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OAKLAND UNIVERSITY

Rochester, Michigan

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BOARD OF TRUSTEES

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

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INTRODUCTION

In most respects, 1967-68 was a year of continued rapid growth and notable progress for Oakland University. From the standpoint of development, the University was involved in the transition from the original undergraduate liberal arts school to university status.

Included in the many developments that moved Oakland further in that direction were a significant increase in grant funding from federal agencies, formal implementation of the School of Performing Arts, growth of the graduate program, and sharp enrollment increases with corresponding expansion of academic facilities.

Beyond the implications of growth and further advancement, this was a time when the University matured in another significant manner. In addition to its efforts to enroll more Negro students and its operation of Upward Bound and Project 20 programs, the University community began to take a hard look at its role in regard to the racial problems facing the community and the nation. Faculty, students, and administrators alike began to call for some effective University involvement in the race problems, not only as they affect the campus but also the community. Much thought and discussion already have gone into the problem and a program has been initiated. Its degree of success will be known in the months and years ahead.

The following annual report will describe in brief form the 1967-68 year's activities for the University's academic and administrative departments. The obvious limitations of space make it necessary to cite only examples of progress and to treat very briefly subjects deserving more extensive reporting.

I. ACADEMIC PROGRAM

A. College of Arts and Sciences

The most conspicuous example of the interest of Arts and Sciences faculty in innovation--the freshman exploratories--continued to prove an overall success in 1967-68. Instituted last year, the exploratories, which are all small classes, stress extensive writing experience and allow both students and instructors freedom to explore a wide variety of subjects.

Although the exploratories have been enthusiastically received by students and faculty, the increase in numbers of sections--44 in the fall of 1967--poses problems of coordination for the program. In the Oakland pattern, incoming freshmen may partially satisfy general education requirements through the exploratory program or through the two experimental colleges, Charter College and New College. Charter College will admit some 100 freshmen in the fall of 1968 and New College will admit approximately 70. Other experimental colleges have been discussed but will not be initiated before the fall of 1969.

In the way of new programs, a major in Chinese Language and Civilization has been authorized and will go into effect in the 1968-69 year. A new range of third- and fourth-year level Chinese language and literature courses has been incorporated into the Chinese language program to meet the anticipated needs of this new major.

The Committee on Area Studies reshaped and clarified the structure, content, and requirements for this concentration, spelling out three distinct area programs--East Asian, South Asian, and Slavic studies. Each of these programs is based on a combination of a six-course, modified departmental major with an

area concentration, the latter calling for five area courses and two years of the area language. The Committee is considering other area concentrations and is hopeful of adding a new Latin American studies program by 1969-70.

The linguistics concentration has been strengthened during the year. Changes in the foreign language requirement now allow certain students to study linguistics in fulfillment of degree requirements, alleviating many problems in the area of language instruction.

A number of College of Arts and Sciences faculty were involved in foreign study programs in the 1967-68 academic year. In the fall, Henry Rosemont, Jr., assistant professor of philosophy, and Edward L. Buote, instructor in Chinese, accompanied 44 students on a semester in Hong Kong. During the winter semester some 63 Charter College students studied in London, and another 22 students spent the semester in Mexico. The Charter College studied with Thomas W. Casstevens, assistant professor of political science; George P. Rawick, associate professor of sociology; and Robert I. Facko, instructor in music. During a three-week break in the semester, students pursued independent study and traveled on the Continent. The University's second seminar in Mexico found students taking course work from George H. Engeman, assistant professor of Spanish, and University of Guanajuato staff members.

Established in 1965 under an Office of Education grant, the Language and Area Center for East Asia responded to the University's strong commitment to China studies offering five China sections in the freshman exploratories and eight sections in the Introduction to China course. Courses centered on China have been offered in the Departments of History, Political Science, and Philosophy, and seminars in Advanced Chinese Studies and tutorials in directed

readings and research have been offered by members of the Center faculty.

The College of Arts and Sciences faculty have been deeply committed to professional activities. They have authored an impressive list of articles and a number of books which are listed in the section of this report devoted to Faculty. In addition to those listed, many more have completed manuscripts that are scheduled for publication in the coming year. Their participation in professional associations is extensive. Examples of such participation also are cited in the Faculty section.

B. School of Education

The year was one of continued growth and diversification for the School of Education. On the undergraduate level, the growth of the School is evidenced by the fact that of 414 bachelor's degrees offered by the University during the year, 185 were teaching majors. Eighty-two of the graduates plan to teach in the elementary schools, while 103 prepared themselves for secondary certificates. In addition, the University sponsored 10 students for their first teaching credentials after they obtained their bachelor's degrees in non-teaching majors at Oakland and other institutions. The total of 195 new teachers represents a 23 percent increase over the preceding year.

The existing graduate program also advanced at a good pace. Of the 21 master's degrees awarded in 1967-68, 15 were Master of Arts in Teaching degrees. A total of 268 students now have active files in various M.A.T. programs. Also in this period, the M.A.T. in Reading Instruction received its own separate identity.

In-service training programs for neighboring school districts moved to systematic operations, and the Learning Strategy Center became a reality

involving about 10 school districts. Throughout the year a series of meetings and conferences, climaxed by the Young Author's Conference, brought hundreds of educators and school children to the campus.

The School of Education conducted its second NDEA Institute in Reading this year under a grant of \$40,693 under the direction of Mr. Harold C. Cafone, assistant professor of education. In other professional activities, the faculty presented a number of papers at association meetings, had articles published in a variety of journals, addressed local and national groups, served as consultants, and continued work on several books scheduled for publication in the near future.

C. School of Engineering

For the School of Engineering, the 1967-68 year featured several major developments in addition to many other evidences of growth and progress. First, in terms of facilities, the School made preparations for the move into the new \$5 million Dodge Hall of Engineering, scheduled for occupancy in the fall of 1968. Secondly, the School received the largest grant yet received by the University--a \$570,000 National Science Foundation Departmental Science Development grant. The grant was one of 12 to institutions across the country, and the only one made to a Michigan school. The major thrust of the University's program under this grant is to accelerate development of the graduate program in systems engineering.

Undergraduate enrollment continues to grow in the School of Engineering and is expected to reach 259 in the fall of 1968, including an entering class of some 90 students. In the fall of 1967 the School admitted its second group

of graduate students, bringing the graduate population to approximately 30. With the addition of the new options in Electromagnetics and Coherent Optics and Energy, it is believed that the graduate program will attract an increasing number of students.

During the year the faculty members were active in research and compiled an impressive list of publications. Dean Gibson again delivered a long list of addresses, including appearances at area service clubs, government panels, professional association meetings, and addresses at a number of other universities. One of the most widely reported was his presentation on May 28, 1968, at the Transportation Seminar for Science Writers sponsored by the Institute of Electrical and Electronics Engineers. Also during the year, the University Branch of the Institute of Electrical and Electronics Engineers was extended official recognition by the national association.

The most important administrative development in the School this year was the establishment of a Board of Visitors. Made up of prominent men in area industry, the Board of Visitors will participate in long-range guidance and policy definition.

D. The School of Performing Arts

The School of Performing Arts, which was officially established as a part of the University's academic structure this year, achieved new levels of distinction through its successful professional training programs for actors and musicians. The confluence of these professional training programs with resident performing artists in the Meadow Brook Theatre and in the Meadow Brook Music Festival continues to be a hallmark of the performing arts program at the University.

At the present stage of development, the School of Performing Arts includes the Academy of Dramatic Art and the Meadow Brook Summer School of Music.

1. The Academy of Dramatic Art

The Academy of Dramatic Art, which offers two years of intensive full-time training in all acting techniques, admitted its first class of 14 students in October, 1967. Additional classes of nine and ten students were admitted in the winter and spring semesters for a total enrollment of 33 students during the Academy's first year. All were selected at auditions held at four centers across the country.

A number of the first-year students from the Academy, making up a Studio Company of the Meadow Brook Theatre, appeared in the Summer Theatre Festival in Flint's F. A. Bower Theater. In their second year of the course, students will have a number of additional opportunities to appear in public performances.

Director of the Academy is John Fernald who has assembled a staff of experienced and recognized teachers of drama techniques.

2. The Meadow Brook Summer School of Music

The 1967 Meadow Brook Summer School of Music, which offered seven different programs among five Institutes in Choral, Vocal, Orchestral, Chamber, and Early Music, was undoubtedly the most successful of the three sessions.

Attended by some 444 serious musicians, including high school, college, and adult students, the School ran from June 25 through

August 6, concurrently with the Meadow Brook Music Festival. Robert Shaw, director of the Robert Shaw Chorale and associate director of the Cleveland Orchestra, again served as music director for both the Choral and Orchestral Institutes. He was joined on the staff by an impressive group of musicians and teachers from leading institutions across the country.

The high quality of the student orchestra and chorus, which performed in a series of public concerts, was recognized by concertgoers and critics alike and is perhaps the best evidence of the excellence of the Meadow Brook Summer School program.

E. The Graduate Program

In the fall of 1967 some 305 students were enrolled in graduate programs, which had been given preliminary accreditation by the North Central Association in April, 1967. Of the total, 124 were in the Master of Arts in Teaching in Reading and another 100 in the Master of Arts in the Elementary Education program. Forty-six were enrolled in the Master of Arts programs in either English, mathematics, or psychology and 25 in the Master of Science programs in chemistry and engineering. Detailed breakdowns are included in Appendix C.

As a part of the North Central Association's approval of preliminary accreditation of the nine programs examined, came the recommendation that a consultant be retained to advise the University on implementation of its graduate programs. Dr. Paul H. Silverman, professor and chairman of the Department of Zoology at the University of Illinois served in that capacity during the past year.

Dr. Silverman's reports reflect general satisfaction with the progress to date and recognition of considerable potential for growth in several of the programs. He also notes that the regular process of reevaluation and planning now operating in all departments concerned with graduate programs and the role of the Graduate Study Committee appear to be healthy and helpful in maintaining the enthusiasm and thrust needed to ensure continued efforts to offer quality programs. The report encourages the current planning for new programs to be considered for 1970.

Professor	30	33	31
Associate Professor	43	42	37
Assistant Professor	66	75	57
Instructor	28	8	9
Assistant Instructor	5	0	0
Special Instructor	2	0	0
TOTAL	184	158	127

The University has attracted teacher-scholars from the leading colleges and universities in the country, as evidenced by the listing below of institutions where faculty earned their doctorates:

Harvard University	9
University of California	9
Yale University	7
University of Wisconsin	7
Michigan State University	6
University of Illinois	6
University of Michigan	6

II. FACULTY

A review of the earned degrees held by the University faculty in the fall of 1967 indicates that the University continues to have an unusually high percentage of faculty with earned doctorates. The following chart shows the number and percentage by rank for full-time faculty:

<u>Rank</u>	<u>Number in Rank</u>	<u>Number with Doctorates</u>	<u>% with Doctorates</u>
Professor	36	33	91
Associate Professor	43	42	97
Assistant Professor	66	58	87
Instructor	28	0	0
Assistant Instructor	2	0	0
Special Instructor	<u>9</u>	<u>0</u>	<u>0</u>
TOTAL	184	133	72%

The University has attracted teacher-scholars from the leading colleges and universities in the country, as evidenced by the listing below of institutions where faculty earned their doctorates:

Harvard University	9
University of California	8
Columbia University	7
University of Wisconsin	7
Michigan State University	6
University of Illinois	6
University of Michigan	6

University of Minnesota	6
Yale University	6
Cornell University	5
University of Pennsylvania	5
Wayne State University	5
Princeton University	4
University of Chicago	4
Brown University	3
Massachusetts Institute of Technology	3
Northwestern University	3
Purdue University	3
Stanford University	3
University of Cincinnati	3
Five schools	2 each
Twenty-three schools	1 each

A. Professional Activities

Indicative of the professional activities of faculty, the year showed a substantial increase in the number of books and articles by University members. Among the faculty members who had books published were: Charles W. Akers, chairman and professor of history, "Called Unto Liberty"; Melvin Chernow, faculty chairman of New College and professor of history, "The Contemporary World Since 1850" and "Feuerbach: The Essence of Faith According to Luther" (editor and translator with critical introduction); Robert C. Howes, assistant provost and professor of history, "The Testament of the Grand Princes of

Moscow"; Sid Mittra, associate professor of economics, "A New Horizon in Central Banking"; Sheldon L. Appleton, faculty chairman of Charter College and associate professor of political science, "United States Foreign Policy"; John Galloway, chairman and professor of art and art history, "Modern Art: The 19th and 20th Centuries" and "La Preistoria e i primitivi attuali"; James C. Haden, chairman and professor of philosophy, "Kant: First Introduction to the Critique of Judgment" (editor and translator with introduction); Robert Hoopes, chairman and professor of English, "Form and Thought in Prose"; John E. Gibson, professor of engineering and dean, School of Engineering, "Introduction to Engineering Design" and "Sisteme Automate neliniare"; and Harvey A. Smith, associate professor of mathematics, "Mathematical Foundations of Systems Analysis."

Jesse R. Pitts, professor of sociology, was a discussant for the "Sociology of Youth" section of the American Sociological Association meeting in San Francisco; V. John Barnard, associate professor of history, presented a paper entitled "The Negro Child and the State," at the American Historical Association meeting in Toronto; Richard M. Brace, professor of history, read a paper "Girondism and Jacobinism," at the American Historical Association meeting in Chicago; and Chancellor D. B. Varner delivered the principal address at the annual meeting of the American Society for Engineering Education in East Lansing.

Many of the faculty hold office in various scholarly organizations. For example, Richard M. Brace, professor of history, has been elected vice president of the Society for French Historical Studies; George T. Matthews, professor of history and dean, College of Arts and Sciences, is treasurer of the same organization; Leonard Bushkoff, instructor in history, has served as book review editor for "Balkan Studies"; Jack R. Moeller, associate professor of German,

was elected vice president of the Michigan Chapter of the American Association of the Teachers of German; Don R. Iodice, assistant professor of French, continues to edit "Comment," the newsletter of the Michigan Foreign Language Association; Walter S. Collins, professor of music and dean, Meadow Brook School of Music, is chairman of the National Committee on Choral Editing Standards; and William Schwab, professor of English, has been a member of the State Department's plan team studying the teaching of English in the Philippines.

