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1962/1963

Annual Report

Oakland University

Oakland University passed a significant milestone during the year 1962-63: the graduation of its first senior class. The 146 charter graduates have gone into industry, teaching, and graduate school, and with their leaving has come an awareness on campus that the future reputation of Oakland will rest not only with the achievements of its faculty and students on campus, but with its alumni as well.

I. ACADEMIC PROGRAM AND FACULTY

A. Courses

The development of senior level courses and programs was a major academic focus during Oakland's fourth year. These were aimed at producing a graduate who could study independently as well as work with people--a person who could contribute imaginatively and effectively to a complex society.

Senior course work required more sophisticated programs than those offered in the University's first three years: programs in every major department which introduced a wide range of independent study, reading, and research opportunities. A salient feature of the Oakland academic program is that almost all graduates have undertaken substantial independent investigations in their major fields.

1. Humanities

During the year courses in the Chinese language were offered for the first time, the music major was begun, and all departments offered senior seminar courses. For example, in the final phase of the program for philosophy majors, seniors worked toward the goal of independent practice of philosophic inquiry. They had the opportunity to formulate philosophic questions and to progress toward carefully considered solutions.

Senior courses in modern languages were concerned primarily with literature and with attainment of a degree of fluency through reading, writing, and discussion in the language studied. All students undertook independent research projects which culminated in extensive term papers, such as the following: "The Influence of English Romanticism on the French Eighteenth Century," "Gerd Gaiser's Schlussball: the Relationship of Structure and Content in the Modern German Novel," "The Inner Storm: Romantic Elements in Anna Karenina," "The Picaresque in Modern Spanish Literature Compared to that in the Sixteenth and Seventeenth Centuries."

2. Science and Engineering

Development of advanced courses in science and engineering required simultaneous equipping of necessary laboratories. To capitalize on this necessity, a dozen seniors in engineering science were assigned the responsibility for developing a thermodynamics laboratory as a design problem. They were allocated \$10,000 and had to determine what equipment to order. They visited every appropriate thermodynamics laboratory in the state. Since much of the equipment had to be constructed or assembled and then connected to utilities, the students could apply their training directly to meaningful practical problems.

New courses in chemistry were the senior seminar, inorganic tutorial (special projects), radiochemistry, and advanced organic chemistry. Six upperclass students worked on independent research projects, some of which were supported by NSF undergraduate research participation funds.

In physics, optics and electronics laboratories were taught for the first time. Some seniors in physics and engineering science assembled a Cockcroft-Walton 200,000-volt pulsed voltage multiplier, which will form the basis of a nuclear research program.

3. Social Sciences

The Business Administration curriculum study was completed and the results incorporated in the University offerings. An interesting feature of this new program has been the use of the IBM 1620 computer in the teaching of economic theory and operations research. The facilities of the Computer Center have also been useful for analysis of individual student research projects in psychology and sociology.

The major personnel development during the year was the appointment of a new staff in the Department of Sociology and Anthropology. The strengthening of this department should provide Oakland with a balanced social science program.

4. Teacher Education

During the winter semester a total of 94 students did their methods work and practice teaching internships. The group was split evenly between elementary and secondary majors. In general, the entire methods-internship combination worked out well, and the actual classroom teaching surpassed the results anticipated. The consensus of cooperating districts was that students were well prepared, did an unusually good job of planning and instruction, and displayed superior professional attitudes, and that supervision and assistance from the University compared favorably with the services offered by other institutions.

B. Faculty

The teaching staff was comprised of 67 persons holding faculty rank, plus some part-time lecturers. The faculty-student ratio averaged 1:20. Though this ratio was, on the whole, satisfactory, there were specific

instances of serious overload--in particular among several faculty members supervising practice teaching interns. In addition to their teaching, faculty members made notable contributions to the undergraduate life of the University as advisors to an ever increasing number of student activities.

Faculty members were active in scholarship and in sharing their learning, talents, and skills with the scholarly community of their various disciplines and with the surrounding locality as well. In the Science and Engineering Division, for example, Donald Malm of the Mathematics Department published a paper, "On Exact Sequences," in Proceedings of the American Mathematical Society. James McKay served as chairman of the Michigan Section of the Mathematical Association of America and taught a ten-week course for high school mathematics teachers at the request of the Pontiac Board of Education. Beauregard Stubblefield was selected by the Mathematical Association of America to write a textbook on geometry for prospective elementary school teachers. The humanities faculty produced three books and seven articles; four members delivered invitational papers to learned societies in their disciplines. This faculty also participated in a great variety of University-and community-sponsored events: conferences, symposia, concerts, art shows, panels. Articles or book reviews by the social science faculty appeared in such journals as Educational Theory, American Economic Review, Western Political Quarterly, and Readings in General Psychology.

