

ANNUAL REPORT FOR 1968-69

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.

Members of the Board of Trustees are:

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INTRODUCTION

For Oakland University, the 1968-69 year was not only a period of further growth and development, but the end of a decade for the institution. Although official observance of the tenth anniversary will not get underway until the fall of 1969, the completion of the University's first 10 years provided a new measure of the growth and progress experienced in its brief history.

The University in its tenth year was obviously more complex in organization and program, and had advanced significantly toward full university status. Organization of the School of Economics and Management, establishment of an Urban Affairs Program, opening of the Institute of Biological Sciences, expansion of the graduate program, broadening of the programs for disadvantaged students, and continued growth in research activities were symbolic of the University's development. The student body, which numbered 5,092 in the fall, was nearly 10 times the opening enrollment of some 570 students in 1959. The size of the faculty, staff, and physical plant reflected a similar growth.

Oakland also developed materially during the year in its response to the problems of the community in which it functions. While recognizing that it had only begun to respond to the problems for the disadvantaged, the University strengthened substantially its program for Black students, established an Urban Affairs Office, made real progress in its plans for its program in Black Studies, and worked closely with the Black community in Pontiac to launch the Black Cultural Center.

During the year the University also extended its efforts to involve students in a meaningful participation in University affairs. In addition to student membership on the University Senate and University committees, students were advised and consulted on a variety of issues that confronted the University community.

The annual report will describe in brief form the activities of the University's academic and administrative departments in 1968-69. It is possible to cite only examples of progress in this report, and to treat very briefly a number of subjects deserving more extensive description.

In addition to its area programs in Latin American studies, South Asia studies, and Slavic studies, plans progressed during the African Studies program, and the first steps were taken toward a Latin American studies program. A committee of faculty members, which included students and faculty members, was formed to consider the progress of development. It is likely that the African Studies student-faculty committee will be charged with the development of a new program -- especially Contemporary Black Studies. One of the functions of the committee, and the committee is to follow, is to define what is meant by "Black Studies." Plans call for the initiation of the African Studies program in the fall of 1969. Two other areas envisaged for subsequent development might be called The Afro-American and the Contemporary Black Studies in development.

I. ACADEMIC PROGRAM

A. College of Arts and Sciences

The year 1968-69 saw no fundamental change in curricular organization in the College of Arts and Sciences. However, several changes and additions which will affect the future were considered and designed for implementation in 1969.

Among these was the authorization to begin Allport College, a third Inner College designed to emphasize the behavioral sciences. Allport College will admit approximately 100 students in September, 1969. Because of the importance of the question of such academic units as Charter, New, and Allport Colleges, the Executive Committee created an ad hoc committee to study and to make recommendations concerning the future development of more Inner Colleges.

In addition to its area programs in East Asia studies, South Asia studies, and Slavic studies, plans progressed for a new African Studies program, and the first steps were taken toward a Latin American studies program. A conference on Black Studies, which included students and faculty members, was called in May to consider the courses of development. It is likely that from this meeting a student-faculty committee will be charged with the development of these programs -- especially Contemporary Black Studies. One of the functions of the conference, and the committee to follow, is to define what is meant by "Black Studies." Plans call for the initiation of the African Studies concentration in the fall of 1969. Two other areas envisioned for subsequent development might be called the Afro-American and the Contemporary Black Studies Concentrations.

Examples of the many departmental activities affecting the total undergraduate program, in the form of change or enrichment, include the following:

Of significance in the field of undergraduate instruction was the emphasis in the Department of Biological Sciences on undergraduate participation in research. The program was supported by the Special Projects Program of the National Science Foundation.

In the Department of Chemistry a new undergraduate curriculum has been planned to start in the fall of 1969, emphasizing flexibility in training and minimizing required courses. Along with that curriculum, the more professionally oriented program has been separately identified for students seeking this kind of educational experience.

The Department of History sponsored a lecture series on Black History in the Schools, which ran from September through March and included presentations by noted scholars in the field. Indications are that the lectures will be published next year by a commercial publishing house.

The Office of Off-Campus Study Programs was established this year to meet the needs of those who wish to participate in any of the University's credit-granting, off-campus study programs. Its responsibilities include the field term program of New College, the independent study program open to all students, and the overseas study programs.

The past year was the first full year of the College's governance in full operation. Next year it will have some 19 students on the Assembly. It will see the beginning of the new Standing Committee on Student Affairs, and will

see students on all critical committees.

As measured by the number of books, articles, and reviews published by faculty of the College of Arts and Sciences, scholarly activity made impressive gains. Their works included 10 books, 74 articles, and 15 papers read at national scholarly association meetings. Examples are listed in the section on faculty later in this report.

B. School of Education

During the year covered by this report the School of Education greatly expanded and diversified its activities. Indicative of this growth, the number of teachers obtaining their first certification from the University increased by one-third, and there was an even greater increase in the group which obtained permanent certification through the School of Education's sponsorship. In the six years since the University's first commencement, the University has sponsored 1,033 provisional and 122 permanent certificates.

In 1968-69, 240 students graduated in the various teaching majors, compared to 185 last year. Of this number, 101 were certificated to teach in the elementary schools and 139 at the secondary level. The School continued to increase sharply the output of master's degrees, sponsoring 10 master of arts in teaching degrees in reading, 8 in elementary education, and co-sponsored with the College of Arts and Sciences 4 in English and 3 in mathematics.

One of the highlights of the year was the Urban Corps Program for the inner city, undertaken in the fall at the request of the public schools of

the City of Detroit in concert with Oakland Community College. More than 100 college graduates from all parts of the country, recruited from the rolls of Teacher Corps in Washington, started a two-year program leading to a M.A.T. degree in elementary education and sponsorship for the Michigan Provisional Certificate. Students started in teams of six, moved into smaller groupings, and worked with selected master teachers in a group of inner city schools to prepare for the second year, when they will serve as interns with classes of their own. At the same time, they participated in a variety of courses offered by the University.

The favorable progress of the DTIP brought the University very much to the forefront of the national scene in urban education. The Office of Education selected four institutions in the nation to conduct Summer Institutes for the training of leaders in urban education. They were held at the University of Oklahoma, the University of Southern California, Temple University, and Oakland University. Oakland was selected to serve 10 states, and was the only institution chosen that has not been active in Teacher Corps. Plans are underway for a second Urban Corps in Pontiac and a related program for training auxiliary teaching personnel.

As part of its School Services program, the School of Education continues to expand its work with in-service teachers. Even though courses were offered as far away as Marshall, and were scheduled heavily in the local area, it is estimated that the School is barely beginning to meet the needs of local districts.

Members of the faculty were extremely active in professional activities. As indicated later in this report, many presented papers at association meetings, published articles in professional journals, addressed local and

national groups, and authored books.

C. School of Engineering

To mark the dedication of the new Dodge Hall of Engineering, the School of Engineering held five two-day conferences during the 1968-69 year.

Sponsored by industrial organizations, the symposia provided an opportunity to members of the engineering profession, industrial management, and engineering college faculties to learn of new developments in engineering practice and to discuss their implications to engineering education and technological progress. The opening session of the first conference was the occasion for the announcement of the establishment of the John F. Dodge Professorship in Engineering, made possible by a grant from the Matilda F. Wilson Fund. The contribution of \$150,000 was identified as the first installment on an endowment that will total \$750,000. Income will be used for an endowed chair in engineering -- the first endowed professorship to be established at Oakland University.

Undergraduate enrollment continued to grow in engineering at the rate of approximately 25 percent per year, with the estimated fall, 1969, enrollment set at 332 students. The number of degrees awarded in engineering each year is increasing rapidly, and the total will reach approximately 43 for the 1969 year. In connection with admissions, the OU Engineering Society, which had an active year, planned and conducted the first annual High School Engineering Day on March 26. More than 130 high school mathematics and science teachers and their students attended the day's program.

The University's Student Club of the Society of Automotive Engineers brought recognition to the School through an award from the national president of SAE. The OU Club was one of eight in the country identified as an outstanding student branch of the Society for 1968.

Study of a Ph.D. program in engineering, begun in the 1967-68 year, was completed, and the program approved by the engineering faculty, the University Senate, and the Board of Trustees. The Board at its June meeting authorized the University to submit the plan to the State Board of Education. At the master's level, some 31 graduate students were enrolled during the year, with approximately 50 expected next year. The first M.S. degrees were awarded this year to four students.

A major development in the School was the establishment of an eight-member Board of Visitors, composed of distinguished senior engineering executives from southeast Michigan. Named to the new Board were Dr. Paul F. Chenea, Scientific Director, Research Laboratories, General Motors Corporation; B. W. Bogan, Vice President for Special Assignments, Product Planning and Development Staff, Chrysler Corporation; Dr. Robert R. Johnson, Vice President of Engineering, Burroughs Corporation; H. L. Misch, Vice President of Engineering, Ford Motor Company; Dr. E. N. Petrick, Chief Scientist and Technical Director of Laboratories, U. S. Army Tank-Automotive Command; Dr. C. B. Sung, Vice President-Engineering, Research Laboratories, Bendix Corporation; R. Jamison Williams, Director Automotive Division, Lear Siegler Corporation; F. J. Winchell, Director Development Engineering, Engineering Staff, General Motors Corporation.

During the year the School of Engineering faculty members were actively involved in a wide range of research projects and made a number of contributions to scientific literature. Examples of research and publications are listed later in this report.

D. School of Performing Arts

In its second year, the School of Performing Arts moved to new levels of achievement in its professional training programs for actors and musicians. For the Academy of Dramatic Art, the year marked the completion of the two-year program for the initial class, while the Meadow Brook School of Music conducted its fourth season.

Noteworthy in the Academy's progress was the development of the Studio Company, mounting five productions and nearly sixty performances on and off campus. The Company enjoyed considerable success in performances for senior and junior high school students and to adult audiences in various settings. On the basis of this experience, plans for the 1969-70 season call for at least six productions and seventy-two performances, beginning in mid-October and ending in June. With the John Fernald Company scheduled to present one week of each of its productions in Detroit during the coming season, it will likely be possible for the Studio Company to mount productions in the Meadow Brook Theatre during that week.

For its Meadow Brook Chorus, Choral Conductors Workshop, Meadow Brook Orchestra and Vocal Institute, the Meadow Brook School of Music attracted 243 students for its fourth season. Its broad widespread reputation is reflected

in the enrollment of 118 students from the State of Michigan, 116 students from 33 other states, and 9 from other countries. The School maintained previous programmatic patterns, plus production of the complete concert version in Italian of Verdi's "Rigoletto." In all, there were some 25 concerts and recitals presented during its season.

E. School of Economics and Management

The University's fifth major academic unit, the School of Economics and Management, was formally established during the 1968-69 year. The School absorbs the activities previously encompassed with the Department of Economics and Business Administration in the College of Arts and Sciences. The management portion of the curriculum, which replaces the term "business administration," is being updated in accordance with the most recent thinking in the academic and business communities concerning the appropriate education for management.

The School consists of the Department of Economics, which will continue to administer the liberal arts degree program in the College of Arts and Sciences, plus faculty in the diverse areas of the managerial and administrative sciences. In the School's activities, a major emphasis will be placed on management in the public and not-for-profit sectors, and on urban and related affairs.

