

**MICHIGAN
STATE
UNIVERSITY
OAKLAND**

ROCHESTER



WE BELIEVE that Michigan State University Oakland is an exciting new venture in learning. It has been called bold and revolutionary; it could also be called classic and conservative. It is true that the many distinguished citizens, college presidents, deans, and teachers who helped in the year of planning that shaped the new university's outlines and fixed its direction did seek some important changes in emphasis. But they are changes that in the main seek the ideal of the broadened and enlightened man as contrasted with the highly trained specialist.

Every student, no matter what his interests or career plans, takes about one half of his work in a prescribed core of liberal arts studies. This is part of a rigorous program intended to develop understandings, critical judgment, and values. This has always been education's responsibility, but in the crowded and complicated world of today and tomorrow it assumes an ever more immediate and obvious practicality. This kind of program also holds that the specialist, to be effective, must have breadth as well as depth. Not only will he find his own field increasingly complex, but he will discover in this interdependent world that he must be able to communicate effectively with people in other fields and in the community in which he lives.

We do, however, seek new ways of achieving classic ends. A vigorous young faculty of the highest competence has been assembled from the great universities of the world. It is a faculty bound to no set pattern or tradition in its efforts to create a stimulating, active community of learning — not just for an intellectual elite, but for all intelligent, serious-minded students who have a real desire to learn.

LS Blum

CHANCELLOR





Dr. Milton S. Eisenhower, president of Johns Hopkins University, gives his views in one of the planning sessions at Meadow Brook Hall. At the table are: Dr. Sarah G. Blanding, president of Vassar College; Dr. Henry Steele Commager, professor of history and American studies at Amherst College; Dr. Eisenhower; TIME-LIFE Publisher Henry R. Luce; Dr. Ralph W. Tyler, director, Center for Advanced Study in the Behavioral Sciences, Stanford University; and Dean Milton E. Muelder, School for Advanced Graduate Studies, Michigan State University.



PLANNING THE FUTURE

THE BIRTH of a university is an event as important as it is rare. It presents an opportunity to plan freely and to build soundly, unfettered by entrenched ways or established patterns. Like everything else, the valid needs society has of its learning institutions do change. Michigan State University Oakland, born in a world that was changing faster than it ever had before, was, fittingly, unusual for the planning that went into its creation.

When Mr. and Mrs. Alfred G. Wilson — she is the widow of automobile pioneer John Dodge — in 1957 gave their baronial 1,600-acre estate twenty-five miles north of Detroit for the creation of a new university, President John A. Hannah of Michigan State University, who was handed the task, named a committee of fifty community leaders to give form and shape to the new institution. This committee was named the

MSUO Foundation and its members included automobile company executives, school superintendents, newspaper publishers, judges, housewives, union officials, and civic leaders.

This was a period of self-examination and questioning in and out of the educational system. In the field of higher education alone, several studies were trying to discover whether colleges were properly preparing youth for a world being radically altered by the rising numbers and influence of non-Western peoples and by new discoveries of the mind and new technological applications that paled anything of the past. The problems of this world demanded new literacies and awareness and a new level of maturity. The twin explosions of knowledge and of population demanded that Asia, as well as other newcomers, have places in the curriculum.

This was the background against which the MSUO Foundation began its work. To help it seek out the best and most promising ideas in higher education, the Foundation called in twenty of the nation's leading educators and most distinguished citizens as collaborators.

James C. Zeder, Engineering Vice President of Chrysler Corporation and Chairman of the Foundation's Curriculum Committee, brought to Meadow Brook Hall, the Wilsons' mansion, such persons as presidents Sarah Blanding of Vassar, Milton Eisenhower of Johns Hopkins, Lee DuBridge of California Institute of Technology, and Henry Heald of the Ford Foundation, along with historian Henry Steele Commager of *American Heritage*, *TIME* - LIFE publisher Henry Luce, and others of like stature.

These twenty sat as four panels, according to their fields of interest and experience. They were: liberal arts, teacher education, business administration, and engineering science.

Their recommendations were remarkable on two counts:

(1) They anticipated the conclusions of some of the principal educational inquiries so closely as to indicate they had tapped main currents of American thought. One of the most striking of these was the declaration that universities, which once defined their job as development of mind and character, had in recent decades become far too much concerned with specialization and vocational emphasis, and unnecessarily complex.

(2) The panel recommendations also displayed a striking unanimity in an area — education — where opinions differ so widely and are held so strongly.

The result was that they recommended that this new institution seek to develop liberally educated students regardless of their professional interests. They recommended that its curriculum be relatively simple, but that great emphasis be placed on quality and depth.

The engineering panel, for example, said in effect that engineering education today was often obsolete, and that the faculties, students, industry, and government were all dissatisfied with its futile preoccupation with transitory techniques and applications rather than with broad understandings and ideas. Further, they said the engineer, as much as anyone else, needed a liberal education.

The panels also agreed that college professors too often had forgotten that their function was not necessarily to teach but to help students learn. The new institution should try to achieve a community of learning with new and more effective ways than the traditional classroom methods, and perhaps at less cost.

They said that any college for the future must give its graduates a knowledge of other cultures, particularly of the non-Western areas where many, if not most, of the next century's crucial decisions will be made.

These deliberations were part of a year of work and planning to which many able and interested deans and teachers at MSU contributed much. The charter which the Board of Trustees approved for the new institution was a reflection of these recommendations. It also provided that the new institution should have the autonomy to develop its own kind of program and set its own direction.





THE

MSUO CURRICULUM

TRANSLATED INTO THE REALITY OF A COLLEGE CURRICULUM, THIS PLANNING PRODUCED
A PROGRAM THAT IS RELATIVELY SIMPLE, BUT WHICH DOES INDEED PUT GREAT
EMPHASIS ON QUALITY AND DEPTH. IT SEEKS TO DO TWO THINGS:

- (1) PROVIDE THE FOUNDATIONS OF A LIBERAL EDUCATION THROUGH A BROADLY CONCEIVED
LEARNING EXPERIENCE.
- (2) PROVIDE FOR CONCENTRATION IN THE STUDENT'S AREA OF INTELLECTUAL OR
PROFESSIONAL INTEREST.

