

NON-CIRCULATING

ANNUAL REPORT
MICHIGAN STATE UNIVERSITY OAKLAND
July 1, 1959 to June 30, 1960

June 30, 1960 marked the close of the first full year of operation of Michigan State University Oakland.

In retrospect, it must be concluded that the greatest single achievement of the year was the fact that the new venture was launched; it was a college in being rather than a concept in formulation. The move from the drawing board to the reality was not achieved without its frustrations, its disappointments, and its anxieties. It hardly need be added that the year carried with it its full share of mistakes. Even so, the institution has been launched; the maiden voyage has been taken; necessary adjustments have been and are being made.

Such success as has been achieved during this first year is because of the loyal support, the consideration, and the diligence of many individuals and groups.

First, recognition should be given the tireless and effective efforts of the original cadre for the new institution--the first four staff members who spent many months on the grounds in planning and preparation. These are Mr. George Karas, Director of the Physical Plant; Mr. Roy Alexander, Dean of Students; Mr. Lowell Eklund, Director of Continuing Education; and Mr. Herbert Stoutenburg, Director of Admissions. They were ably supported by the first four secretaries employed by this new institution: Mrs. Louise Landon, Mrs. Nancy Berry, Miss Katherine Hubbard and Miss Joan Davis.

The opening of this new institution would have been infinitely more difficult without the constant counsel and support of numerous officers and faculty and staff members of Michigan State University. Principal among these, of course,

has been President John A. Hannah, whose patience and faith have made it possible to attempt with confidence to develop a plan somewhat at variance with more traditional institutions.

The early counsel and guidance of Vice President Thomas H. Hamilton (currently President of the State University of New York) was invaluable.

Mr. Philip J. May, Treasurer of the Board of Trustees, has been patient and helpful in the financial complexities of establishing a new institution in a period of scarce dollars.

Mr. James H. Denison, Assistant to the President, was especially helpful in the early days of the organization of the program and particularly in dealing with the public.

In the development of the curriculum and many of the concepts in this new venture, much assistance was provided by Dean Milton Muelder, Dean of the College of Science and Arts (now Vice President of the University); Dean John D. Ryder, Dean of the College of Engineering; Dean Alfred L. Seelye, Dean of the College of Business and Public Service; and Dean Clifford E. Erickson, Dean of the College of Education.

Particular credit must be given to the Michigan State University Oakland Curriculum Committee composed of some of the more able young faculty members on the East Lansing campus--Carl D. Mead, Professor (and now Head) Department of English; Wilbur E. Deskins, Assistant Professor, Department of Mathematics; Edward B. Blackman, Professor and Head, Department of Communication Skills; Cole S. Brembeck, Professor and Head, Department of Foundations of Education; Richard Schlegel, Professor, Physics and Astronomy; Thomas A. Staudt, Professor and Head, Department of Marketing and Transportation Administration; Lawrence W. Von Tersch, Professor and Head, Department of Electrical Engineering; Stanley J. Idzerda, Professor and Director of the Honors College. This group spent many

hours in discussing the curriculum which was ultimately developed and which has served as the basic guide for subsequent refinements.

From the beginning, this new venture has been highly dependent upon the assistance of certain staff members on the East Lansing campus, and they have performed superbly. Principal among these has been Professor Harold Lautner and his staff in the Campus Planning Office; Mr. Don Ross, Consulting Architect; Mr. Emery Foster, Director of Dormitories and Food Service; Mr. Ted Simon, Superintendent, Buildings and Utilities; Mr. Clair Huntington, Construction Supervisor, University Business Office; and Mr. Carl Mandenberg, from the Purchasing Office. Without the aid of these gentlemen--which has continued throughout the year--it would have been difficult if not impossible for this institution to have been opened on schedule.

Such a list of acknowledgements must, of course, pay particular recognition to the Board of Trustees of Michigan State University. This, the policy making body and governing group of both institutions, has been considerate and helpful in all matters involved in the planning and establishment of Michigan State University Oakland. They have been willing to assume the risks and the criticisms which must always accompany any such new undertaking. To them the students and the faculty of this university and the community which it serves are in deep debt.

Recognition must be given once more to Mr. and Mrs. Alfred G. Wilson whose gift made this new campus possible, and whose unfailing devotion to their principle of no interference has made a difficult year much more pleasant than it would have otherwise been. The community in general, and its youth in particular shall forever be grateful for the foresight, the judgment, and the generosity of the Wilsons.