F. The Graduate Program

The University's Office of Graduate Study was established on September 1, 1968. At that time Donald D. O'Dowd became dean of graduate study in addition to his responsibilities as provost, and William H. Jones was named assistant dean of graduate study.

Through this new office, it has been possible to coordinate graduate admissions and the various on-going graduate regulatory functions, including the approval of assistantships, certification of academic standing, auditing of transfer credit, certification of graduation requirements, and a variety of accompanying responsibilities previously divided among three offices.

Of considerable significance to the graduate program was the approval by the University Senate of a Graduate Council to replace the Graduate Study Committee. The new Council, which will begin functioning in the fall of 1969, will include representatives from all schools and departments currently offering graduate degrees and provides for additional members as new programs are developed. While the Graduate Study Committee was a standing committee of the Senate, the Graduate Council will work as a governing body for the graduate program with appropriate legislative authority.

New graduate programs approved during the year include the Master of Arts in Teaching in Special Education, the Master of Arts in Teaching and the Master of Arts in History, the Ph.D. in Engineering, and the Ph.D. in Science. The education degree will be offered beginning in the fall of 1969, and the others will be offered at later dates not yet determined.

G. The Summer School

Following approval of a modified calendar for the University, the first free-standing Summer School opened on June 23, 1969. Enrollment for the eight-week session far surpassed expectations, exceeding 1,200 students.

Both an ad hoc Summer School Committee and an informal Summer Administrative Council were formed, with the assistance of the Steering Committee of the Senate, and both groups will have recommendations to make before fall on needed modifications for the summer of 1970.

Undergraduate offerings in the first Summer School were in anthropology, area studies, chemistry, classics, economics, English, history, linguistics, mathematics, philosophy, political science, psychology, and sociology. Graduate courses were offered in education, English, history, mathematics, and psychology.

Associate Professor	24	94
Assistant Professor	52	53
Instructor	2	0
Special Instructor	2	0
Lecturer	20	20
TOTAL	136	702

The University continues to attract teachers from the leading colleges and universities in the country, as evidenced by the listing below of institutions where three or more faculty members earned their doctorates:

University of Michigan	11
University of Illinois	10
Yale State University	9
Cornell University	8
Michigan State University	7
University of Wisconsin	7
Columbia University	6

II. FACULTY

A review of the earned degrees held by the faculty 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	50	46	92
Associate Professor	56	54	96
Assistant Professor	75	66	88
Instructor	44	0	0
Special Instructor	8	0	0
Lecturer	5	1	20
TOTAL	238	167	70%

The University continues to attract teacher-scholars from the leading colleges and universities in the country, as evidenced by the listing below of institutions where three or more faculty members earned their doctorates:

University of Michigan	11
University of Illinois	10
Wayne State University	9
Cornell University	8
Michigan State University	7
University of Wisconsin	7
Columbia University	6

Harvard University	6
University of Minnesota	6
Princeton University	6
University of Chicago	5
University of Pennsylvania	5
Yale University	4
Brown University	3
Duke University	3
Massachusetts Institute of Technology	3
Northwestern University	3
Ohio State University	3
Purdue University	3
Stanford University	3
University of Tennessee	3

A. Professional Activities

Indicative of the faculty's scholarly activities, the year saw a substantial increase in the volume of publications, papers, and other professional activities. Among the faculty members who had books published were: John C. Galloway, professor and chairman of art, the third printing of "Modern Art: the 19th and 20th Centuries"; Gottfried Brieger, associate professor of chemistry, "Laboratory Manual for Modern Organic Chemistry"; W. Patrick Strauss, associate professor of history, "Stars and Spars: the American Navy in the Age of Sail"; V. John Barnard, associate professor of history, "From Evangelicalism to Progressivism at Oberlin College"; John W. Dettman, professor of mathematics, second edition

of "Mathematical Methods in Physics and Engineering"; Beauregard Stubblefield, associate professor of mathematics, "An Intuitive Approach to Elementary Geometry"; Paul A. Tipler, associate professor of physics, "Foundations of Modern Physics"; Harvey Burdick, professor of psychology, co-authored "Fear of Failure"; David E. Boddy, assistant professor of engineering, "Engineering Computation Manual." Robert Hoopes, professor and chairman of English and literature, has signed with a publisher to author, "A Thematic Introduction to Literature"; "Monetary Politics in India," by Siddheshwar Mittra, professor and acting chairman of economics and business administration, will be published this fall; and John E. Rue, professor of political science, has been notified that his book, "Mao Tse-tung in Opposition," will be translated into Italian.

Examples of the increasing number of papers presented at professional meetings are cited below:

Robert L. Stern, associate professor of chemistry, delivered a paper before the American Chemical Society; Siddheshwar Mittra, professor and acting chairman of economics and business administration, before the Southern Economic Association; John M. McKinley, associate professor of physics, the American Physical Society; Richard A. Mazzara, professor of French, a foreign language conference at the University of Kentucky; Kenneth R. Conklin, assistant professor of education, the Philosophy of Education Society; Harold C. Cafone, assistant professor of education, the International Reading Association; Donald D. O'Dowd, provost, the National Association of Student Personnel Administrators; Clifford V. Harding, professor of biology, American Society of Cell Biology; and John R. Reddan, assistant professor of biology, American Society of Cell Biology. V. N. Reddy professor of biological sciences, participated in a symposium under the sponsorship of the German Ophthalmological Society, at Bonn, Germany; and

of "Mathematical Methods in Physics and Engineering"; Beauregard Stubblefield, associate professor of mathematics, "An Intuitive Approach to Elementary Geometry"; Paul A. Tipler, associate professor of physics, "Foundations of Modern Physics"; Harvey Burdick, professor of psychology, co-authored "Fear of Failure"; David E. Boddy, assistant professor of engineering, "Engineering Computation Manual." Robert Hoopes, professor and chairman of English and literature, has signed with a publisher to author, "A Thematic Introduction to Literature"; "Monetary Politics in India," by Siddheshwar Mittra, professor and acting chairman of economics and business administration, will be published this fall; and John E. Rue, professor of political science, has been notified that his book, "Mao Tse-tung in Opposition," will be translated into Italian.

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a lecture given last year in Milan by John G. Blair, associate professor of English, was published in the "Bulletin de la Faculte des Lettres de Strasbourg."

A number of faculty members, many of them recipients of prestigious fellowships and grants, were granted leaves of absence to study, teach, or conduct research at other institutions, including: V. John Barnard, associate professor of history, to study at Harvard; John L. Beardman, associate professor of art, to study in Greece; Richard M. Brace, professor of history, to teach at the University of California; Gottfried Brieger, associate professor of chemistry, to study at Harvard University; Harvey Burdick, professor of psychology, to study at home; Richard J. Burke, associate professor and acting chairman of philosophy, to teach at the New School for Social Research; Floyd M. Cammack, associate professor of linguistics, to work in Japan; Thomas W. Casstevens, associate professor of political science, to study at Dartmouth; Phebe Chao, special instructor in English, to study at Harvard; David DiChiera, associate professor and chairman of music, to study at home; Alfred J. DuBruck, associate professor of French, to study in France; Edward J. Heubel, professor and chairman of political science, to serve as a visiting professor at the University of Minnesota; Robbin R. Hough, associate professor of economics, to study at home; Robert C. Howes, professor of history, to study at Cornell University; Alfred Lessing, associate professor of philosophy, and chairman of Charter College, to study at home; Donald G. Malm, associate professor of mathematics, to study in England; Steven R. Miller, associate professor of chemistry, to study in England; Ralph C. Mobley, professor and chairman of physics, to study at home; Jack R. Moeller, professor of German, to study in Germany; Harold A. Olofson, instructor in anthropology, to study in

Nigeria; Henry Rosemont, Jr., assistant professor of philosophy, to study at the Massachusetts Institute of Technology; Beauregard Stubblefield, associate professor of mathematics, to study in Texas; Paul A. Tipler, associate professor of physics, to study at the University of Southern California; Richard P. Tucker, assistant professor of history, to continue study in Bombay; and Robert M. Williamson, professor of physics, to study at the Massachusetts Institute of Technology.

As examples of other honors and recognition extended to the faculty during the year, V. N. Reddy, professor of biological sciences, was the recipient of the Fight for Sight Citation, awarded annually to the author of the paper judged most significant at meetings of the Association for Research in Ophthalmology; D. B. Varner, chancellor, was named chairman of the State Council on the Arts; James H. McKay, professor of mathematics, directed the William Lowell Putnam Mathematics Competition under the sponsorship of the Mathematical Association of America; George T. Matthews, professor of history and dean of the College of Arts and Sciences, was treasurer of the Society for French Historical Studies; John C. Galloway, professor and chairman of art and art history, was elected a Fellow of the Royal Anthropological Institute of Great Britain; Henry J. Kennedy, assistant professor of political science, was the recipient of a grant from the Earhart Foundation to study the elections in Ireland; and V. Everett Kinsey, professor and director of the Institute of Biological Sciences, was appointed a member of the Eye Council of the National Institute of Health.

B. University Government

Unlike the first year under its new constitution, 1967-68, the year when the University Senate devoted its attention to procedural concerns, the Senate

was now fully established, experienced, and able to turn to many matters of vital concern to the University. The Steering Committee also rose to an entirely new level of concern for, and contribution to, the University, by assuming responsibility for advising the chancellor and examining important areas which previously had been of concern primarily to administrators.

Among its actions during the year, the University Senate approved the curriculum and establishment of the School of Economics and Management, the changes proposed in sabbatical leave and fringe benefit policies, establishment of a Graduate Council, and changes in tenure and rank policy for library staff. The Senate also approved a Master of Arts in Teaching degree in Special Education, a Ph.D. in Science, a Ph.D. in Engineering, and an M.A. and an M.A.T. in History.

III. STUDENTS

A. Enrollment

With the opening of the fall semester, Oakland University enrolled 5,094 students, some 1,198 more than in the previous year. The increase was the largest experienced in the University's history, and represented a jump of more than 30 percent. The enrollment included 4,816 Michigan residents, or 94 percent of the total. Another 254 were from 34 other states, and 24 students were from 15 other countries. A summary of the University's enrollment history, along with more detailed breakdowns into various categories, is included in Appendix C.

B. Admissions

As of June 6, the University had received 3,421 applications for admission for the fall semester, 1969, compared to a total of 2,790 a year ago on the same date. As a result of this unprecedented number of students seeking admission, it was necessary to close admission to freshman students on May 15. A waiting list was established, which is expected to reach approximately 200 students by September. Thus, for the second year in its history, the University was forced to turn away well qualified students.

During the year the Admissions staff represented the University through a variety of programs at the high school and community college levels, as well as participating in 84 college day programs through the state. In addition to the traditional Senior Day, Principal-Counselor-Freshman Conference, Junior Day, and Oakland Competitive Scholarship Examination, the Admissions Office

conducted an Engineering Day, Language Day, Junior College Articulation Day, and a special counselors' conference for the North Central Guidance Association.

