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Subseries: Chron File, 1989-1993

OA/ID Number: 13754
Folder ID Number: 13754-005

Folder Title:
Michigan Commencement 5/4/91 [OA 8322] [5]

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NATIONAL SECURITY COUNCIL

WASHINGTON, D.C. 20506

3194 A/O 1

May 2, 1991

MEMORANDUM FOR TONY SNOW

FROM: WILLIAM F. SITTMANN *WFS*

SUBJECT: Presidential Remarks for University of Michigan
Commencement

NSC submitted the President's remarks for the University of Michigan Commencement stating that we concurred with changes. In addition to our changes we sent you on Wednesday, General Scowcroft had some additional comments. Our initial review of the third draft speech indicates that many of General Scowcroft's concerns have been accommodated. However, there are some areas that could be re revisited. I have attached the general's comments for your consideration in the final review.

cc: Phillip Brady

CLOSE HOLD

Document No.

3194

233910

WHITE HOUSE STAFFING MEMORANDUM

DATE: 04/29/91

ACTION/CONCURRENCE/COMMENT DUE BY: 10:00 A.M. Wednesday 05/01

SUBJECT: PRESIDENTIAL REMARKS: UNIVERSITY OF MICHIGAN COMMENCEMENT
(04/29 draft one)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☐	PETERSMEYER	☒	☐
SCOWCROFT	☒	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
BRADY	☐	☒	SMITH	☒	☐
BROMLEY	☐	☐	UNTERMAYER	☐	☐
CARD	☐	☒	ROGERS	☐	☒
DEMAREST	☒	☐	SNOW	☐	☒
FITZWATER	☐	☒	PORTER ROSE	☐	☒
GRAY	☒	☐	BOSKIN	☒	☐
HOLIDAY	☒	☐		☐	☐

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 10:00 a.m. on Wednesday, 05/01, with a copy to this office. Thanks.

RESPONSE:

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 29 PM 9:35

Snow/Grossman
DRAFT ONE
APRIL 29, 1991
MI

PRESIDENTIAL ADDRESS: UNIVERSITY OF MICHIGAN COMMENCEMENT
MAY 4, 1991
11 a.m.

It's a pleasure to stand here in Michigan Stadium, a place that has forged its share of football history -- and political history. John F. Kennedy proposed creating the Peace Corps here, and Lyndon Johnson unveiled the Great Society in Ann Arbor.

to talk
1 I will not try to outbid those great men. Today, I want about **this** historic moment. Your commencement -- your journey into the "real world" -- coincides with this nation's commencement into a world freed from Cold War conflict and thrust into a new age of cooperation and economic competition.

The United States plays a defining role in that world. The economic expansion of the 1980s reaffirmed our preeminence as an economic power. Our participation in the Persian Gulf war showed the world that Americans really **will** risk dying for ideals we hold dear. We **will** extend helping hands to the victims of brutal aggression.

But the war also revived our belief in ourselves. It seemed to rouse us from a fitful Vietnam-era sleep, a nightmare time in which we doubted our decency, our values, our abilities. *ourselves* The days of doubt and malaise are over. Americans feel free again to feel good about themselves, to cherish their optimism, charity, decency, toleration and ability.

I have traveled around the country in recent months, and I feel an idealism I have not felt for 30 years. From coast to coast, people are excited. They squint into a hazy future and ask themselves, "What next?" "How can I help?"

Here and everywhere Americans have begun to take on tough tasks: helping the homeless, training the unskilled, pushing back the wave of crime, building schools and neighborhoods in which they may take real pride.

This revival of pride stems from the same source that toppled the Berlin Wall and humbled Saddam Hussein. In Europe, in Asia, throughout the world, America's strength testifies to the strength of an idea -- the idea of freedom. *Then why now after 30 yrs.*

I would like to talk today about four aspects of freedom, and how they promise an even greater future for this nation.

Let me start with the freedom to create. From its inception, the United States has been a laboratory for creation, invention, exploration. Here, merit conquers circumstance. Here, people of vision -- Abraham Lincoln, Henry Ford, Tom Monaghan -- outgrow rough origins and transform a world.

Our national history proves that capitalism is not a system for accumulating profits, but a seedbed for creativity. It makes it possible for people to accumulate wealth through productivity, not theft. It enables people to convert good ideas into great works. It transports ideas and information move swiftly -- unfettered by censors of plantation bosses.

*ie - Capitalism
should be
imperfect???*

Every time societies attempt to improve on freedom -- say, by picking winners and losers in the economic market -- they fail. No conclave of experts, no matter how brilliant, can match the genius of a market in which millions of people swap thoughts and inspirations.

Consider a few recent innovations. The information revolution was hatched in garages and basements. The fast-food chain -- an innovation many loathe, but one that has changed life around the planet -- began in obscurity. Domino's Pizza would never have stood a chance before a committee of planners. Tom Monaghan was just a college kid with a good idea.

Free markets help give everyone access to unexpected discoveries. They give the masses access to goods that once were reserved for kings and party bosses. They spread the proceeds of progress to everyone.

*cut
what?*

Our domestic program encourages market innovation. It seeks to push aside deadening and demoralizing barriers to creativity. We have proposed re-inventing the American school, in hopes of unleashing our national genius. We have proposed anti-crime measures that would punish the terrorists who shove honest businesses out of neighborhoods in need. He have proposed market incentives that give taxpayers a better return on their dollar. Last year's child care and clean air acts incorporate market incentives. This year's transportation package seeks to invite entrepreneurship. We even have proposed extending the dignity of home ownership to people who now live in government apartments -

- housing blocks in which tenants enjoy no pride of ownership, and in many cases, no rights of protecting their dwellings.

But that's not enough. In a world transformed by freedom, we must look for other ways to release our national ingenuity. We must eliminate the petty harrassments we inflict upon people with dreams.

The average worker in the United States now spends more than four months of each year working just to pay the tax man. Here in Michigan, Tax Freedom Day -- the day on which workers stop paying the federal, state and local authorities and begin working for themselves and their families -- won't take place for another eight days. That's more than four months of labor that might otherwise help pay for the house and car, ^{roads} set aside money for children's educations, ^{schools} purchasing clothes for work or leisure. Four months of labor that might otherwise help a worker create a little nest-egg.

But think about it: do these taxes liberate anyone from four months' worth of want, of responsibility? Or do they inspire cynicism?

Americans transformed a rugged wilderness into the most prosperous nation on earth not by decree or by tax payment, but by action. If we want to provide the greatest good for the greatest number, we must abandon the stale slogans of redistribution or false compassion. We must look instead to compassion that works.

Why the
anti-tax?
C.H.

We have entered a new industrial revolution, but our government lags behind. If I can risk learning how to use a computer, surely this nation can begin thinking about addressing its problems in new ways.

This leads to a second freedom, the freedom to think and speak one's mind. Free speech exposes bad ideas and spreads good ones. It nourishes the diversity upon which our national greatness rests. It allows blacks and whites to share experiences, rich and poor to talk about their needs and frustrations; it removes the blinders of ignorance.

Unfortunately, free speech is under assault throughout the United States, and nowhere more than on college campuses. The tornado of Political Correctness has ravaged many fine colleges and universities. Although it arises from the laudable desire to sweep away the debris of racism and hatred, it replaces old prejudices with new ones. It declares certain topics off-limits, certain expression off-limits, even certain gestures off-limits. Yet it does not establish new forms of respect. It actually inculcates the arts of creative suspicion. It teaches people how to look for an insult in every casual word, comment, action. It attempts to force everyone into a conformist mold, to salute authority mutely. In its own Orwellian way, it crushes diversity in the name of diversity.

If we really want to take full advantage of diversity we must encourage open and civil discussion. We must not permit "diversity" to become a code word for intellectual tyranny and we

certainly shouldn't prefer the empty etiquette of PC to honest and rigorous inquiry.

Our Secretary of Education, Lamar Alexander, already has confronted this cult of censorship by challenging college certification organizations to abandon Politically Correct decrees and stick to the business of determining whether colleges meet basic educational requirements.

But it would be wrong to suggest that incivility has been confined to our campuses. The trend toward intellectual bullying flourishes everywhere. Too often liberals and conservatives resort to fighting words -- to taunts and epithets that are supposed to intimidate their opponents, to make people afraid to speak.

This is outrageous, and not worthy of us as a nation. As Americans we ought to recommit ourselves to openness and tolerance. We must trust our persuasive powers to conquer bigotry and prejudice.

You can lead the way. Free speech lets us share our thoughts, our hopes, our experiences. Only when we share good times and bad, joys and hardships, can we truly understand and appreciate one another. If harmony be our goal, let's pursue harmony -- rather than a new Inquisition.

The virtue of free speech leads naturally to another, equally important dimension of freedom -- freedom of spirit. In recent ages, often with noble intentions, we have discouraged good works. Nowadays, many respond to misfortune by asking: Whom

can I sue? And many would-be Samaritans must ask: Who can sue me?

At the same time, government programs have tried to assume roles once reserved for families, schools, churches. Franklin Roosevelt once described the dole -- his word, not mine -- as a narcotic. Every time Washington presumes to improve the quality of people's souls, individuals discard their own sense of responsibility. They say: Why should I help the homeless? I'm already paying taxes to help them. Why should I help the poor? I'm already paying taxes to help them. And who can blame voters for feeling this way. After all, every time Congress passes a bill to address a social issue, it promises to solve that problem. When taxpayers complain, they're simply saying that government didn't keep its word. Yet while politicians demand higher taxes and taxpayers demand better results, the sad fact is that good deeds go undone.

When President Johnson spoke here in 1964 he brought up issues that haunt us still. He proposed revitalizing cities; rejuvenating schools; trampling down the hoary harvest of racism; protecting our environment.

He believed that small cadres of experts could care for the millions. They would calculate ideal tax rates, ideal rates of expenditure on social programs, ideal distributions of wealth and privilege. In many ways, theirs was an America by the numbers: If the numbers were right, America was right.

Truly?

is it rely
wholly on
the Dole?

But bare numbers don't tell you much. Dollars don't always guarantee progress, and the politics of coercion -- the politics of virtue on demand -- have backfired. Programs designed to ensure racial harmony have generated animosity. Programs intended to help people out of poverty have invited them to stay. Although the calculations behind these programs seemed elegant and defensible, they just didn't make sense.

We now must decide whether we want an America by the numbers -- an America defined by equations, and exposed to the tiresome politics of division and derision -- or an America defined by its peoples virtues, desires, dreams.

I choose the latter. Our government ought to tell the people: We believe in you. Not: prove yourselves to our courts, our tax collectors, our meter readers, our agents and agencies.

When I talked of a kinder, gentler nation in my inaugural address, I wasn't trying to create a slogan: I was serious. An effective government must be gentle, kind, firm and humble. It must know its limitations -- and respect its people's capabilities.

But the flip side of limited government is the fourth face of freedom -- responsibility.

Any introductory course in political philosophy teaches that freedom entails responsibility. People who accept freedom also must accept responsibility for preserving it -- for building a society that prefers creativity to envy, brotherhood to faction, plain talk to PC talk, environmental stewardship to plunder.

So, abandon
all efforts?

I have been accused of lacking agendas or vision. If by that someone means that I don't propose vast or costly new programs, I plead guilty. I don't measure dreams in terms of tax expenditures. My vision for America depends heavily on you, for you are the men and women who will shape our future. You must decide how to defend the freedoms of creation, expression and spirit. You must build a more prosperous and peaceful society.

Politics too often demands nothing but money. I challenge you to use your talents in service of goodness. We don't need a Great Society, dedicated to taking money and power from the many and placing it at the disposal of the incumbent few. We need a Good Society, one that promotes service, selflessness, action.

The antidote to greed is not a tax increase; it is service. If you want to take a stand against self-centeredness, get involved. If you want a direct role in conquering prejudice, get involved. Don't just wave placards and shout: Have the decency to talk with people, to bring out what is best in them.

The Good Society poses a challenge: It dares you to explore the full promise of citizenship. You don't have to do grand and dramatic things to accomplish this. Get to know your neighbors. Try to build bonds of trust at home, at work, wherever you go. Don't just talk about principles: Live them.

Let me leave you today with an exhortation: Make the most of your abilities. Question authority but examine yourself. Demand good government, but strive to do what is good yourself. Muster

the courage to be a point of light, to take up the little deeds that enable great things to happen.

Also: define your missions positively. Don't seek out villains. Don't fall prey to obsessions about "freedom from" various ills, such as want or fear of despair. Focus on freedom's promise -- on your promise.

We live in the most exciting period of my lifetime -- and perhaps of yours. The old ways of doing things have run their course, and we must find new ways of chasing our destinies. Dare to serve others, and you will serve your nation well.

It may seem a cliché, but you really do hold the future in your hands. Treat it well -- and future generations will revere you as the pioneers of a world blessed with unprecedented vigor, possibility, prosperity and goodness.

Thank you, God bless you and God bless the United States of America.

Snow/Grossman
DRAFT THREE
MAY 2, 1991
MI

**PRESIDENTIAL ADDRESS: UNIVERSITY OF MICHIGAN COMMENCEMENT
MAY 4, 1991
11 a.m.**

It's a pleasure to stand here in Michigan Stadium, a place that has witnessed its share of gridiron glory -- and political history. The last time I was in Ann Arbor, we commemorated John Kennedy's unveiling of the Peace Corps. And, as your commencement program indicates, Lyndon Johnson introduced the Great Society in a University of Michigan commencement address. That was nearly 27 years ago.

Today, I want to talk about this historic moment. Your commencement -- your journey into the "real world" -- coincides with this nation's commencement into a world freed from Cold War conflict and thrust into an era of cooperation and economic competition.

The United States plays a defining role in that world. Our economic strength, our military power and most of all, our national character brought us to this special moment. When our policies unleashed the economic expansion of the 1980s, we exposed forever the failures of socialism. We reaffirmed our status as the world's greatest economic power. When we sent troops to the Persian Gulf, we showed that we take principles seriously enough to risk dying for them.

Our successes in recent years have banished the doubts that plagued us in the period following the Vietnam War. Self-persecution and malaise have given way to a renewed confidence in American decency, values, abilities. In my recent travels around the country I have felt an idealism -- not self-congratulation, but real idealism -- that I haven't felt in 30 years. People have faith in the future. They ask: "What next?" "How can I help?"

In a real and palpable sense, we have rediscovered the invigorating power of the idea that toppled the Berlin Wall, and led a world to strike back at Saddam Hussein. The idea and ideal of freedom.

I would like to talk today about the nature of freedom, and how its demands lie at the heart of our domestic agenda.

Let me start with the freedom to create. From its inception, the United States has been a laboratory for creation, invention, exploration. Here, merit conquers circumstance. Here, people of vision -- Abraham Lincoln, Henry Ford, Martin Luther King Jr. -- outgrow rough origins and transform a world.

These achievements testify to the greatness of our free enterprise system. This system doesn't merely reward creativity: it encourages it -- but in a very special way.

In past ages, and in other economic systems, people could acquire wealth only by seizing goods from others. Free enterprise liberates us from this Hobbesian quagmire. It rewards

toil and determination. It lets one person's fortune become everyone's gain.

No system of development ever has nurtured virtue as completely and rigorously as ours -- a point the pope made recently in an encyclical about economics.

When governments try to improve on freedom -- say, by picking winners and losers in the economic market -- they fail. No conclave of experts, no matter how brilliant, can match the genius of a market. Markets collect and distribute the wisdom of millions of people, each pursuing their destinies in different ways. They make it possible for someone unknown to the high and mighty to become high and mighty.

Thus, the information revolution was hatched in garages and basements. The fast-food chain began as a lonely link on an obscure roadway. My point is simple: Free markets help give everyone access to unexpected discoveries.

Our economic and domestic programs grow out of an appreciation of freedom's special power. In a variety of areas, in a host of ways, we apply the lessons of freedom to the tasks of government.

For example, we have committed ourselves to eliminating rules, red tape and harrassments that prevent good people from doing great things. The Competitiveness Council, chaired by the Vice President, tries to liberate entrepreneurs from unnecessary regulation.

Our America 2000 educational strategy challenges the nation to re-invent the American school, to create communities where learning can happen, to unleash our national genius.

We have proposed anti-crime measures to punish the thugs who shove honest businesses out of neighborhoods in need. We have incorporated market incentives into our legislative proposals, so taxpayers will get a fair return on their dollars. Just look at last year's child care legislation and Clean Air Act, or this year's transportation bill.

We repeatedly have tried to slash the capital gains tax, so that people with dreams might have access to the capital necessary to turn those dreams into works and deeds. And we have proposed a comprehensive banking reform package that protects the financial system upon which economic growth depends.

We even have proposed extending the dignity of home ownership to people who now live in government-owned apartments - housing blocks in which residents enjoy no pride of ownership, and in many cases, no rights of protecting their dwellings. Ownership gives people a stake in their neighborhood -- and in our shared future.

Although we have tried to transfer power into the hands of our people, we haven't done enough. In a world transformed by freedom, we must look for other ways to harness the hope that thrills us all. We must inspire people to pursue ambitions, build fuller lives for themselves.

The average worker in the United States now spends more than four months of each year working just to pay the tax man -- and increasing numbers of citizens see that burden as a barrier to achieving their dreams.

We have tried to put a lid on the spending that drives taxes -- and to concentrate government efforts on truly national purposes. If we want to prevent even greater cynicism about government, we must demand public services that serve the public. We must insist upon compassion that works. Just as our nation has entered a new industrial revolution, so ought our government catch up with the times.

But the power to create rests on other kinds of freedom -- especially the freedom to think and speak one's mind. This may be the most fundamental and deeply revered of all our liberties - - not just because Americans like to wrestle with ideas, but because free speech helps us separate good ideas from bad. It defines and cultivates the diversity upon which our national greatness rests. It tears off the blinders of ignorance and prejudice and lets us move on to greater things.

Ironically, on the 200th anniversary of our Bill of Rights, we find free speech under assault throughout the United States, including on some college campuses. The notion of political correctness has ignited controversy across the land. Although the movement arises from the laudable desire to sweep away the debris of racism and hatred, it replaces old prejudices with new

ones. It declares certain topics off-limits, certain expression off-limits, even certain gestures off-limits.

One university, for instance, recently tried to outlaw "inappropriately directed laughter" and "conspicuous exclusion of students from conversation." In others, students have tried to settle disagreements by starting fights -- or trying to get their ideological foes kicked out of school.

What begun as a crusade for civility thus has soured into a call for conflict, in which people resort to raw power -- rather than the power of ideas.

Throughout history, attempts to micromanage casual conversation have only incited distrust. Invited people to look for an insult in every word, gesture, action. In their own Orwellian way, crusades that demand correct behavior crush diversity in the name of diversity.

We all should be alarmed at the rise of intolerance in our land. Think of cases in which people have tried to discourage smoking in restaurants not by asking others to stop -- but by hailing the police.

Think of political extremists, who arouse emotions by using fighting words -- taunts and charges designed to intimidate opponents and to make people fearful of speaking their hearts and minds.

Such bullying is outrageous, and not worthy of a great nation grounded in the values of tolerance and respect. As Americans we ought to recommit ourselves to the values of honest,

open, probing discussion. We must use our persuasive powers to conquer bigotry and prejudice. We must fight the temptation to assign bad motives to people who simply disagree with us.

If we hope to make full use of the optimism I discussed earlier, we must create an atmosphere in which people can talk freely, honestly, openly. We must build a society in which people can join in common cause without having to surrender their identities.

You can lead the way. Share your thoughts and experiences; your hopes and frustrations. Defend others' rights to speak. If harmony be our goal, let's pursue harmony -- not Inquisition.

The virtue of free speech leads naturally to another, equally important dimension of freedom -- freedom of spirit. In recent ages, often with noble intentions, we as a nation have discouraged good works. Nowadays, many respond to misfortune by asking: Whom can I sue? Many would-be Samaritans ask: Who can sue me? People have avoided such noble arts as medicine for fear of facing unreasonable and undefined liability threats.

At the same time, government programs have tried to assume roles once reserved for families, schools, churches. This is understandable, but dangerous. When Washington tries to act in behalf of families or churches, individuals may be tempted to discard their own sense of responsibility -- to argue that only government bears responsibility for helping people in need.

If we have learned anything in the past quarter century, it is that we cannot federalize virtue. Nor can we in Washington solve the nation's woes by decree.

When President Johnson spoke here in 1964 he addressed issues that haunt us still. He proposed revitalizing cities; rejuvenating schools; trampling down the hoary harvest of racism; protecting our environment.

He fought vigorously to enact the wisdom of his time. He believed that cadres of experts really could care for the millions. They would calculate ideal tax rates, ideal rates of expenditure on social programs, ideal distributions of wealth and privilege. In many ways, theirs was an America by the numbers: If the numbers were right, America was right.

Somehow, we got to the point of equating dollars with commitment -- and when programs failed to produce progress, we demanded more money. In time, this crusade backfired. Programs designed to ensure racial harmony generated animosity. Programs intended to help people out of poverty invited dependency.

We should have learned that while the ideals behind the Great Society were noble, the programs weren't always up to the task. We need to rethink our approach -- and we should begin by affirming our commitment to freedom. Let's tell our people: We don't want an America by the numbers. We want to build a community of commitment and trust.

When I talked of a kinder, gentler nation, I wasn't trying to create a slogan. An effective government must be gentle,

kind, firm and humble. It must know its limitations -- and respect its people's capabilities. In return, people must assume the final burden of freedom -- responsibility.

Any introductory course in political philosophy teaches that freedom entails responsibility. People who accept freedom must preserve it -- build a society that prefers creativity to envy, brotherhood to faction, plain talk to censorship, environmental stewardship to plunder.

It may be tempting to pretend that truly important matters demand crusades full of expense and drama. It may be comforting to act as humanity's greatest battles unfold on fields shrouded in smoke and soaked with blood -- or in packed hearing rooms where dogged prosecutors unmask villains and cheats.

But that's just not how it works in real life. For most of us, our greatest challenges arise in living rooms, on neighborhood streets, around the dinner table, at the office. And our greatest challengers are our families, friends, colleagues.

If you teach your children and others how to hate, they will learn. If you encourage them not to trust others, they will follow your lead. If you talk about compassion, but refuse to help those in need, people will notice.

Once your commencement ends and your adult life begins, you will have to rely on the sternest stuff of all: yourself. In the end, government will not make you good or evil. Religious institutions will not make you good or evil. I will not make you

good or evil. The quality of your life -- and of our nation's future -- depends as much on how you treat your fellow women and men as it does on the way in which we in Washington conduct affairs of state.

My vision for America depends heavily on you. You must assume responsibility for this nation's future. You must defend the freedoms of creation, expression and spirit. You must build a more prosperous and peaceful society.

We don't need another Great Society, with huge and ambitious programs -- administered by the incumbent few. We need a **Good Society**, built upon the deeds of the many -- a society that promotes service, selflessness, action.

The Good Society poses a challenge: It dares you to explore the full promise of citizenship, to join in partnership with family, friends, government to make our world better.

The Good Society does not demand agonizing sacrifice. It asks only for common decency and commitment. Get to know your neighbors. Build bonds of trust at home, at work, wherever you go. Don't just talk about principles: Live them.

Good Government is an integral part of the Good Society. Our domestic agenda contains many new programs and initiatives, but they involve precise approaches well-defined programs. The idea is simple: limit government to what it can and should do -- and to leave the rest up to you.

Let me leave you today with an exhortation: Make the most of your abilities. Question authority but examine yourself. Demand

good government, but strive to do what is good yourself. Take risks. Muster the courage to be what I call a point of light.

Also: define your missions positively. Don't seek out villains. Don't fall prey to obsessions about "freedom from" various ills. Focus on freedom's promise -- on your promise.

When John Kennedy talked of sending a man to the moon, he didn't say: We want to avoid getting stranded on this planet. He said: We will send a man to the moon.

We live in the most exciting period of my lifetime -- and quite possibly of yours. The old ways of doing things have run their course, and we need new ones. Find them. Dare to serve others and future generations will never forget the example you set.

This is your day. Congratulations. Thank you. Good luck. May God bless you and the United States of America.

#

(Grossman/Smith)
May 1, 1991
Draft Four
COCHRAN

PRESIDENTIAL REMARKS: HOUSING EVENT
COCHRAN GARDENS, ST. LOUIS
FRIDAY, MAY 3, 1991

Secretary Kemp, Bertha Gilkey, head of the National Tenant Union. (acknowledgments) Residents of Cochran Gardens. Ladies and gentlemen. /

First, let me say how pleased I am to be in St. Louis, along with Secretary Kemp. ((I come here as a resident of public housing. Like you, I've tried to get some troublemakers evicted from my block. // But then Barbara reminded me about freedom of the press.)) //

Second, I promise to be brief. ((After all, it was one of St. Louis' favorite sons, Yogi Berra, who said, "It's not over till it's over." Then he heard one of my speeches and changed it to, "It seems like it'll never be over.")) //

Yogi would have loved what I've just seen -- your new children's playground. I can't describe how wonderful it is to see an area once called Little Nam -- a war zone of drugs and decay -- replaced by an environment where children can play / learn / dream / grow. //

Missouri, of course, is known as the "Show Me" state. But while you are known for your skepticism, I come here today to salute your example. //

You've shown America what happens when people are freed to take control of their communities. // When men and women seize their homes and streets from drug dealers. // When playgrounds become safe harbors for children, not safe havens for criminals. // You don't live in a project. You have turned apartment blocks into homes, tenants into neighbors. Your example gives people around this nation hope. Pride. //

Contrast your success with the failure of projects like the Pruitt-Igoe (PREW it - EYE go). Think of how Pruitt-Igoe blighted this very neighborhood -- attracted crime, sheltered drugs. / To me -- to many of us here -- that vacant lot symbolizes the shortcomings of past public-housing policy. //

Today, more and more Americans know that the solutions of the 1960s can't meet the challenges of the Nineties. / That a system that puts government in charge of everything leaves no room for individual dignity. / That a system that warehouses people strips those people of their basic humanity. / I'm here to say: If the system's not helping build a better life, then we must help build a better system. //

Accordingly, I am proud today to announce two pioneering initiatives. Each respects individual dignity. As we enter the next American century, both will help break the logjam that prevents poor Americans from breaking free. //

The first initiative is the Enterprise Zone and Jobs-Creation Act of 1991, which will be introduced in Congress next week. I call on the Congress to act swiftly / to pass this

legislation / and so encourage grocery stores, shops, dry cleaners, gas stations, and other small businesses to settle in places like Cochran Gardens. //

This Act designates up to 50 enterprise zones over a four-year period. Helping entrepreneurs to set up their own businesses, and offer jobs to local residents. / It will turn poor neighborhoods into potential business centers -- and offer the hope that the biggest businessman in this neighborhood will not be the crack dealer, but the responsible businessman or woman. /

As part of this legislation, I also call on Congress to give enterprise zone communities priority for free trade area status -- and to eliminate capital gains taxes on investment such as buildings and property. We want a tax code that will not punish people who take responsible jobs in the inner cities. //

Let's remember. We don't want cosmetic change. You've had enough of that. We don't want to clean up things just for appearances, and turn our backs when times get tough. The Enterprise Zone and Jobs-Creation Act of 1991 means real change -- giving our communities a sense of purpose and pride. It will help ensure the strong and stable economy that is the surest guarantee of social justice. //

Toward that end, I am also proud to announce our second initiative -- The Community Opportunity Act of 1991 -- which will be transmitted to Congress today. This legislation rejects the idea that "Washington Knows Best." Instead, it will let

communities decide how federal programs can best address individual, family, and community needs. //

The Community Opportunity Act will enable localities to develop "community opportunity systems" and restructure Federal programs. It shifts power from the heavy hand of the state, to the hands that run your city. // We want to restore Urban America's body so that America can throw wide her heart. This legislation does that. It cuts down on what government must do - - and increases what the individual may do. //

Cities like St. Louis don't want a crutch. They want a ladder. These two initiatives will construct one. Broadening access to the basics of the good life: jobs, opportunity, and prosperity for all. //

Last November we moved toward those goals by signing the National Affordable Housing Act -- the most radical departure in Federal housing policy in two decades. / Its core is HOPE -- Homeownership and Opportunity for People Everywhere. HOPE moves housing policy in a new direction. It lets public housing residents like you to manage your property -- and eventually own it. //

It responds to a need Bertha Gilkey described when she said: "We don't want to be taken care of, we want to be trained how to take care of ourselves." / That is, to be treated like human beings, not just as statistics to be warehoused in projects.