C. Research Grants and Fellowships

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

1. \$20,000 from the National Science Foundation to support purchase of a computer.

2. \$60,000 from the Kellogg Foundation to support an alumni education program.
3. \$22,000 from the National Science Foundation in support of an instructional scientific equipment program.
4. \$13,000 from the United States Atomic Energy Commission in support of equipment purchased for a program in science and engineering.
5. \$15,034 from the United States Office of Education to continue support of a project to determine student attitudes toward various occupations.
6. \$60,000 grant from the Charles F. Kettering Foundation to finance construction of a Magnetism Research Laboratory. (Another \$60,000 will be granted to support research in magnetism.)
7. Four faculty members in humanities received Fulbright fellowships during the year; one was awarded a Guggenheim fellowship, and one an American Council of Learned Societies grant.

II. STUDENTS AND ACTIVITIES

A. Enrollment

Continued, steady growth in enrollment brought the number of students in the fall of 1962 to 1259, compared with 1182 in 1961. A complete summary of Oakland's four year enrollment with breakdowns by year, class, curriculum, sex, geography, and manner of admission is included as Appendix A of this report. This Appendix also presents a breakdown of the degrees conferred on the first graduates.

B. Trimester

The second year of operation under the year-round three semester (trimester) plan merits attention because of the high level of participation by both students and faculty. In 1962, 81 percent of all eligible students enrolled for the April-August semester, and 643 enrolled for this third

semester in 1963*. Such participation appears to be one of the most important phenomena to emerge at Oakland during the year. Nowhere else in the country has the trimester met with such evidence of the students' intention to go to school on a year-round basis.

C. Admissions and Activities

Early in the 1962-63 year the administration became aware that two interrelated crises faced the University. The first was that Oakland, despite growing enrollment, was still not attracting an adequate number of able freshmen. The second was that life on the campus was not sufficiently varied or interesting to present an attractive environment for residential students. It now appears that substantial progress has been made toward the solution of these two problems.

An energetic and imaginative admissions team brought Oakland University to the attention of secondary school officials throughout Michigan, visiting approximately 450 high schools and junior colleges and participating in many programs of organizations and high schools. Over 2000 high school students were involved in on-campus programs and conferences. Current admissions figures indicate that an optimum size class of serious students will be on hand for the fall semester.

Equally effective have been the efforts to generate a rich and diverse program of on-campus cultural and social activities with greater student participation and leadership involved in planning. The Dean of Students' staff has devoted considerable time and energy to encouraging cultural activities, in the belief that all phases of campus life should be in keeping with the general philosophy of Oakland as an institution.

* The percent of those eligible for 1963 will not be figured until late fall when students who dropped out with no intention of returning can be determined.

Among the series and events newly created during the year were the Concert-Exhibit-Lecture Series, the Oakland Collegium, the Meadow Brook Theatre Guild performances, the Fine Arts Festival, the Detroit Tutorial Program, Culture Internationale, and several informal, unscheduled concerts, lectures, and panels. Time for many of these programs was made possible by cooperation with the Registrar's Office and the three associate deans of academic areas in freeing the one o'clock hour. This hour after lunch made participation in campus programs convenient for commuter and resident students alike.

The Student Activities Council and the Associated Women Students were the chief sponsors of an increasing number and variety of social activities. Intra-dormitory and intra-university athletic competition was intensified with the new Intramural Sports Building which provided excellent facilities for participation in athletics. Such participation is voluntary at Oakland since there are no required physical education courses.

A sense of community life has become possible with the number of Oakland students now living in dormitories, and as the facilities for resident students increase, the possibilities for campus life will expand. Significant developments in the dormitories were the establishment of an effective Anibal House Judiciary and Rules Committee, and the introduction of a resident assistant training program, which greatly improved the quality of the resident assistants. A Student Faculty University Council functioned efficiently and brought forth nine recommendations during the year, as well as recommendations on a student judiciary.

D. Counseling

Academic advising and personal counseling remained prime areas of

interest of the Dean of Students' Office. During the year the academic advising program was adjusted, and several new procedures will be used with the arrival of the next freshman class, including assigning faculty advisors at the very beginning of the year. Personal counseling was much developed, with the result that attrition of students was cut down.

The arrival of Dr. David Lowy on July 1, 1962 as Director of the Office of Psychological Services marked the beginning of an expanded program of clinical services. During the year 314 students came to this Office looking for help. According to individual need, some were seen one or two times, some as many as twenty times.

The Office of Psychological Services shaped an expanded testing service which now includes entrance testing, extensive testing of new freshmen for academic placement, testing of scholarship applicants, and administration of the Graduate Record Examination to all seniors. This Office is also engaged in institutional research to determine what Oakland students are like, where they come from, and to identify their current and changing needs.