The Admissions Office stepped up its program of recruitment of Black students through the employment of Joe Davis, former Assistant Registrar of the University of Cincinnati. The staff also continued to develop the Project 20 Program, interviewing Black students from a wide geographical area. As a result of these efforts, the University expects to enroll 40 students in the Project 20 Program, 20 students in a special program supported in part by the Pontiac Division of General Motors, and through the normal channels of admission some 50 to 60 Black applicants are expected to enroll.

C. Student Personnel Programs

The basic objective of the Office of the Dean of Students continues to be the offering of programs and services designed to contribute to the intellectual, social, and personal development of the students. During the past year the staff was involved in the development and implementation of (1) a diverse concert and speakers' program, (2) a program for students who were eligible for dismissal but who were retained by the Committee on Academic Standing, (3) an effective orientation and advising program for freshman students, (4) an extensive program of sex education and drug education, (5) an expanded program of physical education, (6) a strengthened housing and food service program, (7) an effective academic standing, readmission and withdrawal program, (8) a strong financial aid program, (9) an effective student activities program, and (10) a successful program for disadvantaged students.

1. Problem Areas

Although the year was marked by a continued growth in the quality of student life, the Office of the Dean of Students recognizes several significant problems that must be solved in order to meet the demands generated by increased growth. While progress has been made with reference to clarification of the decision-making process, problems still exist in this area. The year has seen better coordination between student government units and the Commission on Student Life, and, consequently, a stronger role by the Dean of Students in policy development. Greater emphasis should be made on the generation of policy recommendation at student government levels below the Commission. Initiation of policy at student government levels would help strengthen these bodies, improve student morale, and insure greater student support for policies that are eventually approved by the Commission, the Dean of Students and the Chancellor. The relationship of the Commission to the Senate and the administration should be evaluated.

As a second problem area, the University experienced an increase in examples of racial tension with the larger number of Black students enrolled. In spite of the tensions, progress was made in improving race relations. The Association of Black Students made very positive contributions to the University by initiating programs aimed at increasing the number of Black students on the campus, by providing better social and cultural opportunities for Black students, and by conducting programs that made members of the academic community more aware of the heritage and interests of Black people.

The third problem area during the year was that of student confrontation. Although the protests experienced were not major in scope and did not require disciplinary action, the confrontations demanded a great deal of attention and staff time.

2. Advising

A major development in student advising activities during the past academic year was the appointment of student advisers. Student advisers have been involved in freshman orientation in the past, but this fall the program will be expanded so that each faculty member advising freshmen will be assisted by a student. Also of importance to the advising program was the study on academic advising by an ad hoc committee in the College of Arts and Sciences.

In the freshman orientation last year 1,157 students participated in five three-day sessions and one two-day session. Plans call for the same number of sessions next year, but the duration of each session will be two days and some modifications will be made in the nature of the program. Another change will be the expansion of the freshman orientation program to include a series of programs and activities continuing through the fall semester.

The increasing number of transfer students will necessitate scheduling more transfer orientation sessions through the summer. A new dimension to transfer orientation now being planned would take staff members to the campuses of Macomb and Oakland Community Colleges late in the spring to conduct orientation sessions.

Because the number of foreign students was relatively small, the foreign student adviser spent most of her time working with the students on an individual basis. The areas which seemed to require the most attention were personal adjustment, financial concern, immigration requirements, and holiday living accommodations.

3. Services

For Health Services, the major development during the period covered by this report was the occupation in December of the new Graham Health Center. The \$660,566 facility provides a badly needed service for students, but is still operating within strict budget limitations.

At present students are treated only for such minor problems as respiratory infections, influenza, minor lacerations, etc. It is hoped that in the following year it will be possible to provide 24-hour emergency medical care, on-campus laboratory facilities, extended drug dispensary, and at least a limited consultation service. A nurse on call after clinic hours for emergency care seven days a week would assure students of proper medical care when needed. During the year a total of 7,631 students received assistance from the Health Center.

Another vital student service, the Bookcenter, experienced a busy and successful year. Gross revenues were up more than 23 percent, with every department showing an increase. Beyond the business side of the operation, the Bookcenter was recognized for its efforts in the promotion of books on human rights, race relations, and on Afro-Americans -- their

history and literary contribution to this country. Other notable projects included the Art, Book, and Gift Fair, participation in the Writers' Conference, and participation in the Freshman Orientation Program.

In another area of student service, students at all levels received vocational counseling and career information from the University Placement Office. During their orientation, freshmen were given an initial view of the Placement Office and an invitation to use its services. In September the Senior Seminar, which begins the recruiting season, was attended by more than 400 students. In October all students with secondary or elementary education concentrations were invited to a teacher placement seminar, which provided the necessary information on placement in that profession.

In addition, the Office provided a series of Career Coffees for women students, assisted several student clubs with programs, and provided vocational counseling on a continuing basis for hundreds of undergraduates. The year was the heaviest recruiting year to date, and the University was visited by some 300 recruiters representing industry, school systems, and government agencies. A total of 1,450 recruiting interviews were conducted.

Although placement figures for the April class are not complete, it is expected that the Office will reach its goal of 60 to 70 percent placement for this class. Starting salaries continue to compare favorably with national surveys. Averages for the various majors

ranged from \$562 to \$821 per month for April graduates.

D. Financial Aid

During the 1968-69 year nearly 2,500 students were assisted by the Financial Aid Office, which administers all financial assistance programs for students after their freshman year. A total of 850 students received NDEA Loans totaling \$333,880; 108 received Michigan Higher Education Assistance Loans totaling \$79,492; and 584 took advantage of the University's short term loan program, borrowing \$90,672. In the grant category, 569 students received \$118,665 in Oakland University Grants; 396 received \$173,293 in Michigan Higher Education Assistance Grants; and 93 students received \$42,400 under the Educational Opportunity Grant Program.

Assistance in the form of part-time employment under the University Student Employment Program was extended to 484 students who earned \$430,615 during the year. Another 323 students earned \$112,370 under the College Work Study Program. Some 356 students received \$102,623 in other forms of financial aid.

Under the student employment program special effort has been made to help students in Project 20 obtain campus employment consistent with their interests. Students in the first Project 20 class all worked 5 hours per week, and those in the second class have worked between 10 and 15 hours per week. For next year's entering Project 20 class there is in prospect a schedule of 40 new faculty assistant jobs.

Particular emphasis was given to the College Work Study Program, which was better funded than other federal programs. The Financial Aid Office developed

many contacts with off-campus agencies and institutions, and in every case both the cooperating agencies and the students have been interested and enthusiastic. A substantial schedule of full-time summer jobs has been offered in the Work Study Program, and more than 50 students were working under this program at the end of the spring semester.

In addition to the many campus jobs identified for the summer, job locations include the Pontiac Community Schools, Harambee, Pontiac Day Care Center, Black Cultural Center, Oakland County Historical Society, Pontiac Creative Art Center, Detroit Urban Corps, Volunteer Placement Corps, Traffic Improvement Association, and the Roeper School.

E. Activities

This past year has again seen an increase in the interest on the part of the University student body in activities of a more structured nature and a swing over to a more formalized type of student involvement in University activities and governance. The success of student participation on the University Senate, the College of Arts and Sciences Assembly, the Student Activities Board and the Commission on Student Life attributes to this.

Study of the analysis of use of the Oakland Center provides further information on the changing pattern of student interests. There was, for instance, a sharp increase in the number of concerts, lectures and student meetings and a decrease in the number of dances held in the Center. In terms of student participation in various types of events, some 5,155 students attended the University Film Series, 3,250 heard the concert by Spanky and Our Gang, more than 2,600 attended the concerts held in the Off Campus, and some

1,600 attended the University Concert Series. Other top attractions included the Speaker Series, the appearance by Dick Gregory, the speech by Senator Muskie, the Fine Arts Festival, and the Black Choreologia.

Clubs and organizations continue to increase in number and in strength and diversity. In 1968-69 there were eight active departmental clubs, ten religious organizations, five publications, six governmental groups, two advising committees, three service organizations, ten residence hall organizations, and thirty-five special interest groups.

The University's physical education program, which is a voluntary program encompassing many sports and recreation activities, served an increasing number of students. Formal and informal intramural sports programs numbered some 24, and the staff offered instruction in at least 20 different activities. Men have competed on an extramural basis in bowling, judo, ice hockey, and water polo. Women competed in basketball, bowling, golf, swimming, tennis, and volleyball.

Participation in intercollegiate competition was the best in the program's history, and included baseball, basketball, cross country, golf, soccer, swimming, and tennis.

A category of student activity that receives little attention, but one which attracts many Oakland students is the volunteer program. For instance, nearly 200 students donated their time and energies to the POEAT program. In this tutorial program, which is carried out entirely by students, interested University students establish a personal relationship with a Black youngster between the ages of 10 and 12 -- in their homes, at school, and on the University campus. Another 50 students engaged in the Pontiac State Hospital

Companionship Program, and perhaps another 150 more students in miscellaneous volunteer projects during the year.

F. Programs for Disadvantaged Students

Project 20 and Project Upward Bound, both conducted by the Special Project Officer, represent the University's organized programs to assist students who are disadvantaged because of economic and environmental conditions.

Since 1966, the University has sponsored annually the Upward Bound program for underachieving high school students who have the potential for post high school training. In 1968-69 eighty-three students from five school districts in Oakland County, Pontiac Central, Pontiac Northern, Oak Park, Ferndale, Hazel Park, and Waterford-Kettering High Schools participated in the program. An intensive summer program attempts to motivate the students and to provide cultural enrichment and academic support. Students are admitted at the tenth grade level, remain with the program through graduation, and are then placed in the appropriate college or trade school.

In 1967 the University started a program to admit and give support to 20 high school graduates who were potentially able but because of underachievement would not normally be admissible to the University. After a summer orientation program designed to develop survival skills, the participants enroll in three regular University courses and receive special counseling and tutorial assistance. Of the 20 students admitted under this program last fall, 19 are still enrolled. Of the total 40 admitted to date, only 1 has been dismissed because of academic reasons. Four others have left the program -- two of them transferring to other institutions.

Next fall it is planned to enlarge the entering class to 40 students. That group will begin their summer orientation on June 23 and continue through August 15. In addition to providing a successful educational experience for those students directly involved in Project 20, the program has also served to bring larger numbers of Black students to the University beyond those in the program.

At the end of the current year another special program, Project Pontiac, was launched in cooperation with the Pontiac Division of General Motors. Beginning in the 1969 summer session another 20 male students from Pontiac Central and Northern High Schools will work 20 hours per week in the plant and carry 8 credit hours at the University. Plans call for a group of similar size to begin this program each year.

IV. ADMINISTRATION

In the 1968-69 academic year Oakland University faced a number of problems directly related to its rapid development and progress, along with some concerns that were shared by colleges and universities across the country. In a year that saw campus disruptions and protests at schools of all sizes and purposes, Oakland University fortunately did not experience a major incident.

Although it is risky to attempt to explain fully the absence of a serious student confrontation, there are several factors which contributed to the relatively peaceful conditions that existed on campus. First, and perhaps most important, Oakland as an institution traditionally has been concerned with the individual student. There are few faculty and staff members who are not interested in student concerns and willing to discuss them with students seeking information and answers.