Bertha Gilkey has carried her message across America, and Americans in housing projects have said: Yes, that is what we

want. We want dignity. We want independence. We want responsibility. //

This crusade is but a start. Although I am proud that under our Administration, the number of residents groups training to become resident managers has leaped from 13 to 100, we must do more. //

Today, 3 million people live in public housing. Yet barely 9,000 units are managed by their residents. I call on Congress to give us full funding for the HOPE Initiative. We want to help launch 40,000 residents in some 400 public housing communities towards homeownership by the end of 1992. //

This is a great goal -- worthy of this State, and of our Nation. A goal which makes us all active partners in building a better America. // Think of what you've already done. Think of what -- together -- the two initiatives I've announced today can do in the future. //

It once was said: "Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved." //

You, the people of Cochran Gardens, have made your choice. Now, you're making history. Thank you all very much for being here. God bless you, and God bless the United States of America.

#

We need a Good Society, built upon the deeds of the many -- a society that promotes service, selflessness, action.

The antidote to greed is not a tax increase; it is service. If you want to take a stand against self-centeredness, get involved. If you want a direct role in conquering prejudice, get involved. Don't just wave placards and shout: Have the decency to talk with people, to bring out what is best in them.

The Good Society poses a challenge: It dares you to explore the full promise of citizenship. Start with little, precious acts. Get to know your neighbors. Try to build bonds of trust at home, at work, wherever you go. Don't just talk about principles: Live them.

Let me leave you today with an exhortation: Make the most of your abilities. Question authority but examine yourself. Demand good government, but strive to do what is good yourself. Muster the courage to be a point of light, to take up the little deeds that enable great things to happen.

Also: define your missions positively. Don't seek out villains. Don't fall prey to obsessions about "freedom from" various ills, such as want or fear of despair. Focus on freedom's promise -- on your promise.

We live in the most exciting period of my lifetime -- and perhaps of yours. The old ways of doing things have run their course, and we must find new ways of chasing our destinies. Dare to serve others, and you will serve your nation well.

It may seem a cliché, but you really do hold the future in your hands. Treat it well -- and future generations will revere you as the pioneers of a world blessed with unprecedented vigor, possibility, prosperity and goodness.

Thank you, God bless you and God bless the United States of America.

Snow/Grossman
DRAFT ONE
APRIL 29, 1991
MI

**PRESIDENTIAL ADDRESS: UNIVERSITY OF MICHIGAN COMMENCEMENT
MAY 4, 1991
11 a.m.**

It's a pleasure to stand here in Michigan Stadium, a place that has forged its share of football history -- and political history. John F. Kennedy proposed creating the Peace Corps here, and Lyndon Johnson unveiled the Great Society in Ann Arbor.

I will not try to outbid those men. Today, I want about **this** historic moment. Your commencement -- your journey into the "real world" -- coincides with this nation's commencement into a world freed from Cold War conflict and thrust into a new age of cooperation and economic competition.

The United States plays a defining role in that world. The economic expansion of the 1980s exposed the failures of socialism and reaffirmed our status as the world's greatest economic power. Our participation in the Persian Gulf similarly affirmed our special commitment to ideals. Americans really will risk dying for ideals they hold dear. We really will extend helping hands to people victimized by brutal aggression.

The war also stirred the American soul. It seemed to rouse us from a fitful Vietnam-era sleep, a nightmare time in which we doubted -- or at least questioned -- our decency, our values, our abilities. The days of doubt and malaise are over. Americans

feel free again to feel good about themselves, to cherish their optimism, charity, decency, toleration and ability.

In my recent travels around the country I have felt an idealism that I haven't felt in 30 years. People believe in the future. They ask themselves, "What next?" "How can I help?"

Here and everywhere Americans have begun to take on tough tasks: helping the homeless, training the unskilled, pushing back the wave of crime, building schools and neighborhoods in which they may take real pride.

What happened was simple and dramatic. We rediscovered the principle that helped topple the Berlin Wall and strike back at Saddam Hussein -- the principle of freedom, and the understanding that freedom makes strong demands of us in times of peace and war.

I would like to talk today about several aspects of freedom, and how they lie at the heart of our domestic political agenda.

Let me start with the freedom to create. From its inception, the United States has been a laboratory for creation, invention, exploration. Here, merit conquers circumstance. Here, people of vision -- Abraham Lincoln, Henry Ford, Thomas Edison -- outgrow rough origins and transform a world.

Our national history proves that capitalism is not a just a system for accumulating profits. It is a seedbed for creativity. It lets people build full lives and fortunes through dedication, ingenuity, toil. Unlike past ages, in which one person could obtain wealth only by pushing another toward poverty, our market

system makes it possible for an entire society to flourish, to experience the thrill of creativity.

Our free markets serve as highways for ideas. They transport information swiftly, efficiently and informally. Phone calls, newsletters, television programs, movies, even little discoveries in flea markets and dingy shops: These bits of transmitted wisdom enable societies to thrive and grow.

Every time governments try to improve on freedom -- say, by picking winners and losers in the economic market -- they fail. No conclave of experts, no matter how brilliant, can match the genius of a market in which millions of people swap thoughts and inspirations. An expert, after all, must rely on the wisdom of committees of computers. Markets, on the other hand, collect and distribute the wisdoms of millions of people, each pursuing their destinies in different ways.

Consider a few recent innovations. The information revolution was hatched in garages and basements. The fast-food chain began in obscurity. Here in Ann Arbor, Domino's Pizza would never have stood a chance before a committee of planners. Tom Monaghan was just a college kid with a good idea.

Free markets help give everyone access to unexpected discoveries. Innovations once reserved only for potentates and party bosses now make their way into our homes. Markets spread the proceeds of progress to everyone.

Our domestic program starts with an appreciation of the American people's genius for creativity, and strives to push

aside rules, regulations and other barriers to free thought and discovery.

We have proposed re-inventing the American school, in hopes of unleashing our national genius. We have proposed anti-crime measures that would punish the terrorists who shove honest businesses out of neighborhoods in need. He have proposed market incentives that give taxpayers a better return on their dollar. Last year's child care and clean air acts incorporate market incentives. This year's transportation package doesthe same.

We even have proposed extending the dignity of home ownership to people who now live in government-owned apartments - - housing blocks in which tenants enjoy no pride of ownership, and in many cases, no rights of protecting their dwellings.

But that's not enough. In a world transformed by freedom, we must look for other ways to unleash the power and optimism we feel roiling around us. We must eliminate the petty harrassments imposed upon people with dreams.

The average worker in the United States now spends more than four months of each year working just to pay the tax man. Here in Michigan, Tax Freedom Day -- the day on which workers stop paying the federal, state and local authorities and begin working for themselves and their families -- won't take place for another eight days. That's more than four months of labor that might otherwise help pay for the house and car, set aside money for children's educations, even pay for a much-needed vacation. Four months of wages that might otherwise go into a family nest-egg.

I'm not proposing that we disband government or turn our backs on our problems. But think about it: do taxes liberate anyone from four months' worth of want, of responsibility? Or do they inspire cynicism and distrust?

Americans transformed a rugged wilderness into the most prosperous nation on earth through determined action. Our forebears didn't wait for courts to order them into motion; they didn't suspend their ambitions until they received a federal grant. If we want to provide the greatest good for the greatest number, we must abandon the stale slogans of redistribution or false compassion. We must find compassion that works.

We have entered a new industrial revolution, but our government lags behind. Too often we employ the same approaches that have been tried over the years -- and never have achieved all that we want. Just as our nation has entered a new industrial revolution, so ought our government catch up with the times.

This leads to a second freedom, the freedom to think and speak one's mind. This may be the most fundamental and deeply revered of all our liberties -- not just because Americans like to wrestle with ideas, but because free speech helps us separate good ideas from bad. It exposes nourishes the diversity upon which our national greatness rests. It allows blacks and whites to share experiences, rich and poor to talk about their needs and frustrations; it removes the blinders of ignorance.

Unfortunately, free speech is under assault throughout the United States, including on some college campuses. The tornado of Political Correctness has set many students and teachers, contributors and administrators at odds. Although the PC arises from the laudable desire to sweep away the debris of racism and hatred, it simply replaces old prejudices with new ones. It declares certain topics off-limits, certain expression off-limits, even certain gestures off-limits.

This kind of behavior does not establish new forms of respect. It incites suspicion. It teaches people how to look for an insult in every casual word, gesture, action. ~~It attempts to force everyone into a conformist mold, to salute authority mutely.~~ In its own Orwellian way, it crushes diversity in the name of diversity.

If we really want to take full advantage of diversity we must encourage open and civil discussion -- everywhere. We must not permit "diversity" to become a code word for intellectual tyranny. Instead, we ought to devote ourselves to dialog that respects people's dignity, and treats ideas seriously.

This is true everywhere, not just on college campuses. The trend toward intellectual bullying flourishes everywhere. Instigators seem to love stirring up resentments in cities and towns. They set up pickets, threaten violence, encourage one group of people to hate another group of people. This practice

afflicts people of all races, all ages, all political creeds. Too often liberals and conservatives resort to fighting words -- to taunts and epithets that are supposed to intimidate their opponents, to make people afraid to speak.

This is outrageous, and not worthy of us as a nation. As Americans we ought to recommit ourselves to openness and tolerance. We must trust and use our persuasive powers to conquer bigotry and prejudice. We must fight the temptation to assign bad motives to people who simply disagree with us.

Thinking of sharing You can lead the way. Free speech lets us share our thoughts, our hopes, our experiences. Only when we share good times and bad, joys and hardships, can we truly understand and appreciate one another. If harmony be our goal, let's pursue harmony -- rather than a new Inquisition.

The virtue of free speech leads naturally to another, equally important dimension of freedom -- freedom of spirit. In recent ages, often with noble intentions, we as a nation have discouraged good works. Nowadays, many respond to misfortune by asking: Whom can I sue? And many would-be Samaritans must ask: Who can sue me? Just the other day....

At the same time, government programs have tried to assume roles once reserved for families, schools, churches. Franklin Roosevelt once described the dole -- his word, not mine -- as a narcotic. Every time Washington presumes to improve the quality of people's souls, individuals discard their own sense of responsibility. They say: Why should I help the homeless? I'm

already paying taxes to help them. Why should I help the poor? I'm already paying taxes to help them.

We in Washington bear some responsibility for this. Every time Congress passes a bill to address a social issue, it promises to solve that problem. When taxpayers complain, they're simply saying that government didn't keep its word.

Yet while politicians demand higher taxes and taxpayers demand better results, the sad fact is that good deeds go undone.

When President Johnson spoke here in 1964 he brought up issues that haunt us still. He proposed revitalizing cities; rejuvenating schools; trampling down the hoary harvest of racism; protecting our environment.

He fought vigorously to enact the wisdom of his time. He believed that cadres of experts really could care for the millions. They would calculate ideal tax rates, ideal rates of expenditure on social programs, ideal distributions of wealth and privilege. In many ways, theirs was an America by the numbers: If the numbers were right, America was right.

But bare numbers don't tell you much. Dollars don't always guarantee progress. Yet when programs failed to produce progress, we in government often blamed the people. We demanded even more. In time this politics of coercion -- of virtue on demand -- backfired. Programs designed to ensure racial harmony generated animosity. Programs intended to help people out of poverty have invited dependency.

We now must decide whether we want an America by the numbers -- an America defined by census tracts, financial equations, distributional models, regulatory edicts -- or an America defined by its peoples virtues, desires, dreams.

I choose the latter. Our government ought to tell the people: We believe in you. Not: prove yourselves to us.

When I talked of a kinder, gentler nation in my inaugural address, I wasn't trying to create a slogan: I was serious. An effective government must be gentle, kind, firm and humble. It must know its limitations -- and respect its people's capabilities.

But the flip side of limited government is my final topic today -- responsibility.

Any introductory course in political philosophy teaches that freedom entails responsibility. People who accept freedom also must accept responsibility for preserving it -- for building a society that prefers creativity to envy, brotherhood to faction, plain talk to PC talk, environmental stewardship to plunder.

I have been accused of lacking agendas or vision. But as a nation we have let ourselves be seduced by the notion that we can solve every problem if we only mount a huge campaign and spend a lot of money. People like to pretend that humanity's greatest battles unfold on fields suffused with smoke and soaked with blood -- or in hearing rooms where dogged prosecutors unmask villains and cheats. We act as if grand crusades, full of drama and expense, are the only things that count.

In real life

10

~~But while we in government often declare on evils that~~
~~trouble us all -- poverty, illiteracy, disease, prejudice -- our~~
greatest challenges as human beings crop up in humble settings,
In living rooms, on neighborhood streets, around the dinner
table, at the office. On these testing grounds, we show who we
really are.

If you teach your children and others how to hate, they will
learn. If you encourage them not to trust others, they will
follow your lead. If you talk about compassion, but refuse to
help those in needs, people will know you for your actions, and
not your rhetoric.

So once your commencement ends and your adult life begins,
you will have to rely on the sternest stuff of all: yourself.
In the end, government will not make you good or evil. Religious
institutions will not make you good or evil. I will not make you
good or evil. The quality of your life -- and of our nation's
future -- depends as much on how you treat your fellow women and
men as it does on the way in which we in Washington conduct
affairs of state.

My vision for America depends heavily on you, for you are
the men and women who will shape our future. You must decide how
to defend the freedoms of creation, expression and spirit. You
must build a more prosperous and peaceful society.

Politics too often demands nothing but money. I challenge
you to offer more. We don't need another Great Society, with its
huge and ambitious programs -- administered by the incumbent few.

Lamar Alexander's Comments

Tony Snow
Wed a.m.

Couple of notes on the Michigan speech

1. You could observe that this is the 200th anniversary of the Bill of Rights and the First Amendment(I believe this is true) being celebrated everywhere in America. That helps the political correctness point.

2. On page 9, about vision: "America 2000" is vision. It is challenging America to reach its potential. It is helping America move itself toward the national education goals, community by community. It is transforming the way we think about ourselves, our schools and our world. It is a movement. It is based upon the assumption that we want to be as good as we can be, which so often in history has meant we have been first, the best. We are rarely happy as a nation when we are idling our engines.

Despite the fact that we have created a system of college and universities that is the best in the world, we are not happy today about our level of education. We sense that suddenly the world has changed and that we need to know more and we able to do more to live and work in the world the way it is today. We know how to make this land all it can be. We know we can't just say, "The nation's at risk, but I'm OK." Or, "The Nation's at risk, and let the schools do it." The schools need fixing. We need to a new generation of American schools. But, in the end, taking our educational responsibilities more seriously as a nation depends upon each one of us taking our own responsibilities more seriously. That means helping ourselves and helping others. That is my vision for America.

Lamar AlexAnder

Any introductory course in political philosophy teaches that freedom entails responsibility. People who accept freedom ~~also-~~ must preserve it -- build a society that prefers creativity to envy, brotherhood to faction, plain talk to PC talk, environmental stewardship to plunder.

We should not let ourselves fall for the notion that we can solve every problem if we only mount a huge campaign and spend a lot of money. People like to pretend that humanity's greatest battles unfold on fields ^{shrouded in} ~~suffused with~~ smoke and soaked with blood -- or in hearing rooms where dogged prosecutors unmask villains and cheats. We act as if grand crusades, full of drama and expense, are the only things that count.

~~But~~ that's not how it works in real life. For most of us, our greatest challenges arise in living rooms, on neighborhood streets, around the dinner table, at the office. ^{families, friends, etc.} There, we prove ourselves through our deeds.

If you teach your children and others how to hate, they will learn. If you encourage them not to trust others, they will follow your lead. If you talk about compassion, but refuse to help those in need^s, people will ^{notice.} ~~know you for your actions, and not your rhetoric.~~

Once your commencement ends and your adult life begins, you will have to rely on the sternest stuff of all: yourself. In the end, government will not make you good or evil. Religious institutions will not make you good or evil. I will not make you good or evil. The quality of your life -- and of our nation's

Snow/Grossman
DRAFT TWO
APRIL 29, 1991
MI

**PRESIDENTIAL ADDRESS: UNIVERSITY OF MICHIGAN COMMENCEMENT
MAY 4, 1991
11 a.m.**

It's a pleasure to stand here in Michigan Stadium, a place that has forged its share of football history -- and political history. The last time I was ^{in Ann Arbor} here, we commemorated John Kennedy's unveiling of the Peace Corps. Today, as your commencement program indicates, many of you will think back to the last presidential commencement, Lyndon Johnson's Great Society address.

Today, I want about **this** historic moment. Your commencement -- your journey into the "real world" -- coincides with this nation's commencement into a world freed from Cold War conflict and thrust into an era of cooperation and economic competition.

The United States plays a defining role in that world. Our economic expansion of the 1980s exposed the failures of socialism and reaffirmed our status as the world's greatest economic power. Our participation in the Persian Gulf showed that Americans ~~really~~ will risk dying for ideals they hold dear -- really will extend helping hands to people victimized by brutal aggression.

~~The war also seemed to rouse us from a fitful Vietnam-era sleep, a nightmare time in which we doubted -- or at least questioned -- our decency, our values, our abilities.~~ ^{The first} The days of doubt and malaise are over. Americans aren't embarrassed to

feel good about themselves, their optimism, charity, decency, toleration and ability.

In my recent travels around the country I have felt an idealism that I haven't felt in 30 years. People believe in the future. They ask themselves, "What next?" "How can I help?"

~~There is a new sense of possibility -- and excitement.~~
The triumphs of the past decade have led us to rediscover the awesome power of an idea that helped topple the Berlin Wall and strike back at Saddam Hussein. I'm speaking of the idea of freedom -- an ideal that makes tough demands of us in times of peace and war.

I would like to talk today about freedom's challenges, and how they lie at the heart of our domestic political agenda.

Let me start with the freedom to create. From its inception, the United States has been a laboratory for creation, invention, exploration. Here, merit conquers circumstance. Here, people of vision -- Abraham Lincoln, Henry Ford, Thomas Edison -- outgrow rough origins and transform a world.

Our national history proves that ^{free enterprise} capitalism is not a just a system for accumulating profits. It is a seedbed for creativity. It lets people build full lives and fortunes through dedication, ingenuity, toil. ^{In America, everyone can flourish: You don't have to seize someone else's --} Unlike past ages, in which one person could obtain wealth only by pushing another toward poverty, our market system makes it possible for an entire society to flourish, to experience the thrill of creativity.

^{when}
~~Every time~~ governments try to improve on freedom -- say, by picking winners and losers in the economic market -- they fail. No conclave of experts, no matter how brilliant, can match the genius of a market in which millions of people swap thoughts and inspirations. An expert, after all, must rely on the wisdom of committees of computers. Markets, on the other hand, collect and distribute the wisdoms of millions of people, each pursuing their destinies in different ways.

Consider a few recent innovations. The information revolution was hatched in garages and basements. The fast-food chain began in obscurity. Here in Ann Arbor, Domino's Pizza would never have stood a chance before a committee of planners. Tom Monahan was just a college kid with a good idea.

Free markets help give everyone access to unexpected discoveries. Innovations once reserved only for potentates and party bosses now make their way into our homes. Markets spread the proceeds of progress to everyone.

That's why our ^{too's} domestic ^{policies} program recognizes markets for what they are -- the best possible vehicles for spreading progress and prosperity. We have committed ourselves to eliminating rules, ^{add transition} regulations and harrassments that prevent good people from doing great things.

^{add Banking}
 We have proposed re-inventing the American school, in hopes of unleashing our national genius. We have proposed anti-crime measures that would punish the ^{thugs} ~~terrorists~~ who shove honest businesses out of neighborhoods in need. He have proposed market

Apr 2000

incentives that give taxpayers a better return on their dollar. Last year's child care^{leg} and clean air acts incorporate market incentives. This year's transportation package does~~the~~ same.

We even have proposed extending the dignity of home ownership to people who now live in government-owned apartments - - housing blocks in which residents enjoy no pride of ownership, and in many cases, no rights of protecting their dwellings.

But that's not enough. In a world transformed by freedom, we must look for other ways to unleash the power and optimism we feel roiling around us. We must eliminate the petty harrassments imposed upon people with dreams.

The average worker in the United States now spends more than four months of each year working just to pay the tax man. Here in Michigan, Tax Freedom Day -- the day on which workers stop paying the federal, state and local authorities and begin working for themselves and their families -- won't take place for another eight days. That's more than four months of labor that might otherwise help pay for the house and car, set aside money for children's educations, even pay for a much-needed vacation. Four months of wages that might otherwise go into a family nest-egg.

I'm not proposing that we disband government or turn our backs on our problems. But think about it: do Americans get their money's worth from government? Do taxes liberate anyone from four months' worth of want, of responsibility? Or do they inspire cynicism and distrust?

performance
language

Americans transformed a rugged wilderness into the most prosperous nation on earth through determined action. Our forebears didn't wait for courts to order them into motion; they didn't suspend their ambitions until they received a federal grant. If we want to bring out the best in ourselves, we must abandon the stale slogans of redistribution, ~~and false compassion~~. We must demand that a compassion that works. Just as our nation has entered a new industrial revolution, so ought our government catch up with the times.

Stronger ←

This leads to a second freedom, the freedom to think and speak one's mind. This may be the most fundamental and deeply revered of all our liberties -- not just because Americans like to wrestle with ideas, but because free speech helps us separate good ideas from bad -- expose and nourish the diversity upon which our national greatness rests -- remove the blinders of ignorance and prejudice.

Bill of Rights ←

Unfortunately, free speech is under assault throughout the United States, including on some college campuses. ^{*A phenomenon known as*} ~~The tornado~~ of Political Correctness has set many students and teachers, contributors and administrators at odds. Although ^{*this movement*} ~~the PC~~ arises from the laudable desire to sweep away the debris of racism and hatred, it simply replaces old prejudices with new ones. It declares certain topics off-limits, certain expression off-limits, even certain gestures off-limits.

future -- depends as much on how you treat your fellow women and men as it does on the way in which we in Washington conduct affairs of state.

My vision for America depends heavily on you. ^{g. ship, etc.} You will decide how to defend the freedoms of creation, expression and spirit. You will have to build a more prosperous and peaceful society.

Politics too often demands nothing but money. ~~But~~ I challenge you to give more. We don't need another Great Society, with its huge and ambitious programs -- administered by the incumbent few. We need a Good Society, built upon the deeds of the many -- a society that promotes service, selflessness, action.

The Good Society poses a challenge: It dares you to explore the full promise of citizenship. Start with little, precious acts. Get to know your neighbors. Try to build bonds of trust at home, at work, wherever you go. Don't just talk about principles: Live them.

Good Government is an integral part of the Good Society. Government must live within its means and its competence, so that it can deliver upon the modest promises it makes. Our domestic agenda contains many new programs and initiatives, but we have tried in all cases to propose precise solutions for well-defined ^{problems} ~~programs~~. ^{- programs that propose to blot out huge and various woes with a single} Broad programs don't work. Modest ones can. So what ^{bureaucracy or approach} some people may regard as mere technocracy really is an attempt

Comments on Michigan Commencement

In general some very nice and sometimes powerful rhetoric. I particularly liked the closing few pages about what kind of society we should aspire towards, and the Good Society phrase is a good one.

With some tightening the first four pages are on target. I'm sure others' comments will highlight word problems like "loathsome" fast food, etc. but I'll leave that to the staffing process. I would like to see the comments people send in.

I do have a problem with a framework that is essentially 'four freedoms', I'm not sure how that should be fixed but I do think it comes across unoriginal, and in fact loses its consistency when on the fourth freedom it becomes a "face" of freedom. Perhaps calling them freedoms is unnecessary.

The points of light section is good and I like the part on the top of page 7 particularly.

The most difficult for me is the entire section on PC. Potus will not be in synch on this section, I'm not even sure I get it. It certainly is not of the same import as the other three sections, and comes across as, "And while I'm talking about some weighty issues, let me get some trivia off my chest". It might work if GB really was into the issue and it had been on his mind, but I don't think that's the case. I also think it philosophically flies in the face of his call for constitutional amendment on the flag, which many perceive as anti-free speech. End result, bag the section.

Like I said, lots of good stuff, we'll see how others react. I'd like to see it prior to going to Potus.

A handwritten signature, possibly reading "JH", is written in dark ink below the text.

CLOSE HOLD

Document No.