Thus every student shares in a common body of studies—a core curriculum—that the University considers to be the necessary framework for becoming an enlightened person. He takes:

- ... three semesters of English composition and Western literature, the first emphasizing intensive practice in developing the art of writing with unity, coherence, and logic, the second and third semesters being devoted to literature either in the original or in translation.
- ... four semesters of a foreign language, either a modern tongue—Spanish, French, German or Russian—or Latin or Greek.
- ... a year's sequence studying in the original writings, the documents, and the ideas that shaped Western institutions and social ideas.
- ... a complementary sequence in the junior year studying the other cultures of the world community; i.e., Asia, Africa, and Latin America, with emphasis on the non-Western ones.
- ... a year's sequence in the social sciences.
- ... a semester each of music and of art.
- ... a year's sequence of the history and philosophy of science to provide an acquaintance with a basic and vital area of today's and tomorrow's culture.

Beyond these central studies are areas of concentration, or majors, in all the usual fields of scholarship. The University curriculum also will effectively prepare its students for continuing their education, either in graduate and professional schools or on their own, because its emphasis is on developing the abilities and capacities that come from intellectual development rather than on instruction in techniques.

All four of the major programs—liberal arts, teacher education, business administration, and engineering science—are broadly conceived. For example, there are no majors in the various branches of engineering, such as chemical, electrical, or mechanical. Instead, students will get a broad foundation in mathematics, chemistry, and physics and their engineering applications. They will concentrate on ideas, principles and concepts. MSUO seeks to train those who will be the innovators and the directors of large projects rather than the applicators. The business administration program similarly will emphasize economic philosophies, the corporate role, etc., rather than techniques such as accounting. Teacher education is a university-wide responsibility rather than a separate entity, reflecting MSUO's commitment to the idea of a liberal education.

THE FACULTY

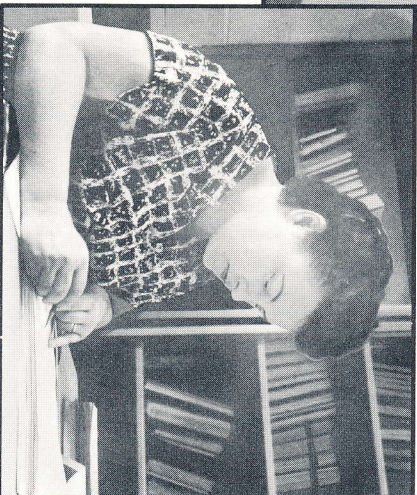
It is the quality of the faculty that distinguishes a university. A great professor is much more than a teacher. He is a learner. Indeed, the fact that he is a scholar is the key to his power.

MSUO's faculty is exceptional. It is a group of young and vigorous scholars of high competence, attracted here from the great universities of the world. Ninety per cent of them have their earned doctorates, three times the average.

Here are five typical faculty members:



DONALD D. O'DOWD, 34, Dean of the University, Psychology; B.A., Dartmouth; Ph.D., Harvard. With colleague David Beardslee is conducting major study for U.S. Office of Education on images of occupations held by college students.



HELEN KOVACH, 44, Russian; low Degree, University of Belgrade; Ph.D., Political Science, Elizabeth University, Pecs, Hungary; Teaching Certificate in Russian, Charles University, Prague. Working on doctorate in Sociology.



KENNETH D. ROOSE, 41, Economics, B.A., Southern California; Ph.D., Yale. Author of several works. Formerly a senior staff economist on President Eisenhower's Council of Economic Advisers.



GERALD STRAKA, 30, History, Ph.D., University of Wisconsin; Woodrow Wilson Fellow. Fulbright Scholar at University of London. Author of works on Rise of the Confederacy and Revolution of 1688 in England.

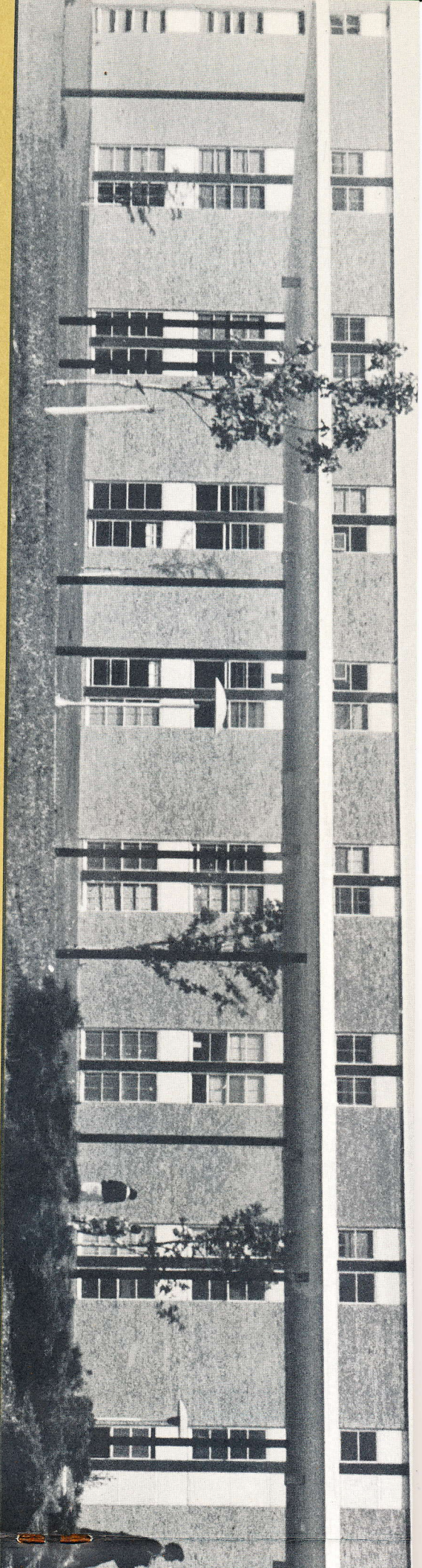


WILLIAM G. HAMMERLE, 34, Physics; B.S., California Institute of Technology; Ph.D., Princeton. Research works on theory of polymer solutions.

and THEIR WORK



Whether it is an effort to pack a benzene-like molecule to give it a new structure and new characteristics for unknown and unseen ends that Dr. Paul Tombouliau is working on above; whether it is evolving a key to predicting whether United Nations members will vote for the United States or Russia, as Dr. Sheldon Appleton, above left, has done; or whether it is writing a novel as Thomas Fitzsimmons, left, is doing, an important part of the college teacher's work is advancing the boundaries of knowledge. Knowledge is a living, growing thing. These are some of the able men who cultivate it, and they are typical of the intellectual vigor that helps give to the faculty's teaching those qualities that mark a great university.



