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ANNUAL REPORT FOR 1965-66

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:

John A. Hannah, Presiding Officer

Jack Breslin, Secretary

Philip J. May, Treasurer

C. Allen Harlan

Frank Hartman

Frank Merriman

Stephen S. Nisbet

Connor D. Smith

Don Stevens

Kenneth W. Thompson

Clair White

Durward B. Varner, Chancellor of the University

INTRODUCTION

For Oakland University the 1965-66 academic year was marked by several significant developments in its transition from a small liberal arts institution to a middle-sized university. Each was adopted after careful planning indicated it would enable the University to better serve its students now, and in the future.

During the period, the University offered its first graduate instruction, leading to master's degrees in selected fields of study. Related to its changing role, the University also modified its academic structure in a pattern designed to preserve the emphasis on the quality undergraduate program while providing for the growth and development of the professional programs. Its academic program was now offered under a College of Arts and Sciences and Schools of Education, and Engineering, with authorization from the Michigan State University Board of Trustees for Schools of Business and Economics and Performing Arts, to be implemented at a later date. Definite progress was made toward the School of Performing Arts, with the establishment of the Meadow Brook School of Music in the summer of 1965, and near the end of the academic period, with plans for an Academy of Dramatic Art.

The year also saw the University experiencing its greatest growth in students, with the fall enrollment jumping 39 percent over the previous year to a total of 2,458 students. At the same time, the faculty approved and launched an experimental "little college" within the University to explore various means of retaining in the future the close faculty-student relationship which has been characteristic of Oakland in its early years.

These developments, and others described later in this report, are clearly symbolic of Oakland University's changing role in Michigan's higher education system. Each new project, modification of approach, or educational experiment

was undertaken in the spirit of innovation which has been characteristic of
Oakland from its beginning.

I. ACADEMIC PROGRAM AND FACULTY

A. Courses

In the 1965-66 academic period plans were completed for several major revisions in the University Course program, in addition to a change in the language requirement which went into effect September, 1965. The language requirement was reworked from the absolute requirement of a prescribed number of courses taken and passed to a proficiency-achievement requirement. All liberal arts majors, with the exception of biology, chemistry, and physics, will be required to demonstrate facility in a foreign language through the fourth semester level by placing beyond second year college level, or complete a fourth semester course. All pre-professional students and the exceptions listed above must demonstrate reading knowledge of a foreign language by placing beyond first-year language or by completing a second-semester course.

1. Freshman Explorations

A feature of the 1966 general education curricular revision is the creation of a multi-section course called Freshman Explorations, which is an outgrowth of the University's earlier provision for freshman seminars under its SDL plan. Limited to no more than 18 students, the exploratories will be aimed at development of students' ability to think, to discuss, and to write intelligently and critically. Although there will be no common syllabus, sections will be grouped and titled in accordance with the general fields of competence represented by the participating faculty, including Western Institutions, Western Literature, Fine Arts, Man and Contemporary Society, Non-Western Civilizations, and Science. Planned to be genuinely liberal in character, the exploratories will not be bound to specific departmental subject matter. Rather, the instructors

will be encouraged to act with as great a degree of autonomy as possible in order to explore ideas and subjects of great pertinence to himself and the class.

2. Change in Course Requirements

In a departure from the requirements of a prescribed number of courses in various areas, students will be required to take a specified number of credits in those areas. The distribution requirement will be as follows:

Western Institutions	3 credits
Western Literature	3 credits
Art	3 credits
Music	3 credits
Social Sciences	6 credits
Non-Western Civilizations	3 credits
Science and Mathematics	9 credits

Three-credit courses are now introduced into the curriculum and requirements stated in credit hours rather than courses.

3. Senior Colloquia

A third feature of the new version of the general education program is the establishment of a multi-section course, Senior Colloquia, to be taught in subjects or categories identical to those of the Freshman Explorations. Students will take one Senior Colloquium rated at four credits in their senior years in a field outside their majors. It is anticipated that this course will have a general education focus, and will engage the senior students in reflection upon concerns of mature intellectual complexity. As in the case of the Freshman Explorations, emphasis will be on critical thought, discussion, and writing.

B. Charter College

In this academic period the University launched its first experimental

college, when Charter College enrolled 160 entering freshmen in the fall of 1965. The faculty of five, under the direction of Sheldon L. Appleton, associate professor of political science, was granted complete autonomy to teach the students the subject matter normally found in the University Course program by whatever means it deemed appropriate. Formal courses were abandoned, and letter grades were dropped in favor of "satisfactory" and "unsatisfactory."

While a complete evaluation of the success of Charter College is not yet possible, there appear to be several clear advantages. In many instances there was obviously more excitement and enthusiasm among the students and faculty than in the normal university situation. Students seemed to feel a greater identity with the institution through the close associations fostered by the college. The gaps between resident students and commuters were narrowed, and morale was high.

Next year another 150 freshmen will be admitted to Charter College as the initial group assumes sophomore standing. It is planned that Charter College will continue through the senior year of the students currently enrolled, while freshmen are added each year.

A second experimental college is being planned for the fall of 1967. Should these experimental approaches prove successful, additional new colleges could be added through the years, enabling the University to identify a large percentage of its students with these smaller units within what will be a large and complex university.

C. School of Performing Arts

In December, 1965, the Academic Senate approved the following resolution concerning a School of Performing Arts:

The Academic Senate supports the establishment of a School of Performing Arts. This School should have the freedom both in

curriculum design and in the development of personnel policies to establish the highest quality professional program in the performing arts. The faculty of the School of Performing Arts should have the freedom to determine the admissions requirements, academic standards, curricular sequences, and degree requirements for its students, subject to the approval of a body representative of the Oakland faculty. In addition, subject to Board approval, the faculty may determine the patterns of appointment to the faculty of the School of Performing Arts and adjust these to the reality of the professional arts world rather than to traditional university practices. The School of Performing Arts should contain the most imaginative program that can be devised to encourage the development of future professional performing artists.

D. The Academic Structure

1. College of Arts and Sciences

During the 1965-66 academic year several new programs were initiated in the College of Arts and Sciences, including the beginning of graduate work at the master's level. The departments of English and mathematics enrolled students in both M.A. and M.A.T. programs, in conjunction with the School of Education, and the department of chemistry offered its first courses leading to the M.S. degree. Approval was obtained to offer master's degrees in physics and psychology, but the first courses will probably not be offered until January, 1967.

Although Oakland University has been accredited as an affiliate of Michigan State University, it sought and obtained separate accreditation in 1965-66 from the North Central Association of Colleges and Secondary Schools. Following a two-day visit in the spring of 1966, official and separate accreditation was extended to the University on August 5 for its undergraduate program.

This period also saw the start of the Center for East Asian Studies, under the direction of Robert C. Howes, associate professor of history, and supported initially by a \$20,000 grant from the Department of Health, Education, and Welfare. Approval of a grant for the 1966-67 year in the amount of \$22,229 has been received.

Another NDEA grant, in the amount of \$88,500, enabled the College to establish a Summer Institute in French in 1966. The Institute will be designed to improve the foreign language proficiency of junior and senior high school teachers of French, to give an insight into contemporary life in France, and to exemplify recent techniques in language teaching through actual experience and observation of language improvement classes. Participants in the eight-week Institute will be required to live on campus.

During the year the Academic Senate approved a new Concentration in Linguistics, intended to provide students with a firm but extensive grounding in the discipline of modern linguistics within the context of one of the regular departmental major programs of instruction. The concentration will be available only on a joint basis with a department in the College of Arts and Sciences or with the School of Engineering. A wide range of such combinations will be possible. Students may major in English, modern languages, mathematics, history, philosophy, psychology, biology, engineering, physics, sociology, and anthropology and may concentrate in linguistics at the same time. The students' programs will be developed by joint action between the department and the linguistics committee, made up of William Schwab, professor and acting chairman of the English department; Donald C. Hildum, associate professor of psychology; Don R. Iodice, assistant professor of French; and John E. Gibson, professor and dean of the School of Engineering.

Special projects conducted within the College of Arts and Sciences included

the history department's sponsorship of a Conference for Teachers of History with assistance from the American Historical Association. The department of sociology, with support from the National Science Foundation, staged an important conference on "The Sociology of the Intellectual," and the department of political science assisted the Charles Evans Hughes Lectures with student forums on campus. The "As If" lectures, delivered by members from several departments, were considered extremely successful.

2. The School of Engineering

Formerly a part of the Division of Science and Engineering, the engineering program at Oakland was given new emphasis with the establishment of the School of Engineering and the appointment of John E. Gibson as dean. A leading researcher in the field of automatic control, Gibson came to his new post from Purdue University, where he was professor of electrical engineering and director of the Information Systems Laboratory.

In addition to the National Science Foundation grant for equipment, listed in a later section of this report, the School of Engineering is completing arrangements for two research projects to be funded by industry.

A major activity for the School during this period was the completion of plans for the new \$5 million Engineering Building, which will be under construction by the fall of 1966. The School also completed plans for a graduate program in systems engineering, leading to the master of science degree. The program has been approved by the Trustees, and will be offered at the beginning of the 1966-67 year.

The engineering faculty participated in a number of state, national and international meetings during the year, including presentation of a paper by Dean Gibson at the International Federation for Automatic Control in London and at the Technical University of Berlin.

Two faculty members were added to the engineering staff during the year, with three additional faculty scheduled to join the School in the fall of 1966. Seventy-five freshmen were admitted in the fall, a record number for the program.

3. The School of Education

The School of Education in the 1965-66 academic year became involved, for the first time, in each of the four fields of activity customarily pursued by a professional school of education--undergraduate instruction, graduate instruction, organized research, and cooperative service with elementary and secondary schools.

The School's first graduate offerings lead to the master of arts in teaching degree in elementary education and in reading instruction, and, in cooperation with the College of Arts and Sciences, to the master of arts in teaching degree in English and mathematics. The organized research activity, under a grant from the U. S. Office of Education, is described under the section on research grants.

The School of Education entered a contractual relationship with the Royal Oak Schools to appoint three reading instruction specialists for service in the University Reading Center and in the Royal Oak Schools, and offered a special course on problems of disadvantaged children for teachers in the Roseville School District.

Of the University's 229 graduates during the year, 102 obtained degrees in a teaching major, 42 in elementary education, 57 in secondary areas, and three for both elementary and secondary. In addition, 13 degree holders completed programs for initial certification in Michigan. By July 1, 84 percent of those students seeking placement had been employed for the fall, with the prospect of nearly 100 percent placement by fall.

E. The Faculty

A minimum of faculty resignations combined with a large number of appointments in this period enabled the University to retain and, in some areas, add to the strength of the faculty. Resignations were accepted from George V. Cripps, associate professor of music, and Lee Braude, assistant professor of sociology and anthropology. New appointments are designated in the faculty listing in Appendix A.

A study of the earned degrees held by the faculty in October, 1965, indicated that the University has maintained an unusually high percentage of earned doctorates on the teaching faculty. The following chart shows the number and percentage by rank:

<u>Rank</u>	<u>Number in Rank</u>	<u>Number With Doctorates</u>	<u>% With Doctorates</u>
Professor	21	21	100
Associate Professor	25	23	92
Assistant Professor	37	30	81
Instructor	18	2	11
Other (unranked, lecturer, assistant instructor)	5	1	20
Total	106	77	73%

Throughout its history the University has attracted teacher-scholars from the leading colleges and universities in the country. The faculty members completed their highest degrees at the following institutions:

University of Illinois	9
Columbia University	7
University of Michigan	7
University of Wisconsin	7

Yale University	7
Harvard University	6
University of Chicago	4
University of Minnesota	4
Wayne State University	4
Massachusetts Institute of Technology	3
Michigan State University	3
Stanford University	3
University of California	3
University of Pennsylvania	3
8 schools	2 each
20 schools	1 each

Examples of scholarly activity by the faculty included publication of a number of books and articles during this period. John C. Galloway, professor and chairman of the art department, was author of "Origins of Modern Art, 1905-1914," published by McGraw-Hill, and Naomi Long Madgett, Mott Fellow in English, was the author of a collection of poems, "Star by Star," published in October. Articles by faculty appeared in a variety of professional journals and periodicals.