Investigation into the causes of academic successes and failures has had two results: the Lower Quartile Project and the establishment of the Oakland Fellowship. The Lower Quartile Project aims at assisting freshmen whose placement tests show them to be in the lower quarter of their entering class. Oakland Fellowship students are identified as able through nomination by at least two faculty members near the end of their first semester. They will be followed to determine their special personal and academic needs, particularly in relation to making course work sufficiently stimulating to hold their interest. Approximately 80 Lower Quartile students were interviewed individually in the Office of

Psychological Services, and one-third of these returned voluntarily for further counseling. The 1962 Lower Quartile group achieved a significantly higher Grade Point Average at the end of their first semester than did a control group of the 1961 entering freshmen whose placement test scores had been almost identical (1.98 Grade Point Average in 1962 versus 1.56 in 1961). This level of performance was maintained by the group during the second semester of their freshman year as well.

E. Financial Aid

In 1962-63, 296 students received a total of \$174,687 from the National Defense Education Act student loan program; 156 students received scholarships which totaled \$80,391 (See the section of this report on the Oakland Scholarship Committee); and 115 students earned over \$70,000 in part-time campus employment. In addition, students were given 339 loans, totaling \$37,268. During the year the Dean of Students' Office, the Admissions Office, and the Scholarship Committee collaborated to develop a sound program of financial aid.

F. Graduates

One of Oakland's most significant academic achievements to date is that 26 percent of the 146 charter class graduates have chosen to continue training in graduate or professional schools. Of the 38 individuals involved, 10 received fellowships at Yale, Tulane, Wisconsin, Harvard, Rochester (2), William and Mary, Michigan, University of Washington, and Bucknell; and 8 were appointed to graduate assistantships at Cornell, Ohio State, Michigan State, Indiana (3), and Purdue (2).

III. ADMINISTRATION

A. General

Academic departments were formally established for the first time, and chairmen were appointed. The process for approving the recommendations for appointment of new faculty was greatly strengthened. Responsibility for the series of annual rituals and ceremonies was fixed in appropriate departments of the University.

A hard-working University Senate, which achieved a new level of effectiveness during the year, made important curricular changes. The pattern of required University Courses was adjusted to permit more elective freedom for all students, a relief of prime importance to students in the highly prescribed professional programs. The Senate also enacted a new grading system.

B. Computing and Data Processing Center

Although less than a year old, the Computing and Data Processing Center, which incorporates an IBM 1620 computer, is already a vital element in Oakland's teaching, research, and administrative operations. Use of the Center has resulted in notable economies, and better, more timely records with which to understand and improve the operations of the University. Establishing a computer center early in Oakland's history has meant that University personnel have been quickly able to achieve a high level of sophistication in employing contemporary data processing technology. At present the Center facilities are being used for course work in social and engineering sciences, for research projects in several fields, and for processing the payroll, student records, and mailings for Continuing Education, the Scholarship Committee, and other departments of the University.

C. Financial Report

Oakland University operated in 1962-63 on a total income for current operations of \$2,008,013 of which \$1,519,396 came from state appropriations, \$467,503 from student fees, and \$21,114 from miscellaneous sources.

Operating expenses were as follows:

General University Operations	\$1,968,964
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(Includes instruction, general research, student services, general administration, business operations, and plant maintenance.)

Research	82,926
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Auxiliary Activities	624,021
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(Student center food service, bookstore and faculty housing development)

Departmental Activities	206,672
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(Activities connected with the various departments on campus that take in revenue, including Continuing Education)

Expendable Gift Funds	173,738
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(Gifts from individuals and companies used for scholarships, student aid, and specifically designated purposes)

Agency Funds	54,131
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(Student organization funds for which the University serves as banking agent)

TOTAL

\$3,110,452

IV. CONTINUING EDUCATION

The Division of Continuing Education expanded its course offerings, number of conferences, and the total scope of its program to include alumni relations, alumni education, and the Placement Office in a conscious attempt to put all aspects of serving the educational needs of adults under a single division. Recognition of the potential merit of such a coordinated approach came in the form of a \$60,000 grant from the Kellogg Foundation for the establishment of three-year pilot program in alumni education.

A. Alumni Education

In beginning its alumni program, Oakland made the decision to emphasize job and educational counseling as the prime role of the alumni office. With the aid of the Kellogg Grant, the University employed the Director of Alumni Education to start the program. Initially the alumni education program will serve business administration and engineering science graduates only; if it is successful on this basis, the program will be extended to all Oakland graduates. In addition to counseling and placement service, the alumni education office envisions working out with the alumnus his continuing needs for education, whether these be graduate work, non-credit courses, or special training. Such needs, when determined, might be met through courses and programs set up at Oakland or through referral to other institutions. The long range alumni education program would incorporate the idea of reciprocal arrangements with other institutions. Other universities would counsel Oakland graduates far removed from the campus, and Oakland would serve the alumni of other institutions residing in this area.