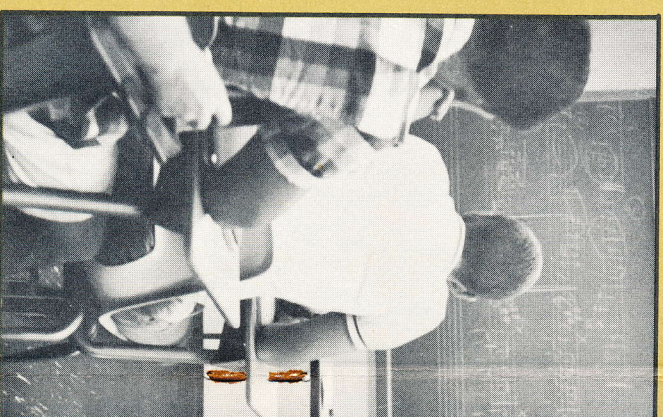
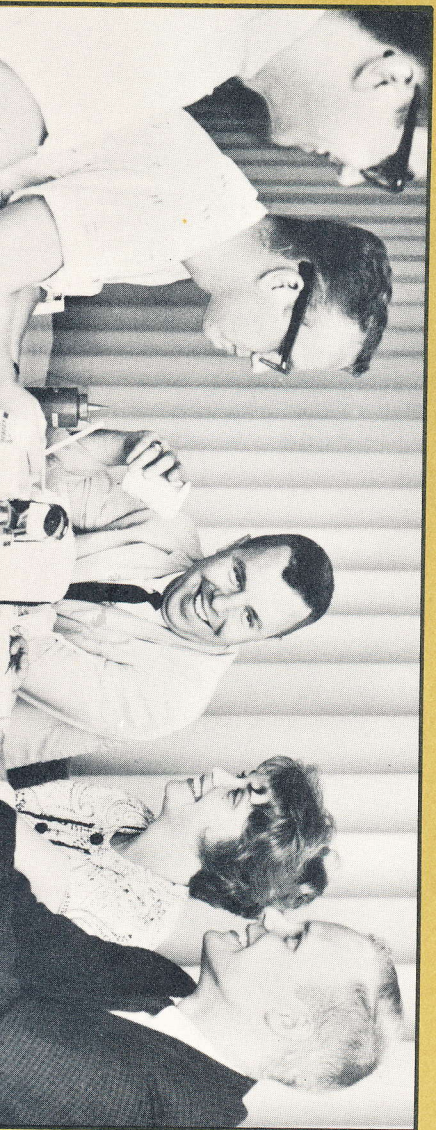
THE CLASSROOM . . .

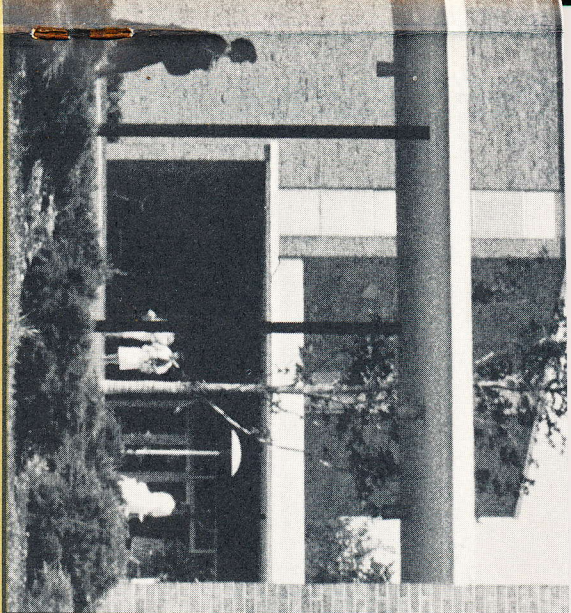


The classroom is the principal place where the qualities of good teaching come into play, but this forum is by no means the only place, nor is the job done by lecture alone. Discussion is an important element, for it is the student's viewpoint that is being developed. Independent study is one of the aims of the University and is vigorously encouraged, since the objective is intellectual growth and not conformity to a series of static requirements. Ways are sought to stimulate students to go beyond normal boundaries of course requirements, to create an active climate of learning and enthusiasm for learning for its own sake. Faculty members are bound to no set patterns or traditions. They may seek new ways of doing their job more effectively. So may the students. If they can find a

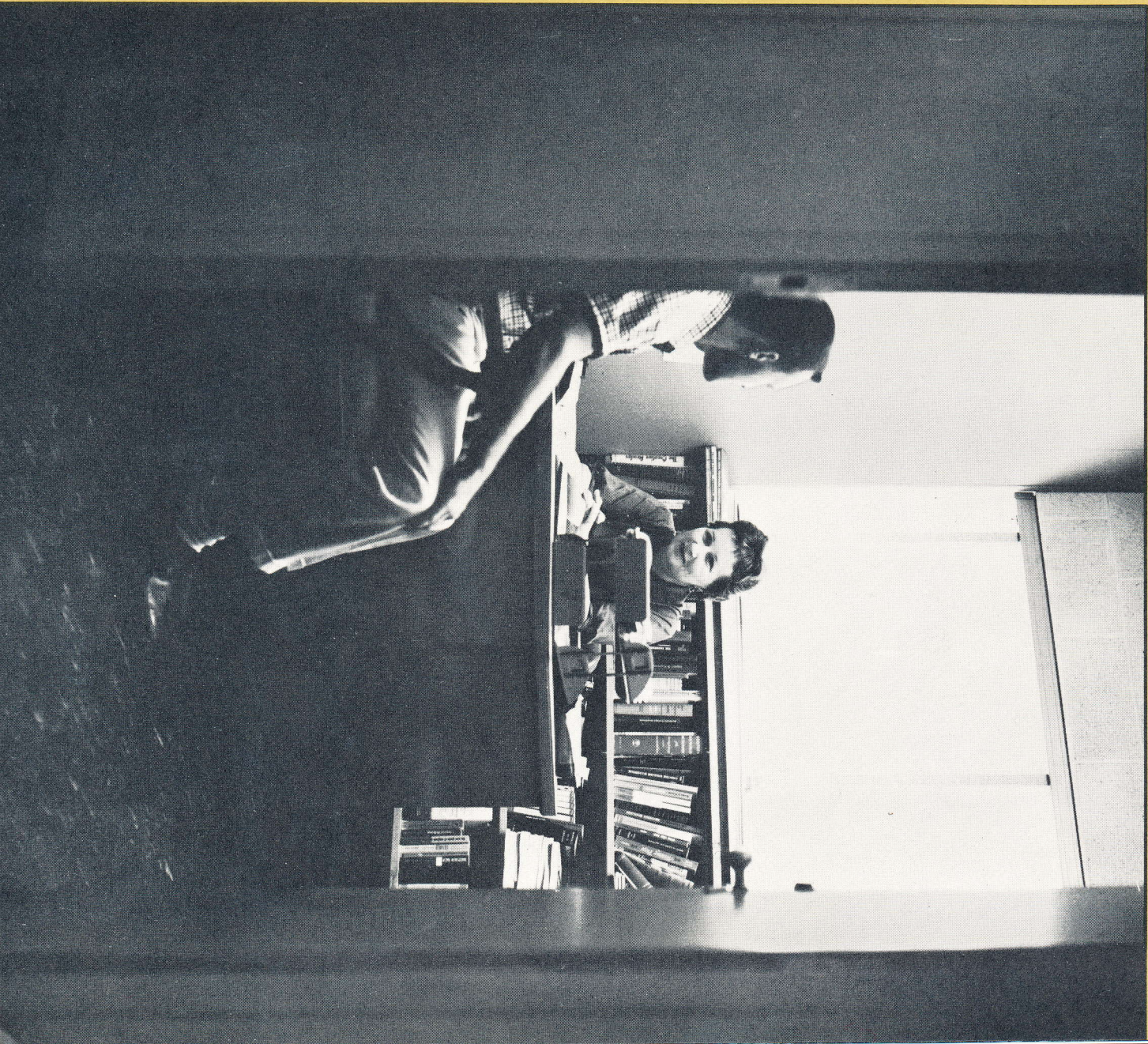
better way than going to class, we ask only that they tell us how they do it. The emphasis at MSUO is on learning. All other things are secondary.