Secondly, there is still a flexibility -- a willingness to change things -- that makes the institution more responsive to legitimate student requests and suggestions. The lack of tradition, the real interest in innovation, and the relative youthfulness -- both in age and outlook -- make this flexibility a characteristic of Oakland. The lines of communication were fairly open through the year, so that the students with immediate concerns were able to gain almost an immediate audience. And finally, the University involved students in the formulation of policy. These characteristics, which are likely to exist at the University for at least the immediate future, are obviously not a guarantee against future student disruption.

Considering racial conflicts on campuses as a separate type of disruption, the University was again more fortunate than many institutions. There were occasional problems and tensions between Black students and White students during the year, but not of major consequence. Without doubt, the University's positive programs to assist disadvantaged students was a factor in this relative calm, along with the tireless efforts of the staff persons directly involved. Further, there developed in the past year an increased sensitivity to Black students' problems and concerns on the part of most faculty and staff. It should be noted that in this time the University was making significant progress in increasing the number of Black students on campus.

Although adequate financing is undoubtedly a concern for nearly all institutions in higher education, the budgetary problems of Oakland University were heightened by the institution's dramatic growth pattern. An increase in appropriations for 1968-69 of \$661,600, or 15 percent over the previous fiscal period, fell far short of providing sufficient funds to accommodate an enrollment increase of more than 30 percent. Consequently, there were severe cutbacks in a number of phases of the University operation. Beyond the current financial difficulties, the level of appropriations poses a serious long-range problem for an institution which seems destined to enroll a rapidly growing proportion of the State of Michigan's college-bound students.

Administrative personnel changes during the year included the appointment of Karl D. Gregory, member of the Wayne State University economics faculty, as assistant to the chancellor for urban affairs. Also in the central administration, Troy F. Crowder, director of university relations, assumed the additional responsibility of assistant to the chancellor, and Lewis N. Pino relinquished his post as assistant to the chancellor to assume the newly created post of

dean of Summer School and director of research services. Provost Donald D. O'Dowd was named to the additional post of dean of graduate study, and William H. Jones, associate director of admissions, was appointed assistant dean of graduate study. Assistant provost Frederick W. Obear was promoted to vice provost, and Wilbur W. Kent to associate dean of the School of Performing Arts. Jerry W. Rose, assistant director of scholarships, was named associate director of admissions and scholarships; Charles W. Akers, chairman of the Department of History; David DiChiera, chairman of the Department of Music; Robert M. Williamson, acting chairman of the Department of Physics for the fall semester; Roger H. Marz, acting chairman of the Department of Political Science; and Carleton W. Smith, acting chairman of the Department of Sociology and Anthropology.

Financial highlights of the 1968-69 fiscal year, and comparisons with the previous year, are shown below. The complete financial report for Oakland University will be published separately later this year.

<u>Item</u>	<u>1968-69*</u>	<u>1967-68</u>
Operating Expenditures	\$12,672,000	\$11,167,000
State Appropriation	\$ 5,046,000	\$ 4,385,000
Student Fee Income	\$ 2,463,000	\$ 1,985,000
Enrollment	5,094	3,896
Total Payroll	\$ 7,624,000	\$ 6,437,000
Sponsored Research	\$ 900,000	\$ 569,000
Plant Valuation	\$38,975,000	\$35,445,000
Students in Residence Halls	1,581	1,322
Student Employment -- Number	807	685
Student Employment -- Amount	\$ 543,000	\$ 326,000

*Preliminary -- final audited figures not yet available

<u>Item</u>	<u>1968-69*</u>	<u>1967-68</u>
Student Loans -- Number	1,911	1,610
Student Loans -- Amount	\$ 425,000	\$ 457,000
Scholarship Awards -- Number	569	525
Scholarship Awards -- Amount	\$ 119,000	\$ 118,000

*Preliminary -- final audited figures not yet available

V. KRESGE LIBRARY

As the University grows, the use of public service facilities in the library and the demand for a larger and better book collection showed a predictable increase. In the face of sharp increases in enrollment and the initiation of new graduate programs, the library cannot meet all the legitimate demands for library materials and services with the current level of budgetary support.

While total library expenditures have increased in each of the past three years, the library expenditure per student has declined. To further intensify the problem, the decline in expenditure per student has come in a period of the University's history when new graduate programs have needed unusual library support.

Following a continuing trend, service to users shows a statistical increase in almost all areas of library service. Circulation of books increased by nearly 29 percent, from 98,243 to 107,035. Door count increased by 20.4 percent, from 262,865 to 316,518; Xerox copying increased by 10 percent, from 98,935 pages to 108,860 pages; and the use of performing arts facilities increased by nearly 25 percent.

Projections indicate that library holdings on June 30, 1969, will consist of 132,181 cataloged books and related library materials, and 50,536 units in microform.

The Matilda R. Wilson Memorial Collection of reference and bibliographic works continues to grow in size and excellence. Funded by a self-assessed fee by the University students, it is a credit to the University and to the students

who made it possible. Other gift funds have enabled the library to purchase several significant book collections. The Bass Collection is especially notable for first editions and collected works of standard English and American authors, for a number of autographed copies, and for many examples of extremely fine findings. The most important collection ever to come to Kresge Library was acquired this year. This notable acquisition is the Lincoln and Civil War Collection of William Springer, the well-known Michigan collector and newspaper publisher. The collection, developed over a period of 40 years, contains about 1,600 monograph volumes, 800 pamphlets, several signed Lincoln documents, and a variety of broadsides, periodicals, medals, and Lincoln mementoes.

VI. COMPUTING AND DATA PROCESSING CENTER

Installation of the 360/40 computing system in 1968-69 and operation start-up in the Dodge Hall of Engineering marked the culmination of a three-year program leading to the utilization of third-generation equipment. In 1966-67 it was recognized that new facilities had to be acquired to keep pace with the growing University needs for administrative data processing and educational computing service. In the following year an extended evaluation study of different computing machines had been organized and a contract entered into with the IBM Corporation for a modern third-generation 360/40.

Thus, this past year was one of site establishment, new facilities placement, staff training, program conversion, and organizational structuring. During the year the process of emplacement of the new facilities and bringing them up to operational status was carried out smoothly, as far as freedom from interruption of normal services is concerned.

During the past year the first loading assignments on the new system 360/40 was comprised of all student and faculty research runs, generally presented in FORTRAN language. This loading culminated in a complete dedication of the full capacity of the system for a 12- to 14-hour day for the last 2 months of the winter term and the first month of the spring term. Student and faculty computation runs in March, April, and May totaled 2203, 2971, and 2732, with typical runs requiring about 3 minutes operation time. At the same time the loan on the 1620 system, which has one-fifteenth the capacity of the 360/40, was above the single shift level. It is obvious from these figures that, under unsophisticated program management, the system 360/40 will be saturated during the coming year without

accommodating the major part of the administrative data processing conversion load. Therefore, the feature mode of multi-programming operations, which permits the most efficient utilization of the 360/40, must be attained in this period.

VII. CONTINUING EDUCATION

1968-69 marked the beginning of a new decade of community service for the Division of Continuing Education. The 7 courses presented to 413 adult graduates in 1958 have grown to more than 270 courses and 5,600 students this year. In the first 10 years, the Division's Course Department has presented 1,807 courses to 35,787 adults.

In the past year the Conference Department planned and conducted 45 conferences with an attendance of 5,640, bringing totals for the decade to 272 conferences and 40,400 conferees. Four of seven annual conferences this year broke previous registration records.

A. Adult Non-Credit Courses

The total student enrollment in 1968-69 reached 5,615, a slight decrease from last year's record setting 6,060 students.

Of the total enrollment, 2,156 students, or nearly 40 percent, registered in the 122 Business and Professional Development courses which were offered. Another 1,636, or nearly 30 percent, enrolled in 96 Liberal Arts courses. A total of 1,325 students participated in closed industrial programs, and the remaining 499 enrolled in Professional Education courses.

B. Conferences

The number of conferences conducted and/or serviced increased from 29 in 1967-68 to 45 this year, and 4 of the 7 annual conferences broke previous registration records.

The conferences were programmed for diverse interest groups and professions, such as parents and teachers of pre-school children, women in law enforcement, civil service executives, public and parochial school teachers, school superintendents, registered nurses, architects and designers, P.T.A. officials, air pollution engineers, teachers of Black history, etc.

C. Special Programs

The past year was the second in which the Division of Continuing Education offered postgraduate, professional, or special programs. The purpose of these programs has been to provide opportunity to members of recognized professional groups in the community to update or augment their education by learning of new developments related to their areas of professional service.

Among the programs offered were symposia in medical education on Endocrinology and clinical Genetics, three seminars related to medical technology, professional engineering programs, and a series of five two-day Engineering Dedication Year conferences.

Two closed management education programs for the General Motors Truck and Coach Division were conducted in the past year. In the first, Basic Management, some 117 students received diplomas at a spring ceremony. The second offering was in Advanced Management, which consists of six required courses plus two electives. At the request of this same company, a new program in secretarial development was designed and put into operation in the fall of 1968. A total of 176 women employed in stenographic, typing, and clerical positions participated in the program, designed to augment their knowledge and improve their capacities to handle greater responsibilities.

D. Continuum Center

Now in its fourth year, the Continuum Center is based on the experimental "Investigation Into Identity" theme. Supported by a second grant for \$200,000 from the Kellogg Foundation, the Continuum Center has served approximately 1,900 clients since its inception.

For the first time, the program was extended into five communities in the Detroit area, including the Pontiac-Rochester-Oakland Area, the Downriver-Dearborn Area, the Northwest-Farmington Area, the North Woodward-Birmingham Area, and the Northeast-Grosse Pointe Area.

New courses added to the curriculum this year included "Ghetto Life," "Women Alone," "Communicating Across the Generation Gap," "Continuing Conversations," and "People Alone." New opportunities in employment included an arts and crafts group which had outstanding success in presenting and selling their works. The Continuum Center is also projecting a Licensed Practical Nurse training program with a schedule based on the needs and situations of the women. Thirdly, qualified Continuum Center clients may train and work in the challenging field of computer programming.

E. Alumni Continuing Education Program

The Alumni Education Department of the University is operating under a Kellogg Foundation grant. Its purpose has been to identify and serve the developing educational needs of the post-college adult.

Initially defined as a clearing house for existing educational information, the Alumni Education Department has exceeded its original mandate by incorporation

into its array of services a computerized information system, known as Oakland University Knowledge Information Dissemination System (OUKIDS) and designed to service the total information needs of an alumni population.

During the past year the Department launched several experimental efforts in areas of information retrieval for various populations such as engineers, and adapted the system to the education needs of selected industrial corporations. In the year ahead proposals for extending the services of the system will be evaluated and appropriate changes will be made.

VIII. URBAN AFFAIRS

Early in 1968, Chancellor Varner and other staff members met with citizens of the Pontiac Black community to discuss ways in which the University might relate more meaningfully to the Pontiac community, and particularly to its least advantaged sector. This and other discussions led to the University's commitment to opening an Urban Extension Center in Pontiac to help meet some of the pressing needs of that community, thereby enabling the University to increase its involvement with the community problems in its own backyard.