B. Placement Office

The Placement Office established this year was effective in placing Oakland's first graduates. Every student placed had received prior vocational guidance and counseling. As of mid-summer the first 146 graduates were placed as follows:

<u>Placement</u>	<u>Number</u>	<u>% of Class</u>
Elementary and Secondary Education*	68	47
Graduate and Professional Schools	38	26
Business and Industry	22	15
Government Service (local, state, national)	4	3
Miscellaneous	4	3
Military Service	3	2
Housewife	2	1
Undecided	<u>5</u>	<u>3</u>
	146	100

The Placement Office's responsibilities also included placing students in part-time, in off-campus jobs, and in summer employment. In the future, alumni placement will be a significant part of the work of the Placement Office.

C. Courses

The Division of Continuing Education offered 250 non-credit courses during the year in three ten-week terms during the fall, winter, and spring, and in a six-week summer session; 158 of these courses were taught to a total enrollment of 2410. This is an unusually large adult non-credit program for a young university which is not in a mid-city area.

*Teacher placement was handled through the Teacher Education Program.

Continuing education courses in the liberal arts were taught largely by members of the regular Oakland faculty. Science, mathematics, and business and professional development courses were taught by academically qualified instructors recruited from such organizations as General Motors Technical Center, IBM, Chrysler Missile Division, Vickers, Bendix Research Laboratories, as well as from smaller companies, from Wayne State and other academic institutions. The Division of Continuing Education has also been able to use the professional training and talents of several faculty wives as instructors, particularly in the arts.

D. Conferences

During the year Continuing Education expanded to eighteen the number of conferences it sponsored on campus. Among these the Writers' Conference, the Institute on Student Leadership for high school students, and the Conference on Woman's Role in this Perplexing Century were notable for their staff, their content, their attendance (approximately 400 at each), and their press coverage. The Writers' Conference on "Craftsmanship of Creative Writing" was staffed by 25 publishing authors and four editors who led small round table discussion groups. All donated their time to the conference, which holds promise of becoming an annual event. The student leadership conference--an outgrowth of two previous Institutes on Organizational Leadership for adults--was proclaimed as the Governor's Conference on Student Leadership and keynoted by Governor George W. Romney. Total attendance at sponsored conferences during the year was 2578.

E. PHYSICAL PLANT

Some major additions were made to the physical plant during the

1) The Intramural Sports Building opened on January 1, 1963, with a

V. OAKLAND UNIVERSITY SCHOLARSHIP COMMITTEE

The Oakland University Scholarship Committee raised \$80,391 for 1962-63; this sum compares favorably with \$61,186 raised in 1961-62. With the help of many volunteer workers, who gave innumerable hours to its programs, the Committee successfully directed the World Report Lecture Series, the Meadow Brook Ball, and the Hunt Club Fair.

Scholarship aid was granted to 156 students. Of the fifteen honor graduates in the charter class, twelve had received scholarships, including the single summa cum laude graduate and all six magna cum laude graduates. Over half of the members of the graduating class had received assistance at some time while attending Oakland.

VI. LIBRARY

Operating with a budget of \$60,000 for acquisitions, the Library greatly increased its collection during the year: approximately 10,500 volumes were added to the catalogued collection; 1318 volumes of bound periodicals, which are not catalogued, were added to nearly double the size of the Oakland collection of bound periodicals. Circulation figures were 40% higher than in 1961-62.

The \$60,000 budget was spent as follows: \$15,000 for subscriptions and standing orders, \$12,000 for block and set purchases to build the research potential of the library, and \$33,000 allocated to various academic departments.

VII. PHYSICAL PLANT

Three major additions were made to the physical plant during the year: 1) The Intramural Sports Building opened on January 1, 1963, with a

swimming pool, a gymnasium, and a variety of recreational facilities. The building cost \$1.6 million and was financed with borrowed funds to be retired out of an allocation of student fees. 2) Pryale House, Oakland's third student residence (for 96 students), was under construction at the end of the fiscal year and scheduled for occupancy in the fall semester. This building cost \$385,000 and was financed through a private gift. 3) The wing in North Foundation Hall which temporarily housed the Library was converted into 20 administrative offices, a change financed by a \$65,000 appropriation from the State of Michigan.