The open office door of Dr. Gertrude White typifies the learning that goes on outside of the classroom. It also typifies the close association of students and faculty. The teacher may be as effective, or more needed, outside the classroom, for he is consultant and counselor as well as evangelist and catalyst. In recognition of this, every faculty member has his own individual office where a

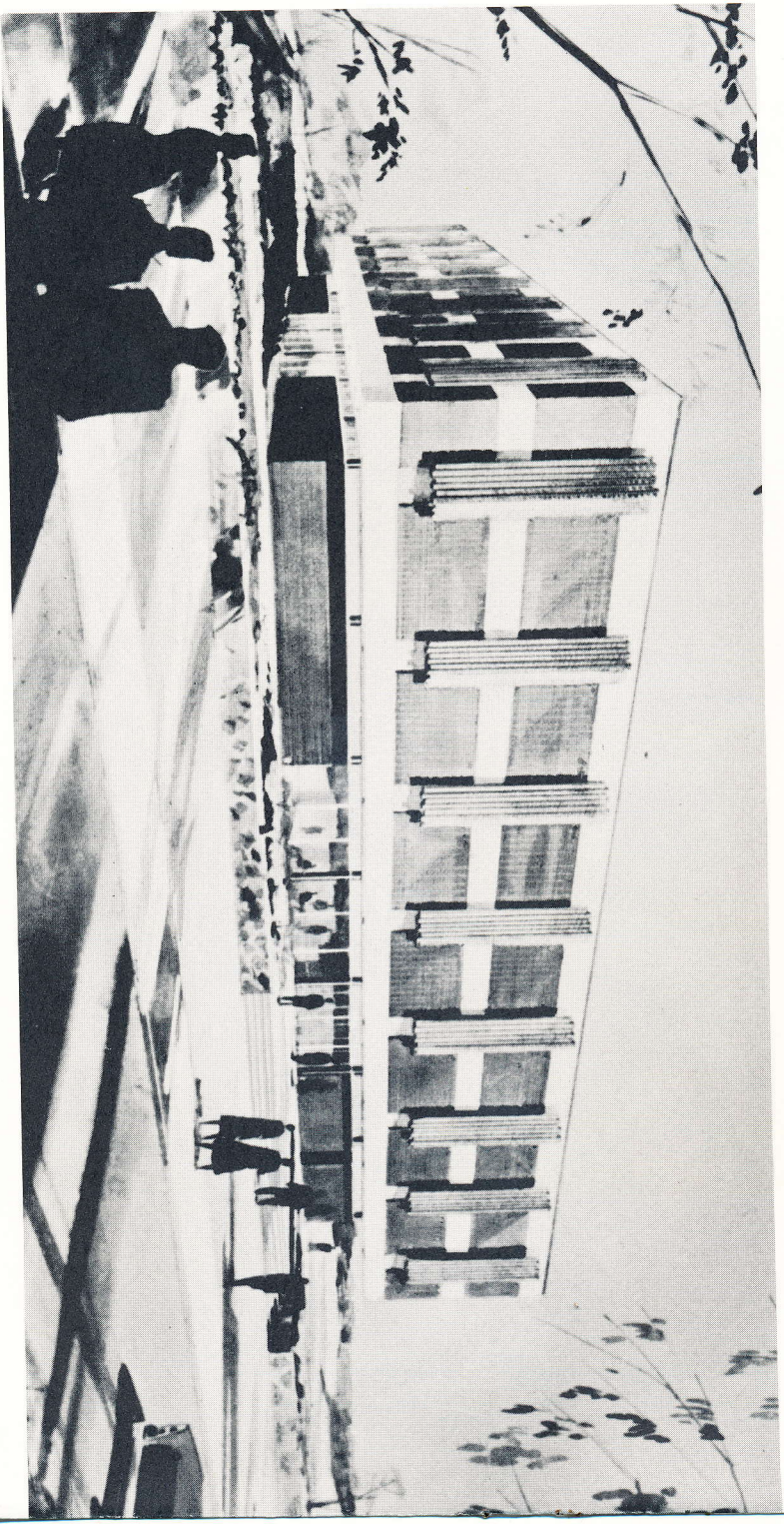




student may confer with him privately. And each one keeps regularly scheduled office hours. Their efforts are complemented by a counselor qualified to help solve problems that need professional help.