Scientific papers were presented by John E. Gibson, professor and dean of the School of Engineering, before the International Federation of Automatic Control Councils meeting in London; Walter L. Wilson, professor of biology, before the annual meeting of the American Association for the Advancement of Science; Chancellor D. B. Varner before the 50th anniversary meeting of the Association of Texas Colleges and Universities; and Lowell R. Eklund, dean of the Division of Continuing Education, before the American Alumni Council Conference. Jesse R.

Pitts, professor and chairman of the department of sociology and anthropology, was host to a dozen of the most renowned sociologists in the world for a conference on "The Sociology of the Intellectual."

F. Research Grants

This period was marked by a significant increase in the number of new research grants awarded to faculty and departments. In 1965-66 grants totaling more than \$500,000 for this purpose were accepted for the University by the Board of Trustees, including:

1. \$3,000 from the Atomic Energy Commission, to be used under the direction of Clifford V. Harding, professor and chairman of biology, for support of a program entitled, "Cellular Proliferation and Regeneration Following Tissue Damage."
2. \$26,416 from the Oakland County Economic Opportunity Commission of Pontiac, to be used under the direction of Robbin R. Hough, associate professor and chairman of the economics and business department, for a community action program and study to identify the problems of poverty.
3. \$150,000 from the Kellogg Foundation, to be used under the direction of Lowell R. Eklund, dean of the Division of Continuing Education, to develop a continuing education program for women.
4. \$5,400 from the National Science Foundation, to be used under the direction of Paul Tombouljian, associate professor and chairman of the chemistry department, for the undergraduate research participation program.
5. \$20,000 from the Department of Health, Education, and Welfare, to be used under the direction of Robert C. Howes, associate professor of history, for establishment of a language and area center for Chinese Studies.

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4. \$5,400 from the National Science Foundation, to be used under the direction of Paul Tombouljian, associate professor and chairman of the chemistry department, for the undergraduate research participation program.
5. \$20,000 from the Department of Health, Education, and Welfare, to be used under the direction of Robert C. Howes, associate professor of history, for establishment of a language and area center for Chinese Studies.

6. \$10,500 from the Chrysler Corporation, and the Insurance Institute for Highway Safety, to be used under the direction of Eklund, to study problems dealing with traffic safety.
7. \$12,600 from the National Science Foundation, to be used under Chancellor D. B. Varner as the institutional grant for science, 1965.
8. \$30,000 from the Atomic Energy Commission, to be used under Harding for support of a program entitled, "Cellular Proliferation and Regeneration Following Tissue Damage."
9. \$4,500 from the National Science Foundation, to be used under Harding for purchase of a marine aquarium.
10. \$7,566 from the Department of Health, Education, and Welfare, to be used under the direction of Reuben Torch, professor of biology, for study of DNA and RNA in regenerating Tracheloraphis fragments.
11. \$5,000 from the Department of Health, Education, and Welfare under the direction of Don R. Iodice, assistant professor of French, for the Institute of Advanced Study in Modern Foreign Languages.
12. \$2,000 from the National Science Foundation under Richard Kamman, assistant professor of psychology, for the Academic Year Institute.
13. \$3,500 from the General Motors Corporation under Eklund to study problems dealing with traffic safety.
14. \$64,250 from the U. S. Office of Education under Harry T. Hahn, professor of education, for teaching reading and related language skills in the second and third grades.
15. \$3,000 from the Department of Health, Education, and Welfare under Iodice for the Institute for Advanced Study in Modern Foreign Languages.

16. \$15,000 from the National Science Foundation under Harding for the purchase of instructional scientific equipment.
17. \$2,600 from the National Science Foundation under Hough for the purchase of instructional scientific equipment.
18. \$5,000 from the National Science Foundation under Tombouliau for the purchase of instructional scientific equipment.
19. \$21,300 from the National Science Foundation under J. Carroll Hill, associate professor of engineering, for the purchase of instructional scientific equipment.
20. \$2,900 from the National Science Foundation under G. Philip Johnson, professor and chairman of the mathematics department, for the purchase of instructional scientific equipment.
21. \$1,000 from the National Science Foundation under James C. Haden, professor and chairman of the philosophy department, for the purchase of instructional scientific equipment.
22. \$13,051 from U. S. Public Health Service under James E. Davis, assistant professor of chemistry, for continuation of support for research into replication of the RNA bacteriophage.
23. \$30,000 from the Royal Oak City Schools under Hahn for a reading and study improvement program.
24. \$75,500 from the Department of Health, Education, and Welfare under Iodice for the Institute for Advanced Study in Modern Foreign Languages.

G. University Government

On March 15, 1966, the Academic Senate moved toward reorganization of the governance of the University by approving the recommendation of the Steering Committee:

Committee on University Government

1. A ten-member committee will be established for the purpose of recommending a new organization for the governance of the University.
2. The committee will be chaired by the Chancellor.
3. The membership of the committee will consist of the Chancellor, five members of the faculty nominated by the Steering Committee and approved by the Senate, and four members appointed by the Chancellor.
4. Before the new organizational document or constitution is presented for action of the Board of Trustees it must be:
 - a. Reviewed by all faculty and staff at an open hearing, and
 - b. ratified by the majority of all members present and voting at a meeting of a body consisting of the Academic Senate, tenured faculty members who are not senators, and department chairmen who are neither senators nor tenured members of the faculty. This body will have the authority to accept or reject the document; it may not amend the organizational document.

H. The Graduate Program

In the fall of 1965 the University offered its first graduate work leading to the master's degree in selected fields of study. The College of Arts and Sciences offered programs leading to the master of arts degree in English and mathematics, and the master of science degree in chemistry. The School of Education offers the master of arts in teaching degree in elementary education and in reading instruction. The College and the School jointly offer programs leading to the master of arts in teaching degree in English and mathematics.

In June, 1966, the Board of Trustees authorized the offering of master's degree programs in physics, psychology, and systems engineering. The initial courses in these areas are planned for the fall of 1966.

II. STUDENTS AND ACTIVITIES

A. Enrollment

Oakland University experienced its largest enrollment increase in the fall of 1965, when the number of students reached 2,458. The increase of 646 students over the previous fall represented a 36 percent growth. Growth in the size of the University student body is accounted for mainly by a large freshman class of 1,172, and a total of 282 new students from other colleges.

A summary of the University's enrollment history with breakdowns by year, class, curriculum, sex, geography, and basis of admission is included in Appendix C.

B. Admissions and Scholarships

The Admissions Office staff conducted an aggressive high school visitation program throughout the State of Michigan, calling on more than 500 high schools. In addition, Admissions provided speakers for many local, state, and regional meetings, and participated in 76 college day programs.

Applications received for fall, 1966, totaled 2,270 as of July 1, compared to 1,674 on the same date a year ago. It is estimated that by September, the total will reach 2,600, as compared with 2,000 last year. These figures substantiate projections that enrollment will increase by some 40 percent, to 3,400, for the fall of 1966.

C. Activities

The Office of the Dean of Students was completely reorganized effective July 1, 1965, when Thomas B. Dutton, former dean of students at Ohio University, assumed the post of dean of students for the University. Under his direction, the office was given responsibility for developing new programs aimed at stimulating growth.

As a part of the reorganization, the positions of associate dean of students (dean of men) and associate dean of students (dean of women) were created. Moreover,

the position of director of the Oakland Center was redefined and broadened in function. In developing the new organizational structure, the many programs and services were grouped into four departments which were under the direction of well-qualified staff members who could provide leadership for their departments and function with a degree of independence and autonomy.

The guiding objective of the Office has been to contribute to the intellectual, cultural, social, and personal development of students. More specifically, we have been committed to the following goals: (1) to encourage students to take full advantage of the intellectual and cultural experiences offered by the University and to develop a desirable attitude toward learning; (2) to help students gain an understanding of their abilities, shortcomings, and educational objectives, and to develop in accordance with their potentialities; (3) to create an environment which encourages freedom of action and self-expression within acceptable limits of reasonableness and propriety; (4) to provide opportunities for students to assume leadership responsibilities and to participate in the processes of decision-making; (5) to offer opportunities for students to acquire the skills and perspective necessary for responsible citizenship; and (6) to create a climate which stimulates students to examine their values and attitudes. Throughout the year, an effort was made to communicate these objectives to members of the University community and to help students, faculty, and administrators to see the student life program as an integral part of the total educational enterprise.

The major activities and services of the Office have included: expansion of communication with students and student involvement in decision making, administration of the academic standing policies for upperclass students, maintaining and updating student personnel records for upperclass students, coordination of the faculty advising program, counseling of students, responsibility for class attendance

policy, responsibility for readmissions, handling of withdrawal procedures, establishment of a new lecture series, planning of cultural events, supervision of the Upward Bound Program, responsibility for student conduct matters, and long-range planning for building needs.

The office of the dean of women had administrative responsibility for financial aids, health service, Meadow Brook Theatre Guild, and the total women students' program. The Women's Legislative was established during the year, and served as an advisory board in planning activities for women students. Other student committees functioning in cooperation with the dean of women's office included the Judiciary Board, Women's Programming group, the married students' organization, and Women's Service organization.

The financial aids officer provided personalized service to students, seeking to match their financial needs with the resources of that office. In the fall semester some 100 students received scholarships; 156, NDEA loans; 307, student employment; 97, scholarships, loans, and employment; 48, scholarships and employment; 120, loans and employment; and 126 scholarships and loans. A total of 954 students, or 39% of those enrolled received financial aid in the various combinations listed above.

The Higher Education Act of 1965 enabled the University to expand its work program during the last half of the academic year. Sixty-five jobs of 15 hours a week were maintained, and more than 125 are anticipated next year under the \$84,238 available for the 1966-67 Work Study Program.

Participation in the University's physical education program showed a marked increase during the year, and included instruction, physical recreation, intramural sports, extramural sports, sports clubs, intercollegiate sports, and faculty-staff recreation. The staff offered instruction in ballet, diving, fencing,

folk dance, judo, golf, tennis, gymnastics, beginning and intermediate swimming, senior lifesaving, water safety, modern dance, social dance, skiing, and weight-training. Intramural competition took place in 25 different sports, intercollegiate competition in cross country, golf, indoor track, soccer, and swimming. In addition, the staff worked with many non-university individuals and groups in the development of programs, clinics, workshops, and competitive athletic events.

During the year the student activities program included a wide range of special events including the "Stratford Under the Stars" project, to encourage students to attend the Shakespeare Festival, "Wheels Night," a program to provide a social event where organizations might show interested students the activities available in their organization; Mrs. Wilson's Birthday Party, an annual highlight of the social season; the Winter Carnival, where Miss OU is crowned; the Chancellor's Ball, the annual dinner dance; and the Fine Arts Festival, a three-day program on campus. Student organizations sponsored two major film series and co-sponsored a third during the year.