Reserved for particular recognition is the herioc effort of the Michigan State University Oakland Foundation--a group of private citizens who have banded together for the single purpose of helping this institution grow and develop in

the most favorable way. Under the leadership of Mr. Harold A. Fitzgerald, Publisher of THE PONTIAC PRESS, and with the untiring assistance of the Executive Committee and the other members of the Board of Trustees of the Foundation, this group has provided on-the-spot guidance, counsel, and support.

IN RETROSPECT--

For the record, it would be appropriate to identify some of the principal activities of the several months preceding the opening of the first year of school; many of which, of course, are of a continuing nature.

1. The Establishment of the Michigan State University Oakland Foundation

It was the conviction of President Hannah from the beginning that the establishment of a new institution which would always have as a principal service area the counties of Oakland and Macomb should be guided by the counsel of a group of representative citizens. Therefore, immediately after the announcement of the gift in January of 1957, a citizens advisory committee was established. This group ultimately included fifty representatives of business, industry, labor, education, banking, the mass media, and Michigan State University alumni. Every person invited to serve on this committee accepted the invitation and the group as a whole has served the institution in a manner which exceeded any expectations. Their role has been advisory and supporting. From time to time, they make recommendations to the administration and through the administration to the Board of Trustees. They serve as an advisory group to the Chancellor when matters involving the community are being weighed. They have been helpful in establishing the broad guidelines for this new undertaking and for exploring possible new approaches to the curriculum. On numerous occasions, they have assisted in the recruitment of faculty members and have consistently related

themselves to the total undertaking in a way that is a credit to the institution. Preceding the first year of operation, the Foundation, with leadership from Mr. Alfred C. Girard, raised from personal and institutional contributions some \$20,000 for student scholarships; and prior to the second year, under the direction of Mrs. Ralph T. Norvell, they have raised more than \$40,000.

2. The Development of the Master Plan for the Long-Time Campus Development

The firm of Swanson Associates of Bloomfield Hills was retained in the early days of the institution to develop a long-range campus development plan so that the first buildings and roads could be located in a way that would be consistent with the ultimate development. These preliminary plans were then taken by Mr. Lautner and the Campus Planning Department at Michigan State University and have been refined in a variety of ways. The plan has been based on the following assumptions:

- a. that eventually this campus should be expected to accommodate a maximum of 25,000 students,
- b. that 200 square feet of academic floor space per student should be available,
- c. that 75 per cent of the students would commute and that of the remaining 25 per cent, 30 per cent would be married students living on the campus while the others would be unmarried students living in dormitories, and
- d. that parking facilities must be provided in the ratio of one for each two students and one for each employee.

The plan obviously requires modifications from time to time but it is serving the vital function of guiding the campus development from one step to the next.

3. The Beginning of the Physical Plant

In addition to providing the 1600-acre Meadowbrook Farms as the site for the new campus, Mr. and Mrs. Wilson gave \$2 million to be used for the construction of the first buildings on the campus. The architectural firm of Swanson Associates was retained to design and supervise the construction of the first \$2 million project which was to accommodate the total academic operations for the first two years. Ground breaking ceremonies were held on May 2, 1958, and the buildings were completed in August, 1959.

This project includes one three-story classroom building (South Foundation Hall) containing 39 classrooms, with total student stations numbering approximately 1600. The second building in this project (North Foundation Hall) is a general purpose building including faculty and administrative offices, two large lecture rooms, temporary library facilities, a modest health center, and four science laboratories.

These buildings were built at a cost of \$14 per square foot excluding, of course, the cost for architect's fees, furnishings, utilities, and site work.

The third building in the existing physical plant is the Oakland Student Center. This building is being financed primarily from an annual grant from the Oakland County Board of Supervisors. The building consists of 33,000 square feet and includes a student cafeteria with a seating capacity of 410, a kitchen, cafeteria serving line, faculty dining room, student lounge area, student government offices, bookstore, and a student recreational area, in addition to storage facilities. The building cost a total

of \$700,000. It was begun in February of 1959 and completed in September, 1959.

4. Major Developmental Guideposts

With the counsel of the Michigan State University Oakland Foundation, and with the concurrence of the officers and the Board of Trustees of Michigan State University, the following major developmental guideposts were established for this new campus:

- a. that the objective should be the establishment of a high quality, four-year, integrated program;
- b. that there should be a general emphasis based upon a liberal education with particular stress in the liberal arts, but with professional degrees offered in business administration, teacher education, and engineering science;
- c. that the institution should begin in the fall of 1959 with a freshman class only and add additional classes in each of the three years following; and
- d. that this new institution should be established not as an extension of any existing institution but with as much freedom as possible to experiment and to develop new ideas. It was recommended that it have the opportunity to establish its own program, recruit its own faculty, and create its own identity and traditions.