With this commitment came the decision to establish a Center for Urban Affairs that would serve to point up ways to relate the resources of the University to a broad range of urban issues including poverty, metropolitan coordination, racism, education, and housing. During the year the Urban Affairs Center has served as a focal point for aiding in the inventorying, increasing, and directing faculty research, and other participating interests to urban problems.

To head up the Center, the University appointed Karl D. Gregory, a member of the Wayne State University economics faculty and a person with many urban involvements and a great deal of experience in administration, community organization, governmental relations, and other areas of urban affairs. A minimal level staff of four professional persons was employed to operate the Urban Affairs Center and the Pontiac Culture Center, with plans to increase the size of the staff in the coming year.

The Pontiac Urban Extension Program is carried out through the Pontiac Black Cultural Center, housed in what was a run-down building which the residents

associated with the worst of community symbols. The community urged the University to locate the Center there because it wanted to exploit the negative symbolism by showing that an institution with which the community can identify and in which it can have great pride, could be erected out of blighted circumstances. The structure was renovated with persons in the community performing much of the work and participating fully in the decisions. It is now a very attractive facility, with offices and a large meeting room.

Decisions concerning the Pontiac Black Cultural Center's programs are made by a group of citizens who have formed a non-profit corporation, "Friends of the Pontiac Black Cultural Center." Users of the facilities may join the organization at a nominal membership fee. The members in turn elect persons to serve on their Board of Directors.

A number of projects and programs were launched in 1968-69, including several designed to enhance the cultural awareness of the community. The program featured a number of prominent speakers; classes in Black History and various dance forms; and seminars on African rituals, customs, modes, and dress. A language class is being organized to teach Swahili. A dance club has promoted musical expression, and a drama club is planning its first production. One of the most successful projects in this area was the Center's first annual art exhibit, held in June. Hundreds of persons saw the exhibit that featured works by Black artists and by White artists.

Volunteer personnel conduct a pre-school program that was attended by approximately 20 youngsters. Its focus is on activities directed toward social, emotional, and motor development of the children in preparation for their formal schooling.

In the way of mobilizing power for social change, Center staff members have worked with groups and, at times, in organizing individuals around various projects. For example, it has worked with the Pontiac Black Caucus, the Black Coalition, and the Organization of Young Businessmen. The Center has close ties with the Civil Rights organizations, a number of clubs, and religious groups.

One of the Center's most popular programs is its Wednesday night Rap Sessions. In a town hall-like meeting, citizens stop by and "rap" on some topics of community concern. Out of these sessions often come suggestions for action or identification of pressure points upon which to build a beachhead for social change.

Increasingly as the word spreads that there is a Center with people in it who have helped others and will listen patiently to anyone with a problem, the Center becomes a referral agency and a community "ombudsman." Most of the calls are handled by referring the callers to agencies with the resources to deal with them.

Although the problem of sufficient financial support to carry out the many possible programs is a serious one, it has not diminished the fervor of the Center's Board to develop ideas for promoting the socio-economic and general welfare of the residents of their community. New programs being explored include a broad consumer education program, a job referral program, youth programs, and a High School Equivalency Program.

IX. RESEARCH

Research activities at the University, which continue to grow significantly each year, might best be described in three major areas. The first category, external funding, will review the annual grants and contracts which have come to the University. Other categories will be the Faculty Research Committee activities and the progress of the new Institute of Biological Sciences.

A. External Funding

Grant activity at the University continued at a rapid pace, with total funding exceeding the \$1,000,000 mark for the second consecutive year. A total of \$1,011,635 was received in this period in support of 33 projects, exclusive of support received for faculty fellowships, student aid funds, and construction funds. The decrease from last year's total \$1,547,798 can be attributed to the fact that in that period the University received two major developmental grants of \$570,000 and \$254,000. As shown in the comparison with the two previous years, this year's report shows increases in the funding for research and education proposals, in the number of proposals funded, and in the percentage of proposals funded:

COMPARISON OF PROPOSAL & GRANT ACTIVITY

<u>Year</u>	<u>Proposals Processed</u>	<u>Proposals Funded</u>	<u>Percentage Funded</u>	<u>Total Amount Granted</u>
<u>Research Proposals:</u>				
FY-67	17	11	64.6	\$ 218,945
FY-68	33	13	39.4	202,048
FY-69	26	18	69.2	490,804

<u>Year</u>	<u>Proposals Processed</u>	<u>Proposals Funded</u>	<u>Percentage Funded</u>	<u>Total Amount Granted</u>
<u>Educational Proposals:</u>				
FY-67	6	3	50.0	\$ 96,316
FY-68	20	7	35.0	392,130
FY-69	15	9	60.0	396,027
<u>Development Proposals:</u>				
FY-67	16	7	43.6	98,125
FY-68	15	8	52.4	953,620
FY-69	12	6	50.0	124,804
<u>All Proposals:</u>				
FY-67	39	21	53.8	413,386
FY-68	68	28	41.2	1,547,798
FY-69	53	33	62.3	1,011,635

B. Faculty Research Committee

The Faculty Research Committee had an active year, following an aggressive policy of awarding grants, effecting a number of procedural changes, and assisting in policy determination for research and research services on campus. For the first time, the Committee awarded research fellowships, which were extended to Donald Morse, assistant professor of English, and George Kozlowski, assistant professor of mathematics. Last fall the Committee issued a revised set of regulations governing the award and use of faculty research grants.

First steps were taken this year toward making the University Research Committee a policy body dealing with research and research services on the University campus. One of the first actions was endorsement by the Committee of a policy on inter-institutional transfer of research equipment purchased with grant and contract funds.

C. The Institute of Biological Sciences

The Institute of Biological Sciences was established on the University campus in July, 1968. Housed temporarily in the Science Building, the Institute occupied its permanent quarters on the fourth floor of the Dodge Hall of Engineering in early 1969.

The investigative program of the Institute will deal mainly with research in vision, and a broad multidisciplinary approach to the solution of problems in this area is planned. Plans are to acquire a senior staff of five or six investigators whose fields will encompass such subjects as biochemistry, biophysics and engineering, molecular biology, ophthalmic physiology and pharmacology.

Much time was spent during the year in preparing progress reports and outlining details of proposals for future research in order to secure approval of applications for continued support from government agencies. All applications for grants have been approved and funded. Gifts and grants for the period totaled nearly \$289,000.

Despite the problems of the Institute, the investigative program has moved ahead. With the aid of students on a part-time basis, considerable research on the physiology and biochemistry of the lens is in progress. The staff also produced a number of articles, papers, and lectures in this period.

X. THE PERFORMING ARTS

A. Meadow Brook Music Festival

In observance of its fifth anniversary, the Meadow Brook Music Festival mounted its most ambitious season in the summer of 1968. Again featuring the Detroit Symphony Orchestra, under the direction of Sixten Ehrling, the Festival included 34 major events. Fittingly, the season was dedicated to the late Matilda R. Wilson, who had served as honorary chairman of the Festival since its inception.

In addition to the distinguished performances by the Symphony, the year also brought the Festival's first venture into dance, with six performances by the 95-member American Ballet Theatre. The dance company came to Meadow Brook immediately following a three-week Festival in Lincoln Center with ballets newly mounted for that occasion.

Another highlight of the season were two rare performances with orchestra by the legendary cellist Gregor Piatigorsky, who appeared at the Meadow Brook Festival to mark the retirement of his longtime friend, Detroit Symphony concertmaster Mischa Mischakoff. Other distinguished soloists included sopranos Anno Moffo and Judith Raskin; guest conductor Andre Kostelanetz; pianists Vladimir Ashkenazy, Philippe Entremont, Eugene List, and Alexis Wissenberg; violinists Camilla Wicks and Edith Peinemann; and cellist Leonard Rose.

Chairmen for the 1968 Festival were Mr. and Mrs. Virgil E. Boyd, who headed up a vast number of volunteer workers who worked for the success of the season. The Festival, as in years past, received acclaim from critics across the country. Of one July concert, New York Times critic, Harold C. Schonberg,

said: "Meadow Brook is an intimate summer festival, though with the Detroit Symphony and its conductor, Sixten Ehrling, it has one of the bigger and better American orchestras . . . The audience heard a well-prepared program, expertly conducted and played . . . It is possible to state dogmatically that Meadow Brook has the finest acoustics of any outdoor installation in America at the present time."

B. The Meadow Brook Theatre

Gaining rapidly in both reputation and attendance, the John Fernald Company of the Meadow Brook Theatre enjoyed its most successful season in 1968-69. In its third year, the professional company, in residence at Oakland University, followed the pattern of its second season, scheduling seven productions over thirty-five weeks, opening on October 24, 1968, and closing on June 22, 1969. Each of the productions ran five weeks, and was staged in the Meadow Brook Theatre.

The Fernald Company opened its season with George Bernard Shaw's "The Apple Cart," followed by "The Magistrate" by Arthur Wing Pinero; "The Second Coming of Bert" by Ronald Chudley; "Long Day's Journey Into Night" by Eugene O'Neill; "Amphitryon 38" by Jean Giradoux; "Troilus and Cressida" by William Shakespeare; and "St. Joan" by George Bernard Shaw. The performance of "Amphitryon 38" and "The Magistrate" were directed by Douglas Seale, who enjoys the distinction of being the only man who has directed all three of the world's Stratfords. "The Apple Cart" was directed by Richard Curnock, a veteran of the London stage, "Long Day's Journey Into Night" was directed by Norwegian-American director Johan Fillinger, and the other three by John Fernald, artistic director of the John Fernald Company.

Again the Meadow Brook Theatre featured a world premiere -- this year in the performance of "The Second Coming of Bert," a tragic-comedy. Author-actor Ronald Chudley appeared in the title role of his own play. Another special feature of the season was a special children's holiday plan, "Imperial Nightingale," presented by the Studio Company of the Academy of Dramatic Art.

General chairmen for the 1968-69 season were Mr. and Mrs. William Mitchell, who headed up the volunteer efforts of more than 500 persons in aiding the season's subscription campaign.

XI. COMMUNITY SUPPORT

Oakland University's impressive development in a decade of history would not have been possible without the generous support from individuals and groups in the community, from industry, and from foundations. All have expressed their belief and confidence in the institution and its programs with thousands of hours of volunteer help, invaluable counsel, and dedicated leadership and promotion of special programs, and substantial gifts for scholarships, capital projects, books for Kresge Library, the Meadow Brook Music Festival, Meadow Brook Theatre, loan funds, and other projects.

In the 1968-69 year the University again received substantial contributions from these sources. Major gifts included \$210,000 from the Matilda R. Wilson Fund, toward a pledge of \$750,000 to establish the University's first professorship -- an endowed chair in engineering.

Examples of individual gifts included a contribution of \$17,871 for the Kresge Library, \$29,631 for a special project, \$8,962 as an unrestricted gift, and a contribution of \$82,375 for the Kresge Library and a memorial scholarship fund.

The National Foundation on the Arts and Humanities granted \$22,750 in support of an audience development program for the Theatre and Festival, and the Kresge Foundation made a gift of \$100,000 toward a pledge of \$500,000 for additions to the Howard C. Baldwin Memorial Pavilion. Individuals, corporations, and foundations contributed some \$121,626 for the Meadow Brook Music Festival and more than \$80,000 for the Meadow Brook Theatre, an increase over the previous year for both programs.