233910

WHITE HOUSE STAFFING MEMORANDUM

DATE: 04/29/91

ACTION/CONCURRENCE/COMMENT DUE BY: 05/01 10:00 A.M. Wednesday

SUBJECT: PRESIDENTIAL REMARKS: UNIVERSITY OF MICHIGAN COMMENCEMENT
(04/29 draft one)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☐	PETERSMEYER	☒	☐
SCOWCROFT	☒	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
BRADY	☐	☒	SMITH	☒	☐
BROMLEY	☐	☐	UNTERMAYER	☐	☐
CARD	☐	☒	ROGERS	☐	☒
DEMAREST	☒	☐	SNOW	☐	☒
FITZWATER	☐	☒	PORTER ROSE	☐	☒
GRAY	☒	☐	BOSKIN	☒	☐
HOLIDAY	☒	☐		☐	☐

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 10:00 a.m. on Wednesday, 05/01, with a copy to this office. Thanks.

RESPONSE:

CLOSE HOLD

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

91 APR 29 PM 9:35

Snow/Grossman
DRAFT ONE
APRIL 29, 1991
MI

**PRESIDENTIAL ADDRESS: UNIVERSITY OF MICHIGAN COMMENCEMENT
MAY 4, 1991
11 a.m.**

It's a pleasure to stand here in Michigan Stadium, a place that has forged its share of football history -- and political history. John F. Kennedy proposed creating the Peace Corps here, and Lyndon Johnson unveiled the Great Society in Ann Arbor.

I will not try to outbid those great men. Today, I want about **this** historic moment. Your commencement -- your journey into the "real world" -- coincides with this nation's commencement into a world freed from Cold War conflict and thrust into a new age of cooperation and economic competition.

The United States plays a defining role in that world. The economic expansion of the 1980s reaffirmed our preeminence as an economic power. Our participation in the Persian Gulf war showed the world that Americans really will risk dying for ideals we hold dear. We will extend helping hands to the victims of brutal aggression.

But the war also revived our belief in ourselves. It seemed to rouse us from a fitful Vietnam-era sleep, a nightmare time in which we doubted our decency, our values, our abilities. The days of doubt and malaise are over. Americans feel free again to feel good about themselves, to cherish their optimism, charity, decency, toleration and ability.

I have traveled around the country in recent months, and I feel an idealism I have not felt for 30 years. From coast to coast, people are excited. They squint into a hazy future and ask themselves, "What next?" "How can I help?"

Here and everywhere Americans have begun to take on tough tasks: helping the homeless, training the unskilled, pushing back the wave of crime, building schools and neighborhoods in which they may take real pride.

This revival of pride stems from the same source that toppled the Berlin Wall and humbled Saddam Hussein. In Europe, in Asia, throughout the world, America's strength testifies to the strength of an idea -- the idea of freedom.

I would like to talk today about four aspects of freedom, and how they promise an even greater future for this nation.

Let me start with the freedom to create. From its inception, the United States has been a laboratory for creation, invention, exploration. Here, merit conquers circumstance. Here, people of vision -- Abraham Lincoln, Henry Ford, Tom Monaghan -- outgrow rough origins and transform a world.

Our national history proves that capitalism is not a system for accumulating profits, but a seedbed for creativity. It makes it possible for people to accumulate wealth through productivity, not theft. It enables people to convert good ideas into great works. It transports ideas and information move swiftly -- unfettered by censors of plantation bosses.

Every time societies attempt to improve on freedom -- say, by picking winners and losers in the economic market -- they fail. No conclave of experts, no matter how brilliant, can match the genius of a market in which millions of people swap thoughts and inspirations.

Consider a few recent innovations. The information revolution was hatched in garages and basements. The fast-food chain -- an innovation many loathe, but one that has changed life around the planet -- began in obscurity. Domino's Pizza would never have stood a chance before a committee of planners. Tom Monaghan was just a college kid with a good idea.

Free markets help give everyone access to unexpected discoveries. They give the masses access to goods that once were reserved for kings and party bosses. They spread the proceeds of progress to everyone.

Our domestic program encourages market innovation. It seeks to push aside deadening and demoralizing barriers to creativity. We have proposed re-inventing the American school, in hopes of unleashing our national genius. We have proposed anti-crime measures that would punish the terrorists who shove honest businesses out of neighborhoods in need. We have proposed market incentives that give taxpayers a better return on their dollar. Last year's child care and clean air acts incorporate market incentives. This year's transportation package seeks to invite entrepreneurship. We even have proposed extending the dignity of home ownership to people who now live in government apartments -

- housing blocks in which tenants enjoy no pride of ownership, and in many cases, no rights of protecting their dwellings.

But that's not enough. In a world transformed by freedom, we must look for other ways to release our national ingenuity. We must eliminate the petty harrassments we inflict upon people with dreams.

The average worker in the United States now spends more than four months of each year working just to pay the tax man. Here in Michigan, Tax Freedom Day -- the day on which workers stop paying the federal, state and local authorities and begin working for themselves and their families -- won't take place for another eight days. That's more than four months of labor that might otherwise help pay for the house and car, set aside money for children's educations, purchasing clothes for work or leisure. Four months of labor that might otherwise help a worker create a little nest-egg.

But think about it: do these taxes liberate anyone from four months' worth of want, of responsibility? Or do they inspire cynicism?

Americans transformed a rugged wilderness into the most prosperous nation on earth not by decree or by tax payment, but by action. If we want to provide the greatest good for the greatest number, we must abandon the stale slogans of redistribution or false compassion. We must look instead to compassion that works.

We have entered a new industrial revolution, but our government lags behind. If I can risk learning how to use a computer, surely this nation can begin thinking about addressing its problems in new ways.

This leads to a second freedom, the freedom to think and speak one's mind. Free speech exposes bad ideas and spreads good ones. It nourishes the diversity upon which our national greatness rests. It allows blacks and whites to share experiences, rich and poor to talk about their needs and frustrations; it removes the blinders of ignorance.

Unfortunately, free speech is under assault throughout the United States, and nowhere more than on college campuses. The tornado of Political Correctness has ravaged many fine colleges and universities. Although it arises from the laudable desire to sweep away the debris of racism and hatred, it replaces old prejudices with new ones. It declares certain topics off-limits, certain expression off-limits, even certain gestures off-limits. Yet it does not establish new forms of respect. It actually inculcates the arts of creative suspicion. It teaches people how to look for an insult in every casual word, comment, action. It attempts to force everyone into a conformist mold, to salute authority mutely. In its own Orwellian way, it crushes diversity in the name of diversity.

If we really want to take full advantage of diversity we must encourage open and civil discussion. We must not permit "diversity" to become a code word for intellectual tyranny and we

certainly shouldn't prefer the empty etiquette of PC to honest and rigorous inquiry.

Our Secretary of Education, Lamar Alexander, already has confronted this cult of censorship by challenging college certification organizations to abandon Politically Correct decrees and stick to the business of determining whether colleges meet basic educational requirements.

But it would be wrong to suggest that incivility has been confined to our campuses. The trend toward intellectual bullying flourishes everywhere. Too often liberals and conservatives resort to fighting words -- to taunts and epithets that are supposed to intimidate their opponents, to make people afraid to speak.

This is outrageous, and not worthy of us as a nation. As Americans we ought to recommit ourselves to openness and tolerance. We must trust our persuasive powers to conquer bigotry and prejudice.

You can lead the way. Free speech lets us share our thoughts, our hopes, our experiences. Only when we share good times and bad, joys and hardships, can we truly understand and appreciate one another. If harmony be our goal, let's pursue harmony -- rather than a new Inquisition.

The virtue of free speech leads naturally to another, equally important dimension of freedom -- freedom of spirit. In recent ages, often with noble intentions, we have discouraged good works. Nowadays, many respond to misfortune by asking: Whom

can I sue? And many would-be Samaritans must ask: Who can sue me?

At the same time, government programs have tried to assume roles once reserved for families, schools, churches. Franklin Roosevelt once described the dole -- his word, not mine -- as a narcotic. Every time Washington presumes to improve the quality of people's souls, individuals discard their own sense of responsibility. They say: Why should I help the homeless? I'm already paying taxes to help them. Why should I help the poor? I'm already paying taxes to help them. And who can blame voters for feeling this way. After all, every time Congress passes a bill to address a social issue, it promises to solve that problem. When taxpayers complain, they're simply saying that government didn't keep its word. Yet while politicians demand higher taxes and taxpayers demand better results, the sad fact is that good deeds go undone.

When President Johnson spoke here in 1964 he brought up issues that haunt us still. He proposed revitalizing cities; rejuvenating schools; trampling down the hoary harvest of racism; protecting our environment.

He believed that small cadres of experts could care for the millions. They would calculate ideal tax rates, ideal rates of expenditure on social programs, ideal distributions of wealth and privilege. In many ways, theirs was an America by the numbers: If the numbers were right, America was right.

But bare numbers don't tell you much. Dollars don't always guarantee progress, and the politics of coercion -- the politics of virtue on demand -- have backfired. Programs designed to ensure racial harmony have generated animosity. Programs intended to help people out of poverty have invited them to stay. Although the calculations behind these programs seemed elegant and defensible, they just didn't make sense.

We now must decide whether we want an America by the numbers -- an America defined by equations, and exposed to the tiresome politics of division and derision -- or an America defined by its peoples virtues, desires, dreams.

I choose the latter. Our government ought to tell the people: We believe in you. Not: prove yourselves to our courts, our tax collectors, our meter readers, our agents and agencies.

When I talked of a kinder, gentler nation in my inaugural address, I wasn't trying to create a slogan: I was serious. An effective government must be gentle, kind, firm and humble. It must know its limitations -- and respect its people's capabilities.

But the flip side of limited government is the fourth face of freedom -- responsibility.

Any introductory course in political philosophy teaches that freedom entails responsibility. People who accept freedom also must accept responsibility for preserving it -- for building a society that prefers creativity to envy, brotherhood to faction, plain talk to PC talk, environmental stewardship to plunder.

I have been accused of lacking agendas or vision. If by that someone means that I don't propose vast or costly new programs, I plead guilty. I don't measure dreams in terms of tax expenditures. My vision for America depends heavily on you, for you are the men and women who will shape our future. You must decide how to defend the freedoms of creation, expression and spirit. You must build a more prosperous and peaceful society.

Politics too often demands nothing but money. I challenge you to use your talents in service of goodness. We don't need a Great Society, dedicated to taking money and power from the many and placing it at the disposal of the incumbent few. We need a Good Society, one that promotes service, selflessness, action.

The antidote to greed is not a tax increase; it is service. If you want to take a stand against self-centeredness, get involved. If you want a direct role in conquering prejudice, get involved. Don't just wave placards and shout: Have the decency to talk with people, to bring out what is best in them.

The Good Society poses a challenge: It dares you to explore the full promise of citizenship. You don't have to do grand and dramatic things to accomplish this. Get to know your neighbors. Try to build bonds of trust at home, at work, wherever you go. Don't just talk about principles: Live them.

Let me leave you today with an exhortation: Make the most of your abilities. Question authority but examine yourself. Demand good government, but strive to do what is good yourself. Muster

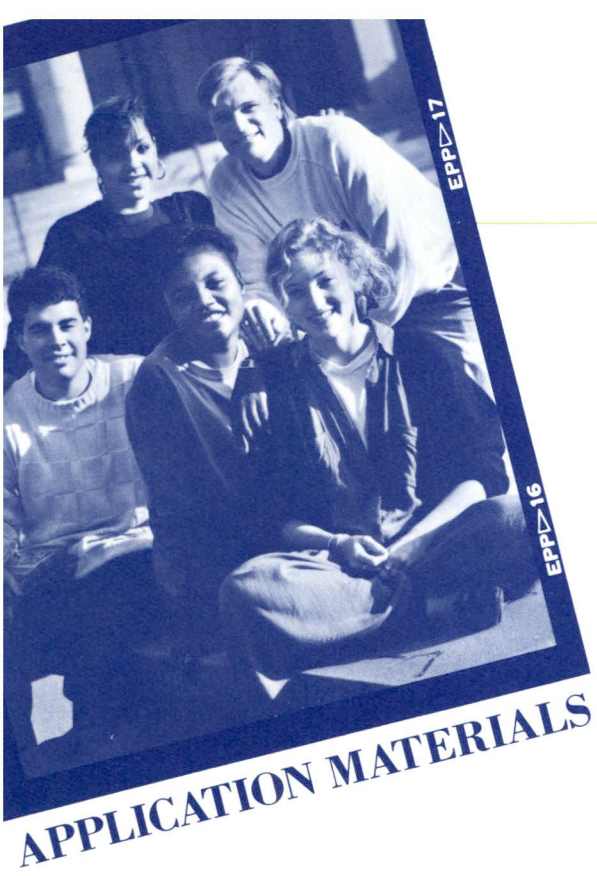
the courage to be a point of light, to take up the little deeds that enable great things to happen.

Also: define your missions positively. Don't seek out villains. Don't fall prey to obsessions about "freedom from" various ills, such as want or fear of despair. Focus on freedom's promise -- on your promise.

We live in the most exciting period of my lifetime -- and perhaps of yours. The old ways of doing things have run their course, and we must find new ways of chasing our destinies. Dare to serve others, and you will serve your nation well.

It may seem a cliché, but you really do hold the future in your hands. Treat it well -- and future generations will revere you as the pioneers of a world blessed with unprecedented vigor, possibility, prosperity and goodness.

Thank you, God bless you and God bless the United States of America.



**THE UNIVERSITY
OF MICHIGAN
BULLETIN**



UNIVERSITY OF

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Volume 19, Number 13 JANUARY 17, 1990

The University of Michigan *Bulletin* (USPS 651-660) is issued semi-monthly. Second class postage paid at Ann Arbor, Michigan. Office of Publication, 109 E. Madison, Ann Arbor, MI 48104-2993.



The Challenge Of Diversity

*"The art of progress is to preserve order amid
change and to preserve change amid order."*
Alfred North Whitehead

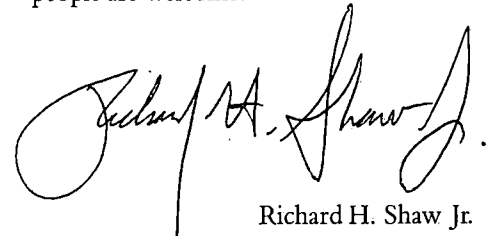
The University of Michigan has engaged in a new mission for the twenty-first century — the challenge of diversity. To accomplish that goal, efforts are underway across the campus to meet the challenges of racism, community and change, while preserving the important balance between tradition and preparation for the future. As the University's more than century-old tradition of excellence serves as its foundation, progress toward building a multicultural community is occurring at all levels of the institution.

The campus engages the participation of individuals from a wide variety of cultures in the life of the University. Students and scholars study and work closely together; the residence halls create a living community where lifelong friendships unfold. In addition, the University community and the Ann Arbor community complement one another — adding depth and even more choices to the long list of resources available. Your undergraduate years can be filled with cultural, recreational and social opportunities that greatly enrich your educational experi-

ence. In every aspect, the spirit and vitality of this diverse community will be felt — from the classroom to the social life to the residence halls to the city.

To make progress toward the goal of diversity, we need a commitment and a plan. Fundamental changes are needed to achieve the University's goals of excellence through diversity. James J. Duderstadt, president, believes, "The University has a special responsibility to seek this diversity and to nurture the sensitivity, tolerance and mutual respect that are such necessary characteristics of a community in which all may thrive."

Diversity is essential to creativity, innovation and freedom of thought. The kind of change occurring at the University is extraordinary. It is a more than century-old educational community being transformed into a model for the twenty-first century — a multicultural community where all voices are heard and where all people are welcome.



Richard H. Shaw Jr.
Director of Admissions

...the
possibilities
the highest
knowledge.

When Henry P. Tappan became president of The University of Michigan in the early 1850s, he envisioned a university education in "the spirit of a free country," where its citizens could pursue "the possibilities of the highest knowledge." Today, the University extends that opportunity to Michigan citizens as well as to students throughout the country and the world.

Michigan was among the first public universities founded in the United States. In 1817, the Michigan territorial legislature chartered a "Catholepistemiad, or university, of Michigania." The local Indians — Chippewa, Ottawa, Potawatomi and Wyandotte — presented 1,920 acres of land for "a college of Detroit," and the Reverend John Montieth was named president.

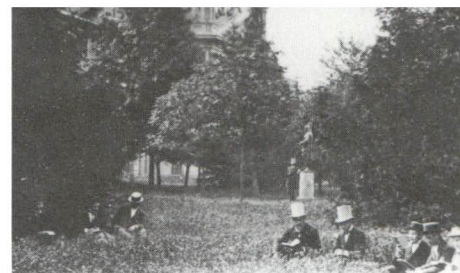
In 1837, the college was renamed The University of Michigan and moved to its present site on land donated by a group of Ann Arbor

citizens. Six buildings were completed in 1841, and together with two professors the first students, six freshmen and one sophomore, were enrolled.

One of the first maladies to befall the University when it moved to Ann Arbor was wandering livestock. To remedy the situation, a fence was constructed around the forty acres to keep the livestock out and to protect the innocent animals from student pranksters.

Today, the original wooden fence is gone (as well as the wandering livestock), and the 2,500 acre Ann Arbor campus with seventeen schools and colleges, enrolls more than 35,000 students. Although the number of campus buildings has grown with the enrollment, the President's House, one of four identical professors' homes built in 1839, is the only surviving building from the original campus. It is listed in the National Park Service Register of Historic Places.

Tappan's dream for a university education where individuals could pursue "the possi-



Bentley Historical Library, The University of Michigan



Bentley Historical Library, The University of Michigan



The 1989 Gourman Report of Undergraduate Programs ranks The University of Michigan first among all public institutions, third in the country, for the quality of its undergraduate education.

bilities of the highest knowledge" has unfolded. The resources available at this large, comprehensive university far exceed those of smaller institutions. Computer technology at Michigan, for example, exceeds 1,800 terminals dedicated to student use. These are clustered at 36 campus sites including 16 sites in the residence halls. The newest facility opened in fall 1989 with 330 computers. The \$4.5 million, 15,000 square foot site, one of several open 24 hours a day, seven days a week, is one of the largest single installations of computers in the country.

The next few pages will further introduce you to The University of Michigan: its campus, academics, students, resources, community, residence halls, recreation, supportive student services, and student life — a university where you can explore "the possibilities of the highest knowledge" in a rich, diverse educational community poised for the twenty-first century.

Campus

The heart of Central Campus action is on the "Diag." This long walkway, diagonally slicing through a square block of University buildings, is always busy with students on their way to classes, throwing frisbees, campaigning for causes or lounging under the trees.

Some Central Campus buildings look classical, such as Angell Hall with its impressive white columns. Still others are historic, such as the Michigan Union where President Kennedy first proposed the formation of the Peace Corps. Many buildings have been restored, several are new, and the cranes and builders seem perpetually busy.

From the Central Campus you can walk to the Medical Center adjacent to the new University Hospital. Or you can take one of the free maize and blue University buses to the North Campus. The North Campus, established in the 1950's, houses the College of Engineering, the School of Music, the School of Art, the College of Architecture and Urban Planning, residence halls and the Ford Library as well as many other buildings.

If you take a bus south from Central Campus, you will find the Athletic Campus. This is the location of Crisler Arena and Michigan Stadium which is the only university-owned stadium in the country that holds more than 100,000 spectators.

In total, the University has approximately 220 major buildings on 2,608 acres. This includes nine museums, a medical center which is one of the largest concentrations of health care facilities in the world, hundreds of laboratories (including the nuclear and scanning electron microscope labs), thousands of classrooms and offices, eighteen student residential



units, nearly a dozen theaters, several auditoriums, and 225 acres devoted to athletics, recreation and intramural sports.

Academics

The University of Michigan consistently ranks among the very best universities in the country, and it is in the classroom where this excellence is particularly evident.

The University of Michigan faculty includes distinguished, nationally recognized authorities in many fields, and outstanding members of the faculty teach many freshman classes. To provide the low student/faculty ratio that makes access to faculty possible for all students, the University does employ doctoral-level graduate students as teaching assistants for some recitation and laboratory sections. However, overall responsibility for courses is with the senior professor who lectures one or more times each week.

The program of Freshman Seminars, each averaging about 15 students, has been designed specifically to provide freshmen with the opportunity to study closely with outstanding professors in a small group setting. In addition, faculty set weekly office hours providing further times to meet individually with students.

More than 4,000 undergraduate courses are available. Most students take four classes per term for a total of 14 to 16 credit hours. Classes range in size from about 15 students to large lectures for 200 to 500 students. The large lecture courses also include small recitation groups to discuss the course material. Most students schedule a balance among large, small and medium-sized classes.

Students

Students at The University of Michigan represent diverse social, ethnic and economic backgrounds — originating from all 50 states and more than 96 foreign countries. Minority student enrollment has increased to approximately 17 percent of all undergraduate students. At the University, diversity is an important asset — fostering a rich exchange of ideas and greatly expanding the learning experience. All students, however, share both an interest in learning and a high record of academic achievement. Seventy percent of incoming freshmen will have graduated in the top ten percent of their high school classes.

At the University, students often pursue the rigorous challenge offered by the Honors Program within the College of Literature, Science, and the Arts. Admission to the program is by secondary application (see "LSA Honors Program" on page 10). The Honors program includes about 2,000 students, 550 of whom are first-year students.

Success stories are very much the norm at The University of Michigan. The University works hard at doing what it does best — teaching — knowing it will be measured not by the past but by the students' successes in the present. For example, more students are accepted into U.S. medical schools from The University of Michigan than from any other university. In addition, this is the largest pre-law university in the country with U-M students having an acceptance rate of 86 percent into nationally recognized law schools. Michigan graduates earn a world-class degree, and the rewards are high. A Michigan baccalaureate degree will not only open the door to a full spectrum of career options, it will also set you apart from your peers. Because the kind of academic depth and personal growth achieved by our students is unique, Michigan graduates are prepared to assume leadership roles in their fields.

Library and Computing Resources

The University of Michigan library system ranks among the top U.S. research libraries in the country. Its more than six million volumes are housed in 23 libraries, and each residence hall has its own library facility.

The Undergraduate Library, affectionately referred to as the "UGLI," contains a large collection of books, periodicals and audio-visuals as well as special study rooms for the blind and visually impaired. Reference services will help you with research, and a Micro-computer Center is conveniently located on the fourth floor.

At the University, because computer technology is considered an integral part of education in all fields, the campus resources provide extensive computing services. Throughout your education, you will have access to a wide range of computers, from personal units such as Macintoshes and Zeniths (IBM-PC compatible) to mainframes and even supercomputers.

There are 36 computing sites around



campus including 16 sites in the residence halls. These provide approximately 1,800 microcomputers, and the number continues to grow. The newest facility opened in fall 1989 with 330 computers. The \$4.5 million, 15,000 square foot site, one of several open 24 hours a day and seven days a week, is one of the largest single installations of computers in the country.

At the larger computing sites, consultants are always ready to answer your questions. In addition, assistance is only a phone call away through 764-HELP, the hotline to the Computing Assistance Center. The Center also provides walk-in consultation, non-credit courses, and workshops at no charge.

Beyond the Classroom

The opportunities for learning beyond the classroom are exceptional. In Project Community for example, students earn academic credit by volunteering in areas outside the University. The experiences range from schools to prisons and from consumer advocacy agencies to health care facilities. Faculty from the Department of Sociology and the School of Education oversee the Project Community program.

Special summer programs often have unique settings. The Biological Station, for example, in northern lower Michigan is the world's largest inland field station for instruction and research in biological science. In addition, "Geology in the Rockies" offers eight hours of credit for studying some of the



credit applicable to U-M degree requirements. Financial aid is available for U-M international programs on the same basis as in Ann Arbor.

Living on Campus

The residence hall system at The University of Michigan is committed to the philosophy that education is not only confined to the classroom, but is also an important part of the student living environment. In support of this ideal, the residence hall system offers a variety of programs and services designed to enhance academic pursuits. These include academic advising, computing, libraries and special programs.

More important, the residence halls offer a place to develop friendships. By meeting and associating with fellow residents, students experience personal and social growth.

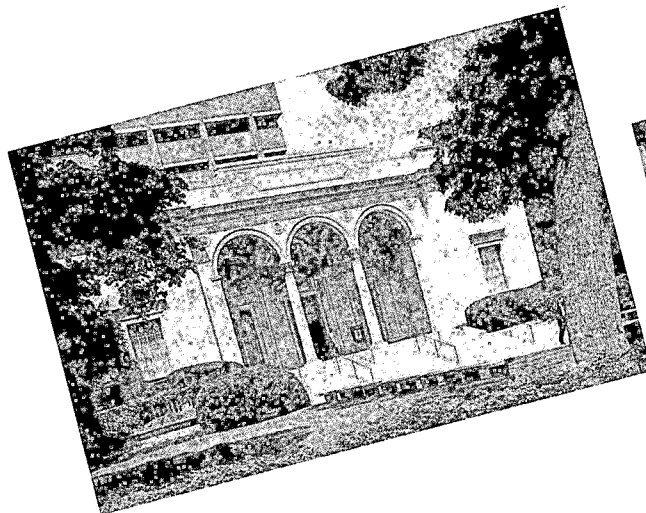
According to the *Living at Michigan Credo*: "The Housing Division affirms its professional and personal commitment to a sensitive, tolerant, and humane community in our residence halls and family housing apartments. . . . We aspire to an ideal of openness — an allowance not only for people to be different, but a recognition that diversity is the virtual core of University life."

There are many types of residential communities in which you may request to live including those with single, double or triple rooms; rooms modified to meet special needs; or in apartments or cooperatives. Most residence halls offer meal service and students living in those halls are provided with 13 meals per week as well as the choice for a contract option for more. Other students, living on or off campus, also may buy a meal contract allowing for meals at any of the 10 dining halls or three snack bars on campus.

most scenic and interesting geology in the Rocky Mountain region.

Students are able to study almost anywhere in the world. Programs sponsored or recognized by U-M have been established in Mexico, England, France, Germany, Italy, Scotland, Africa, Egypt, Spain, Israel, Greece and Sweden. In addition, students can create their own foreign study program by working with advisers and faculty members to establish

Michigan houses one of the largest single installations of computers in the country.