D. Academic Advising

The freshman advising program was directed by Frederick W. Obear, dean of freshmen, and is credited with playing a major role in the reduced attrition and in assisting new students adjust to university life. The pre-college orientation approach, launched in 1964, was again followed in the summer of 1965. The summer orientation of new students in six separate groups on campus for two days, includes a preview seminar, a recommended summer reading list, and class visitations. This year all of the 1,100 students attending the sessions were required to live in University residence halls, providing them an opportunity to become better acquainted with college life. Another innovation was the registration of students during their orientation, so that they would not be required to go through the usual registration procedure in the fall. A Student Orientation Board was established to assist in planning the sessions.

In May the Office of the Dean of Students was asked to coordinate the total faculty advising program. Under this arrangement, all student records and the administrative personnel directly concerned with advising matters are located in a single location, Wilson Hall.

Throughout the year the staff counseled a large number of students on personal, academic, and social problems. Many problems were referred to Psychological Services, the Health Center, or other University or community agencies. As in previous years, the availability of professional assistance in Psychological Services proved of great value in working with students.

E. Graduates

Of the 800 living graduates of Oakland University, a total of 337, or 42.2 percent, are engaged in teaching at the elementary, secondary, and college levels. Most of those in the public school field are located within the State of Michigan. Another 27 percent are employed in business and government.

One of every five graduates is presently doing graduate work on a full-time basis, and a large proportion of those in teaching are pursuing advanced degrees on a part-time basis. If the most recent class, April 1966, is evidence of things to come, a growing share of the University's graduates will be going directly into graduate school. One of four in that class is pursuing advanced work.

The Oakland University graduates are enrolled in schools across the country, including Stanford University, the University of Michigan, University of Texas, Case Institute of Technology, University of Virginia Law School, Yale University, Johns Hopkins University, University of Minnesota, Vanderbilt Law School, Harvard, Boston University, University of Chicago, Massachusetts Institute of Technology, University of California at Berkeley, University of Wisconsin, University of Munich, Columbia University, and Bucknell.

III. ADMINISTRATION

The 1965-66 academic year was the first complete year under the reorganized administrative structure, which went into effect on May 1, 1965, and established a College of Arts and Sciences, and Schools of Education, and Engineering. The University did not in this period formally activate a School of Performing Arts or School of Business and Economics, which were authorized by the Trustees.

Personnel changes during the period covered by this report included the appointment of Lewis N. Pino, program director for the National Science Foundation, as assistant to the chancellor with responsibility for maintaining liaison with government agencies and foundations supporting the University. Frederick W. Obear, assistant professor of chemistry and dean of freshmen, was named assistant provost, and Fred W. Smith, assistant dean of Alma College, was appointed assistant professor of teacher education, associate dean of students, and dean of freshmen.

Departmental chairmanship changes approved during this period included the appointment of G. Philip Johnson, associate professor at the University of the South, as professor and chairman of mathematics; Richard M. Brace, professor at Northwestern University, as professor of history and chairman of the department; Clyde B. Sargent, educational administrator for the Central Intelligence Agency, as professor of history and director of the area studies program; and Robert Simmons, associate professor of German at Oakland University, as chairman of the modern foreign language department.

Financial highlights of the 1965-66 fiscal year, along with comparisons with the previous year, are shown below. The complete financial report for Oakland University is a part of the 1965-66 financial report for Michigan State University.

<u>Item</u>	<u>1965-66</u>	<u>1964-65</u>
Operating Expenditures	\$ 6,323,878	\$ 4,349,970
State Appropriation	\$ 2,624,004	\$ 2,195,281
Student Fee Income	\$ 914,844	\$ 683,073
Enrollment	2,458	1,812
Total Payroll	\$ 3,413,985	\$ 2,430,460
Sponsored Research	\$ 467,558	\$ 134,534
Plant Valuation	\$23,638,647	\$17,142,143
Students in Residence Halls	806	509
Student Employment--Number	382	398
Student Employment--Amount	\$ 201,328	\$ 151,560
Student Loans--Number	1,345	964
Student Loans--Amount	\$ 345,655	\$ 280,246
Scholarship Awards--Number	480	278
Scholarship Awards--Amount	\$ 83,312	\$ 69,872

IV. CONTINUING EDUCATION

In 1965-66 the Division of Continuing Education experienced a sharp increase in its program, highlighted by a 59 percent increase in attendance in its course program. The launching of the Continuum Center and the expansion of the Alumni Education project, both made possible through generous grants by the Kellogg Foundation, introduced new dimensions into the program. These phases of the Division's total offering also gained national interest and attention as members of the staff were invited to make presentations before audiences across the country.

A. Adult Non-Credit Courses

A 59 percent overall increase in student enrollment was made possible by expansion of the course offerings in both liberal arts and the business and professional development program. A total of 4,818 students enrolled in 211 courses

during the fiscal year. The success of the business and professional development courses (3,605 students) enabled the department to offer liberal and fine arts programs at below cost fees.

Attention during the coming year will be focused on further development of the courses which have proven successful during this past year, and continued development of new courses. It is planned to further extend course offerings designed specifically for individual needs, and negotiations are now under way for closed courses for Ford Tractor Division, Pontiac Motor Division, Ford Sterling plant and Ford Utica plant. The potential for a middle management program for General Motors Truck and Coach is currently being discussed with the director of training at that plant.

With the addition of another staff member during the coming year, the director of courses expects to be able to expand the course offerings considerably in all areas, especially in the liberal, fine, and creative art programs. Hopefully a summer program will be developed for next year. Also to be explored are the possibilities of industrial conferences during the coming year to supplement the course offerings now being directed toward local industries.

B. Conferences

The conference department of the Division of Continuing Education recorded the most successful year in its history, bringing to the University 5,791 persons for 23 conferences, compared to 1,805 for 15 conferences during the previous year. The schedule included the United Nations Association Conference, the Governor's Conference on Student Leadership, the Writers' Conference, the Governor's Regional Traffic Safety Conference, Congressional Conference on Community Growth, Urban and Community Planning Seminar, American Society of Women Accountants, Traffic Law Conference, Conference on Implications of the Space Age, Mental Health Conference, Life Management Institute, and Cancer Detection Institute. In planning and conducting

these sessions, the conference department brought together the resources of this and other universities with the expertise from industry and the community to serve the various publics.

C. The Continuum Center

The Continuum Center opened on October 15, 1965, to assist women in finding a more creative and satisfying place in the contemporary home and community. Its services are available to all who desire information and counsel through a coordinated program of personal assessment, and educational, vocational, and volunteer service advice.

D. The Mott Center for Community Affairs

The Mott Center for Community Affairs was established in 1965 by a grant from the G. S. Mott Foundation of Flint. The grant, which was renewed this year, has been applied to the staffing and programming of three subdivisions of the Center: the Community Schools project, Oakland Forums, and Cultural Enrichment.

1. Community Schools Programs

Programs have been initiated in Rochester, Utica, Pontiac, Hazel Park, Richmond, Detroit, Troy, and Flat Rock, and a continuity of objective has been nurtured among the 23 participating schools. It is hoped that the Mott Center can serve more effectively as a coordinating and motivating agent for surrounding communities by (1) providing the initial thrust for local communities to become aware of the advantages of the community school concept; (2) training and advising competent young men in the community school approach; (3) providing media of communication for community school directors and staff; and (4) supplementing ongoing community school programs with the wide spectrum of talents and services available through the University and the Mott Center for Community Affairs.

2. Oakland Forums

The purpose of the Oakland Forums is to assemble community leaders to work

on community problems under the aegis of the Mott Center for Community Affairs. Four forums were conducted this year including the ongoing Traffic Safety series, the Intergroup Relations, Widows and Divorcees, and the Oakland County Planning Conference.

3. Cultural Enrichment Programs

During the year there were 20 performances of "Overture to Opera V," attended by an estimated 15,000 persons, including a number of students admitted without charge under the Cultural Enrichment program. Several performances of "Cinderella" were given as a part of the cultural enrichment for culturally disadvantaged children in the area. Also the Opera Workshop, Stratford Lecture Series, and the Meadow Brook-Stratford Previews were partially under the Mott program.

E. Alumni Education

The period covered by this report witnessed the conclusion of the third year of the initial Kellogg Foundation grant for the Alumni Education Program and the launching of a new and more intensive three-year pilot program. The unique undertaking is aimed at helping alumni locate the educational resources best suited to their needs, whether related to graduate study, an informal course of study, or professional training. From the findings of the first three years emerged a search for new methods and approaches to a revision of the working model. The search in turn led to the conclusion that new orientation and counseling ideals were approachable in an economically feasible way. This conviction was reflected in a proposal submitted to the Kellogg Foundation requesting extension and expansion of support in order to construct a new model capable of testing orientation and counseling-information dissemination techniques with revolutionary potential. The Kellogg Foundation responded by granting the University \$185,000 for a three-year extension and expansion of its Alumni Education Program, under a grant period beginning February 1, 1966.

F. Placement Office

The Senior Seminar, which is historically the beginning of the fall placement season, was held on September 23, 1965. All seniors who registered with the Placement Office were scheduled for personal interviews in preparation for their first contact with visiting recruiters.

A total of 145 companies, government agencies, and school systems were scheduled for visits to the campus during the regular recruiting season from October through March. Placement figures are not complete for this year, but a total of 103 career placements have been made to date with at least 40 more in the process of being finalized.

The Placement Orientation Program was implemented this year with a Freshman Advisory Meeting in February, attended by 500 students. Declaration of Major Day on November 2 was designed to acquaint sophomores with departmental and program majors. For juniors, the University's first Careers Day was held on December 1, and attracted more than 500 students.

V. THE PERFORMING ARTS

A. The Meadow Brook Music Festival

Acclaimed nationally as a success in its season, the Meadow Brook Music Festival rose to greater heights in the summer of 1965. From its initial four-week season, the Detroit Symphony Orchestra, under the direction of Sixten Ehrling, appeared in concert for six weeks in the Howard C. Baldwin Memorial Pavilion. The list of guest artists was expanded from four to twelve, including such stars as Isaac Stern, Phyllis Curtin, Claudio Arrau and Jerome Hines. Music critics from Chicago to New York praised the quality of its concerts as well as the beauty and nature of its setting.

Under the chairmanship of Mr. and Mrs. Rinehart S. Bright, the '65 Festival

featured the addition of Trumbull Terrace, a new and attractive facility for food service and the Scholar Shop, and permanent seating in the pavilion.

Plans for the third season call for an even greater expansion of the season and a host of exciting guest artists.

B. The Meadow Brook School of Music

In the summer of 1965 Oakland University launched successfully a unique, new venture in the world of music education. Held concurrently with the Meadow Brook Music Festival, the summer music school combined the talents of the Detroit Symphony Orchestra with the complete facilities of the University to offer students specialized study with outstanding artists for college credit. A total of 415 students, ranging from high school, college students, and adults attended the session from July 5 through August 14.

Walter S. Collins, professor and chairman of the University music department, was dean and Wilbur W. Kent, Jr., assistant professor of music, assistant to the dean. Sixten Ehrling, conductor of the Detroit Symphony Orchestra, was director of music, and Albert Tipton, solo flutist with the symphony and conductor of his own chamber ensemble, served as Ehrling's assistant and conductor of the student orchestra. Robert Shaw, founder and director of the famed Robert Shaw Chorale and assistant conductor of the Cleveland Symphony, was director of the School's Institute for Choral Studies. In addition to University staff members, the faculty included a number of distinguished artists and teachers from all sections of the country.

VI. THE KRESGE LIBRARY

A. Growth and Circulation

The official statistics to be submitted this year to the Department of Health, Education, and Welfare will show an increase of 33,348 volumes, bringing the Kresge Library's holdings to a total of 113,610. Some 22,000 of these are accounted for

by rapidly growing document collections. The Instructional Materials Center's collections have increased more than 1,000 to a total of 4,500 volumes, and the new music collection is beginning to gain momentum.

