not become effective until September 1, 1964, he was able to work with the dean of students during the spring to establish plans for the freshman advising program, including appointment of advisers. During the summer four groups of freshmen were brought to the campus for pre-school orientation sessions, and a fifth group was oriented just prior to the beginning of classes.

Under the new freshman advising program, advising groups of 50-60 students will be organized so that new students will identify with a relatively small and informal group. This will provide extensive pre-registration contact between students and their advisers, so that students will know their advisers before actual classwork begins. Advisers will have more information about their advisees, and will meet their groups as classes during each semester. The plan provides for additional social contact between student and staff.

The upperclass advising program has not been altered materially, and still depends upon communication through the academic divisions. Establishment of the freshman advising program may make it necessary to adjust the upperclass advising program to fit the pattern set during the students' first year at Oakland University.

Closely related to the advising program were the activities of the Office of Psychological Services. During the year a total of 375 students came to the office for assistance; 60 percent of them from the freshman

class, 20 percent from the sophomore class, and 10 percent each from the junior and senior classes. Many of these students came for only one session, while others met with personnel up to 30 times.

A major gain noted during the period was the addition of a team of psychiatric consultants to provide professional consultation where needed.

The Office of Psychological Services provided service in three broad areas: 1) psychological evaluations and individual counseling in a variety of problem areas; 2) testing for the purpose of entrance, orientation, academic placement and general advising; and 3) research of both departmental and institutional interest.

F. Financial Aid

In 1963-64, 394 students received a total of \$198,901 from the National Defense Education Act student loan program; 239 students received scholarships which totaled \$67,829 (See the section of this report on the Oakland Scholarship Committee); and 336 students earned over \$97,000 in part-time campus employment. In addition, students were given 497 loans, totaling \$33,468. During the year the Dean of Student's Office, the Admissions Office, and the Scholarship Committee collaborated to develop a sound program of financial aid.

G. Graduates

Ninety-one of Oakland University's 441 graduates to date, or 20.6 percent, are attending graduate school on a full-time basis. Another 30 percent report that they are pursuing graduate studies on a part-time basis.

A total of 194, or 44 percent, are teaching in school systems in Michigan and throughout the country. Another 116 have been employed in

business, government or social agencies; eight are in the military service; 12 are homemakers; two are attending Oakland University for teaching certification; and the placement of 18 is unknown.

III. ADMINISTRATION

A. General

There were several major changes in the administrative organization in the period covered by this report. Duncan Sells, dean of students, was designated associate dean of the University. Frederick W. Obear, associate professor of chemistry, was named dean of freshmen; David C. Beardslee, associate professor and chairman of psychology, was named acting associate dean of social science; Robbin R. Hough, assistant professor of economics, was designated acting chairman of business administration and economics; and Harvey Burdick, associate professor of psychology, was designated acting chairman of psychology.

Academic deans and department chairmen worked closely with the dean of the University examining the problem of academic performance of freshmen and contributing to its solution. The Academic Senate, through its regular meetings and its committees, considered a number of academic matters related to the curriculum and degree requirements. As referred to earlier in this report, the Academic Senate directed much of its attention to solving the problem of poor academic performance at the freshman level.

B. Computing and Data Processing Center

In its second year of operation, the Computing and Data Processing Center provided increased service to the University's teaching, research and administrative operations. Under the direction of David C. Beardslee,

the center staff has established a basic program of automatic data processing which the University can use to its advantage for many years. The wide range of applications, built into the early stages of this University, undoubtedly make it one of the most sophisticated information systems in American education. This broad and imaginative approach, aimed at the fullest utilization of the center, will also result in substantial economies as the University becomes a larger and more complex organization.

C. Financial Report

Oakland University operated in 1963-64 on a total income for current operations of \$2,129,263 of which \$1,562,515 came from state appropriations, \$545,771 from student fees, and \$20,977 from miscellaneous sources. This represents a six percent increase in total income for current operations over 1962-63.

Operating expenses were as follows:

General University Operations	\$2,165,496
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(Includes instruction, general research, student services, general administration, business operations, and plant maintenance.)

Research	93,102
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Auxiliary Activities	651,268
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(Student center food service, bookstore and faculty housing development)

Departmental Activities	283,309
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(Activities connected with the various departments on campus that take in revenue, including Continuing Education)

Expendable Gift Funds	122,689
(Gifts from individuals and companies used for scholarships, student aid, and specifically designated purposes)	
Agency Funds	155,817
(Student organization funds for which the University serves as banking agent)	
TOTAL	<u>\$3,471,681</u>

IV. CONTINUING EDUCATION

A. Alumni Education

In its first full year of operation, the Alumni Education department's program of counseling was extended to include students completing their college work during the year. For the first time, the department provided both senior and postgraduate counseling. Through a program of gathering and disseminating information, the staff helped alumni locate the educational resources best suited to serve their needs, whether related to graduate study, an informal course of study, or professional training.

