

FILE

NON-CIRCULATING

ANNUAL REPORT FOR 1966-67

OAKLAND UNIVERSITY

Rochester, Michigan

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BOARD OF TRUSTEES

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

Members of the Board of Trustees are:

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INTRODUCTION

From an institutional standpoint, 1966-67 could best be distinguished from previous years in Oakland University's eight-year history in two ways. First, it was a year that encompassed a number of developments that clearly were signs of Oakland's transition to University status, both in size and program. A second group of projects was related to the institution's concern for retaining its early-day strengths while becoming larger and more complex.

Significant in terms of the University's changing role was its separate accreditation for the undergraduate and graduate programs, an expanded graduate program, a sharp increase in the volume of research, the addition of theatre to the performing arts program, and approval of a \$46 million capital outlay program for the coming five years. Each of these actions moved Oakland further from its original model of a small, undergraduate liberal arts school, and closer to that of a full-fledged university.

While engaged with the demands of expansion, the University was simultaneously concerned with preserving the strengths of smallness. A studied long-range campus plan provided for initiation of a campus-cluster plan, which would establish separate academic complexes on the 1,600-acre campus. At the same time, the University was organizing its second experimental college, to admit its first students in the fall of 1967. Both the land use approach and the academic organization allow an experimental approach to the imminent growth facing the institution. Both hold promise of retaining the academic quality so vital to its future.

These developments, along with progress by the various academic and administrative departments will be described in a manner planned to present a brief

picture of the current state of the university. The limitations of space and the desirability of clarity make it necessary to merely touch upon projects deserving of individual reporting.

I. ACADEMIC PROGRAM AND FACULTY

A. North Central Association Accreditation

Formerly accredited through its affiliation with Michigan State University, Oakland University received separate accreditation for both its undergraduate and graduate programs during the past academic year. The undergraduate accreditation team visited the University in the spring of 1966, and on August 5, 1966, the Executive Board of the Commission on Colleges and Universities of the North Central Association extended official notification of accreditation.

Six months later, in January, 1967, the University was visited by a North Central Association team reviewing its graduate program. Preliminary accreditation was officially voted on April 6, 1967, for the Master of Arts degree in English, mathematics, and psychology; the Master of Science degree in chemistry, physics, and engineering; and the Master of Arts in Teaching degree in English, mathematics, and elementary education.

Although the report of the visiting team was generally quite favorable, noting particularly the institution's strengths in "administrative leadership and an able and vigorous faculty," it expressed concern for the library collection. The report noted, "The library collections are clearly below the level necessary to support the present program at Oakland University . . . Librarians are generally agreed that before embarking upon a wide range of graduate programs, an institution stressing quality undergraduate instruction should have about 300,000 volumes in its collection. To achieve this at Oakland University will require an expenditure of approximately \$2,000,000."

B. Charter College

Established in the fall of 1965, the University's Charter College admitted its second class of 161 freshmen this year.

The distinctive features of Charter College include great flexibility for students and instructors, and the choice of independent study in Europe after the third semester. Some 64 of its sophomores spent the winter semester in Europe. The semester abroad included periods of study at Mainz, Germany; Paris, and Madrid, with itinerary stops at Reims, Brussels, Amsterdam, Cologne, Munich, Igls, Lucerne, Barcelona, Carcassonne, Nimes, and Avignon. The students were divided into three groups which alternated between Mainz, Paris, and Madrid, attending classes each weekday morning and working on field assignments during the afternoons.

There is also a strong emphasis on a "living-learning" approach which stresses common housing facilities as a supplement to small classes and a series of common lectures and events for the entire community. Limited enrollment makes it possible for Charter to offer a "small-college" environment within the University. The Charter College program consists of 40 credits spread over the four years--about one-third of the total credits required for graduation. The balance of the credits are earned in courses satisfying language requirements and the requirements of the major department.

C. New College

Plans were completed during the year for a fall, 1967, opening of the University's second experimental college--New College. With its establishment, Oakland University offers three distinctive approaches to general education.

The incoming freshman may satisfy the general education requirements in any one of the three options--Charter College, New College, or the Exploratory-University Course program.

New College, which will admit approximately 75 freshmen, will offer an integrated program of 48 credits. The distinctive features of this second experimental college are the emphasis on liberal education outside the student's major field, and the many opportunities for experiential education--including performing arts workshops which cultivate the students' non-verbal abilities, and a field term which will stress work projects or independent research. New College will be a small college community with limited enrollment. Students will take in common a set of academic courses which have been shaped by small, diversified faculty teams. Extracurricular activities are integrated by shared dormitories and eating facilities, the College Lounge, and the College Forum. Students will be encouraged to engage in independent study at every level.

Master of New College will be Melvin Chernow, associate professor of history and former member of the Charter College faculty.

D. College of Arts and Sciences

The faculty of the College of Arts and Sciences continued to be innovative in its approach to undergraduate education, implementing several new programs during the year. The Freshman Exploratories, a new pattern for the University Course Program, met with enthusiasm by faculty and students alike. Along with the options of Charter College and New College, the Exploratories provided a third choice for entering students. The small exploratory classes emphasize writing skills while investigating a wide range of subjects in topics determined by the faculty.

Other innovations in the curriculum were the establishment of new concentrations in linguistics and in premedical studies. The concentration in linguistics is 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 is 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 is possible. Students may major in English, modern languages, mathematics, history, philosophy, biology, engineering, physics, sociology, and anthropology, and concentrate in linguistics at the same time.

The concentration in premedical studies is intended for students planning careers in the medical or dental professions, and consists of a series of courses in biology, chemistry, mathematics, and physics.

The addition of New College, and second year of Charter College, both described earlier in this report, were planned and staffed by College faculty.

At the graduate level, master's programs in the departments of English, mathematics, psychology, physics, and chemistry received preliminary accreditation by the North Central Association during the year. Similar approval was given the College's Master of Arts in Teaching programs in English and mathematics. Most of the departments have expressed a desire to expand the graduate offerings in the near future.

Another new activity launched in this period was the French Travelers, which provided an intensive summer course at Deauville, France, under the direction of Alfred J. DuBruck, associate professor of French. The program met with enthusiastic response, and will likely be continued. Also in the Department of Modern Languages and Literatures, Don R. Iodice, assistant professor of French,

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was awarded a grant of \$7,500 to conduct the University's second summer NDEA Institute in French. The institute is one of two intermediate level institutes in the United States, and is intended to provide added language experience to junior and senior high school teachers who have already attended one institute.

Reflecting favorably on the mathematics department, a three-man team of Oakland University undergraduates placed 18th in the Lowell Putnam Mathematical Competition. More than 250 colleges and universities were represented in the competition.

The departments of mathematics, biology, and chemistry each instituted a speakers series during the year, utilizing both University faculty and scholars from other institutions. The Colloquia in the Sciences have served to elevate the intellectual climate within the sciences.

A number of College faculty members were involved in the planning for a program for independent study off campus. Approved by the Academic Senate, the program will be available to any undergraduate after completion of two semesters, beginning in the coming year. The proposal for off-campus work must be approved by at least three faculty members and the Dean of the relevant college.

E. School of Engineering

Of major significance to the School of Engineering during the year, and symbolic of its planned growth, was the beginning of the \$5.2 million Dodge Hall of Engineering, named in memory of the great accomplishments of automobile pioneers John F. Dodge and Horace E. Dodge. The four-story structure, which will also house the Department of Biology, is expected to be completed in the spring of 1968. Plans are under way for a dedicatory program featuring a group of prominent figures in a series of seminars for engineers of this area.

Enrollment in engineering reached a new high last fall when 75 freshmen were admitted. The entering class for fall, 1967, is expected to be approximately the same size.

During the year the School of Engineering, through its Undergraduate Curriculum Committee, has been engaged in a consolidation and review of the undergraduate program. At the graduate level, the School was authorized in late summer to offer a program leading to the Master of Science degree in Systems Engineering. By September, 12 qualified students were admitted, and took their initial work this year. The School's Graduate Committee is considering several other graduate options, which will be proposed during the coming year.

The Engineering faculty was active in professional activities, including research projects for industry and the Air Force. Seven faculty articles were published in professional journals, and several talks given by faculty and staff at conferences and at other college campuses during the year. Dean Gibson engaged in a relatively extensive speaking tour, including government panels, industrial institutes, IEEE meetings, and appearances at eight other universities.

F. School of Education

Several developments in the academic year moved the School of Education closer to full-fledged professional school status. For the first time graduate instruction, for example, represented more than a minimal activity, with more than one-fourth of the credits delivered in courses designed primarily for graduate students. Registration figures indicate that 234 students have enrolled in Master of Arts in Teaching programs.

Under a grant of \$42,228 from the U. S. Office of Education, the School

of Education sponsored its first summer institute in 1967. Directed by Harry T. Hahn, professor of education, the institute in reading was attended by teachers of grades 4 through 12.

In addition, the School has become significantly involved in assisting school districts in this area with courses and advisory services in the development of their programs and staffs.

The School continued to offer a large share of the University's credit output. Of the 326 bachelor's degrees awarded during the year, 156 went to teaching majors. Of this number, there was a slight increase in the proportion obtaining degrees in elementary education. Sixty-eight students obtained degrees in elementary education this year, and 85 prepared for teaching in the secondary schools.

As in the past, the placement record is excellent, and all students will be placed or have firm offers by July 1. Of the 133 placed by June 15, 85 percent accepted positions in the Detroit metropolitan area, 11 percent in other Michigan schools, and 4 percent out of the state.

External confirmation of the School of Education's advancement came this year in its acceptance for membership in the American Association of Colleges for Teacher Education.

II. FACULTY

A review of the earned degrees held by the faculty in the fall of 1966 indicates 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 for full-time faculty:

<u>Rank</u>	<u>Number in Rank</u>	<u>Number with Doctorates</u>	<u>% with Doctorates</u>
Professor	29	28	97%
Associate Professor	38	37	97%
Assistant Professor	49	42	86%
Instructor	35	0	0
Assistant Instructor	<u>4</u>	<u>0</u>	<u>0</u>
Total	155	107	69%

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

Columbia University	8
Harvard University	7
University of Illinois	6
University of Wisconsin	6
Wayne State University	6
University of Michigan	5
Yale University	5
University of California	5

Michigan State University	4
University of Chicago	4
University of Minnesota	4
University of Pennsylvania	4
Brown University	3
Cornell University	3
Massachusetts Institute of Technology	3
Princeton University	3
Seven schools	2 each
Thirty-five schools	1 each

A. Professional Activities

The year was marked by a significant increase in the number of books and articles written by University faculty members. Among the faculty members who had books published were: Amitendranath Tagore, associate professor of Chinese, "Literary Debates in Modern China (1918-1937)"; John G. Blair, professor of English, "The Poetic Art of W. H. Auden"; William Schwab, professor of English, "Guide to Modern Grammar and Exposition"; Howard W. Clarke, associate professor and chairman of classics, "The Art of the Odyssey" and "The Return of Odysseus"; Donald C. Hildum, associate professor of psychology, "Language and Thought"; Melvin Chernow, associate professor of history, "The Contemporary World Since 1850"; Richard J. Burke, associate professor of philosophy, "The Ancient World, 800 B.C."; John E. Rue, associate professor of political science, "Mao Tse-tung in Opposition: 1927-35"; Desiree de Charms music and humanities librarian, "Songs in Collections."

Articles by University faculty appeared in a variety of professional journals and periodicals, and faculty and staff delivered papers and speeches in greater number than in previous years.