The general reference department showed a 66 percent increase in use over last year, partly accounted for by expanded hours of professional reference service. Circulation figures showed an increase of approximately 15 percent for the year, with the month of October reflecting a high of 82 percent over the same month a year earlier.

B. Special Projects

During the year a number of special projects, most conceived during the previous year, were carried forward with success. Experiments with library orientation techniques for new students were particularly successful, and will be repeated in essentially the same form. The use of the library broadcasting system in this connection has produced an invitation to demonstrate some of the reference department's ideas at the American Library Association convention. The system continues to attract a considerable amount of attention throughout the country, and has recently been expanded, through the work of the Student Library Committee, to include an FM tuner for casual listening purposes.

Microfilming of local newspapers continues, and a concerted effort is under way, in cooperation with the Oakland County Pioneer and Historical Society, to acquire copies of all the publications of Oakland County presses on a current basis, with the hope that retrospective collecting will gradually become possible.

The Library's first publication, "End of Measured Mile" by Richard Harwell, has been well received, and it is proposed to continue a small publications program in the future. Articles by staff members or about library programs have appeared in "College and Research Libraries," "The American Library Association Bulletin,"

"Library Journal," "Stechert-Haffner Book News," "Language Learning," and most of the local newspapers.

Automation of library operations continued its excellent start, altering the order system to a more efficient pattern and initiating the state's first machine-controlled circulation system.

C. Friends of Kresge Library

The Friends of the Kresge Library had an active year, including the institution of a Memorial Gift Program, which resulted in gifts of more than \$1,000 in the year. Under the Committee's acquisition program, books valued in excess of \$10,000 were contributed to the library. Operation Books, a project carried out in cooperation with the Friends of Oakland University, provided letters to parents of all students requesting the purchase, and dedication, of a book for the library in their son or daughter's field. More than \$1,800 was collected in this first year of the program.

VII. OAKLAND UNIVERSITY SCHOLARSHIP COMMITTEE

More than 350 students received financial assistance during 1965-66 with funds provided by the Oakland University Scholarship Committee. With a membership of some 150 women from Oakland and Macomb counties, the Committee sponsors a variety of fund-raising projects each year to raise scholarship funds. For the period covered by this report the Committee reported a total income of \$92,349.97.

Among the regular projects of the Committee are the Tribute Fund, the Scholar Shop, the Macomb Town Hall Series, sales of advertising for the Meadow Brook Music Festival program, and various benefit performances. In its first complete year of operation, the Scholar Shop showed gross sales of \$41,000, but early profits have been directed toward inventory and shop improvements.

During the year the Scholarship Committee completed plans for a new project, a Fashion Show and Tea scheduled for September 7 in the Howard C. Baldwin Memorial Pavilion.

VIII. PHYSICAL PLANT

The 1964-65 academic year was characterized by continued expansion of the physical plant to accommodate the enrollment growth experienced and projected. This period saw the completion of Van Wagoner House, a 200-student dormitory, completed and occupied in the fall of 1965. Designed by the architectural firm, Meathe, Kessler and Associates, the self-liquidating facility was built at a cost of \$900,000. Construction began on June 10, 1965, on Vandenberg Hall, scheduled for completion in the fall of 1966. The seven-story, twin-towered building will house 572 students, and provide food service for up to 1,800 students. Architects are Ralph R. Calder and Associates.

The academic year covered by this also encompassed the major construction time for Matilda R. Wilson Hall, a classroom-office building named in honor of the University's benefactress. The building was begun on February 19, 1965, and the main structure was completed in the spring of 1966. A hexagonal unit, attached to the main part of the building by an enclosed hallway, will be completed in the fall of 1966. It will house a new University art gallery and a 600-seat lecture hall, designated as the initial site for the Meadow Brook Theatre. Architects for the \$2.5 million facility, built with state funds, were O'Dell, Hewlett and Luckenbach.

Plans and specifications were under way during the year on four additional buildings. The firm of O'Dell, Hewlett and Luckenbach was preparing plans for the \$5 million Engineering Building, scheduled for a construction start in the fall of 1966, and a \$4 million classroom building, to be under way in 1967. Plans for a \$5 million Health Center were prepared by Denyes Associates, Inc., and Louis G. Redstone Architects, Inc., began plans on the University's seventh student residence.

In the fall of 1965, bids were received for water system improvements which will include a tie-in with the Detroit Water System. Bids were received in February, 1966, for the heating plant addition and alterations, scheduled for completion in the fall of 1966. In March, 1966, bids were received for the lighting addition to the Baldwin Memorial Pavilion, to be completed by June 30. Plans and specifications are being prepared by Harley, Ellington, Cowin and Stirton, Inc., for alterations to the Kresge Library.

The following chart lists the existing buildings on the Oakland University campus, the cost, and source of funds:

<u>Building</u>	<u>Cost</u>	<u>Financed by</u>
North Foundation Hall	\$1,000,000	Gift
South Foundation Hall	\$1,000,000	Gift
Oakland Center	\$1,300,000	Gift & Loan
Sports Building	\$1,600,000	Loan
Library	\$1,500,000	Gift
Science Building	\$2,000,000	State
Fitzgerald House	\$ 350,000	Gift & Loan
Anibal House	\$ 350,000	Gift & Loan
Pryale House	\$ 385,000	Gift
Kettering Magnetics Laboratory	\$ 66,000	Gift
Hill House	\$ 825,000	Gift
Howard C. Baldwin Memorial Pavilion	\$ 300,000	Gift
Van Wagoner House	\$ 900,000	Loan
Matilda R. Wilson Hall	\$2,500,000	State
Vandenberg Hall	\$4,300,000	Loan

IX. FUTURE NEEDS AND DEVELOPMENT

Oakland University's future growth pattern and its need for expansion of faculty and facilities is tied directly to sharp annual enrollment increases. In 1965-66 the University experienced its largest numerical growth, when enrollment went up 646 students or 36 percent, over the previous fall. Viewed another way, in six years the enrollment of 2,458 (fall 1965) was four times the opening figure of 570 students.

The fall 1965 total exceeded substantially the 2,300 enrollment projection upon which the budget for this fiscal period was based. Assuming projections for future years are not similarly conservative, the University must be prepared for 6,000 students by 1969.

The University's history of rapid growth, coupled with evidence that the growth pattern will continue, exaggerates the kinds of problems that institutions encounter in long-range planning. Oakland University, for instance, must plan quickly for expansion into other areas of its 1600-acre campus. During the period covered by this report serious study was directed toward the development of a campus plan that would carry the University through the 10,000 to 13,000 student stage. Within the next few months, it is expected that such a plan will be completed.

Obviously, the University's capital outlay needs will be substantial for some years if it is to accept its share of Michigan's high school graduates. Plans are nearly completed for a \$5 million engineering building, a \$4 million classroom-office building, and a \$3.6 million dormitory, all to be under way within the next few months. It is presently estimated that the University's building needs for the next three years will be approximately \$51 million.

In addition to the three facilities listed above, the 1966-67 period tentatively

calls for a \$1.5 million addition to the Oakland Center, a \$.5 million addition to the Sports and Recreation Building, a \$.5 million Health Center, and a \$2 million theatre, for a total of \$17.1 million. In 1967-68 present plans call for a \$7 million classroom-office building, a \$4 million heating plant, and a \$5 million dormitory, for a total of \$16 million. The 1968-69 building program would call for a \$3 million library, \$4 million science building, \$4 million dormitory, \$2.5 million conference center, and \$5 million auditorium, for a third-year total of \$18.5 million.

Of less magnitude, but equally important, the University faces the perennial task of developing what it considers adequate library resources for the academic program and student body. The heavy demand for outside reading in its arts and sciences program, plus the beginnings of a graduate program, further aggravate the problem of building up the University collection.

The inherent need for additional qualified faculty, equipment, and supporting staff will obviously call for further increases in expenditures beyond the physical facilities described above. The introduction of graduate programs will impose new requirements for books and equipment.

Beyond the dramatic growth pattern and resulting upswing in requests for facilities and operating funds, the University is facing up to the problems of size. Movement to the second year of Charter College and formulation of plans for a second experimental college, to begin in the fall of 1967, represent positive steps in the University's efforts to retain the advantages of smallness while growing large. These and other examples of innovation will be required if the University is to preserve its quality of instruction.

In addition to the graduate program, planning for expansion of the academic program is largely in the area of performing arts. A most successful third season for the Meadow Brook Music Festival, an expanded second year of the Meadow Brook

School of Music, along with tentative plans for the launching of a resident professional drama company, and an academy of dramatic art brought the University substantially closer to the establishment of a complete performing arts center.

APPENDIX A

FACULTY

DURWARD B. VARNER	Chancellor
B.A., Texas A & M; M.S., University of Chicago	
DONALD D. O'DOWD	Provost; Professor of Psychology
A.B., Dartmouth College; M.A., Ph.D., Harvard University	
SAGHIR AHMAD *	Instructor in Sociology
B.A., Forman Christian College; M.A., University of Punjab	
CHARLES W. AKERS *	Professor of History
A.B., Eastern Nazarene College; A.M., Ph.D., Boston University	
JON HOWARD APPLETON *	Instructor in Music
B.A., Reed College; M.A., University of Oregon	
SHELDON L. APPLETON	Associate Professor of Political Science
B.A., M.A., New York University; Ph.D., University of Minnesota	
JAMES O. BAILEY, JR.	Assistant Professor of Russian
B.A., Southern California; M.A., Indiana University; Ph.D., Harvard University	
JOHN BARNARD	Assistant Professor of History
B.A., Oberlin; M.A., Ph.D., University of Chicago	
JOHN W. BARTHEL	Assistant Professor of German
B.S., Ph.D., University of Illinois	
JOHN L. BEARDMAN	Assistant Professor of Art
B.A., Oberlin; M.A., M.F.A., Southern Illinois University	
DAVID C. BEARDSLEE	Director of Institutional Research Professor of Psychology
B.A., Swarthmore College; M.S., Ph.D., University of Michigan	
E. HAROLD BENNETT *	Specialist in Reading
B.S., Appalachian State Teachers College	
JOHN G. BLAIR	Professor of English
B.A., Brown University; M.A., Columbia University; Ph.D., Brown University	
DAVID E. BODDY	Assistant Professor of Engineering
B.S.M.E., M.S.E.E., Ph.D., Purdue University	
DAVID B. BOOTH *	Associate Professor of Sociology
B.S., University of Chicago; M.A., University of Illinois; Ph.D., Northwestern University	