During the year the department began informally to develop undergraduate commitment to the need for continuing education. Discussions with student professional clubs and a series of conferences and tours have been conducted to develop the relationship between continuing professional development and vocational success. A sophomore-junior counseling program is planned for 1964.

The Alumni education program received national exposure through three national meetings of professional associations, and through several national publications.

B. Placement Office

As a preliminary to the recruiting season, two senior placement seminars were held in the fall to help prepare seniors for their interviews with prospective employers. Approximately 60 companies and government agencies sent representatives to the campus, and 1150 individual interviews were conducted. Recruiters generally were favorably impressed by the students, the University and its curricula. Fifty-five seniors were placed in highly selective career-oriented positions with prominent companies.

Of the graduates completing their work, 63 percent were placed in business, government or teaching positions; 23 percent went on to graduate school; 8 percent went into military service or miscellaneous occupations; and the decisions of the remaining 6 percent are undetermined. Several hundred undergraduates were placed in part-time off-campus jobs or in summer training programs in industry and social agencies.

C. Courses

The Division of Continuing Education offered 208 non-credit courses during the fall, spring and summer. One hundred thirteen of these courses were taught to a total enrollment of 2307.

D. Conferences

The Division of Continuing Education expanded significantly its conference program, sponsoring 25 such meetings on campus, which were attended by 3595 registrants. In the previous year the program had grown to 18 conferences attended by 2578 persons.

Among the more outstanding conferences was the Writer's Conference, now one of the largest in the country with a staff of 27 published writers

and more than 400 participants. The Governor's Conference on Student Leadership again brought the outstanding student leaders from the metropolitan area to hear the Governor and specialists in human relations from four colleges, industry and community organizations.

The Export Trade Conference, held in the spring, was the first intermediate level conference on this subject to be held in the state of Michigan. As a sequel to the first conference on the role of women, which won the 1963 Creativity Award in adult education in Michigan, the "Women's Choices in This Confusing Century" was offered to 350 women from southeast Michigan. The largest conference, in terms of attendance, was the Citizens' Political Forum, which attracted 550 participants.

V. OAKLAND UNIVERSITY SCHOLARSHIP COMMITTEE

The Oakland University Scholarship Committee, made up of 80 women from Oakland County and an equal number from Macomb County, directed their efforts to raising more than \$85,000 for scholarship students during the 1963-64 year. With the support and assistance of many volunteer workers, the Committee conducted the World Report Lecture Series, the Hunt Club Fair, the Macomb Town Hall Series and the Tribute Fund program. Proceeds from the Meadow Brook Ball are also directed to scholarship use. New fund-raising projects included the sale of advertising for the Meadow Brook Music Festival program and the Scholar Shop, operated during the Festival.

The growth of the scholarship program is dramatized by the fact that in 1959, when Oakland University began operation, there were 66 scholarship students requiring financial aid. Scholarship aid was granted to 239 students during the 1963-64 academic year. Scholarship funds needed for the coming year should total approximately \$85,000.

The success of the Scholarship Committee's program is dependent upon voluntary support from interested persons, supplementing funds derived from special projects.

VI. LIBRARY

Progress toward strengthening the library collection continued during the year. The addition of 10,000 cataloged volumes increased the total collection to 45,456 in the Kresge Library. Completed volumes of periodicals grew from 2790 to 4119, and the number of microfilm reels showed a similar rate of growth during the period.

Total library circulation increased approximately 10 percent over the previous year.

David Wilder, University librarian, announced his resignation effective July 1, 1964, to accept an assignment with the Ford Foundation to establish a library in Baghdad. He served as Oakland University librarian for five years, and had directed the library program since its inception.

VII. PHYSICAL PLANT

The major project in expansion of the physical plant was construction of the University's fourth dormitory. In progress during the year, Hill House was scheduled for completion in time for occupancy in the fall of 1964. Built at a cost of \$825,000, the six-story structure contains 100 double rooms, a lobby, lounge, recreation rooms, and a resident adviser's apartment. It is located north of the existing dormitories, and increases resident capacity to 500 students.

Completed within a few short months following the nationwide announcement of the Meadow Brook Music Festival, the Howard C. Baldwin Memorial

Pavilion provided an attractive setting for the 1964 Festival. The pavilion, which provides 2,000 seats under cover and space for as many more on the surrounding slopes, and the Lula C. Wilson Memorial Concert Shell were constructed at a cost of \$300,000. Funds for the structures were contributed by the Kresge Foundation, the Lula C. Wilson Fund, National Bank of Detroit and many other individuals, firms and foundations.

The pavilion was designed by the architectural firm of O'Dell, Hewlett & Luckenbach and the acoustical shell by Christopher Jaffe, one of the nation's leading acoustical consultants.