A number of faculty members were granted leaves of absence to study, teach, or conduct research at other institutions during the year, including: Robert E. Simmons, professor of German and chairman, Department of Modern Languages and Literatures, to study in Germany; Walter S. Collins, professor of music and dean, Meadow Brook Summer School of Music, to study in New York; James C. Haden, professor and chairman, Department of Philosophy, to study in the area; Maurice F. Brown, associate professor of English, to study at Harvard University; Beauregard Stubblefield, associate professor of mathematics, to study in the area; George T. Matthews, professor of history and dean, College of Arts and Sciences, to study in the area; Thomas Fitzsimmons, professor of English, to study and travel in Europe; Donald C. Hildum, associate professor of psychology, to study at the University of Ghent; John C. Blair, associate professor of English, to study at the University of Strasbourg; Louis M. Buchanan, instructor in English, to study at Toronto University; Richard A. Kammann, assistant professor of psychology, to do research with industry; Frederick W. Obear, associate professor of chemistry and assistant provost, to serve as an American Council on Education intern at Rice University and Carl R. Vann, associate professor of political science, to work with the United Nations.

B. Grants

In 1967-68, grant activity at the University reached new highs, with total funding nearly four times the amount for last year. A total of \$1,547,798 in grants and contracts was received in this period in support of 28 projects, exclusive of support received for faculty fellowships, student aid funds, and construction funds. By category, 13 percent, or \$212,048 was granted for research proposals; 25 percent, or \$392,130 for education proposals; and 62 percent, or \$953,620 for development proposals. A comparison with last year's grant activity follows:

Research Proposals

	<u>Number Funded</u>	<u>Amount Granted</u>
1967-68	13	\$ 202,048
1966-67	11	\$ 218,945

Education Proposals

	<u>Number Funded</u>	<u>Amount Granted</u>
1967-68	7	\$ 392,130
1966-67	3	\$ 96,316

Developmental Proposals

	<u>Number Funded</u>	<u>Amount Granted</u>
1967-68	8	\$ 953,620
1966-67	7	\$ 98,125

Total Proposals

	<u>Number Funded</u>	<u>Amount Granted</u>
1967-68	28	\$1,547,798
1966-67	21	\$ 413,386

The major grants this past year, and the largest academic grants received to date by the University, were National Science Foundation awards to the Department of Biology, \$254,000, and the School of Engineering, \$570,000.

C. University Government

The 1967-68 year marked the initial operation of the University Senate under the new constitution, approved by the Board of Trustees in March, 1967. The new Senate, which included the first student representatives to serve on this body at the University, devoted its early sessions to organizational matters, such as election of the Steering Committee, makeup and approval of charges to the committees, and approval of constitutions for the College of Arts and Sciences and the School of Education.

In the spring the Senate approved a change in the University calendar, which provided that fall and winter semesters be scheduled essentially as they have been in the past, that examination periods be lengthened to five days, and that the spring session be replaced by a spring session and a summer session of about eight weeks each. Among its other actions during the year, the Senate approved several curriculum changes, reviewed the grading system, approved two new graduate concentrations in engineering, and approved a recruiting policy as submitted by the University Placement Council.

III. STUDENTS

A. Enrollment

Oakland University experienced its largest increase in students, 753 over the previous year, as the fall 1967 enrollment reached 3,896 students. In percentage figures, the growth represented a 24 percent increase over the fall 1966 enrollment of 3,143. This year's enrollment included 3,650 Michigan residents, up 704, and represented 94 percent of the student body. The 212 out-of-state students, up 32, accounted for some five percent, and the 34 foreign students, up 17, less than one percent of the student body. A summary of the University's enrollment history, along with more detailed breakdowns on the basis of curriculum, sex, and residence, is included in Appendix C.

B. Admissions

A historic milestone was reached in April, 1968, when the Admissions Office closed admission to freshman students and instituted a waiting list because of the unprecedented number of students seeking admission. Applications received for fall 1968, totaled 2,762 as of June 1, compared with 2,297 on the same date a year ago. By September it is anticipated that applications will number approximately 3,200, despite the April cutoff of admissions.

An indication of the quality of the incoming students is the sharp increase in the number of State Scholarship Competition winners included in that group. It is expected that 516 state scholarship students will enroll, nearly double the 245 such winners enrolled a year ago.

During the year Admissions Office staff members made more than 500 high school visitations and participated in more than 80 college day programs.

Programs designed to bring local high school students to campus were continued, and special efforts were made to attract larger numbers of Negroes and other disadvantaged students.

C. Financial Aid

As of June 1, 1968, the Financial Aids Office was serving approximately 2,062 students through a combination of forms of financial assistance. The Office maintains records on all student aid including Oakland University loans, grants, and employment, and all outside support such as Vocational Rehabilitation and scholarship and loan programs of other states.

Except for those students admitted to the University as the result of special efforts to recruit economically disadvantaged students, the students receiving financial aid generally are from families whose income range is approximately \$7,000 to \$12,000. Many aid recipients are independent of their families. Most aid recipients reside on campus or away from their families.

The Financial Aids Office utilizes the College Scholarship Service to evaluate student need and has found the service prompt and efficient. A new service of that organization has been particularly effective in evaluating the financial need of married students and unmarried, independent students.

During this period, the Office has endeavored to identify more campus jobs that are uniquely student jobs in order to provide employment opportunities to more students each year. An agreement with Wayne State University has been achieved to allow Wayne or Oakland to employ students of either institution under the Work Study Program--a development which holds promise

of greater opportunities for these students. Efforts by this Office have also led to the development of aid resources for students who do not normally qualify for scholarship grants under the existing program. A notable example are the "mature" students needing assistance.

Summary of the aid offered during the year includes \$395,360 under the National Defense Education Loan Program; \$118,000, Oakland University grants \$326,231, part-time, on-campus employment; and \$15,500, Economic Opportunity Grants. There were 1,625 loans under the NDEA, 33 Economic Opportunity grants, and 1,079 University grants. Some 188 students were employed in the fall semester under Work Study with 212 in the winter semester, and 773 students under other campus part-time employment in the fall semester with 747 in the winter. There were 655 grants totaling \$129,357 under the Michigan Higher Education Assistance Authority, and 60 loans totaling \$43,556 from that agency. During the year there were also 625 University short-term loans, amounting to \$39,028.

D. Student Personnel Programs

Most student activities at the University are related to the Office of the Dean of Students, which has general responsibility for the student personnel program. Its operations during the year were based on the objective of offering programs and services designed to contribute to the intellectual, social, and personal development of the students. The major activities in this period included the development and implementation of (1) a diverse concert and speakers program; (2) a program of counseling for freshman students below a 2.0 average and for freshman and upperclass students who were eligible for dismissal but retained by the Committee on Academic Standing; (3) an effective

pre-college orientation program and new student week in September; (4) an extensive program of sex education involving medical doctors, psychiatrists, clinical psychologists, legal experts, social workers, and clergy; (5) an extensive general counseling program in our administrative offices and residence halls; (6) an improved and attractive student handbook; (7) an expanded program of volunteer activities in the community; (8) a drug education program involving lectures, discussions, and publication of descriptive materials concerning the medical, legal, and psychological implications of drug use; and (9) a leadership training program for campus officers.

The program's progress within the University has been characterized by increased sensitivity to student needs, growing rapport with students, and development of activities and services aimed at contributing to student development. In spite of what are considered major accomplishments, the Dean of Students Office personnel recognize that the University faces other problems that will be intensified by rapid growth, increasing diffusion in the decision-making process, and fragmentation and depersonalization in the academic community.

The Office of the Dean of Freshmen this year had responsibility for the various student advising activities that were carried out on campus. Freshman Orientation sessions, now underway for the entering class, will include six two and one-half day sessions accommodating a freshman class of approximately 1,100 students. Significant features of Orientation are the increased use of student academic advisers and the revision and expansion of materials, such as the Guide to Freshman Enrollment, The Prospectus for Freshmen, and the Summer Reading List.

This Office assumed responsibility this year for foreign student advising and for the dissemination of information on study-abroad programs, counseling of students and parents, the New Student Week Program, withdrawal and readmission procedures, graduate school scholarships, freshman advising, and the Academic Standing and Honors Committee activities.

Major administrative responsibilities of the Office of the Dean of Women continued to be in the areas of student health, student theatre, financial aids, and work with women students. The main avenue of programming for women students has been through the Association of Women Students, which firmly established itself this year as a valuable campus organization. AWS has provided a means by which women students have been able to develop programs of interest and value to college-educated women as well as programs that are beneficial to all students.

With the initiation of the policy of "no hours" for women students, except Freshmen, the Women's Judicial Board had relatively few cases, but the organizational structure was maintained. During the year the Drug Education Committee carried out a campus-wide program to provide as much accurate information concerning drugs as possible. The Sex Education Committee continued successfully the format of small discussion groups in the residence halls, led by experts.

In the area of Health Service, plans are contingent upon completion and occupancy of the Health Center now under construction. Because of relatively little use of the Health Center in the evenings, hours of this facility were reduced this year. This change made possible an increase of coverage by a registered nurse to 24 hours per day.

The consolidation of the functions of residence hall and food service management and educational programming under the Office of the Associate Dean of Students this year has improved communication and has increased efficiency

of these operations. In addition to the planning of new housing facilities, considerable attention has been given to the development of undergraduate and professional staffs and the education programs in the halls. With the completion of Hamlin Hall this summer, the University will have residence hall accommodations for nearly 2,000 students.

E. Activities

During the year, the Student Activities Center emerged as a focal point or center from which student organizations and clubs based their programs. The facilities of the Center were used more heavily than in the past, and the Center became identified as a communication area for students. Besides the many scheduled meetings in the Conference Rooms and the Music Listening Room, the Center was used extensively as an informal gathering place for study and for class discussions.

The emergence of the Student Activities Board and its restructuring during the winter semester indicates the Oakland students are seeking an organized body to represent their needs and to better coordinate the student life program. The basic structure, as established by the Commission on Student Life, was restructured by students on the Board. The students eliminated the Control Board and refined the University Activities Planning Committee (UAPC) and Allocations Committee. An Executive Board was established to replace the Control Board and the position of chairman of Students Activities Board was created.

It was apparent in the fall semester that Inter-Club Council was having difficulty in serving the clubs and organizations. After the Council dissolved, UAPC began to integrate and coordinate all student activities, as well as assist in the management of physical facilities for student groups. Organizations, under

the leadership of UAPC and with financing from the Allocations Committee, began to sponsor many all-campus events.

In the past academic year the number of University clubs and organizations increased to 67 as compared to 47 last year. A broad range of student activities attracted a total of some 7,350 students to campus dances, 6,500 to lectures, 3,514 to the movie series, 2,595 to student-sponsored concerts, and 5,171 to such events as the Miss OU Pageant, student elections, the Road Rallye, Winter Carnival, the University Chorus Concert, and similar affairs.

Voluntary student participation reached new heights in the physical education programs of instruction, spontaneous and planned recreation, competitive intramural and extramural sports, sports clubs, and competitive intercollegiate sports. Instruction was offered in 21 different activities, the most popular classes being fencing, golf, handball, modern dance, senior lifesaving, skiing, squash, swimming, tennis, and water safety. There was, during the year, a marked increase in spontaneous activities in the sports and recreation building by coed groups.

Intercollegiate sports teams were sponsored with full schedules in cross country and soccer in the fall, basketball and swimming during the winter, and golf during the spring. In addition, some 19 sports for men and five for women resulted in the best year of intramural sports competition.

F. The Racial Problem

Last fall it became clear that racial tension existed on the campus, and that there was a general lack of awareness of the concerns and needs of Negro students at the University. As a result, members of the Dean of Students staff called together a group of students to talk over their concerns on this problem.

IV. ADMINISTRATION

Out of this informal session grew the Human Relations Council, which met throughout the year to discuss concerns and to develop educational programs. The success of the Council in creating opportunities for important dialogue and interaction has been important to the kind of environment that is desired on the campus. On the basis of its achievements this year, it is recommended that the Council be continued and strengthened as possible. The Council should be charged with the responsibility of identifying specific human relations problems and recommending corrective action. Through the Council the University can establish a program aimed at creating greater understanding of the bases of racial conflict on the campus and in the community.

Office and subsequent legislative decisions for the 1963-64 operating budget. The final appropriation increase was \$601,000 in response to the University request for an increase of \$1,525,715. The effects of this kind of conflict, although not fully comprehended at this time, will be felt in every phase of the University operation.

Perhaps more serious than the budget treatment for the coming fiscal period is the long-range task of obtaining recognition in the legislature of the importance of the present Oakland program to the Michigan system of higher education, and to justify the level of support required for its continued development. A repeated reduction of the level of support for Oakland University would mean a change in the nature of the institution. The situation was described by Chancellor G. E. Turner in the following manner:

"The present institution is the product of a combination of factors: thoughtful planning, strong encouragement and support from our Board of Trustees and our community leaders, and an extraordinary investment of talent, energy, and loyalty by our faculty and staff.

IV. ADMINISTRATION

A major administrative concern during the 1967-68 year was directly related to budgetary problems. The difficulties of maintaining the momentum of what has become an outstanding and distinctive academic program with only a 3.1 percent increase in appropriations, along with a 26.2 percent increase in enrollment, was in itself a demanding assignment. But cutbacks were effected, tuition increased, and projects delayed in order to operate within the funds available.

This budgetary predicament, not uncommon among colleges and universities, became more serious in light of the recommendations of the Governor's Budget Office and subsequent legislative decisions for the 1968-69 operating budget. The final appropriation increase was \$661,000 in response to the University request for an increase of \$1,928,716. The effects of this kind of cutback, although not fully comprehended at this time, will be felt in every phase of the University operation.

Perhaps more serious than the budget treatment for the coming fiscal period is the long-range task of obtaining recognition in the legislature of the importance of the present Oakland program to the Michigan system of higher education, and to justify the level of support required for its continued development. A repeated reduction of the level of support for Oakland University would mean a change in the nature of the institution. The situation was described by Chancellor D. B. Varner in the following manner:

"The present institution is the product of a combination of factors--thoughtful planning, strong encouragement and support from our Board of Trustees and our community leaders, and an extraordinary investment of talent, energy, and loyalty by our faculty and staff.

But the basic ingredient of Oakland University is the vitality and the validity of the idea upon which it is built. There is a strong commitment to this idea by a large number of people, both lay and professional. But ideas are fragile--they must be nurtured if they are to survive."

The Michigan State University Board of Trustees adopted a resolution on February 15, 1968, reaffirming the educational policy of Oakland and directing its officers and faculty to continue on the present course. The resolution is reproduced in full under the section of this report, Future Needs and Development.

This whole question as to the future of Oakland University was a major concern during the year, and was one which imposed itself upon the already demanding requirements of running a young and rapidly growing university.