As in the past, the Oakland University Foundation was responsible for much of the voluntary support that came to the University. Made up of a group of leading citizens of the community, the Foundation has as its purpose the advancement of the University. More than 60 individuals are currently members of the Chancellor's Club, organized under the Foundation, and composed of individuals who contribute \$1,000 or more annually, or provide \$15,000 or more by means of a bequest, life gift, or other deferred giving instrument.

XII. PHYSICAL PLANT

The construction activity on the University campus, along with the project planning underway, reflect clearly the demands for additional space as the University continues to experience major annual enrollment increases. In the fiscal period three buildings, a large playfield area, and additional parking spaces were completed; one new building and a major addition to an existing building were started; and planning advanced on an internal road system and two more buildings.

The Dodge Hall of Engineering was completed in the fall of 1968. The four-story structure adds 148,259 square feet to the classroom, laboratory, and existing office space, and houses the School of Engineering, the Department of Biology, the Institute of Biological Sciences, and the School of Education. Funds were provided from three sources: (1) State of Michigan \$3,620,000, (2) Higher Education Facilities Act Title I, \$1,000,000, and (3) National Institute of Health, \$380,000. Architects were O'Dell, Hewlett and Luckenbach, Inc.

Hamlin Hall, the University's seventh dormitory, also was completed in the fall. The nine-story, twin tower dormitory of approximately 143,000 square feet includes residences for 676 students, two supervisory apartments, four seminar rooms, and several lounges and assembly areas. The Hall was constructed at a cost of \$3,720,000, and is a self-liquidating project supported by student fees. Architects were Louis G. Redstone Architects, Inc.

The Graham Health Center, completed in December, was partially occupied at the beginning of the winter semester. This facility of 13,161 square feet, constructed as a health service unit rather than as a hospital, does have private,

semi-private, and ward rooms, providing 22 beds. In addition, it has six examination rooms, offices, and an apartment. The Center is a self-liquidating project costing \$680,000 and is supported from student fees. Architects were Denyes and Freeman Associates, Inc.

During the summer of 1968 approximately 27 acres were added to the playfields east of the Sports and Recreation Building. These new fields include a baseball diamond, eight new tennis courts, a track, and several soccer fields. The cost of the project was \$250,000, financed from student fees. Engineering consultants were Giffels-Webster Engineers, Inc.

Additional parking spaces were constructed south of the Library, bringing the total spaces in that lot to 248. The project cost \$41,107 and is funded from the parking fee and fine system.

Of the new projects started, the first was Classroom-Office Building #1, which will provide new lecture halls and classrooms, a fine arts library, a 480-seat recital hall, 84 individual study and practice rooms, and a series of offices. The 120,000 square-foot building was financed by \$3,725,000 from the State of Michigan and \$1,000,000 from the Higher Education Facilities Act Title I. It is scheduled to be completed in the spring of 1970 and occupied during the summer. Architects are O'Dell, Hewlett and Luckenbach, Inc.

The third phase of the Oakland Center development, including a 44,000 square-foot addition and some remodeling, was started in January and is scheduled for completion in December. The addition will provide a new cafeteria space, an enlarged bookstore, a new student grill, a rathskeller, new lounge space, new music listening room, new student offices, and a games area. The budget for this

self-liquidating project is \$2,400,000, which is financed from student fees. Architects are Swanson Associates.

Among the projects in the planning stage, specifications are being prepared by Johnson and Anderson, Inc. to expand the internal road system and provide two new entrances to the University. This project of \$300,000 is Phase I of a total \$1,150,000 package to be developed over a period of several years. Funds for Phase I were provided by the State of Michigan. The schedule calls for all work except paving to be completed this year, with paving set for next spring.

Location of the Central Heating Plant and Distribution Systems was approved in April, and Commonwealth Associates, Inc. are now developing the working drawings and specifications. Bids are now expected to be received during the fall of 1969, with a final completion date sometime in early 1971. For this construction, the Michigan legislature approved a budget of \$4,500,000.

The program for the Public Safety and Services Building was submitted to the Budget Office in April for their approval. The State Building Division supported the Board of Trustees' appointment of Denyes and Freeman Associates, Inc. as architects for the building. To date \$10,000 in planning funds has been provided, but discussions with the architects must be delayed until the program has been approved.

During the year the Grounds and Landscaping Department has continued to change the appearance of the campus with new plantings and excellent maintenance. Work performed by this Department includes repairs to roads and walkways, tree maintenance, lawn maintenance, new plantings and snow and ice control.

The nursery started two years ago continues to expand through purchases and plants taken from the University's wood lots. Effort was made to continue the planting of larger trees to give the campus a more mature look. This year 14 Colorado Blue Spruce, 12 to 20 feet tall; 10 four-inch red oaks; 25 four-inch red maples; and other large specimens were planted on campus.

XIII. FUTURE NEEDS AND DEVELOPMENT

Last year's annual report noted that a prime need in years ahead is a state-wide 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. At the close of this, its tenth year, that need becomes more and more evident.

In its first decade, the University has not only developed rapidly to University status, but it has established and maintained a quality of instruction that makes it undoubtedly one of the state's strongest institutions of higher education. Although quality is difficult to illustrate graphically or prove statistically, there is more than self-judgment to indicate that the Oakland program is indeed of high quality. As David Riesman, Henry Ford II Professor of Social Science at Harvard University, notes in a forthcoming book:

"What amazes about Oakland is that in never meeting academic conventionality in direct confrontation, it has nevertheless managed to produce an undergraduate program of unusual quality, vitality, and apparent durability. In every field with which we are familiar, Oakland has a superior faculty -- a faculty better than that of many more famous institutions."

A report by the North Central Accrediting Association team, written two years ago, stated:

"This is a very new institution -- its first students were admitted in 1959 -- and its development up to the present has been spectacular in almost every respect . . . Plans are now being worked on which conceive enrollments beyond ten thousand within a five- to seven-year future. Thus, Oakland finds itself under great pressure -- both internal and external -- to become a major institution within a very short space of time. The fact that it is responding to this challenge with enthusiasm, with vigor, and with confidence is, in itself, remarkable and to some observers even staggering."

Last year, in his report to the North Central Association, the consultant on the development of graduate study at Oakland University said:

"In view of the preliminary nature of my visit, I will not attempt to enumerate specific recommendations beyond those indicated in the text. It is evident that good progress has been made at the institution since January, 1967. The total impression on a new visitor is of considerable forward thrust in many and exciting ways."

Further evidence of the quality of the institution is seen in its fine young faculty and in the performance of its graduates in the pursuit of advanced degrees and in their chosen professions.

In its first 10 years, the University also has attracted considerable attention for its innovation in educational practices -- departures which will enter into and enrich the academic practices of many other colleges and universities. Oakland has assumed the role of an educational development center from which other institutions can learn of the feasibility of new teaching possibilities.

But these characteristics carry little weight in budgetary procedures that rely on formulae based upon credit hours produced, prescribed student-faculty ratios, and levels of instruction. For Oakland University to continue in the pattern of excellence, there must be recognition by the legislature that its program is indeed distinctive.

A failure to recognize the distinctive characteristics of Oakland would in effect be a decision that Michigan should not have an institution like Oakland. After a decade, this would be a costly decision in terms of the substantial investment in people, buildings, and programs which have accounted for such dramatic progress in this brief period.

APPENDIX A *

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences offers instruction leading to the degree of Bachelor of Arts and to the degrees of Master of Arts and Master of Science. Jointly with the School of Education it offers instruction leading to the degree of Master of Arts in Teaching.

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REUBEN TORCH	Associate Dean of the College
FRED W. SMITH	Associate Dean for Student Affairs Dean of Freshmen Chief Academic Adviser

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*Faculty listing as of the printing of the 1969-70 catalog

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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
<u>FIFTEEN-WEEK SEMESTERS</u>				
Fall 1961	1069			
Winter 1962		1023		
Spring 1962			497	
Fall 1962	1259			
Winter 1963		1134		
Spring 1963			643	
Fall 1963	1498			
Winter 1964		1279		
Spring 1964			706	
Fall 1964	1812			
Winter 1965		1681		
Spring 1965			822	
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	
Summer 1968				544
Fall 1968	5094			
Winter 1969		4633		
Spring 1969			1662	

TABLE II

TOTAL ANNUAL ENROLLMENT 1959 - 1969
(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
*** 1968-69	2596	3363	5959

* 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 1968				WINTER 1969				SPRING 1969			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
BUSSINESS ADMINISTRATION	200	125	88	53	22	59	86	61	44	4	18	23	18
ENGINEERING	400	137	58	52	17	93	63	52	47	6	13	19	22
SCH. OF PERFORMING ARTS	300	14	1	9	2	16	12	1	1	20	16	-	-
Liberal Arts	600	347	37	12	4	215	15	7	-	13	23	1	-
Art	611	55	30	12	11	36	37	25	16	1	9	10	4
Classical Languages	612	3	1	2	1	1	2	1	2	-	-	1	2
English	613	86	67	46	24	48	65	54	29	5	13	29	14
History	614	50	17	22	14	24	31	32	21	-	17	11	12
Modern Languages	615	53	31	19	7	39	26	23	23	3	5	9	4
Music	616	9	8	3	4	6	6	5	3	-	2	2	2
Philosophy	617	21	13	8	3	15	13	15	3	1	6	3	5
Biology	642	90	54	35	21	58	57	46	35	-	21	27	19
Chemistry	641	43	20	14	9	26	24	18	15	1	10	10	10
Mathematics	643	75	21	24	15	46	26	20	25	1	6	7	6
Physics	644	22	9	7	9	10	14	12	12	-	5	7	8
Economics	671	10	9	17	11	6	8	12	21	-	3	4	6
Political Science	672	87	50	57	22	47	58	51	50	1	14	19	28
Psychology	673	122	78	68	29	58	96	94	57	5	27	39	26
Sociology	674	58	48	31	12	29	49	37	21	8	11	21	8
ARTS & SCIENCES SUB TOTAL		1131	493	377	196	664	527	452	333	39	172	200	154

TABLE III
(cont.)