*New members of the faculty

ELEUTHERIOS N. BOTSAS *	Assistant Professor of Economics
B.S., University of Detroit; M.A., Ph.D., Wayne State University	
RICHARD M. BRACE	Professor of History;
	Chairman of History Department
A.B., M.A., Ph.D., University of California (Berkeley)	
LOUIS RICHARD BRAGG *	Professor of Mathematics
A.B., M.S., West Virginia University; Ph.D., University of Wisconsin	
DAVID CARROLL BRICKER *	Instructor in Education
B.A., Amherst College; M.A.T., Johns Hopkins University	
GOTTFRIED BRIEGER	Associate Professor of Chemistry
B.A., Harvard University; Ph.D., University of Wisconsin	
MARC E. BRIOD	Instructor in Teacher Education
B.A., Haverford College; M.A., Northwestern University	
RICHARD W. BROOKS	Instructor in Philosophy
B.S., University of Wisconsin	
MORRIS BROSE	Lecturer in Art
JUDITH K. BROWN	Lecturer in Sociology-Anthropology
B.S., Cornell University; Ed.M., Ed.D., Harvard Graduate School of Education	
MAURICE F. BROWN	Associate Professor of English
B.A., Lawrence College; M.A., Ph.D., Harvard University	
WILLIAM C. BRYANT	Assistant Professor of Spanish
B.A., M.A., University of Michigan; Ph.D., University of California (Berkeley)	
LOUIS M. BUCHANAN *	Instructor in English
B.A., Oakland University; M.A., Wayne State University	
EDWARD L. BUOTE	Instructor in Chinese
B.A., University of California (Los Angeles)	
DOLORES M. BURDICK	Assistant Professor of French
B.A., M.A., University of Wisconsin; Ph.D., University of California (Berkeley)	
HARVEY BURDICK	Professor of Psychology;
	Chairman of Psychology Department
B.A., Syracuse University; Ph.D., University of Minnesota	
RICHARD J. BURKE	Associate Professor of Philosophy
A.B., Georgetown University; Ph.D., University of Chicago	
DAVID B. BURNER	Assistant Professor of History
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FRANCIS M. BUTTERWORTH *	Assistant Professor of Biology
B.A., Columbia University; Ph.D., Northwestern University	

*New members of the faculty

NGUYEN PHUONG GAC *	Assistant Professor of Mathematics
Licence es Sciences, Saigon University; M.Sc., University of London;	
Ph.D., University of Cambridge	
HAROLD CHARLES CAFONE *	Assistant Professor of Teacher Education
B.A., Brooklyn College; M.A., Columbia University; Ed.D., University of Arizona	
JOHN B. CAMERON	Assistant Professor of Art History
B.A., Princeton University; License es Lettres, University of Paris;	
Diplome l'Etudes Superieures, University of Paris; M.A., Ph.D., Yale University	
VIVIAN PENNY CAMERON *	Lecturer in Art
B.A., University of Rochester; M.A., Yale University	
FLOYD M. CAMMACK	Associate Professor of Linguistics
B.A., University of Kentucky; B.A., Oxon., Oxford University;	
M.S., Columbia University; M.A., Oxon., Oxford University;	
Ph.D., Cornell University	
THOMAS WILLIAM CASSTEVENS *	Assistant Professor of Political Science
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PHOEBE CHAO *	Special Instructor in English
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MELVIN CHERNO	Associate Professor of History
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Ph.D., Stanford University	
HOWARD W. CLARKE	Associate Professor of Classics; Chairman of Classics Department
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F. JAMES CLATWORTHY *	Instructor in Teacher Education
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KENNETH H. COFFMAN	Assistant Professor of Psychology; Director of Psychological Services
B.S., Greenville College; M.S., Illinois State Normal University;	
Ph.D., Northwestern University	
WALTER S. COLLINS II	Professor of Music; Dean of the Meadow Brook School of Music
B.A., B. Mus., Yale University; M.A., Ph.D., University of Michigan	
SUSAN CRAINE *	Assistant Instructor in English
B.A., M.A., University of Detroit	

*New members of the faculty

ARTHUR M. DANIELS	Assistant Professor of Music
B. Mus., Boston Conservatory; M.F.A., Brandeis University;	
Ph.D., University of Southern California	
BRUCE R. DANNER	Instructor in Physics
B.A., DePauw University; M.A., State University of Iowa	
ABRAHAM A. DAVIDSON	Assistant Professor of
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B.A., Harvard University; M.A., Boston University;	
Ph.D., Columbia University	
JANE L. DAVIDSON *	Specialist in Reading
B.S., Western Michigan University; M.Ed., Wayne State University	
JAMES E. DAVIS	Assistant Professor of Chemistry
B.S., Mississippi State University; Ph.D., Massachusetts Institute	
of Technology	
JOSEPH WILLIS DeMENT *	Associate Professor of English
A.B., University of Redlands; Ph.D., Indiana University	
JOHN W. DETTMAN	Professor of Mathematics
A.B., Oberlin College; M.S., Ph.D., Carnegie Institute of Technology	
DAVID DI CHIERA	Assistant Professor of Music;
	Acting Chairman of Music Department
B.A., M.A., Ph.D., University of California (Los Angeles)	
JOHN N. DOVARAS	Instructor in Music
B.M., Boston University; M.M., Northwestern University	
ALFRED J. DuBRUCK	Associate Professor of French
B.A., M.A., Ph.D., University of Michigan	
THOMAS B. DUTTON	Associate Professor of Education;
	Dean of Students
A.B., M.A., Ed.D., University of California (Berkeley)	
DONALD HARRIS DWYER *	Instructor in Art History
B.A., M.A., University of Michigan	
SIXTEN EHRLING	Professor of Music; Musical
	Director, Detroit Symphony Orchestra
GEORGE H. ENGEMAN *	Assistant Professor of Spanish
B.A., University of Virginia; M.A., Middlebury College; Ph.D., University	
of Madrid	
ALICE ENGRAM	Assistant Instructor in Music
B.A., Hillsdale College	

*New members of the faculty

PETER G. EVARTS B.A., Eastern Michigan University; M.A., University of Michigan	Assistant Professor of English
ROBERT I. FACKO B.M., M.M., University of Illinois	Instructor in Music
WALTER FEINBERG A.B., A.M., Ph.D., Boston University	Assistant Professor of Education
THOMAS FITZSIMMONS B.A., Stanford University; M.A., Columbia University	Professor of English
WILLIAM C. FORBES * A.B., M.A., Kent State; M.A., Ed.D., Columbia University; Ph.D., University of Connecticut	Associate Professor of Biology
CHARLES FORTON License es Philosophie et Lettres, Universite Catholique de Louvain, Belgium; Doctorate es Musique, Institut Lemmens, Malines, Belgium	Assistant Instructor in French
LAWRENCE B. FRIEDMAN * B.A., University of Minnesota (Duluth); M.A., Harvard University	Assistant Professor of Chemistry
JUNE E. GABLER B.S., M.A., Ed.D., Wayne State University	Associate Professor of Teacher Education
JOHN C. GALLOWAY A.B., A.M., American University; Ph.D., Columbia University	Professor of Art and Art History; Chairman of Art Department
LEONARDAS V. GERULAITIS * B.A., M.A., M.A.L.S., University of Michigan	Instructor in History
RENATE GERULAITIS * B.Ed., University of Toledo; M.A., University of Michigan	Instructor in German
JOHN E. GIBSON B.S., Rhode Island State College; M. Eng., Ph.D., Yale University	Professor of Engineering; Dean of the School of Engineering
JAMES C. HADEN B.S., Haverford College; M.A., Ph.D., Yale University	Professor of Philosophy; Chairman of Philosophy Department
HARRY T. HAHN B.S., Kutztown State College; M.Ed., Ed.D., Temple University	Professor of Education
WILLIAM G. HAMMERLE B.S., California Institute of Technology; Ph.D., Princeton University	Professor of Engineering Science

*New members of the faculty

CLIFFORD V. HARDING	Professor of Biology; Chairman of Biology Department
A.B., Brown University; M.S., Yale University; Ph.D., University of Pennsylvania	
RICHARD EDMUND HASKELL *	Assistant Professor of Engineering
B.E.E., M.E.E., Ph.D., Rensselaer Polytechnic Institute	
F. EUGENE HAUN *	Visiting Associate Professor of English
B.A., Hendrix College; M.A., Vanderbilt University; Ph.D., University of Pennsylvania	
GERALD C. HEBERLE	Instructor in History
B.A., University of Dayton; M.A., University of Cincinnati	
CHARLES W. HEFFERNAN *	Associate Professor of Music
B. Mus. Ed., M.A., Ph.D., University of Michigan	
LASZLO J. HETENYI	Professor of Education; Dean of the School of Education
B.A., Pennsylvania State University; M.A., University of Michigan; Ed.D., Michigan State University	
EDWARD J. HEUBEL	Professor of Political Science; Chairman of Political Science Department
B.A., Yale University; M.A., Ph.D., University of Minnesota	
DONALD C. HILDUM	Associate Professor of Psychology
A.B., Princeton University; M.A., Ph.D., Harvard University	
J. CARROLL HILL	Associate Professor of Engineering
B.S.E.E., University of Louisville; M.S.E.E., University of Southern California; Ph.D., Purdue University	
ADELINE G. HIRSCHFELD *	Assistant Professor of Speech
B.A., M.A., Ph.D., Wayne State University	
ROBERT G. HOOPES	Professor of English; Chairman of English Department
A.B., Cornell College; A.M., Boston University; A.M., Ph.D., Harvard University; D. Lit. (Hon.), Cornell College	
ROBBIN R. HOUGH	Associate Professor of Economics; Chairman of Economics and Business Administration Department
B.A., Montana State University; Ph.D., Massachusetts Institute of Technology	

*New members of the faculty

ROBERT C. HOWES	Associate Professor of History
A.B., Stetson University; M.A., Ph.D., Cornell University	
OLEG HRABAR *	Lecturer in Russian
Ph.B., University of Prague; B. Pedagogy, University of Budapest;	
M.A., University of Montreal	
FREDERICK A. HUGHES *	Instructor in English
B.A., University of Buffalo	
JOHN HURD II *	Instructor in Economics
B.A., Yale University	
DON R. IODICE	Assistant Professor of French
B.A., M.A.T., Yale University	
THOMAS M. JENKINS	Instructor in Mathematics
B.A., Kenyon College; M.A., Yale University	
G. PHILIP JOHNSON	Professor of Mathematics;
	Chairman of Mathematics Department
B.S., M.A., Ph.D., University of Minnesota	
RICHARD A. KAMMANN	Assistant Professor of Psychology
B.A., Miami University (Ohio); Ph.D., University of Cincinnati	
JANET KARPISZEK	Assistant Instructor in Spanish
B.A., Eastern Michigan; M.A., State University of Iowa	
LEONARD KASDAN *	Associate Professor of Anthropology
B.A., Olivet College; M.A., Ph.D., University of Chicago	
WILBUR W. KENT, JR.	Assistant Professor of Music
B. Mus., University of Kansas; M.M., University of Illinois	
KEITH ROGER KLECKNER *	Associate Professor of Engineering
B.E.E., Ph.D., Cornell University	
HELEN KOVACH	Associate Professor of Russian
Law Diploma, University of Belgrade; Teaching Certificate in Russian, Karlov	
University, Prague; Ph.D., Elizabeth University, Pecs, Hungary	
AHARON KUPERMAN	Instructor in Psychology
B.S., M.S., Illinois Institute of Technology	
JOHN H. LANGER *	Assistant Professor of Education
Ph.B., M.A., University of Detroit; Ed.D., Wayne State University	
C. PETER LAWES *	Instructor in Mathematics
B.S., M.S., Massachusetts Institute of Technology; M.A., Dartmouth College	