Guided by these general recommendations, Michigan State University Oakland has moved through its first year of operation.

5. The Administrative Organization

The Chancellor is the principal administrative officer of the institution. He answers administratively to the President of Michigan State University

and through him to the Board of Trustees.

Within the administrative organization of Michigan State University Oakland, these principal administrative offices have been created:

- a. The Dean of the Faculty, whose responsibility includes the leadership of the faculty in the academic program of the institution. He is charged generally with the responsibility for identifying faculty needs, recruiting academic personnel, and maintaining the adequacy and the quality of the program of academic instruction. The Director of Admissions and the University Librarian answer administratively to the Dean of the Faculty.
- b. The Dean of Students, who is responsible for all student life and student affairs other than those directly academic in their nature. Answering through the Dean of Students are the offices of the Director of Counseling and Testing, the Director of Recreation and Intramural Athletics, the Director of Student Activities, the Director of the Oakland Student Center, and the University Nurse.
- c. The Director of Continuing Education, who is responsible for the non-credit educational programs and conferences conducted by the university for the primary benefit of the non-undergraduate students in the community.
- d. The Director of Business Affairs, who has the responsibility for maintenance of the budget, purchasing, maintenance of buildings and grounds, and campus security. He is also administratively responsible for the operation of the bookstore and the classified personnel program.
- e. The Assistant to the Chancellor and Director of University Relations, who has the responsibility for dealing with the mass media, for

assisting the Chancellor on administrative matters, for advising student publications, and generally translating to the public the nature and function of the institution.

6. The Development of the Curriculum

The early leadership for the development of the curriculum for this new campus was provided by Mr. Thomas H. Hamilton, then Vice President for Academic Affairs at Michigan State University. He established a committee on the East Lansing campus, and for a period of several weeks spent much time in discussing the kinds of programs and specific curricula which would be most promising. This report was studied by a special committee of the Michigan State University Oakland Foundation--a committee chaired by Mr. James C. Zeder and known as the Zeder Committee. It included ten members from the Foundation. This group recommended that a series of seminars be held involving some of America's leading educators in each of the four fields to be undertaken at this new institution. Under the leadership of Mr. Zeder, four separate seminars were held, each involving five of the most distinguished educational and lay leaders who could be identified in the area under consideration. The general discussions were attended by the ten members of the Zeder Committee, the appropriate Dean from the East Lansing campus, President Hannah, Vice President Hamilton, and Mr. Varner, Mr. Eklund, and Mr. Alexander from the Michigan State University Oakland staff.

Following these highly productive seminars, the question of the specifics of the curriculum was moved to a special committee on the East Lansing campus. This committee included Carl D. Mead, Professor, Department of English; Wilbur E. Deskins, Assistant Professor, Department of Mathematics; Edward B. Blackman, Professor and Head, Department of Communication Skills; Cole S. Brembeck, Professor and Head, Department of Foundations of Education; Thomas

A. Staudt, Professor and Head, Department of Marketing and Transportation Administration; Lawrence W. Von Tersch, Professor and Head, Department of Electrical Engineering; Stanley J. Idzerda, Professor and Director of the Honors College. Under the general leadership of Mr. D. B. Varner, then Vice President, Michigan State University, and the Chancellor-designate for the new campus, several weeks of painstaking and provocative discussion were held, and from this the general outline of the four curricula at Michigan State University Oakland was formulated.

The product of the Curriculum Committee's activities was then discussed with the Zeder Committee and ultimately was reviewed and criticized by a select group of Honors College students at Michigan State University.

Understandably, from any such extensive and prolonged discussion there would emerge areas of disagreement. It was surprising and pleasing, however, to note several areas in which there was virtually unanimous concurrence. Among the points of agreement were these:

- a. Modern university curricula are unnecessarily complex, both in terms of their course structure and the major areas of study. It was recommended, therefore, that in this new institution every effort should be made to develop a program which is relatively simple in terms of variety, but which places great emphasis on quality and depth.
- b. Following naturally from the growing complexity of course offerings has come an unnecessary degree of specialization and vocationalization of courses and programs. It has been urged, therefore, that Michigan State University Oakland place a major emphasis upon the development of liberally educated students, regardless of the professional field chosen.