Completed during the year, and dedicated in May, 1964, the Charles F. Kettering Magnetics Laboratory represented a significant addition to the existing physical plant. The structure is located apart from the existing buildings on the south end of the University property. It was built through a grant of \$120,000 from the Kettering Foundation for construction and operation.

VIII. FUTURE NEEDS AND DEVELOPMENT

It seems inevitable that Oakland University must plan to handle a greater share of the growing student load in Michigan colleges. Its sharp growth pattern to date leaves little doubt that the institution will rapidly become larger and more complex. Facing this probability, Oakland must expand its facilities as quickly as is possible with the resources available.

No sooner will Hill House be completed this fall until one, or possibly two, similar dormitories must be constructed. Within a year, it will be necessary to begin work on a dining hall to supplement the facilities provided in the Oakland Center.

Construction on a new classroom-office building is scheduled to begin in late 1964. This will provide part of the additional classroom space required

to house growing classes and additional faculty. Funds have been requested for the planning of an engineering building, modifications of the third floor of the library, and remodeling of the basement of the library to provide a new location for the computer center.

The major program expansion anticipated at Oakland University at present is the performing arts center, an outgrowth of the successful Meadow Brook Music Festival. The next step in that program is considered to be a summer music school, associated with the Detroit Symphony and the Festival.

This year preliminary consideration of graduate programs was begun. While Oakland was established as an undergraduate institution, and has operated within that framework for five years, the question of offering graduate work must be studied carefully within the near future.

IX. SUMMARY

It might be observed that in its fifth year of operation Oakland University entered a new phase in its development. For the first time, the institution was beyond the period of rounding out its full eight-semester academic program. While continuing to grow rapidly in terms of student body, the University was at a point where it could look at new undertakings--new ways in which it might serve its students, the community and the state of Michigan.

The outstanding example of a new kind of project undertaken and successfully carried out is the Meadow Brook Music Festival. The series of summer concerts featuring the full Detroit Symphony Orchestra, under the direction of Sixten Ehrling, was enthusiastically supported, and brought credit to all associated with it. Because of its excellence, it was regarded

as the first phase in something bigger--a complete program of performing arts to be developed in the years ahead.

This was the logical year for consideration to be given graduate work. Other new projects were given thought and study during this period. Oakland University had established itself as a quality undergraduate institution, with certain unusual features and characteristics that brought both recognition and regard. But, because of the era in which it was established, it was forced immediately to look in new directions.

APPENDIX A

Table I	Total Annual Enrollment, 1959-1964
Table II	Distribution of Student Enrollment by Class and Curriculum
Table III	Distribution of Student Enrollment Men and Women by Curriculum
Table IV	Geographical Distribution of Annual Student Enrollment
Table V	Distribution of New Students by Curriculum
Table VI	Distribution of New Students by Basis of Admission
Table VII	Distribution of all Students by Basis of Admission
Table VIII	Degrees Conferred, 1963-1964
Table IX	Distribution of Students Certified for Teaching by Major Field

TABLE I
TOTAL ANNUAL ENROLLMENT 1959-1964
(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

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

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

TABLE II

(continued)

CURRICULUM	CODE	FALL, 1963				WINTER, 1964				SPRING, 1964			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
EDUCATION SECONDARY													
Classical Languages	812	3	1	-	-	4	-	1	-	-	2	1	-
English	813	45	27	28	11	42	15	18	20	9	15	20	6
History	814	23	22	11	9	23	8	8	15	3	10	8	8
Modern Languages	815	18	8	10	20	19	3	10	24	4	10	6	11
Music (Vocal)	816	5	3	1	2	7	1	1	3	1	2	2	-
Chemistry	841	9	1	-	1	6	1	-	1	2	3	-	2
Mathematics	843	30	8	7	6	30	6	5	4	7	15	6	4
Physics	844	2	3	-	1	1	2	-	1	-	-	1	-
Social Sciences	870	14	6	4	5	12	5	2	7	1	7	5	4
SUB TOTAL		149	79	61	55	144	41	45	75	27	64	49	35
EDUCATION ELEMENTARY													
General	900	90	69	47	57	84	34	38	61	29	36	30	30
Modern Language Conc.	915	3	-	-	3	5	-	-	2	1	2	-	1
Mathematics Sci. Conc.	940	2	1	1	3	1	2	-	3	-	1	1	2
SUB TOTAL		95	70	48	63	90	36	38	66	30	39	31	33
SPECIAL	100	31	-	-	12	-	-	-	-	1	1	-	1
TOTALS BY CLASS		660	360	237	241	602	194	190	293	140	272	162	132
TOTAL ENROLLMENT		1498				1279				706			

TABLE II

DISTRIBUTION OF STUDENT ENROLLMENT
BY CLASS AND CURRICULUM

Legend:

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

CURRICULUM	CODE	FALL, 1963				WINTER, 1964				SPRING, 1964			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
BUSINESS ADMINISTRATION	200	52	26	17	3	45	16	9	13	11	17	10	7
ENGINEERING SCIENCE	400	64	26	16	24	51	11	13	30	4	35	6	12
DIVISION OF HUMANITIES													
Liberal Arts	600	9	18	1	1	6	8	5	2	3	3	2	-
Art	611	14	13	3	6	20	3	9	9	5	5	5	3
Classical Languages	612	1	-	-	-	-	-	-	1	-	-	-	1
English	613	49	23	18	3	51	12	10	11	17	16	5	11
History	614	20	15	6	6	21	10	6	9	4	11	7	5
Modern Languages	615	14	13	9	15	16	7	6	17	1	7	5	2
Music	616	4	4	2	1	5	4	1	1	4	3	1	1
Philosophy	617	7	6	5	1	11	4	5	4	-	5	4	3
SUB TOTAL		118	92	44	38	130	43	42	54	34	50	29	26
DIVISION OF MATHEMATICS & SCIENCE													
Chemistry	641	33	11	8	5	25	4	10	8	6	15	4	5
Mathematics	643	30	6	4	3	26	6	-	2	4	18	3	-
Physics	644	9	3	3	2	8	1	4	4	2	6	5	2
SUB TOTAL		72	20	15	10	59	11	14	14	12	39	12	7
DIVISION OF SOCIAL SCIENCES													
Economics	671	6	6	3	4	8	6	4	7	5	4	6	1
Political Science	672	35	16	11	8	31	6	10	9	4	13	6	4
Psychology	673	32	20	18	17	33	17	13	24	9	8	10	6
Sociology	674	6	4	3	2	11	2	2	1	3	2	3	-
Anthropology	675	-	1	1	-	-	-	-	-	-	-	-	-
SUB TOTAL		79	47	36	31	83	31	29	41	21	27	25	11

TABLE III
DISTRIBUTION OF STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUM

Legend:
M = Men
W = Women
T = Total

CURRICULUM	CODE	FALL, 1963			WINTER, 1964			SPRING, 1964		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
BUSINESS ADMINISTRATION	200	97	6	103	77	6	83	41	4	45
ENGINEERING SCIENCE	400	128	2	130	102	3	105	56	1	57
DIVISION OF HUMANITIES										
Liberal Arts	600	14	15	29	12	9	21	3	5	8
Art	611	14	22	36	15	26	41	5	13	18
Classical Languages	612	1	-	1	1	-	1	1	-	1
English	613	50	48	98	41	43	84	27	22	49
History	614	38	9	47	34	12	46	19	8	27
Modern Languages	615	13	38	51	14	32	46	5	10	15
Music	616	6	5	11	5	6	11	6	3	9
Philosophy	617	13	6	19	14	10	24	8	4	12
SUB TOTAL		149	143	292	136	138	274	74	65	139
DIVISION OF MATHEMATICS & SCIENCE										
Chemistry	641	46	11	57	38	9	47	24	6	30
Mathematics	643	28	15	43	23	11	34	19	6	25
Physics	644	15	2	17	16	1	17	14	1	15
SUB TOTAL		89	28	117	77	21	98	57	13	70
DIVISION OF SOCIAL SCIENCES										
Economics	671	19	-	19	22	3	25	14	2	16
Political Science	672	59	11	70	47	9	56	22	5	27
Psychology	673	47	40	87	55	32	87	19	14	33
Sociology	674	2	13	15	5	11	16	4	4	8
Anthropology	675	1	1	2	-	-	-	-	-	-
SUB TOTAL		128	65	193	129	55	184	59	25	84

TABLE III

(continued)

CURRICULUM	CODE	FALL, 1963			WINTER, 1964			SPRING, 1964		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
EDUCATION SECONDARY										
Classical Languages	812	-	4	4	-	5	5	-	3	3
English	813	26	85	111	27	68	95	13	37	50
History	814	38	27	65	29	25	54	13	16	29
Modern Languages	815	19	37	56	18	38	56	12	19	31
Music (Vocal)	816	1	10	11	-	12	12	-	5	5
Chemistry	841	6	5	11	4	4	3	3	4	7
Mathematics	843	24	27	51	21	24	45	13	19	32
Physics	844	4	2	6	4	-	4	1	-	1
Social Sciences	870	14	15	29	11	15	26	7	10	17
SUB TOTAL		132	212	344	114	191	305	62	113	175
EDUCATION ELEMENTARY										
General	900	19	244	263	15	202	217	6	119	125
Modern Language Conc.	915	-	6	6	1	6	7	-	4	4
Mathematics Sci. Conc.	940	-	7	7	1	5	6	1	3	4
SUB TOTAL		19	257	276	17	213	230	7	126	133
SPECIAL	100	27	16	43	-	-	-	1	2	3
TOTALS BY MEN & WOMEN		769	729	1498	652	627	1279	357	349	706