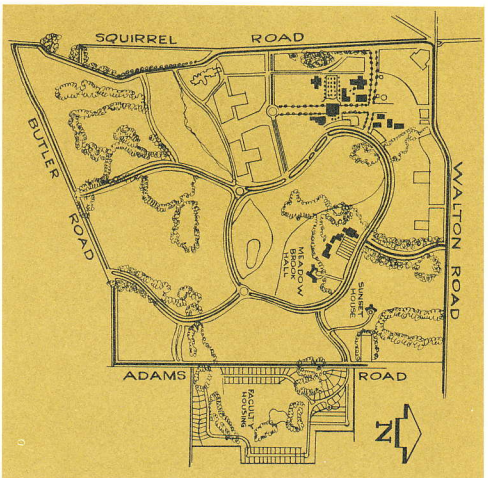


THE KRESGE LIBRARY



The library, the heart of a university, was the first building for which funds were sought after the three original buildings were provided for. Although the University was then only a few months old, the Kresge Foundation, out of its interest in MSUO's goals and ideals made this \$1,500,000 air-conditioned building possible through its philanthropy. The capacity of this structure is approximately 300,000 volumes, but in future years its size will be tripled. The Kresge Library occupies the dominant spot on a 300-foot north-south academic mall and will be the focal point of the campus, in fact as well as in spirit.

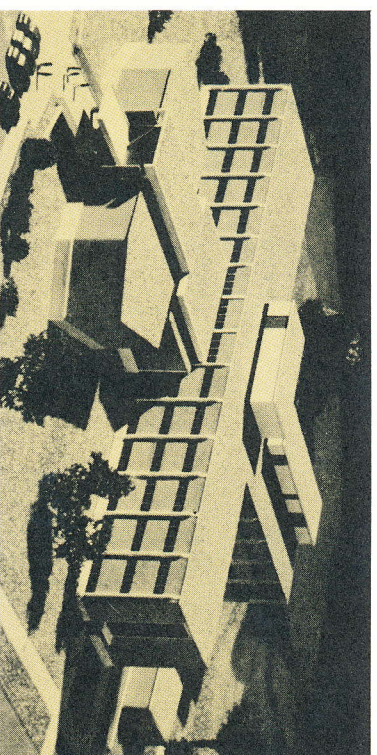
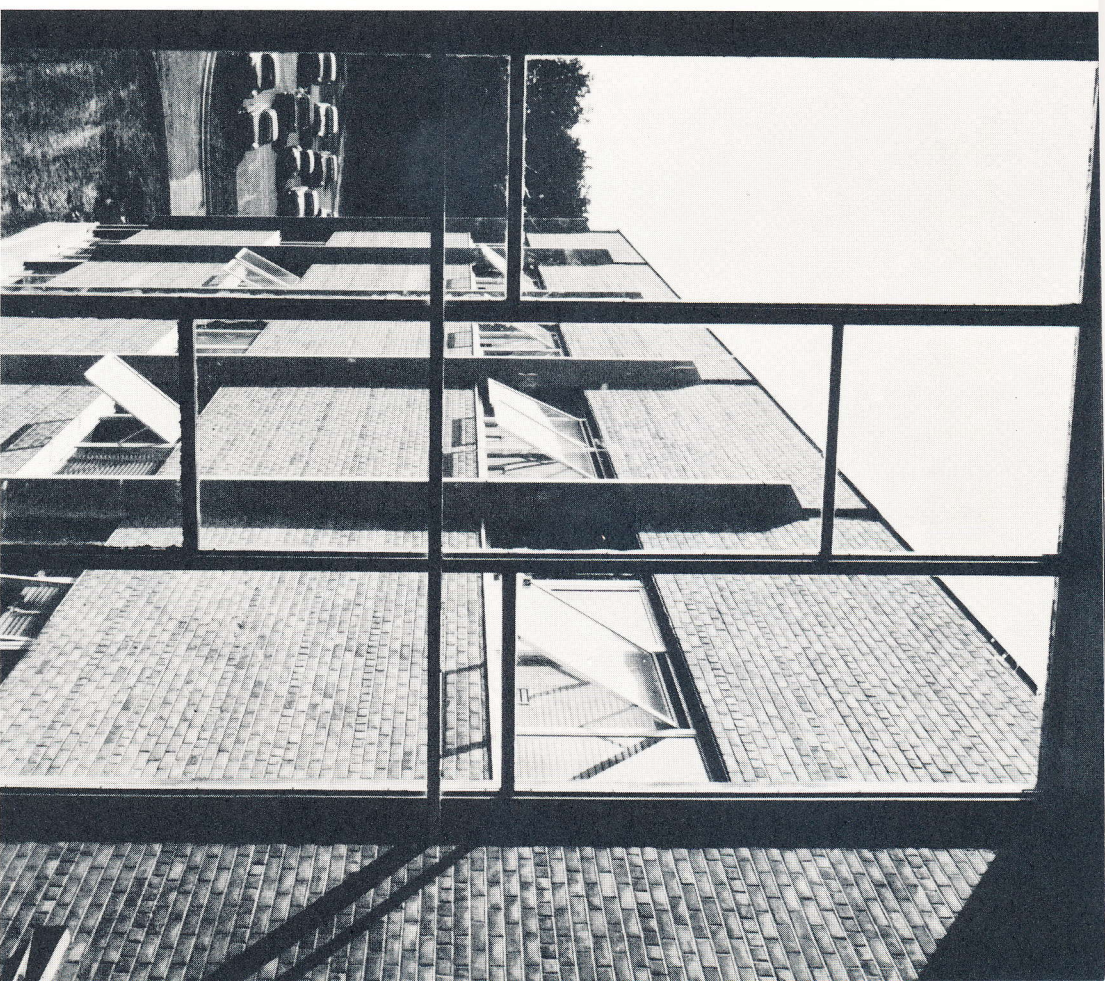