CURRICULUM	CODE	FALL 1968				WINTER 1969				SPRING 1969			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
EDUCATION SECONDARY													
Biology	842	8	12	10	2	4	5	13	4	-	2	5	2
Chemistry	841	5	1	1	1	2	2	-	1	-	-	-	-
English	813	110	74	69	36	64	48	85	57	6	11	36	47
History	814	76	44	43	29	47	41	51	45	-	15	27	25
Latin	812	4	-	1	3	1	1	1	3	-	-	-	1
Mathematics	843	60	16	15	10	39	23	12	15	1	4	5	2
Modern Languages	815	58	26	17	16	41	28	24	24	2	6	11	8
Music	816	32	17	12	10	21	13	13	17	3	8	5	9
Physics	844	-	2	1	1	-	1	-	1	-	-	-	-
Social Studies	870	37	34	27	23	28	45	36	39	1	19	37	33
SUB TOTAL		390	226	196	131	247	207	235	206	13	65	126	127
EDUCATION ELEMENTARY													
General	900	1	14	14	19	-	4	7	7	-	1	2	1
History Social Science	970	92	62	47	26	42	76	76	40	4	35	51	41
Language Arts	910	59	48	56	32	76	46	70	36	3	27	42	32
Modern Language Conc.	915	25	16	4	7	12	11	11	6	-	2	3	3
Science & Math. Conc.	940	24	11	4	15	12	14	12	8	2	7	5	9
SUB TOTAL		201	151	125	99	142	151	176	97	9	72	103	86
EDUCATION TOTAL		591	377	321	230	389	358	411	303	22	137	229	213
GRAND TOTAL		1998	1017	812	467	1221	1046	977	728	91	356	471	407

TABLE IV

DISTRIBUTION OF UNDERGRADUATE STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUM

Legend: M = Men
W = Women
T = Total

CURRICULUM	CODE	FALL 1968			WINTER 1969			SPRING 1969		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
BUSINESS ADMINISTRATION	200	261	27	288	229	21	250	54	9	63
ENGINEERING	400	261	5	266 b	256	3	259 d	61	2	63 c
SCH. OF PERFORMING ARTS	300	24	16	40 h	26	18	44 e	29	19	48 g
Liberal Arts	600	152	251	403 c	91	150	241 d	18	19	37
Art	611	26	82	108	26	89	115 a	2	22	24
Classical Languages	612	1	6	7	1	5	6	1	2	3
English	613	91	133	224 a	81	118	199 h	24	38	62 a
History	614	61	43	104 a	57	51	108	22	18	40
Modern Languages	615	25	86	111 a	27	84	111	7	15	22 a
Music	616	17	7	24	12	8	20	4	2	6
Philosophy	617	26	19	45	27	19	46	10	5	15
Biology	642	145	57	202 b	147	50	197 a	47	20	67
Chemistry	641	64	22	86	65	18	83	22	9	31
Mathmematics	643	84	52	136 a	78	40	118 a	14	7	21 a
Physics	644	44	3	47	46	3	49 a	19	1	20
Economics	671	42	5	47	42	5	47	11	2	13
Political Science	672	177	39	216	162	44	206	53	10	63 a
Psychology	673	153	147	300 c	172	136	308 h	49	50	99 b
Sociology	674	58	92	150 a	61	75	136	17	31	48
ARTS & SCIENCES SUB TOTAL		1166	1044	2210	1095	895	1990	320	251	571

TABLE IV
(Cont.)

CURRICULUM	CODE	FALL 1968			WINTER 1969			SPRING 1969		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
EDUCATION SECONDARY										
Biology	842	18	17	35 c	20	10	30 d	9	2	11 g
Chemistry	841	5	3	8	2	3	5	-	-	-
English	813	72	222	294 e	62	195	257 c	19	83	102 g
History	814	102	92	194 b	97	88	185 a	32	35	67
Latin	812	2	6	8	2	4	6	1	-	1
Mathematics	843	41	60	101	34	55	89	6	6	12
Modern Languages	815	22	99	121 d	25	93	118 a	5	23	28 a
Music	816	14	57	71	12	52	64	5	20	25
Physics	844	4	-	4	3	-	3 a	-	-	-
Social Studies	870	53	69	122 a	68	82	150 b	40	51	91 a
SUB TOTAL		333	625	958	325	582	907	117	220	337
EDUCATION ELEMENTARY										
General	900	2	46	48	-	18	18	-	5	5 a
History Social Science	970	16	212	228 a	19	218	237 c	9	123	132 a
Language Arts	910	13	186	199 d	13	217	230 b	8	104	112 f
Modern Language Conc.	915	3	49	52	2	38	40	-	8	8
Science & Math. Conc.	940	2	53	55 a	1	46	47 a	1	23	24 a
SUB TOTAL		36	546	582	35	537	572	18	263	281
EDUCATION TOTAL		369	1171	1540	360	1119	1479	135	483	618
GRAND TOTAL		2081	2263	4344	1966	2056	4022	599	764	1363
Post Degree Totals		19	31	50	25	25	50	22	16	38

Post Degree Students included in above totals:

- a - Includes 1 post degree student
- b - Includes 2 post degree students
- c - Includes 3 post degree students
- d - Includes 4 post degree students
- e - Includes 5 post degree students
- f - Includes 8 post degree students
- g - Includes 12 post degree students
- h - Includes 14 post degree students

TABLE V

DISTRIBUTION OF GRADUATE STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUM

Legend: M = Men
W = Women
T = Total

CURRICULUM	CODE	FALL 1968			WINTER 1969			SPRING 1969		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Master of Arts										
English	513	9	8	17	11	4	15	6	7	13
Mathematics	543	7	2	9	8	4	12	2	2	4
Psychology	573	12	16	28	11	14	25	2	4	6
SUB TOTAL		28	26	54	30	22	52	10	13	23
Master of Science										
Chemistry	541	2	3	5	1	2	3	1	1	2
Engineering	450	29	-	29	18	-	18	3	-	3
SUB TOTAL		31	3	34	19	2	21	4	1	5
Master of Arts in Teaching										
Elementary Education	990	159	329	488	143	304	447	80	149	229
English	713	5	8	13	7	5	12	1	2	3
Mathematics	743	5	3	8	3	-	3	1	-	1
Reading	995	41	112	153	9	67	76	3	35	38
SUB TOTAL		210	452	662	162	376	538	85	186	271
GRAND TOTAL		269	481	750	211	400	611	99	200	299

Legend: M = Men
W = Women
T = Total

[illegible]

TABLE VI
(cont.)

MICHIGAN COUNTIES	CODE	FALL 1968			WINTER 1969			SPRING 1969		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Lake	043	-	-	-	-	-	-	-	-	-
Lapeer	044	19	20	39	15	20	35	3	9	12
Leelanau	045	-	-	-	-	-	-	-	-	-
Lenawee	046	6	5	11	5	5	10	-	1	1
Livingston	047	6	2	8	6	2	8	-	1	1
Luce	048	-	-	-	1	-	1	-	-	-
Mackinac	049	1	2	3	-	2	2	-	-	-
Macomb	050	333	411	744	320	390	710	83	127	210
Manistee	051	2	1	3	2	2	4	1	-	1
Marquette	052	1	2	3	1	1	2	-	-	-
Mason	053	-	2	2	-	1	1	-	-	-
Mecosta	054	1	3	4	2	4	6	1	1	2
Memominee	055	1	-	1	1	-	1	-	-	-
Midland	056	7	10	17	6	9	15	1	2	3
Missaukee	057	-	-	-	-	-	-	-	-	-
Monroe	058	9	2	11	8	3	11	1	2	3
Montcalm	059	-	-	-	-	-	-	-	-	-
Montmorency	060	-	2	2	-	2	2	-	1	1
Muskegon	061	10	8	18	9	8	17	5	4	9
Newaygo	062	-	-	-	-	-	-	-	-	-
Oakland	063	1141	1521	2662	1072	1340	2412	370	581	951
Oceana	064	-	-	-	-	-	-	-	-	-
Ogemaw	065	1	-	1	1	-	1	-	-	-
Ontonagon	066	-	-	-	-	-	-	-	-	-
Osceola	067	1	2	3	1	2	3	-	1	1
Oscoda	068	-	1	1	-	1	1	-	1	1
Otsego	069	-	-	-	-	-	-	-	-	-
Ottawa	070	2	3	5	2	3	5	-	2	2
Presque Isle	071	-	1	1	-	1	1	-	-	-
Roscommon	072	2	-	2	2	-	2	-	-	-
Saginaw	073	15	13	28	13	14	27	3	6	9
St. Clair	074	31	27	58	30	26	56	7	6	13
St. Joseph	075	2	2	4	-	1	1	-	1	1
Sanilac	076	3	10	13	4	8	12	2	5	7
Schoolcraft	077	-	-	-	-	-	-	-	-	-
Shiawassee	078	3	3	6	3	3	6	2	-	2
Tuscola	079	10	4	14	9	4	13	4	-	4
Van Buren	080	3	3	6	3	3	6	-	1	1
Washtenaw	081	9	15	24	10	15	25	3	3	6
Wayne	082	465	388	853	403	358	761	146	139	285
Wexford	083	-	2	2	-	2	2	-	-	-
TOTAL		2215	2601	4816	2051	2333	4384	654	920	1574

TABLE VI
(cont.)

STATES OTHER THAN MICHIGAN	CODE	FALL 1968			WINTER 1969			SPRING 1969		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Alabama	101	-	-	-	-	-	-	-	-	-
Arizona	102	-	-	-	-	-	-	-	-	-
Arkansas	103	1	-	1	1	-	1	1	-	1
California	104	6	2	8	6	2	8	3	1	4
Colorado	105	-	-	-	-	-	-	-	-	-
Connecticut	106	1	2	3	2	1	3	-	-	-
Delaware	107	1	-	1	-	-	-	-	-	-
Dist. of Columbia	108	-	4	4	-	4	4	-	1	1
Florida	109	4	2	6	5	2	7	1	-	1
Georgia	110	-	-	-	-	-	-	-	-	-
Idaho	111	-	-	-	-	-	-	-	-	-
Illinois	112	10	7	17	9	8	17	2	1	3
Indiana	113	6	6	12	6	4	10	1	1	2
Iowa	114	1	1	2	1	1	2	-	-	-
Kansas	115	-	-	-	-	-	-	-	-	-
Kentucky	116	1	-	1	1	-	1	-	1	1
Louisiana	117	-	1	1	-	1	1	-	-	-
Maine	118	-	-	-	-	-	-	-	-	-
Maryland	119	3	7	10	2	5	7	-	2	2
Massachusetts	120	7	5	12	7	5	12	5	1	6
Minnesota	122	1	2	3	1	-	1	1	-	1
Mississippi	123	-	-	-	-	-	-	-	-	-
Missouri	124	3	1	4	2	1	3	-	-	-
Montana	125	-	1	1	-	-	-	-	-	-
Nebraska	126	-	1	1	1	1	2	1	-	1
Nevada	127	-	-	-	-	-	-	-	-	-
New Hampshire	128	2	2	4	2	1	3	-	1	1
New Jersey	129	23	25	48	23	22	45	3	8	11
New Mexico	130	-	1	1	-	1	1	-	1	1
New York	131	22	32	54	21	28	49	5	9	14
North Carolina	132	-	1	1	1	1	2	1	-	1
North Dakota	133	-	-	-	-	-	-	-	1	1
Ohio	134	10	6	16	5	4	9	2	2	4
Oklahoma	135	-	-	-	-	-	-	-	-	-
Oregon	136	-	1	1	-	1	1	-	-	-
Pennsylvania	137	1	9	10	1	8	9	-	5	5
Rhode Island	138	2	-	2	2	-	2	2	-	2
South Carolina	139	-	-	-	-	-	-	-	-	-
South Dakota	140	1	-	1	1	-	1	1	-	1
Tennessee	141	-	-	-	-	-	-	-	-	-
Texas	142	2	2	4	2	2	4	2	2	4
Utah	143	-	-	-	-	-	-	-	-	-
Vermont	144	-	-	-	-	1	1	-	1	1
Virginia	145	5	11	16	5	10	15	1	2	3
Washington	146	2	-	2	2	-	2	2	-	2
West Virginia	147	-	1	1	-	1	1	-	-	-
Wisconsin	148	2	-	2	2	1	3	1	1	2
Wyoming	149	1	-	1	1	-	1	1	-	1
Alaska	150	-	-	-	-	-	-	-	-	-
Hawaii	151	-	3	3	-	3	3	-	1	1
TOTAL		118	136	254	112	119	231	36	42	78

TABLE VI
(cont.)