After submitting their enrollment deposit, admitted students are automatically sent housing applications (beginning in April for the fall term, November for the winter term, and March for the spring/summer term). The enrollment deposit must be received by the University at least one month before the housing application will be sent. Since the University can guarantee housing only to first-term freshmen, transfers are encouraged to apply early. The only students required to live in University housing are freshmen under the age of eighteen who do not have their parents' permission to live off-campus.

Other options for housing include: 1) small group housing (sororities, fraternities and student-owned cooperatives); 2) off-campus housing (privately owned and managed houses, apartments, and rooms); and 3) University-owned family housing apartments.

For more information about any of the options, you can contact the Housing Information Office, 1011 Student Activities Building, The University of Michigan, Ann Arbor, MI 48109-1316; (313) 763-3164.

Student Life

Nowhere is the diversity and vitality of The University of Michigan more evident than in its tremendous variety of extra-curricular activities. Choosing among a great many options is one of the first survival skills a new student develops.

Joining a student organization is usually a favorite first step toward getting involved in campus activities. With more than 400 campus organizations, students always find a group of interest.

For example, one organization list includes the Ann Arbor Morris and Sword Club, the Chess Club, the Folklore Society, Friends of Siddha Yoga, the Music Co-op, the Public Relations Club, and the Science Fiction & Fantasy Wargamers. In addition, there are all kinds of professional groups, computer groups, recreational clubs, minority/ethnic groups, performance groups, political organizations, religious associations, and social fraternities and sororities.

The University provides frequent scholarly activities such as public lectures, conferences and symposia. Presidential candidates come to campus as well as world-renowned musicians, artists and dancers.



Students can write for the daily student newspaper, volunteer at one of the three University radio stations, or celebrate annual cultural events such as the Hispanic Heritage Celebration, Black History Month, and the Ann Arbor Indian Pow Wow.

To keep it all straight, everyone calls the Campus Information Center which has two 24-hour tape lines. 763-FILM gives information on the many on-campus movies presented each day. 76E-VENT tells about other events.

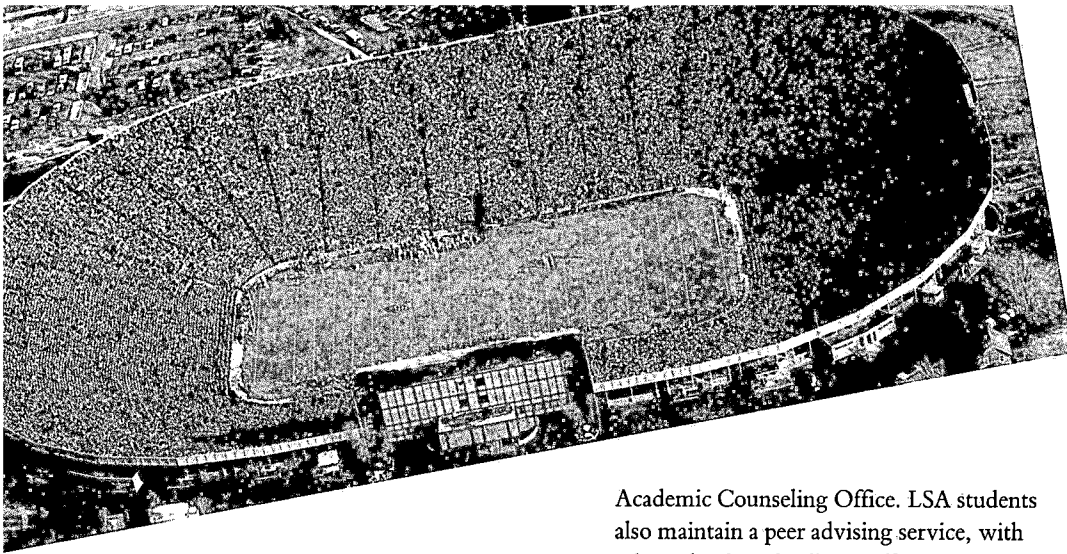
Supportive Student Services

At the University, because we recognize that there is more to living than learning, students have access to a broad spectrum of supportive services. The University offers students assistance from their first Orientation to their first job after graduation. This section highlights some of the student services available. For information regarding additional

services, please contact the Campus Information Center at 763-INFO.

New Student Orientation is provided for all new students to ensure that they get off to the best possible start and make wise decisions for their first term. The program provides a smooth transition with a complete introduction to the University. Topics, which are interspersed with social activities, include academic requirements, available classes, student organizations, understanding the diversity of the campus community and learning about student services. In addition, an actual class schedule is completed as well as all steps for registration.

Counseling of many types is available at the University. In addition to the assistance provided by academic advisers during Orientation, each school and college provides continuing academic counseling services. For example, the College of Literature, Science, and the Arts (LSA) provides advising services in several residence halls as well as in the LSA



Michigan played its first Rose Bowl game in 1902 against Stanford. By the middle of the second half, the score favored Michigan, 49-0. At that point, the Stanford coach waved his team off the field and the game was never completed.

Academic Counseling Office. LSA students also maintain a peer advising service, with other schools and colleges offering similar assistance.

Beyond academic counseling, other offices on campus maintain trained staffs to help you with other types of problems including housing, financial aid, employment or personal problems.

Minority Student Services are available to advise individual students as well as minority student organizations. The office promotes community involvement by providing several resources of special interest to members of minority groups. The programs include sponsoring cultural and social programs and publishing a newsletter.

The University Health Service offers comprehensive primary health care to students. Most services are provided at no extra charge if you are currently enrolled. It is recommended, however, that you also have health insurance to cover emergency hospitalizations. The University Health Service offers clinics in almost all specialty areas.

The Office of Services for Students With Disabilities offers assistance to any student with a disability who may need supportive services to attend the University. The many study aids available include Braille campus maps, telecommunication devices for the deaf, carbonized note-taking pads, and lift-equipped transportation. Many of the latest aids for reading and studying, including a talking computer terminal and a Kurzweil Reading Machine, are housed in reserved library study rooms. The staff of this office also acts as intermediaries and advocates for students.

Some disabled students may qualify for special financial support programs. For more information, contact The Office of Services for Students With Disabilities (313) 763-3000, Voice/TDD or return the Information Request Form on page 22.

Career Planning and Placement assists U-M students and alumni with their career decisions and job searches. Seminars, career conferences, counseling sessions, and an extensive career library are among the resources available to assist students with making and implementing career choices. In addition, the office offers assistance in locating summer jobs as well as internships that will help provide valuable experiences as students progress from their freshman year to their first job after graduation.

Recreation and Sports

Hundreds of recreational and sports activities are available to U-M students. Whether you prefer indoors or out, impromptu or scheduled, competitive or casual, you will find the recreational activity or program you want.

If you prefer outdoor activities, you have the opportunity to rent equipment from the Outdoor Recreation Program. It has, among many other items, camping equipment, boats, touring bicycles, wind surfers, and for the winter, toboggans, snow shoes or cross-country skis. Program personnel also organize trips and clinics.

Indoors, students use some of the finest athletic and recreational facilities in the country. The Drop-In Program provides space and time for impromptu play regardless of skill level. A few of the possibilities include basketball, handball, racquetball, squash, weightlifting, volleyball, swimming and jogging.

The Intramural Sports Program offers leagues and tournaments in more than 25 different sports with sports clubs ranging from aikido to water polo.

The University of Michigan Intercollegiate Sports Program is world-class. Big Ten sports enhance not only the enjoyment of the U-M spectators, but also the undergraduate educational experience of the athletes. There is nothing quite like a crisp fall afternoon in the Michigan Stadium with 100,000 fans cheering for the Maize and Blue.

Schools and Colleges

The University of Michigan has eleven undergraduate schools and colleges, and admission is made directly into one of these units. The following descriptions briefly introduce each unit.

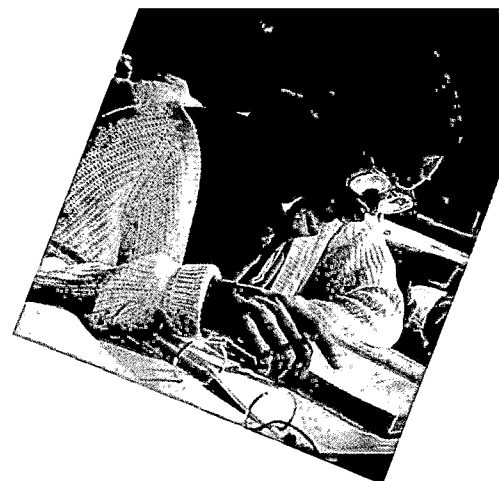
The College of Literature, Science, and the Arts (LSA) is the University's liberal arts college. It is the largest school in the University and offers the widest variety of fields of study as well as many special and unique programs. LSA is especially known for its excellent Honors Program.

Smaller units, such as the School of Natural Resources, the School of Nursing, and the School of Music offer more intimate academic settings. Students in these schools enjoy both the focus of a smaller community as well as the resources of a comprehensive university.

Other units, such as the College of Architecture and Urban Planning, have a more professional orientation. This College as well as others admit students only at the junior level. Students typically prepare for these units by spending their first two years in LSA.

Because of these differences, prospective students are encouraged to study the descriptions below and then to request the specific leaflets of the units that interest them most. These are available from the Office of Undergraduate Admissions and may be requested by returning the order form on page 22.

Many students are undecided about a field of study or will change their minds several times before receiving a degree. After all, a major strength of the University is that students are exposed to professional and scholarly areas they may not have previously considered. LSA, for example, does not encourage students to declare a particular field until the junior year. In addition, if students meet the admissions requirements, they may transfer from one school or college to another.



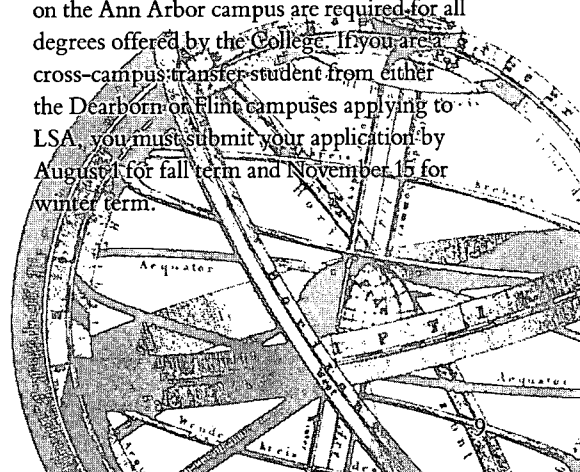
College of Literature, Science and the Arts (LSA)

LSA is the liberal arts college of The University of Michigan. Its undergraduate mission includes developing intellectual attitudes and skills as well as providing the background students need to be successful in their professional and personal lives. To this end, the College offers courses and programs to develop thinking, writing, and speaking skills. Its curriculum, consisting of approximately 2,700 courses and 64 concentration programs, taught by more than 800 faculty, allows students to study and explore almost any field of study in which they are interested.

Although LSA students use their undergraduate years to pursue particular fields of study, they also must elect courses from a variety of departments and disciplines to ensure exposure to different ideas and ways of thinking. Graduates of the College move into careers in business, industry and government, the arts, medicine, law, and scholarly or academic life.

LSA offers the concentrations listed on page 10. These programs may be integrated with courses required for admission to professional schools, e.g., architecture, business administration, dentistry, education, law, medicine, pharmacy and social work.

The College offers the degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Chemistry, and Bachelor of General Studies. Freshmen and transfers are admitted to all terms. Sixty semester hours in residence on the Ann Arbor campus are required for all degrees offered by the College. If you are a cross-campus transfer student from either the Dearborn or Flint campuses applying to LSA, you must submit your application by August 1 for fall term and November 15 for winter term.



LSA Fields of Study

Afroamerican and African studies
American culture
anthropology
anthropology-zoology
Asian languages and cultures (Chinese and Japanese)
Asian studies
astronomy
biological sciences (biology, botany, cellular and molecular biology)
biophysics
chemistry
classical studies (classical archaeology, classical languages and literatures — Greek and Latin)
communication
comparative literature
computer science
economics
English language and literature
film and video studies
general studies
geological sciences
Germanic languages and literatures
history
history of art
Individual Concentration Program
Judaic studies
Latin American and Caribbean Studies
Latino (Hispanic-American) studies
linguistics
mathematics
Medieval and Renaissance Collegium
microbiology
music
Near Eastern and North African studies
Near Eastern studies (ancient and biblical studies, Arabic, Hebrew, Iranian, Islamic studies, Turkish)
philosophy
physics
political science
psychology
religion (studies in)
romance languages and literatures (French, Italian, Spanish)
Russian and East European studies
Scandinavian studies
Slavic languages and literatures
social anthropology
sociology
statistics
theatre and drama
women's studies



LSA Honors Program

For the student who needs academic challenge, the Michigan Honors Program offers a rigorous yet flexible academic curriculum. Honors students take enriched classes; meet with senior faculty at an early stage in their academic career; receive regular, personal academic counseling; and live in Honors housing if they choose.

About 10 to 12 percent of the entering liberal arts students join the Honors Program. In exceptional cases, a student may be invited at other times. At the beginning of the junior year, students make an application to an Honors concentration. Honors students may also enroll in the Residential College or the Comprehensive Studies Program.

For more information about the Honors Program, write or call: Honors Program, The University of Michigan, 1210 Angell Hall, Ann Arbor, MI 48109-1003; (313) 764-6274.

Other LSA Programs

Other units highlighted below offer additional alternatives including small group settings within the resources of this comprehensive University.

LSA: Residential College. The Residential College (RC) is a liberal arts college that emphasizes an interdisciplinary approach to learning. Students have easy access to dedicated faculty and counselors within the small living/learning environment of the RC. (Faculty and counseling offices, RC classrooms and dorm rooms are all located in East Quad.)

Students are not limited to the RC curriculum which is focused mainly on the humanities, social sciences, foreign languages and the creative arts; students usually take about half their courses in LSA, and many choose an LSA concentration. If invited, students may also be enrolled in the Honors Program.

The Residential College is for students

who seek direct involvement in their education within an environment that fosters intellectual and social growth and sensitivity to diversity.

For more information, write the Residential College, 133 Tyler, East Quad, The University of Michigan, Ann Arbor, MI 48109-1245; (313) 763-0176.

LSA: Pilot Program. Housed in Alice Lloyd Hall, the Pilot Program offers students small classes and personal attention in the residence hall. Pilot Program teachers live in the residence hall and are available to students for tutoring, out-of-class discussion and academic counseling. The program is comprised of a diverse student body of 50 percent out-of-state and 50 percent in-state, 15 percent of whom are minority students. For further information, contact Alice Lloyd Hall, 100 Observatory, The University of Michigan, Ann Arbor, MI 48109-2025; (313) 764-7521.

LSA: College Community Program. This freshman program (CCP) provides a small academic community of just 80 students each in Bursley Hall, Couzens Hall and West Quad. As a CCP student, you are required to take two CCP courses: Freshman Composition and the CCP one-credit seminar. Smaller classes, individualized counseling, and closer student-faculty interaction highlight the program. For further information, write CCP, Alice Lloyd Hall, 100 Observatory, Ann Arbor, MI 48109-2025; (313) 764-7521.

LSA: Comprehensive Studies Program. The Comprehensive Studies Program (CSP) offers LSA students a unique educational opportunity to be part of a community of scholars who plan, study, learn, share experiences and work together towards academic excellence. CSP's offerings are intended to realize each student's potential, particularly in subject areas where the student's prior experience may have been limited but in which solid foundations are indispensable for success. CSP provides academic support in the following areas: personalized academic counseling, intensive course sections, educational enrich-

ment, tutorials and skills workshops. To inquire about application procedures, contact the Comprehensive Studies Program, 1018 Angell Hall, The University of Michigan, Ann Arbor, MI 48109-1003; (313) 764-6410 or 764-9128.

LSA: Integrated Premedical-Medical Program (Inteflex). This joint program with the Medical School offers a special seven-year curriculum leading to both the baccalaureate and medical degrees. The program integrates a broad selection of undergraduate studies with the sciences basic to medicine in preparation for medical clerkships. The program's goal is to educate physicians who are compassionate, scientifically competent, and who can bring into a successful medical career the richness of a broad education in the liberal arts. Students fulfill all LSA requirements for the undergraduate degrees (BA or BS) with a biomedical sciences concentration.

Inteflex students enter the program directly out of high school and are admitted to both the College of Literature, Science, and the Arts and the Medical School. No further application to Medical School is required.

Entrance into Inteflex involves a two-stage admissions process. High school students committed to a future career in medicine should first submit their complete LSA application, which must be received no later than January 10.

Applicants formally accepted by LSA and who have indicated an interest in Inteflex on the LSA application will then be sent a separate application for the Inteflex Program. Inteflex applicants should have a total SAT score of no less than 1200 or a 29 composite ACT score, a University of Michigan calculated high school GPA of 3.5 or more, and rank in the top 10 percent of their high school graduating class. Persons on temporary U.S. visas are not eligible to apply. A complete application to Inteflex must be received no later than February 15. For more information about Inteflex, write or call the Inteflex Admissions Office at 4303D Medical Science Building I, Ann Arbor, MI 48109-0010; (313) 763-5468.

LSA: Preferred Admissions Program. Preferred admissions guarantees admission to specific graduate or professional schools to a limited number of highly qualified freshmen. The purpose is to reduce the pressure many students may feel to take a narrowly structured undergraduate program to enhance their

admissions qualifications for graduate or professional programs. Preferred admissions is designed to allow students greater freedom and diversity of course selection during their pre-professional years.

The participating professional schools and colleges listed below have specific requirements for both admission and program of study. Generally, during the first years of undergraduate study, students take specified prerequisites (with counseling from the school or college) and must maintain a "B" average.

Interested students must submit the regular University admissions application by February 1 to receive consideration for one of these programs. Consideration for a preferred admissions program will not affect the admissions decision (either positively or negatively) to the College of Literature, Science, and the Arts or regular admission to the professional program at a later date.

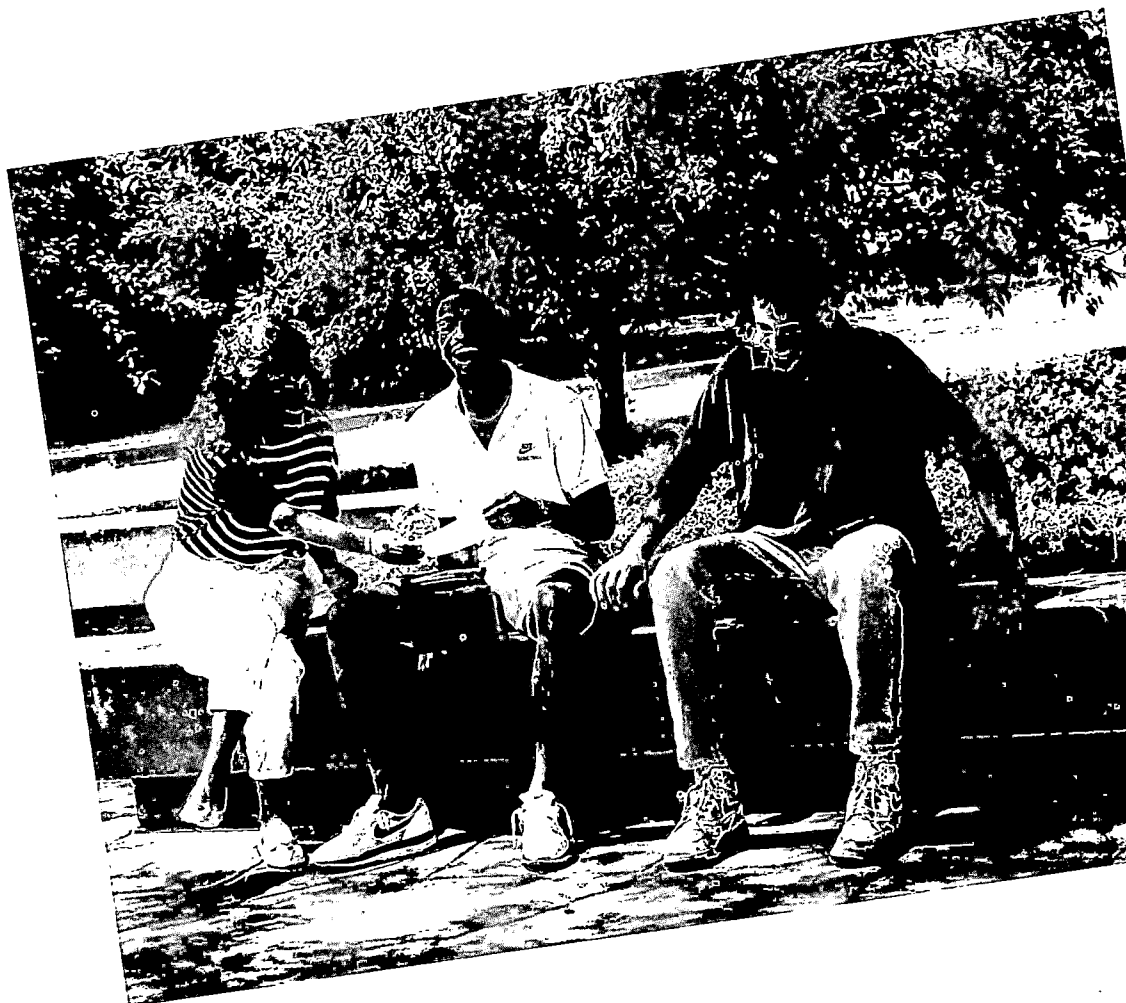
Preferred Admissions in Architecture and Urban Planning admits up to 10 students per year into the Preferred Admissions Program leading to a Bachelor of Science (BS) degree and up to five students into the Preferred Admissions

Program leading to a Master of Urban Planning (MUP) degree. You will be considered for either program if you have a high school GPA of 3.5 (University of Michigan calculated), or rank in the top five percent of your class and have a total SAT score of 1200 or ACT composite score of 27.

Preferred Admissions in Business Administration admits up to 15 students per year on a preferred admissions basis to each of their three degree programs, the Bachelor of Business Administration (BBA), the Master of Accounting (MAcc), and the Master of Business Administration (MBA).

If you rank in the top three percent of your high school class or have a GPA of 3.7 (University of Michigan calculated) and a total SAT score of 1200 or ACT composite score of 27, you may be considered for this program.

Preferred Admissions in Dentistry admits up to 12 students per year. If you have a 3.4 high school GPA (University of Michigan calculated) and total SAT score of 1100 or ACT composite score of 27, you may be considered





More University
of Michigan
students are
accepted into
United States
medical schools
than from any
other university
in the country.

for the program. A letter stating reasons for desiring admission to the program should accompany the application.

Preferred Admissions in Information and Library Studies admits five students per year to its Master of Information and Library Studies degree program (MILS). Requirements for consideration include a high school GPA of 3.4 (University of Michigan calculated) and a total SAT score of 1200, or an ACT composite score of 27.

Preferred Admissions in Natural Resources admits a limited number of students each year to the programs leading to a Master of Science (MS), Master of Forestry (MF) or Master of Landscape Architecture (MLA) degree. If you have a high school GPA of 3.5 (University of Michigan calculated) and a total SAT score of 1200 or ACT composite score of 27, you may be considered. Students interested in beginning their studies in natural resources at the undergraduate level should apply directly to the School of Natural Resources in their freshman year.

Preferred Admissions in Pharmacy admits up to five students each year for the doctor of pharmacy program. If you have a high school GPA of 3.5 (University of Michigan calculated) or class rank in the 95th percentile and a total SAT score of 1200 or ACT composite score of 27, you may be considered for the program. In addition, you must have completed at least three years of high school laboratory science (biology, chemistry, and physics) and four years of college preparatory mathematics. A letter stating reasons for desiring admission to the program should accompany the application.

Preferred Admission in Social Work admits a limited number of students per year to the preferred admission program leading to a Master of Social Work (MSW) degree. Requirements for consideration include a 3.5 high school GPA (University of Michigan calculated) and a total SAT score of 1200 or composite ACT score of 27.

College of Architecture and Urban Planning

Architectural education prepares the individual for professional practice, research, education, industry and governmental service as these relate to the de-

sign of the physical environment. The College offers a six-year professional architectural program consisting of a Bachelor of Science (BS) degree, awarded upon completion of undergraduate studies, and a Master of Architecture (MArch) degree, which is granted after two additional years of graduate-level work. The Master of Architecture degree is the professional degree required for architectural licensing.

Admission is at the junior level (students must have completed 60 semester hours of college-level work) to fall term only. Most U-M students spend their first two years in the College of Literature, Science, and the Arts.

Please contact the Office of Admissions concerning the mandatory professional goal statement, the optional portfolio, and other information to support the admissions application. Questions on careers in architecture or details of the architecture program may be referred to: College of Architecture and Urban Planning, 2510 Art and Architecture Building, The University of Michigan, Ann Arbor, MI 48109-2069; (313) 764-1300.

School of Art

The School of Art is a professional art school where students prepare for a career in the visual arts or in design. The degree requirements are flexible, enabling students to tailor individual programs to suit their career goals. Since students select concentrations rather than majors, they may also take advantage of the diversity of courses offered both within the School and throughout the University.

The School offers the Bachelor of Fine Arts (BFA) degree with concentrations in ceramics, computer graphics, drawing, graphic design, industrial design, interior design, metal work and jewelry design, painting, photography, printmaking, sculpture, weaving, and textile design or a combination of these. Within all concentrations are opportunities to study applications of computers to art and design as well as the relationship of the visual arts to other academic disciplines. Admission for first-year students and transfers can be considered for any term. If it is determined that you are academically qualified, a portfolio will be requested. Transfer students must have some basic studio art experience at the college level.

Contact: The School of Art, 2055 Art and Architecture Building, The University of Michigan, Ann Arbor, MI 48109-2069; (313) 764-0397.

School of Business Administration

The School of Business Administration emphasizes broad preparation and development of critical, analytical and problem-solving capabilities. Students combining this broad preparation with additional study in particular fields can prepare themselves for a variety of challenging opportunities.

The School offers the Bachelor of Business Administration (BBA) degree with areas of study including accounting, finance, human resources and marketing. Admission is to the fall term only, and applicants must have completed 55 semester hours (approximately two years) of college-level work as well as some specific coursework. Most U-M students spend their first two years in the College of Literature, Science, and the Arts.

Requirements are outlined in the *School of Business Administration Bulletin*. Separate transfer applications are obtained from, and are submitted to, the Director of Admissions, School of Business Administration, The University of Michigan, Ann Arbor, MI 48109-1234. For more information, call (313) 763-5796.