- c. It would be desirable to limit sharply the number of courses which a student may take during any given quarter or term.
- d. Present methods of classroom instruction should be carefully examined with the hope that more productive schemes could be devised for facilitating the learning process for the students. Again and again, critical questions were raised about the traditional system of fixed lecture periods, followed by an examination, which if successfully passed, entitled one to the "stamp of approval." The notion was often expressed that this institution, beginning as it was and is, should seek more effective ways to achieve the learning objectives and, if possible, at a lower dollar cost.
- e. The students graduating from Michigan State University Oakland will move into a situation demanding a considerable knowledge of the world beyond Michigan and the United States. Therefore, it was urged repeatedly that programs should be developed which would promote a general understanding of the world community, and hopefully, would equip these graduates with the ability to deal with at least one foreign language. An understanding of the non-western world was described as crucial for the leadership of the next generation.
- f. There was much criticism of the existing and traditional organization of subject-matter areas. The recommendation was made that a serious effort be devoted to the integration of subject matter in areas where such integration would be productive, and that generally an effort should be made to establish meaningful relationships between the various course offerings.

In order to translate these general points to more specific courses of action, these major decisions were made prior to the first year of operation insofar as the new curriculum was concerned:

- a. Michigan State University Oakland will consider as its first objective the establishment of a first-class undergraduate program. This does not bar the possibility of graduate work at a later date, but rather establishes a clear-cut priority of effort.
- b. The institution should move to a twelve-month operational program at the earliest possible date.
- c. During the freshman year the normal student load will be four courses. In the sophomore, junior, and senior years the load normally will be three five-credit courses, except for three additional three-credit courses which may be selected by the student during any three of the last nine quarters.
- d. Physical education will not be required for any student, although physical education programs on an informal basis will be available and students will be encouraged to participate.
- e. ROTC will not be offered.
- f. There will not be a separate basic college but a substantial number of liberal studies courses will be expected of all students. These courses will constitute about half of the total curriculum and will be distributed over the entire four years, with a heavier concentration in the first two years.
- g. The Michigan State University Oakland faculty will offer no course of a sub-collegiate character. It will be assumed that only those students will be admitted who have demonstrated in their high school

record that they have the proper training and ability to do college-level work. Nevertheless, some students inadequately trained in one or more of the basic tools of learning will inevitably appear in every freshman class. An effort will be made to identify such students as early as possible in their college career, and for them the Michigan State University Oakland administration will make available high school courses taught by high school teachers recruited for this purpose. Those who take such courses will be required to pay \$15 per term per course. This fee should be adequate to defray the cost of instruction.

The faculty will place strong emphasis on writing in all courses, and the quality of a student's writing will be the concern of the entire faculty.

- h. The faculty will be encouraged to explore new arrangements for improving the learning process. Rather than prescribe new procedures to be followed, great freedom will be afforded the faculty with the hope that ways may be devised for improving the teacher-student relationship and for accelerating and enriching the educational program. For example, it is expected that less reliance will be placed on the formal lecture and more on small group discussions and personal consultation. Similarly, students will be encouraged to do as much independent study as is productive, with a corresponding reduction in the more formal classroom situations.
- i. In an effort to release dollars for faculty salaries, the use of technological devices will be encouraged where they offer promise of improving the efficiency of the program. For example, careful explorations will

be made in the use of closed circuit television, tape recordings, records, film strips, and moving pictures.

A curriculum is a dynamic document. It does not and cannot--in a new and vigorous setting--remain fixed. In the course of the first year of operation, certain modifications have emerged and certain refinements have occurred. For example, it has been the judgment of the faculty that the three-course-per-quarter system was too rigid for the kind of educational experience being developed, and the judgment was made that four courses per quarter should be the standard. A curriculum in the liberal studies has been standardized (minor exceptions occur in the case of science and engineering science majors). A full year sequence in the fine arts has been added as a part of the requirement for all students. Other changes will undoubtedly occur from year to year, but it is the consensus of those most directly involved that the curriculum as now developed gives reasonable assurance that every student upon graduation will have realized a liberating educational experience; and for those who choose from the professional majors, there will be a fundamental understanding of the principles of their profession.

For a more detailed view of the curriculum development process, there is attached a copy of the Curriculum Committee report.

7. Personnel Recruitment

It was obvious from the beginning that the recruiting of an able faculty and staff would be made more difficult because of certain inherent disadvantages in this new situation. Specifically, the lack of an established

library would loom large on the debit side for many young scholars. The absence of a graduate program would provide a major stumbling block in the recruitment of others. The fact that there was no established intellectual tradition would undoubtedly prove bothersome to many who would otherwise be admirably suited to this situation. The task was further complicated by the bad publicity being earned by Michigan's financial crisis.

Upon the advice of many able counsellors, the decision was made that the faculty should be recruited from among the young and promising; that we should perhaps pay more than the "going rate"; that the emphasis should be placed upon the excitement involved in helping shape the nature and character of a completely new institution unfettered by custom and tradition. It was upon this platform that the faculty and staff recruitment was undertaken.