VIII. FUTURE NEEDS AND DEVELOPMENT

At least one major departmental problem remains to be solved. The absence of a Life Science Department is resulting in the loss of many excellent freshmen each year. Life science, which is now entering a growth phase similar to the advent of nuclear studies in physics, could bring strong students and lively intellectual concerns to the Oakland campus in the next decade. While life science is not represented on campus, the Chemistry Department has accepted the responsibilities for supervising the teaching of the UC (University Course) science courses and science for elementary education students, for library acquisitions in life science, and for advising students interested in medical or dental schools.

Engineering science will need equipment to complete laboratories in mechanics, materials, electricity, electronics, thermodynamics, and transport.

IX. SUMMARY

During the year Oakland University has completed a major developmental phase: a full eight semester academic program has been offered, and many of the traditional functions of a university have come into being. Senior courses have been planned and taught; majors have been completed. The first commencement has been held, and the initial problems associated with placement and alumni activities have been worked out.

Now the University must enter a period of consolidating its position, refining its practices, and beginning new endeavors. All the problems associated with offering a high level, four year undergraduate program have not been solved, but in seeking solutions or charting new paths there has been no diminution of the enthusiasm which has carried Oakland successfully through its initial four years.

APPENDIX A

Table I	Total Annual Enrollment, 1962-1963
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	New Students Distribution by Curriculum
Table VI	New Student Distribution by Classification of Admission
Table VII	Degrees Conferred, 1962-1963
Table VIII	Distribution of Students Certified for Teaching by Major Field

1961-62

814

568

1382

1962-63

719

567

1386

TABLE I

TOTAL ANNUAL ENROLLMENT 1959-1963
(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

TABLE II

DISTRIBUTION OF STUDENT ENROLLMENT
BY CLASS AND CURRICULUM

Legend:

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

CURRICULUM	CODE	FALL, 1962				WINTER, 1963				SPRING, 1963			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
Special	100	29	-	-	-	1	-	-	1	-	-	-	* 6
Business Administration	200	42	24	10	5	32	20	16	7	10	19	8	5
Engineering Science	400	46	33	20	7	31	13	35	14	7	17	28	5
Liberal Arts	600	48	13	9	1	43	10	10	1	10	19	3	2
Humanities	610	6	6	1	-	6	4	2	-	-	4	2	-
Art	611	2	2	4	4	1	4	3	5	1	3	-	1
Classical Languages	612	1	1	1	-	1	-	-	1	-	1	-	1
English	613	23	15	14	10	16	11	16	11	1	15	10	3
History	614	15	8	11	6	11	7	9	13	3	5	2	8
Modern European Lang.	615	16	12	12	7	13	4	13	7	2	12	9	7
Music	616	3	1	2	-	2	1	2	1	1	2	-	2
Philosophy	617	9	5	3	3	6	2	4	5	-	3	2	4
Mathematics & Science	640	1	4	-	-	2	3	-	-	2	1	1	-
Chemistry	641	16	8	6	3	13	5	10	4	-	8	4	3
Life Science	642	1	3	2	-	1	1	3	1	-	-	-	-
Mathematics	643	10	6	4	4	8	6	3	6	3	5	7	2
Physics	644	8	1	4	5	4	4	3	6	-	6	1	-
Social Science	670	15	3	3	1	10	2	3	2	1	2	2	-
Economics	671	3	6	4	1	2	4	2	3	1	3	3	2
Political Science	672	14	9	8	2	11	6	10	6	2	6	10	5
Psychology	673	15	22	9	10	19	8	17	11	4	11	14	5
Sociology	674	3	4	4	3	4	1	5	3	-	4	1	2
Anthropology	675	2	-	-	-	2	-	-	-	1	-	-	-
SUB TOTAL LIBERAL ARTS		211	129	101	60	175	83	115	86	32	110	71	47

* B.A. Holders

TABLE II

(continued)

CURRICULUM	CODE	FALL, 1962				WINTER, 1963				SPRING, 1963			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
Education Secondary	800	17	8	-	-	11	10	1	-	6	7	4	-
Humanities	810	-	1	-	-	-	1	-	-	-	-	-	-
Art	811	-	1	2	-	-	1	1	1	-	-	-	-
Classical Languages	812	1	1	-	-	1	-	1	-	-	1	1	1
English	813	33	22	13	13	29	16	16	13	7	18	13	9
History	814	23	11	15	5	18	6	12	11	2	6	5	5
Modern European Lang.	815	7	19	12	6	8	6	23	6	-	3	12	3
Music	816	1	-	1	-	1	-	1	-	-	-	-	-
Mathematics & Science	840	1	3	-	-	-	-	3	-	-	-	-	-
Chemistry	841	5	2	1	1	4	2	1	1	3	2	2	-
Life Science	842	-	1	-	-	-	-	1	-	-	-	-	-
Mathematics	843	21	12	4	8	18	5	9	10	4	11	13	7
Physics	844	2	-	-	1	2	-	-	1	-	1	-	-
Social Science	870	4	7	3	1	4	3	7	2	1	-	2	-
Economics	871	-	-	-	-	-	-	1	-	-	-	-	-
Political Science	872	3	3	1	-	2	2	2	-	-	3	1	-
Psychology	873	1	-	-	-	1	-	-	-	-	-	-	-
Sociology	874	-	1	-	-	-	-	1	-	-	-	-	-
SUB TOTAL EDUCATION SECONDARY		119	92	52	35	99	52	80	50	23	52	53	25
Education Elementary	900	84	66	55	39	70	39	67	48	12	45	43	25
GRAND TOTAL		531	344	238	146	408	207	313	206	84	243	203	113