TABLE IV
GEOGRAPHICAL DISTRIBUTION OF ANNUAL STUDENT
ENROLLMENT

Legend:

M = Men
W = Women
T = Total

MICHIGAN COUNTIES	CODE	FALL, 1963			WINTER, 1964			SPRING, 1964		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
Arenac	006	-	1	1	-	1	1	-	1	1
Bay	009	-	1	1	-	1	1	-	1	1
Berrien	011	4	-	4	3	-	3	2	-	2
Calhoun	013	2	1	3	2	1	3	2	-	2
Cass	014	1	-	1	1	-	1	-	-	-
Charlevoix	015	1	-	1	1	-	1	-	-	-
Clinton	019	1	-	1	1	-	1	-	-	-
Delta	021	1	-	1	1	-	1	-	-	-
Eaton	023	1	-	1	1	-	1	-	-	-
Genesee	025	11	3	14	10	3	13	6	-	6
Grand Traverse	028	-	1	1	-	-	-	-	-	-
Gratiot	029	-	2	2	-	2	2	-	1	1
Houghton	031	-	1	1	-	1	1	-	1	1
Huron	032	1	2	3	-	2	2	-	-	-
Ingham	033	2	2	4	3	1	4	1	1	2
Ionia	034	1	-	1	1	-	1	1	-	1
Iosco	035	1	-	1	1	-	1	1	-	1
Iron	036	1	-	1	1	-	1	1	-	1
Jackson	038	2	-	2	2	-	2	2	-	2
Kalamazoo	039	5	4	9	2	4	6	3	2	5
Kent	041	4	1	5	3	1	4	1	1	2
Lapeer	044	12	14	26	10	8	18	5	5	10
Livingston	047	-	1	1	-	1	1	-	1	1
Luce	048	1	1	2	1	1	2	1	-	1
Mackinac	049	2	-	2	2	-	2	2	-	2
Macomb	050	107	121	228	86	97	183	49	44	93
Manistee	051	-	1	1	-	1	1	-	-	-
Mecosta	054	-	1	1	-	1	1	-	1	1
Menominee	055	-	1	1	-	-	-	-	-	-
Midland	056	-	1	1	-	1	1	-	1	1
Muskegon	061	2	1	3	2	1	3	1	-	1
Oakland	063	477	501	978	401	439	840	222	256	478
Ottawa	070	1	-	1	1	-	1	1	-	1
Saginaw	073	2	1	3	2	1	3	1	1	2
St. Clair	074	6	1	7	6	1	7	4	-	4
St. Joseph	075	-	1	1	-	1	1	-	1	1
Sanilac	076	1	1	2	1	1	2	-	1	1
Tuscola	079	4	3	7	3	2	5	1	1	2
Van Buren	030	1	-	1	1	-	1	-	-	-
Washtenaw	031	1	-	1	1	-	1	1	-	1
Wayne	032	57	28	85	50	27	77	32	20	52
TOTAL		713	697	1410	600	600	1200	340	340	680

TABLE IV
(continued)

STATES OTHER THAN MICHIGAN	CODE	FALL, 1963			WINTER, 1964			SPRING, 1964		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
Arkansas	103	-	1	1	-	1	1	-	-	-
Colorado	105	1	-	1	1	-	1	-	-	-
Connecticut	106	-	-	-	1	-	1	1	-	1
Delaware	107	1	-	1	-	-	-	-	-	-
Dist. of Columbia	108	-	1	1	-	1	1	-	-	-
Florida	109	1	-	1	1	-	1	-	-	-
Idaho	111	1	-	1	1	-	1	-	-	-
Illinois	112	2	3	5	2	3	5	-	1	1
Indiana	113	1	-	1	3	-	3	1	-	1
Iowa	114	1	-	1	1	-	1	-	-	-
Maryland	119	2	-	2	2	-	2	2	-	2
Massachusetts	120	4	1	5	4	1	5	1	1	2
New Hampshire	128	2	-	2	2	-	2	1	-	1
New Jersey	129	2	1	3	2	1	3	-	-	-
New York	131	11	6	17	10	5	15	6	3	9
Ohio	134	6	3	9	4	3	7	2	-	2
Pennsylvania	137	1	2	3	-	2	2	-	1	1
Tennessee	141	1	-	1	1	-	1	-	-	-
Texas	142	4	-	4	4	-	4	-	-	-
Vermont	144	-	1	1	-	1	1	-	-	-
Virginia	145	7	10	17	7	7	14	-	2	2
Washington	146	1	-	1	1	-	1	-	-	-
West Virginia	147	1	-	1	-	-	-	-	-	-
Wisconsin	148	1	1	2	1	-	1	1	-	1
TOTAL		51	30	81	48	25	73	15	8	23
FOREIGN COUNTRIES										
Austria	205	1	-	1	-	-	-	-	-	-
Canada	236	3	1	4	3	1	4	2	-	2
Greece	304	1	-	1	1	-	1	-	-	-
Liberia	372	-	1	1	-	1	1	-	1	1
TOTAL		5	2	7	4	2	6	2	1	3