THE CAMPUS DEVELOPMENT PLAN

THE SCIENCE AND ENGINEERING BUILDING

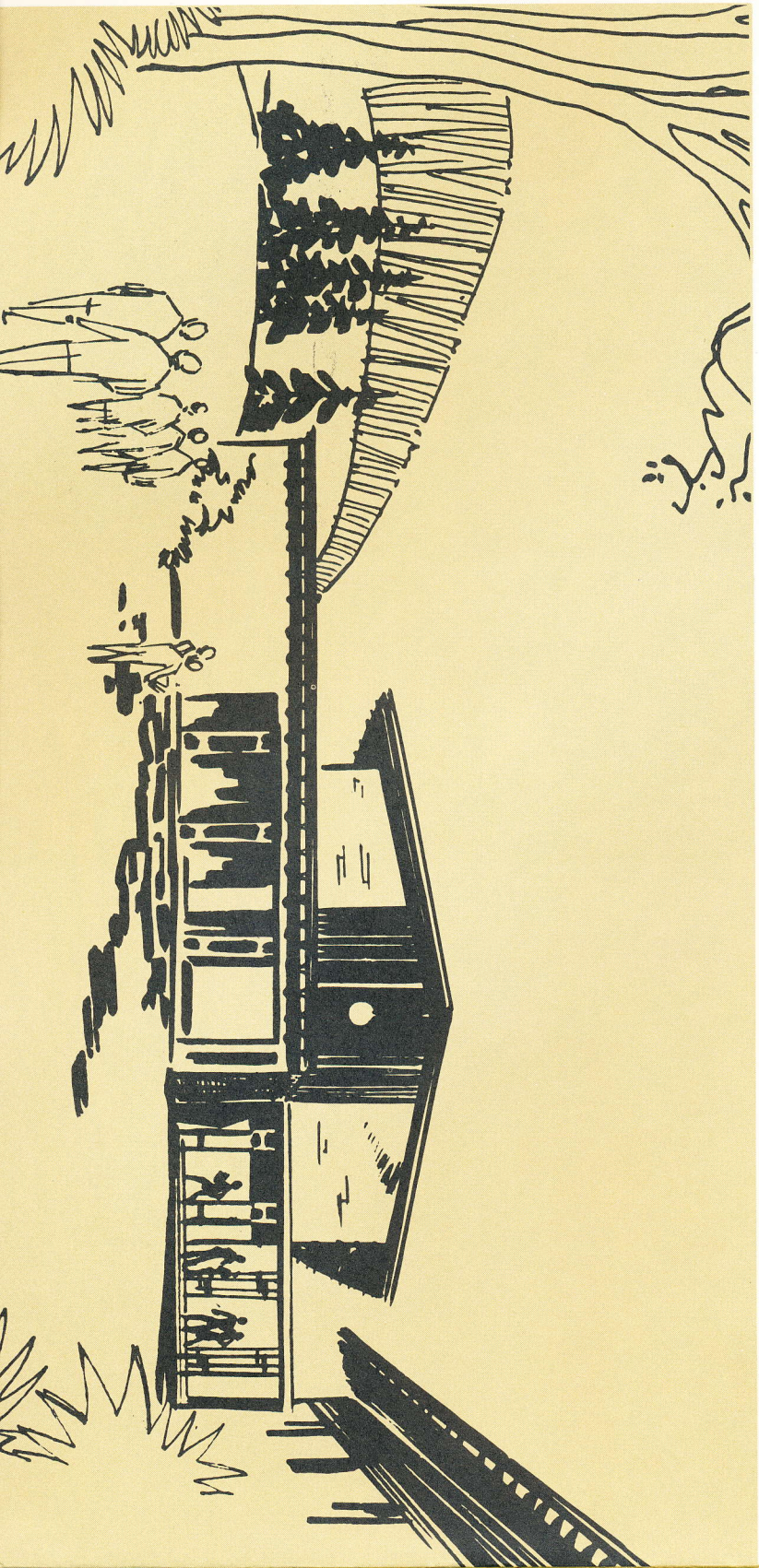
This \$2,000,000 structure, started soon after the Kresge Library and the first building to be provided by the Michigan Legislature, is one of the most modern and efficient of its kind. It has ample facilities for both instruction and research in chemistry, mathematics, physics, and engineering science. Among its many features is a variety of classrooms ranging from seminar rooms to halls seating 185 persons. It has offices, library and laboratories for faculty, and a computer laboratory, among other things. Its engineering and science laboratories, reflecting the emphasis on fundamental and theoretical engineering rather than applied, are smaller than the traditional ones, with smaller equipment more akin to that in physics laboratories.