Despite the handicaps under which such a new venture was operating, the faculty assembled has been an exciting one. They are young, enthusiastic, and highly competent in their respective disciplines. The average age of the faculty for the first year was 33 years. Of the 22 members, 20 came with their earned doctorates from the great universities of America. Four had their degrees from Columbia, four from the University of Chicago, two from Michigan State University, two from the University of Wisconsin, two from the University of Illinois, one from the University of Michigan, one from Princeton University, one from the University of Washington, one from Wayne State University, one from Yale, and one from Harvard.

In summary, it must be concluded that the faculty and staff has been at least as good as could have been hoped for and that they have performed

brilliantly under the adverse conditions of the first year of operation of a new institution. They have been patient, yet enthusiastic; considerate, yet exacting. It is our expectation that they will form the core of a brilliant and distinguished faculty in the years immediately ahead.

The total number of employees of this university during the first year--including professional, non-professional, and classified--was 72. Twenty-two of these positions were teaching faculty members, seven were primarily administrative, and nine were staff positions. Thirty-four were included in the category of classified, including clerical and custodial.

For a complete list of employees of Michigan State University Oakland during its first year of operation, see Appendix II.

8. The Admitting of the First Student Body

Even though there was a real and legitimate question in the minds of both parents and students in the area as to the financial support which the Legislature would provide for this fledgling college, 897 applications were received and processed by the Director of Admissions prior to mid-September, 1959. From this group, 670 were accepted for admission with 570 actually enrolling in September of the first year. These students came largely from Oakland and Macomb counties--441 from Oakland County and 105 from Macomb County. The balance came to the campus from a variety of places--two from Texas, one from New York, two from Alaska, one from Vietnam, and one from Turkey. Of the total enrollment of 570 students, 75 were registered for less than a full academic schedule. This group registered for an average of 6.3 credits. At the end of the first quarter, 530 of the original 570 students were still in school. Thirty-three of these did not register for the second quarter, but 38 new students entered for a total enrollment of

535 for the second quarter. At the end of the second quarter, 28 students were dropped for academic deficiencies. As a matter of economic policy, no new students were admitted at the beginning of the third quarter. The total enrollment for this term was 474.

The quality of the first student body was good, although this was not an intellectual elite. The admissions policy provided that students graduating in the top half of their class with the recommendation of their principal would be admitted. Actually, 56 per cent of those enrolling came from the top quarter of their graduating classes. This group responded superbly to the intellectual challenge which was presented them. The curriculum was not an easy one. For example, the required course in the History and Development of Western Institutions was similar to the course required of Columbia University freshmen. The course in economics was the course normally taught sophomores, and the text covered in one quarter approximated the material covered in two quarters in the traditional introductory course. The Rhetoric and Literature course required extensive readings of a difficult nature and the preparation of a substantive theme each week. The mathematics program began with calculus, whereas this level of work is normally undertaken in the second, third, or even the fourth course in most colleges.

It is understandable that there were more academic casualties during the first quarter than in a normal situation. Given the rigor of the curriculum, the instability which necessarily accompanies the first quarter of work on a new campus, a totally new faculty working together for the first time, plus the vacuum created by the lack of an upper class, it was not surprising that 17 per cent of all grades awarded were "F's." The percentage was

particularly high in economics, political science, mathematics, and chemistry. During the second and third quarters, ten per cent of the grades awarded were listed as "failing."

On the positive side of the ledger is a point which was stressed much too little during the first year of operation. It is notable that of the 495 full-time students enrolled in September, 90 of them during one or more quarters made all "A's," or all "A's" and "B's."

It must be concluded that the academic performance of the first year of this first student body has been about what had to be expected. An important characteristic has been established which, it is hoped, may take the form of a tradition--that students at this institution work very hard and place the highest priority upon intellectual achievement. This is a crucial quality and attitude for these early years.

9. Plans for Campus Expansion

While the major attention has been focused during the preceding three years to making ready for the entering class in the fall of 1959, it has been necessary to initiate plans for future campus growth to accommodate the increased enrollment in subsequent years. The realization that a completed building is normally three or four years removed from initial plans makes it all the more imperative that plans for the future be given a high priority.

It is expected that the total enrollment in the fall of 1960 will be approximately 900; in the fall of 1961--1400; in the fall of 1962--2000; and in the fall of 1963--2500. If we may assume a 50 per cent utilization of student stations, this means that we must provide by the fall of 1963 a

total of approximately 2500 student positions. Assuming further that we shall maintain a 20-1 student-teacher ratio, then we must have 125 faculty offices available by the fall of 1963. In addition to student positions and faculty offices, there is the accompanying need for supporting staff and secretarial expansion.