SUMMARY

	FALL, 1963			WINTER, 1964			SPRING, 1964		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Michigan	713	697	1410	600	600	1200	340	340	680
States other than Mich.	51	30	81	48	25	73	15	8	23
Foreign Countries	5	2	7	4	2	6	2	1	3
GRAND TOTAL	769	729	1498	652	627	1279	357	349	706

TABLE V
DISTRIBUTION OF NEW STUDENTS
BY CURRICULUM

Legend:

F = First-time Fresh.

Tr = Transfer

Tot = Total New

CURRICULUM	CODE	FALL, 1963			WINTER, 1964			SPRING, 1964		
		F.	Tr.	TOT.	F.	Tr.	TOT.	F.	Tr.	TOT.
BUSINESS ADMINISTRATION	200	38	12	50	3	4	7	2	4	6
ENGINEERING SCIENCE	400	60	10	70	-	3	3	2	3	5
DIVISION OF HUMANITIES										
Liberal Arts	600	4	-	4	-	-	-	-	3	3
Art	611	10	7	17	3	1	4	-	-	-
Classical Languages	612	-	-	-	-	-	-	-	-	-
English	613	43	13	56	5	5	10	1	2	3
History	614	16	5	21	2	2	4	2	1	3
Modern Languages	615	11	3	14	1	-	1	-	-	-
Music	616	4	1	5	-	1	1	-	-	-
Philosophy	617	5	1	6	1	1	2	-	1	1
SUB TOTAL		93	30	123	12	10	22	3	7	10
DIVISION OF MATHEMATICS & SCIENCE										
Chemistry	641	27	4	31	-	1	1	-	2	2
Mathematics	643	27	2	29	-	1	1	2	1	3
Physics	644	3	2	10	-	-	-	-	-	-
SUB TOTAL		62	8	70	-	2	2	2	3	5
DIVISION OF SOCIAL SCIENCES										
Economics	671	5	2	7	2	1	3	-	1	1
Political Science	672	29	12	41	-	-	-	-	1	1
Psychology	673	25	7	32	1	1	2	1	1	2
Sociology	674	3	3	6	2	2	4	1	-	1
Anthropology	675	-	2	2	-	-	-	-	-	-
SUB TOTAL		62	26	88	5	4	9	2	3	5
EDUCATION SECONDARY										
Latin	812	3	-	3	-	-	-	-	-	-
English	813	38	13	51	4	4	8	2	2	4
History	814	21	5	26	-	-	-	-	-	-
Modern Languages	815	14	-	14	1	2	3	-	1	1
Music (Vocal)	816	5	3	8	-	-	-	-	1	1
Chemistry	841	7	-	7	-	-	-	-	1	1
Mathematics	843	24	5	29	1	3	4	-	3	3
Physics	844	2	1	3	-	-	-	-	-	-
Social Sciences	870	11	1	12	-	2	2	-	3	3
SUB TOTAL		125	28	153	6	11	17	2	11	13
EDUCATION ELEMENTARY										
General	900	66	34	100	1	14	15	-	10	10
Modern Lang. Conc.	915	3	-	3	-	-	-	-	-	-
Mathematics Sci. Conc.	940	1	-	1	-	-	-	1	-	1
SUB TOTAL		70	34	104	1	14	15	1	10	11
SPECIAL	100	31	7	38	-	-	-	-	1	1
GRAND TOTAL		541	155	696	27	48	75	14	42	56

TABLE VI
DISTRIBUTION OF NEW STUDENTS
BY BASIS OF ADMISSION

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

	FALL, 1963				WINTER, 1964				SPRING, 1964			
	M.	W.	T.	%	M.	W.	T.	%	M.	W.	T.	%
Admitted By Record: From High School Transfer	240	213	453	65.1	9	6	15	20.0	3	5	8	14.3
	58	70	128	18.4	17	19	36	48.0	11	19	30	53.6
SUB TOTAL	298	283	581	83.5	26	25	51	68.0	14	24	38	67.9
Admitted By Examination: From High School Transfer	61	27	88	12.6	5	7	12	16.0	4	2	6	10.7
	18	9	27	3.9	3	9	12	16.0	6	6	12	21.4
SUB TOTAL	79	36	115	16.5	8	16	24	32.0	10	8	18	32.1
GRAND TOTAL	377	319	696	100.0	34	41	75	100.0	24	32	56	100.0