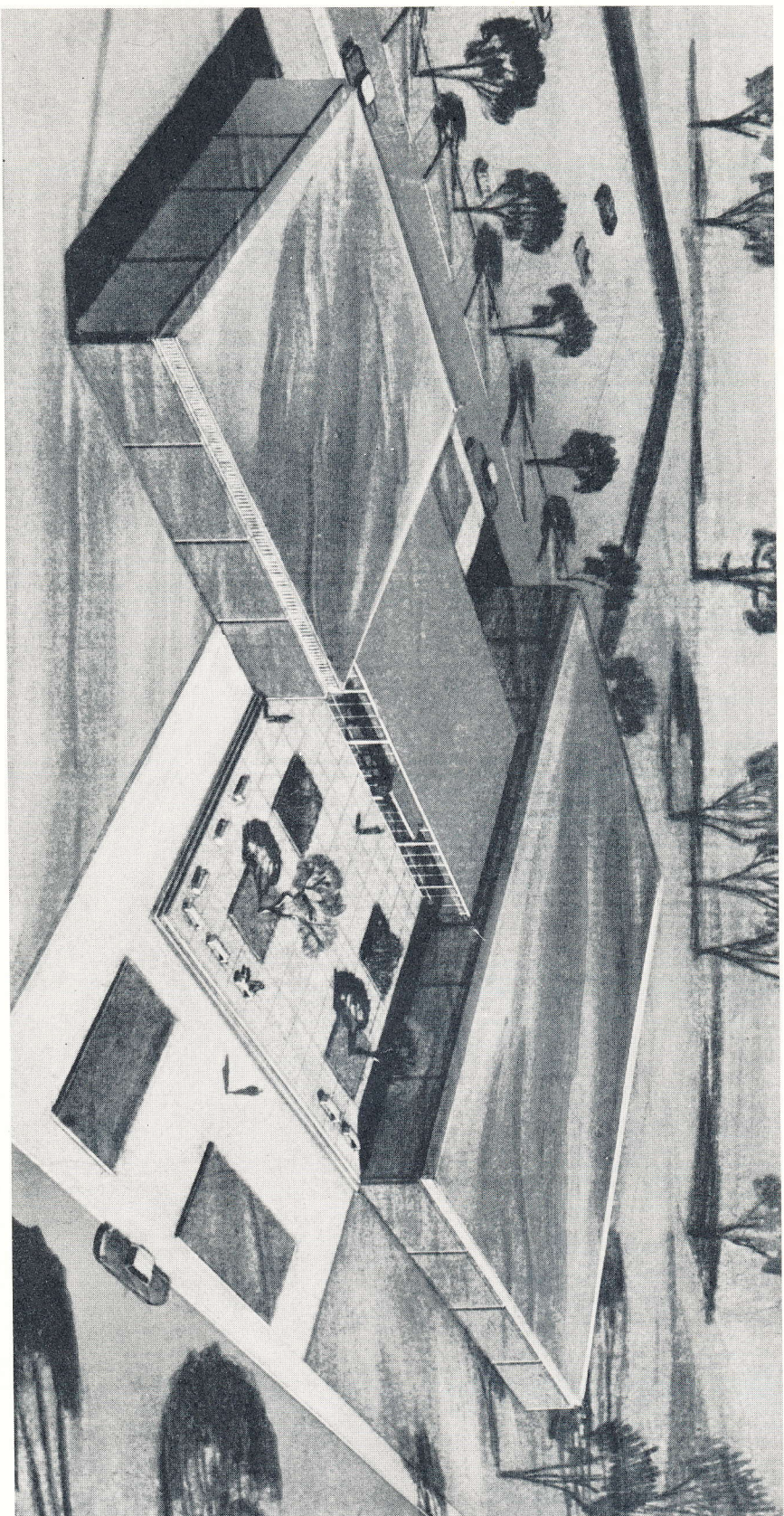


HOUSING

A new university also offers a chance to start out with a new and more congenial pattern for student housing than large dormitories or fraternities. MSUO has turned its back on the exclusive philosophy of the fraternity and sorority, but hopes to provide their advantages of small group living without their disadvantages. MSUO's solution is clusters of residences accommodating 48 students to a house and two students to a room. A resident adviser's apartment joins each set of two houses.

The first such unit has been named Fitzgerald House, in honor of Harold A. Fitzgerald, publisher of the Pontiac Press and President of the MSUO Foundation, and Mrs. Fitzgerald. As enrollment grows, the present group of four houses will grow to ten, and ultimately several such groups will be clustered in appropriate parts of the campus—each group of ten with its own dining facilities. These houses can provide an easy and congenial basis for student groups—social, academic, and athletic.





RECREATION

The other two of MSUO's first group of buildings provide for non-academic needs. The Oakland Center has been doubled in size. With its facilities expanded and air conditioned, it provides not only adequate dining space but a variety of large and small meeting rooms, a downstairs grill, bowling alleys, table games, barber shop, offices for student publications and other activities, and ample space for a well-stocked University bookstore.

Complementing this is an intramural building (above) which

will be the center of the athletic program designed for all students. MSUO has no football team and plans none, although intercollegiate competition in minor sports will depend on policies voted by the Academic Senate. Neither does the University have any physical education courses. But it does have a complete, well-supervised and competently directed program of intramural athletics, with an emphasis on sports the student can enjoy after he leaves college. The \$1.5 million intramural building will be completed in 1962 along with extensive additions to the present playing fields.

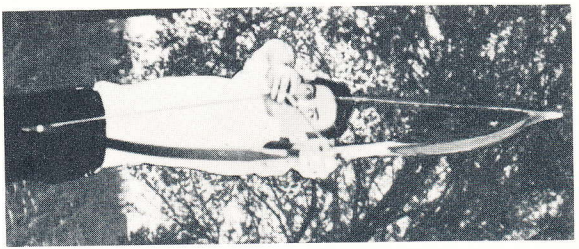


ARCHITECT'S SKETCH OF
ENLARGED OAKLAND CENTER

STUDENT ACTIVITIES

Student affairs are governed by a senate of 20 members and a student body president—all elected at large, and by a judiciary of seven members appointed by the senate. The constitution is the result of many months of investigation by a student committee that visited a dozen other campuses.

MSUC's lively newspaper, THE OAKLAND OBSERVER, won't have a senior on the staff until the 1963 school year (since the institution started in 1959 with freshmen only) but the anticipation and sometimes the apprehension, with which students and faculty await its appearance testify that sophomores and freshmen are equally adept. A yearbook is also published by the students.

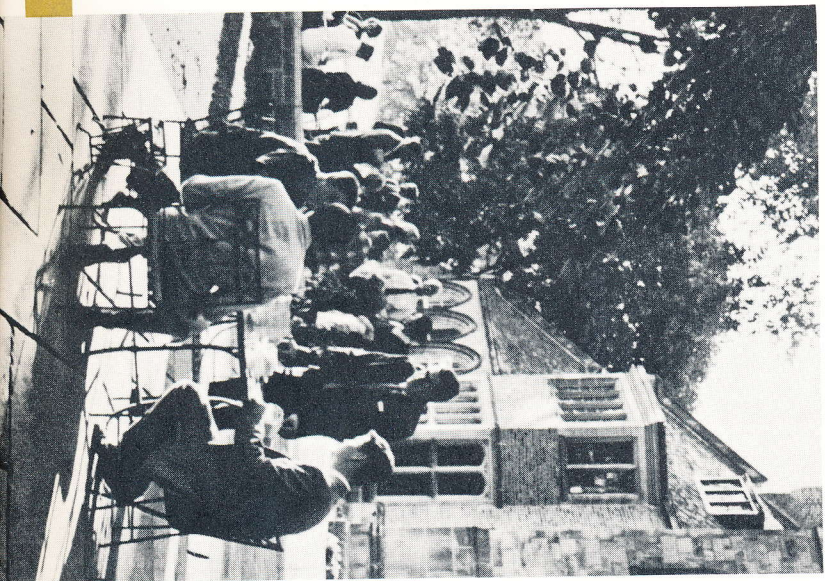


There is a variety of clubs, informal athletic groups and a well-planned program of team and individual sports. There are several religious and academic organizations, drama and dance groups, and a chess club.

The fall and spring University picnics afford other outlets, as in the auction above. The faculty members were sold into various kinds of servitude for a day, or made to perform in two noon-hour floor shows. Or, they may humiliate the faculty in basketball, softball, or in hockey, unawed by Dr. Walter Collins' raccoon coat.

At left, refreshments are enjoyed on one of the terraces of Meadow Brook Hall at the tea and dance with Mr. and Mrs. Alfred G. Wilson as hosts for the freshmen.

There is also a student-faculty sponsored series of lectures and musical events. One of the speakers was the missile developer Dr. Werner von Braun, shown with Dr. James McKay.