School of Dentistry

The School of Dentistry provides a four-year Dental Hygiene Program leading to the degree Bachelor of Science (BS). The course of study provides a broadly-based education in the social, behavioral and biological sciences with special emphasis on teaching, community health or research. The program in dentistry includes many specialty clinics with a variety of patient experiences that enhance the Dental Hygiene Program.

Students enter the Dental Hygiene Program as sophomores and acceptance is for the fall term only. As a candidate, you must have completed at least one year of college (30 hours) which includes prescribed prerequisite courses. These classes can be completed either at The University of Michigan (usually completed in LSA) or another recognized college

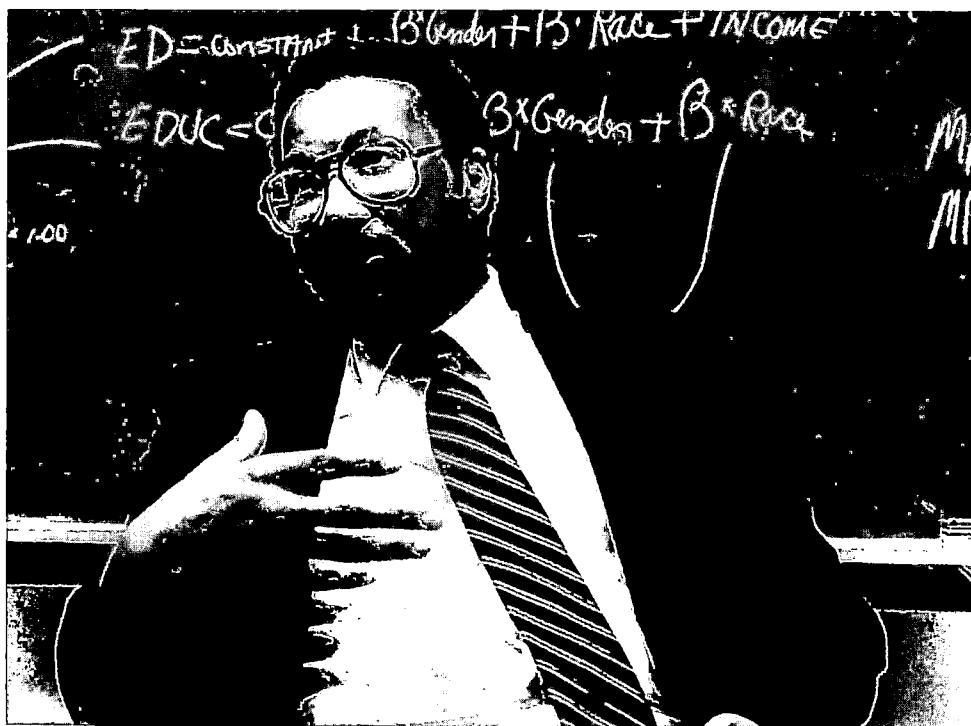
or university. Final decisions are based upon scholastic achievement with particular emphasis on mathematics and science.

Dental hygiene is a licensed profession. Following graduation from an accredited dental hygiene program, you will be required to demonstrate proficiency by the successful completion of a board examination that includes both written and clinical practice sections. The hygienist must be licensed by the state board of dentistry in each state where he or she is employed.

Degree Completion in Dental Hygiene. If you hold the certificate or associate degree in dental hygiene from an accredited school and are licensed to practice under state law (Michigan

or elsewhere), you may apply to complete requirements for the BS degree. Your transcript will be individually evaluated to determine which courses you must take. You will also be required to demonstrate comparable clinical skills as prescribed by the dental hygiene department. This requirement can be satisfied by either successfully passing a clinical challenge examination or by enrolling in an appropriate advanced clinical course.

For more information about either program, please arrange to see Prof. Wendy Kerschbaum, Director of Dental Hygiene, 1206 Dental Building, The University of Michigan, Ann Arbor, MI 48109-1078; (313) 763-3392.





School of Education

The Teacher Education Program emphasizes a broadly-based liberal arts background combined with specializations in subject areas. You may enroll in the elementary or secondary education program following completion of two years (54 semester hours) of coursework primarily in liberal arts. Contact the School of Education for details. Professional education courses are elected through the School of Education beginning with the junior year. Prior to student teaching, you are given the opportunity to integrate coursework with actual experience in the classroom. If you wish to earn an elementary teaching certificate, you may select majors and minors from fine arts, language arts, science, social science, and mathematics. If you are interested in secondary education, you may choose majors and minors from computer science (minor only), dance, English, environmental studies, foreign languages, journalism (minor only), mathematics, music, physical education, science, social science, and speech (minor only).

Admission is to the fall term only (except music and physical education candidates who

may be admitted to winter term). Most University of Michigan students spend their first two years in the College of Literature, Science, and the Arts. In most instances, students transfer to the School of Education to pursue teacher certification. The School of Education awards two degrees: Bachelor of Arts in Education (BAEd) and Bachelor of Science (BSEd) in Education. You may, however, be enrolled in another University school or college and pursue a teaching certificate. In fact, if you intend to complete a certification program with a major in music or physical education, you must be enrolled in that respective unit. Decisions on applicants are based not only on coursework and grades but also on personal statements, letters of recommendation, ACT or SAT scores, and paid or voluntary experience with children.

If you intend to enroll in the School of Education, you must complete the required supplementary application (located at the back of this *Bulletin*) for admission to the Teacher Certification Program in addition to the regular application. Students with baccalaureate degrees from accredited teacher training insti-

tutions may apply for admission to the School of Education and to the Teacher Certification Program as special (post-degree) students. The School of Education offers a second bachelor's degree program in elementary education. For further information contact the School of Education.

If you will be enrolled in another unit, you must apply for admission to the Teacher Certification Program separately. Applicants for the Certification Program *only* must obtain the appropriate application from the address below.

If you are a special (post-degree) student not earning provisional certification, but wishing to complete additional teaching majors and minors, you may apply for admission to any term.

Interested students can contact the Office of Academic Services, 1033 School of Education, 610 East University, Ann Arbor, MI 48109-1259; (313) 764-7563.

College of Engineering

The College of Engineering educates for technological leadership. Students learn to approach engineering issues and problems through an integration of knowledge, experience, and judgement. At Michigan, students associate with a distinguished faculty that combines solid academic grounding with broad professional involvement — the result of continuing research and consultation on actual engineering projects. The College provides state-of-the-art laboratory and teaching facilities as well as an opportunity for involvement in a variety of engineering related projects.

The degrees of Bachelor of Science in Engineering (BSE) and Bachelor of Science (BS) are offered in the following fields of study: aerospace engineering; atmospheric, oceanic

and space science; chemical engineering; civil engineering; computer engineering; electrical engineering; engineering science; industrial and operations engineering; materials science and engineering; mechanical engineering; naval architecture and marine engineering; nuclear engineering; and engineering physics. Also offered is a BS in Engineering that is suitable preparation for professional programs, e.g., dentistry, law, medicine, business administration, etc.

Dual degrees within the College of Engineering as well as with the School of Music, the College of Literature, Science and the Arts (LSA), and other units can be attained. The College offers a co-op program for students who wish to enhance their education through professional work experience.

Freshmen students are admitted to fall term only. Freshman applications should be submitted to the Office of Undergraduate Admissions. Questions may be directed to the College of Engineering, 2419 Electrical Engineering and Computer Science (EECS) Building, The University of Michigan, Ann Arbor, MI 48109-2116; (313) 764-5158.

Transfer students are admitted to all terms. Transfer and readmission applications are obtained from and submitted to the College of Engineering, 2417 Electrical Engineering and Computer Science (EECS) Building, The University of Michigan, Ann Arbor, MI 48109-2116; (313) 763-6841.

School of Music

The School of Music offers programs in music and dance for students interested in professional performance, composition, choreography, conducting, research and teaching. The School offers a distinguished resident teaching faculty, excellent facilities for study and performance, and one of the nation's outstanding concert series.

Students may participate in orchestras, bands, choirs, glee clubs, operas and opera workshops, musical theatre workshops and fully staged productions, studio and concert dance, and smaller ensembles of diverse kinds. In addition, students enjoy the intimate environment of the 800-student School combined with the resources of the University.

The School offers Bachelor of Music (BM), Bachelor of Musical Arts (BMA) and Bachelor of Fine Arts (BFA) (dance, musical theatre) de-

grees. Fields of study offered in the School of Music are: performance, music theory, composition, music education, dance, music history, and musical theatre. The Artist and Scholar Honors Program is available for exceptional students.

Also, dual degree programs with the School of Music and LSA or the College of Engineering can be arranged. Students proposing to pursue dual degree programs must satisfy the admissions and curriculum requirements of the School of Music as well as the requirements of the other proposed unit. Freshman applicants should clearly explain their goals in the personal statement of the application. For details, contact Laura J. Strozeski at the School of Music.

Freshmen and transfers are admitted to fall, and, if quota openings exist, winter terms. As an applicant to the School of Music, you must submit the Request for Audition form, included in this booklet, as part of your formal admissions application. The admissions director will review your application and then schedule an audition. All students seeking admission must audition either in person or by tape. Please send your taped audition directly to the School of Music Admissions Office.

The *School of Music Bulletin* contains specific curriculum and audition information. Copies



can be requested from the School of Music Admissions Office. Direct specific questions to: School of Music Admissions Office, 2290 Moore Building, The University of Michigan, Ann Arbor, MI 48109-2085; (313) 764-0593.

School of Natural Resources

The School of Natural Resources offers students an exciting, interdisciplinary program combining coursework in the liberal arts and sciences with specialized study in natural resources and environmental studies. Classroom and field studies include areas as diverse as ecology, economics, environmental sociology, computer science, environmental history and policy, and natural resources management. Students receive an excellent pre-professional education for graduate study and careers in a variety of fields.

This unique program provides all the ad-





Apollo 15 was the first moon mission where all members of the crew (Major Worden, Colonel Irwin, and Colonel Scott) were alumni of the same school — The University of Michigan.

vantages of the University within the context of a small school (only 90 freshmen are enrolled each year). As part of their curriculum, students take coursework in the liberal arts and sciences in LSA together with natural resources courses.

Two undergraduate concentrations are offered. The biophysical concentration is for students interested in the relationship between the biological and physical sciences and natural resources (e.g., wildlife and marine biology, conservation biology, forest and plant ecology, computer science applications). The socio-behavioral concentration is for students interested in the relationship between the social and behavioral sciences and natural

resources (e.g., environmental psychology, environmental education, environmental law and policy, environmental design, landscape architecture, and environmental economics).

The School offers a Bachelor of Science in Natural Resources (BSNR) degree. Freshmen and transfers are admitted to all terms. Note that applicants should include within their personal statement a description of their interests, activities and experiences related to natural resources. A separate essay is not required.

For transfer students, coursework from the following academic areas is recommended prior to transfer: calculus, psychology or sociology, chemistry and microeconomics. Transfers and special students may be admitted to the summer session held at U-M's Biological Station in northern lower Michigan.

Information may be obtained from the Office of Academic Programs, 1024 Dana Building, The University of Michigan, Ann Arbor, MI 48109-1115; (313) 764-1404.

School of Nursing

The School of Nursing offers academic degrees in professional nursing at the baccalaureate, master's, and doctoral levels. At the undergraduate level, students are admitted directly from high school or with an AD or a Diploma. Student clinical experiences occur primarily in the University Hospital and the various clinics and institutes that comprise the 83 acre Medical Center. All graduates of the School are eligible for state licensure and may apply directly for admission to the master's or doctoral programs.

Full-time freshmen and transfer students are advised to seek admission to the fall term. For further information, write the School of Nursing, Office of Student Affairs, 400 NIB, Room 1160C, Ann Arbor, MI 48109-0482, or call toll-free 1-800-458-8689.

Registered nurses seeking the BSN degree are admitted to fall and winter terms in Ann Arbor, the winter term in Kalamazoo and to alternate winter terms in Travers City. You may obtain an information packet by writing to the School of Nursing, Office of RN Studies, 400 NIB, Room 2320A, Ann Arbor, MI 48109-0482, or by calling toll-free 1-800-458-8689.

College of Pharmacy

The College offers the professional degree Doctor of Pharmacy (PharmD) and the academic degrees Bachelor of Science in Medicinal Chemistry (BSMedChem) and Bachelor of Science in Pharmaceutical Sciences (BSPharmSc). Admission requires junior standing (at least 60 semester hours of credit). Most U-M students spend their first two years in the College of Literature, Science, and the Arts. Students with international educational experience should complete one year and preferably two years of prior study in residence at an accredited college or university in the United States or Canada.

The Doctor of Pharmacy degree program is designed for students who wish to qualify for the several career opportunities available to licensed pharmacists. If you have no previous work in a U.S. college of pharmacy, you will be considered for admission to the first year of the four-year professional program. If you have completed work in a college of pharmacy, including having earned a baccalaureate degree

in pharmacy, you may be considered for admission at advanced levels depending upon your qualifications and the availability of places at a given class level.

The Bachelor of Science degree programs are designed for students who are interested in employment in the pharmaceutical industry or who wish to qualify for graduate work in pharmaceutically-related fields. Graduates of these bachelor degree programs are not eligible for licensure as a pharmacist. These degrees may be completed in two additional years beyond the preparatory requirements described above.

Admission is to the fall term only. To apply, students are required to submit both the application for admission and the Supplementary Pharmacy Application (included in this booklet) to the Office of Undergraduate Admissions. For more information contact The College of Pharmacy, 1028 College of Pharmacy Building, The University of Michigan, Ann Arbor, MI 48109-1065; (313) 764-7312.

Division of Physical Education

The academic departments in the Division offer programs of study leading to the degrees Bachelor of Arts in Physical Education (sports management and communication) and Bachelor of Science in Physical Education (kinesiology and teacher education). The curriculum in kinesiology supports the study of movement with emphasis on exercise physiology, biomechanics and motor control.

In sports management and communication, the focus is on the legal, marketing and media perspectives of sports programs, enterprises and facilities. Academic requirements for teaching certification include coursework in kinesiology, skill development and professional education.

These programs of study provide initial academic and practical experience leading to a variety of professional careers including: management positions in professional, collegiate and interscholastic sports; management positions in campus and community recreation programs; sports information and communications specialists; teaching positions (K-12 certification); athletic coaching; movement and fitness specialists in business and industry; basic and applied research positions; sports medicine including athletic training; and clinical careers such as cardiac rehabilitation and physical therapy.

Freshmen are admitted to fall and winter terms, and transfer students are admitted to all terms. For more information, contact the Office of Academic Services, Division of Physical Education, 3060 CCRB, The University of Michigan, Ann Arbor, MI 48109-2214; (313) 764-4472.

Special Interest Programs

ROTC (Military Officer Education Programs). The Army, Air Force and Navy conduct Officer Education Programs (ROTC) at the University. You may obtain information about career alternatives and financial support for ROTC participants by writing to ROTC, North Hall, The University of Michigan, Ann Arbor, MI 48109-1085.



Admissions

MICHIGAN Undergraduate Application

First _____ Middle _____ U.S. Social Security No. _____

transcripts or other documents: _____

Month _____ Day _____ Year _____

State or Country _____

Citizen, Country of Citizenship _____

at have or plan to obtain while a student _____

Alien Registration Number _____

to _____ (Telephone) _____

Street _____ to _____ (Telephone) _____

State or Country _____

Line 8) valid from: _____

Street _____ State or Country _____

Month _____ Day _____ Year _____

resident as defined in the regulations? (Read "Residency Requirements" in the Admissions Bulletin)

(2) If yes, how long? _____

in which country do you reside? _____

which state (or country) do you reside? _____

Enrollment: ☐ Winter (Jan.) ☐ Spring (May) ☐ Summer (July) ☐ Fall (Sept.)

is applied for admission to the U-M, or are you currently applying to any other U-M campus?

If yes, to which campus and program: _____

Term _____

IC (1) Beginning with ninth grade, you are required to list all high schools and colleges you are currently attending if you are a student. Include the ACT Scores (if available).

Dates of Attendance _____

City, State or Country _____

SPACE BELOW FOR ADMISSIONS OFFICE USE ONLY

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The students who enroll at The University of Michigan all share a record of academic and personal achievement that suggests continued success at the University's high level of challenge. Applicants are judged on their perceived ability to succeed. As a result, U-M retention and graduation rates are better than many other four-year public higher education institutions in the United States.

Space limitations are a second major factor in the admissions process. In recent years, the number of applicants has increased to 19,000 while the number of freshman openings has remained at 4,500. In those schools and colleges lacking sufficient facilities to accept all qualified applicants, preference is given to the best qualified. In addition, the director of admissions may exercise discretion in individual cases where exceptional circumstances prevail. Admission at Michigan is very competitive, and the norm of applicant accomplishment is high.

As a state-assisted institution, the University reserves the majority of its places for Michigan residents. Consequently, the admission of non-residents to some schools and colleges may be more competitive. Among non-residents some preference is given to well-qualified applicants from alumni families.

All freshmen and most transfers are admitted to the University through the Office of Undergraduate Admissions. Actually, students are admitted not to the University at-large but to one of the schools or colleges, and requirements differ somewhat among them. For this reason, it is important to note specific application instructions for the different units as stated on the application.

Each school and college publishes a bulletin describing its academic policies and course offerings. Prospective applicants may request a bulletin directly from the unit (see addresses in the section "Undergraduate Schools and Colleges"). The Office of Undergraduate



Admissions also provides a summary leaflet about each unit. These may be requested using the order form at the back of this booklet.

Special Student Status is available for students who do not intend to earn a U-M undergraduate degree. Interested students may contact the Office of Undergraduate Admissions to determine eligibility, understand procedures, and obtain the appropriate form. Request a "Non-Degree" application to become a visiting student to the College of Literature, Science, and the Arts. Request a "Special" application for visiting student status at any of the other schools or colleges. Request a "Guest" application if you wish to enroll in spring/summer terms only.

Freshman Applicants

As stated above, admission is dependent upon a high probability of success in the chosen school or college and the availability of places. Students are strongly encouraged to submit their applications early in the fall of their senior year.

The Office of Undergraduate Admissions considers the strength of an applicant's high school background including the degree of difficulty of courses selected, the record of academic achievement, special or unique accomplishments both in and out of the classroom, and the ACT or SAT scores (these tests are described below). In general, the admissions requirements include a "B" average or above (beyond the ninth grade) in a rigorous and appropriate college preparatory program and standardized test scores comparable to freshmen pursuing similar programs in the University.

Decisions on applicants are made on an individual basis, and all available information is considered. No specific class rank, grade-point average, test score or other qualification in itself will assure admission.

The admissions office will consider applications from individuals with an unusual background or demonstrated potential in special fields. If the applicant has been away from a formal education setting for three or more years, he or she is urged to make an appointment with an admissions counselor to discuss appropriate application procedures and program interests.

The University does not offer probationary admission. To be admitted at the freshman level, an applicant must be at least 16 years old and a graduate of an accredited secondary school. Graduates of unaccredited schools may be asked to take College Board Achievement Tests or the American College Test. The requirement of a high school diploma may be waived for a few exceptionally gifted students. For older students, the results of the General Education Development (GED) test may be presented in place of a high school diploma.

Testing Requirements include the submission of scores of either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Scores are considered in making the admissions decision as well as for placement and counseling. It is the applicant's responsibility to have scores sent directly from the testing agency to the Office of Undergraduate Admissions.

The ACT and SAT tests are given several times a year throughout the United States and in most foreign countries. Although the tests may be taken any time in the junior year through January of the senior year, preferred times are at the end of the junior year or by November of the senior year. You may obtain application blanks from your high school or directly from the testing agencies: ACT Registration, P.O. Box 414, Iowa City, IA 52243; (319) 337-1270; or College Board ATP (SAT), Box 592, Princeton, NJ 08541; (609) 771-7600.

Transfer Applicants

Transfer students are to have qualifications comparable to those of students already enrolled. Although there is no grade-point average that in itself assures admission, the major criterion used in evaluation is the quality of previous achievement. Consideration is given to high school and college records, the appropriateness of previous college courses, the accreditation and general nature of the institutions attended, and other academic and individual qualifications. There is no probationary admission.

Transfer applicants are also evaluated in relation to the intended field of study. Requirements for admission to the undergraduate units vary, and many programs have specific course requirements that must be

completed before transfer. In certain fields such as music and art, specific kinds of preparation are imperative.

Transfer applicants are especially encouraged to request the bulletin from the school or college (as described above) and to plan electives according to that unit's requirements. Transfer applicants are also welcome to visit the Office of Undergraduate Admissions to plan their transfer to the University.

Although optional for most transfer students, scores of standardized tests taken in high school or college are welcome on the application. In general, the availability of scores allows more effective counseling and better course placement. Specifically, students applying to the Dental Hygiene Program who have not previously earned fifteen credit hours in any one semester are required to submit ACT or SAT scores. If you are applying to the School of Education Teacher Education Program, you are required to submit ACT or SAT scores. Also, at the discretion of the Office of Undergraduate Admissions, other applicants may be required to submit test information.

Older students whose education has been interrupted for several years are urged to make an appointment with an undergraduate admissions counselor to discuss program interests and application procedures. The Center for





the Education of Women (CEW) has a staff of professional counselors who are particularly experienced in counseling students beyond the traditional age. You can contact CEW at 350 S. Thayer St., The University of Michigan, Ann Arbor, MI 48109-1634; (313) 763-7080.

Intra-University Transfer applies to cross-campus transfers from one college or school on campus to another, or from U-M-Dearborn and U-M-Flint. These transfer students are also required to have qualifications comparable to those of students already enrolled. Interested students are encouraged to consult with an academic adviser in the proposed unit since requirements for admission and acceptable amounts of transfer credit vary among the schools and colleges. For example, auditions are required for the School of Music, and portfolios are required for the School of Art.

Applicants with a U-M grade-point average below 2.0 are advised to make an appointment with an undergraduate admissions counselor before submitting an application. Freshmen cannot submit an application before the beginning of their second term.

Readmission is required when a previously enrolled student wants to re-enter more than 12 months after the end of the last completed term. If academically ineligible to return, the student must first petition in writing for reinstatement well in advance of the desired registration period.

Send the letter of petition to the school or college (for LSA send to College of Literature, Science, and the Arts, Academic Actions Board, 1223 Angell Hall, Ann Arbor, MI, 48109-1003; the other schools' and colleges' addresses can be found in the section "Undergraduate Schools and Colleges"). List dates of attendance, any factors contributing to dismissal, and the reasons for wishing to continue studies. An application for re-admission is also required by the Office of Undergraduate Admissions except for applicants for readmission to the College of Engineering who apply directly to that College.

The Application Process

Complete material for application is provided in this booklet including the general application and special forms for specific units and transfers. In addition, each applicant is expected to write a one-page essay (see the application for details).

Remember to include your Social Security number on the application. It is used by U-M for identification purposes. If you reside outside the United States and do not have a Social Security number, you may apply without it. A substitute number will be assigned when your application is received.

The application fee of \$30.00 is nonrefund-

able. Your check or money order (do not send cash) will serve as your receipt. This fee covers one calendar year. For example, if a student applies for fall term but does not enroll, no additional fee is required for application to the following winter and spring/summer terms. A new fee would be required for the following fall term.

Consideration for admission to all units is made on a space available basis. Processing of complete admissions applications (including all required material such as test scores and transcripts) begins after September 1.

Admissions are granted as rapidly as the necessary processing can be done. Normally, you will hear from the University within six weeks from the date we receive all application materials. At that time you will be informed that your status is one of the following:

Admitted — you meet the requirements and a place is available for you. When you are admitted, you will be informed of the steps to be completed for enrollment.

Delayed — you may be required to submit additional information before a decision can be made. It is your responsibility to make sure the required information requested in your letter is received by the Office of Undergraduate Admissions prior to the stated deadline.

Denied — your admission cannot be approved because of inadequate qualifications or lack of places.

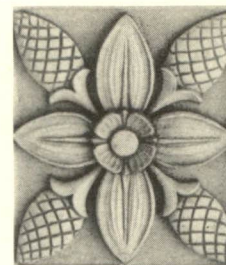
International Admissions

The University of Michigan welcomes students from around the world. The following information applies to all applicants with significant academic experience outside the United States.

Prospective applicants also are encouraged to request and read The University of Michigan "International Admissions Information" booklet prior to completing an application for admission. This booklet outlines special requirements and guidelines for students with international academic experience. The booklet is available from the Office of Undergraduate Admissions.

Proof of high school completion is required at the time of application. Complete high school records, such as official copies of leaving certificates, diplomas, etc., should be sent directly to The University of Michigan Office of Undergraduate Admissions. Official

Preparation



Suggested 9th-12th Grade Subject Patterns for Students Who Plan to Enter the University

Note: One unit equals one year of study. This plan is advisory only. See footnotes. The director of admissions is authorized to grant exceptions to the prescribed course patterns.

School, college, or division	Subject Group ¹						Total Units
	English ²	Foreign Language	Mathe- matics	Science ³	Social Studies	Other ⁴	
lit., Sci., and the Arts	4	2 ⁵	3	3	3	5	20
Engineering ⁶	4	2	4	4	2	4	20
Nursing ⁷	4	2	4	4	2	4	20
Natural Resources ⁸	4	2	4	4	2	4	20
Music	4	2	3	3	3	5	20
Physical Education	4	2	3	3	3	5	20
Art	4	2	3	3	3	5	20

- 1. Ideally students will have completed five units during each of the four years. Also, students should elect Advanced Placement, honors, enriched, and accelerated high school courses when appropriate and possible.
- 2. Students are urged to complete at least two rigorous writing courses.
- 3. Students are encouraged to complete at least two laboratory science courses.
- 4. Students are advised to elect "other" courses from the five subject groups listed as well as courses from such areas as music, art, industrial arts, business education (including typing), home economics, physical education, and others that may not be included above.
- 5. Students entering the College of Literature, Science, and the Arts are encouraged to take four years of language study.
- 6. Students entering the College of Engineering should have completed four units of mathematics and at least one unit each of chemistry and physics.
- 7. Students entering the School of Nursing must have completed three units of mathematics including second year algebra, and two units of laboratory science including chemistry.
- 8. Students entering the School of Natural Resources should have completed a minimum of two units of mathematics with one unit of chemistry, or three units of mathematics.