William C. Bryant, assistant professor of Spanish, and John G. Blair, professor of English, were among seven professors from the State of Michigan to receive the first fellowships awarded by the National Endowment for the Humanities. The nationwide awards went to 287 individuals to increase "the pool of effective and dedicated humanistic teachers and scholars, as fellowships in the sciences have increased the nation's pool of outstanding scientists."

Examples of other types of professional activities include participation by the University science faculty in the establishment of a club of Sigma Xi, an international society devoted to fostering research in science. Walter L. Wilson, professor of biology, was elected president of the 39-member club. An orchestral work by Jon Appleton, instructor in music, was chosen in national competition for performance by the Houston Symphony Orchestra in April. William H. Jones, associate director of admissions, was the author of 15 articles in the two-volume Encyclopedia of Careers and Vocational Guidance published last spring.

A number of faculty members were granted leaves of absence to study, teach, or conduct research at other institutions, including: James H. McKay, professor of mathematics, to study at the University of California; David C. Beardslee, associate professor of psychology, to conduct research; Thomas M. Jenkins, instructor in mathematics, to complete his doctorate at Yale; William G. Hammerle, professor of engineering science, to study at Stanford University; Robert G. Hoopes, professor and chairman of English, to study in England; Sheldon L. Appleton, associate professor of political science, to study in Taiwan and Hong Kong; Norman Susskind, associate professor of modern languages, to study in France;

John C. Galloway, professor and chairman of art, to study in London; Gertrude M. White, associate professor of English, to study in this country; Melvin Chernow, associate professor of history, to study in Germany; Helen Kovach, associate professor of Russian, to study in Yugoslavia; Howard W. Clarke, associate professor and acting chairman of classics, to study in Rome and Greece; Jesse R. Pitts, professor and chairman of sociology and anthropology, to study in Paris under a Fulbright Fellowship; Dolores M. Burdick, assistant professor of French, to travel and study in France and Spain.

Faculty participation in research activities is reflected in the section on research, which follows.

B. Grants

This period was marked by a significant increase in the number of grants awarded to departments and the University by federal agencies, foundations, and state and local agencies for research, developmental projects, and educational programs. In 1966-67 grants totaling more than \$800,000 for these purposes were accepted for the University by the Board of Trustees, including:

1. \$1,213 from National Institutes of Health, to be used under the direction of James E. Davis, assistant professor of chemistry, for research into replication of the RNA Bacteriophage.
2. \$3,600, National Science Foundation, under Paul Tomboulis, professor and chairman of chemistry, for the undergraduate research program.
3. \$9,000, National Science Foundation, under Robbin Hough, associate professor and chairman of economics and business, for instructional scientific equipment.

4. \$22,229, Department of Health, Education, and Welfare, under Clyde B. Sargent, professor of history and director of area studies program, for support of the Language and Area Center for Chinese Studies.
5. \$81,019, Oakland County Commission on Economic Opportunity of Pontiac, under Charles E. Morton, lecturer in philosophy, for the Upward Bound Project.
6. \$50,558, Department of Health, Education, and Welfare, under Chancellor D. B. Varner for campus-wide equipment.
7. \$9,900, National Science Foundation, under Varner for an institutional grant for science.
8. \$7,500, Rockefeller Foundation, under Walter S. Collins, professor of music and dean of the Meadow Brook School of Music, to support Latin American choral conductors' stay at Oakland University.
9. \$2,160, Michigan Employment Security Commission of Detroit, under Hough to examine the relationship between applicants for employment in a small labor market area and some known poverty correlates.
10. \$26,184, Air Force Missile Development Center of Holloman Air Force Base, under J. Carroll Hill, associate professor of engineering, to study the effects of control parameters on ASM Terminal Guidance Testing.
11. \$6,547, Michigan Department of Education, under Lowell R. Eklund, dean of the Division of Continuing Education--\$3,580 to provide college-educated personnel working in social agencies with basic orientation to poverty; \$2,967 for a workshop on community organization for community school directors, social work personnel, and neighborhood volunteers.

12. \$5,000, Department of Health, Education, and Welfare, under Lewis N. Pino, assistant to the chancellor for planning, for library acquisitions.
13. \$3,000, American Chemical Society, under Joel W. Russell, assistant professor of chemistry, for a study of the coriolis perturbation of vibrational intensities.
14. \$7,320, Ling-Temco-Vought, Inc., under John E. Gibson, dean of the School of Engineering, for aerospace research.
15. \$30,000, Atomic Energy Commission, under Clifford V. Harding, professor and chairman of biology, for studies of cellular proliferation and regeneration following tissue damage.
16. \$28,869, Air Force Missile Development Center, under Hill to study the effect of control parameters on ASH terminal guidance testing.
17. \$44,207, School District of the City of Troy, under Adeline G. Hirschfeld, assistant professor of speech, for development of a creative sociodramatic supplementary educational and cultural enrichment service.
18. \$388,000, U. S. Public Health Service, under Herbert N. Stoutenburg, Jr., assistant to the chancellor for administration, for construction of health research facilities.
19. \$11,010, National Science Foundation, under John W. Dettman, professor of mathematics, for the secondary science training program.
20. \$7,500, U. S. Office of Education, under Don R. Iodice, assistant professor of French, to support the NDEA Institute for Advanced Study in Modern Foreign Languages.

21. \$9,449, U. S. Office of Education, under Donald C. Hildum, associate professor of psychology, for a prediction of college performance and personality based on association rating of all possible sets of terms in a course of instruction.
22. \$2,000, Michigan College of Osteopathic Medicine, under Reuben Torch, professor of biology, to sponsor a series of seminars in the life sciences.
23. \$42,228, U. S. Office of Education, under Harry T. Hahn, professor of education, for an Institute in Reading, and \$7,500 to support the Institute in Reading.
24. \$4,560, National Science Foundation, under Ralph C. Mobley, professor of physics, for the undergraduate research participation program.
25. \$9,864, U. S. Office of Education, under Hough for development and testing of systems model of classroom relevant to classroom teaching and computer-assisted instruction.
26. \$11,002, Alpena Public Schools, under David Di Chiera, assistant professor and acting chairman of music, to conduct an opera overture cultural enrichment program.
27. \$5,340, Oakland County Commission on Economic Opportunities of Pontiac, under Morton for the Upward Bound Program.

During this period Lewis N. Pino, assistant to the chancellor for planning, assumed responsibility for the total institution's relations with federal agencies. As coordinator for grant proposals, he worked with individual faculty members by encouraging them to seek external support for appropriate research

projects, by counseling them on the type of proposal and the appropriate agency, and by assisting when necessary with follow-ups. For the University his office serves as the primary source of information on current federal and foundation programs which are potential supporters of research and development activities at Oakland.

C. University Government

Following extensive work by the University Government Committee, a new constitution for the governance of the University was prepared during the year, and approved by the Board of Trustees in March. The new structure, which replaces a 39-member Senate, provides for the first student representation on the major policy-making board of the University.

The new University Senate will be composed initially of 47 Senators, including 33 elected by the faculties of the College of Arts and Sciences, the School of Education, the School of Engineering, and the Performing Arts. Two Senators have been elected from administrative and professional staffs, three by the students of the University. Six Senators shall serve ex officio with full voting rights and privileges, including the Provost, the University Librarian, the Dean of the College of Arts and Sciences, and the Deans of the Schools of Engineering, Education, and Performing Arts. Three Senators shall be appointed by the Chancellor after all faculty and staff seats have been filled.

The new constitution provides for much of the routine academic business to be conducted by the organized faculties of the College and Schools, with action subject to concurrence of the Senate.

III. STUDENTS

A. Enrollment

Oakland University again experienced its greatest enrollment increase, with a fall 1966 enrollment of 3,143. The count represented an increase of 685 students over the previous fall enrollment of 2,458. In terms of percentage, the University student body grew by some 27 percent in this period. A summary of the University's enrollment history, along with current breakdowns on the basis of curriculum, sex, and residence is included in Appendix C.

B. Admissions

The Admissions Office staff conducted an aggressive high school visitation program during the year, making more than 500 high school visits. In addition, the office provided speakers for many local, state, and regional meetings and participated in 80 college day or night programs. Along with increasing visits to high schools, the office initiated a series of local school programs to bring more students to the campus. A special effort was made to attract larger numbers of negro students, and a major breakthrough was achieved with the Detroit Public Schools when arrangements were made for some 2,500 students to visit the University in April and May.

The number of applications for fall, 1967, totaled 2,396 as of June 15, compared to 2,115 on the same date a year ago. By September the Admissions Office expects total applications to number 3,000 as compared with 2,600 last year, and 2,000 in 1965.

C. Financial Aid

At the close of the current year 1,473 students were being served by the Financial Aids Office. The active files include upperclass students receiving grants, loans, employment, or some combination of these, as aid from the University, the Michigan Higher Education Assistance Authority, assistance agencies in other states, or support in the form of grants and scholarships from private donors. Active files also include freshmen and transfer students offered aid for the first time through the Admissions Office.

This year the University instituted use of a financial statement prepared by students for analysis by College Scholarship Services. The use of this service and other improved office procedures have made it possible to maintain more accurate and up-to-date records on aid to students, and also to make what are probably more realistic and equitable renewal aid offers. As in the past, the aid "package," or a combination of aid in several forms, is utilized to the fullest extent.

Figures reflecting the numbers of student grants and loans, along with total amounts for the fiscal year, are shown in the Administration section of this report.

D. Activities

Of the vast array of student activities on the University campus, most are coordinated or assisted by personnel in the Office of the Dean of Students, which had as its basic objective a meaningful contribution to student development through counseling, cultural and social activities, and educational programs. A primary concern of the office during the year was to help each student have a better

educational experience at Oakland; to identify his strengths and weaknesses; to form realistic personal and educational goals; to examine his values and attitudes; to develop his leadership capacity; and to gain the skills and insights necessary for responsible citizenship. In addition the members of the staff were committed to improving the general quality of student life on the campus and to encouraging students to strive for excellence in their personal, social, and academic pursuits.

To achieve these broad objectives, a number of more specific goals were established:

1. To personalize the educational experience wherever possible.
2. To expand counseling and advising opportunities for students.
3. To strengthen and expand our student activities program and to provide a wider range of interesting and creative activities.
4. To improve communications with the student body and to have greater individual contact with students and student leaders.
5. To establish a better means of making decisions in the student life area and to find ways of involving more students in this process.
6. To refine our conduct procedures to assure that behavioral problems were resolved according to acceptable standards of procedural due process.
7. To strengthen the orientation program and the communication process with new students.
8. To intensify the development of our residence hall program.

9. To move ahead with the planning of the new health center, the addition to the Oakland Center, and residence hall unit number eight.
10. To develop educational programs with reference to sex and drug use and abuse.

In terms of specific activities the office staff was involved in the development of (1) a diverse concert program of popular and serious music, dance, and drama; (2) an outstanding speakers program that was well received by the campus; (3) a program of counseling for the freshman students below a 2.0 average; (4) an effective pre-college orientation and new student week program in September; (5) an extensive and successful program of sex education; (6) a diverse general counseling program in our central offices and in the residence halls; (7) an expanded and improved student handbook; (8) a new program of volunteer activities aimed at providing more opportunities for students to become aware of social problems and to use their talents to resolve these problems; (9) a student leaders' retreat in the fall to help the leaders to evolve some form of campus government; (10) an extensive program of communications and contacts with students; (11) the means of involving students in decision-making (over 40 students were included on University committees).

The Office of the Dean of Students continued its responsibility for administering the readmissions program, processing withdrawals, coordinating Academic Standing Committee sessions, and handling student conduct cases. In the latter assignment a new statement on procedural due process was developed, providing for written notification of charges against the student, counsel during the

conduct hearing, the right to know the source of charges, and other rights to protect students in the adjudication of behavioral problems.