Two major developments during the course of the year just concluded have contributed substantially to the solution of the problem of the physical plant. The first of these was the announcement by the Kresge Foundation of their plans to provide funds for the construction of a \$1½ million Library at Michigan State University Oakland. The second was the approval by the Legislature of our request for a \$2 million Science Building. Both these buildings will be started in early October of 1960, and it is expected that they will be completed by September 1961 in time to accomodate the entering class in the third year of operation.

These two buildings will provide an addition of approximately 150,000 square feet of academic floor space. Obviously, the Library will add little in the way of relief for classrooms and offices, but it will fill the vital need for an adequate Library facility. The Science Building will provide approximately 50 faculty offices and 1200 student stations.

The following course of action will make it possible for the facilities now on the campus and those approved for construction to accommodate the anticipated 2500 enrollment in the fall of 1963:

- a. The conversion of the present library space into administrative offices, which in turn will release current administrative offices for faculty use. This should provide adequate administrative staff space through the school year 1963.

- b. The conversion of the third floor of the present classroom building into faculty offices. This will accommodate approximately 50 faculty members.
- c. Two thousand five hundred student stations can be provided as follows:
1200 positions in the Science Building, 1000 positions in the first two floors of South Foundation Hall, and 300 positions in the laboratories and lecture halls in North Foundation Hall.
- d. The necessary 125 faculty offices can be provided in the following way:
50 offices on the third floor of South Foundation Hall, 50 offices in the new Science Building, and 25 offices in North Foundation Hall.

This means that, based on the assumptions which have been made, there must be ready for occupancy by the fall of 1964 a major classroom and office building if we are to accommodate an enrollment beyond 2500.

It is assumed in these projections that a desperately needed intramural building will be undertaken in the spring of 1961 and that the necessary expansion to the present Student Center will be made as the needs dictate. Further, it is hoped that through some currently unknown method it will be possible to acquire a combination auditorium and continuing education facility at an early date. It is further assumed that financing can be arranged to permit the construction at an early date of a modest on-campus housing program for students.

SUMMARY REPORT ON CURRENT YEAR'S ACTIVITIES

1. Student Affairs

The program of student affairs, operating under the direction of the Dean of Students, includes the functions of the Director of Counseling and Testing, the Director of Recreation and Intramural Athletics, the Director of the Health Center, the Director of the Student Center, and the Director of

Student Activities. In the interest of brevity, this report shall simply identify major areas of activity with brief comments where such comments seem appropriate.

a. Student Government

Under the auspices of the Exploratory Committee of Student Government-- a student elected body--an intensive study of existing forms of student government was conducted. During the spring quarter, a proposed charter for the student government of Michigan State University Oakland was completed, presented to the student body, and ratified. The first elections under the provisions of this charter will be conducted in the fall of 1960.

The Student Government Exploratory Committee also conducted a systematic process for determining the students' choice of school colors. Gold and white were the colors ultimately chosen and approved by the Board of Trustees.

b. Student Placement

During the school year, a total of 168 students were placed in jobs on and off the campus. Of this total, 124 were on-campus jobs with the remaining 44 in jobs in the communities surrounding the campus. An additional 57 were placed in jobs for the summer season. The assistance of the Michigan State University Placement Director was invaluable in organizing this program during the first year.

c. National Defense Education Act Loan Fund

As a result of the provisions of the National Defense Education Act, a loan fund of \$20,000 was granted Michigan State University Oakland. An additional \$2000 was provided through the generosity of Mr. Louis H.

Schimmel, a member of the Michigan State University Oakland Foundation. A total of 45 student loans were granted amounting to \$15,790. The average loan request was for \$370, with the average loan granted amounting to \$350.

d. Counseling and Testing Program

During the year, 436 student interviews were conducted by the Counseling Service with approximately half of these being concerned with academic problems and the balance with social and personal problems. A surprisingly large number of students presented problems which center around family difficulties ranging from unsatisfactory home study conditions to diffident attitudes on the part of parents toward college.

In addition to the counseling activities conducted in this program, individual tests were administered in 928 cases and an intensive extracurricular study skills program was conducted during the winter and spring quarters.

e. Recreation and Intramural Athletics Activities

The physical education and intramural program is on a voluntary basis and involves a high degree of student leadership under the professional direction of two half-time staff members. During the first year, 22 different intramural activities were developed, ranging from archery to skiing to weightlifting. Given the limited facilities with which the program is operating (there is not a single shower available to students on the campus), it can only be concluded that the program was highly successful. A high percentage of the student body participated in one or more of the intramural activities.