The University of Michigan, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of The University of Michigan that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status, shall be discriminated against in employment, educational programs and activities, or admissions. Inquiries or complaints may be addressed to the University's Director of Affirmative Action, Title IX and Section 504 Compliance, 2012 Fleming Administration Building, Ann Arbor, Michigan 48109-1340, (313) 764-3423 (TDD 747-1388).

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Profiles

The University of Michigan — Ann Arbor Enrolled Freshmen Fall 1989

High School Class Standing

15% U-M freshmen are from top 1% of high school class
47% U-M freshmen are from top 5% of high school class
71% U-M freshmen are from top 10% of high school class
91% U-M freshmen are from top 20% of high school class

Test Profile Scholastic Aptitude Test (SAT)

STD Score	Verbal (%)	Math (%)
650 or above	13	50
550 or above	53	85
500 or above	76	93
below 500	24	7

American College Test (ACT)

STD Score	Engl. (%)	Math (%)	Soc. Std. (%)	Nat. Sci. (%)	Composite (%)
30 or above	5	34	21	56	19
27 or above	28	62	49	74	60
21 or above	90	96	90	95	96
below 21	10	4	10	5	4

*By using these charts applicants can compare their qualifications with University of Michigan freshmen.

CAMPUS VISITS

Prospective students and their parents are invited and encouraged to visit our campus.

Prospective Freshmen: A small-group meeting for prospective freshmen is offered by the Office of Undergraduate Admissions most weekday mornings and afternoons and on Saturday mornings from mid-September through mid-November. A student may request a prospective student group which is helpful in providing information concerning the University and becoming a student here.

Admitted Freshmen: Throughout the winter term, *admitted* freshmen are invited to participate in Campus Day. This program is offered each weekday for small groups of students and their parents and consists of several activities that last for the better part of an entire day. Information is sent to students after admission has been offered. To arrange a campus visit at any time during the year, you may use the *Request for a Campus Visit* appointment form located to the right.

Transfer Students: Prospective and admitted transfer students are encouraged to request an individual interview. Members of the Office of Undergraduate Admissions staff are available on weekdays and, from mid-September through mid-November, on Saturday mornings. Business administration and engineering transfer students should contact the admissions offices in those units.

Campus Tours: The U-M Alumni Association provides tours of the Central Campus. These are conducted by volunteer students and are available several times most weekdays and on Saturdays. Information may be requested of the UM Alumni Association (313) 763-9754, or the Office of Undergraduate Admissions (313) 764-7433.

APPOINTMENT REQUEST FOR A CAMPUS VISIT

Mail To:
Office of Undergraduate Admissions
1220 Student Activities Building
The University of Michigan
Ann Arbor, Michigan 48109-1316

— Prospective Freshman
— Admitted Freshman
— Prospective or Admitted
Transfer Student

Name: _____

Address: _____

City, State, Zip: _____

Telephone: (____) _____

Social Security Number: _____

High School Graduation Date: _____

Proposed Field of Study: _____

List *three* choices of dates: _____

Please mail this completed form to the Office of Undergraduate Admissions. Appointments will be confirmed by mail. Information concerning hotel accommodations and transportation will also be provided. Appointments may also be made by telephone: (313) 764-7433.

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES: INFORMATION REQUEST FORM

Mail to: Office of Services for Students
With Disabilities
2211 Michigan Union
The University of Michigan
Ann Arbor, Michigan 48109-1349
(313) 763-3000 Voice/TDD

Please send information on support services available to students with physical, emotional, and/or learning disabilities. _____

Please send information on special financial support programs for disabled students. _____

Print Disability: _____

Name: _____

Address: _____

City, State, Zip: _____

LEAFLET ORDER FORM

Mail to: Office of Undergraduate Admissions
1220 Student Activities Building
The University of Michigan
Ann Arbor, Michigan 48109-1316

Print Name: _____

Address: _____

City, State, Zip: _____

Each school and college provides a leaflet describing its programs, courses, degree requirements and career opportunities in that field.

Leaflet(s) Requested:

1. _____

2. _____

Application Checklist ✓

✓ Specific Requirements of Schools and Colleges

Some of the admitting units request material in addition to the general application. These units are listed below. For other units, the application itself contains complete instructions.

College of Architecture and Urban Planning — requires junior standing. Note the specialized essay. Contact the Office of Undergraduate Admissions regarding the optional portfolio.

School of Art — Do not submit portfolio until requested to do so.

School of Education — Return Supplementary Application (in this *Admissions Bulletin*) with this application. Contact the Office of Undergraduate Admissions regarding the Letters of Recommendation.

College of Engineering — This application is for freshmen only. Transfer applicants should contact the College of Engineering for a transfer application.

School of Music — All students applying for admission must complete an Audition Form (in this *Admissions Bulletin*). For specific audition requirements, refer to the *School of Music Bulletin*.

School of Natural Resources — Note the specialized essay.

School of Nursing — Note the specialized essay. RN's please indicate testing dates for ACT-PEP exams on ACT line under #14.

College of Pharmacy — Return Supplementary Application (in this *Admissions Bulletin*) with this application.

Division of Physical Education — Note the specialized essay.

✓ Freshman Applicants

(1) Complete the entire application, except page 4 (which is completed by your high school counselor).

(2) Write and include the personal essay (limit to one page). Note in the essay instructions any special requirements of the specific unit to which you are applying.

(3) Attach a \$30.00 check or money order payable to The University of Michigan. Write your name and social security number on the front of the check. This application fee is nonrefundable and is required before processing can begin.

(4) Submit the completed application to your high school counselor (who will complete the High School Information section on page four, add official academic transcripts, and forward the completed file directly to the Office of Undergraduate Admissions). Please do not submit sections separately.

(5) Have the required ACT/SAT score sent *directly* to the University by the testing agencies.

(6) Normally, you will be notified of your admission status within **six weeks** after we receive **all** materials and the fee. Processing of admissions applications begins after September 1.

✓ Transfer Applicants

(1) Complete the entire application, except page 4 (which applies only to freshman applicants).

(2) Attach a \$30.00 check or money order payable to The University of Michigan. Write your name and social security number on the front of the check. This application fee is nonrefundable and is required before processing can begin.

(3) Send the application to Undergraduate Admissions, 1220 Student Activities Building, The University of Michigan, Ann Arbor, Michigan 48109-1316.

(4) Have official transcripts forwarded to the Office of Undergraduate Admissions. Include **final high school** transcript as well as transcripts from **each college** attended. Have any Advanced Placement Test scores sent to the office of Undergraduate Admissions. These materials must **arrive** by the deadline date.

(5) If you are applying for financial aid, you must also submit a completed Financial Aid Transcript from every school you have attended. Forward the form to the Student Financial Aid Office at the previous school. Forms may be obtained from the financial aid office of any college or university, or contact the Office of Financial Aid, 2011 Student Activities Building, Ann Arbor, MI 48109-1316.

(6) Normally, you will be notified of your admission status within **six weeks** after we receive **all** materials and the fee.

Note: Transfer applicants to the School of Business Administration (313-763-5796) and the College of Engineering (763-6841) apply directly to those units. Forms can be obtained from those units.

✓ Intra-University Applicants

This section applies to cross-campus transfers from one college or school on campus to another, transfers from U-M-Dearborn and U-M-Flint and to readmission applicants (those who have been students at U-M but have not attended classes for more than one year).

(1) Complete the entire application, except page 4 (which applies only to freshman applicants). *No application fee is required for intra-University transfer or readmission.*

(2) Complete a U-M Transcript Order Blank, available from Undergraduate Admissions.

(3) Send the application, along with Transcript order form, to the Office of Undergraduate Admissions, 1220 Student Activities Building, The University of Michigan, Ann Arbor, Michigan 48109-1316.

(4) Have official transcripts of all other colleges attended since last enrolled at the U-M forwarded to Undergraduate Admissions. Applicants from U-M-Dearborn or U-M-Flint also need to have high school transcripts sent directly to Undergraduate Admissions.

✓ Deadlines

Freshman applicants are encouraged to apply as early as possible in the fall of the senior year. All freshmen and new transfers must be aware that **February 1** is the deadline for most fall applicants. Note the specific dates listed in the *Admissions Bulletin*.

**WORK
EXPERIENCE**

22. List your most recent work experience:

Name of Employer	City and State	Type of Work	Hours per Week	Dates of Employment

**PERSONAL
STATEMENT**

23. Write a brief personal statement according to the specific instructions below. **Limit the essay to one sheet and enclose with this application.**

Freshmen (Note exceptions listed below as specialized essays):

Provide a brief essay about your activities, interests, achievements, and talents. The goal of the essay is to help us get to know you as an individual. Point out your strengths and explain any inconsistencies in your record. You might comment on your experiences at school, in the community, or at work. Other possible topics are your educational and career objectives.

Specialized essays for applications to the following units:

School of Natural Resources, School of Nursing, or Division of Physical Education: Please provide *additional* comments to the above essay explaining your previous experience and interest in issues related to your educational and career goals.

Bachelor of Musical Arts in the School of Music: Include in your statement a description of your non-musical interests.

Transfer Students (Note exceptions listed below as specialized essays):

Provide a statement of educational purpose. If you know the field you wish to pursue, include your rationale for choosing that field. If there have been any interruptions in your education, explain the circumstances. Do you feel that this interruption has been advantageous or disadvantageous to your educational goals? If you have had any academic difficulties (poor grades, incompletes, drops, or term withdrawals), please explain.

Specialized essays for applications to the following units:

Architecture Program in the College of Architecture and Urban Planning: Essay may extend to 3 or 4 pages. Focus your essay on your background, interests and experience in architecture and related fields; comment on your career goals.

College of Pharmacy: See Supplementary Application.

24.

This form must be filled out completely and accurately in order to be considered a valid application for admission. Falsification or omission of information or credentials may result in revocation of admission. I certify that all the answers I have given on this application are complete and accurate to the best of my knowledge.

Signature _____ Date _____

Continue on page 5.

Equal Opportunity/Affirmative Action

The University of Michigan, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of The University of Michigan that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status, shall be discriminated against in employment, educational programs and activities, or admissions. Inquiries or complaints may be addressed to the University's Director of Affirmative Action, Title IX and Section 504 Compliance, 2012 Fleming Administration Building, Ann Arbor, Michigan 48109-1340, (313) 764-3423 (TDD 747-1388).

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**HIGH SCHOOL
INFORMATION**

(freshman applicants only)

This page is to be completed by the high school counselor or principal. Enclose an official transcript. *Please include a current school profile.* Enrolled students at U-M have access to their application, documents, and all recommendations.

Student's Name: _____
LAST (Family Name) FIRST MIDDLE

Graduation date: _____ ☐ Public

Withdrawal date: _____ ☐ Private

Number in class: _____ Accredited by _____

Rank in class: _____ % of graduates who attend college: _____

(or approx. rank from top: _____ Mark required for passing: _____
quarter 1, 2, 3, 4; or third 1, 2, 3.)

ACT/SAT H.S. code _____

COUNSELOR COMMENTS are helpful and may assist in interpreting the student's record. Such information might include characteristics of the student's curriculum, factors influencing an inconsistent academic record or testing pattern, unusual grading practices, as well as comments on awards, achievements, and outstanding contributions.

Signed: _____

NAME _____ TITLE _____
(please print)

DATE _____ TELEPHONE NUMBER _____
Area Code

NOTE TO HIGH SCHOOL COUNSELORS: Return this completed application with all necessary documents enclosed. **Send to Office of Undergraduate Admissions, 1220 Student Activities Building, The University of Michigan, Ann Arbor, Michigan 48109-1316.** Documents sent separately will delay the processing of the application and will be incomplete. *Please remind students to have test scores reported directly to the University by the testing agency.*

DO NOT DETACH (duplicate if necessary)

SCHOOL OR COLLEGE CHOICE

(25) Check the box of the school or college you wish to enter. Be sure to note any instructions specific to your unit on the "Application Checklist." **You may apply to only one school or college.** See *Admissions Bulletin* for specific information on each unit.

- 0510 ☐ COLLEGE OF ARCHITECTURE AND URBAN PLANNING (requires junior standing).
- 1010 ☐ SCHOOL OF ART (Do not submit portfolio until requested to do so.)
Circle area of interest: Ceramics, Computer Graphics, Drawing, Graphic Design, Industrial Design, Interior Design, Metal Work and Jewelry Design, Mixed Media, Painting, Photography, Printmaking, Sculpture, Weaving, Textile Design, or combinations of these.
☐ My portfolio was reviewed at a Portfolio Day event.
- 2020 ☐ Dental Hygiene Degree Completion Program (for R.D.H. holders only)
- 2040 ☐ Dental Hygiene Four-year Degree Program (requires sophomore standing)
- 2510 ☐ SCHOOL OF EDUCATION (select only one degree program)
☐ Elementary Education (requires junior standing)
☐ Secondary Education (requires junior standing) List teaching major: _____ minor: _____
- 3010 ☐ COLLEGE OF ENGINEERING (freshman only)
(Transfer applicants should contact College of Engineering for transfer application.)
If determined, list area of engineering study: _____
- 5010 ☐ COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS
Honors Program: All students are automatically considered for the LSA Honors program. Selected students will be invited to enroll. See page 10 of the *Bulletin* for further information.
What academic interests do you hope to pursue in the College of Literature, Science, and the Arts? (check one or more boxes)
☐ Humanities (For instance: English, History of Art, Afro-American Literature)
☐ Social Sciences (For instance: Psychology, History, Political Science)
☐ Natural Sciences (For instance: Chemistry, Biology, Mathematics)
List one or two possible majors: _____
Are there any particular professional or career interests that you have considered up to this point in time? (check one or more boxes)
☐ Business (MBA) ☐ Public Health
☐ Dentistry ☐ Social Work
☐ Information and Library Studies ☐ Graduate studies (list area of study) _____
☐ Law ☐ Other career interests (please list) _____
☐ Medicine
LSA students may also check these sub-units:
5020 ☐ Integrated Pre-Medical/Medical Program. *Freshmen only.* Application must be submitted by Jan. 10.
5040 ☐ Residential College (a small college providing an academic/residential program)
☐ Preferred Admissions Program. *Freshmen only.* Check just one program: (Refer to *Admissions Bulletin* page 11.)
☐ Architecture and Urban Planning ☐ Business Administration: ☐ BBA ☐ MBA ☐ MAcc
☐ Dentistry ☐ Information and Library Studies ☐ Natural Resources ☐ Pharmacy ☐ Social Work
- 6010 ☐ SCHOOL OF MUSIC (Select only one degree program or curriculum)
☐ Composition ☐ Music History ☐ Performance
☐ Dance ☐ Dance — Teacher Certification ☐ Musical Theatre ☐ Strings
☐ Music Education: ☐ Choral ☐ Instrumental ☐ Music Theory
☐ Winds ☐ Winds — Teacher Certification ☐ Instrument or Voice Type _____
☐ Bachelor of Musical Arts. If you are interested in entering the BMA program (see *Music Bulletin*), check appropriate field of study above, BMA box, write in instrument or voice type, and include in your Personal Statement a description of your non-musical interests.
☐ Dual Degree (five-year program): Music and (check one)
☐ College of Engineering or ☐ College of Literature, Science, and the Arts.
(See *Admissions Bulletin* regarding dual degrees with Music.)
- 6510 ☐ SCHOOL OF NATURAL RESOURCES
- 7010 ☐ SCHOOL OF NURSING
☐ Bachelor of Science in Nursing
☐ BSN Completion Program for Registered Nurses
- 7510 ☐ COLLEGE OF PHARMACY (requires junior standing)
- 7810 ☐ DIVISION OF PHYSICAL EDUCATION (select one program)
☐ Kinesiology ☐ Sports Management and Communication ☐ Teacher Certification

TESTING

14. The American College Test (ACT) or the Scholastic Aptitude Test (SAT) is required of **all freshmen**. College Board Advanced Placement (AP) Program and Achievement Tests are optional. *Indicate previous and future test dates. Please have scores reported directly to U-M by testing agency.* Test scores should be on file when application is reviewed.

ACT Month/Year _____ / _____ _____ / _____ _____ / _____ _____ / _____ _____ / _____

SAT Month/Year _____ / _____ _____ / _____ _____ / _____ _____ / _____ _____ / _____

AP Subject/Year _____ / _____ _____ / _____ _____ / _____ _____ / _____ _____ / _____

ENGLISH PROFICIENCY TEST: If non-native speaker of English, indicate arrangements made for the Michigan English Language Battery (MELAB) or the Test of English as a Foreign Language (TOEFL):

Test/Month/Year _____/_____/_____

Test/Month/Year ____/____/____ ____/____/____

CURRENT/FUTURE COURSES

15. List all current and future courses you will complete before your proposed enrollment. If these courses are high school level identify those which are honors, accelerated or advanced placement. If these courses are college level, include course number and credit hours. If future courses will be taken at an institution other than the one listed in #13, please identify.

Term _____ Ending _____
 Month Year Month Year

Current Courses	Course Number	Hours Credit	Future Courses	Course Number	Hours Credit

List additional future course elections (i.e. third quarter, summer session, etc.), if any, indicating course completion date.

PERSONAL BACKGROUND

16. Optional: Identify your racial or ethnic status (*only if U.S. Citizen or Permanent Resident Visa holder*). *You are not required to provide this information; its purpose is to evaluate our recruitment efforts.*

- 1) ☐ African-American
2) ☐ Asian-American (Specify) _____
3) ☐ American Indian $\frac{1}{4}$ blood quantum or more Yes ____ No ____
Tribal affiliation _____
- 4) ☐ Hispanic-American (Specify) _____
5) ☐ White/Caucasian
6) ☐ Other (Specify) _____

17. For students with certain handicapping characteristics, untimed SAT and ACT scores are acceptable. Special scholarships and services are also available. Information regarding disabilities is optional, but to receive appropriate information, please identify your disability: _____

18. (Optional) List names of parents, siblings, grandparents, or spouse who attended U-M. Give their relationship to you and their dates of attendance. (No other alumni relations should be included.) _____

19. Father's name in full _____ Mother's name in full _____
Occupation (optional) _____ Occupation (optional) _____
Current Michigan resident? ☐ Yes ☐ No Current Michigan resident? ☐ Yes ☐ No

FINANCIAL AID

20. The request for financial aid has no influence on the admission decision. All financial aid applicants (who do not already have a U-M degree) will be considered for scholarships or grants first. There are not enough grant funds to meet an applicant's full financial need; indicate the other types of aid you would prefer to be awarded. (Foreign students on temporary visa are not considered for financial aid.) Complete information on financial aid is included in the *Admissions Bulletin*.

- ☐ I do not wish to be considered for financial aid.
- ☐ I wish to be considered for financial aid and will submit the FFS or the FAF
- | | |
|--|---|
| ☐ 1. Grants plus loan and work-study employment, but prefer loan | ☐ 4. Work-study employment only |
| ☐ 2. Grants plus loan and work-study employment, but prefer work-study employment | ☐ 5. Neither loan nor work-study (full financial need will not be met) |
| ☐ 3. Loan only | |

HOUSING

- (21.) I prefer the following University housing: ☐ residence hall ☐ student family housing



The University of

-1-
MICHIGAN

**Undergraduate
Application**

1. Name: Last (Family) First Middle 2. U.S. Social Security No.

3. Please list former name(s) which may appear on transcripts or other documents:

Last First Middle

4. Female ☐ Male ☐ 5. Birth Date: Month / Day / Year

6. Birth Place: City State or Country

7. Citizenship: U.S. Citizen If non-U.S. Citizen, Country of Citizenship

If non-U.S. Citizen, give U.S. visa type you have or plan to obtain while a student

If U.S. Permanent Resident Alien, give Alien Registration Number

Date

8. Permanent Address: mo/day/yr to mo/day/yr

Number Street Telephone

City State or Country Zip Code

9. Mailing Address (if different from Line 8) valid from: mo/day/yr to mo/day/yr

Number Street Telephone

City State or Country Zip Code

10. Are you now a Michigan resident as defined in the regulations? (Read "Residency Requirements" in the *Admissions Bulletin*)

Yes (1) No (2) If yes, how long? Month / Day / Year

If a Michigan resident, in which county do you reside?

If non-resident, in which state (or country) do you reside?

11. Term of proposed enrollment: ☐ Winter (Jan.) ☐ Spring (May) ☐ Summer (July) ☐ Fall (Sept.) 19

12. Have you previously applied for admission to the U-M, or are you currently applying to any other U-M campus or program?

Yes No If yes, to which campus and program:

Ann Arbor Flint Dearborn School or College Term

**PRIOR ACADEMIC
EXPERIENCE**

13. Beginning with ninth grade, you are required to list all high schools and colleges attended, including the institution you are currently attending if you are a student. Include the ACT/SAT high school code. U-M students indicate unit(s).

Institution	City, State or Country	Dates of Attendance From Month/Year to Month/Year	Degree/ Diploma	ACT/SAT Code
-------------	------------------------	--	--------------------	-----------------

SPACE BELOW FOR ADMISSIONS OFFICE USE ONLY

A	L	TYP	COUNS	S	VA
		UN	LEVEL 1/	C	NB
		FOS	GPA/Q /	U	RT
		YYT	GPA/Q /	G	AU
		INS	CTP	A	MA
		ATH	HSPR/Q /		BK
		ETH	HOLD FOR		BE
		ALUM	FOREIGN CRED		RN
		FIN	EVAL		RU
		DIS	CSP		SC
			SUM BP		
1991		TO:			

OFFICE
USE
ONLY

Attach \$30 application fee.

copies of records of any university-level work should also be sent by the institution of higher education.

All documents must be in the original language and certified appropriately by an American Embassy or consular official, an American notary public, a school administrator or national government official. Officially certified English translations also are required for documents not issued originally in English by the school.

Freshman applicants should take the Scholastic Aptitude Test (SAT) several months prior to application and request that the testing agency send the scores directly to The University of Michigan Office of Undergraduate Admissions. This test is generally available around the world.

All speakers of English as a second language must demonstrate proof of English language proficiency. The Michigan English Language Assessment Battery (MELAB) or the Test of English as a Foreign Language (TOEFL) is required. Minimum scores ranging from 80-90 on the MELAB or 560-600 on the TOEFL are necessary. Both tests are available in the United States and other countries. Those who choose to take the TOEFL are encouraged to register for a date when the "Test of Written English" is administered. When taking either test, request that the testing agency send the scores directly to the Office of Undergraduate Admissions.

Arrangements can be made to take the MELAB by contacting the Testing Division, English Language Institute, The University of Michigan, Ann Arbor, MI 48109-1057, U.S.A.; (313) 764-2416. Obtain information on the TOEFL by writing to CN6154, Princeton, NJ 08541-6151, U.S.A.; (609) 921-9000; or contact a U.S. Embassy or Consulate.

For admitted students, English language skills will be re-evaluated during Orientation to verify proficiency. Advanced English as a second language courses may be required.

If you are requesting eligibility forms for either an F-1 Student Visa or a J-1 Exchange Visitor Visa, you are required to submit the Financial Resources Statement (in the back of this booklet on pages 33-34) and proof of sufficient financial resources.

Please note that all documents including high school (and any university) records (originals with official English translations), all exam results (sent directly by the testing

agencies), etc., must be received in The University of Michigan Office of Undergraduate Admissions *before* the following equal consideration deadlines: winter term, November 1; fall term, February 1; spring term, February 1; and summer term, February 1.

Deadlines

Freshman applicants are encouraged to apply as early as possible in the fall of their senior year. All applicants should be aware that some schools and colleges may close admissions before the "equal consideration" date.

February 1 is the deadline for most fall term applicants. Note the specific dates in the table and the exceptions listed below the table. These are the dates by which you must apply and have all required credentials on file in order to receive equal consideration with other applicants. Allow sufficient time for other offices to process your request and for mail services to deliver your materials so that they arrive *in this office* prior to the deadline. Applications will be considered after these dates only if places are available.

Students are encouraged to submit their deposit prior to May 1. All admitted students have until May 1 to notify the University of

their intention to enroll for fall term. Students submitting enrollment deposits that are received after the May 1 deadline may not be allowed to enroll due to space considerations.

Course Credit

Many freshmen as well as transfer students enroll in the University with earned college credits. According to the guidelines presented below, credit is awarded either by examination or by transfer.

Advanced Placement (AP) is a College Board program. The University participates by awarding college credit and advanced placement based on satisfactory scores on the national examination of this program. The applicant must have the College Board send official scores to the Office of Undergraduate Admissions. Students placing into honors mathematics may not be eligible for placement credit because of the accelerated nature of the course sequence.

The College Level Examination Program (CLEP) is another credit alternative. The University grants credit for the CLEP Subject Examinations in introductory psychology, introductory sociology, and human growth and development. No credit is granted for the

Deadline for Equal Consideration

Term	Deadline*†
Fall	February 1
Winter	November 1
Spring Half	February 1
Summer Half	February 1

*Freshman applicants are encouraged to apply as early as possible in the fall of the senior year. All applicants must be aware that some schools and colleges may close admissions before the equal consideration date.

†EXCEPTIONS:

Fall — Integrated Premedical-Medical Program: Jan. 10; Pharmacy: March 1

All terms — Intra-University transfer to LSA and readmission applications to all units should be made at least one month in advance of desired enrollment.

Cross-transfer applications from either the Dearborn or Flint campuses to LSA should be submitted by August 1 for fall term, and November 15 for winter term.

Readmission applications to the School of Education should be submitted as early as possible, and students are encouraged to have their records evaluated at the Academic Services Office, SEB.

Consideration for admission to all units is made on a space available basis.

CLEP General Examinations or any other Subject Examinations. For information concerning guidelines for CLEP credit, contact the Office of Undergraduate Admissions.

University Credit by Examination is available to U-M students in specified courses. Credit is awarded upon the successful completion of departmental examinations designed to assess competence gained outside the formal instructional channels. Additional information may be obtained by contacting the Department of Independent Study Extension Service, 200 Hill St., The University of Michigan, Ann Arbor, MI 48109-3297; (313) 764-5311.

International Baccalaureate (IB) offers a supervised curriculum including syllabi and standard examinations. This is available in selected secondary schools in the United States and throughout the world. Students in an IB curriculum may take various subject examinations. Credit is given for satisfactory scores in subject examinations taken at the higher level.

Credit by Transfer is also available. Evaluation for this credit is done after admission is granted, in time for academic counseling. The University accepts transfer credit with consideration of the accreditation, nature, and purpose of the previous institution(s). The applicant must have earned such credit with grades equivalent to "C" or better, and the course should apply to the intended U-M program of studies.