TABLE III

DISTRIBUTION OF STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUM

Legend:

M = Men
W = Women
T = Total

CURRICULUM	CODE	FALL, 1962			WINTER, 1963			SPRING, 1963		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
Special	100	21	8	29	2	-	2	3	3	6
Business Administration	200	77	4	81	71	4	75	41	1	42
Engineering Science	400	104	2	106	91	2	93	55	2	57
Liberal Arts	600	39	32	71	35	29	64	20	14	34
Humanities	610	8	5	13	8	4	12	5	1	6
Art	611	3	9	12	4	9	13	2	3	5
Classical Languages	612	2	1	3	1	1	2	1	1	2
English	613	31	31	62	29	25	54	15	14	29
History	614	32	8	40	32	8	40	16	2	18
Modern European Lang.	615	12	35	47	9	28	37	3	22	30
Music	616	1	5	6	1	5	6	2	3	5
Philosophy	617	15	5	20	14	3	17	8	1	9
Mathematics & Science	640	3	2	5	4	1	5	4	-	4
Chemistry	641	27	6	33	27	5	32	13	2	15
Life Science	642	3	3	6	3	3	6	-	-	-
Mathematics	643	18	6	24	18	5	23	12	5	17
Physics	644	18	-	18	17	-	17	7	-	7
Social Science	670	14	8	22	12	5	17	3	2	5
Economics	671	14	-	14	11	-	11	8	1	9
Political Science	672	26	7	33	27	6	33	17	6	23
Psychology	673	39	17	56	40	15	55	23	11	34
Sociology	674	4	10	14	3	10	13	2	5	7
Anthropology	675	-	2	2	-	2	2	-	1	1
SUB TOTAL LIBERAL ARTS		309	192	501	295	164	459	166	94	260

TABLE III

(continued)

CURRICULUM	CODE	FALL, 1962			WINTER, 1963			SPRING, 1963		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
Education Secondary	800	8	17	25	9	13	22	7	10	17
Humanities	810	-	1	1	-	1	1	-	-	-
Art	811	1	2	3	1	2	3	-	-	-
Classical Languages	812	1	1	2	1	1	2	2	1	3
English	813	17	64	81	18	61	79	7	40	47
History	814	23	31	54	20	27	47	9	9	18
Modern European Lang.	815	10	34	44	9	34	43	6	12	18
Music	816	1	1	2	1	1	2	-	-	-
Mathematics & Science	840	1	3	4	1	2	3	-	-	-
Chemistry	841	7	2	9	6	2	8	6	1	7
Life Science	842	1	-	1	1	-	1	-	-	-
Mathematics	843	18	27	45	15	27	42	12	23	35
Physics	844	3	-	3	3	-	3	1	-	1
Social Science	870	7	8	15	8	8	16	1	2	3
Economics	871	-	-	-	-	1	1	-	-	-
Political Science	872	7	-	7	6	-	6	3	1	4
Psychology	873	-	1	1	-	1	1	-	-	-
Sociology	874	1	-	1	1	-	1	-	-	-
SUB TOTAL EDUCATION SECONDARY		106	192	298	100	181	281	54	99	153
Education Elementary	900	27	217	244	24	200	224	12	113	125
GRAND TOTAL		644	615	1259	583	551	1134	331	312	643

TABLE IV

Legend:

M = Men
W = Women
T = Total

GEOGRAPHICAL DISTRIBUTION OF ANNUAL STUDENT ENROLLMENT

COUNTIES	CODE	FALL, 1962			WINTER, 1963			SPRING, 1963		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
Alpena	004	1	-	1	1	-	1	1	-	1
Bay	009	-	1	1	-	1	1	-	1	1
Berrien	011	2	-	2	2	-	2	2	-	2
Calhoun	013	1	-	1	1	-	1	1	-	1
Cass	014	1	-	1	1	-	1	1	-	1
Clinton	019	1	-	1	1	-	1	1	-	1
Genesee	025	1	2	3	1	1	2	-	-	-
Hillsdale	030	-	1	1	-	-	-	-	-	-
Huron	032	1	1	2	-	1	1	-	1	1
Ingham	033	1	-	1	1	-	1	-	-	-
Iosco	035	1	-	1	1	-	1	-	-	-
Kalamazoo	039	1	-	1	1	-	1	1	-	1
Lapeer	044	6	11	17	5	10	15	3	9	12
Luce	048	-	1	1	-	1	1	-	1	1
Macomb	050	94	113	207	82	101	183	46	61	107
Marquette	052	1	-	1	1	-	1	-	-	-
Mecosta	054	-	1	1	-	1	1	-	1	1
Muskegon	061	1	-	1	1	-	1	1	-	1
Oakland	063	453	444	897	408	398	806	228	214	442
Ottawa	070	1	-	1	1	-	1	1	-	1
Saginaw	073	1	-	1	1	-	1	1	-	1
St. Clair	074	7	1	8	7	1	8	5	1	6
St. Joseph	075	-	1	1	-	1	1	-	1	1
Sanilac	076	1	1	2	-	1	1	-	1	1
Tuscola	079	1	1	2	1	1	2	-	1	1
Washtenaw	081	1	1	2	1	1	2	1	1	2
Wayne	082	30	17	47	29	14	43	18	11	29
SUB TOTAL MICHIGAN COUNTIES		608	597	1205	547	533	1080	311	304	615

TABLE IV
(continued)

STATES	CODE	FALL, 1962			WINTER, 1963			SPRING, 1963		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
Arkansas	103	-	1	1	-	1	1	-	-	-
Colorado	105	1	-	1	1	-	1	-	-	-
Idaho	111	1	-	1	1	-	1	-	-	-
Illinois	112	-	1	1	-	1	1	-	1	1
Indiana	113	1	-	1	1	-	1	-	-	-
Iowa	114	1	-	1	1	-	1	1	-	1
Maryland	119	3	-	3	3	-	3	2	-	2
Massachusetts	120	4	-	4	3	-	3	1	-	1
New Hampshire	128	1	-	1	1	-	1	1	-	1
New Jersey	129	2	-	2	3	-	3	2	-	2
New York	130	8	4	12	6	3	9	3	1	4
Ohio	134	3	1	4	3	1	4	2	1	3
Pennsylvania	137	1	-	1	1	-	1	-	-	-
Texas	142	2	-	2	2	-	2	2	-	2
Virginia	145	3	6	9	4	6	10	4	2	6
Washington	146	1	1	2	1	1	2	-	-	-
Wisconsin	148	1	1	2	2	1	3	1	-	1
SUB TOTAL U. S.		33	15	48	33	14	47	19	5	24
FOREIGN COUNTRIES										
Austria	205	1	1	2	1	-	1	1	-	1
Canada	236	1	2	3	-	1	1	-	1	1
Cuba	240	-	-	-	-	1	1	-	-	-
Germany	290	-	-	-	-	-	-	-	1	1
Greece	304	-	-	-	1	-	1	-	-	-
Liberia	372	-	-	-	-	2	2	-	1	1
Viet Nam	470	1	-	1	1	-	1	-	-	-
SUB TOTAL FOREIGN		3	3	6	3	4	7	1	3	4
GRAND TOTAL		644	615	1259	583	551	1134	331	312	643

TABLE V

Legend:

M = Men
W = Women
T = Total

NEW STUDENTS DISTRIBUTION BY CURRICULUM

CURRICULUM	CODE	FALL, 1962			WINTER, 1963			SPRING, 1963		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
Special	100	21	8	29	1	-	1	-	-	-
Business Administration	200	39	-	39	11	-	11	3	-	3
Engineering Science	400	34	2	36	2	-	2	3	-	3
Liberal Arts	600	21	19	40	5	2	7	4	1	5
Humanities	610	3	3	6	-	-	-	-	-	-
Classical Languages	612	1	1	2	-	-	-	-	-	-
English	613	13	15	28	1	1	2	-	-	-
History	614	7	4	11	1	-	1	1	-	1
Modern European Lang.	615	4	11	15	-	1	1	-	-	-
Music	616	-	2	2	1	1	2	-	-	-
Philosophy	617	3	2	5	1	-	1	-	-	-
Mathematics	640	1	-	1	-	-	-	2	-	2
Chemistry	641	14	4	18	-	-	-	1	-	1
Life Science	642	1	-	1	-	-	-	-	-	-
Mathematics	643	7	3	10	1	-	1	1	-	1
Physics	644	6	-	6	-	-	-	-	-	-
Social Science	670	8	3	11	-	1	1	-	-	-
Economics	671	5	-	5	1	-	1	-	-	-
Political Science	672	7	4	11	1	1	2	-	-	-
Psychology	673	8	6	14	2	1	3	1	-	1
Sociology	674	-	3	3	-	1	1	-	-	-
Anthropology	675	-	2	2	-	-	-	-	-	-
SUB TOTAL LIBERAL ARTS		109	82	191	14	9	23	10	1	11