Administrative personnel changes during the year included the appointment of L. K. Fitzpatrick as director of personnel; Daniel Dany, assistant director of personnel; William Marshall, director of the book center; Kenneth Meade, director of post-graduate professional education programs in Continuing Education; Miss Mary Howe, student affairs assistant; Robert Ruskin, assistant director of alumni education; David Stafford, assistant manager of Oakland Center food service; James McAlpine, assistant director of alumni education, as director of alumni education; David Doherty, director of the community scholarship program and assistant director of Mott Center, as assistant dean - special projects and director of Mott Center; Richard Moore, superintendent of the physical plant; Manuel Pierson, associate director of Upward Bound; Gerald Redoutey, assistant purchasing agent; and Wilbur W. Kent, assistant dean, as associate dean of the School of Performing Arts.

Departmental chairmanship changes included the appointment of Norman Susskind, associate professor of modern foreign languages and literature, as

acting chairman through December 31; Richard J. Burke, associate professor of philosophy, as acting chairman; Charles W. Akers, professor of history, as chairman; David DiChiera, assistant professor and acting chairman of music, as associate professor and chairman of music; Robert M. Williamson, professor of physics, as acting chairman; Roger H. Marz, associate professor of political science, as acting chairman; and Carleton W. Smith, instructor in sociology and anthropology, as acting chairman.

Financial highlights of the 1967-68 fiscal year, along with comparisons with the previous year, are shown below. The complete financial report for Oakland University is a part of the 1967-68 financial report for Michigan State University.

<u>Item</u>	<u>1967-68*</u>	<u>1966-67</u>
Operating Expenditures	\$ 9,378,000	\$ 8,961,846
State Appropriation	\$ 4,384,709	\$ 4,251,242
Student Fee Income	\$ 1,677,753	\$ 1,365,469
Enrollment	3,896	3,143
Total Payroll	\$ 6,414,273	\$ 5,182,188
Sponsored Research	\$ 666,693	\$ 687,215
Plant Valuation	\$34,800,013	\$27,785,140
Students in Residence Halls	1,322	1,236
Student Employment---Number	685	610
Student Employment---Amount	\$ 326,230	\$ 327,912
Student Loans---Number	2,359	1,880
Student Loans---Amount	\$ 433,000	\$ 372,361
Scholarship Awards---Number	525	522
Scholarship Awards---Amount	\$ 118,000	\$ 144,771

*Preliminary--final audited figures not yet available

V. KRESGE LIBRARY

Compared to the previous year, the 1967-68 period was one of consolidation rather than dramatic expansion for the Kresge Library. At a time when the library needs were clearly recognized, the limitation of funds made possible an increase of only some seven percent in expenditures for books. This slight gain is nearly nullified by inflationary costs, which range from seven to 10 percent per year on books and periodicals.

Although expansion of the collections did not meet the new demands of enrollment growth and expansion of graduate programs, the year was marked by real achievement in all areas within the library system.

Although there is no way by which the development of an academic library, in its totality, can be accurately measured, quantitative statistics are of interest. The statistical evidence of library progress at the University this year is compelling, regardless of the area of library operations examined or the criterion of growth utilized. At year's end, the library collection had grown to 106,611 volumes and an additional 49,116 units in microform. Of these totals, 20,337 of the volumes and 28,169 microforms were added during the past year. In addition, the library's collection of phonorecords was expanded to 3,877 with the addition of 746 in the past year.

Support for the Kresge Library continues to come from three sources--state funds, grant funds, and gift funds. During the 1967-68 year, state funds represented 62 percent of the University's book budget with the remaining 19.4 percent in grant funds and 18.6 percent in the form of gifts. The most important gift of book funds in the University's history was made this year by the students in memory of Mrs. Matilda R. Wilson, the University's benefactress.

After a vigorous and democratic poll, the students voted to assess themselves \$1 per semester to provide a \$100,000 Matilda R. Wilson Memorial Fund for the purchase of reference and bibliographic works. The Friends of the Kresge Library also continue to play an important role in the promotion of gifts of books and funds, and this year collected some \$3,600 for the library.

Use statistics for the year show that circulation of books increased by one-third, from 75,042 to some 100,000; inter-library loans increased some 23.5 percent, from 901 to 1,113; and the door count increased 22.4 percent, from 210,044 to 266,346.

Adult and Credit Courses

Enrollment in Continuing Education Division courses continued to rise, reaching a new high of over 6,000 students enrolled in 300 courses during the year. The student population increase was approximately 20 percent over the previous year.

Of the total enrollment, approximately one-third, or 1,900 of the students were registered for courses under the Liberal Arts Programs Department. Both the number of courses offered, 95, and the enrollment represented substantial gains over the previous year. The remaining students were enrolled in the Business and Professional Development Programs Department, which continued to expand the range of course offerings to meet the needs of local business and

VI. CONTINUING EDUCATION

1967-68 was marked by great progress and growth in all departments of the Division. The Course Department presented a record 500 courses to a student body of 6,060. The Placement Office served 211 recruiters, representing industrial, commercial, governmental, and educational agencies, who conducted interviews with 792 students. The Conference Department offered 31 conferences for 4,440 registrants.

The Continuum Center was recognized and honored by the Kellogg Foundation with a significant second grant for four years totaling \$230,000, enabling the Center to continue its pioneering work in women's educational services. In addition to convoking several key regional alumni education and research conferences, the Alumni Education Department, in its last year of a Kellogg grant, is now in the process of altering its unique information and dissemination system to better serve the University's Alumni.

A. Adult Non-Credit Courses

Enrollment in Continuing Education Division courses continued to grow, reaching a new high of some 6,060 students enrolled in 500 courses during the year. The student population increase was approximately 20 percent over the previous year.

Of the total enrollment, approximately one-third, or 2,053 of the students were registered for courses under the Liberal Arts Programs Department. Both the number of courses offered, 95, and the enrollment represented substantial gains over the previous year. The remaining students were enrolled in the Business and Professional Development Programs Department, which continued to expand the range of course offerings to meet the needs of local business and

industry. Among the new offerings were a C.P.A. Review Course, a Budget Executives Institute, courses in police investigation, and a series of courses aimed at employees of nearby municipalities.

B. Post-Graduate Professional Education Programs

Established in the summer of 1967, this new department provides members of recognized professional groups in the community the opportunity for updating or augmenting their education with knowledge of new developments related to their particular areas of professional service. In the first year, programs were offered in medical education and engineering education, and plans were made for special programs in mental health education, dental education, and legal education.

A symposium in Human Genetics for medical and osteopathic physicians attracted an enrollment of 100, including resident and internship trainees and physicians in private practice. A second session series on Recent Advances in Clinical Physiology was held in the spring of 1968, with an enrollment of 80.

From the experience of this first year, it is apparent that there is a definite need for such offerings in this community.

C. Conferences

With a limitation of Oakland Center facilities available for this purpose, the number of conferences was reduced from 37 to 31 this past year, and the number of participants was 39 percent below the 1966-67 year.

The department received a second place creativity award from the Adult Education Association of Michigan for the "Dual Role" Conference. Two entries have been nominated for the National University Extension Association; the

results will be announced in July at the annual NUEA Conference.

The most exciting program designed this season was a three-pronged exploration into the problems of the urban crisis. The Suburban Stake in the Urban Crisis, April 22, brought the principal investigator of the Kerner Commission to analyze the report and interpret the findings. Employment Problems in Oakland County, May 8, were investigated and public and private programs for assistance in recruiting, hiring, and employing the hard core unemployed were presented to Oakland County businessmen and other employers, and the Suburban Press Faces the Urban Crisis, May 15, brought newspaper editors and publishers together to discuss the responsibility of the press in reporting racial strife.

D. Alumni Continuing Education Program

Supported by a grant from the Kellogg Foundation, the Alumni Education Department has pursued two major objectives: (1) to creatively "predict" the complexities of a changing environment in which the future college graduate will function, and (2) to equip the University's alumni with those skills and competencies which will enable them to master that environment.

Among the programs carried out during the year were a series of seminars with 92 alumni. As a result of these meetings, the department gathered information regarding experiences and career development of alumni which will be useful to young universities with comparatively small alumni populations. An extension of undergraduate alumni orientation counseling activities to the University's entire graduate and alumni populations has created a broader range of inquiries regarding professional and educational resources. In response, the department has expanded its educational resource bank by procuring

information on fellowships, scholarships, and loans in both the arts and sciences.

The principal focus of the computerized Selective Dissemination of Information System, which has attracted inquiries from schools throughout the country, has been the establishment of a fully operational information system capable of serving a growing alumni body. A list of procedures for joining the Oakland University Knowledge and Information Dissemination System has been prepared and made available to prospective participants.

In the winter of 1968 the department initiated a regional pilot workshop to develop guidelines for inter-institutional cooperation in alumni exchange programs. Alumni administrators from 17 schools attended, and it was proposed that the institutions represented apply the newly developed body of computer technology to the task of generating and maintaining a vital community of post-college adults.

E. Placement Office

From October, 1967, through March, 1968, a total of 90 representatives of industrial, commercial, and governmental employers visited the campus conducting more than 500 interviews. Placement figures for graduates entering these fields are not complete as of the date of this report, but 75 known placements have been made with many more in the process of being finalized. In addition to seniors, several hundred undergraduates received counseling on a continuing basis during the course of the year. Along with personal help in career planning, students used the reference, occupational, and individual business and government files in the Placement Library.

In November, 1967, all seniors with either secondary or elementary education concentrations were invited to a teacher-placement seminar to familiarize them with procedures for negotiating a contract and to alert them to the general employment outlook for beginning teachers with various preparations. Some 121 schools conducted 282 interviews on campus. Placement figures for education majors are not yet complete, but more than 100 career placements have been made to date with many more in process.

Forty-seven known graduates will go on to full-time graduate work, and many more plan to pursue graduate work on a part-time basis.

As a result of widespread campus interest in the question of recruiting by representatives of the military services, an open hearing on the issue was held on November 21, 1967. Ten speakers, faculty and students, spoke on the issue before the Placement Council and an audience of more than 300. The Placement Council prepared a recommendation which was approved by the University Senate on April 18, 1968. The Placement Report follows:

The practices of the Placement Office have evolved over the past five years and have been overseen and endorsed during that time by the Council in its semiannual meetings with the Placement Office staff. The policies governing these practices--in particular the criteria for determining who may legitimately use the facilities of the Office--have recently been challenged by groups of students and faculty with the result that the Council conducted an open hearing on November 21, 1967, and has since held several meetings to review the matter. While the Council has chosen to restrict formally its attention and recommendation to the sole question of who may recruit on our campus, it recognizes that its deliberations have involved several much broader issues which are of significance to the entire community. Because the Council feels in no way empowered to deal with these issues directly and because of their overriding importance, it wishes in this report to call attention to them in the hope that the Senate and individuals of the University will take this as an opportunity to reflect and to comment on them.

The university began its placement program by approaching a number of industrial firms, government agencies, and school districts, inviting

them to send representatives to this campus to interview students. From the beginning, all legitimate employers were welcome as recruiters on our campus and almost all those who came were invited specifically to meet with our students. We have welcomed all institutions which wished to recruit here as long as at least one student could be found who was willing to be interviewed. On occasion it has been necessary to advise prospective employers not to make a visit to the campus because no interested student could be found to meet with the company or institutional representative. Throughout our history, a program of open placement opportunity has been supported.

During the past year, a review of the recruitment activities of military agencies on the campus was conducted. It was decided that military representatives should no longer have access to public spaces in the Oakland Center or elsewhere on campus, but rather should be available to students only through the normal mechanisms of the Placement Office. It has been required that students wishing to contact military recruiters should do so by presenting their names at the Placement Office and making an appointment to visit with the representative of an armed forces organization. During the present year we have not permitted the armed forces to set up tables elsewhere in the university or to have any unusual access to university bulletin boards and display facilities. At no time has discrimination been practiced by the university against any business corporation, school district, or government agency as long as it was a reasonable employer of Oakland University students upon completion of their university work. The principle that has supported this policy is the belief that Oakland University students should be permitted access to information that might be helpful to them in planning their future from any bona fide agency with which they wish to have contact. Our students have regularly taken advantage of the availability of military recruiters on campus and we have extended to the military the courtesy of using our placement facilities to meet with students. It has never been the intention of the Placement Office to endorse any of the organizations that use its facilities, save to say that these organizations are legitimate employing agencies that have maintained satisfactory relationships with those students who have contacted them for interviews.

The recommendation of the Council that the open placement policy be maintained comes out of a mixture of emotions and a variety of reasons. Of the latter, three have been prominent in our discussions and each is earnestly held by some members of the Council. The first is that any curtailment of recruiting would be of unnecessary inconvenience and, in some instances, of hardship to a sizable group of students. The second rests on the principle, already cited, that students have generally a right to information: to ban all or certain recruiters from the campus would effectively be to infringe on that right. The third reason reflects the belief

that the majority of the petitioners who favor curtailment of recruiting do so because they wish the university to speak through its act against the policy of the United States regarding Viet Nam. There are members of the Council who, as individuals, strongly condemn that policy; but they, as well as other members, believe it unfitting and self-defeating for the university, as an institution, so to condemn.

F. The Continuum Center

During its third year of operation, the basic format of the Continuum Center remained unchanged beyond continuing experimentation with the content of its Investigation Into Identity--its program to help women find a more creative and satisfying place in the contemporary home and community. In addition to its campus-based program, the Investigation Into Identity operation was extended to Dearborn, Redford, and Southfield.

Among the Continuum Center clients, this year a great number returned to school for graduate work in such fields as remedial reading, social science, psychology, economics, and speech. Other actions taken include non-credit course work, volunteer work, and new employment.

In the fall of 1967 a pilot Demonstration Conference was held for representatives of eight universities. Evaluations of the conference were enthusiastic, and an interest was expressed by participants for similar programs adapted to their local communities.

Recognition for this unique program and its service to the community in the form of continuation of support comes from the W. K. Kellogg Foundation. A \$230,000 grant from the Foundation will provide four more years of support for this program, which was initiated by the initial grant in 1965.

VII. THE PERFORMING ARTS

A. The Meadow Brook Music Festival

The summer of 1967 marked the fourth season of the University's highly acclaimed Meadow Brook Music Festival, which again brought the Detroit Symphony Orchestra, under the direction of Sixten Ehrling, to the campus for an eight-week, 32-concert season. The 1967 schedule, which ran from June 29 through August 20, featured a roster of outstanding soloists, guest conductors, and a repertoire of stature rarely presented in one series.

Ehrling conducted the Detroit Symphony Orchestra in 22 of the concerts: four concerts were conducted by Charles Munch, former Boston Symphony director; four by Hiroyuki Iwaki, noted Japanese conductor appearing for the first time in the United States in a guest role; and two by Robert Shaw, head of the Meadow Brook School of Music choral and orchestral programs.