For accepted transfer credits, the credits alone and not the grades are recorded on the U-M academic record. Only the grades earned in the University (including the campuses at Dearborn and Flint) are used in computing your GPA at the University.

High school students taking college classes

need to attend classes on a college campus in order to be eligible for U-M transfer credit. This means that the student is enrolled in class with other college students and that the instructor is a full-time member of the staff. On the other hand, credit is not granted for college-sponsored courses taken in a high school. This applies to all in-high school courses even though the instructor is from a college or university or considered an "adjunct" instructor. For these courses, students may be able to receive credit by obtaining an acceptable score on a corresponding Advanced Placement Examination.

Transfer of Professional Courses in architecture, studio art, dental hygiene, education, engineering, music, natural resources, nursing, and pharmacy usually cannot be evaluated until the student has registered on campus.

Residency Requirements

Residency Regulations of The University of Michigan Approved by the Board of Regents, March 15, 1974. Effective Summer Half Term, 1974

1. Since normally a student comes to The University of Michigan for the primary or sole purpose of attending the University rather than to establish a domicile in Michigan, one who enrolls in the University as a non-resident shall continue to be so classified throughout her/his attendance as a student, unless and until she/he demonstrates that her/his previous domicile has been abandoned and a Michigan domicile established.

2. No student shall be eligible for classification as a resident unless she/he shall be domiciled in Michigan and has resided in Michigan

continuously for not less than one year immediately preceding the first day of classes of the term for which classification is sought.

3. For purposes of these Regulations, a resident student is defined as a student domiciled in the State of Michigan. A non-resident is defined as one whose domicile is elsewhere. A student shall not be considered domiciled in Michigan unless she/he is in continuous physical presence in this State and intends to make Michigan her/his permanent home, not only while in attendance at the University, but indefinitely thereafter as well and has no domicile or intent to be domiciled elsewhere.

4. The following facts and circumstances, although not necessarily conclusive, have probative value in support of a claim for residence classification:

- Continuous presence in Michigan during periods when not enrolled as a student.
- Reliance upon Michigan sources for financial support.
- Domicile in Michigan of family, guardian or other relatives or persons legally responsible for the student.
- Former domicile in the State and maintenance of significant connections therein while absent.
- Ownership of a home in Michigan.
- Admission to a licensed practicing profession in Michigan.
- Long-term military commitments in Michigan.
- Commitments to further education in Michigan indicating an intent to stay here permanently.
- Acceptance of an offer of permanent employment in Michigan.

Other factors indicating an intent to make Michigan the student's domicile will be considered by the University in classifying a student.

5. The following circumstances, standing alone, shall not constitute sufficient evidence of domicile to effect classification of a student as a resident under these Regulations:

- Voting or registration for voting.
- Employment in any position normally filled by a student.
- The lease of living quarters.
- A statement of intention to acquire a domicile in Michigan.
- Domicile in Michigan of a student's spouse.
- Automobile registration.





g. Other public records, e.g., birth and marriage records.

6. An alien who has been lawfully admitted for permanent residence in the United States shall not, by reason of that status alone, be disqualified from classification as a resident provided, however, that aliens who are present in the United States on a temporary or student visa shall not be eligible for classification as a resident.

7. These Regulations shall be administered by the Office of the Registrar in accordance with the following residence review procedures:

a. It shall be the responsibility of the student to register under the proper residence classification, to advise the Office of the Registrar of possible changes in residence and to furnish all requested information pertinent thereto.

b. Applications for reclassification shall be filed not later than 20 calendar days following the first day of classes of the term for which such reclassification is sought. Such application shall be filed with the Assistant Registrar for Residence Status (see "f" below for address), and shall set forth in writing a complete statement of the facts upon which it is based, together with affidavits or other supporting documentary evidence. Failure to timely file such an application shall constitute a waiver of all claims to reclassification or rebates for such term.

c. Any student may appeal the decision of the Assistant Registrar for Residence Status made pursuant to paragraph "b," above, by taking the following steps within 20 calendar days after she/he has been served with notice of such decision personally, by mail, or by posting in a conspicuous place at 500 South State Street.

i. Provide the Residency Appeal Committee with a written notice of appeal stating the reasons therefore;
ii. File said notice with the Assistant Registrar for Residence Status, together with a written request that all documents submitted pursuant to paragraph "b," above, be forwarded to the Residency Appeal Committee. Failure to timely comply with this paragraph "c" shall constitute a waiver of all claims to reclassification or rebates for the applicable term or terms. The decision of the Residency Appeal Committee shall be the final recourse within the University.

d. Reclassification, whether pursuant to paragraph "b" or "c" above, shall be effective for the term in which the application therefore was timely filed in accordance with paragraph "b" and for each term thereafter so long as the circumstances upon which the reclassification was based shall remain unchanged. Appropriate refunds shall be made or accounts credited within a reasonable time following such reclassification.

e. Classification or reclassification based upon materially erroneous, false or misleading statements or omissions by or in support of the applicant shall be set aside retroactively upon the discovery of the erroneous nature of such statements.



There is an absolute commitment to continued access and enrollment of historically underrepresented minorities at the undergraduate level.

Financial Aid

A quality education is a major financial investment, and the Office of Financial Aid is available to help you plan and manage your financial resources. A goal of The University of Michigan is to ensure that students admitted to the University are able to attend regardless of their family financial circumstances.

The student's family (the student, his or her parents and/or spouse) is primarily responsible for paying for an education and is expected to contribute according to ability (as calculated using a standard, uniformly applied formula). If, however, you think you will need assistance to meet college costs, you are encouraged to apply for financial aid. Most assistance is awarded based on demonstrated financial need. Some assistance is based solely on merit.

There are three general types of financial assistance: scholarships and grants, loans, and employment. These types of aid are available from a variety of sources, some of which are indicated below.

Deferred Payment is a U-M financial option available to every student. The University of Michigan allows the payment of each term's tuition, room and board to be made in three installments. For fall term, for example, payments are due at the end of September, October and November of at least one-third, two-thirds, or full payment.

Costs

Estimating costs is, of course, an important step in financial planning. These estimates may be of value to you and your parents whether or not you are applying for financial aid.

All cost and expense information given here is for the 1990-91 academic year except for tuition and fees which are for 1989-90. As expense information is updated, it is available from the Office of Undergraduate Admissions.

Please note that these estimates apply only to single undergraduate students. If you are married or have dependents, you will have

room and board and personal/miscellaneous expenses which vary considerably from these figures. For more appropriate information, please contact the Office of Financial Aid.

The table on page 27 estimates fixed costs. In addition to the fixed costs, you will need to consider other expenses including books, supplies and personal expenses. A budget constructed from the fixed costs and these estimated other expenses represents a modest but adequate standard of living for eight months for a single student.

Books and Supplies: \$430

Some units such as Architecture, Art, and Dental Hygiene will have higher expenses.

Personal/Miscellaneous Expenses: \$1,960

This includes estimates for expenses such as transportation, clothing, laundry, entertainment, medical/dental, and other miscellaneous expenses.

Need-Based Aid

The goal of need-based aid is to help students cover the difference between the cost of their education and the resources available to them. Resources include the student's own savings and earnings, support from parents and/or spouse if appropriate (see "Determining the Family's Resources" below), and any other financial assistance being received including scholarships, loans, veteran benefits and other benefits. Expectations for both the student's and parents' contributions are strictly based on a standard formula.

Need-based aid is generally offered as a "package" consisting of two or more types of aid including the possibilities of grants, loans, and work-study employment. The Office of Financial Aid will determine the mix of resources that best meets your preferences and eligibility.

Grants are from federal, state and University General Fund sources. These may include one or more of the following: Pell Grant, Supplemental Educational Opportunity Grant, University Grant, Michigan Grant or Michigan Educational Opportunity Grant.



Long-term student loans are from federal sources. These may include one or more of the following: Perkins Loan, Nursing Student Loan, Health Professions Loan or Stafford Loan (formerly Guaranteed Student Loan). These loans do not require collateral or a co-signer, carry no interest while you are in school, and are repayable after graduation (or after you are no longer enrolled in school). Information about terms and conditions (interest and repayment) is available in *The University of Michigan Bulletin*, *Directions in Financial Aid*, or

you may contact the Office of Financial Aid.

Work-study employment is from federal and state sources. Work-study programs provide funds for student jobs on campus and in non-profit agencies off-campus. You must work in order to receive funds awarded under these programs. Most students work 10-15 hours per week. The hourly wage is based on the type of job and is at least the current minimum wage rate. You may be assisted in locating jobs which are related to your educational interests.

If you are working on your first University of Michigan degree, you are considered for grants, loans and work-study employment from federal, state and institutional sources. If you are working on your second University of Michigan undergraduate degree, you are considered for loans and work-study employment only.

You are always considered for your maximum grant eligibility first, then for loans and work-study employment according to preference and eligibility. If you apply for these funds, therefore, you are also required to apply for the Pell Grant (see "Other Sources of Financial Aid" below).

Since it is generally impossible to meet full need with grants, it is important that applicants consider all types of assistance. Grant funds will not be lost if loan or work-study employment is also accepted.

Several basic regulations apply to most of the aid discussed in this section. The student must carry a full-time credit hour load. He or she must be a U.S. citizen or hold a permanent resident or refugee visa. Foreign students on temporary visas are not eligible for financial aid. For federal financial aid students required to do so must also certify that they have registered with the Military Selective Service.

Fixed Costs for Academic Year 1990-91

	Michigan Residents		Non-Michigan Residents	
	Fr.-So.	Jr.-Sr.	Fr.-So.	Jr.-Sr.
Tuition and Fees a,b,c,d,e	\$3,288	\$3,638	\$11,016	\$11,816
Room/Board b,f	3,854	3,854	3,854	3,854
Total	\$7,142	\$7,492	\$14,870	\$15,670

a Two terms (12-18 credit hours per term), including health service fee.

b Subject to change at any time by the Regents of the University.

c Figures listed are for 1989-90; these are the most recent figures available.

d Including fees for registration, information technology access, and school and college government, and Michigan Student Assembly. Does not include such incidental costs as laboratory fees.

e An additional \$50 to \$100 (approximate) per term will be assessed students who are enrolled in degree programs in Engineering, Computer and Communication Sciences, and Business Administration.

f Represents rate for a double occupancy dormitory room. Some triple rooms cost less, single rooms more. Meal plan includes lunch and dinner (excluding Sunday evening).

Determining the Family's Resources

Since the financial aid process is based on the family's expected contribution, financial statements are essential. The information collected on the standardized financial statement is analyzed according to a common formula. This assures that each applicant's eligibility for financial aid funds is determined in the same way.

One of two forms is used: the Financial Aid Form (FAF) or the Family Financial Statement (FFS). All financial information reported on the FAF or FFS will be verified with federal income tax returns, copies of which must also be supplied (as explained below under "Application Procedures"). In fact, award offers to entering students are tentative and remain so until the required federal income tax returns have been submitted and reviewed by the Office of Financial Aid.

For the 1991-92 academic year, federal regulations require parental resources to be considered when determining a student's eligibility for federal financial aid. These are the only exceptions: a) the student is an orphan or a ward of the court; b) the student is a veteran; c) the student has legal dependents; d) the student is married (before the date the financial aid forms are filed) and will not be claimed as a federal income tax exemption in 1991 by his or her parents; or e) the student had at least \$4,000 in earned income and benefits during 1989 and 1990 and was not claimed by his or her parents as a federal income tax exemption in either 1989 or 1990.

Students who meet one of the above criteria must still complete either the FAF or FFS, but will supply only their own (and their spouse's) financial information. Students applying for Health Professions Loans must submit parental information regardless of these criteria.

Application Procedures

To apply for need-based aid as an entering student, you follow several steps. For all of these steps including your Social Security number is very important. It is especially important to include your name and Social Security number on all correspondence and documents sent to the Office of Financial Aid.

1. Check the boxes requesting financial aid consideration on the admissions application.

The Office of Financial Aid will be notified of this request when you are admitted.

2. Complete the FAF or FFS. Forms may be obtained from high school counseling offices or the financial aid office at any college or university. The FAF or FFS should be completed using figures from parents' 1990 federal income tax returns (Form 1040, 1040A or 1040EZ).

As early as possible but not before January 1, 1991, submit the FAF to the College Scholarship Service or the FFS to the American College Testing Program. Indicate that a report is to be sent to The University of Michigan, Ann Arbor. The required codes are 1839 (FAF) and 2062 (FFS).

3. Submit to the U-M Office of Financial Aid complete copies of 1990 federal income tax returns (Form 1040, 1040A or 1040EZ) including all attached schedules and W2 forms. You must submit copies of your own and your parents' 1990 tax returns. If you are married and do not file a joint return, you must also submit a copy of your spouse's 1990 federal income tax return. All tax returns need to be signed by the filer and labeled with your name and Social Security number. If you or your parents do not file a tax return, you need to submit a signed statement to that effect.

Tax returns should be submitted as soon as possible after they are completed; however, a reminder request for income tax returns will accompany each award notification. Should any adjustment of awards be necessary, students will be notified at the earliest possible date.

4. Submit all parts of the Pell Grant Student Aid Report (SAR). All undergraduate students applying for need-based financial aid are required to apply for the Pell Grant (see "Other Sources of Financial Aid" below).

5. Submit a Financial Aid Transcript from each college or university you have previously attended. Complete the release of information at the top of the form and send it to the previous institution(s) you attended. This form is to be submitted even if no aid was received or applied for at the previous institution. Transcript forms may be requested from any college or university's office of financial aid.

6. Non-U.S. Citizens only: Submit a photocopy of the documentation to establish permanent resident status in the United States — a status that was established by the Immigration and Naturalization Service.

Please note: Additional information or documentation may be required. If so, it will be requested by the Office of Financial Aid. Your prompt response to these requests will expedite processing and will prevent cancellation of the application.

Financial aid is offered for a specific academic year. If you have been admitted for the fall term, you will be considered for both the fall and winter terms. If you have been admitted for winter term, however, you will be considered only for winter term aid. If you have been admitted for the spring/summer term, you will automatically be considered for spring/summer, fall and winter.

Continuing students need to reapply for financial aid each year and for spring/summer terms. To be considered, they also need to 1) submit The University of Michigan Application for Financial Aid in addition to the documents required for entering students, and 2) contact the Office of Financial Aid in February for required application materials and deadlines unique to their continuing status.



Deadlines and Notification Dates

Because funds are limited, it is important to submit all required application materials before the applicable deadlines below. In general, you must submit complete application materials before the end of the first month of the first term in which you are enrolled to receive consideration for that term. Earlier submission of materials is, however, strongly advised because it may be necessary to impose earlier deadlines when funds are limited.

If you are applying for fall, spring or summer term admission, you are requested to submit the 1991-92 FAF or FFS (and all other required documents) between January 1 and February 15, 1991, or as soon thereafter as possible. Beginning in mid-March, notices of financial aid eligibility will be sent to you if your financial aid materials were completed by February 15. Others are notified on a rolling basis as promptly as possible. It normally takes six to nine weeks from the time materials are complete until notifications are mailed.

For winter term admission, please submit financial aid materials by November 1 in order to receive notification by the beginning of winter term.

University Academic Scholarships

Scholarships and grants are an important financial resource. Several scholarships specifically encourage superior academic achievement at The University of Michigan. For these, the admissions application alone is used to identify potential candidates. Financial need is not a factor. If you are selected to receive one of these scholarships, the Office of Financial Aid will notify you between March and May.

Other scholarships may require separate applications. Please note the specific requirements of each of the scholarships mentioned below.

Regents-Alumni Scholarships

Regents-Alumni Scholarships are granted to academically outstanding Michigan high school graduates. Potential candidates are identified from information contained in the admissions application; no separate application is required. Nominees are referred to local alumni for interviews and recommendations.

These scholarships are one-time awards of \$1,000. Equal consideration for these scholarships can be guaranteed only for students who have been admitted by February 10.

Scholar Recognition Awards

Scholar Recognition Awards are granted to entering resident students from underrepresented minority groups with superior high school academic records and test scores. The award covers full tuition for four years of undergraduate study. Potential candidates are identified from information contained in the admissions application. No separate application is necessary.

Michigan Community College Scholarships

Michigan Community College Scholarships recognize outstanding transfer students from Michigan community colleges. Nominations for this award are based on information contained in the admissions application; no separate application is required. These scholarships are one-time awards of \$500.

Michigan Achievement Awards — Community College Transfers

Michigan Achievement Awards for Community College Transfers are awarded to Michigan residents from underrepresented minority groups. Recipients must have completed two years of full-time study with a distinguished academic record. Nominations for this award are based on information contained in the application; a separate application is not necessary. These awards of up to \$1,500 may be renewed depending on the level of the student's demonstrated financial need.

Michigan Annual Giving Scholarships

Michigan Annual Giving Scholarships are granted to academically outstanding freshmen who are not residents of the State of Michigan. Nominations are made from information contained in the admissions application; no separate application is required. Finalists are invited to interview with an alumnus, and recipients are selected from this group. These scholarships are one-time awards of \$1,500. Equal consideration for these scholarships can be guaranteed only for students who have been admitted by February 10.



Last year, U-M undergraduates received nearly \$40 million in financial assistance, most of it awarded on the basis of financial need.

Michigan Achievement Awards

Michigan Achievement Awards are granted to academically promising students from underrepresented minority groups with State of Michigan residency. Potential candidates are identified from information contained in the admission application; no separate application is required. These scholarships of \$1,500 are made based strictly on academic achievement for the first (freshman) year. Awards for subsequent years may be renewed up to \$1,500 provided the student applies for financial aid and demonstrates financial need.

Michigan Scholar Awards

Michigan Scholar Awards recognize academically promising non-resident students from underrepresented minority groups. Candidates are identified from information contained in the admission application; no separate application is required. This scholarship is made strictly on the basis of academic achievement and is made for four years of undergraduate study. The awards of \$12,000 are to be used over the four years (8 terms; \$1,500 per term). Renewability of this award each year is contingent upon good academic standing and full-time enrollment.

Horace H. Rackham Undergraduate Scholarships

Horace H. Rackham Undergraduate Scholarships are awarded to several entering freshmen each year. To be a recipient, you must be a U.S. Citizen, and preference is given to Michigan residents. High academic and personal standards are selection factors. Nominations for this award are based on information contained in the admission application. Nominees will be invited to submit additional information, a personal statement and letters of recommendation. These scholarships of \$1,000 each are renewable each year if a University of Michigan grade-point average of 3.0 or better is maintained.

National Achievement Scholarships

National Achievement Scholarships are awarded to entering Black students. Nominations for this renewable award are based on PSAT/NMSQT scores and a review of academic credentials by the National Merit Scholarships Corporation (NMSC). To be nominated, you must indicate on the PSAT test that The University of Michigan is your

first-choice institution (then NMSC will notify the University of your eligibility for the program). Award amounts are based on financial need and range from \$250 to \$2,000. Further information may be obtained from the Office of Financial Aid or the National Achievement Scholarship Program for Outstanding Negro Students.

Scholarships for Achievement

Scholarships for Achievement are awarded to students who qualify for the National Achievement Scholarship and who have additional financial need. These scholarships, ranging up to \$500 for resident students and up to \$1,500 for non-resident students, are renewable over four years.

Bentley Scholarships

Bentley Scholarships are awarded each year to two freshmen who are entering the College of Literature, Science, and the Arts and who are Michigan residents. Nominations are made through the admissions process by professional staff members of the University with final selection by the Bentley Foundation Trustees. No separate application is required, but to be considered for this scholarship, the student must submit the admission application by January 16. The awards are renewable for up to four years and cover the full cost of tuition, fees, room and board, and a book allowance of \$300 per year for full-time attendance during fall and winter terms.

College of Pharmacy Academic Recognition Scholarships

With the help of alumni contributions, the College of Pharmacy awards up to eight scholarships each year to first-year doctor of pharmacy students. Up to four awards of \$1,000 each to residents of Michigan and up to four awards of \$7,500 each to non-residents are given for superior scholarship. Nominations are made through the admissions process. If nominated, you are invited to submit a formal scholarship application. Recipients of the awards are selected by the College Executive Committee.

The School of Music

The School of Music awards scholarship funds annually to freshmen and transfer students based on the demonstrated musical and scholastic abilities of the applicant. Such

criteria as GPA, SAT scores, faculty audition reports, recommendations from departments, and other selective devices are used to determine each student's relative abilities. All students who apply and audition by the deadline indicated on the Request for Audition form (which is included in this *Bulletin*), will receive consideration for awards. No additional application forms are necessary. School of Music merit-based scholarship awards are announced after April 1.

School of Nursing Academic Merit Scholarships

The School of Nursing awards 20 academic merit scholarships annually (10 of these scholarships are awarded to minority students). The awards are renewable for four years and range from \$1,000 to \$1,500. Nominations are made through the admission process and students do not need to complete additional application materials.

Academic Scholarships for Enrolled Undergraduates

Academic scholarships for enrolled undergraduates may be available from your university school or college after you have been enrolled at The University of Michigan at least one term. Information may be obtained from the dean's office of the appropriate school or college once you are enrolled.

Other Sources of Financial Aid

Pell Grants

Pell Grants are federally funded and available to students working on their first undergraduate degree. If you are enrolled at least half-time, you are eligible to apply for this program. Eligibility for an award is based on your demonstrated financial need. If you are applying for need-based financial aid through The University of Michigan, you must also apply for the Pell Grant. No separate application is required if you are using the FAF or FFS to apply for other types of financial aid. By checking the appropriate box on the FAF or FFS, information will be released to the Pell Grant Program. A Student Aid Report (SAR) will be sent directly to you by the Department of Education after processing. You must then submit the SAR to the Office of Financial Aid.

Michigan Competitive Scholarships

Michigan Competitive Scholarships are available to many Michigan high school graduates. These scholarships are funded by the State of Michigan. Eligibility is based on academic potential and financial need. You should consult your guidance counselors during February of your junior year for details on how to apply for this program. You may also obtain information by writing to the Michigan Department of Education, Student Financial Assistance Services, Box 30008, Lansing, MI 48909.

State Scholarships for Non-Michigan Students

State scholarships for non-Michigan students are often available through the student's home-state Department of Education. Non-Michigan residents should contact the Department of Education in their states or their high school counselors for details on state scholarship programs.

Stafford Loans (formerly Guaranteed Student Loans — GSLs)

Stafford Loans are available to students who demonstrate financial need based on federally approved criteria. You apply for a Stafford Loan by following the general application procedures for financial aid described above. Students who will enroll at least half-time in a degree or certificate program are eligible to apply for Stafford Loans.

PLUS Loans

PLUS Loans are available to the parents of dependent undergraduate students. These loans are intended to assist families facing high educational expenses, and families who have little or no eligibility through the Stafford Loan. Parents may borrow up to \$4,000 per child, per class level, up to a cumulative maximum of \$20,000 per child. Interest is variable, but not to exceed 12 percent. Monthly payments begin 60 days after disbursement.

Supplemental Loans for Students

Supplemental Loans for Students are available to independent undergraduate and graduate students. Students may borrow up to \$4,000 per class level, up to a cumulative maximum of \$20,000. Interest is variable but not to exceed 12 percent, and may be paid quarterly or added to the outstanding principal

quarterly; repayment of principal may be deferred while the student is enrolled at least half-time.

Loan and Budget Programs from Private Organizations

Loan and budget programs from private organizations are available to students and parents who find they need financial support beyond that which is provided by the University. Contact the Office of Financial Aid to obtain an information sheet describing these options.

Jobs

Jobs (other than work-study employment) are available on campus. Generally, financial need is not a factor in selection. You may obtain information at residence halls, University libraries, University departments, and Student Employment, 2503 Student Activities Building, The University of Michigan, Ann Arbor, MI 48109-1316. Temporary student jobs are also posted on a job board located on the second floor of the Student Activities Building.

Alumni Club Scholarships

Alumni Club Scholarships are available through the generosity of many alumni club members. Potential candidates normally are identified from information submitted on the admission application. Limited funds are also available to assist with financial emergencies. You may obtain further information from the Alumni Association, Alumni Center, 200 Fletcher St., The University of Michigan, Ann Arbor, MI 48109-1007.

Army, Navy, and Air Force Scholarships

Army, Navy, and Air Force Scholarships providing tuition, fees, books and \$100 per month are available through three Military Officer Education Programs. Information on these merit-based scholarships and other officer training programs is available from the appropriate department chairman at North Hall, The University of Michigan, Ann Arbor, MI 48109-1085.

Martin Luther King Scholarships

Martin Luther King Scholarships are awarded to academically promising Black students who have been admitted to The University of Michigan. If you are nominated for this award, you will be asked to provide



additional information for final selection. Recipients are selected by professional staff members of the University and members of the Alumni Association. These scholarships are one-time awards ranging from \$500 to \$1,000. Further information may be obtained from the Alumni Association, Alumni Center, 200 Fletcher St., The University of Michigan, Ann Arbor, MI 48109-1007.

Laverne Noyes Scholarships

Laverne Noyes Scholarships are available to direct blood descendants of American veterans of World War I. A special application is required. You may obtain further information from the Office of Financial Aid.

The Center for the Education of Women (CEW)

The Center for the Education of Women (CEW) provides annual competitive scholarships for women who have at any time experienced an interruption in their education of two or more consecutive years. CEW also has small emergency grants available to either men or women. They also provide information and consultation about meeting the costs of higher education, planning careers, and adapting to a university environment. For further information, please contact CEW, 350 S. Thayer St., The University of Michigan, Ann Arbor, MI 48109-1708; (313) 763-7080.