The Office of the Dean of Women had administrative responsibility for financial aid, health service, Meadow Brook Theatre Guild, and women students. The Dean of Women also served as adviser to the Association of Women Students, Judicial Board, the key privilege program, and the Sex Education and Drug Education Committees. This year marked the formation of the Association of Women Students, which carried out a number of activities including the Big-Little Sister program, Service Committee, and Women's Workshop on poise and wardrobe.

Pending construction of a new Student Health Service building, the Health Service facilities were expanded from two to three rooms in North Foundation Hall. Professional coverage continues to be from 8 a.m. until midnight, Monday through Friday, with emergency calls being handled from midnight to 8 a.m. by a registered nurse living on campus. The University physician is available for students in the mornings only, Monday through Friday.

The Office of the Associate Dean of Students continued to assume responsibility for the entire housing program, food service, and for other responsibilities normally associated with the Dean of Men. A major task for the period was the opening of Vandenberg Hall, planning new housing facilities, working with "little college" programs, and giving direction to summer conference development and housing policies for the future. In the fall of 1966, 552 men and 575 women, or a total of 1,127 students were housed on campus.

Participation in all phases of physical education programs of instruction, spontaneous recreation, intramural sports, sports clubs, extramural sports, and intercollegiate sports was greater this year than in any previous year. Instruction in 22 different individual, dual, and team sports was extended to students,

faculty, and staff by physical education personnel, and opportunity for participation in some 20 different sports was provided. Intercollegiate sports included participation by 128 men in cross country, soccer, basketball, swimming, and indoor track. The spring sports of golf, tennis, and baseball were conducted on a club basis because of variations in school calendar of the Michigan schools. Physical education facilities were used by many off-campus organizations, and the department hosted some 10 area meets.

Student activities were assisted materially this year with the remodeling in the Oakland Center which provided additional offices, conference rooms, and corrals for student organizations. Organizationally, a significant development during the year was the emergence of Inter-Club Council, to represent all clubs and organizations in seeking budget allocations and coordinating activities in many other ways.

Again the student activity schedule included a series of special events including the third "Stratford Under the Stars" camping field trip, concerts by Dave Brubeck and Ramsey Lewis, Mrs. Wilson's Birthday Party, the Winter Carnival, the Fine Arts Festival, three film series, operation of the "Off-Campus" coffee shop, and the Wednesday Night Dances.

Forty-seven student organizations were registered during the year, an increase of six over the previous year.

E. Student Life Commission

The 1966-67 academic year was marked by both a growing student unrest on campus issues, and a greater involvement in decision-making at the University. As was true at a number of institutions across the country, a number of Oakland

University's students were expressing concern with Vietnam, a campus security program, provisions for parking, dorm hours, and a number of other issues.

Following a series of discussions with student leaders, senior members of the faculty, the Provost, and the Dean of Students, Chancellor Varner on March 6 called for the establishment of a Commission on Student Life. Its makeup would consist of 21 members, seven faculty members to be designated by the Steering Committee of the University Senate, seven students to be chosen through a plan to be developed by student leaders, and seven to be appointed by the Chancellor from the faculty, staff, and student body.

The Chancellor asked that the Commission examine a full range of student life, including housing, academic freedom for students, dormitory regulations, student conduct and discipline, the role of students in policy formulation, campus security office, the collection and allocation of student activities fees, student publications, and student government.

The statement indicated that recommendations of the commission be made to the Chancellor, but only after discussions with interested students and the University Senate. The recommendation will be submitted by the Chancellor to the Board of Trustees.

Under the chairmanship of Robert C. Howes, associate professor of history, the Commission formed in the spring, organized into a series of committees, and began working on the problems. The five committees formed were the Committee on Freedom of Expression, Committee on the Role of the Student in Decision-Making and Allocation of Student Activities Fees, Committee on Housing and Residence Hall Life, Committee on Student Legal and Social Rights, and Committee on Problems of the Commuter Student.

On May 11, the chairman submitted a report of the Commission, along with a number of specific recommendations to Chancellor Varner.

F. Academic Advising

Thirty-two faculty and staff members, including the Charter College advisers, participated in the freshman advising program this year, which began with the pre-college orientation sessions launched in 1964. A change in the format brought about four sessions on weekends in May, one in June, one in July, and one in the first week in September. In addition, for the first time, parents were invited to attend the Friday evening session of the orientation weekend.

At orientation freshmen met with their advisers first on Friday evening to work out preliminary programs, and again on Saturday afternoon to firm up their programs. Reaction was favorable from both students and their parents to the changes as well as the effectiveness of the entire program.

During the year meetings were held for advisers once a month, when resource persons from on and off campus were brought in to assist advisers in the performance of their assignments. Plans for the future call for expanded in-service training along with experimental approaches to the advising process.

G. Graduates

Of the 326 graduates who completed their degrees at the University in the past academic year, 38 percent presently are engaged in teaching. Of those teaching in public school systems, most are located within the State of Michigan. Another 19 percent of the year's graduates are employed in business or government, 18 percent are pursuing graduate work on a full-time basis, 3 percent are in military service, and the remainder in miscellaneous occupations or their plans are not known.

In addition to the 18 percent attending graduate school on a full-time basis, it is estimated that another 45 percent of the 1,125 living graduates are taking, or will be taking during the year, graduate work on a part-time basis. Oakland University graduates were accepted at graduate schools across the country, including the University of California, Cornell University, Brown University, State University of New York, Massachusetts Institute of Technology, Michigan State University, University of Michigan, Harvard, Harpur College, University of Wisconsin, and the Carnegie Institute of Technology.

IV. ADMINISTRATION

One of the major areas of emphasis for the administration during the 1966-67 year was that of planning for the future development of Oakland University. In this period the Long Range Planning Committee of the University Senate, chaired by Chancellor Varner, dedicated a series of lengthy sessions to the discussion of the many facets of growth pattern, such as program, physical plant, and character of the institution in the years ahead. It is the goal of the Committee to present a rather detailed plan for Oakland University in 1976 within the next year or two.

Closely related to the work of the committee, but limited to development of the campus, a long-range campus plan was prepared for Oakland University by the firm, Johnson, Johnson & Roy. The University entered into a contract with the firm in the fall, and the plan was completed early in 1967, following a series of conferences with architects, members of the planning staff, and University faculty and staff.

The campus plan was based on analysis of site, existing organization of campus functions, and program requirements as outlined by University faculty and staff. The plan proposes a series of separate academic units, or campus clusters, within the total acreage. Each would develop within its designated zone to optimum size or capacity, with major recreational programs located in a central zone. Traffic and parking were major concerns, and the plan provides three loops for vehicular circulation. The outer loop channels community traffic around the campus; the middle loop provides service access to all units; and the inner loop provides access for students and visitors to the interior of these units, and to the recreational zone. Penetrator routes connect the three loops, with parking located along these routes.

More specifically, the plan identifies areas to be utilized for academic housing, recreation, parking, and cultural activities. It is proposed that the present campus site be developed in a pattern of "compaction," locating new buildings in a way that will establish a closely knit urban environment. The area will result in shorter walking distances between dorms and classrooms, and will be clearly pedestrian-oriented. Planners suggest that the existing site will accommodate approximately 12,000 students.

Personnel changes during this period included the appointment of W. Royce Butler, associate director of libraries at York University in Toronto, as university librarian. He succeeded Floyd Cammack, who is currently on leave of absence and will return to the University as an associate professor of linguistics. In the fall, Reuben Torch, professor of biology, was named assistant dean of the College of Arts and Sciences; Wilbur W. Kent, assistant professor of music, as assistant dean of the School of Performing Arts; and Walter S. Collins, professor and chairman of music, as dean of the Meadow Brook School of Music.

Departmental chairmanship changes included the appointment of Robbin R. Hough, associate professor of business administration and economics and acting chairman, as chairman; Harvey Burdick, professor of psychology and acting chairman, as chairman; William Schwab, professor of English, as acting chairman; John B. Cameron, assistant professor of art history, as acting chairman of the art department; David Di Chiera, assistant dean for Continuing Education and assistant professor of music, as acting chairman; Donald C. Hildum, associate professor of psychology, as acting chairman in the period when Professor Burdick was on leave; and Robert C. Howes, associate professor of history, and William F. Sturner, assistant professor of political science, were given the additional titles of

assistant provost. They will assume, on a part-time basis, the responsibilities of Frederick W. Obear, associate professor of chemistry and assistant provost, who was awarded a fellowship in Academic Administration Internship Program of the American Council on Education to study and work at Rice University next year.

Financial highlights of the 1966-67 fiscal year, along with comparisons with the previous year, are shown below. The complete financial report for Oakland University is a part of the 1966-67 financial report for Michigan State University.

<u>Item</u>	<u>1966-67*</u>	<u>1965-66</u>
Operating Expenditures	\$ 8,932,735	\$ 6,323,878
State Appropriation	\$ 4,251,242	\$ 2,624,004
Student Fee Income	\$ 1,365,469	\$ 914,844
Enrollment	3,143	2,458
Total Payroll	\$ 5,182,188	\$ 3,413,985
Sponsored Research	\$ 532,614	\$ 467,558
Plant Valuation	\$27,000,000	\$23,638,647
Students in Residence Halls	1,286	806
Student Employment--Number	610	382
Student Employment--Amount	\$ 327,912	\$ 201,328
Student Loans--Number	1,880	1,345
Student Loans--Amount	\$ 358,615	\$ 345,655
Scholarship Awards--Number	522	480
Scholarship Awards--Amount	\$ 129,262	\$ 83,312

* Preliminary--final audited figures not yet available

V. KRESGE LIBRARY

The past year was perhaps the most significant in the history of Kresge Library in terms of expansion of library resources. In a single year the library staff has nearly doubled, the book budget has more than doubled, and the library system has been basically reorganized.

Serving as a consultant prior to his full-time appointment as university librarian on February 1, W. Royce Butler directed a complete reorganization of space, staff, and operational procedures. Space reorganization was tied to alterations of the library's first and third floors, completed during the year. Among a number of organization changes, the Division of Technical Services was given major emphasis. In place of "sections," formally organized Departments of Acquisitions, Catalog, and Serials were established.

Although substantial sums were spent during the year to support the undergraduate instructional programs, special emphasis was placed on library materials needed to strengthen the graduate and research resources of the University. This emphasis was a vital necessity in view of the existence of approved graduate programs. Research materials acquired include back files of scholarly journals and learned series, standard multiple volume sets, indexes, reprints of basic works, special reference source materials, and bibliographies. A total of 284 periodical subscriptions, placed this year, bring the total periodical titles received to 1,252. In addition, 461 new periodical subscriptions have been started.

The library has purchased two private collections totaling approximately 3,300 volumes, which serve to strengthen library resources in the humanities. Gifts of books and periodicals continue to come in from a variety of sources.

Public service statistics for the year are impressive. Circulation increased

nearly 40 percent over the previous year, and reference questions nearly 25 percent. Interlibrary loans increased from 320 to 901, and more than 50,000 pages of Xerox copy were produced.

The reference collection has grown by 50 percent, and is rapidly becoming a substantial asset to the library. In the music collection, the new listening system installed in September, 1966, has served nearly 9,000 listeners. Another indication of the use of the library is the library door count, which indicated that 183,217 persons used the library facilities from October through June.

While the year was an unprecedented one for library expansion, it is seen as only a foundation for the kind of growth it must continue to experience if there is a serious commitment to excellence in the library and the University.