Instrumental soloists included pianists Vladimir Ashkenazy, Van Cliburn, Misha Dichter, and Nicole Henriot-Schweitzer; violinists James Oliver Buswell IV, Itzhak Perlman, and Gordon Staples; Allen Chase, trombone; and Arthur Krehbiel, French horn. Vocal soloists included Jane Marsh and Jan Peerce.

The Festival included performances of two commissioned works, Ernst Krenek's orchestral work entitled "Horizon Circled" and Eugene Zador's "Trombone Concerto."

New facilities on the Festival grounds were a gatehouse, ticket office, and extensive backstage additions, financed by a gift from the Kresge Foundation; and an expansion of the Trumbull Terrace, made possible by a gift from Mr. and Mrs. George T. Trumbull.

B. The Meadow Brook Theatre

Following a highly successful premiere season, the John Fernald Company of the Meadow Brook Theatre expanded significantly its offering of professional theatre to the University and the community. From its initial season of five plays over a 21-week period, the Company scheduled seven productions for 35 weeks, opening on October 6, 1967, and closing on June 2, 1968. Each of the plays ran for five weeks and were staged again in the Meadow Brook Theatre.

The resident professional company staged "The Importance of Being Ernest" by Oscar Wilde, "John Gabriel Borkman" by Henrik Ibsen, "Charley's Aunt" by Brandon Thomas, "And People All Around" by George Sklar, Shakespeare's "King Lear," "No Exit" by Jean-Paul Sartre and "The Firebugs" by Max Frisch presented as a double bill, and Anton Chekhov's "The Seagull."

The performance of Sklar's "And People All Around," produced under the direction of John Broome and George Guidall, was its premiere by a professional company. The provocative new play is based on the murder of three Civil Rights workers in Mississippi. The Ibsen play was directed by Norwegian-American director Johan Fillinger, Wilde's by Eric Berry, the double play by Milo Sperber, and the other three by John Fernald.

Critics from throughout the country acclaimed the productions, which attracted 105,146 theatregoers during its second season, as compared to a total attendance of 71,163 in its first season. The makeup of the Company included many members back from the premiere season along with other actors and actresses who were added to the Company at various points in its schedule.

Following the close of its season on the University campus, the John Fernald Company took its production of Chekhov's "The Sea Gull" to the University of New Hampshire for three performances in June. The tour marked the Company's first appearance outside Michigan.

Many hours of volunteer help, donations of special programs, attendance at University sponsored events, and gifts for scholarships, capital projects, books, the "Hester House" and "Hester Brook Theatre", local funds, and other projects.

Examples of the variety of gifts received by the University during the year from individuals and groups include the gift of over 100 books of primitive art by former Governor G. Warren Williams, a \$11,000 contribution for scholarships from the "Hester County Scholarship Committee", \$1,500 from the Friends of Oakland for the "Hester R. Wilson House Scholarship", more than \$3,000 for the "Hester House Memorial Scholarship", over \$100,000 from individual, family, foundations, and industry for the "Hester Brook Festival", and more \$95,000 for the "Hester Brook Theatre".

A first-time project last spring was the "Hester Brook Fair", sponsored by the University for the benefit of the performing arts. The first annual fair was assisted by hundreds of volunteers and resulted in more than \$4,000.

Among the major foundation grants was a grant of \$120,000 from the "Hester Foundation" to support the "Hester Center for the Arts", \$175,000 from the "Charles F. Hester Foundation" for the "Hester Center for Community Affairs", and \$25,000 from the "Hester Foundation" for the "Hester Center for the Arts".

Most of the voluntary support for the University was received through the efforts of Trustees of the Oakland University Foundation. A grant of

VIII. COMMUNITY SUPPORT

From its inception, Oakland University has received considerable support from individuals and groups within the immediate community and from foundations and industry. The support from these sources has been in the form of many hours of volunteer help, leadership and promotion of special programs, attendance at University-sponsored events, and gifts for scholarships, capital projects, books, the Meadow Brook Music Festival, Meadow Brook Theatre, loan funds, and other projects.

Examples of the variety of gifts received by the University during the year from individuals and groups include the gift of some 163 works of primitive art by former Governor G. Wennen Williams, an \$11,000 contribution for scholarships from the Macomb County Scholarship Committee, \$3,353 from the Friends of Oakland for the Matilda R. Wilson Honor Scholarship, more than \$3,000 for the Isaac Jones Memorial Scholarship, some \$119,921 from individuals, foundations, and industry for the Meadow Brook Festival, and some \$35,723 for the Meadow Brook Theatre.

A first-time project last spring was the Meadow Brook Fair, sponsored by the University for the benefit of the performing arts. The first annual Fair was assisted by hundreds of volunteers and netted more than \$6,000.

Among the major foundation grants was a grant of \$230,000 from the Kellogg Foundation to continue support of the Continuum Center for Women, \$173,824 from the Charles S. Mott Foundation for the Mott Center for Community Affairs, and \$25,000 from the Rockefeller Foundation for the Academy of Dramatic Art.

Most of the voluntary support for the University was realized through the efforts of Trustees of the Oakland University Foundation, a group of

leading citizens of the community whose purpose is the advancement of the University. Organized under the Foundation, the Chancellor's Club was expanded in its second year. Its membership is made up of some 60 individuals who contribute \$10,000 or more in cash, securities, or gift in kind; contribute \$1,000 or more with the intention of making such a gift each year for ten years; or provide \$15,000 or more by means of a bequest, life gift, or other deferred giving instrument.

The new Biological Science Hall of Engineering, started in October, 1966, was nearly completed in the summer of 1967. Settlement of the trades strike will determine its precise completion date, but plans have called for occupancy in the coming fall semester. Architects for the four-story, 137,000 square-foot building were G. Hall, Wadsworth, and Lichtenbach. It provides classrooms, laboratories, and offices and will house the School of Engineering, Department of Biology, and the Institute of Physical Sciences.

The University's newest and largest residence hall, named Harlin Hall in honor of Mr. Dallas Harlin who served Oakland County governmental roles for more than 35 years, also is scheduled for occupancy in the fall. Started in December, 1966, this nine-story, nine-story structure will provide approximately 143,000 square feet and will house 575 students. The total project budget is \$3,723,000, and the architects are Louis G. Redstone Architects, Inc.

The third facility under construction during the year was the Student Health Center. Also scheduled for completion in the fall, this facility will provide 22 beds and six examination rooms and will accommodate 24-hour emergency service. The building provides 11,543 square feet and is built at a cost of \$466,365. Architects are Devey & Freeman Associates, Inc.

On the Mendocino Creek Music Festival grounds, several projects were completed during the year with funds provided by private sources. A new auditor-

IX. PHYSICAL PLANT

Construction activity during the year continues to reflect the sharply increasing demands for space imposed by a rapid growth in enrollment at the University. In the fiscal period, three major buildings neared completion, planning was completed on two more, and a series of remodeling, additions, and grounds projects were completed.

The \$5 million Dodge Hall of Engineering, started in October, 1966, was nearly completed in the summer of 1968. Settlement of the trades strike will determine its precise completion date, but plans have called for occupancy in the coming fall semester. Architects for the four-story, 137,000 square-foot building were O'Dell, Hewlett, and Luckenbach. It provides classrooms, laboratories, and offices and will house the School of Engineering, Department of Biology, and the Institute of Biological Sciences.

The University's newest and largest residence hall, named Hamlin Hall in honor of Mr. Delos Hamlin who served Oakland County governmental units for more than 35 years, also is scheduled for occupancy in the fall. Started in December, 1966, this nine-story, twin-tower structure will provide approximately 143,000 square feet and will house 676 students. The total project budget is \$3,720,000, and the architects are Louis G. Redstone Architects, Inc.

The third facility under construction during the year was the Student Health Center. Also scheduled for completion in the fall, this facility will provide 22 beds and six examination rooms and will accommodate 24-hour supervision. The building provides 11,540 square feet and is built at a cost of \$666,566. Architects are Denyes & Freeman Associates, Inc.

On the Meadow Brook Music Festival grounds, several projects were completed during the year with funds provided by private sources. A new ticket

booth provided a Festival control point, and an addition to the Baldwin Pavilion provided a music library, additional space for the conductor, and storage and work areas for the musicians in the Pavilion. The Pavilion work was financed by a new grant from the Kresge Foundation, and the addition to Trumbull Terrace was made possible by an additional gift from Mr. and Mrs. George T. Trumbull.

Other projects completed during the year include the completion of an unfinished area in the Kresge Library, completion of the unfinished basement area of the Sports and Recreation Building, addition of bleachers in the gymnasium, air-conditioning in part of North Foundation Hall, and the addition of approximately 800 parking spaces near Vandenberg Hall and south of the library.

Plans and specifications were prepared by O'Dell, Hewlett, and Luckenbach for Classroom-Office Building #1, and bids will be opened in the summer of 1968. The structure will provide space for lecture halls, classrooms, a fine arts library, individual study and practice rooms, and faculty and staff offices. The total project budget for the 120,000 square-foot building is \$4,400,000.

Plans are being completed and specifications prepared by Commonwealth Associates, Inc., for the central heating plant and tunnel system. Bids for the total project, which has a budget of \$3,443,000, are also expected in the summer of 1968. Concurrently with the heating plant project, the University is working with Johnson, Johnson & Roy, Inc., to extend the service road south from the Science Building to the new heating plant location.

The University is working with the campus planning firm, Johnson, Johnson & Roy, Inc., on a design of internal roads and with the Oakland County Road Commission for expansion of Walton Boulevard from Squirrel Road to Adams Road.

The Grounds and Landscaping Department's responsibilities for lawn and tree maintenance, road and walkway maintenance, and general beautification

were expanded this year to cover larger acreages. This year, for example, the number of acres requiring maximum care increased by 37 percent to a total of 220 acres, and the field grass acreage increased some 19 percent to a total of 130 acres.

The nursery, started in 1966-67, has been doubled to six acres, and the greenhouses off Adams Road were added to the facilities of the department. All trees on the present 350-acre campus area were sprayed, pruned, and fertilized, and 137 elm trees were removed for the control of Dutch Elm disease. A number of new trees and plantings have been added to the campus in this period.

With a growing and flexible staff that grows and encourages innovation, accreditation teams and other visiting scholars have noted the progress and accomplishments in numerous reports and publications. Its graduates have done exceptionally well in graduate schools and their various occupations.

In the appropriations process, however, legislators and the Governor's Budget Office raised questions pertaining to the course of Oakland University as it is related to the Michigan system of higher education. Obviously, the University's future development depends upon the level of support extended to it by the Michigan legislature in the years ahead.

The Board of Trustees affirmed the University's direction in a resolution dated February 15, 1968, which stated:

In January, 1967, the Board of Trustees of Michigan State University accepted the gift of 1,438 acres and \$2 million from Mr. and Mrs. Alfred A. Wilson for the purpose of establishing an institution of higher education in Oakland County under the supervision of this Board.

In view of the unique opportunity to start with a fresh approach, this Board asked Mr. Varner, then Vice President of Michigan State University, to work with concerned faculty, key members of

X. FUTURE NEEDS AND DEVELOPMENT

A prime need in years ahead is a statewide recognition of the quality and type of academic program offered by the University, and the provision of the necessary financial support to make possible the continuation of that program at its present level of excellence.

While this need could be cited in a general way by any institution at any time, it has particular relevance for Oakland University at this stage of its development. In its nine years, the University has progressed rapidly in many ways, attaining quickly the reputation of being an outstanding institution with a newness and flexibility that permits and encourages innovation. Accreditation teams and other visiting scholars have noted its strengths and accomplishments in numerous reports and publications. Its graduates have done exceptionally well in graduate schools and their various occupations.

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In January, 1957, the Board of Trustees of Michigan State University accepted the gift of 1,400 acres and \$2 million from Mr. and Mrs. Alfred G. Wilson for the purpose of establishing an institution of higher education in Oakland County under the supervision of this Board.

Because of the unique opportunity to start with a fresh approach, this Board asked Mr. Varner, then Vice President at Michigan State University, to work with community leaders, key members of

the Michigan State University staff, and national educational leaders in planning an appropriate program for this new campus. Out of this process emerged the educational program which is now conducted on the Oakland University campus. It has been built on a strong liberal arts base, with professional programs in engineering, science, education, business administration, and performing arts.

The development and progress at Oakland University have been pleasing to this Board and warmly endorsed by the community and by regional and national accrediting agencies and observers. This Board hereby goes on record to: (1) reaffirm the educational policy established ten years ago for Oakland University; (2) commend the faculty, students, and staff for the progress made in these ten years; and (3) direct the officers and the faculty to continue on the present course of the orderly development of a high quality University adequate to serve the expanding needs of the people in this rapidly growing area of Michigan.

In the year ahead, which will mark the completion of its first decade, Oakland University will direct its full resources to the fulfillment of the directive of the Trustees.