TABLE VII
DISTRIBUTION OF ALL STUDENTS
BY BASIS OF ADMISSION

	FALL, 1963				WINTER, 1964				SPRING, 1964			
	M.	W.	T.	%	M.	W.	T.	%	M.	W.	T.	%
Admitted By Record: From High School Transfer	473	488	961	64.2	404	414	818	64.0	208	200	408	57.8
	139	168	307	20.5	126	144	270	21.1	86	95	181	25.6
SUB TOTAL	612	656	1268	84.7	530	558	1088	85.1	294	295	589	83.4
Admitted By Examination: From High School Transfer	135	65	200	13.3	104	52	156	12.2	46	39	85	12.1
	22	8	30	2.0	18	17	35	2.7	17	15	32	4.5
SUB TOTAL	157	73	230	15.3	122	69	191	14.9	63	54	117	16.6
GRAND TOTAL	769	729	1498	100.0	652	627	1279	100.0	357	349	706	100.0

TABLE VIII

DEGREES CONFERRED, 1963 - 1964

BACHELOR OF ARTS	TOTAL 1962 - 1963	1963 - 1964			TOTAL to DATE
		MEN	WOMEN	TOTAL	
Business Administration	7	6	1	7	14
Division of Humanities					
Art	5	4	3	7	12
English	8	6	1	7	15
History	9	7	1	8	17
Modern Languages	4	3	6	9	13
Philosophy	3	2	-	2	5
Division of Mathematics & Science					
Chemistry	3	5	2	7	10
Mathematics	3	3	2	5	8
Physics	5	-	-	-	5
Division of Social Sciences					
Economics	1	4	-	4	5
Political Science	3	8	1	9	12
Psychology	11	12	5	17	28
Sociology-Anthropology	1	2	1	3	4
Education-Secondary					
English	12	2	10	12	24
History	3	4	4	8	11
Modern Languages	6	7	15	22	28
Music (Vocal)	-	-	3	3	3
Chemistry	1	-	1	1	2
Mathematics	7	3	3	6	13
Physics	1	1	-	1	2
Social Sciences	4	1	2	3	7
Education-Elementary					
General	38	5	48	53	91
Modern Language Concentration	2	-	5	5	7
Mathematics & Science Conc.	-	-	3	3	3
TOTAL BACHELOR OF ARTS	137	85	117	202	339
BACHELOR OF SCIENCE					
Engineering Science	9	23	-	23	32
TOTAL BACHELOR OF SCIENCE	9	23	-	23	32
TOTAL UNDERGRADUATE DEGREES	146	108	117	225	371
HONORARY DEGREES					
Doctor of Humanities	1	-	-	-	1
Doctor of Laws	2	2	-	2	4
TOTAL HONORARY DEGREES	3	2	-	2	5

TABLE IX

DISTRIBUTION OF STUDENTS CERTIFIED FOR TEACHING
BY MAJOR FIELD

TYPE OF PROVISIONAL CERTIFICATE	MEN	WOMEN	TOTAL
EDUCATION-ELEMENTARY			
General	5	48	53
Modern Language Concentration	-	4	4
Mathematics Science Concentration	-	3	3
SUB TOTAL	5	55	60
EDUCATION-SECONDARY			
Chemistry	-	1	1
English	2	10	12
French	-	9	9
German	2	2	4
History	4	4	8
Mathematics	3	3	6
Music (Vocal)	-	3	3
Physics	1	-	1
Russian	2	1	3
Social Sciences	1	2	3
Spanish	3	3	6
SUB TOTAL	18	38	56
GRAND TOTAL	23	93	116

APPENDIX B

THE FACULTY OF OAKLAND UNIVERSITY

DURWARD B. VARNER	Chancellor of the University
B.A., Texas A & M; M.S., University of Chicago	
DONALD D. O'DOWD	Dean of the University
A.B., Dartmouth College; M.A., Ph.D., Harvard University	
PETER AMANN	Associate Professor of History
B.A., Oberlin College; M.A., Ph.D., University of Chicago	
SHELDON APPLETON	Associate Professor of Political Science
B.A., M.A., New York University; Ph.D., University of Minnesota	
JOHN N. AUSTIN *	Instructor in Classics
B.A., University of Toronto; M.A., University of California	
JAMES O. BAILEY, JR. *	Assistant Professor of Russian
B.A., Southern California; M.A., Indiana University	
JOHN V. BARNARD *	Assistant Professor of History
B.A., Oberlin College; M.A., Ph.D., University of Chicago	
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; Acting Associate Dean for Social Sciences; Director of Computer 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	
GOTTFRIED BRIEGER	Assistant Professor of Chemistry
B.A., Harvard University; Ph.D., University of Wisconsin	
MARC E. BRIOD *	Instructor in Teacher Education
B.A., Haverford College; M.A., Northwestern University	
MAURICE F. BROWN	Associate Professor of English
B.A., Lawrence College; M.A., Ph.D., Harvard University	
WILLIAM C. BRYANT *	Instructor in Spanish
B.A., M.A., University of Michigan	