By any standard, the University collection needs to be strengthened materially. The North Central Association of Colleges and Secondary Schools noted in their report on the occasion of their accreditation of the University's graduate program that the University's collection should number at least 300,000 volumes--nearly three times its present size. The great, and growing, demands on the library by its undergraduate program, coupled with the addition of graduate work, make the immediate needs substantial, and the ultimate needs enormous.

VI. CONTINUING EDUCATION

1966-67 was characterized by significant advances in all phases of the Continuing Education program. Highlights of the year include the increase in the course programs, awards for creativity in the conference department, a national conference on mature women, and added attention nationally to the University's Alumni Education Program.

A. Adult Non-Credit Courses

Enrollment in Continuing Education Division courses reached new highs during the year, with 5,036 students enrolled in 396 courses, offered in the liberal arts and in business and professional development.

In the fall semester, 27 percent of the total classes offered were in the general area of liberal arts and sciences and applied arts; the remainder in business and professional development. In the spring, 32 percent of the courses were in liberal arts and sciences. Plans for next year call for a greater range of classes in the liberal arts, more short lecture programs on topical subjects, and an increased number of Oakland University faculty teaching the courses.

The search for new courses in business and professional development was augmented this year by the appointment of coordinators to assist in identifying course needs, recruiting qualified instructors, and to bring the course offerings to the attention of potential students. The coordinators, all men actively engaged in their respective fields, were appointed in metallurgy, personnel, computers, material handling and quality control, electronics and electricity, and real estate.

B. Conferences

The conference department designed, developed, and conducted 37 conferences and Oakland Forums involving 7,760 persons and 83 programmed days during the fiscal year.

Special recognition for creativity was received in the form of two awards. The Widows and Divorcees Conference won the National University Extension Association award and the Craftsmanship of Creative Writing Conference won the Adult Education Association of Michigan award.

The conference schedule included: Fostering Creative Expression of Children, Governor's Regional Traffic Safety Conference, Alpha Delta Kappa, Women's Committee United Foundation Seminar, The Craftsmanship of Creative Writing, Seminar on Communicable Diseases, Traffic Investigation, Air Pollution Control, Conference for Parents and Teachers of Pre-School Children, Add Life to Years, Current Trends in Reading Instruction, Creativity Conference for Engineers, Driver Education, What About Linguistics?, Traffic Law Enforcement, Piano Teachers Institute, PACE Project Invitational Conference, Perceptually Handicapped Children, Middle Management, Life Management Institute, Governor's Conference on Student Leadership, American Institute on Real Estate Appraisers, Community Mental Health Conference, Learning Disabilities Seminar, Working Mothers, the Kellogg National Invitational Conference, Diocesan Conference, Children as Composers with Words, and Teacher Training Workshop.

C. The PACE Project

The PACE project was begun in the fall of 1966 under a Title III grant in cooperation with the School District of Troy, contractual agent for the grant.

Administered under the Division of Continuing Education, the pilot study was designed to explore the effectiveness of a combination of two proven educational resources: the use of trained volunteers as teachers, and the application of "extemporacting" as a teaching device.

During the year 25 volunteers were trained over a 19-week period. Late in the training period a conference was held to acquaint school personnel with the potential of the project. On the basis of the session, teachers were able to determine their desire for a volunteer in their classrooms for the fall of 1967. A second conference in August, 1967, will provide practice teaching for volunteers and training for teachers interested in applying extemporacting techniques themselves.

D. Continuum Center

In its second year the Continuum Center retained its emphasis on a program of "Investigation into Identity," referring to its efforts to help women find a more creative and satisfying place in the contemporary home and community. The program is now basically a ten-week period of self and situational assessment, in which the participants receive information about the opportunities open to them in education, volunteer work, and employment.

Professional counselors include an education adviser, volunteer service adviser, employment adviser, orientation interviewer and psychologists. During the past year, counselors continued to take appointments with participants in the program at an increasing rate. The education adviser made 130 appointments; the volunteer service adviser, 37; the employment adviser, 125; orientation interviewer, 76; and psychologists, 420.

Adult women came to the Continuum Center for basically the same reasons as in the past--lack of a sense of purpose; uninvolvement in the world outside the home; and no challenging, intellectual activities within the shrinking housewife-mother role. An analysis of the 416 women enrolled in the program this year indicated that the average client is still in her early forties, is married with an average of 2.7 children, has had some college education, lives in Oakland County, and her family has an annual income of \$13,000 to \$16,000. It is noted that previous enrollees are sending their friends, so that there is less need for promoting the Center to prospective participants. Secondly, younger women are taking advantage of the Continuum Center program.

The Continuum Center was established by a grant of \$150,000 from the Kellogg Foundation in 1965. It has met a real need in the community, as evidenced by enrollment and effectiveness, and has attracted much attention nationally as a pioneer program in the field of counseling for mature women.

E. Mott Center for Community Affairs

Now completing its second year of operation, the Mott Center for Community Affairs, supported by a grant from the C. S. Mott Foundation of Flint, has established itself as a recognized force for positive community action, particularly in its attempts to implement the concept of community education in the public schools of its neighboring communities.

1. Community Schools Program

The Mott Center for Community Affairs is assisting more than 75 public schools in nine cities to better understand the dynamics of an educational process

that concentrates its efforts on creating a sense of identification with the public it serves. More than 90,000 local residents participated directly in some phase of community school activity, and school administrators and teachers are encouraged by the response.

For the year ahead, the Center hopes to maintain the present level of enthusiasm, while creating educational programs in cooperation with Schools of Education, which will enable public school faculties to function as a cohesive unit in striving for community oriented education.

2. Oakland Forums

Under the aegis of the Mott Center for Community Affairs, seven forums were held this year, including a series of Traffic Safety programs, which culminated a two-year study and resulted in the formal establishment of the Traffic Improvement Association of Oakland County.

In addition to the Traffic Safety Forum, the schedule included: Congressional Conference on Public Issues, Higher Education, Good Roads Crisis, College Returnees Seminar, If Women Choose to Choose, Every Woman Has a House, and Conference on Crime and Delinquency. The forums attracted 1,730 participants.

3. Mott Fellow in English

The Mott Fellowship in English at Oakland University is supported by the C. S. Mott Foundation through the Mott Center for Community Affairs. A Detroit high school teacher, Robert L. Donald, was named the second annual winner of the \$10,000 fellowship. Donald plans to set up a pilot study for a language laboratory program at Sherrard Junior High School in Detroit. The study, which will involve

students in grades seven through nine, is part of a larger program to introduce an ungraded English curriculum at Sherrard.

E. Placement Office

More than 300 seniors attended the Senior Seminar, held in September to begin the recruiting season. Immediately following the Seminar, which outlined placement procedures to assist students in making career decisions, the seniors registered with the Placement Office and were scheduled for a personal interview with a staff member in preparation for their first contact with visiting recruiters.

Representatives of 100 companies and government agencies and 150 school systems were scheduled for visits to the campus during the regular recruiting season, from October through the middle of April. Placement distribution figures are not complete, but 153 career placements were made through June, with at least another 100 in the process of being finalized. Salary negotiations in public school systems seems in part responsible for the delay in signing of contracts.

F. Alumni Education

The orientation-counseling-information dissemination activities established during the first year of this project were continued throughout the calendar year. The action program comprises a combination of activities designed to increase the students' awareness of the need for continuous personal education beyond college, and to serve that need. As the result of an extension of the initial Kellogg Foundation grant, it was possible this year to offer the counseling function to the total undergraduate population.

A new program during the year was the establishment of a selective dissemination of information service to function as a systematic continuing education resource for alumni. The program is based on the compilation of individual interest profiles for the users, and the use of computer services to search current documents to determine which would be of interest to the user. An initial test of the system with a group of 140 alumni and faculty will require a period of four to six months. Following any necessary adjustments of operational procedures, system dictionaries, thesauri, and profiles, the program will be instituted on a subscription basis.

Significant gains were made during the year toward the long-range objective of catalyzing a national network of universities willing to exchange and provide educational services for one another's alumni on a systematic basis.

VII. THE PERFORMING ARTS

A. The Meadow Brook Music Festival

In its third season, the Meadow Brook Music Festival was expanded materially in terms of length of season, offerings, soloists, and in the number of concerts per week. The 1966 concert schedule, which again featured the Detroit Symphony Orchestra under the direction of Sixten Ehrling, opened on June 30 and ran for eight weeks, as compared to the four-week season in 1964 and six weeks in 1965. The seventh week featured a series of major choral works, with Robert Shaw conducting, and the eighth week, which was supported by a grant from the Rockefeller Foundation, featured a program of contemporary music, including world premiere performances of works commissioned from Roger Sessions, Carlos Surinach, and Ulysses Kay. The addition of Sunday "twilight" series at 6:30 p.m., increased the number of concerts from 24 in 1965 to 32.

Guest artists included such recognized performers as Van Cliburn, Isaac Stern, Henryk Szerying, Maureen Forrester, Eugene Istomin, and Leonard Rose, and the Festival attracted larger audiences than in previous seasons, and received growing acclaim by music critics across the country.

B. The Meadow Brook School of Music

Established in the summer of 1965, the Meadow Brook School of Music added several outstanding sessions to its summer program. In addition to its six-week Choral and Vocal Institute and Orchestral Institute, the School faculty included the New York Pro Musica for an Institute for Medieval, Renaissance, and Early Baroque Music, and the famed Stern, Istomin, and Rose Trio for a three-week Piano Trio Institute.

The Meadow Brook Orchestra, made up of outstanding young musicians from all sections of the country, performed six concerts during the season in the Howard C. Baldwin Memorial Pavilion. A total of 428 students, including high school, college, and adult musicians attended the credit-granting music school, which ran from June 25 through August 20.

C. Meadow Brook Theatre

In the summer of 1966 Oakland University announced a major addition to its performing arts program with the formation of the John Fernald Company of the Meadow Brook Theatre. John Fernald, former principal of the Royal Academy of Dramatic Art in London, was brought to the University to form a major professional theatre company and academy. Known widely as a theatrical academician and a superior director, Fernald assembled an outstanding company of actors, many of them former students from the Royal Academy.

The resident professional company went into rehearsal in the fall, and opened their premiere season on January with Bertolt Brecht's "Caucasian Chalk Circle." The initial season, which was well-reviewed by the press and attracted excellent turnouts of theatre-goers, ran through May 28, and included six plays. The schedule included: "Love's Labour's Lost" by William Shakespeare, "You Never Can Tell" by George Bernard Shaw, "The Waltz of the Toreadors" by Jean Anouilh, "The Three Sisters" by Anton Chekhov, and "The Imperial Nightingale" by Nicholas Stuart Gray. The Company performed on Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday evenings and Sunday afternoon. Matinees on Thursday were presented to school groups from throughout the area.

Because of the success of the premiere season, the 1967-68 season has been

extended to 35 weeks and seven productions, with five performances each week. As is the case with the Meadow Brook Music Festival, the Theatre is given considerable support, both financial and promotional, by volunteer committees.

The introduction of a resident, professional company on the campus enriched greatly the cultural offerings to the community and to the University community, and added a significant element to the total thrust in the performing arts.

D. Academy of Dramatic Art

In the fall of 1967, the Academy of Dramatic Art will admit its charter class of students--selected by auditions held in several major cities. Under the direction of John Fernald, who is also director of the John Fernald Company, the Academy's two-year course will offer to talented students a professional, full-time course of instruction in all acting techniques. The first course of its kind to be offered in the United States, the academy program will be based on the plan so successfully evolved by Fernald during his ten years as principal of the Royal Academy of Dramatic Art in London.

Because the Fernald Company will be rehearsing and giving performances concurrently with the Academy course, students will enjoy the stimulus of being closely linked with the professional theatre. Upon completion of their work, some of the students may be invited to join the Company.