APPENDIX A

THE FACULTY*

D. B. VARNER B.A., Texas A & M; M.S., University of Chicago	Chancellor
DONALD D. O'DOWD A.B., Dartmouth College; M.A., Ph.D., Harvard University	Professor of Psychology and Provost
SAGHIR AHMAD B.A., Forman Christian College; M.A., University of Punjab; Ph.D., Michigan State University	Assistant Professor of Sociology
CHARLES W. AKERS A.B., Eastern Nazarene College; A.M., Ph.D., Boston University	Professor of History
SHELDON L. APPLETON B.A., M.A., New York University; Ph.D., University of Minnesota	Associate Professor of Political Science
HARVEY J. ARNOLD B.A., M.A., Queen's University; M.A., Ph.D., Princeton University	Associate Professor of Mathematics
JAMES O. BAILEY, JR. B.A., Southern California; M.A., Indiana University; Ph.D., Harvard University	Assistant Professor of Russian
EDWARD A. BANTEL B.A., Columbia University; M.A., Ed.D., Columbia Teachers College	Professor of Education and Psychology
V. JOHN BARNARD B.A., Oberlin College; M.A., Ph.D., University of Chicago	Associate Professor of History
JOHN W. BARTHEL B.S., Ph.D., University of Illinois	Assistant Professor of German
JOHN L. BEARDMAN B.A., Oberlin College; M.A., M.F.A., Southern Illinois University	Assistant Professor of Art

*As of fall, 1967

DAVID C. BEARDSLEE B.A., Swarthmore College; M.S., Ph.D., University of Michigan	Professor of Psychology and Director, Office of Institutional Research
E. HAROLD BENNETT B.S., Appalachian State Teachers College	Special Instructor in Reading
MAURICE J. BEZNOS B.A., M.A., University of Michigan	Instructor in French
ARTURO BIBLARZ B.A., M.A., University of California (Los Angeles)	Instructor in Sociology
JOHN G. BLAIR B.A., Brown University; M.A., Columbia University; Ph.D., Brown University	Associate Professor of English
DAVID E. BODDY B.S., M.S., Ph.D., Purdue University	Assistant Professor of Engineering
DAVID B. BOOTH B.S., University of Chicago; M.A., University of Illinois; Ph.D., Northwestern University	Associate Professor of Sociology
ELEUTHERIOS N. BOTSAS B.S., University of Detroit; M.A., Ph.D., Wayne State University	Assistant Professor of Economics
JOAN T. BRACE B.A., University of California (Berkeley)	Assistant Instructor in French
RICHARD M. BRACE A.B., M.A., Ph.D., University of California (Berkeley)	Professor and Chairman, Department of History
LOUIS R. BRAGG A.B., M.S., West Virginia University; Ph.D., University of Wisconsin	Professor of Mathematics
DAVID C. BRICKER B.A., Amherst College; M.A.T., Johns Hopkins University	Instructor in Education
GOTTFRIED BRIEGER B.A., Harvard University; Ph.D., University of Wisconsin	Associate Professor of Chemistry

MAX BRILL B.A., Ohio State University; Ph.D., University of Cincinnati	Visiting Assistant Professor of Psychology Philosophy
MARC E. BRIOD B.A., Haverford College; M.A., Northwestern University	Instructor in Education Mathematics
RICHARD W. BROOKS B.S., University of Wisconsin; Ph.D., University of Minnesota	Assistant Professor of Philosophy
JOHN L. BROOME Classical Dance, Royal Ballet School Diploma (Modern Dance), Jooss-Leeder School M.R.A.D. (Honors), Royal Academy of Dancing, London	Lecturer in Movement, Academy of Dramatic Art Assistant Professor of Biology
MORRIS BROSE	Lecturer in Art
MAURICE F. BROWN B.A., Lawrence College; M.A., Ph.D., Harvard University	Associate Professor of English Mathematics
WILLIAM C. BRYANT B.A., M.A., University of Michigan; Ph.D., University of California (Berkeley)	Assistant Professor of Spanish Assistant Professor of Education
LOUIS M. BUCHANAN B.A., Oakland University; M.A., Wayne State University	Instructor in English Associate Professor of Art
AUDREY M. BULLARD Diploma (Dramatic Art), University of London L.R.A.M. (Teacher of Speech), Royal Academy of Music Diploma (Voice Training and Diction), Central School of Speech Training and Dramatic Art First Class Certificate, International Phonetics Association	Lecturer in Voice, Academy of Dramatic Art Lecturer in Art
EDWARD L. BUOTE B.A., University of California (Los Angeles)	Instructor in Chinese
DOLORES M. BURDICK B.A., M.A., University of Wisconsin; Ph.D., University of California (Berkeley)	Assistant Professor of French Political Science
HARVEY BURDICK B.A., Syracuse University Ph.D., University of Minnesota	Professor and Chairman, Department of Psychology

RICHARD J. BURKE A.B., Georgetown University; Ph.D., University of Chicago	Associate Professor and Acting Chairman, Department of Philosophy
ROBERT C. BUSBY B.A., Drexel Institute of Technology; M.A., Ph.D., University of Pennsylvania	Assistant Professor of Mathematics
LEONARD BUSHKOFF M.A., University of Chicago	Instructor in History
W. ROYCE BUTLER B.A., University of British Columbia; M.L.S., University of California (Berkeley)	Professor of Bibliography and University Librarian
FRANCIS M. BUTTERWORTH B.A., Columbia University; Ph.D., Northwestern University	Assistant Professor of Biology
NGUYEN PHUONG CAC Licence es Sciences, Saigon University; M. Sc., University of London; Ph.D., University of Cambridge	Assistant Professor of Mathematics
HAROLD C. CAFONE B.A., Brooklyn College; M.A., Columbia University; Ed.D., University of Arizona	Assistant Professor of Education
JOHN B. CAMERON B.A., Princeton University; Licence es Lettres, University of Paris; M.A., Ph.D., Yale University	Associate Professor of Art History
VIVIAN P. CAMERON B.A., University of Rochester; M.A., Yale University	Lecturer in Art
FLOYD M. CAMMACK B.A., University of Kentucky; B.A., Oxon., Oxford University; M.S., Columbia University; M.A., Oxon., Oxford University; Ph.D., Cornell University	Associate Professor of Linguistics
THOMAS W. CASSTEVENSON B.A., Reed College; Ph.D., Michigan State University	Assistant Professor of Political Science
PHOEBE CHAO B.A., M.A., University of Michigan	Special Instructor in English

MELVIN CHERNO B.A., Stanford University; M.A., University of Chicago; Ph.D., Stanford University	Associate Professor of History
HOWARD W. CLARKE A.B., Holy Cross College; M.A., Ph.D., Harvard University	Associate Professor and Chairman, Department of Classics
F. JAMES CLATWORTHY B.A., M.A., University of Michigan	Instructor in Education
KENNETH H. COFFMAN B.S., Greenville College; M.S., Illinois State University; Ph.D., Northwestern University	Assistant Professor of Psychology and Director, Psychological Services
WALTER S. COLLINS II B.A., B.Mus., Yale University; M.A., Ph.D., University of Michigan	Professor of Music and Dean, Meadow Brook School of Music
KENNETH R. CONKLIN B.S., M.S., University of Illinois	Instructor in Education
RONALD L. CRAMER B.T., Baptist Bible Seminary; M.S., State University College; Ph.D., University of Delaware	Assistant Professor of Education
BRUCE R. DANNER B.A., DePauw University; M.A., State University of Iowa	Instructor in Physics
ABRAHAM A. DAVIDSON B.A., Harvard University; M.A., Boston University; Ph.D., Columbia University	Assistant Professor of Art History
JANE L. DAVIDSON B.S., Western Michigan University; M.Ed., Wayne State University	Special Instructor in Reading
JAMES E. DAVIS B.S., Mississippi State University; Ph.D., Massachusetts Institute of Technology	Assistant Professor of Chemistry
JOSEPH W. DeMENT A.B., University of Redlands; Ph.D., Indiana University	Associate Professor of English
JOHN W. DETTMAN A.B., Oberlin College; M.S., Ph.D., Carnegie Institute of Technology	Professor of Mathematics

DAVID DICHIERA B.A., M.A., Ph.D., University of California (Los Angeles)	Assistant Professor and Acting Chairman, Department of Music
ROBERT L. DONALD B.A., Xavier University; M.A., University of Detroit	Mott Fellow in English
JOHN N. DOVARAS B.M., Boston University; M.M., Northwestern University	Instructor in Music
ALFRED J. DuBRUCK B.A., M.A., Ph.D., University of Michigan	Associate Professor of French
THOMAS B. DUTTON A.B., M.A., Ed.D., University of California (Berkeley)	Associate Professor of Education and Dean of Students
DONALD H. DWYER B.A., M.A., University of Michigan	Instructor in Art History
ROBERT H. EDGERTON B.S., M.S., University of Connecticut; Ph.D., Cornell University	Associate Professor of Engineering
LOWELL R. EKLUND B.S., Michigan State University; M.S., Ph.D., Syracuse University	Professor and Dean, Continuing Education
H. MEREDITH ELLIS B.A., M.A., Ph.D., Stanford University	Assistant Professor of Music
GEORGE H. ENGEMAN B.A., University of Virginia; M.A., Middlebury College; Ph.D., University of Madrid	Assistant Professor of Spanish
ALICE ENGRAM B.A., Hillsdale College	Special Instructor in Music
PETER G. EVARTS B.A., Eastern Michigan University; M.A., University of Michigan	Assistant Professor of English
ROBERT I. FACKO B.M., M.M., University of Illinois	Instructor in Music
JOHN B. FERNALD	Professor of Dramatic Art and Director, Academy of Dramatic Art

WILLIAM C. FISH B.A., Amherst College; B.D., Yale University	Instructor in Education
THOMAS FITZSIMMONS B.A., Stanford University; M.A., Columbia University	Professor of English
WILLIAM C. FORBES A.B., M.A., Kent State; M.A., Ed.D., Columbia University; Ph.D., University of Connecticut	Associate Professor of Biology
CHARLES FORTON Licence es Philosophie et Lettres, Universite Catholique de Louvain, Belgium; Doctorate es Musique, Institut Lemmens, Malines, Belgium	Special Instructor in French
LAWRENCE B. FRIEDMAN B.A., University of Minnesota (Duluth); M.A., Ph.D., Harvard University	Assistant Professor of Chemistry
JON FROEMKE B.A., M.A., University of Nebraska; Ph.D., University of California (Berkeley)	Assistant Professor of Mathematics
DANIEL H. FULLMER B.A., Oakland University; M.A., University of Michigan	Instructor in Linguistics and English
JOHN C. GALLOWAY A.B., A.M., American University; Ph.D., Columbia University	Professor of Art and Art History and Chairman, Department of Art
LEONARDAS V. GERULAITIS B.A., M.A., M.A.L.S., University of Michigan	Assistant Professor of History
RENATE GERULAITIS B.Ed., University of Toledo; M.A., University of Michigan	Instructor in German
JOHN E. GIBSON B.S., Rhode Island State College; M.Eng., Ph.D., Yale University	Professor of Engineering and Dean, School of Engineering
JAMES C. HADEN B.S., Haverford College; M.A., Ph.D., Yale University	Professor and Chairman, Department of Philosophy

HARRY T. HAHN B.S., Kutztown State College; M.Ed., Ed.D., Temple University	Professor of Education Department of English
WILLIAM G. HAMMERLE B.S., California Institute of Technology; Ph.D., Princeton University	Professor of Engineering Department of Mechanical Engineering
CLIFFORD V. HARDING A.B., Brown University; M.S., Yale University; Ph.D., University of Pennsylvania	Professor and Chairman, Department of Biology Department of Economics-Business
RICHARD E. HASKELL B.E.E., M.E.E., Ph.D., Rensselaer Polytechnic Institute	Assistant Professor of Engineering
F. EUGENE HAUN B.A., Hendrix College; M.A., Vanderbilt University; Ph.D., University of Pennsylvania	Visiting Associate Professor of English
GERALD C. HEBERLE B.A., University of Dayton; M.A., University of Cincinnati; Ph.D., Ohio State University	Assistant Professor of History Instructor in Economics
MICHAEL J. HEFFERNAN B.A., University of Detroit	Visiting Instructor in English Assistant Professor of French
LASZLO J. HETENYI B.A., Pennsylvania State University; M.A., University of Michigan; Ed.D., Michigan State University	Professor of Education and Dean, School of Education Engineering
EDWARD J. HEUBEL B.A., Yale University; M.A., Ph.D., University of Minnesota	Professor and Chairman, Department of Political Science Professor and Chairman
DONALD C. HILDUM A.B., Princeton University; M.A., Ph.D., Harvard University	Associate Professor of Psychology Assistant Professor of Education
J. CARROLL HILL B.S.E.E., University of Louisville; M.S.E.E., University of Southern California; Ph.D., Purdue University	Associate Professor of Engineering Assistant Professor of Psychology
ADELINE G. HIRSCHFELD B.A., University of Michigan; M.A., Ph.D., Wayne State University	Assistant Professor of Speech Special Instructor in Spanish B.A., State University of Iowa

ROBERT HOOPEs A.B., Cornell College; A.M., Boston University; A.M., Ph.D., Harvard University; D.Lit. (Hon.), Cornell College	Professor and Chairman, Department of English
DAVID HOOVER B.M., M.M., West Virginia University	Instructor in Music
ROBBIN R. HOUGH B.A., Montana State University; Ph.D., Massachusetts Institute of Technology	Associate Professor and Chairman, Department of Economics-Business
ROBERT C. HOWES A.B., Stetson University; M.A., Ph.D., Cornell University	Professor of History and Assistant Provost
OLEG HRABAR Ph.B., University of Prague; B. Pedagogy, University of Budapest; M.A., University of Montreal	Lecturer in Russian
FREDERICK A. HUGHES B.A., University of Buffalo	Instructor in English
JOHN HURD II B.A., Yale University	Instructor in Economics
DON R. IODICE B.A., M.A.T., Yale University	Assistant Professor of French
GLENN A. JACKSON B.A., M.A., University of Denver	Assistant Professor of Engineering
THOMAS M. JENKINS B.A., Kenyon College; M.A., Ph.D., Yale University	Assistant Professor of Mathematics
G. PHILIP JOHNSON B.S., M.A., Ph.D., University of Minnesota	Professor and Chairman, Department of Mathematics
PATRICK J. JOHNSON Ph.B., M.A., University of Detroit; Ed.D., Wayne State University	Assistant Professor of Education
RICHARD A. KAMMANN B.A., Miami University (Ohio); Ph.D., University of Cincinnati	Assistant Professor of Psychology
JANET KARPISEK B.A., Eastern Michigan University; M.A., State University of Iowa	Special Instructor in Spanish

HENRY KENNEDY B.S., Michigan State University; M.Ed., M.A., Wayne State University; Ph.D., University of Michigan	Assistant Professor of Psychology; Political Science
WILBUR W. KENT, JR. B.Mus., University of Kansas; M.M., University of Illinois	Assistant Professor of Music and Assistant Dean, School of Performing Arts
KEITH R. KLECKNER B.S., Ph.D., Cornell University	Associate Professor of Engineering
ROY A. KOTYNEK B.A., University of Illinois; M.A., Northwestern University	Instructor in History Associate Professor and Acting Chairman, Department of Political Science
HELEN KOVACH Law Diploma, University of Belgrade; Teaching Certificate in Russian, Karlovy University, Prague; Ph.D., Elizabeth University, Pecs, Hungary	Associate Professor of Russian Assistant Professor of English
AHARON KUPERMAN B.S., M.S., Illinois Institute of Technology; Ph.D., Washington University	Assistant Professor of Psychology
MARGARET L. KURZMAN B.S., Michigan State University; M.A., Oakland University	Assistant Instructor in English College of Arts and Sciences
JOHN H. LANGER Ph.B., M.A., University of Detroit; Ed.D., Wayne State University	Assistant Professor of Education
C. PETER LAWES B.S., M.S., Massachusetts Institute of Technology; M.A., Dartmouth College	Instructor in Mathematics of Mathematics
PAUL A. D. LEE	Lecturer in Acting, Academy of Dramatic Art
WILLIAM J. LEININGER B.A., University of Notre Dame; Ph.D., Purdue University	Lecturer in Economics-Business Special Instructor in Reading
ALFRED LESSING B.A., Carleton College; M.A., Ph.D., Yale University	Assistant Professor of Philosophy Assistant Professor of Chemistry
CARMINE R. LINSALATA B.A., M.A., Ohio State University; Ph.D., University of Texas	Professor of Spanish Assistant Professor of German