*New members of the faculty

WILLIAM J. LEININGER *	Lecturer in Economics-Business
B.A., University of Notre Dame; Ph.D., Purdue University	
ALFRED LESSING	Assistant Professor of Philosophy
B.A., Carleton College; M.A., Ph.D., Yale University	
CARMINE ROCCO LINSALATA *	Professor of Spanish
B.A., M.A., Ohio State; Ph.D., University of Texas	
DAVID G. LOWY	Assistant Professor of Psychology;
	Clinical Psychologist
B.A., Drake University; M.A., City College of New York; Ph.D., University of Tennessee	
RICHARD S. LYONS *	Assistant Professor of English
A.B., Carleton College; Ph.D., Princeton University	
DONALD G. MALM	Associate Professor of Mathematics
B.S., Northwestern University; A.M., Ph.D., Brown University	
ROGER HENRY MARZ	Associate Professor of Political Science
B.S., Illinois Institute of Technology; M.A., Ph.D., Michigan State University	
DAVID W. MASCITELLI	Instructor in English
B.A., Middlebury College; M.A., Duke University	
GEORGE T. MATTHEWS	Professor of History; Dean of the College of Arts & Sciences
A.B., M.A., Ph.D., Columbia University	
RICHARD A. MAZZARA *	Associate Professor of French
B.A., Queens College; M.A., Johns Hopkins; Ph.D., University of Kansas	
JAMES H. MCKAY	Professor of Mathematics
B.A., Seattle University; M.S., Ph.D., University of Washington	
NORMAN MCKENDRICK *	Lecturer in Classics
A.B., M.A., Loyola University; Ph.L., S.T.L., West Baden College; Ph.D., Fordham University	
JOHN M. MCKINLEY *	Associate Professor of Physics
B.S., University of Kansas; Ph.D., University of Illinois	
WALLACE S. MESSER	Specialist in Reading
B.S., Wayne State University; M.A., San Fernando Valley State College	
EDMUND F. MILLER *	Lecturer in Classics
A.B., Loyola University; Ph.L., S.T.L., West Baden College; Ph.D., Fordham University	
STEVEN R. MILLER	Assistant Professor of Chemistry
B.S., Case Institute of Technology; Ph.D., Massachusetts Institute of Technology	

*New members of the faculty

MISCHA MISCHAKOFF	Artist in Residence in Music
SIDDHESHWAR MITTRA *	Associate Professor of Economics
B. Com., M. Com., Agra University (India); Ph.D., University of Florida	
RALPH C. MOBLEY	Professor of Physics; Chairman of Physics Department
B.S.E.E., Lawrence Institute of Technology; M.S., Ph.D., University of Wisconsin	
JACK R. MOELLER	Associate Professor of German
B.A., Oberlin College; M.A., Ph.D., Princeton University	
CHARLES E. MORTON	Lecturer in Philosophy
B.A., Morehouse College; B.D., Union Theological Seminary; Ph.D., Columbia University	
NORBERT NOELDECHEN	Assistant Instructor in German
B.A., Wayne State University	
ROSS A. NORRIS *	Assistant Professor of Art
B.A., North Central College; M.A., M.F.A., University of Wisconsin	
FREDERICK W. OBEAR	Associate Professor of Chemistry; Assistant Provost
B.S., Lowell Technological Institute; Ph.D., University of New Hampshire	
EMIL OESTEREICHER	Instructor in Sociology and Anthropology
B.A., M.A., University of Illinois	
LANDON CROCKER PEOPLES	Assistant Professor of Psychology
B.S., Carson Newman College; Ph.D., University of Tennessee	
JESSE R. PITTS	Professor of Sociology; Chairman of Sociology and Anthropology Department
B.A., M.A., Ph.D., Harvard University	
JEAN-PIERRE PONCHIE *	Instructor in French
B.A., Wayne State University; M.A., University of Michigan	
DAVID C. POTTER	Assistant Professor of Political Science
B.A., M.A., University of California (Berkeley); Ph.D., University of London	
JOGINDAR S. RATTI *	Assistant Professor of Mathematics
B.S., M.S., University of Bombay	

*New members of the faculty

GEORGE RAWICK	Associate Professor of Sociology and Anthropology
A.B., Oberlin; M.S., Ph.D., University of Wisconsin	
RODERIC E. RICHTER	Assistant Professor of Education Assistant Dean, School of Education
A.B., B.S., Ashland College; M.E., Bowling Green State University; Ed.D., Wayne State University	
HENRY ROSEMONT	Instructor in Philosophy
A.B., University of Illinois	
JOAN G. ROSEN	Special Instructor in English
B.A., Vassar College; M.A., Wayne State University	
WILLIAM R. ROTSEL	Lecturer in Russian
B.A., Oakland University	
JOEL W. RUSSELL *	Assistant Professor of Chemistry
B.A., Northwestern University; Ph.D., University of California (Berkeley)	
CLYDE B. SARGENT *	Professor of History and Director of the Area Studies Program
B.A., Denison University; M.A., Trinity College; M.A., College of Chinese Studies (Peiping); Ph.D., Columbia University	
RALPH J. SCHILLACE *	Instructor in Psychology
B.A., Penn College; M.A., University of Cincinnati	
HERBERT SCHUEL	Assistant Professor of Biology
B.A., University College, New York University; Ph.D., University of Pennsylvania	
WILLIAM SCHWAB	Professor of English; Acting Chairman of English Department
B.A., Bethany College; M.A., Ph.D., University of Wisconsin	
NORTON C. SEEGER *	Associate Professor of Economics
B.S., B.S. Econ., University of Colorado; Ph.D., University of California (Berkeley)	
VIRINDRA M. SEHGAL	Assistant Professor of Mathematics
B. Sc., M.A., (App. Math), M.A. (Econ-Stat), University of Delhi, India; M.A. (Math), University of Wisconsin	
ALAN L. SELTZER *	Instructor in Political Science
A.B., Brooklyn College; M.A., Michigan State University	
RICHARD R. SHANK *	Associate Professor of Engineering and Assistant Dean, School of Engineering
B.E., M.E., Yale University	

*New members of the faculty

ROBERT E. SIMMONS	Professor of German; Chairman of Modern Languages and Literatures Department
B.A., M.A., Ph.D., Stanford University	
C. WALLACE SMITH *	Instructor in Sociology
B.S., M.S., Iowa State University	
FRED WILLIAM SMITH *	Assistant Professor of Education; Associate Dean of Students and Dean of Freshmen
A.B., M.A., Wheaton College; Ph.D., Michigan State University	
HARVEY A. SMITH *	Associate Professor of Mathematics
B.S., Lehigh University; M.S., A.M., Ph.D., University of Pennsylvania	
EDWARD STARR	Instructor in Economics
B.B.A., City College of New York	
W. PATRICK STRAUSS *	Associate Professor of History
A.B., Occidental College, Los Angeles; M.A., Stanford University; Faculte des Lettres, University of Paris; Ph.D., Columbia University	
BEAUREGARD STUBBLEFIELD	Associate Professor of Mathematics
B.S., M.A., Prairie View College; M.S., Ph.D., University of Michigan	
WILLIAM F. STURNER *	Assistant Professor of Political Science
B.S., Fordham University; M.S., University of Wisconsin; Ph.D., Fordham University	
NORMAN SUSSKIND	Associate Professor of French
A.B., Adelphi College; Ph.D., Yale University	
ROBERT W. SWANSON	Professor of Administration; Director of Business Affairs
B.S., Northwestern University	
AMITENDRANATH TAGORE	Associate Professor of Chinese
B. Com., Calcutta University, India; M.A., National Peking University, China; Ph.D., Visva Bharati University, India	
SAMUEL B. THOMAS	Assistant Professor of History
B.S., City College of New York; M.A., Ph.D., Columbia University	
PAUL A. TIPLER	Assistant Professor of Physics
B.S., Purdue University; M.S., Ph.D., University of Illinois	
PAUL TOMBOULIAN	Associate Professor of Chemistry; Chairman of Chemistry Department
A.B., Cornell University; Ph.D., University of Illinois	

*New members of the faculty

REUBEN TORCH

Professor of Biology and
Assistant Dean, College of
Arts and Sciences

B.S., M.S., Ph.D., University of Illinois

IRVING TORGOFF *

Associate Professor of
Psychology

B.S., City College of New York; Ph.D., University of Rochester

ANNE H. TRIPP

Visiting Assistant Professor
of History

A.B., Wheaton College; M.A., Ph.D., University of Michigan

RICHARD P. TUCKER *

Assistant Professor of History

A.B., Oberlin College; A.M., Ph.D., Harvard University

NALIN J. UNAKAR *

Assistant Professor of Biology

B.Sc., Samaldas College (India); M.Sc., University of Bombay;
Ph.D., Brown University

CARMEN M. URLA

Special Instructor in Spanish

Bachillerato, Instituto Lope de Vega, Madrid; M.A., University of
Illinois

KIICHI USUI *

Visiting Assistant Professor of Art

B.F.A., University of Tokyo

BIRGITTA VANCE

Instructor in Spanish

A.B., M.A., Wayne State University

CARL R. VANN

Associate Professor of Political
Science

A.B., M.A., Ph.D., Syracuse University

LIBOR J. VELINSKY

Assistant Professor of Physics

B.A., Vanderbilt University; M.A., University of Rochester;
Ph.D., Michigan State University

GILBERT LEROY WEDEKIND *

Assistant Professor of Engineering

B.S., M.S., Ph.D., University of Illinois

GENTRUDE M. WHITE

Professor of English

B.A., Mt. Holyoke College; M.A., Columbia University;
Ph.D., University of Chicago

MARILYN L. WILLIAMSON

Assistant Professor of English

B.A., Vassar College; M.A., University of Wisconsin;
Ph.D., Duke University

ROBERT M. WILLIAMSON

Professor of Physics

B.S., University of Florida; Ph.D., University of Wisconsin

*New members of the faculty

WALTER L. WILSON

Professor of Biology

B.S., West Chester State College; Ph.D., University of
Pennsylvania

THEODORE O. YNTEMA

Visiting Professor of
Economics and Business

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

APPENDIX B

ADMINISTRATIVE-PROFESSIONAL PERSONNEL

ADMISSIONS

Glen Brown

Ronald Horvath

William Jones

Jerry Rose

Edmund Marroso

Director of Admissions and
Scholarships

Admissions Officer

Assistant Director of Admissions

Assistant Director of Scholarships

Admissions Officer

ALUMNI EDUCATION

Gary Woditsch

James P. McAlpine

Director of Alumni Education
Program

Assistant Director of Alumni
Education Program

BOOK CENTER

David Bixby

Manager

BUSINESS OFFICE

Robert W. Swanson

Rockne Delauney

Frederick M. Endelman

Ronald Maierle

Robert McGarry

William Stroud

Director of Business Affairs

Special Accounts Supervisor

Grant and Contract Administrator

Accountant

Chief Accountant

Cashier and Voucher Auditor

CHANCELLOR

Durward B. Varner

Lewis N. Pino

Pauline Scott

Herbert N. Stoutenburg

Chancellor

Assistant to the Chancellor
for Planning

Administrative Secretary

Assistant to the Chancellor
for Administration

COMPUTER AND DATA PROCESSING CENTER

Donald Mann

Clifford Morris

James Porritt

Edward Van Slambrouck

Acting Director of Computer
and Data Processing Center

Programmer

Operations Manager

Programmer

CONTINUING EDUCATION AND
MOTT CENTER FOR COMMUNITY AFFAIRS

Lowell R. Eklund

John Bellefleur

David J. Doherty

Dean of Continuing Education
Director, Mott Center for
Community Affairs

Educational Counselor

Director of Community Schools

Assistant Director of Mott

Center for Community Affairs

Russell E. Elliott

Robert M. Ericksen
Priscilla Jackson

Virginia Menzies
Lee M. Olson

Dorothy Owen

Rhea E. Victor
Elizabeth Wright
Helen Zdeba

DEAN OF STUDENTS

Thomas B. Dutton
James R. Appleton
Patricia Houtz
Harold Johnson
E. James Petty
Gladys Rapoport
Fred Smith

Arthur Young
Thomas Zarle

FOOD SERVICE

Edward Goodwin
John Januszko

Klaus Dehn

FOUNDATION

Mary June Matthews
Ingrid Nuell

GROUNDS AND LANDSCAPING

Frederick Duranceau

INSTITUTIONAL RESEARCH

David C. Beardslee
Jean Dion

LIBRARY

Royce Butler
Lawrence Auld
Daniel Cutcher
Desiree de Charms
Robert Gamble
Robert Gaylor