In addition to permanent technical instructors of high qualifications, the Academy's faculty will include acting instructors who are presently successful in the profession. Directors of long professional experience will also be included on the faculty. Completion of the course will lead to the awarding of the Academy's Diploma in Dramatic Art.

VIII. COMMUNITY SUPPORT

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

A major gift, the bequest of \$825,000 in bonds to cancel the indebtedness on Hill House, brought the year's total contributions to \$1,134,496 through May 31, 1967. The donor was Ormond E. Hunt, former General Motors Corporation executive, who purchased dormitory revenue bonds in 1964. He received interest on the bonds during his lifetime, but stipulated that upon his death the bonds would be given to the University.

\$83,124 was contributed to the University through the efforts of the Scholarship Committee; \$73,355 for support of the Meadow Brook Music Festival; \$44,660 for support of the Meadow Brook Theatre; \$71,556 in contributions to the Chancellor's Club; and \$36,801 for loan funds and other special gift funds.

Most of the gifts to the University were realized through the efforts of the Oakland University Foundation, a group of 50 leading citizens of the community whose purpose is the advancement of the University. A new project of the Foundation during the year was the successful formation of the Chancellor's Club, which is open to persons who contribute \$10,000 or more in cash, securities or gift in kind; contribute \$1,000 or more with the intention of making such a gift each year for ten years; or provide \$15,000 or more by means of a bequest, life

income gift, or other deferred giving instrument. During the first year of the Chancellor's Club existence, membership reached 50.

IX. PHYSICAL PLANT

Physical plant activity again reflected the rapid growth in enrollment being experienced at the University. During the year two major buildings were completed and occupied, construction was begun on two more, and planning completed or started on four new buildings and on the completion of another.

In the fall of 1966, the University occupied Vandenberg Hall and Matilda R. Wilson Hall. Built at a cost of \$4.3 million, Vandenberg Hall is a twin-towered residence hall housing 572 students and providing food service facility seating 1,000 students. It was designed by Ralph R. Calder and Associates. The \$2.5 million Matilda R. Wilson Hall, named in honor of the University's benefactress, provides classroom-offices in the main wing, and the new University Art Gallery and Meadow Brook Theatre in the second. This structure, the second University building built with state funds, was designed by O'Dell, Hewlett and Luckenbach.

Other projects completed during the year include the tie-in with the Detroit water system, addition and alterations to the heating plant in North Foundation Hall, a new entrance from Mt. Clemens Road into the Library Mall, and installation of a 14-unit mobile home park for members of the John Fernald Company.

Construction was begun on the \$5.3 million Dodge Hall of Engineering on November 3, 1966, when an official ground-breaking ceremony was held on the site. The new facility, which will house the School of Engineering and the Department of Biology, is named to memorialize the accomplishments of automobile pioneers John F. Dodge and Horace E. Dodge. The completion date for the building, designed by Odell, Hewlett and Luckenbach, is the spring of 1968.

Construction was also begun on the seventh student residence hall, a nine-

story structure providing room for 670 students. The \$3.7 million dormitory was designed by Louis G. Redstone Architects, and is expected to be completed in the spring of 1968.

An alteration project in the Kresge Library was begun in September and completed during the year. The project included the completion and subdividing of the basement and third floor areas and improving air circulation.

Plans were completed in June for the University's Student Health Center, which will provide hospital space for 22 and facilities for other medical services. Designed by Denyes and Freeman Associates, the building is expected to cost approximately \$600,000. Groundbreaking is scheduled for late summer, 1967.

Planning was also completed on a Classroom-Office Building, which will provide space for the new Academy of Dramatic Art, as well as lecture halls, classrooms, a fine arts library, individual study and practice rooms, and faculty and staff offices. Designed by O'Dell, Hewlett and Luckenbach, the building is expected to cost approximately \$4.4 million.

Planning for the new Education-Social Science Building was begun during the year with Tarapata, MacMahon Associates. The new building is identified as a \$7 million structure in the University's capital outlay program. Progress has been made with Commonwealth Associates on plans and specifications for a central heating plant, which is scheduled to be completed in 1968. Planning was also finalized on a construction project which will complete the Sports and Recreation Building.

Also during the year, the Grounds and Landscaping Department planted approximately 1,000 trees and shrubs in the area adjacent to Vandenberg Hall and Wilson Hall, started a three-acre nursery, and maintained 160 acres of "maximum care" campus area and 110 acres of field grasses.

X. FUTURE NEEDS AND DEVELOPMENT

Any prediction of the nature of Oakland University in 1970, 1975, or any other selected date, should be based on the growth pattern which the University has experienced, and the projections of that enrollment in the future. In its first eight years the University has experienced sharp annual enrollment increases, reaching 3,143 in the fall of 1966--or more than five times its opening enrollment of 570 students in 1959.

With adequate support and appropriate program expansion, there is little reason to believe the pattern will change in the foreseeable future. Although enrollment projections are difficult, there is available enough experience to provide what are likely fair estimates for the next ten years. For Oakland, those projections set enrollment at 8,870 in 1972 and at 14,195 in 1977. The University is therefore faced with an expansion rate in a decade that few institutions have experienced in less than twice that time. The problems of long-range planning are obviously exaggerated, or compacted, in terms of the time available for such planning.

The long range campus plan prepared by Johnson, Johnson & Roy, referred to earlier under the section on Administration, proposes separate academic campuses, with the present complex accommodating approximately 12,000 students. Thus it is clear that planning for the provision of academic facilities and the organization of a second cluster campus must get under way soon.

Approval of a \$46 million five-year capital outlay program for the University this year represented a serious commitment by the Governor's Office and the Trustees to the rapid expansion. If the legislature provides the capital funds on the schedule proposed, in five years the University's physical plant

will represent three times the present facilities, in terms of construction cost. These totals do not reflect funds which will be committed to the construction of residence halls, built on a self-financing basis.

In addition to the demanding task of planning for the necessary expansion of facilities, the University faces the serious need to strengthen its library resources. When it opened in 1959, Oakland had not been provided funds to establish a collection, but has since directed the maximum possible funds from the operating budget to build its holdings. Because of rapid growth in enrollment and demands on the library, it has not been possible to develop the library resources needed by its students and faculty. The introduction of graduate programs has further exaggerated the problem, officially noted by the North Central Association Accrediting team. In its accreditation report, that organization cited the University's need for a more adequate library, recommending a minimum of 300,000 volumes, approximately three times the present collection. Obviously, the University must continue to seek every possible means of improving the library.

The growth pattern naturally means additional faculty members each year. Although the University has continued to attract well-qualified faculty, it will be placed in more serious competition with other major colleges and universities when it becomes necessary to add a relatively large number each year. In addition to the obvious factors of salary level, fringe benefits, and reputation of the departments and faculty, the quality of the library will be a major consideration for new faculty.

Long range plans for the University, to reflect the total growth of the institution, are being considered extensively by the Long Range Planning Committee of the University Senate. The Committee's recommendations will have a strong

influence on the University's objective of providing an unusual and exciting experience for a growing share of Michigan's young men and women.

APPENDIX A

THE 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 WESLEY 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	
HARVEY J. ARNOLD **	Associate Professor of Mathematics
B.A., M.A., Queen's University; M.A., Ph.D., Princeton University	
JAMES O. BAILEY, JR.	Assistant Professor of Russian
B.A., Southern California; M.A., Indiana University; Ph.D., Harvard University	
EDWARD A. BANTEL	Professor of Education and Psychology
B.A., Columbia University; M.A., Ed.D., Columbia Teachers College	
JOHN BARNARD	Assistant Professor of History
B.A., Oberlin College; 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 College; M.A., M.F.A., Southern Illinois University	
DAVID C. BEARDSLEE	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	
MAURICE J. BEZNOS **	Instructor in French
B.A., M.A., University of Michigan	

* As of June 1, 1967

** New members of the faculty

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	
ELEUTHERIOS N. BOTSAS	Assistant Professor of Economics
B.S., University of Detroit; M.A., Ph.D., Wayne State University	
JOAN T. BRACE *	Assistant Instructor in French
B.A., University of California (Berkeley)	
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	
MAX BRILL *	Visiting Assistant Professor of Psychology
B.A., Ohio State University	
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
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)	

* New members of the faculty

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	
ROBERT C. BUSBY *	Assistant Professor of Mathematics
B.A., Drexel Institute of Technology; M.A., Ph.D., University of Pennsylvania	
LEONARD BUSHKOFF *	Instructor in History
M.A., University of Chicago	
W. ROYCE BUTLER	Professor of Bibliography and University Librarian
B.A., University of British Columbia; M.L.S., University of California (Berkeley)	
FRANCIS M. BUTTERWORTH	Assistant Professor of Biology
B.A., Columbia University; Ph.D., Northwestern University	
NGUYEN PHUONG CAC	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; Licence es Lettres, 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 CASSTEVEN	Assistant Professor of Political Science
B.A., Reed College; Ph.D., Michigan State University	
PHOEBE CHAO	Special Instructor in English
B.A., M.A., University of Michigan	
MELVIN CHERNO	Associate Professor of History
B.A., Stanford University; M.A., University of Chicago; Ph.D., Stanford University	

* New members of the faculty

HOWARD W. CLARKE	Associate Professor of Classics; Chairman of Classics Department
A.B., Holy Cross College; M.A., Ph.D., Harvard University	
F. JAMES CLATWORTHY	Instructor in Teacher Education
B.A., M.A., University of Michigan	
KENNETH H. COFFMAN	Assistant Professor of Psychology; Director of Psychological Services
B.S., Greenville College; M.S., Illinois State 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	
KENNETH R. CONKLIN *	Instructor in Education
B.S., M.S., University of Illinois	
BRUCE R. DANNER	Instructor in Physics
B.A., DePauw University; M.A., State University of Iowa	
ABRAHAM A. DAVIDSON	Assistant Professor of Art History
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	

* New members of the faculty

SIXTEN EHRLING	Professor of Music; Musical Director; Detroit Symphony Orchestra
GEORGE H. ENGEMAN B.A., University of Virginia; M.A., Middlebury College; Ph.D., University of Madrid	Assistant Professor of Spanish
ALICE ENGRAM B.A., Hillsdale College	Assistant Instructor in Music
PETER G. EVARTS B.A., Eastern Michigan University; M.A., University of Michigan	Assistant Professor of English
ROBERT I. FACKO B.M., M.M., University of Illinois	Instructor in Music
WILLIAM C. FISH * B.A., Amherst College; B.D., Yale University	Instructor in Education
THOMAS FITZSIMMONS B.A., Stanford University; M.A., Columbia University	Professor of English
WILLIAM C. FORBES A.B., M.A., Kent State; M.A., Ed.D., Columbia University; Ph.D., University of Connecticut	Associate Professor of Biology
CHARLES FORTON Licence es Philosophie et Lettres, Universite Catholique de Louvain, Belgium; Doctorate es Musique, Institut Lemmens, Malines, Belgium	Assistant Instructor in French
EDITE FRANKLIN * A.B., M.A., University of Michigan	Assistant Instructor in Spanish
LAWRENCE B. FRIEDMAN * B.A., University of Minnesota (Duluth); M.A., Harvard University	Assistant Professor of Chemistry
DANIEL H. FULLMER * B.A., Oakland University; M.A., University of Michigan	Instructor in Linguistics and English
JOHN C. GALLOWAY A.B., A.M., American University; Ph.D., Columbia University	Professor of Art and Art History; 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