A wide variety of additional student activities were developed in the course of the year including square dances, social dances, swimming parties, lectures, and picnics. A student newspaper was organized and the first yearbook was published under student leadership.

There was a wide range of student organizations, including social clubs, political clubs, and study clubs. In total, some 19 such clubs were created during the year, each with faculty sponsorship.

f. Health Service

A registered nurse is on duty eight hours each day and is available for first aid and emergency treatment as well as health counseling. In the course of the year there were 1209 student and faculty contacts with the Health Service, including 274 polio booster shots which were given. Only one student in the course of the year was sufficiently ill to require emergency hospitalization. Cooperative arrangements have been made with local physicians and hospitals to accommodate the more serious cases.

g. The Oakland Student Center

The primary function of the Student Center has been to provide a focus for social life and to provide a dining facility.

During the year the average number of checks per day was approximately 525 with the average check amounting to 36¢.

In addition to the student checks, many visiting groups were served luncheons and dinners.

During the first year of operation, it was expected that the food service would operate at a deficit. This expectation was fulfilled--a deficit of \$7337.56 was accumulated. It is heartening to observe, however, that during the concluding three months of operation the proceeds exceeded expenditures, and there is reason to believe that there will be a net operating balance in the second year of operation.

2. Continuing Education

The Continuing Education program has been conceived as an integral part of the total educational responsibility of Michigan State University Oakland. As a matter of fact, this program entered its second year of operation in September of 1959, having served approximately 1000 adults in temporary facilities during the preceding year.

In order to avoid duplication with programs offered from the East Lansing campus, an arrangement has been worked out whereby the Continuing Education program of Michigan State University Oakland will include only courses which are taught not for credit and conferences of a local nature. The East Lansing Continuing Education Service conducts a variety of courses for credit on this campus--principally graduate credit--and an occasional conference in a specialized area.

During the year, the Michigan State University Oakland Continuing Education program conducted 63 courses with a total enrollment of 1280 students. Currently, the courses offered range from stock market analysis and effective speaking to philosophy, literature, and psychology. It is the plan to place a growing emphasis on liberal arts continuing education but not to the total exclusion of some of the more practical study programs.

The program is a financially self-supporting operation; and in the course of the year, it has been successful in meeting its own obligations and has accumulated a balance of \$11,043.55. It is planned to commit this balance to the salary and support of a second professional person for the year ahead.

3. Library

Because of the importance of an adequate library, and since this operation began in September without a single book on the shelves, this report shall include a brief special reference to this development.

A total of \$40,000 was budgeted for acquisitions for the library for the first year. Through aggressive and effective leadership on the part of the University Librarian and Associate Librarian, coupled with the complete cooperation of the Librarian at Michigan State University, several worthwhile additions have been acquired during the year. For example, the entire inventory of a bookstore was purchased in White Plains, New York, bringing 12,000 volumes (virtually all would have been ordered during the first few years of operation) at a total cost of \$12,000.

A second such helpful acquisition resulted from a \$3600 grant from the Dow Chemical Company to enable the library to purchase a 50-year series of three major chemical journals.

At the end of the year, the library had accumulated approximately 17,000 volumes, although the processing of this accumulation had not yet been completed.

There has been established a special library committee in the Michigan State University Oakland Foundation, whose purpose is to assist in every possible way with the development of the acquisitions and utilization of this important segment of the university.

4. The Bookstore

An essential early establishment on this new campus was the student and faculty bookstore. The nearest source of supply for such incidental but critical items as paper and pencils was more than three miles away; the closest textbooks available were 25 miles away; only limited auxiliary reading material could be procured in Pontiac, Birmingham, or Rochester.

Since no funds were available for the creation of a bookstore, a revolving account was established through the cooperation of the Vice President for Business Affairs on the East Lansing campus. It was hoped that the bookstore would provide the needed services for students and faculty and soon become a financially self-supporting service.

This goal has been at least partially achieved. Textbooks and supplies have been made available; a growing supply of reference books is being acquired; and a considerable inventory of the better paperbacks has been accumulated. At the end of the first year of operation the account reflected a black balance of \$2103.32, after the inventory was considered.

5. Budget

The operating budget for the fiscal year beginning July 1, 1959 was \$670,000. Of this total, \$550,000 was provided from a Legislative appropriation and \$120,000 from anticipated student fee income. Actual student fee income

amounted to \$130,708.50. Through careful nurturing of these resources, coupled with fine community support and cooperation, the year was concluded with a carry-over balance of \$5218.48.