TABLE V

(continued)

CURRICULUM	CODE	FALL, 1962			WINTER, 1963			SPRING, 1963		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
Education Secondary	800	6	9	15	2	1	3	2	3	5
Classical Languages	812	-	1	1	-	-	-	-	-	-
English	813	3	22	25	-	4	4	-	3	3
History	814	9	9	18	-	-	-	-	-	-
Modern European Lang.	815	-	5	5	-	1	1	-	-	-
Music	816	-	1	1	-	-	-	-	-	-
Mathematics & Science	840	-	1	1	-	-	-	-	-	-
Chemistry	841	3	1	4	-	-	-	1	1	2
Mathematics	842	7	13	20	-	-	-	-	-	-
Physics	844	2	-	2	-	-	-	-	-	-
Social Science	870	1	2	3	-	-	-	-	-	-
Economics	871	-	-	-	-	1	1	-	-	-
Political Science	872	3	-	3	-	-	-	-	-	-
Psychology	873	-	1	1	-	-	-	-	-	-
SUB TOTAL EDUCATION SECONDARY		34	65	99	2	7	9	3	7	10
Education Elementary	900	9	68	77	1	8	9	-	6	6
GRAND TOTAL		246	225	471	31	24	55	19	14	33

TABLE VI

NEW STUDENT DISTRIBUTION
BY CLASSIFICATION OF ADMISSION

FALL, 1962			
Admitted:	MEN	WOMEN	TOTAL
By High School Record	132	149	281
Transfer Students	82	58	140
From High School by entrance examination	32	18	50
TOTAL	246	225	471

WINTER, 1963			
Admitted:	MEN	WOMEN	TOTAL
By High School Record	3	7	10
Transfer Students	20	14	34
From High School by entrance examination	8	3	11
TOTAL	31	24	55

SPRING, 1963			
Admitted:	MEN	WOMEN	TOTAL
By High School Record	2	2	4
Transfer Students	15	11	26
From High School by entrance examination	2	1	3
TOTAL	19	14	33

TOTAL ALL TERMS, 1962-63			
Admitted:	MEN	WOMEN	TOTAL
By High School Record	137	153	295
Transfer Students	117	83	200
From High School by entrance examination	42	22	64
TOTAL	296	263	559

TABLE VII

DEGREES CONFERRED, 1962-1963

BACHELOR OF ARTS	MEN	WOMEN	TOTAL
Business Administration	6	1	7
Division of Humanities			
Art	1	4	5
English	5	3	8
History	6	3	9
Modern European Languages	2	2	4
Philosophy	2	1	3
Division of Mathematics & Science			
Chemistry	2	1	3
Mathematics	3	-	3
Physics	5	-	5
Division of Social Sciences			
Economics	1	-	1
Political Science	3	-	3
Psychology	9	2	11
Sociology	1	-	1
Education Secondary			
English	3	9	12
History	-	3	3
Modern European Languages	1	5	6
Chemistry	1	-	1
Mathematics	2	5	7
Physics	1	-	1
History & Social Sciences	1	3	4
Education Elementary			
General Elementary	5	33	38
Modern Language Concentration	-	2	2
TOTAL BACHELOR OF ARTS	60	77	137
BACHELOR OF SCIENCE			
Engineering Science	9	-	9
TOTAL BACHELOR OF SCIENCE	9	-	9
TOTAL UNDERGRADUATE DEGREES	69	77	146
HONORARY DEGREES			
Doctor of Humanities	-	1	1
Doctor of Laws	2	-	2
TOTAL HONORARY DEGREES	2	1	3

TABLE VIII
DISTRIBUTION OF STUDENTS CERTIFIED FOR TEACHING
BY MAJOR FIELD

Legend:

M = Men
W = Women
T = Total

TYPE OF PROVISIONAL CERTIFICATE	MEN	WOMEN	TOTAL
Education Elementary	4	35	39
Education Secondary			
Chemistry	1	-	1
English	3	13	16
French	-	2	2
History	-	3	3
Mathematics	2	5	7
Physics	1	-	1
Russian	1	3	4
Social Science	1	3	4
Spanish	-	1	1
SUB TOTAL SECONDARY	9	30	39
GRAND TOTAL	13	65	78

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