* New members of the faculty

JAMES C. HADEN	Professor of Philosophy; Chairman of Philosophy Department
B.S., Haverford College; M.A., Ph.D., Yale University	
HARRY T. HAHN	Professor of Education
B.S., Kutztown State College; M.Ed., Ed.D., Temple University	
WILLIAM G. HAMMERLE	Professor of Engineering Science
B.S., California Institute of Technology; Ph.D., Princeton University	
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	
MICHAEL J. HEFFERNAN *	Visiting Instructor in English
B.A., University of Detroit	
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., University of Michigan; M.A., Ph.D., Wayne State University	
ROBERT 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	

* New members of the faculty

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
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
GLENN A. JACKSON *	Assistant Professor of Engineering B.A., M.A., University of Denver
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 KARPISEK	Assistant Instructor in Spanish B.A., Eastern Michigan University; M.A., State University of Iowa
LEONARD KASDAN	Associate Professor of Anthropology B.A., Olivet College; M.A., Ph.D., University of Chicago
HENRY KENNEDY *	Instructor in Political Science B.S., Michigan State University; M.Ed., M.A., Wayne State University
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
ROY A. KOTYNEK *	Instructor in History B.A., University of Illinois; M.A., Northwestern University

* New members of the faculty

HELEN KOVACH	Associate Professor of Russian Law Diploma, University of Belgrade; Teaching Certificate in Russian, Karlovy University, Prague; Ph.D., Elizabeth University, Pecs, Hungary
AHARON KUPERMAN	Assistant Professor of Psychology B.S., M.S., Illinois Institute of Technology; Ph.D., Washington University
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
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 University; 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 and 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 GEORGE 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	
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	
DONALD E. MORSE *	Assistant Professor of English
A.B., Williams College; M.A., Ph.D., University of Connecticut	
CHARLES E. MORTON	Lecturer in Philosophy
B.A., Morehouse College; B.D., Union Theological Seminary; Ph.D., Columbia University	
NORBERT NOELDECHEN	Assistant Instructor in German
B.A., Wayne State University	
ROSS ALEXANDER NORRIS	Assistant Professor of Art
B.A., North Central College; M.A., M.F.A., Ph.D., University of Wisconsin	
FREDERICK W. OBEAR	Associate Professor of Chemistry; 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	
JAMES R. OZINGA	Instructor in Political Science
B.A., Calvin College; M.A., Western Michigan University	
L. CROCKER PEOPLES	Assistant Professor of Psychology
B.S., Carson Newman College; Ph.D., University of Tennessee	

* New members of the faculty

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	
JOGINDAR SINGH RATTI	Assistant Professor of Mathematics
B.S., M.S., University of Bombay	
GEORGE RAWICK	Associate Professor of Sociology and Anthropology
A.B., Oberlin College; M.S., Ph.D., University of Wisconsin	
JOHN R. REDDAN	Assistant Professor of Biology
B.A., St. Michael's College; Ph.D., University of Vermont	
RODERIC E. RIGHTER	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, JR.	Instructor in Philosophy
A.B., University of Illinois	
JOAN G. ROSEN	Special Instructor in English
B.A., Vassar College; M.A., Wayne State University	
JOHN E. RUE *	Associate Professor of Political Science
B.A., M.A., Ph.D., University of Minnesota	
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., Fenn 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
B.A., Bethany College; M.A., Ph.D., University of Wisconsin	
NORTON C. SEEBER	Associate Professor of Economics
B.S., B.S. Econ., University of Colorado; Ph.D., University of California (Berkeley)	

* New members of the faculty

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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
DAVID W. SHANTZ *	Assistant Professor of Psychology B.A., Bethel College; M.S., Ph.D., Purdue University
MARSHALL J. SHEINBLATT *	Assistant Professor of Physics B.A., Harvard University; M.A., Northeastern University
ROBERT E. SIMMONS	Professor of German; Chairman of Modern Languages and Literatures Department B.A., M.A., Ph.D., Stanford University
CARLETON W. 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
RICHARD L. SPROTT *	Assistant Professor of Psychology A.B., M.A., Ph.D., University of North Carolina
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 FRANCIS STURNER	Assistant Professor of Political Science B.S., Fordham University; M.S., University of Wisconsin; Ph.D., Fordham University

* New members of the faculty

NORMAN SUSSKIND A.B., Adelphi College; Ph.D., Yale University	Associate Professor of French
ROBERT W. SWANSON B.S., Northwestern University	Professor of Administration; Director of Business Affairs
AMITENDRANATH TAGORE B. Com., Calcutta University, India; M.A., National Peking University, China; Ph.D., Visva Bharati University, India	Associate Professor of Chinese
S. BERNARD THOMAS B.S., City College of New York; M.A., Ph.D., Columbia University	Assistant Professor of History
PAUL A. TIPLER B.S., Purdue University; M.S., Ph.D., University of Illinois	Assistant Professor of Physics
PAUL TOMBOULIAN A.B., Cornell University; Ph.D., University of Illinois	Associate Professor of Chemistry; Chairman of Chemistry Department
REUBEN TORCH B.S., M.S., Ph.D., University of Illinois	Professor of Biology and Assistant Dean, College of Arts and Sciences
IRVING TORGOFF B.S., City College of New York; Ph.D., University of Rochester	Associate Professor of Psychology
ANNE H. TRIPP A.B., Wheaton College; M.A., Ph.D., University of Michigan	Visiting Assistant Professor of History
HELENE TROCME * B.A., M.A., Agregation d'Histoire, Sorbonne	Assistant Instructor in French
RICHARD P. TUCKER A.B., Oberlin College; A.M., Ph.D., Harvard University	Assistant Professor of History
NALIN J. UNAKAR B. Sc., Samaldas College (India); M. Sc., University of Bombay; Ph.D., Brown University	Assistant Professor of Biology
CARMEN M. URLA Bachillerato, Instituto Lope de Vega, Madrid; M.A., University of Illinois	Special Instructor in Spanish
KIICHI USUI B.F.A., University of Tokyo	Visiting Assistant Professor of Art
CARL R. VANN A.B., M.A., Ph.D., Syracuse University	Associate Professor of Political Science

* New members of the faculty

LUIS A. VARGAS *	Assistant Professor of Spanish
B.A., St. George's College; M.A., University of Chile; Ph.D., Central University of Madrid	
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	
GERTRUDE M. WHITE	Professor of English
B.A., M. 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	
WALTER L. WILSON	Professor of Biology
B.S., West Chester State College; Ph.D., University of Pennsylvania	
HOWARD R. WITT *	Associate Professor of Engineering
B.A., University of Toronto; M.A., Princeton University; Ph.D., Cornell University	
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

ACADEMY OF DRAMATIC ART

John Fernald
John Broome
Audrey Bullard
Christopher Ross-Smith
Paul Lee
Sybil Topham

Director
Lecturer in Movement and Dance
Lecturer in Voice
Lecturer in Voice
Lecturer in Acting
Assistant to the Director

ADMISSIONS

Glen Brown

Ronald Horvath
William Jones
Edmund Marroso
Jerry Rose

Director of Admissions and
Scholarships
Admissions Officer
Associate Director of Admissions
Admissions Officer
Admissions Officer

ALUMNI EDUCATION

Gary Woditsch

James McAlpine

Director of Alumni Education
Program
Assistant Director of Alumni
Education

BOOK CENTER

William Marshall
David Bixby

Director of Book Center
Manager

BUSINESS OFFICE

Robert W. Swanson
Frank Clark
Rockne DeLauney
Ray Harris
Ronald Maierle
Robert McGarry
William Stroud

Director of Business Affairs
Supervisor, University Services
Special Accounts Supervisor
Budget Director
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
Robert Reitz
Edward Van Slambrouck

Acting Director of Computer
and Data Processing Center
Programmer
Operations Manager
Programmer
Programmer

CONTINUING EDUCATION AND
MOTT CENTER FOR COMMUNITY AFFAIRS

Lowell R. Eklund

David J. Doherty

Russell E. Elliott

Robert M. Ericksen

Diana Gosser

Priscilla Jackson

Virginia Menzies

Lee M. Olson

Dorothy Owen

Gerald Self

Rhea E. Vietor

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

Klaus Dehn

John Januszko

FOUNDATION

Mary June Matthews

GROUNDS AND LANDSCAPING

Frederick Duranceau

INSTITUTIONAL RESEARCH

David C. Beardslee

Jean Dion

Dean of Continuing Education
Director, Mott Center for
Community Affairs

Director of Community Schools

Assistant Director of Mott

Center for Community Affairs

Director of Courses and

Professional Development Programs

Director, Liberal Arts Program

Director, Child Care Center

Director of Conferences,

Mott Forums, and Continuum Center

Registrar

Marketing Specialist and

Conference Coordinator

Assistant Director of Conferences,

Mott Center for Community Affairs

Psychologist

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

Assistant Director of Housing

Director of Food Services

Manager, Oakland Center Food
Service

Manager, Vandenberg Hall Food
Service

Director of Community Relations

Director

Director

Research Assistant

LIBRARY

W. Royce Butler
Lawrence Auld

Nancy Covert
Daniel Cutcher
Desiree de Charms
Robert Alan Gamble
Robert Gaylor

Barbara Gordon
Mary Louise Lacy
Shin-Fang Lin
Martha Ann Mueller
Wilbur J. Stewart

University Librarian
Assistant Librarian, Division
of Technical Services
Head of Circulation Services
Cataloger
Music and Humanities Librarian
Documents Librarian
Assistant Librarian, Division
of Public Services
Science Librarian
Chief Cataloger
Cataloger
Head of Serials Department
Head of Acquisitions Department

MEADOW BROOK MUSIC FESTIVAL

James Hicks
Marion Bunt
Bernard Toutant

Director
Assistant to the Director
Assistant to the Director

MEADOW BROOK SCHOOL OF MUSIC

Walter S. Collins
John Denny

Dean
Assistant Dean

MEADOW BROOK THEATRE

John Fernald
David Bishop

Don Britton
Edgar A. Guest, III

Frank Masi
Jane Mosher

Ted Rancont, Jr.

Artistic Director
General Manager and Production
Manager
Business Manager and Treasurer
Director of Audience Development
and Special Assistant to the
General Manager
Designer
Director of Community Relations
for the Theatre
Director of Public Relations

OAKLAND CENTER

Edward E. Birch

William Peterson

Associate Dean of Students
and Manager, Oakland Center
Assistant Manager, Oakland Center

PERSONNEL

Lawrence Fitzpatrick
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
William L. Sharrard

Director of Physical Plant
Construction 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 H. Coffman, Ph.D.
Betty J. Beardslee, Ph.D.
David G. Lowy, Ph.D.
L. Crocker Peoples, Ph.D.
F. Edward Rice, Ph.D.
Rodney A. Zegers, Ph.D.
L. Jerome Fink, M.D.
Ralph S. Green, M.D.
Michael Kaprielian, M.D.
Hubert Miller, M.D.
Norman T. Samet, M.D.
Sheldon N. Siegel, M.D.