FOREIGN COUNTRIES	CODE	FALL 1968			WINTER 1969			SPRING 1969		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
British Honduras	216	-	-	-	-	1	1	-	-	-
Canada	236	5	2	7	4	-	4	2	-	2
China	239	-	1	1	-	1	1	-	1	1
Colombia	238	5	1	6	4	-	4	2	-	2
El Salvador	263	1	-	1	1	-	1	-	-	-
England	265	1	-	1	-	-	-	-	-	-
France	283	1	-	1	-	-	-	-	-	-
Germany	290	1	1	2	1	1	2	-	1	1
Greece	304	1	-	1	1	-	1	-	-	-
Hong Kong	315	1	-	1	1	-	1	1	-	1
Iran	343	-	-	-	1	-	1	-	-	-
Kuwait	369	-	-	-	1	-	1	2	-	2
Morocco	383	-	1	1	-	-	-	-	-	-
Mexico	386	-	1	1	-	-	-	-	-	-
Virgin Islands	475	1	-	1	1	-	1	1	-	1
TOTAL		17	7	24	14	4	18	8	2	10

SUMMARY

STATES AND COUNTRIES	FALL 1968			WINTER 1969			SPRING 1969		
	M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Michigan	2215	2601	4816	2051	2333	4384	654	920	1574
States other than Mich.	118	136	254	112	119	231	36	42	78
Foreign Countries	17	7	24	14	4	18	8	2	10
GRAND TOTAL	2350	2744	5094	2177	2456	4633	698	964	1662

TABLE VII

DISTRIBUTION OF NEW UNDERGRADUATE STUDENTS
BY CURRICULUMLegend: F = First-Time
Tr = Transfer
Tot = Total

CURRICULUM	CODE	FALL 1968			WINTER 1969			SPRING 1969		
		F.	TR.	TOT.	F.	TR.	TOT.	F.	TR.	TOT.
BUSINESS ADMINISTRATION	200	59	43	102	1	5	6	-	2	2
ENGINEERING	400	83	20	103	-	3	3	-	5	5
SCH. OF PERFORMING ARTS	300	1	10	11	-	9	9	2	7	9
Liberal Arts	600	299	58	357	3	6	9	-	6	6
Art	611	32	14	46	-	7	7	-	2	2
Classical Languages	612	1	1	2	-	-	-	-	-	-
English	613	30	19	49	1	4	5	-	9	9
History	614	21	9	30	-	3	3	-	4	4
Modern Languages	615	30	11	41	-	1	1	-	2	2
Music	616	4	5	9	-	2	2	-	-	-
Philosophy	617	11	6	17	-	1	1	-	2	2
Biology	642	42	15	57	1	2	3	-	2	2
Chemistry	641	23	7	30	-	1	1	-	1	1
Mathematics	643	45	5	50	-	1	1	-	-	-
Physics	644	7	3	10	1	-	1	-	-	-
Economics	671	2	6	8	1	1	2	-	1	1
Political Science	672	40	11	51	-	2	2	-	2	2
Psychology	673	50	28	78	-	7	7	-	8	8
Sociology	674	29	20	49	1	5	6	-	6	6
ARTS & SCIENCES SUB TOTAL		666	218	884	8	43	51	-	45	45

TABLE VII
(Cont.)

CURRICULUM	CODE	FALL 1968			WINTER 1969			SPRING 1969		
		F.	TR.	TOT.	F.	TR.	TOT.	F.	TR.	TOT.
EDUCATION SECONDARY										
Biology	842	5	10	15	1	2	3	-	1	1
Chemistry	841	4	1	5	-	-	-	-	-	-
English	813	69	42	111	1	11	12	-	3	3
History	814	48	17	65	-	2	2	-	3	3
Latin	812	2	1	3	-	-	-	-	-	-
Mathematics	843	42	3	45	-	5	5	-	-	-
Modern Languages	815	35	14	49	1	4	5	-	2	2
Music	816	18	7	25	-	1	1	-	3	3
Physics	844	-	2	2	-	1	1	-	-	-
Social Studies	870	17	25	42	-	11	11	-	13	13
SUB TOTAL		240	122	362	3	37	40	-	25	25
EDUCATION ELEMENTARY										
General	900	-	-	-	-	-	-	-	-	-
History Social Science	970	32	42	74	-	18	18	-	15	15
Language Arts	910	38	28	66	-	9	9	-	8	8
Modern Language Conc.	915	15	3	18	-	1	1	-	-	-
Science & Math. Conc.	940	14	4	18	-	-	-	-	2	2
SUB TOTAL		99	77	176	-	28	28	-	25	25
EDUCATION TOTAL		339	199	538	3	65	68	-	50	50
GRAND TOTAL		1148	490	1638	12	125	137	-	109	109

TABLE VIII
DEGREES CONFERRED

BACHELOR OF ARTS	1963 1968	1968 - 1969			TOTAL to DATE
		MEN	WOMEN	TOTAL	
Business Administration	98	35	1	36	134
Liberal Arts					
Art	46	-	7	7	53
Classical Language	2	-	1	1	3
English	88	19	21	40	128
History	61	15	9	24	85
Modern Language	54	-	-	-	54
Chinese Lang. & Civiliz.	-	5	-	5	5
French	-	3	7	10	10
German	-	-	2	2	2
Russian	-	1	1	2	2
Spanish	-	4	5	9	9
Philosophy	21	3	2	5	26
Music	3	-	-	-	3
Biology	13	9	5	14	27
Chemistry	45	9	3	12	57
Mathematics	30	15	4	19	49
Physics	32	8	-	8	40
Economics	35	11	2	13	48
Political Science	63	26	4	30	93
Psychology	103	22	18	40	143
Sociology-Anthropology	31	4	9	13	44
Education - Secondary					
Biology	1	1	3	4	5
Chemistry	5	2	1	3	8
English	137	10	32	42	179
French	-	-	4	4	4
German	-	2	4	6	6
History	84	12	14	26	110
Latin	3	1	3	4	7
Mathematics	32	6	6	12	44
Modern Language	66	-	-	-	66
Music	18	1	5	6	24
Physics	4	2	-	2	6
Russian	-	-	1	1	1
Social Studies	49	15	12	27	76
Spanish	-	-	5	5	5
Education - Elementary					
General	169	-	-	-	169
History/Social Science Conc.	131	8	57	65	196
Language Arts Conc.	7	1	16	17	24
Foreign Language Conc.	14	-	5	5	19
Science/Mathematics Conc.	15	1	13	14	29
Total Bachelor of Arts	1460	251	282	533	1993
BACHELOR OF SCIENCE					
Engineering	81	35	1	36	117
Total Bachelor of Science	81	35	1	36	117

TABLE VIII
(Cont.)

MASTER OF ARTS	1963	1968 - 1969			TOTAL to DATE
	1968	MEN	WOMEN	TOTAL	
English	6	5	3	8	14
Mathematics	6	6	-	-	6
Psychology	1	2	-	2	3
Total Master of Arts	13	13	3	16	29
MASTER OF ARTS IN TEACHING					
Elementary	15	2	6	8	23
English	-	1	3	4	4
Mathematics	1	3	-	3	4
Reading	-	2	8	10	10
Total Master of Arts in Teaching	16	8	17	25	41
MASTER OF SCIENCE					
Chemistry	3	-	1	1	4
Engineering	-	3	-	-	3
Total Master of Science	3	3	1	4	7
Total Undergraduate Degrees	1541	286	283	569	2110
Total Master's Degrees	32	24	21	45	77

TABLE IX
FINAL CUMULATIVE GRADE POINT AVERAGE
BY GRADUATION GROUP FOR BACHELOR'S DEGREES

DATE OF GRADUATION	APRIL 1966	AUGUST 1966	DECEMBER 1966	APRIL 1967	AUGUST 1967	DECEMBER 1967	APRIL 1968	AUGUST 1968	DECEMBER 1968	APRIL 1969
TOTAL DEGREES GRANTED	143	89	57	180	92	94	228	124	102	343
90 Percentile	3.43	3.52	3.59	3.63	3.52	3.53	3.49	3.56	3.51	3.56
80 Percentile	3.30	3.37	3.34	3.32	3.37	3.34	3.29	3.39	3.26	3.38
TOP QUARTER	3.21	3.30	3.18	3.23	3.28	3.28	3.22	3.29	3.21	3.28
70 Percentile	3.10	3.11	3.11	3.13	3.15	3.25	3.16	3.18	3.15	3.20
60 Percentile	3.01	2.98	2.98	3.01	3.00	3.05	3.08	3.03	2.99	3.04
TOP HALF	2.86	2.79	2.90	2.87	2.83	2.95	2.93	2.91	2.81	2.95
40 Percentile	2.75	2.68	2.68	2.78	2.70	2.73	2.82	2.75	2.71	2.84
30 Percentile	2.62	2.55	2.60	2.69	2.66	2.58	2.73	2.62	2.58	2.71
TOP THREE QUARTERS	2.56	2.45	2.50	2.63	2.55	2.45	2.63	2.55	2.53	2.63
20 Percentile	2.51	2.42	2.29	2.54	2.52	2.42	2.55	2.52	2.46	2.56
10 Percentile	2.30	2.33	2.23	2.38	2.41	2.29	2.39	2.38	2.34	2.43

TABLE X

DISTRIBUTION OF STUDENTS CERTIFIED FOR TEACHING BY
MAJOR FIELD

TYPE OF PROVISIONAL CERTIFICATE	1963 - 1968	1968 - 1969			TOTAL to DATE
		MEN	WOMEN	TOTAL	
EDUCATION - SECONDARY					
Biology	3	2	3	5	8
Chemistry	7	2	1	3	10
English	144	10	39	49	193
French	28	-	4	4	32
German	15	2	4	6	21
History	89	13	13	26	115
Latin	6	1	4	5	11
Mathematics	33	6	7	13	46
Music	19	1	3	4	23
Physics	5	2	-	2	7
Russian	10	-	-	-	10
Science	1	-	-	-	1
Social Studies	51	13	17	30	81
Spanish	17	-	7	7	24
SUB TOTAL	428	52	102	154	582
EDUCATION - ELEMENTARY					
General	175	-	-	-	175
History/Social Science Conc.	129	8	58	66	195
Language Arts Concentration	8	1	19	20	28
Modern Language Concentration	14	-	5	5	19
Science/Mathematics Conc.	19	1	14	15	34
SUB TOTAL	345	10	96	106	451
GRAND TOTAL	773	62	198	260	1033
RECOMMENDATIONS FOR CONVERSION TO PERMANENT CERTIFICATION	74	10	38	48	122