There were three revolving accounts--the Bookstore account, the Student Center account, and the Continuing Education account.

The Bookstore operation has carried its own costs plus a balance of \$2103.32.

The Student Center account, as indicated earlier, operated with a net deficit of \$7337.56.

The Continuing Education account concluded the year with a net balance of \$11,043.55.

SUMMARY

It would be much too exhausting both for the writer and the reader to enumerate the many related developments during the course of the months preceding the opening of Michigan State University Oakland and including the first year of operation. It has been the purpose of this report to identify some of the major developments and highlights. Little or nothing has been said about such important but obscure activities as the organized Community Relations program which has been under way for these three years in an effort to acquaint this community in general with this new development and its objectives. All too little credit has been given to the heroic activities of the Michigan State University Oakland Foundation Scholarship Committee in helping fill the void caused by our lack of a supporting alumni group.

Such mundane functions as the development of water and sewage facilities have been ignored, yet the effective operation of this institution would have been

seriously hampered without the splendid cooperation of the Oakland County Department of Public Works in providing a solution to the sewage problem.

Another critical answer was provided with the approval of the Board of Trustees of the faculty subdivision which has made it possible for young faculty members to acquire decent living accommodations within their serious financial limitations.

Finally, it must be recognized that all too little has been said of the important functioning of the Regional Planning Commission which has been created for the specific purpose of promoting and protecting the orderly growth of the general community surrounding the university property. This has required a dedication and commitment on the part of the cooperating township officials in both Avon and Pontiac townships, and for this the university today and tomorrow should be eternally grateful.

In summary, it must be said that the first year of operation of this educational baby has been, despite its problems, a satisfying one. With the aid of many, with the constructive criticism of some, with the contagious enthusiasm and optimism of the youthful faculty and staff, the dreams have taken a long stride toward reality. Much remains to be done, but given the loyalty to the basic concepts of this new institution, the support of the Michigan State University Oakland Foundation, the continuing understanding and support of President Hannah and Vice President May, and the quiet but reassuring support of the Board of Trustees, the larger dreams and aspirations of this child shall someday come true.

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23 if Remi included

Appendix II

Faculty and Staff

Administrative Officers

Roy Alexander, Dean of Students
Lowell Eklund, Director, Continuing Education
Robert Hoopes, Dean of the Faculty
Loren Pope, Assistant to the Chancellor
Herbert Stoutenburg, Director of Admissions
Robert Swanson, Director of Business Affairs ✓
Durward B. Varner, Chancellor

Faculty and Staff

Peter Amann, Assistant Professor ✓ F
Richard Burke, Instructor ✓ F
June Collins, Assistant Professor
Mary Ann Cusack, Instructor
John Danielson, Instructor
Helene Desparmet, Lecturer
Thomas Fitzsimmons, Assistant Professor ✓ F — 7
George Fritz, Director of Student Activities
James Gherity, Assistant Professor
William Hammerle, Associate Professor ✓ F 2
Robert Hopkins, Director of Counseling
George Karas, Director of Physical Plant ✓ S
William Kluback, Assistant Professor ✓ 2
Helen Kovach, Instructor ✓
Hollie Lepley, Director of Physical Education
George Matthews, Associate Professor ✓ F
James McKay, Associate Professor ✓ F 2
Audrey North, Associate Librarian
Justus Pearson, Assistant Professor
Nadine Popluiko, Instructor
William Rhode, Assistant Professor ✓ F
William Schwab, Assistant Professor ✓ F
Gerald Straka, Instructor
Francis Tafoya, Associate Professor
Orrin Taulbee, Associate Professor
Paul Tombouljian, Assistant Professor ✓ F
Gertrude White, Assistant Professor ✓ Cmerata 82
David Wilder, University Librarian
Jean Young, Physical Education Instructor

Classified Employees

Audrey Allison
Nancy Berry ✓
Edward Brown
Clarence Carie
Margaret Cramer
Joan Davis
Gloria Decker
Irene Denne
Marguerite Doan
Katherine Frady
Evelyn Garchow
Betty Griffin ✓
Carolyn Hughes
Alice Kibbey
Louise Landon
Francine Langeland
Grace Lewis
Eleanor Maguire
Mondine McNeil
Clare McVety ✓
Marilyn Mitchell
Richard Moore
Elizabeth Pierce
Jack Price
Mary Louise Pung
Burdene Ramirez
Dorothy Rummel
Sylvia Sexton
Margaret Thomas
Simon VanPutten
Nadji White
Ethel Whitlock
Marian Wilson
Marjorie Wilson
Lucille Younce
Alvena Zimonick