DAVID G. LOWY B.A., Drake University; M.A., City College of New York; Ph.D., University of Tennessee	Assistant Professor of Psychology; Clinical Psychologist
RICHARD S. LYONS A.B., Carleton College; Ph.D., Princeton University	Associate Professor of English
DONALD G. MALM B.S., Northwestern University; A.M., Ph.D., Brown University	Associate Professor of Mathematics
ROGER H. MARZ B.S., Illinois Institute of Technology; M.A., Ph.D., Michigan State University	Associate Professor and Acting Chairman, Department of Political Science
DAVID W. MASCITELLI B.A., Middlebury College; M.A., Ph.D., Duke University	Assistant Professor of English
ANNA R. MASSACESI B.A., Oakland University; M.A., University of Michigan	Assistant Instructor in Spanish
GEORGE T. MATTHEWS A.B., M.A., Ph.D., Columbia University	Professor of History and Dean, College of Arts and Sciences
RICHARD A. MAZZARA B.A., Queens College; M.A., Johns Hopkins University; Ph.D., University of Kansas	Associate Professor of French
JAMES H. MCKAY B.A., Seattle University; M.S., Ph.D., University of Washington	Professor of Mathematics
JOHN M. MCKINLEY B.S., University of Kansas; Ph.D., University of Illinois	Associate Professor of Physics
WALLACE S. MESSER B.S., Wayne State University; M.A., San Fernando Valley State College	Special Instructor in Reading
STEVEN R. MILLER B.S., Case Institute of Technology; Ph.D., Massachusetts Institute of Technology	Assistant Professor of Chemistry
HELENE MITTERKALKGRUBER Ph.D., University of Vienna, Austria	Assistant Professor of German

SIDDHESHWAR MITTRA	Associate Professor of Economics
B. Com., M. Com., Agra University (India);	
Ph.D., University of Florida	
RALPH C. MOBLEY	Professor and Chairman,
B.S.E.E., Lawrence Institute of	Department of Physics
Technology;	
M.S., Ph.D., University of Wisconsin	
JACK R. MOELLER	Associate Professor of German
B.A., Oberlin College;	
M.A., Ph.D., Princeton University	
DONALD E. MORSE	Assistant Professor of English
A.B., Williams College;	
M.A., Ph.D., University of Connecticut	
CHARLES E. MORTON	Lecturer in Philosophy
B.A., Morehouse College;	
B.D., Union Theological Seminary;	
Ph.D., Columbia University	
NORBERT NOELDECHEN	Special Instructor in German
B.A., Wayne State University	
ROSS A. NORRIS	Assistant Professor of Art
B.A., North Central College;	
M.A., M.F.A., Ph.D., University of Wisconsin	
FREDERICK W. OBEAR	Associate Professor of Chemistry
B.S., Lowell Technological Institute;	and Assistant Provost
Ph.D., University of New Hampshire	
HAROLD OLOFSON	Instructor in Anthropology
B.A., University of Utah;	
M.A., University of Pittsburgh	
JAMES R. OZINGA	Instructor in Political Science
B.A., Calvin College;	
M.A., Western Michigan University	
L. CROCKER PEOPLES	Assistant Professor of Psychology
B.S., Carson Newman College;	
Ph.D., University of Tennessee	
CLIFFORD I. PFEIL	Instructor in Music
B.M., American Conservatory of Music;	
B.A., Roosevelt University;	
M.M., University of Arizona	
JESSE R. PITTS	Professor of Sociology
B.A., M.A., Ph.D., Harvard University	

JEAN-PIERRE PONCHIE B.A., Wayne State University; M.A., University of Michigan	Instructor in French
GEORGE RAWICK A.B., Oberlin College; M.S., Ph.D., University of Wisconsin	Associate Professor of Sociology
JOHN R. REDDAN B.A., St. Michael's College; Ph.D., University of Vermont	Assistant Professor of Biology
RODERIC E. RIGHTER A.B., B.S., Ashland College; M.E., Bowling Green State University; Ed.D., Wayne State University	Assistant Professor of Education and Associate Dean, School of Education
HENRY ROSEMONT, JR. A.B., University of Illinois; Ph.D., University of Washington	Assistant Professor of Philosophy
JOAN G. ROSEN B.A., Vassar College; M.A., Wayne State University	Special Instructor in English
CHRISTOPHER A. ROSS-SMITH B.A., Natal University, South Africa; Diploma (Speech and Drama), Rose Bruford College, London; Fellow, Trinity College of Music, London	Lecturer in Voice, Academy of Dramatic Art
JOHN E. RUE B.A., M.A., Ph.D., University of Minnesota	Associate Professor of Political Science
JOEL W. RUSSELL B.A., Northwestern University; Ph.D., University of California (Berkeley)	Assistant Professor of Chemistry
RALPH J. SCHILLACE B.A., Fenn College; M.A., Ph.D., University of Cincinnati	Assistant Professor of Psychology
HERBERT SCHUEL B.A., University College, New York University; Ph.D., University of Pennsylvania	Assistant Professor of Biology
WILLIAM SCHWAB B.A., Bethany College; M.A., Ph.D., University of Wisconsin	Professor of English

NORTON C. SEEBER B.S., B.S. Econ., University of Colorado; Ph.D., University of California (Berkeley)	Associate Professor of Economics
ALAN L. SELTZER A.B., Brooklyn College; M.A., Michigan State University	Instructor in Political Science
RICHARD R. SHANK B.E., M.E., Yale University	Associate Professor of Engineering and Associate Dean, School of Engineering
DAVID W. SHANTZ B.A., Bethel College; M.S., Ph.D., Purdue University	Assistant Professor of Psychology
MARSHALL J. SHEINBLATT B.A., Harvard University; M.A., Northeastern University	Assistant Professor of Physics
KEEVE M. SIEGEL B.S., M.S., Rensselaer Polytechnic Institute	Visiting Professor of Engineering
ROBERT E. SIMMONS B.A., M.A., Ph.D., Stanford University	Professor of German and Chairman, Department of Modern Languages and Literatures
CARLETON W. SMITH B.S., M.S., Iowa State University	Instructor and Acting Chairman, Department of Sociology and Anthropology
FRED W. SMITH A.B., M.A., Wheaton College; Ph.D., Michigan State University	Assistant Professor of Education, Associate Dean of Students, and Dean of Freshmen
HARVEY A. SMITH B.S., Lehigh University; M.S., A.M., Ph.D., University of Pennsylvania	Associate Professor of Mathematics
RICHARD L. SPROTT A.B., M.A., Ph.D., University of North Carolina	Assistant Professor of Psychology
EDWARD STARR B.B.A., City College of New York	Instructor in Economics
W. PATRICK STRAUSS A.B., Occidental College, Los Angeles; M.A., Stanford University; Faculte des Lettres, University of Paris; Ph.D., Columbia University	Associate Professor of History

BEAUREGARD STUBBLEFIELD B.S., M.A., Prairie View College; M.S., Ph.D., University of Michigan	Associate Professor of Mathematics
WILLIAM F. STURNER B.S., Fordham University; M.S., University of Wisconsin; Ph.D., Fordham University	Assistant Professor of Political Science and Assistant Provost
NORMAN SUSSKIND A.B., Adelphi College; Ph.D., Yale University	Associate Professor of French and Art Gallery Curator
ROBERT W. SWANSON B.S., Northwestern University	Professor of Administration and Director of Business Affairs
AMITENDRANATH TAGORE B. Com., Calcutta University, India; M.A., National Peking University, China; Ph.D., Visva Bharati University, India	Associate Professor of Chinese
S. BERNARD THOMAS B.S., City College of New York; M.A., Ph.D., Columbia University	Associate Professor of History
PAUL A. TIPLER B.S., Purdue University; M.S., Ph.D., University of Illinois	Assistant Professor of Physics Engineering
PAUL TOMBOULIAN A.B., Cornell University; Ph.D., University of Illinois	Professor and Chairman, Department of Chemistry
REUBEN TORCH B.S., M.S., Ph.D., University of Illinois	Professor of Biology and Associate Dean, College of Arts and Sciences
IRVING TORGOFF B.S., City College of New York; Ph.D., University of Rochester	Associate Professor of Psychology Professor of Theology
ANNE H. TRIPP A.B., Wheaton College; M.A., Ph.D., University of Michigan	Assistant Professor of History Professor of Biology
HELENE TROCME B.A., M.A., Agregation d'Histoire, Sorbonne	Lecturer in Art
RICHARD P. TUCKER A.B., Oberlin College; A.M., Ph.D., Harvard University	Assistant Professor of History

NALIN J. UNAKAR B. Sc., Samaldas College (India); M. Sc., University of Bombay; Ph.D., Brown University	Assistant Professor of Biology Visiting Professor of Economics
CARMEN M. URLA Bachillerato, Instituto Lope de Vega, Madrid; M.A., University of Illinois	Special Instructor in Spanish
KIICHI USUI B.F.A., University of Tokyo	Assistant Professor of Art and Art Gallery Curator
CARL R. VANN A.B., M.A., Ph.D., Syracuse University	Associate Professor of Political Science
LUIS A. VARGAS B.A., St. George's College; M.A., University of Chile; Ph.D., Central University of Madrid	Assistant Professor of Spanish
LIBOR J. VELINSKY B.A., Vanderbilt University; M.A., University of Rochester; Ph.D., Michigan State University	Assistant Professor of Physics
GILBERT L. WEDEKIND B.S., M.S., Ph.D., University of Illinois	Assistant Professor of Engineering
GERTRUDE M. WHITE B.A., M. Holyoke College; M.A., Columbia University; Ph.D., University of Chicago	Professor of English
MARILYN L. WILLIAMSON B.A., Vassar College; M.A., University of Wisconsin; Ph.D., Duke University	Assistant Professor of English
ROBERT M. WILLIAMSON B.S., University of Florida; Ph.D., University of Wisconsin	Professor of Physics
WALTER L. WILSON B.S., West Chester State College; Ph.D., University of Pennsylvania	Professor of Biology
HOWARD R. WITT B.A., University of Toronto; M. A., Princeton University; Ph.D., Cornell University	Associate Professor of Engineering

APPENDIX B

THEODORE O. YNTEMA

Visiting Professor of Economics

A.M., University of Illinois;

A.M., Ph.D., University of Chicago

ADMISSIONS

Glen Brown

Director of Admissions and
Scholarships

Ronald C. Horvath

Admissions Counselor

William H. Jones

Associate Director of Admissions

Jerry W. Koss

Assistant Director of Scholarships

ALBANY EDUCATION

James F. McAlpine

Director

Robert Eakin

Assistant Director

BOOK CENTER

William A. Marshall

Director

David L. Maby

Manager

BUSINESS OFFICE

Robert W. Danson

Director of Business Affairs

Francis D. Clark

Supervisor, University Services

Rockne C. Delaney

Special Accounts Supervisor

Ray T. Harris

Budget Director

Ronald H. Materla

Accountant, Oakland Center

Robert J. McGarry

Chief Accountant

William F. Stroud

Cashier and Budget Auditor

CHANCELLOR

H. B. Varner

Chancellor

Leslie B. Vito

Assistant to the Chancellor for
Planning

Pauline M. Scott

Administrative Secretary

Herbert M. Stoutenburg, Jr.

Assistant to the Chancellor for
Administration

COMPUTING AND DATA PROCESSING CENTER

Donald L. Hays

Assistant Director

Clay A. Fairbrother

Programmer

Clifford H. Morris

Systems Analyst

James Porelet, Sr.

Operations Manager

Robert E. Raitz

Systems Analyst

Edward Van Cleave

Subject Specialist

CONTINUING EDUCATION

Lowell W. Ekland

Dean

Russell W. Elliott

Director, Courses and Professional
Development Program

Robert H. Erickson

Director, Liberal Arts Program

APPENDIX B

ADMINISTRATIVE-PROFESSIONAL PERSONNEL

ADMISSIONS

Glen Brown

Ronald C. Horvath

William H. Jones

Jerry W. Rose

Director of Admissions and
Scholarships

Admissions Counselor

Associate Director of Admissions

Assistant Director of Scholarships

ALUMNI EDUCATION

James P. McAlpine

Robert Ruskin

Director

Assistant Director

BOOK CENTER

William K. Marshall

David L. Bixby

Director

Manager

BUSINESS OFFICE

Robert W. Swanson

Francis D. Clark

Rockne C. DeLauney

Ray T. Harris

Ronald M. Maierle

Robert J. McGarry

William F. Stroud

Director of Business Affairs

Supervisor, University Services

Special Accounts Supervisor

Budget Director

Accountant, Oakland Center

Chief Accountant

Cashier and Voucher Auditor

CHANCELLOR

D. B. Varner

Lewis N. Pino

Pauline M. Scott

Herbert N. Stoutenburg, Jr.

Chancellor

Assistant to the Chancellor for
Planning

Administrative Secretary

Assistant to the Chancellor for
Administration

COMPUTING AND DATA PROCESSING CENTER

Donald L. Mann

Craig A. Fairbrother

Clifford H. Morris

James Porritt, Sr.

Robert E. Reitz

Edward Van Slambrouck

Assistant Director

Programmer

Systems Analyst

Operations Manager

Systems Analyst

Subject Specialist

CONTINUING EDUCATION

Lowell R. Eklund

Russell E. Elliott

Robert M. Erickson

Dean

Director, Courses and Professional
Development Programs

Director, Liberal Arts Program

CONTINUING EDUCATION (Cont'd.)

Kenneth A. Meade

Virginia C. Menzies

Dorothy C. Owen

Assistant Dean for Special
Programs

Office Manager

Assistant Director of Conferences
for Administration

CONTINUUM CENTER FOR WOMEN

Priscilla Jackson

William J. Jorns

Lee H. Santiwan

Gerald Self, Ph.D.

Lucille M. Smith

Elizabeth B. Wright

Director

Education Adviser

Employment Adviser

Psychologist

Director, Child Care Center

Volunteer Adviser

DEAN OF STUDENTS

Thomas B. Dutton

James R. Appleton

Dean of Students

Associate Dean of Students,
Dean of Men, and Director of
Housing

Associate Dean of Students and
Dean of Women

Coordinator, Student Activities

Director of Special Projects

Associate Dean of Students and
Dean of Freshmen

Assistant in Student Affairs
and Foreign Student Adviser

Patricia M. Houtz

Lynne M. Howe

Manuel H. Pierson

Fred W. Smith

Thomas H. Zarle

FINANCIAL AID

Gladys B. Rapoport

Financial Aid Officer

FOOD SERVICE

John Januszko

Manager, Vandenberg Hall Food
Service

David Stafford

Manager, Oakland Center Food
Service

GROUNDS AND LANDSCAPING

Frederick Duranceau

Director

HEALTH SERVICE

Arthur R. Young, M.D.