Director of Courses and
Professional Development Programs
Director, Liberal Arts Program
Director of Conferences
Mott Forums, and Continuum Center
Registrar
Marketing Specialist and
Conference Coordinator
Administrative Assistant, Mott
Center for Community Affairs
Director of Public Relations
Volunteer Counselor
Employment Counselor

Dean of Students

Associate Dean for Men
Associate Dean for Women
Assistant Director of Housing
Student Affairs Assistant
Financial Aids Assistant
Associate Dean of Students and
Dean of Freshmen
University Physician
Head Resident and Administrative
Assistant

Director of Food Services
Manager, Vandenberg Hall
Food Service
Manager, Oakland Center
Food Service

Director Community Relations
Manager Scholar Shop

Director

Director
Research Assistant

University Librarian
Assistant Librarian
Order Department
Reference Librarian
Reference Librarian
Reference Librarian

Barbara Gordon
Shin-Fang Lin

Assistant Librarian
Catalog Librarian

MEADOW BROOK MUSIC FESTIVAL

James Hicks
Bernard Toutant

Director
Assistant to the Director

MEADOW BROOK THEATRE

John Fernald
Sybil Topham

Artistic Director
Assistant to the Artistic
Director
General Manager
Designer
Treasurer and Business Manager
Director of Public Relations

David Bishop
Thomas Aston
Donald Britton
Edgar A. Guest, III

OAKLAND CENTER

Edward E. Birch

William Peterson

Manager, Oakland Center and
Director of Student Activity
Assistant Manager, Oakland Center

PERSONNEL

Carlos Corona
Jewel Bird

Director of Personnel
Supervisor of Employment and
Payroll

PHYSICAL EDUCATION

Hollie Lepley

Richard Robinson
John Scovil
Corey Van Fleet, Jr.

Director of Physical Education
and Athletics
Assistant in Physical Education
Assistant in Physical Education
Assistant in Physical Education

PHYSICAL PLANT

George Karas
Clarence Kremer
Chevor Dong
William L. Sharrard

Director of Physical Plant
Construction Engineer
Electrical Engineer
Mechanical Engineer

PLACEMENT

Dorothy Hope

Jerry Dahlmann

Director of Placement and
Director Alumni Relations
Assistant Director of Placement
and Alumni Relations

PROVOST

Donald D. O'Dowd
Frederick W. Obear

Provost
Assistant Provost

PSYCHOLOGICAL SERVICES

Kenneth Coffman
Betty J. Beardslee
Edward E. Rice

Director of Psychological Services
Clinical Psychologist
Clinical Psychologist

Rodney Zegers
L. Jerome Fink, M.D.
Morris Frumin, M.D.
Ralph S. Green, M.D.
Hubert Miller, M.D.
Sheldon N. Siegel, M.D.

Clinical Psychologist
Consultant
Consultant
Consultant
Consultant
Consultant

PUBLIC SAFETY

Thomas Strong

Director

PURCHASING

David Jones

Purchasing Agent

REGISTRAR

Thomas H. Atkinson
Hilda Hicks
Edward J. Lynch

Registrar
Recorder
Assistant Registrar

SCIENCE AND ENGINEERING

Joseph Dezio
Robert Stanton

Electronic Technician
Electrical Engineer

UNIVERSITY RELATIONS

Troy Crowder
David Darsky
Lawrence Sullivan

Director of University Relations
Director of Publications
Director of News Service

OAKLAND UNIVERSITY
OFFICE OF THE REGISTRAR

TABLE I

TOTAL "HEAD COUNT" ENROLLMENT
By terms and semesters

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

FIFTEEN-WEEK SEMESTERS

Fall 1961	1069			
Winter 1962		1023		
Spring 1962			497	
Fall 1962	1259			
Winter 1963		1134		
Spring 1963			643	
Fall 1963	1498			
Winter 1964		1279		
Spring 1964			706	
Fall 1964	1812			
Winter 1965		1681		
Spring 1965			822	
Summer 1965				428
Fall 1965	2458			
Winter 1966		2252		
Spring 1966			948	

PROJECTED

Summer 1966				567
Fall 1966	3441			
Winter 1967		3166		
Spring 1967			1376	

TABLE II
TOTAL ANNUAL ENROLLMENT 1959 - 1966
(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

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

** 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 = Freshman
S = Sophomore
J = Junior
S = Senior

CURRICULUM	CODE	FALL, 1965				WINTER, 1966				SPRING, 1966			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
BUSINESS ADMINISTRATION	200	46	52	28	7	33	36	34	20	9	19	10	12
ENGINEERING SCIENCE	400	89	44	18	6	73	30	17	17	7	17	10	7
DIVISION OF HUMANITIES													
Liberal Arts	600	57	9	-	2	39	3	3	1	4	6	-	-
Art	611	32	24	8	7	22	20	14	7	4	4	8	2
Classical Languages	612	2	1	-	-	2	-	-	-	1	-	-	-
English	613	76	67	17	3	74	46	32	12	8	16	24	4
History	614	23	17	14	8	19	15	16	12	4	8	5	9
Modern Languages	615	33	24	10	3	23	17	14	8	6	10	9	8
Music	616	14	6	-	-	9	5	4	1	-	3	5	-
Philosophy	617	6	9	4	3	3	7	4	6	1	1	2	3
SUB TOTAL		243	157	53	26	191	113	87	47	28	48	53	26
DIVISION OF MATHEMATICS & SCIENCE													
Biology	642	51	15	1	1	42	15	4	1	4	17	3	-
Chemistry	641	40	21	11	5	27	10	9	15	5	10	4	8
Mathematics	643	80	26	5	10	75	20	7	11	3	17	6	7
Physics	644	20	13	5	8	13	10	9	11	-	7	6	4
SUB TOTAL		191	75	22	24	157	55	29	38	12	51	19	19
DIVISION OF SOCIAL SCIENCES													
Economics	671	10	15	5	2	7	16	5	7	1	4	5	5
Political Science	672	46	46	15	7	42	35	19	16	6	10	19	8
Psychology	673	55	32	27	10	39	28	30	21	4	15	12	10
Sociology	674	42	20	7	1	34	16	12	6	7	10	10	6
SUB TOTAL		153	113	54	20	122	95	66	50	18	39	46	29

TABLE IV

DISTRIBUTION OF UNDERGRADUATE STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUM

Legend: M = Men
W = Women
T = Total

CURRICULUM	CODE	FALL, 1965			WINTER, 1966			SPRING, 1966		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
BUSINESS ADMINISTRATION	200	124	9	133	115	8	123	47	3	50
ENGINEERING SCIENCE	400	154	3	157	135	2	137	40	1	41
DIVISION OF HUMANITIES										
Liberal Arts	600	34	34	68	23	23	46	6	4	10
Art	611	18	53	71	21	42	63	4	14	18
Classical Languages	612	-	3	3	-	2	2	-	1	1
English	613	73	90	163	74	90	164	22	30	52
History	614	34	28	62	33	29	62	13	13	26
Modern Languages	615	15	55	70	14	48	62	10	23	33
Music	616	10	10	20	9	10	19	4	4	8
Philosophy	617	13	9	22	10	10	20	5	2	7
SUB TOTAL		197	282	479	184	254	438	64	91	155
DIVISION OF MATHEMATICS & SCIENCE										
Biology	642	43	25	68	39	23	62	18	6	24
Chemistry	641	60	17	77	49	12	61	20	7	27
Mathematics	643	82	39	121	76	37	113	20	13	33
Physics	644	42	4	46	40	3	43	15	2	17
SUB TOTAL		227	85	312	204	75	279	73	28	101
DIVISION OF SOCIAL SCIENCES										
Economics	671	31	1	32	34	1	35	14	1	15
Political Science	672	100	14	114	96	16	112	37	6	43
Psychology	673	79	45	124	78	40	118	24	17	41
Sociology	674	19	51	70	22	46	68	12	21	33
SUB TOTAL		229	111	340	230	103	333	87	45	132

TABLE IV

(continued)

CURRICULUM	CODE	FALL, 1965			WINTER, 1966			SPRING, 1966		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
EDUCATION SECONDARY										
Biology	842	11	4	15	11	4	15	5	1	6
Chemistry	841	11	8	19	13	5	18	4	3	7
Classical Languages	812	1	4	5	1	3	4	1	2	3
English	813	66	158	224	56	138	194	18	72	90
History	814	52	53	105	55	49	104	26	21	47
Mathematics	843	27	29	56	31	24	55	6	7	13
Modern Languages	815	12	68	80	10	59	69	4	19	23
Music	816	11	26	37	12	27	39	3	15	18
Physics	844	6	2	8	5	2	7	3	1	4
Social Sciences	870	25	24	49	19	26	45	13	9	22
SUB TOTAL		222	376	598	213	337	550	83	150	233
EDUCATION ELEMENTARY										
General	900	17	320	337	16	287	303	6	181	187
Mathematics Sci. Conc.	940	3	13	16	2	10	12	-	4	4
Modern Language Conc.	915	1	19	20	-	16	16	-	3	3
SUB TOTAL		21	352	373	18	313	331	6	188	194
TOTALS BY MEN & WOMEN		1174	1218	2392	1099	1092	2191	400	506	906

TABLE V

DISTRIBUTION OF GRADUATE STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUM

Legend: M = Men
W = Women
T = Total

CURRICULUM	CODE	FALL, 1965			WINTER, 1966			SPRING, 1966		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
MASTER OF ARTS										
English	513	8	11	19	6	7	13	1	5	6
Mathematics	543	3	-	3	5	-	5	4	-	4
Modern Language	515	1	5	6	1	9	10	-	-	-
SUB TOTAL		12	16	28	12	16	28	5	5	10
MASTER OF SCIENCE										
Chemistry	541	1	1	2	1	1	2	2	1	3
SUB TOTAL		1	1	2	1	1	2	2	1	3
MASTER OF ARTS IN TEACHING										
Elementary Education	990	3	15	18	5	15	20	13	14	27
English	713	2	3	5	1	1	2	1	1	2
Mathematics	743	9	3	12	7	2	9	-	-	-
Social Science	770	1	-	1	-	-	-	-	-	-
SUB TOTAL		15	21	36	13	18	31	14	15	29
GRAND TOTAL		28	38	66	26	35	61	21	21	42

Legend: M = Men
W = Women
T = Total

[illegible]

TABLE VI
(cont.)