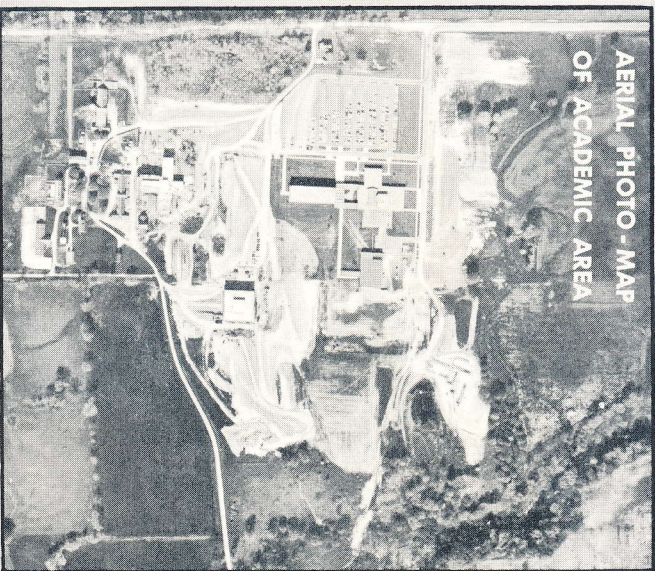


These are some of the things which a university — this university — offers and does. All are important:

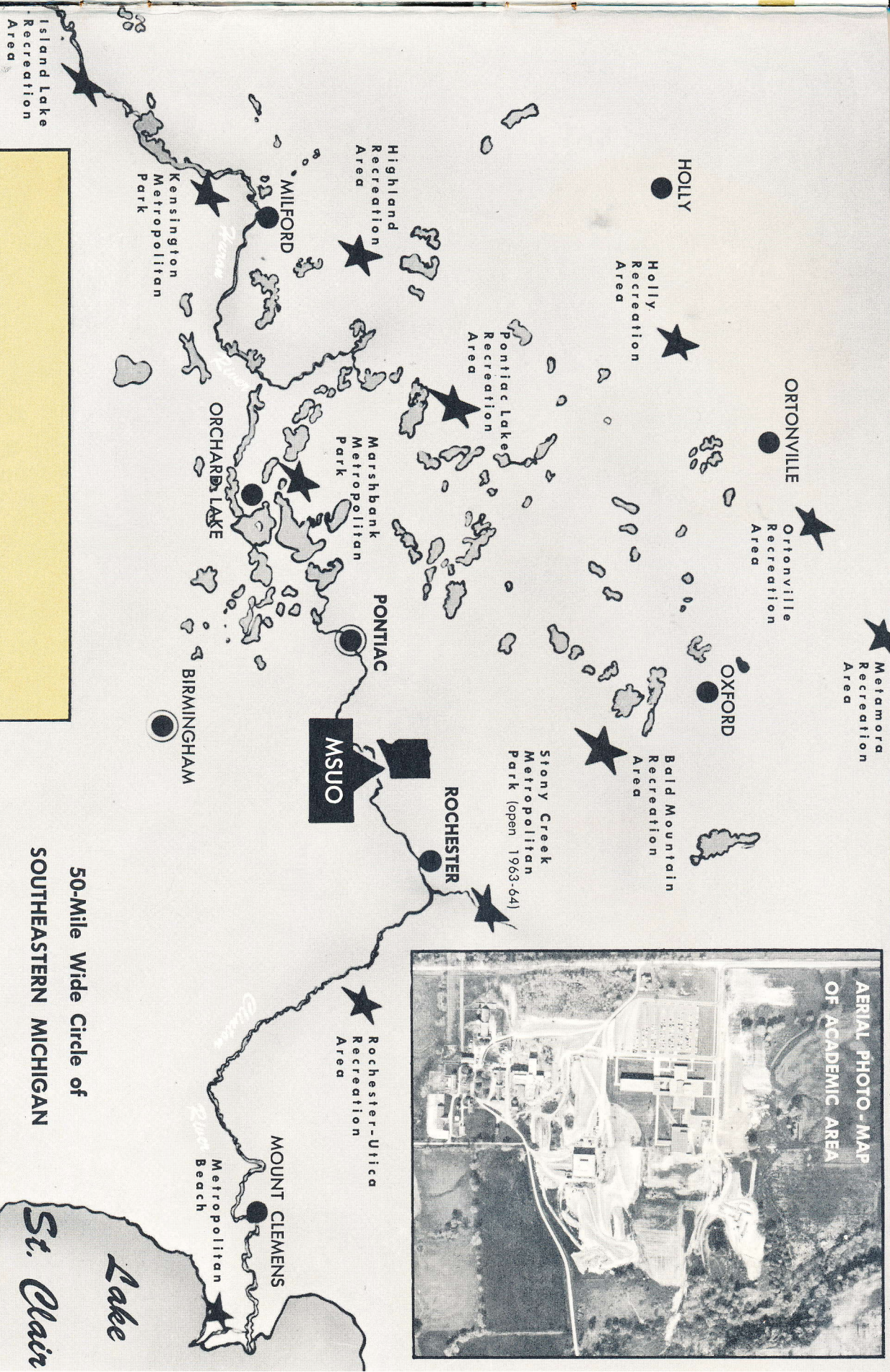
- the development of mind and values sought in a liberal arts curriculum
- the stimulation of thought and imagination produced by intimate association with an outstanding young faculty
- the excitement not only of new ideas but also of new friendships, and the pleasures of recreation.

As important as these all are, their full force and benefactions largely depend on the most important ingredient, the attitude and the desire the student brings to college. MSUO, in short, appeals to the kind of person who wants to learn.





**AERIAL PHOTO-MAP
OF ACADEMIC AREA**



MSU is 25 miles north of Detroit, midway between Pontiac and Rochester, and as the map indicates is on the fringe of an area dotted by lakes and adorned with hills, both the bequests of glaciers. It is an area that offers fishing, swimming, and skiing, as well as the great and diverse advantages of a metropolitan area of over a million and a half population.

What do we ask of our students? Simply this:
that they raise and confront fundamental questions;
that they develop the ability to state those questions
in intelligible terms;
that they press forward in conversation with their teachers
irrespective of the consequences involved;
that they commit themselves, in short, to the belief that
only the truth as we see it shall make us free and
that service to anything else is bondage.

—DR. ROBERT HOOPES
Professor of English

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