Director
Clinical Psychologist
Clinical Psychologist
Clinical Psychologist
Clinical Psychologist
Clinical Psychologist
Consultant Psychiatrist
Consultant Psychiatrist
Consultant Psychiatrist
Consultant Psychiatrist
Consultant Psychiatrist
Consultant Psychiatrist

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

George Richards
Joseph Dezio
John Shiff
Robert Stanton

Manager
Laboratory Manager
Laboratory Manager
Electrical Engineer

UNIVERSITY RELATIONS

Troy Crowder
David Darsky
Lawrence Sullivan

Director of University Relations
Director of Publications
Director of News Service

APPENDIX C

OFFICE OF THE REGISTRAR

TABLE I

TOTAL "HEAD COUNT" ENROLLMENT By Terms and Semesters

<u>TEN-WEEK TERMS</u>	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>SUMMER</u>
Fall 1959	570			
Winter 1960		535		
Spring 1960			474	
Summer 1960				90
Fall 1960	908			
Winter 1961		837		
Spring 1961			726	
Summer 1961				204
 <u>FIFTEEN-WEEK SEMESTERS</u>				
Fall 1961	1069			
Winter 1962		1023		
Spring 1962			497	
Fall 1962	1259			
Winter 1963		1134		
Spring 1963			643	
Fall 1963	1498			
Winter 1964		1279		
Spring 1964			706	
Fall 1964	1812			
Winter 1965		1681		
Spring 1965			822	
Summer 1965				428
Fall 1965	2458			
Winter 1966		2252		
Spring 1966			948	
Summer 1966				616
Fall 1966	3143			
Winter 1967		2976		
Spring 1967			1043	

TABLE II
TOTAL ANNUAL ENROLLMENT 1959 - 1967
(excluding duplicates)

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

* Includes four terms: Fall, Winter, Spring, Summer (September to August)
 ** Includes three Semesters: Fall, Winter, Spring (September to August)
 *** Includes Summer School, Fall, Winter, and Spring (July 1 to June 31)

TABLE III

DISTRIBUTION OF UNDERGRADUATE STUDENT ENROLLMENT
BY CLASS AND CURRICULUM

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

CURRICULUM	CODE	FALL, 1966				WINTER, 1967				SPRING, 1967			
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.
BUSINESS ADMINISTRATION	200	65	42	38	19	51	36	42	34	5	12	14	13
ENGINEERING SCIENCE	400	96	61	20	14	66	59	27	13	5	18	14	8
DIVISION OF HUMANITIES													
Liberal Arts	600	21	22	-	-	18	12	3	-	10	1	4	-
Art	611	37	18	17	7	28	14	12	16	2	8	5	4
Classical Languages	612	5	1	-	-	3	-	2	1	-	1	1	-
English	613	142	61	36	22	112	51	35	35	18	19	15	21
History	614	17	14	16	8	9	26	13	12	2	8	7	11
Modern Languages	615	38	24	15	10	28	32	15	17	2	6	8	12
Music	616	14	8	4	3	9	7	2	3	2	5	-	2
Philosophy	617	11	6	3	3	11	4	5	4	1	3	-	2
SUB TOTAL		285	154	91	53	218	146	87	88	37	51	40	52
DIVISION OF MATHEMATICS & SCIENCE													
Biology	642	66	43	13	6	53	31	22	11	3	13	12	11
Chemistry	641	36	23	8	9	33	15	14	9	4	13	8	4
Mathematics	643	53	50	16	11	37	37	21	16	4	10	15	7
Physics	644	19	15	6	12	15	10	11	12	1	3	7	2
SUB TOTAL		174	131	43	38	138	93	68	48	12	39	42	24
DIVISION OF SOCIAL SCIENCES													
Economics	671	9	9	11	5	7	8	13	7	2	4	5	4
Political Science	672	51	45	36	14	36	42	40	22	5	16	22	10
Psychology	673	63	42	25	22	61	44	32	24	9	22	22	11
Sociology	674	56	38	14	6	46	27	24	11	4	11	11	7
SUB TOTAL		179	134	86	47	150	121	109	64	20	53	60	32

TABLE III
(cont.)

CURRICULUM	CODE	FALL, 1966				WINTER, 1967				SPRING, 1967				
		F.	S.	J.	S.	F.	S.	J.	S.	F.	S.	J.	S.	
EDUCATION SECONDARY														
Biology	842	4	5	4	2	3	4	3	1	-	1	-	-	
Chemistry	841	3	9	2	2	3	2	7	1	-	-	2	3	
Classical Languages	812	-	3	-	1	-	1	1	1	-	-	-	-	
English	813	97	78	39	35	83	53	43	47	13	15	25	23	
History	814	67	28	39	12	47	23	38	16	4	20	11	17	
Mathematics	843	33	24	8	7	30	17	12	8	2	5	13	3	
Modern Languages	815	38	27	16	9	34	16	20	13	6	5	9	11	
Music	816	20	15	9	5	14	8	7	9	5	2	2	7	
Physics	844	-	5	1	-	-	1	2	1	-	-	1	-	
Social Sciences	870	21	18	9	14	22	12	11	13	6	9	7	8	
SUB TOTAL		283	212	127	87	236	137	144	110	36	57	70	72	
EDUCATION ELEMENTARY														
General	900	169	101	72	66	131	96	74	78	22	46	59	52	
Mathematics Sci. Conc.	940	11	5	4	1	7	5	2	4	-	3	-	3	
Modern Languages Conc.	915	8	7	5	-	7	5	4	1	4	1	2	2	
SUB TOTAL		188	113	81	67	145	106	80	83	26	50	61	57	
TOTALS BY CLASS		1270	847	486	325	1004	698	557	440	141	280	301	258	
TOTAL UNDERGRADUATE ENROLLMENT					2928					2699				980

TABLE IV
DISTRIBUTION OF UNDERGRADUATE STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUM

Legend: M = Men
W = Women
T = Total

CURRICULUM	CODE	FALL, 1966			WINTER, 1967			SPRING, 1967		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
BUSINESS ADMINISTRATION	200	148	16	164	148	15	163	40	4	44
ENGINEERING SCIENCE	400	187	4	191	162	3	165	42	3	45
DIVISION OF HUMANITIES										
Liberal Arts	600	24	19	43	16	17	33	6	9	15
Art	611	17	62	79	12	58	70	3	16	19
Classical Languages	612	2	4	6	1	5	6	-	2	2
English	613	122	139	261	116	117	233	33	40	73
History	614	30	25	55	33	27	60	14	14	28
Modern Languages	615	16	71	87	16	76	92	5	23	28
Music	616	14	15	29	10	11	21	6	3	9
Philosophy	617	9	14	23	11	13	24	3	3	6
SUB TOTAL		234	349	583	215	324	539	70	110	180
DIVISION OF MATHEMATICS & SCIENCE										
Biology	642	84	44	128	74	43	117	27	12	39
Chemistry	641	61	15	76	57	14	71	24	5	29
Mathematics	643	95	35	130	83	28	111	24	12	36
Physics	644	48	4	52	48	-	48	13	-	13
SUB TOTAL		288	98	386	262	85	347	88	29	117
DIVISION OF SOCIAL SCIENCES										
Economics	671	32	2	34	31	4	35	15	-	15
Political Science	672	123	23	146	120	20	140	44	9	53
Psychology	673	86	66	152	87	74	161	32	32	64
Sociology	674	39	75	114	41	67	108	14	19	33
SUB TOTAL		280	166	446	279	165	444	105	60	165

TABLE IV
(cont.)

CURRICULUM	CODE	FALL, 1966			WINTER, 1967			SPRING, 1967		
		M.	W.	T.	M.	W.	T.	M.	W.	T.
EDUCATION SECONDARY										
Biology	842	9	6	15	6	5	11	1	-	1
Chemistry	841	10	6	16	8	5	13	4	1	5
Classical Languages	812	1	3	4	1	2	3	-	-	-
English	813	61	188	249	57	169	226	15	61	76
History	814	79	67	146	67	57	124	30	22	52
Mathematics	843	38	34	72	36	31	67	12	11	23
Modern Languages	815	8	82	90	9	74	83	3	28	31
Music	816	10	39	49	6	32	38	2	14	16
Physics	844	4	2	6	3	1	4	1	-	1
Social Sciences	870	31	31	62	32	26	58	15	15	30
SUB TOTAL		251	458	709	225	402	627	83	152	235
EDUCATION ELEMENTARY										
General	900	15	393	408	15	364	379	7	172	179
Mathematics Sci. Conc.	940	3	18	21	2	16		1	5	6
Modern Language Conc.	915	-	20	20	-	17	17	-	9	9
SUB TOTAL		18	431	449	17	397	414	8	186	194
TOTALS BY MEN & WOMEN		1406	1522	2928	1308	1391	2699	436	544	980

TABLE V

DISTRIBUTION OF GRADUATE STUDENT ENROLLMENT
MEN AND WOMEN BY CURRICULUM

Legend: M = Men
W = Women
T = Total

CURRICULUM	CODE	SUMMER, 1966			FALL, 1966			WINTER, 1967			SPRING, 1967		
		M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Master of Arts													
English	513	5	10	15	8	6	14	6	12	18	4	7	11
Mathematics	543	-	3	3	8	3	11	5	3	8	4	1	5
Modern Language	515	-	2	2	1	7	8	-	1	1	-	1	1
Psychology	573	-	10	10	4	-	4	2	2	4	-	-	-
SUB TOTAL		5	25	30	21	16	37	13	18	31	8	9	17
Master of Science													
Chemistry	541	-	-	-	2	-	2	2	-	2	2	-	2
Engineering	450	-	-	-	12	-	12	10	-	10	4	-	4
SUB TOTAL		-	-	-	14	-	14	12	-	12	6	-	6
Master of Arts in Teaching													
Elementary Education	990	10	68	78	27	123	150	45	177	222	4	36	40
English	713	2	4	6	1	5	6	3	3	6	-	-	-
Mathematics	743	5	4	9	6	2	8	6	-	6	-	-	-
SUB TOTAL		17	76	93	34	130	164	54	180	234	4	36	40
GRAND TOTAL		22	101	123	69	146	215	79	198	277	18	45	63

Legend: M = Men
W = Women
T = Total

[illegible]

TABLE VI
(cont.)

MICHIGAN COUNTIES	CODE	FALL 1966			WINTER 1967			SPRING 1967		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Lake	043	-	-	-	-	-	-	-	-	-
Lapeer	044	15	14	29	15	12	27	5	5	10
Leelanau	045	-	-	-	-	-	-	-	-	-
Lenawee	046	3	-	3	3	2	5	1	1	2
Livingston	047	5	3	8	6	3	9	1	-	1
Luce	048	1	1	2	1	1	2	1	1	2
Mackinac	049	3	1	4	3	1	4	2	-	2
Macomb	050	211	227	438	200	207	407	60	67	127
Manistee	051	-	2	2	-	2	2	-	-	-
Marquette	052	1	1	2	1	1	2	1	1	2
Mason	053	1	5	6	1	4	5	-	1	1
Mecosta	054	3	3	6	2	3	5	-	1	1
Menominee	055	-	-	-	-	-	-	-	-	-
Midland	056	1	6	7	1	5	6	-	-	-
Missaukee	057	-	-	-	-	-	-	-	-	-
Monroe	058	5	1	6	5	2	7	-	1	1
Montcalm	059	-	-	-	-	-	-	-	-	-
Montmorency	060	-	1	1	-	1	1	-	-	-
Muskegon	061	13	8	21	11	7	18	4	4	8
Newaygo	062	-	-	-	-	-	-	-	-	-
Oakland	063	754	988	1742	702	956	1658	247	385	632
Oceana	064	-	-	-	-	-	-	-	-	-
Ogemaw	065	1	-	1	1	-	1	1	-	1
Ontonagon	066	-	-	-	-	-	-	-	-	-
Osceola	067	-	2	2	-	2	2	-	-	-
Oscoda	068	-	-	-	-	-	-	-	-	-
Otsego	069	-	-	-	-	-	-	-	-	-
Ottawa	070	2	2	4	2	2	4	-	1	1
Presque Isle	071	-	-	-	-	-	-	-	-	-
Roscommon	072	2	-	2	2	-	2	-	-	-
Saginaw	073	13	9	22	13	9	22	5	1	6
St. Clair	074	18	18	36	17	16	33	11	6	17
St. Joseph	075	2	2	4	2	2	4	1	-	1
Sanilac	076	3	6	9	2	5	7	1	3	4
Schoolcraft	077	-	-	-	-	-	-	-	-	-
Shiawassee	078	3	2	5	3	2	5	2	-	2
Tuscola	079	11	4	15	9	3	12	-	-	-
Van Buren	080	4	2	6	7	1	8	1	-	1
Washtenaw	081	9	4	13	10	5	15	2	2	4
Wayne	082	186	173	359	187	166	353	58	64	122
Wexford	083	-	1	1	-	1	1	-	-	-
TOTAL		1369	1577	2946	1295	1509	2804	434	570	1004

TABLE VI
(cont.)