MICHIGAN COUNTIES	CODE	FALL 1965			WINTER 1966			SPRING 1966		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Lake	043	-	-	-	-	-	-	-	-	-
Lapeer	044	14	14	28	12	15	27	7	6	13
Leelanau	045	-	-	-	-	-	-	-	-	-
Lenawee	046	3	-	3	3	-	3	-	-	-
Livingston	047	4	3	7	3	3	6	1	1	2
Luce	048	1	2	3	1	2	3	-	1	1
Mackinac	049	4	1	5	4	1	5	-	1	1
Macomb	050	171	176	347	158	145	303	58	72	130
Manistee	051	-	3	3	-	2	2	-	1	1
Marquette	052	-	-	-	-	-	-	-	-	-
Mason	053	2	2	4	2	2	4	-	1	1
Mecosta	054	2	3	5	2	3	5	1	1	2
Menominee	055	-	-	-	-	-	-	-	-	-
Midland	056	1	4	5	1	4	5	-	1	1
Missaukee	057	-	-	-	-	-	-	-	-	-
Monroe	058	3	-	3	3	-	3	1	-	1
Montcalm	059	-	-	-	-	-	-	-	-	-
Montmorency	060	-	-	-	-	-	-	-	-	-
Muskegon	061	16	6	22	15	5	20	3	3	6
Newaygo	062	1	-	1	1	-	1	-	-	-
Oakland	063	627	750	1377	593	679	1272	251	325	576
Oceana	064	-	1	1	-	-	-	-	-	-
Ogemaw	065	-	-	-	-	-	-	-	-	-
Ontonagon	066	-	-	-	-	-	-	-	-	-
Osceola	067	-	1	1	-	1	1	-	-	-
Oscoda	068	-	-	-	-	-	-	-	-	-
Otsego	069	-	-	-	-	-	-	-	-	-
Ottawa	070	-	2	2	-	2	2	-	-	-
Presque Isle	071	-	-	-	-	-	-	-	-	-
Roscommon	072	1	-	1	1	-	1	-	-	-
Saginaw	073	12	3	15	11	3	14	1	1	2
St. Clair	074	18	9	27	15	11	26	10	8	18
St. Joseph	075	3	3	6	2	2	4	2	1	3
Sanilac	076	4	6	10	4	6	10	1	5	6
Schoolcraft	077	-	-	-	-	-	-	-	-	-
Shiawassee	078	2	-	2	2	-	2	-	-	-
Tuscola	079	6	4	10	5	4	9	1	2	3
Van Buren	080	3	2	5	3	1	4	1	-	1
Washtenaw	081	4	3	7	3	2	5	1	1	2
Wayne	082	141	112	253	128	101	229	41	53	94
Wexford	083	-	1	1	-	1	1	-	-	-
TOTAL		1119	1182	2301	1046	1060	2106	401	513	914

TABLE VI
(cont.)

STATES OTHER THAN MICHIGAN	CODE	FALL 1965			WINTER 1966			SPRING 1966		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Alaska	150	-	1	1	-	-	-	-	-	-
California	104	1	1	2	1	1	2	-	-	-
Connecticut	106	4	1	5	3	1	4	2	-	2
Delaware	107	1	-	1	1	-	1	-	-	-
Dist. of Columbia	108	1	2	3	1	2	3	-	1	1
Hawaii	151	-	2	2	-	2	2	-	-	-
Illinois	112	7	6	13	7	6	13	2	1	3
Indiana	113	3	1	4	2	1	3	-	-	-
Maine	118	1	-	1	1	-	1	1	-	1
Maryland	119	1	1	2	1	-	1	-	-	-
Massachusetts	120	2	3	5	2	3	5	1	1	2
Minnesota	122	1	-	1	1	-	1	-	-	-
Missouri	124	-	-	-	1	-	1	1	-	1
New Hampshire	128	1	1	2	1	1	2	-	-	-
New Jersey	129	12	10	22	12	9	21	-	2	2
New York	131	19	18	37	17	16	33	4	2	6
Ohio	134	2	7	9	2	8	10	-	2	2
Oregon	136	-	1	1	-	1	1	-	-	-
Pennsylvania	137	1	4	5	1	2	3	-	-	-
Tennessee	141	1	-	1	1	-	1	1	-	1
Texas	142	2	-	2	2	-	2	-	-	-
Virginia	145	14	11	25	13	11	24	3	2	5
Wisconsin	148	1	2	3	1	1	2	-	1	1
TOTAL		75	72	147	71	65	136	15	12	27
FOREIGN COUNTRIES										
Austria	205	-	-	-	-	1	1	-	1	1
Canada	236	4	-	4	4	-	4	3	-	3
Colombia	238	2	1	3	2	-	2	2	-	2
France	283	1	-	1	1	-	1	-	-	-
Japan	351	1	1	2	1	1	2	-	1	1
TOTAL		8	2	10	8	2	10	5	2	7

SUMMARY

	FALL 1965			WINTER 1966			SPRING 1966		
	M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Michigan	1119	1182	2301	1046	1060	2106	401	513	914
States other than Mich.	75	72	147	71	65	136	15	12	27
Foreign Countries	8	2	10	8	2	10	5	2	7
GRAND TOTAL	1202	1256	2458	1125	1127	2252	421	527	948

TABLE VII

Legend: F = First-time
Fresh.DISTRIBUTION OF NEW UNDERGRADUATE STUDENTS
BY CURRICULUMTr = Transfer
Tot = Total New

CURRICULUM	CODE	FALL 1965			WINTER 1966			SPRING 1966		
		F.	Tr.	TOT.	F.	Tr.	TOT.	F.	Tr.	TOT.
BUSINESS ADMIN.	200	20	14	34	1	7	8	-	7	7
ENGINEERING SCI.	400	64	11	75	1	2	3	-	2	2
DIV. OF HUMANITIES										
Liberal Arts	600	37	13	50	-	-	-	-	-	-
Art	611	13	11	24	2	2	4	1	1	2
Classical Lang.	612	2	-	2	-	-	-	-	-	-
English	613	41	28	69	1	10	11	1	5	6
History	614	13	8	21	-	2	2	2	1	3
Modern Languages	615	24	5	29	2	-	2	1	2	3
Music	616	9	5	14	-	-	-	-	1	1
Philosophy	617	2	2	4	-	-	-	-	-	-
SUB TOTAL		141	72	213	5	14	19	5	10	15
DIVISION OF MATHEMATICS & SCI.										
Chemistry	641	32	4	36	-	-	-	1	1	2
Biology	642	37	5	42	-	4	4	2	1	3
Mathematics	643	67	8	75	-	3	3	-	-	-
Physics	644	16	3	19	-	1	1	-	-	-
SUB TOTAL		152	20	172	-	8	8	3	2	5
DIVISION OF SOCIAL SCIENCES										
Economics	671	3	5	8	-	2	2	-	-	-
Political Science	672	37	8	45	-	8	8	1	1	2
Psychology	673	32	12	44	1	3	4	-	1	1
Sociology	674	28	13	41	-	6	6	1	-	1
SUB TOTAL		100	38	138	1	19	20	2	2	4
EDUCATION SECONDARY										
Latin	812	3	-	3	-	-	-	-	-	-
English	813	75	28	103	1	2	3	1	5	6
History	814	23	5	28	-	5	5	1	3	4
Modern Languages	815	24	6	30	1	2	3	-	1	1
Music	816	9	6	15	-	4	4	-	1	1
Chemistry	841	8	2	10	-	-	-	-	-	-
Mathematics	843	28	5	33	1	1	2	-	2	2
Physics	844	4	-	4	-	-	-	-	-	-
Social Sciences	870	15	15	30	-	3	3	-	3	3
Biology	842	7	5	12	-	1	1	-	-	-
SUB TOTAL		196	72	268	3	18	21	2	15	17
EDUCATION ELEMENTARY										
General	900	82	54	136	2	5	7	5	5	10
Modern Lang. Conc.	915	6	2	8	-	-	-	-	-	-
Math. Sci. Conc.	940	4	3	7	-	-	-	-	-	-
SUB TOTAL		92	59	151	2	5	7	5	5	10
GRAND TOTAL		765	286	1051	13	73	86	17	43	60

TABLE VIII

DEGREES CONFERRED
1965 - 1966

BACHELOR OF ARTS	1963 1965	1965 - 1966			TOTAL to DATE
		MEN	WOMEN	TOTAL	
Business Administration	29	7	-	7	36
Division of Humanities					
Latin	1	-	-	-	1
Art	17	2	7	9	26
English	26	5	4	9	35
History	22	8	5	13	35
Modern Languages	17	4	1	5	22
Philosophy	13	1	1	2	15
Music	1	-	-	-	1
Division of Mathematics & Science					
Chemistry	18	7	1	8	26
Mathematics	8	7	3	10	18
Physics	9	5	-	5	14
Biology	-	2	-	2	2
Division of Social Sciences					
Economics	13	5	1	6	19
Political Science	14	10	-	10	24
Psychology	40	13	6	19	59
Sociology - Anthropology	8	-	1	1	9
Education - Secondary					
Latin	1	-	1	1	2
English	42	5	16	21	63
History	26	9	8	17	43
Modern Languages	41	1	7	8	49
Music	4	1	2	3	7
Chemistry	3	-	1	1	4
Mathematics	17	2	2	4	21
Physics	3	-	-	-	3
Social Sciences	16	2	5	7	23
Education - Elementary					
General	133	2	34	36	169
Modern Language Concentration	7	-	2	2	9
Mathematics & Science Conc.	5	1	2	3	8
TOTAL - BACHELOR OF ARTS	534	99	110	209	743
BACHELOR OF SCIENCE					
Engineering Science	48	9	1	10	58
TOTAL - BACHELOR OF SCIENCE	48	9	1	10	58
TOTAL - UNDERGRADUATE DEGREES	582	108	111	219	801
HONORARY DEGREES					
Doctor of Humanities	2	2	-	2	4
Doctor of Laws	6	-	-	-	6
Doctor of Science	-	2	-	2	2
TOTAL - HONORARY DEGREES	8	4	-	4	12

TABLE IX
CUMULATIVE GRADE POINT AVERAGE
BY GRADUATION GROUP

DATE OF GRADUATION	APRIL 1963	AUGUST 1963	DECEMBER 1963	APRIL 1964	AUGUST 1964	DECEMBER 1964	APRIL 1965	AUGUST 1965	DECEMBER 1965	APRIL 1966
TOTAL DEGREES GRANTED	146	29	18	178	70	25	116	43	33	143
90 Percentile	3.29	3.00	3.15	3.41	3.26	3.35	3.39	3.80	3.36	3.43
80 Percentile	3.13	2.80	2.85	3.23	2.94	2.96	3.21	3.38	3.22	3.30
TOP QUARTER	2.99	2.79	2.79	3.13	2.86	2.93	3.12	3.23	3.13	3.21
70 Percentile	2.91	2.66	2.63	3.08	2.81	2.75	3.04	3.14	3.09	3.10
60 Percentile	2.82	2.49	2.57	2.89	2.70	2.71	2.90	3.01	3.03	3.01
TOP HALF	2.69	2.47	2.54	2.76	2.55	2.70	2.74	2.88	2.65	2.86
40 Percentile	2.47	2.18	2.50	2.60	2.45	2.55	2.66	2.72	2.52	2.75
30 Percentile	2.40	2.12	2.47	2.46	2.34	2.30	2.56	2.65	2.45	2.62
TOP THREE QUARTERS	2.36	2.11	2.39	2.42	2.31	2.27	2.48	2.61	2.38	2.56
20 Percentile	2.31	2.05	2.35	2.35	2.25	2.24	2.44	2.59	2.34	2.51
10 Percentile	2.20	2.03	2.19	2.26	2.22	2.19	2.34	2.37	2.31	2.30

TABLE X

DISTRIBUTION OF STUDENTS CERTIFIED FOR TEACHING
BY MAJOR FIELD

TYPE OF PROVISIONAL CERTIFICATE	1965 - 1966		
	MEN	WOMEN	TOTAL
EDUCATION - ELEMENTARY			
General	2	39	41
Modern Language Concentration	-	2	2
Mathematics Science Concentration	1	3	4
SUB TOTAL	3	44	47
EDUCATION - SECONDARY			
Chemistry	1	1	2
English	6	17	23
French	1	5	6
German	-	5	5
History	9	9	18
Mathematics	1	3	4
Music	1	2	3
Physics	-	-	-
Russian	-	-	-
Social Sciences	2	5	7
Spanish	-	-	-
Latin	-	1	1
SUB TOTAL	21	48	69
GRAND TOTAL	24	92	116