University Physician

INSTITUTE OF BIOLOGICAL SCIENCES

V. Everett Kinsey

D. V. N. Reddy

Director

Assistant Director

INSTITUTIONAL RESEARCH

David C. Beardslee

Jean E. Dion

Director

Research Assistant

LABORATORIES

Joseph A. Dezio
George E. Richards
John C. Shiff
Robert D. Stanton

Physics Laboratory Manager
Instrument Shop Manager
Biology Laboratory Manager
Electronics Engineer, Physics

LIBRARY

W. Royce Butler
Evelyn F. Allison
Lawrence W. S. Auld

Louise M. Bugg
Richard R. Centing
Nancy S. Covert
Jennie B. Cross
Robert G. Gaylor

Barbara B. Gordon
Mary-Jo Hartford
Paul T. Jackson
Mary-Louise Lacy
Margaret S. McDonald
Martha Ann Mueller
James N. Myers, Jr.
Edith T. Pollock
Jean A. Stefancic
Wilbur J. Stewart
Anna L. Thornbury

University Librarian
Catalog Librarian
Assistant Librarian for Systems
and Research
Catalog Librarian
Reference Librarian
Circulation Head
Documents Librarian
Assistant Librarian for Public
Services
Science Librarian
Catalog Librarian
Performing Arts Librarian
Head, Catalog Department
Catalog Librarian
Head, Serials Department
Acquisitions Librarian
Order Section Supervisor
Catalog Librarian
Head, Acquisitions Department
Catalog Librarian

MEADOW BROOK MUSIC FESTIVAL

James D. Hicks
Marion A. Bunt
Bernard L. Toutant

Director
Assistant to the Director
Assistant to the Director

MEADOW BROOK SUMMER SCHOOL OF MUSIC

Walter S. Collins II
John A. Denny

Dean
Assistant Dean

MEADOW BROOK THEATRE

John Fernald
David Bishop
Donald Britton
Edgar A. Guest III
Jane Mosher

Artistic Director
Managing Director
Company Manager
Director of Group Sales
Director of Theatre Relations

OAKLAND CENTER

Edward E. Birch
Alan Scott

Director
Coordinator of Special Projects
in Student Affairs

OAKLAND UNIVERSITY FOUNDATION

Mary June Bennett

Director, Community Relations

OFF-CAMPUS STUDY PROGRAMS

Jerry L. Dahlmann

Director

PERSONNEL

Lawrence K. Fitzpatrick

Director

Daniel M. Dany

Assistant Director

PHYSICAL EDUCATION

Hollie L. Lepley

Director of Physical Education
and Athletics

Richard L. Robinson

Assistant in Physical Education

John E. Scovil

Assistant in Physical Education

Corey M. Van Fleet, Jr.

Assistant in Physical Education

PHYSICAL PLANT

George Karas

Director

Clarence Kremer

Construction Engineer

Richard C. Moore

Superintendent

William L. Sharrard

Mechanical Engineer

James Thom

Electrical Engineer

PLACEMENT AND ALUMNI RELATIONS

Dorothy C. Hope

Director

PROVOST

Donald D O'Dowd

Provost

Robert C. Howes

Assistant Provost

Frederick W. Obear

Assistant Provost

William F. Sturner

Assistant Provost

PSYCHOLOGICAL SERVICES

Kenneth H. Coffman, Ph.D.

Director

Betty J. Beardslee, Ph.D.

Clinical Psychologist

David G. Lowy, Ph.D.

Clinical Psychologist

F. Edward Rice, Ph.D.

Clinical Psychologist

Rodney A. Zegers, Ph.D.

Clinical Psychologist

L. Jerome Fink, M.D.

Consultant Psychiatrist

Morris Frumin, M.D.

Consultant Psychiatrist

Ralph S. Green, M.D.

Consultant Psychiatrist

Michael Kaprielian, M.D.

Consultant Psychiatrist

Hubert Miller, M.D.

Consultant Psychiatrist

Norman T. Samet, M.D.

Consultant Psychiatrist

PUBLIC SAFETY

Thomas D. Strong

Director

PURCHASING

David H. Jones

Purchasing Agent

Gerald S. Redoutey

Assistant Purchasing Agent

REGISTRAR

Thomas H. Atkinson

Registrar

Hilda F. Hicks

Recorder

UNIVERSITY RELATIONS

Troy F. Crowder
David H. Darsky
Lawrence Sullivan

OFFICE OF THE REGISTRAR

TABLE I

Director
Director of Publications
Director of News Service

TOTAL "HEAD COUNT" ENROLLMENT
By Term and Semester

TERM-HEAD COUNT	FALL	WINTER	SPRING	SUMMER
Fall 1959	570			
Winter 1960		530		
Spring 1960			574	
Summer 1960				99
Fall 1960	585			
Winter 1961		537		
Spring 1961			726	
Summer 1961				304

UNIVERSITY-HEAD COUNT

Fall 1961	1069			
Winter 1962		1023		
Spring 1962			497	
Fall 1962	1252			
Winter 1963		1134		
Spring 1963			643	
Fall 1963	1498			
Winter 1964		1279		
Spring 1964			706	
Fall 1964	1812			
Winter 1965		1681		
Spring 1965			824	
Summer 1965				428
Fall 1965	2438			
Winter 1966		2232		
Spring 1966			548	
Summer 1966				816
Fall 1966	3143			
Winter 1967		2916		
Spring 1967			1063	
Summer 1967				653
Fall 1967	3896			
Winter 1968		3752		
Spring 1968			1225	

APPENDIX C

OFFICE OF THE REGISTRAR

TABLE I

TOTAL "HEAD COUNT" ENROLLMENT
By Terms and Semesters

<u>TEN-WEEK TERMS</u>		<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>SUMMER</u>
Fall	1959	570			
Winter	1960		535		
Spring	1960			474	
Summer	1960				90
Fall	1960	908			
Winter	1961		837		
Spring	1961			726	
Summer	1961				204

FIFTEEN-WEEK SEMESTERS

Fall	1961	1069			
Winter	1962		1023		
Spring	1962			497	
Fall	1962	1259			
Winter	1963		1134		
Spring	1963			643	
Fall	1963	1498			
Winter	1964		1279		
Spring	1964			706	
Fall	1964	1812			
Winter	1965		1681		
Spring	1965			822	
Summer	1965				428
Fall	1965	2458			
Winter	1966		2252		
Spring	1966			948	
Summer	1966				616
Fall	1966	3143			
Winter	1967		2976		
Spring	1967			1043	
Summer	1967				643
Fall	1967	3896			
Winter	1968		3752		
Spring	1968			1325	

TABLE II
TOTAL ANNUAL ENROLLMENT 1959 - 1968
(excluding duplicates)

YEAR	MEN	WOMEN	TOTAL
* 1959-60	382	226	608
* 1960-61	554	442	996
** 1961-62	614	568	1182
** 1962-63	719	667	1386
** 1963-64	868	820	1688
** 1964-65	1003	994	1997
*** 1965-66	1531	1586	3117
*** 1966-67	1842	2238	4080
*** 1967-68	2107	2467	4574

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

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

*** Includes Summer School, Fall, Winter, and Spring (July 1 to June 31)

TABLE III

DISTRIBUTION OF UNDERGRADUATE STUDENT ENROLLMENT
BY CLASS AND CURRICULUM

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

CURRICULUM	CODE	FALL 1967				WINTER 1968				SPRING 1968			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
BUSINESS ADMINISTRATION	200	89	81	54	32	83	71	36	41	10	23	17	16
ENGINEERING	400	76	76	48	9	106	52	48	22	5	8	12	13
SCH. OF PERFORMING ARTS	300	2	3	2	-	7	5	1	-	14	-	4	-
Liberal Arts	600	87	26	8	-	98	20	14	2	14	15	5	1
Art	611	30	28	13	13	30	25	15	17	5	9	7	4
Classical Languages	612	3	1	2	1	4	1	-	1	-	-	1	1
English	613	82	87	43	29	61	66	49	33	7	26	13	17
History	614	35	39	27	11	28	22	28	20	6	7	13	14
Modern Languages	615	60	31	20	10	48	25	17	13	4	15	9	9
Music	616	21	13	-	5	15	10	4	2	2	3	2	1
Philosophy	617	8	14	6	4	8	15	7	3	5	2	5	3
Biology	642	71	67	31	11	64	51	34	16	8	17	8	18
Chemistry	641	22	26	12	7	22	22	18	13	4	4	10	9
Mathematics	643	88	43	44	13	65	26	34	14	2	7	5	10
Physics	644	20	16	15	9	20	11	13	17	1	2	4	5
Economics	671	6	10	6	9	2	8	19	12	1	3	10	9
Political Science	672	59	72	41	34	51	54	54	42	1	11	23	17
Psychology	673	82	97	44	26	67	82	65	26	10	19	30	19
Sociology	674	42	45	24	14	40	40	20	14	6	17	10	4
ARTS & SCIENCES SUB TOTAL		716	615	336	196	623	478	391	245	76	157	155	141

TABLE III
(cont.)

CURRICULUM	CODE	FALL 1967				WINTER 1968				SPRING 1968			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
EDUCATION SECONDARY													
Biology	842	2	8	1	2	3	8	5	3	1	3	4	1
Chemistry	841	1	-	5	2	1	-	3	3	1	-	1	3
English	813	63	83	52	37	51	64	60	45	9	23	34	30
History	814	48	45	39	32	39	41	40	32	3	13	28	21
Latin	812	2	-	5	-	3	1	2	2	1	-	-	2
Mathematics	843	38	20	18	7	34	15	21	7	1	7	3	6
Modern Languages	815	14	31	19	13	10	28	15	22	1	2	10	11
Music	816	25	14	10	3	17	13	13	7	2	4	4	5
Physics	844	1	-	3	1	1	-	1	3	-	-	-	1
Social Studies	870	27	22	15	14	26	23	21	9	2	12	10	15
SUB TOTAL		221	223	167	111	185	193	181	133	21	64	94	95
EDUCATION ELEMENTARY													
General	900	34	97	84	61	8	29	50	47	-	8	14	28
History Social Science	970	86	8	12	1	84	42	16	9	8	14	26	13
Language Arts	910	21	17	8	1	20	47	28	16	5	13	30	17
Modern Language Conc.	915	14	5	9	3	20	12	10	3	2	9	5	7
Science & Math. Conc.	940	8	5	4	2	8	6	9	6	2	1	7	7
SUB TOTAL		163	132	117	68	140	136	113	81	17	45	82	72
EDUCATION TOTAL		384	355	284	179	325	329	294	214	38	109	176	167
GRAND TOTAL		1267	1130	724	416	1144	935	770	522	143	297	364	337

TABLE IV

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

CURRICULUM	CODE	FALL 1967			WINTER 1968			SPRING 1968		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
BUSINESS ADMINISTRATION	200	233	23	256	210	22	232	57	9	66
ENGINEERING	400	202	8	210	218	12	230	34	5	39
SCH. OF PERFORMING ARTS	300	10	4	14	14	9	23	20	13	33
Liberal Arts	600	55	66	121	57	80	137	14	23	37
Art	611	15	70	85	20	67	87	4	21	25
Classical Languages	612	-	7	7	1	5	6	-	2	2
English	613	116	127	243	104	108	212	24	39	63
History	614	59	54	113	57	42	99	26	14	40
Modern Languages	615	20	101	121	19	84	103	9	29	38
Music	616	18	22	40	12	19	31	4	4	8
Philosophy	617	17	15	32	18	15	33	12	3	15
Biology	642	116	69	185	111	57	168	31	20	51
Chemistry	641	54	14	68	63	13	76	22	6	28
Mathematics	643	127	65	192	100	41	141	15	10	25
Physics	644	58	2	60	57	4	61	10	2	12
Economics	671	27	4	31	36	5	41	20	3	23
Political Science	672	167	40	207	162	39	201	42	10	52
Psychology	673	119	137	256	118	126	244	36	43	79
Sociology	674	53	72	125	43	71	114	13	24	37
ARTS & SCIENCES SUB TOTAL		1021	865	1886	978	776	1754	282	253	535

TABLE IV
(cont.)

CURRICULUM	CODE	FALL 1967			WINTER 1968			SPRING 1968		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
EDUCATION SECONDARY										
Biology	842	8	6	14	16	7	23	3	6	9
Chemistry	841	5	4	9	4	4	8	2	3	5
English	813	88	77	165	76	79	155	35	30	65
History	814	2	5	7	2	6	8	1	2	3
Latin	812	65	178	243	55	170	225	22	75	97
Mathematics	843	36	47	83	37	40	77	4	13	17
Modern Languages	815	14	67	81	15	61	76	1	24	25
Music	816	12	40	52	11	39	50	4	11	15
Physics	844	4	1	5	4	1	5	1	-	1
Social Studies	870	34	45	79	39	42	81	19	22	41
SUB TOTAL		268	470	738	259	449	708	92	186	278
EDUCATION ELEMENTARY										
General	900	12	292	304	8	128	136	3	48	51
History Social Science	970	4	104	108	7	144	151	3	59	62
Language Arts	910	-	25	25	4	111	115	6	60	66
Modern Language Conc.	915	-	31	31	1	44	45	-	23	23
Science & Math. Conc.	940	2	17	19	1	29	30	1	16	17
SUB TOTAL		18	469	487	21	456	477	13	206	219
EDUCATION TOTAL		286	939	1225	280	905	1185	105	392	497
GRAND TOTAL		1752	1839	3591	1700	1724	3424	498	672	1170

TABLE V

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

CURRICULUM	CODE	SUMMER 1967			FALL 1967			WINTER 1968			SPRING 1968		
		M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Master of Arts													
English	513	4	3	7	7	15	22	5	9	14	4	4	8
Mathematics	543	3	3	6	8	7	15	8	6	14	4	2	6
Psychology	573	4	6	10	5	4	9	6	5	11	3	1	4
SUB TOTAL		11	12	23	20	26	46	19	20	39	11	7	18
Master of Science													
Chemistry	541	-	-	-	2	2	4	2	3	5	-	3	3
Engineering	450	-	-	-	21	-	21	21	-	21	1	-	1
SUB TOTAL		-	-	-	23	2	25	23	3	26	1	3	4
Master of Arts in Teaching													
Elementary Education	990	19	88	107	13	87	100	10	67	77	-	22	22
English	713	-	1	1	2	5	7	4	6	10	1	4	5
Mathematics	743	3	1	4	3	-	3	1	-	1	-	-	-
Reading	995	4	18	22	22	102	124	29	146	175	19	87	106
SUB TOTAL		26	108	134	40	194	234	44	219	263	20	113	133
GRAND TOTAL		37	120	157	83	222	305	86	242	328	32	123	155

Legend: M = Men
W = Women
T = Total

[illegible]

TABLE VI
(cont.)