STATES OTHER THAN MICHIGAN	CODE	FALL 1966			WINTER 1967			SPRING 1967		
		M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Alabama	101	-	1	1	-	-	-	-	-	-
California	104	3	1	4	2	1	3	1	-	1
Connecticut	106	1	2	3	1	2	3	-	2	2
Delaware	107	1	-	1	1	-	1	-	-	-
Dist. of Columbia	108	1	2	3	-	2	2	-	1	1
Florida	109	1	-	1	1	-	1	-	-	-
Hawaii	151	-	2	2	-	1	1	-	-	-
Illinois	112	9	9	18	7	7	14	2	2	4
Indiana	113	2	1	3	2	-	2	-	-	-
Iowa	114	1	-	1	1	-	1	1	-	1
Kentucky	116	1	-	1	1	-	1	-	-	-
Louisiana	117	1	-	1	-	-	-	-	-	-
Maryland	119	2	3	5	2	3	5	-	1	1
Massachusetts	120	1	1	2	1	2	3	-	-	-
Minnesota	122	2	1	3	1	-	1	-	-	-
Missouri	124	2	-	2	2	-	2	-	-	-
New Hampshire	128	-	1	1	-	1	1	-	-	-
New Jersey	129	18	17	35	17	16	33	1	2	3
New York	131	22	26	48	20	22	42	4	5	9
Ohio	134	7	6	13	6	5	11	3	1	4
Oregon	136	-	1	1	-	1	1	-	-	-
Pennsylvania	137	1	5	6	1	5	6	-	1	1
Tennessee	141	1	-	1	1	-	1	-	-	-
Vermont	144	-	1	1	-	1	1	-	1	1
Virginia	145	11	8	19	11	7	18	2	2	4
Wisconsin	148	3	1	4	3	1	4	1	1	2
TOTAL		91	89	180	81	77	158	15	19	34
FOREIGN COUNTRIES										
Austria	205	-	1	1	-	1	1	-	-	-
British Honduras	216	-	-	-	-	-	-	1	-	1
Canada	236	4	-	4	3	-	3	1	-	1
Colombia	238	5	-	5	4	-	4	1	-	1
France	283	2	-	2	1	-	1	-	-	-
Germany	290	1	-	1	1	1	2	1	-	1
India	340	2	-	2	1	-	1	-	-	-
Japan	351	-	1	1	-	-	-	-	-	-
Malaysia	382	1	-	1	1	-	1	1	-	1
Sweden	440	-	-	-	-	1	1	-	-	-
TOTAL		15	2	17	11	3	14	5	-	5

SUMMARY

	FALL 1966			WINTER 1967			SPRING 1967		
	M.	W.	TOT.	M.	W.	TOT.	M.	W.	TOT.
Michigan	1369	1577	2946	1295	1509	2804	434	570	1004
States other than Mich.	91	89	180	81	77	158	15	19	34
Foreign Countries	15	2	17	11	3	14	5	-	5
GRAND TOTAL	1475	1668	3143	1387	1589	2976	454	589	1043

TABLE VII

DISTRIBUTION OF NEW UNDERGRADUATE STUDENTS
BY CURRICULUM

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

CURRICULUM	CODE	FALL 1966			WINTER 1967			SPRING 1967		
		F.	Tr.	Tot.	F.	Tr.	Tot.	F.	Tr.	Tot.
BUSINESS ADMIN.	200	43	26	69	3	3	6	-	2	2
ENGINEERING SCI.	400	63	12	75	3	1	4	1	-	1
DIV. OF HUMANITIES										
Liberal Arts	600	11	-	11	1	1	2	2	6	8
Art	611	24	11	35	-	1	1	-	2	2
Classical Lang.	612	3	-	3	-	-	-	-	-	-
English	613	106	36	142	1	6	7	4	4	8
History	614	6	5	11	2	1	3	-	1	1
Modern Languages	615	27	9	36	1	1	2	-	-	-
Music	616	7	2	9	-	-	-	-	4	4
Philosophy	617	9	2	11	-	-	-	-	1	1
SUB TOTAL		193	65	258	5	10	15	6	18	24
DIVISION OF MATHEMATICS & SCI.										
Biology	642	53	14	67	3	3	6	1	2	3
Chemistry	641	29	6	35	-	-	-	-	1	1
Mathematics	643	44	7	51	-	3	3	2	2	4
Physics	644	16	2	18	-	1	1	1	-	1
SUB TOTAL		142	29	171	3	7	10	4	5	9
DIVISION OF SOCIAL SCIENCES										
Economics	671	5	3	8	-	1	1	1	-	1
Political Science	672	31	17	48	-	2	2	-	4	4
Psychology	673	51	20	71	3	6	9	2	5	7
Sociology	674	37	17	54	-	2	2	-	1	1
SUB TOTAL		124	57	181	3	11	14	3	10	13
EDUCATION SECONDARY										
Biology	842	3	-	3	-	1	1	-	-	-
Chemistry	841	2	1	3	-	-	-	-	-	-
English	813	73	36	109	5	9	14	1	2	3
History	814	48	19	67	-	4	4	1	2	3
Latin	812	-	-	-	-	-	-	-	-	-
Mathematics	843	30	4	34	-	2	2	-	1	1
Modern Languages	815	31	5	36	-	5	5	2	2	4
Music	816	13	8	21	1	2	3	-	1	1
Physics	844	-	-	-	-	-	-	-	-	-
Social Sciences	870	16	8	24	2	2	4	2	4	6
SUB TOTAL		216	81	297	8	25	33	6	12	18
EDUCATION ELEMENTARY										
General	900	107	62	169	4	14	18	4	9	13
Math. Sci. Conc.	940	9	4	13	-	1	1	-	-	-
Modern Lang. Conc.	915	6	2	8	1	1	2	1	2	3
SUB TOTAL		122	68	190	5	16	21	5	11	16
GRAND TOTAL		903	338	1241	30	73	103	25	58	83

TABLE VIII
DEGREES CONFERRED

BACHELOR OF ARTS	1963	1966 - 1967			TOTAL
	1965	MEN	WOMEN	TOTAL	DATE
Business Administration	36	27	1	28	64
Liberal Arts					
Art	26	2	6	8	34
Classical Languages	1	-	1	1	2
English	35	6	9	15	50
History	35	8	2	10	45
Modern Languages	22	3	7	10	32
Philosophy	15	4	1	5	20
Music	1	-	-	-	1
Biology	2	4	-	4	6
Chemistry	26	6	5	11	37
Mathematics	18	4	-	4	22
Physics	14	7	1	8	22
Economics	19	6	-	6	25
Political Science	24	12	4	16	40
Psychology	59	14	6	20	79
Sociology - Anthropology	9	3	7	10	19
Education - Secondary					
Biology	-	1	-	1	1
Chemistry	4	-	1	1	5
English	63	8	30	38	101
History	43	9	7	16	59
Latin	2	-	1	1	3
Mathematics	21	1	4	5	26
Modern Languages	49	1	4	5	54
Music	7	-	7	7	14
Physics	3	1	-	1	4
Social Studies	23	7	3	10	33
Education - Elementary					
General	169	-	-	-	169
History-Social Science Conc.	-	4	61	65	65
Language Arts Conc.	-	-	-	-	-
Foreign Language Conc.	9	-	1	1	10
Mathematics & Sci. Conc.	8	-	2	2	10
Total Bachelor of Arts	743	138	171	309	1052
BACHELOR OF SCIENCE					
Engineering	58	17	-	17	75
Total Bachelor of Science	58	17	-	17	75
MASTER OF ARTS					
English	-	3	2	5	5
Mathematics	-	3	-	3	3
Total Master of Arts	-	6	2	8	8
MASTER OF ARTS IN TEACHING					
Elementary Education	-	-	1	1	1
Total Master of Arts in Teaching	-	-	1	1	1
MASTER OF SCIENCE					
Chemistry	-	1	1	2	2
Total Master of Science	-	1	1	2	2
Total Undergraduate Degrees	801	155	171	326	1127
Total Master's Degrees	-	7	4	11	11

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

DATE OF GRADUATION	APRIL 1964	AUGUST 1964	DECEMBER 1964	APRIL 1965	AUGUST 1965	DECEMBER 1965	APRIL 1966	AUGUST 1966	DECEMBER 1966	APRIL 1967
TOTAL DEGREES GRANTED	178	70	25	116	43	33	143	39	57	180
90 Percentile	3.41	3.26	3.35	3.39	3.80	3.36	3.43	3.52	3.59	3.63
80 Percentile	3.23	2.94	2.96	3.21	3.38	3.22	3.30	3.37	3.34	3.32
TOP QUARTER	3.13	2.86	2.93	3.12	3.23	3.13	3.21	3.30	3.18	3.23
70 Percentile	3.08	2.81	2.75	3.04	3.14	3.09	3.10	3.11	3.11	3.13
60 Percentile	2.89	2.70	2.71	2.90	3.01	3.03	3.01	2.98	2.98	3.01
TOP HALF	2.76	2.55	2.70	2.74	2.88	2.65	2.86	2.79	2.90	2.87
40 Percentile	2.60	2.45	2.55	2.66	2.72	2.52	2.75	2.68	2.68	2.78
30 Percentile	2.46	2.34	2.30	2.56	2.65	2.45	2.62	2.55	2.60	2.69
TOP THREE QUARTERS	2.42	2.31	2.27	2.48	2.61	2.38	2.56	2.45	2.50	2.63
20 Percentile	2.35	2.25	2.24	2.44	2.59	2.34	2.51	2.42	2.29	2.54
10 Percentile	2.26	2.22	2.19	2.34	2.37	2.31	2.30	2.33	2.23	2.38

TABLE X

DISTRIBUTION OF STUDENTS CERTIFIED FOR TEACHING BY
MAJOR FIELD

TYPE OF PROVISION CERTIFICATE	1963 - 1965	1966 - 1967			TOTAL to DATE
		MEN	WOMEN	TOTAL	
EDUCATION - SECONDARY					
Biology	-	2	-	2	2
Chemistry	6	-	-	-	6
English	68	7	29	36	104
French	22	-	3	3	25
German	12	-	-	-	12
History	47	11	6	17	64
Latin	5	-	1	1	6
Mathematics	22	1	4	5	27
Music	7	-	7	7	14
Physics	3	1	1	2	5
Russian	8	1	-	1	9
Science	-	-	1	1	1
Social Studies	24	7	3	10	34
Spanish	11	-	1	1	12
SUB TOTAL	235	30	56	86	321
EDUCATION - ELEMENTARY					
General	175	-	-	-	175
History-Social Science Conc.	-	2	63	65	65
Language Arts Concentration	-	-	-	-	-
Foreign Language Concentration	7	1	1	2	9
Mathematics & Science Conc.	11	-	3	3	14
SUB TOTAL	193	3	67	70	263
GRAND TOTAL	428	33	123	156	584
APPLICATIONS FOR CONVERSION TO PERMANENT CERTIFICATION	-	1	17	18	18