- DOLORES M. BURDICK Lecturer in French
B.A., M.A., University of Wisconsin; Ph.D., University of California
(Berkeley)
- HARVEY BURDICK Associate Professor of Psychology
B.A., Syracuse University; Ph.D., University of Minnesota
- RICHARD J. BURKE Assistant Professor of Philosophy
A.B., Georgetown University; Ph.D., University of Chicago
- DAVID B. BURNER Instructor in History
A.B., Hamilton College
- JOHN B. CAMERON * Assistant Professor of Art
B.A., Princeton University; License es Lettres, University of Paris;
Diplome d'Etudes Superieures, University of Paris; M.A., Ph.D., Yale
University
- MELVIN CHERNO Associate Professor of History
B.A., Stanford University; M.A., University of Chicago; Ph.D., Stanford
University
- HOWARD W. CLARKE Assistant Professor of Classics;
Acting Chairman of Classics
Department
A.B., Holy Cross College; M.A., Ph.D., Harvard University
- WALTER S. COLLINS II Professor of Music;
Chairman of Music Department
B.A., B. Mus., Yale University; M.A., Ph.D., University of Michigan
- GEORGE V. CRIPPS * Associate Professor of Music
B. Mus., B. Sch. Mus., Baldwin Wallace College; M.A., Western Reserve
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
B.A., M.A., Ph.D., University of California (Los Angeles)
- ALFRED J. DuBRUCK Assistant 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 Director of Teacher Education Program B.A., Eastern Michigan University; M.A., University of Michigan
ROBERT I. FACKO	Instructor in Music (On leave 1964-65) B.M., M.M., University of Illinois
ROSALIE A. FICKER	Assistant Instructor in English A.B., Ursuline College; M.A., University of Detroit
THOMAS FITZSIMMONS	Associate Professor of English B.A., Stanford University; M.A., Columbia University
JUNE E. GABLER	Assistant Professor of Teacher Education (On leave) 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 *	Assistant Professor of History B.A., M.A., Ph.D., University of Michigan
GERHARD GOMILLE *	Assistant Instructor in German Universities of Innsbruck, Breslau, and Frankfort
JAMES C. HADEN	Professor of Philosophy; Chairman of Philosophy Department B.S., Haverford College; M.A., Ph.D., Yale University
HARRY T. HAHN	Lecturer in Teacher Education B.S., Kutztown State College; M.Ed., Ed.D., Temple University
WILLIAM G. HAMMERLE	Professor of Physics; Director of Engineering Science Program B.S., California Institute of Technology; Ph.D., Princeton University
CLIFFORD V. HARDING *	Professor of Biology A.B., Brown University; M.S., Yale University; Ph.D., University of Pennsylvania
CLIVE HENERY *	Assistant Instructor in Music B.A., University of Sheffield, England; M.M.E., Indiana University
LASZLO J. HETENYI	Professor of Teacher Education; Director of Teacher Education Program B.A., Pennsylvania State University; M.A., University of Michigan; Ed.D., Michigan State University

EDWARD J. HEUBEL

Associate Professor of Political
Science;
Chairman of Political Science Department
University of Minnesota

DONALD C. HILDUM

Associate Professor of Psychology
D., Harvard University

ROBERT HOOPEs

Professor of English;
Chairman of English Department
University; A.M., Ph.D., Harvard
college

ROBBIN HOUGH

Assistant Professor of Economics;
Acting Chairman of Economics and
Business Administration Department
.. Massachusetts Institute of Technology

ROBERT C. HOWES

Associate Professor of Russian
., Cornell University

CHARLES O. HUCKER

Professor of History
Chairman of History Department
University of Chicago

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

RICHARD A. KAMMANN

Instructor in Psychology

B.A., Miami University (Ohio)

WILBUR W. KENT, JR. *

Assistant Professor of Music

B. Mus., University of Kansas; M.M., University of Illinois

HELEN KOVACH

Assistant Professor of Russian
Teaching Certificate in Russian,
Elizabeth University, Pecs, Hungary

ALFRED LESSING

Assistant Professor of Philosophy
Yale University

B.A., Carleton College; M.A., Ph.D., Yale University

MARSHALL M. LEVINSON *

Assistant Professor of Economics

B.S., City College of New York

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

- JOHN E. MAHER
Associate Professor of Economics
(On leave 1964-65 as Senior
Economist on the Staff of the Joint
Council on Economic Education)
A.B., Harvard University; M.S., University of Wisconsin; Ph.D., Harvard
University
- DONALD G. MALM
Assistant Professor of Mathematics
B.S., Northwestern University; A.M., Ph.D., Brown University
- ROGER HENRY MARZ *
- Assistant Professor of Political
Science
B.S., Illinois Institute of Technology; M.A., Ph.D., Michigan State
University
- GEORGE T. MATTHEWS
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