MICHIGAN COUNTIES	CODE	FALL 1967			WINTER 1968			SPRING 1968		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Lake	043	-	-	-	-	-	-	-	-	-
Lapeer	044	18	19	37	23	18	41	3	3	6
Leelanau	045	1	-	1	-	-	-	-	-	-
Lenawee	046	3	3	6	3	3	6	1	1	2
Livingston	047	8	2	10	8	1	9	2	1	3
Luce	048	2	-	2	2	-	2	1	-	1
Mackinac	049	3	2	5	2	2	4	1	-	1
Macomb	050	268	291	559	259	277	536	65	91	156
Manistee	051	1	2	3	1	1	2	-	1	1
Marquette	052	1	3	4	1	2	3	1	1	2
Mason	053	-	3	3	-	2	2	-	1	1
Mecosta	054	1	1	2	2	1	3	-	1	1
Menominee	055	-	-	-	-	-	-	-	-	-
Midland	056	3	10	13	3	11	14	1	6	7
Missaukee	057	-	-	-	-	-	-	-	-	-
Monroe	058	6	2	8	7	2	9	-	1	1
Montcalm	059	-	-	-	-	-	-	-	-	-
Montmorency	060	-	2	2	-	2	2	-	-	-
Muskegon	061	13	8	21	12	7	19	5	2	7
Newaygo	062	-	-	-	-	1	1	-	1	1
Oakland	063	923	1200	2123	912	1132	2044	281	484	765
Oceana	064	-	-	-	-	-	-	-	-	-
Ogemaw	065	2	-	2	2	-	2	1	-	1
Ontonagon	066	-	-	-	-	-	-	-	-	-
Osceola	067	-	3	3	-	3	3	-	2	2
Oscoda	068	-	-	-	-	-	-	-	-	-
Otsego	069	-	-	-	-	-	-	-	-	-
Ottawa	070	2	2	4	2	2	4	1	1	2
Presque Isle	071	-	1	1	-	1	1	-	1	1
Roscommon	072	2	-	2	1	-	1	-	-	-
Saginaw	073	16	15	31	15	16	31	6	4	10
St. Clair	074	25	18	43	22	15	37	9	7	16
St. Joseph	075	3	2	5	2	2	4	1	1	2
Sanilac	076	5	15	20	5	14	19	1	2	3
Schoolcraft	077	-	-	-	-	-	-	-	-	-
Shiawassee	078	3	5	8	3	4	7	2	2	4
Tuscola	079	9	3	12	9	3	12	1	-	1
Van Buren	080	4	1	5	5	1	6	3	1	4
Washtenaw	081	10	6	16	5	10	15	-	3	3
Wayne	082	267	221	488	264	224	488	84	104	188
Wexford	083	-	1	1	-	1	1	-	-	-
TOTAL		1708	1942	3650	1674	1849	3523	492	752	1244

TABLE VI
(cont.)

STATES OTHER THAN MICHIGAN	CODE	FALL 1967			WINTER 1968			SPRING 1968		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
California	104	4	4	8	5	3	8	3	2	5
Connecticut	106	1	3	4	1	3	4	-	-	-
Delaware	107	1	-	1	1	-	1	-	-	-
Dist. of Columbia	108	-	3	3	-	3	3	-	2	2
Florida	109	3	-	3	4	-	4	1	-	1
Hawaii	151	-	1	1	-	2	2	-	2	2
Illinois	112	9	8	17	10	8	18	3	5	8
Indiana	113	3	4	7	3	4	7	-	1	1
Iowa	114	1	-	1	1	-	1	-	-	-
Kentucky	116	1	-	1	1	-	1	-	-	-
Maryland	119	2	4	6	1	6	7	-	3	3
Massachusetts	120	3	4	7	3	6	9	3	1	4
Minnesota	122	-	-	-	-	-	-	1	-	1
Missouri	124	-	-	-	3	-	3	-	1	1
New Hampshire	128	3	-	3	3	1	4	1	1	2
New Jersey	129	20	21	41	19	21	40	2	5	7
New York	131	28	33	61	22	34	56	7	10	17
Ohio	134	5	5	10	4	5	9	1	1	2
Oregon	136	-	1	1	-	1	1	-	-	-
Pennsylvania	137	-	6	6	-	7	7	-	3	3
Rhode Island	138	1	-	1	1	-	1	1	-	1
South Carolina	139	-	1	1	-	-	-	-	-	-
South Dakota	140	1	-	1	1	-	1	-	-	-
Tennessee	141	-	1	1	-	1	1	-	-	-
Texas	142	2	1	3	2	1	3	2	1	3
Virginia	145	7	8	15	6	7	13	2	3	5
Washington	146	1	-	1	1	-	1	1	-	1
West Virginia	147	-	1	1	-	1	1	-	-	-
Wisconsin	148	3	-	3	3	-	3	1	-	1
TOTAL		102	110	212	95	114	209	29	41	70
FOREIGN COUNTRIES										
British Honduras	216	4	-	4	2	-	2	-	-	-
Canada	236	10	3	13	4	-	4	1	-	1
Colombia	238	5	-	5	5	-	5	5	1	6
El Salvador	263	1	-	1	1	-	1	1	-	1
England	265	1	-	1	1	-	1	-	-	-
France	283	1	-	1	1	-	1	-	-	-
Germany	290	1	1	2	1	1	2	1	1	2
Hong Kong	315	1	-	1	1	-	1	1	-	1
Netherlands	388	-	1	1	-	-	-	-	-	-
Norway	390	-	1	1	-	-	-	-	-	-
Sweden	440	-	2	2	-	1	1	-	-	-
Turkey	460	1	-	1	1	-	1	-	-	-
West Indies	478	-	1	1	-	1	1	-	-	-
TOTAL		25	9	34	17	3	20	9	2	11

SUMMARY

Michigan	1708	1942	3650	1674	1849	3523	492	752	1244
States other than Mich.	102	110	212	95	114	209	29	41	70
Foreign Countries	25	9	34	17	3	20	9	2	11
GRAND TOTAL	1835	2061	3896	1786	1966	3752	530	795	1325

TABLE VII
DISTRIBUTION OF NEW UNDERGRADUATE
STUDENTS BY CURRICULUM

Legend: F=First-time
Freshmen
Tr=Transfer
Tot=Total New

CURRICULUM	CODE	FALL 1967			WINTER 1968			SPRING 1968		
		F.	Tr.	Tot.	F.	Tr.	Tot.	F.	Tr.	Tot.
BUSINESS ADMIN.	200	71	37	108	5	9	14	1	3	4
ENGINEERING	400	65	22	87	37	8	45	-	1	1
SCH PERFORMING ARTS	300	2	11	13	1	8	9	-	10	10
Liberal Arts	600	77	28	105	11	34	45	3	13	16
Art	611	22	12	34	1	4	5	1	4	5
Classical Lang.	612	3	1	4	-	-	-	-	-	-
English	613	53	28	81	2	3	5	1	-	1
History	614	30	10	40	-	1	1	1	-	1
Modern Languages	615	54	5	59	2	1	3	-	1	1
Music	616	18	5	23	1	3	4	-	-	-
Philosophy	617	6	3	9	2	1	3	1	-	1
Biology	642	57	17	74	2	2	4	-	3	3
Chemistry	641	19	3	22	1	4	5	-	1	1
Mathematics	643	78	14	92	1	1	2	-	-	-
Physics	644	18	2	20	1	1	2	-	1	1
Economics	671	-	8	8	1	2	3	-	1	1
Political Science	672	48	12	60	-	5	5	-	1	1
Psychology	673	60	34	94	3	11	14	-	3	3
Sociology	674	32	11	43	2	5	7	2	1	3
ARTS & SCIENCES TOTAL		575	193	768	30	78	108	9	29	38
EDUCATION SECONDARY										
Biology	842	2	2	4	-	6	6	-	3	3
Chemistry	841	-	1	1	-	1	1	-	-	-
English	813	40	32	72	1	5	6	2	5	7
History	814	39	15	54	2	2	4	-	5	5
Latin	812	2	2	4	-	-	-	1	-	1
Mathematics	843	31	8	39	-	1	1	1	-	1
Modern Languages	815	6	9	15	-	6	6	-	2	2
Music	816	17	6	23	-	1	1	1	1	2
Physics	844	1	-	1	-	-	-	-	-	-
Social Studies	870	17	20	37	-	8	8	-	3	3
SUB TOTAL		155	95	250	3	30	33	5	19	24
EDUCATION ELEMENTARY										
General	900	-	-	-	-	-	-	-	2	2
History Soc. Sci.	970	79	24	103	3	9	12	-	4	4
Language Arts	910	19	29	48	1	8	9	1	5	6
Modern Lang. Conc.	915	13	2	15	-	1	1	-	1	1
Science & Math.	940	6	3	9	-	4	4	-	1	1
SUB TOTAL		117	58	175	4	22	26	1	13	14
EDUCATION TOTAL		272	153	425	7	52	59	6	32	38
GRAND TOTAL		985	416	1401	80	155	235	16	75	91

TABLE VIII
DEGREES CONFERRED

BACHELOR OF ARTS	1963 1967	1967 - 1968			TOTAL to DATE
		MEN	WOMEN	TOTAL	
Business Administration	64	34	-	34	98
Liberal Arts					
Art	34	1	11	12	46
Classical Languages	2	-	-	-	2
English	50	19	16	35	85
History	45	8	8	16	61
Modern Languages	32	4	17	21	53
Philosophy	20	-	1	1	21
Music	1	1	1	2	3
Biology	6	8	-	8	14
Chemistry	37	6	2	8	45
Mathematics	22	5	2	7	29
Physics	22	11	-	11	33
Economics	25	9	2	11	36
Political Science	40	21	3	24	64
Psychology	79	14	9	23	102
Sociology - Anthropology	19	7	5	12	31
Education - Secondary					
Biology	1	-	-	-	1
Chemistry	5	-	-	-	5
English	101	9	26	35	136
History	59	12	13	25	84
Latin	3	2	-	2	5
Mathematics	26	2	2	4	30
Modern Languages	54	4	11	15	69
Music	14	1	3	4	18
Physics	4	-	-	-	4
Social Studies	33	9	7	16	49
Education - Elementary					
General	169	-	-	-	169
History-Social Science Conc.	65	2	63	65	130
Language Arts Conc.	-	1	5	6	6
Modern Language Conc.	10	-	5	5	15
Science & Mathematics Conc.	10	3	3	6	16
Total Bachelor of Arts	1052	193	215	408	1460
BACHELOR OF SCIENCE					
Engineering	75	6	-	6	81
Total Bachelor of Science	75	6	-	6	81
MASTER OF ARTS					
English	5	-	1	1	6
Mathematics	3	2	1	3	6
Psychology	-	1	-	1	1
Total Master of Arts	8	3	2	5	13
MASTER OF ARTS IN TEACHING					
Elementary Education	1	1	13	14	15
Mathematics	-	1	-	1	1
Total Master of Arts in Teaching	1	2	13	15	16
MASTER OF SCIENCE					
Chemistry	2	1	-	1	3
Total Master of Science	2	1	-	1	3
Total Undergraduate Degrees	1127	199	215	414	1541
Total Master's Degrees	11	6	15	21	32

TABLE IX
FINAL CUMULATIVE GRADE POINT AVERAGE

BY GRADUATION GROUP FOR BACHELOR'S DEGREES

DATE OF GRADUATION	APRIL 1965	AUGUST 1965	DECEMBER 1965	APRIL 1966	AUGUST 1966	DECEMBER 1966	APRIL 1967	AUGUST 1967	DECEMBER 1967	APRIL 1968
TOTAL DEGREES GRANTED	116	43	33	143	89	57	180	92	94	228
90 Percentile	3.39	3.80	3.36	3.43	3.52	3.59	3.63	3.52	3.53	3.49
80 Percentile	3.21	3.38	3.22	3.30	3.37	3.34	3.32	3.37	3.34	3.29
TOP QUARTER	3.12	3.23	3.13	3.21	3.30	3.18	3.23	3.23	3.28	3.22
70 Percentile	3.04	3.14	3.09	3.10	3.11	3.11	3.13	3.15	3.25	3.16
60 Percentile	2.90	3.01	3.03	3.01	2.98	2.98	3.01	3.00	3.05	3.08
TOP HALF	2.74	2.88	2.65	2.86	2.79	2.90	2.87	2.83	2.95	2.93
40 Percentile	2.66	2.72	2.52	2.75	2.68	2.68	2.78	2.70	2.73	2.82
30 Percentile	2.56	2.65	2.45	2.62	2.55	2.60	2.69	2.66	2.58	2.73
TOP THREE QUARTERS	2.48	2.61	2.38	2.56	2.45	2.50	2.63	2.55	2.45	2.63
20 Percentile	2.44	2.59	2.34	2.51	2.42	2.29	2.54	2.52	2.42	2.55
10 Percentile	2.34	2.37	2.31	2.30	2.33	2.23	2.38	2.41	2.29	2.39

TABLE X

DISTRIBUTION OF STUDENTS CERTIFIED FOR TEACHING BY
MAJOR FIELD

TYPE OF PROVISIONAL CERTIFICATE	1963 - 1967	1967 - 1968			TOTAL to DATE
		MEN	WOMEN	TOTAL	
EDUCATION - SECONDARY					
Biology	2	1	-	1	3
Chemistry	6	-	1	1	7
English	104	7	33	40	144
French	25	1	2	3	28
German	12	1	2	3	15
History	64	12	13	25	89
Latin	6	-	-	-	6
Mathematics	27	4	2	6	33
Music	14	1	4	5	19
Physics	5	-	-	-	5
Russian	9	-	1	1	10
Science	1	-	-	-	1
Social Studies	34	9	8	17	51
Spanish	12	2	3	5	17
SUB TOTAL	321	38	69	107	428
EDUCATION - ELEMENTARY					
General	175	-	-	-	175
History - Social Science Conc.	65	2	62	64	129
Language Arts Concentration	-	-	8	8	8
Modern Language Concentration	9	-	5	5	14
Science & Mathematics Conc.	14	2	3	5	19
SUB TOTAL	263	4	78	82	345
GRAND TOTAL	584	42	147	189	773
APPLICATIONS FOR CONVERSION TO PERMANENT CERTIFICATION	18	14	42	56	74