Academic Calendar

Winter Term, 1991

Ann Arbor Campus	
Orientation	January 6-8
*Registration	January 7-8
Classes begin	January 9
Martin Luther King, Jr. Birthday — University Symposia. No Regular Classes	January 21
Vacation begins 12:00 noon	February 23
Classes resume 8:00 a.m.	March 4
University Honors Convocation	March 24
Classes end	April 24
Study days	April 25, 27-28
Examinations	April 26, 29-May 3
Commencement	May 4
Dearborn Campus	
Registration	January 3
Classes begin	January 7
Flint Campus	
Registration	January 2-3
Classes begin	January 4

Fall Term, 1991

Ann Arbor Campus	
Orientation	September 1-4
Labor Day (Holiday)	September 2
*Registration	September 3-4
Classes begin	September 5
Thanksgiving recess 5:00 p.m.	November 27
Classes resume 8:00 a.m.	December 2
Classes end	December 11
Study days	December 12, 14-15
Examinations	December 13, 16-20
Commencement	December 15
Dearborn Campus	
Registration	August 28-29
Classes begin	September 4
Flint Campus	
Registration	September 3
Classes begin	September 4

Spring-Summer Term, 1991

Ann Arbor Campus	
Orientation	May 5-7
*Registration (Full Term & Spring Half)	May 6-7
Classes begin	May 8
Memorial Day (Holiday)	May 27
Classes end (Spring Half)	June 25
Study day	June 26
Examinations	June 27-28
Spring Half Term ends	June 28
Orientation (Summer Half)	June 30, July 1-2
*Registration (Summer Half)	July 1-2
Summer Half Term classes begin	July 3
Independence Day (Holiday)	July 4
Classes end	August 20
Study day	August 21
Examinations	August 22-23
Full Term & Summer Half Term end	August 23
Dearborn Campus	
Registration	May 1-2
Classes begin	May 8
Summer Half Term Registration	June 27-28
Classes begin	July 3
Flint Campus	
Registration	May 3
Classes begin	May 6
Summer Half Term Registration	June 26
Classes begin	June 27

* Check School Office for registration dates to avoid late registration fee.
This calendar is subject to change.

FINANCIAL RESOURCES STATEMENT

For Foreign Nationals Desiring F-1 or J-1 Visa Eligibility Forms

Financial aid for undergraduate foreign students is so severely restricted that before The University of Michigan can issue you an application for a visa, we must have assurance of *full* financial support for your entire program of study.

Complete both sides of this form. Return it with your completed application to the Office of Undergraduate Admissions, 1220 Student Activities Building, The University of Michigan, Ann Arbor, MI U.S.A., 48109-1316.

I. Family	First	Term of Proposed
Name _____	Name _____	Enrollment _____

Address _____

Number of months you expect to be a student each year _____

Number of months you expect to be in the United States each year _____

Total number of years you expect to be an undergraduate student _____

If a spouse or children will accompany you, what is the name, birthplace and the birth date of each?

II. ESTIMATED AVERAGE COST OF ATTENDANCE 1990-91

Length of Stay	Tuition and Fees ^a		On-Campus ^b	Totals ^c	
	Freshman/Sophomore	Junior/Senior/Non-Degree	Living Expenses	Freshman/Sophomore	Junior/Senior/Non-Degree
Two months study	\$ 2,972	\$ 3,188	\$ 1,546	\$ 4,517	\$ 4,733
Four months study	5,943	6,375	3,092	9,035	9,460
Eight months study	11,886	12,750	6,183	18,069	18,933
Ten months study	14,858	15,938	7,729	22,587	23,666
Twelve months:					
(8 mos study + 4 mos vacation)	11,886	12,750	9,275	21,161	22,025
(10 mos study + 2 mos vacation)	14,858	15,938	9,275	24,133	25,212
(12 mos study)	17,829	19,125	9,275	27,104	28,400

^aPlease note that these are anticipated costs for 1990-91. Actual tuition and fees may be different.

^bOff-campus living expenses per month: \$950.00.

Expenses of dependents: Spouse: \$500/month; \$6,000/12-month year.

Child: \$220/month; \$2,640/12-month year.

^cFall term, 1991, or later term: add 10% of TOTAL for inflation.

TOTAL PROJECTED YEARLY EXPENSES: \$ _____

III. ANTICIPATED YEARLY FINANCIAL RESOURCES IN U.S. DOLLARS

	Year 1	Year 2	Year 3	Year 4
Personal funds from student				
Family funds from abroad				
Funds from other sources★ Type: _____ Source: _____				
Type: _____ Source: _____				
YEARLY TOTALS				

*Specify type (loan, scholarship, etc.) and source (name of government, individual, or organization).

IV. APPLICANT'S STATEMENT

I certify that I am aware of the costs of attending The University of Michigan and that I understand I ultimately am responsible for all anticipated yearly expenses for the entire length of my stay in the United States.

Signature _____ Date _____

Please complete other side.

V. DATA FOR F-1 AND J-1 VISA AUTHORIZATION

Check the visa status which you prefer: ____ F-1 (Form I-20); ____ J-1 (Form IAP-66).

F-1 applicants *only*. If you are currently studying in the U.S. and already hold the F-1 visa, state your INS Admissions number from your current I-20 copy: _____

J-1 applicants *only*. Exchange students and degree seeking students coming to professional schools such as music, pharmacy, and architecture, who wish to enter the U.S. on, or adjust status to, the Exchange Visitor Visa are asked to complete the following:

Marital status: Single ____ Married ____

Country of legal permanent residence: _____

Position or employment prior to being a University of Michigan student

(Example: Student): _____

Current U.S. visa, if applicable: _____ Sponsor: _____

Do you wish The University of Michigan to issue the IAP-66 Certificate? Yes ____ No ____ If no, indicate here the agency issuing the IAP-66 Certificate _____

CERTIFICATION OF FINANCIAL SUPPORT

1. Complete the section below. The person(s) or agency responsible for paying for all educational, living, and other expenses while you are a student in the United States must officially complete and sign this form. Example: If a relative is supporting your education, this individual completes this form. ***If you have more than one sponsor, duplicate this form and provide us with a copy completed by each sponsor.***

2. Attach supporting documents. Sponsored students must also attach an official sponsorship agency letter explaining the details of the scholarship, including terms and amounts of the award. Individual sponsors should attach original, official bank statements or employer's letters substantiating their ability to support the student. ***Please note: Xerox and other electrostatic copies are not acceptable.***

I/We _____ guarantee to finance the entire education of _____
(Name of Sponsor) (Name of Student)

in the amount of _____ United States Dollars per year as long as he/she is enrolled in The University of Michigan as an undergraduate student.

Signature of Parent/Guardian/Sponsor or Scholarship Agency Representative

Sponsor's Relationship to Applicant

Sponsor's Complete Name Printed

Complete Mailing Address

Complete Phone Number

THE UNIVERSITY OF MICHIGAN SCHOOL OF MUSIC

Request for Audition

Instructions:

Please PRINT all requested information and return this form *with* your application for admission. Should you have any questions about this form, please contact the School of Music Admissions Office (313/764-0593).

Name: _____ Home Phone: (____) _____
Last First Middle

Address _____
Street City State Zip

Degree Level: Freshman ____ Transfer ____ Cross-Campus ____

Proposed Term of Entrance/Year: _____

Degree Program/Curriculum (*e.g.*, Performance, Composition, etc.): _____

Instrument or Voice (please specify): _____

Summary of Private Music Study: Please list below your background on your major instrument and any other secondary instrumental and/or vocal study that you have had. Please give the instrument, name of teacher, and amount of time that you have worked with that teacher. Attach a list of your complete repertoire, including technical studies, to this form. List title of work (role of work, if applicable), and composer. Mark those compositions performed in studio class or recital with a "P," and those memorized, with an "M."

Instrument/Voice	Teacher	Length of Study
Instrument/Voice	Teacher	Length of Study
Instrument/Voice	Teacher	Length of Study
Instrument/Voice	Teacher	Length of Study

For **Musical Theatre** and **Dance** applicants ONLY: Please list below your background in acting, dance (specify genres), and voice. Give the teacher and/or school where you studied, length of time, etc. If you have a resume or portfolio, please submit this as well.

For ALL students applying to the School of Music: Please list below your participation in summer music festivals, music camps, ensembles, workshops, etc. Give names and dates of attendance. Please also list any awards, honors, concerts or recitals which you have participated in during the last three years.

Each person applying for admission to the School of Music must complete an audition either in-person or by tape. No offer of admission can be made until the audition and applicable academic records have been reviewed by the School of Music Admissions Office. Certain programs, i.e., Composition, Music Theory, Music History, require additional materials. Audition requirements for all programs are listed in the *School of Music Bulletin*, which is available on request from the School of Music Admissions Office, 313/764-0593.

School of Music Merit-Based Scholarships: If you wish to compete for a merit-based scholarship, you must complete your application and audition **not later than March 11, 1991**. School of Music Merit-Based Scholarships will be announced after April 1, 1991.

ANN ARBOR Auditions: Please indicate below a minimum of 2 dates for your audition. **Your request must be made at least 3 weeks before the scheduled date** to allow for scheduling and confirmation by the School of Music Admissions Office.

For all applicants except Musical Theatre and Dance.

___ November 30, 1990	___ February 15, 1991	___ April 5, 1991
___ January 25, 1991	___ March 8, 1991	

Musical Theatre Applicants ONLY: All applicants to the Musical Theatre Program must have a live audition in Ann Arbor or New York City. No tapes or exceptions to this requirement can be accommodated.

Ann Arbor		New York City
___ November 30, 1990	___ March 8, 1991	___ March 2, 1991
___ January 25, 1991	___ April 5, 1991	
___ February 15, 1991		

Dance Applicants ONLY: All applicants to Dance must have a live audition in Ann Arbor or New York. Video tapes can be accepted only in extreme circumstances with permission of the Chairman of the Dance Department.

Ann Arbor		New York City
___ January 14, 1991	___ March 11, 1991	___ March 2, 1991
___ February 8, 1991	___ April 8, 1991	

REGIONAL Auditions: If you are unable to come to Ann Arbor for an audition, you may elect to audition at one of the following sites (*except students applying to Dance, Organ, Percussion, and Musical Theatre*).

Boston	Interlochen	New York City	Washington, D.C.
___ February 23, 1991	___ February 18, 1991	___ March 1, 1991	___ March 3, 1991
		___ March 2, 1991	

TAPED Auditions: Applicants who reside 300 miles or more from Ann Arbor may audition via tape recording. It should be noted that if at all possible a live audition is encouraged, especially if merit-based scholarship consideration is being requested. High-quality videotape auditions (required for piano, percussion, or dance) or cassette tape auditions should be sent **directly** to the School of Music Admissions Office, 2290 Moore Building. Please be sure to have your name, degree level, program, instrument, and recorded selections clearly marked on the protective cover as well as on the actual cassette. The School of Music urges you to read carefully the instructions regarding auditions in the *School of Music Bulletin*. Errors in this area of the application process could significantly delay a decision on your application.

___ I reside more than 300 miles from Ann Arbor and will submit a tape **before February 15** in order to be considered for scholarship consideration by the School of Music.

___ I reside more than 300 miles from Ann Arbor and will submit a tape by April 1.

Special note to percussionists: Videotaped auditions will be accepted only in extreme circumstances with prior permission of the Professor of Percussion, Dr. Michael W. Udow, 313/764-6520.

PHARMACY SUPPLEMENTARY APPLICATION

Thank you for your interest in becoming a student in the College of Pharmacy. Please complete this form which is a supplement to your application for admission. Detach and return with your application.

Name: _____ Social Security Number: _____

Address: _____

City, State, Zip: _____ Telephone: _____

To which degree program of the College of Pharmacy are you applying?

____ Doctor of Pharmacy

____ Bachelor of Science
in Pharmaceutical Sciences

____ Bachelor of Science
in Medicinal Chemistry

(The Bachelor of Science programs do not qualify graduates for licensure as pharmacists.)

REQUIRED PREPARATION FOR ADMISSION — All applicants must have completed preparatory work of at least sixty semester hours or the equivalent in required and elective courses. At least one year of studies must have been completed in the United States or Canada. After each requirement listed below, please indicate whether you have already met this requirement or that you plan to have done so by the time of proposed enrollment. Those requirements preceded by (1) *apply to all degree programs*; those preceded by (2) *apply to the Doctor of Pharmacy and Bachelor of Science in Pharmaceutical Sciences degree programs only*; those preceded by (3) *apply to the Bachelor of Science in Medicinal Chemistry program only*. "TERM" AND CREDIT HOURS APPLY TO THE "SEMESTER" SYSTEM. THEREFORE, 60 "SEMESTER" HOURS EQUALS 90 "QUARTER" HOURS; TWO "SEMESTER" COURSES EQUAL THREE "QUARTER" COURSES.

	HAVE COMPLETED	WILL COMPLETE BY
(1) Biology (general, including lab), 1 term	_____	_____
(1) Chemistry (general, including lab), 2 terms	_____	_____
(1) Chemistry (organic, including lab), 2 terms	_____	_____
(1) English Composition, 1 term	_____	_____
(1) Physics (general, including lab), 2 terms	_____	_____
(1) Mathematics (through Calculus I)	_____	_____
(2) Electives to total sixty hours which must include at least two courses in the humanities (or foreign language) and two courses in the social sciences	_____	_____
(3) Mathematics (through Introduction to Differential Equations)	_____	_____
(3) Electives to total sixty hours which must include two terms of study in a modern foreign language, preferably German	_____	_____

NOTE: A personal statement of your academic and career goals is required. (See reverse side of this sheet for instructions.)

Please use this space to describe your academic and career goals, and your reasons for selecting the specific degree programs (Bachelor of Science or Doctor of Pharmacy) you wish to enter. You should also mention courses, work experiences, and any other factors that have contributed to your decision to pursue the degree program you have chosen. You should note that your personal statement will be considered carefully by the College of Pharmacy Admissions Committee. (If additional space is needed, attach a separate sheet.)

NOTE: At the discretion of the Admissions Committee for the College of Pharmacy you may be required to submit letters of recommendation and/or appear for a personal interview. You will be contacted if these are to be required of you.

SCHOOL OF EDUCATION — SUPPLEMENTARY APPLICATION

Teacher Certification Program — February 1 Deadline

Thank you for your interest in becoming a student in the School of Education. Students must have at least junior standing at the time of enrolling in the program. Please complete this form which is a supplement to your application for admission. Detach and return with your application.

Social Security Number or

1. University of Michigan I.D. Number: _____ Date: _____

2. Name: _____
Last First Middle Former

3. Permanent Address: _____
Street City State Zip

4. Local Address: _____
Street City State Zip

5. Permanent Telephone: (_____) _____ Local Telephone: (_____) _____

6. If a current U-M School/College: LSA ____ Music ____ Rackham ____ Other (Specify) _____

7. Certificate Program applying to: Elementary ____ Secondary ____ FALL TERM 199 ____

8. For a list of majors and minors, refer to the *School of Education Bulletin*.

Teaching major(s): _____ minor(s): _____

Secondary applicants: If more than one major, please mark (*) the major in which you wish to do your methods course and student teaching.

9. Degree expected: Bachelor's ____ Master's ____ School/College _____ Date: _____

10. Degree completed: Bachelor's ____ Master's ____ School/College _____ Date: _____

11. Date certificate expected: August 199 ____ April/May 199 ____ December 199 ____

12. A personal statement of academic and career goals must accompany this form. (See reverse side of this sheet for instructions.)

13. Letters of recommendation are required from two individuals capable of assessing your ability to become a successful teacher. *It is your responsibility to make sure the letters are submitted. If they have not already been inserted in this Bulletin, obtain the recommendation forms from the Undergraduate Admissions Office. The letters should be sent to the Office of Undergraduate Admissions, 1220 Student Activities Building, The University of Michigan, Ann Arbor, Michigan 48109-1316. Please list the names of your two references below:*

1) _____ 2) _____

14. Transcripts: Two official transcripts (interdepartmental copies if University of Michigan) are required from each of the institutions you have attended, even if the transcripts were previously submitted to other offices of the University. *One* set of transcripts must be sent directly by each institution to: Office of Academic Services, 1228 School of Education, The University of Michigan, Ann Arbor, Michigan 48109-1259; and the *other* must be sent to: Office of Undergraduate Admissions, 1220 Student Activities Building, The University of Michigan, Ann Arbor, Michigan 48109-1316.

15. ACT/SAT scores: You are required to submit either American College Test (ACT) or the Scholarship Aptitude Test (SAT) scores. It is your responsibility to have scores sent directly from the testing agency to the Office of Undergraduate Admissions. Contact: ACT Records, P.O. Box 451, Iowa City, Iowa 52243, (319) 337-1313; or College Board ATP (SAT), CN 6200, Princeton, NJ 08541-6200, (609) 771-7600.

FOR OFFICE USE ONLY

Pending: _____ Date: _____

Accepted: _____ Authorized

Rejected: _____ Signature: _____

Please turn over.

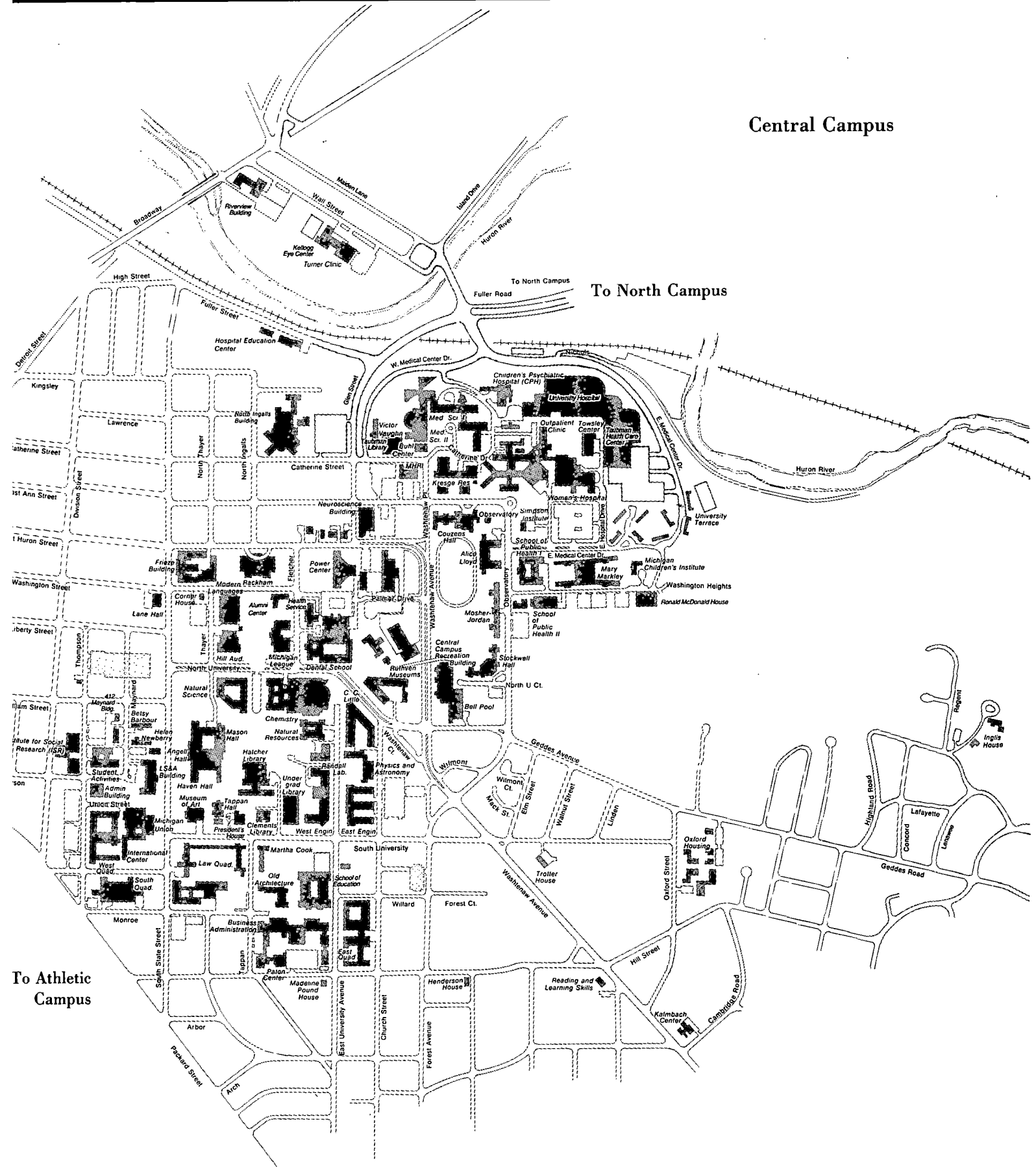
16. Please use this space to describe your career objectives and your reasons for seeking admission to the School of Education and the Teacher Certification Program. You should mention courses, work, and other experiences that have contributed to your decision. (If additional space is needed, attach a separate sheet and include your name and Social Security number.)
17. At the time of application to the program, have you ever been convicted of a misdemeanor involving children or a felony?
- ___ Yes ___ No

Signature

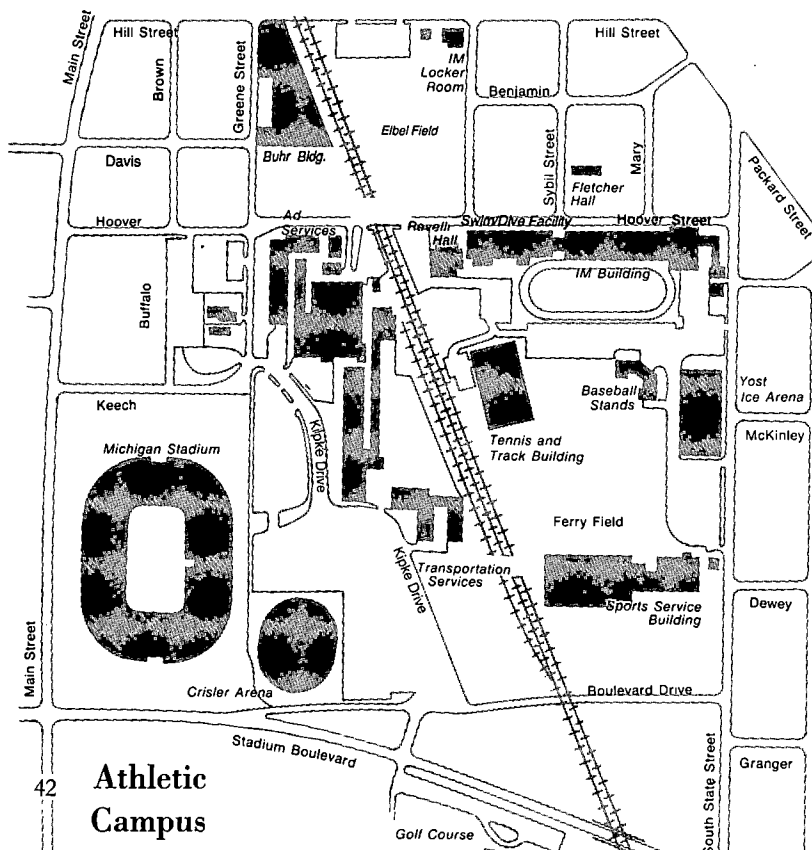
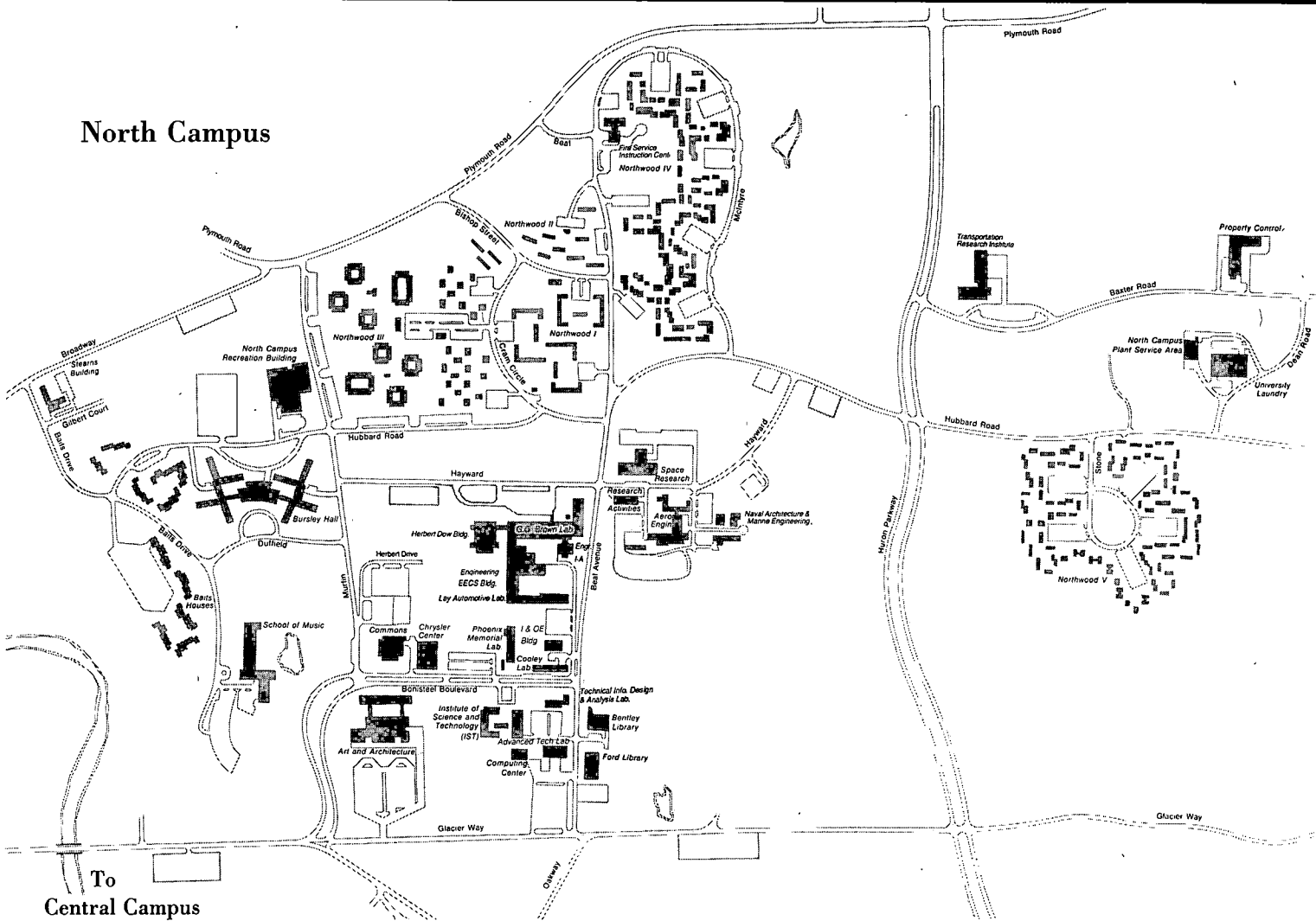
Date

If yes, you must provide the Office of Academic Services in the School of Education with additional information.

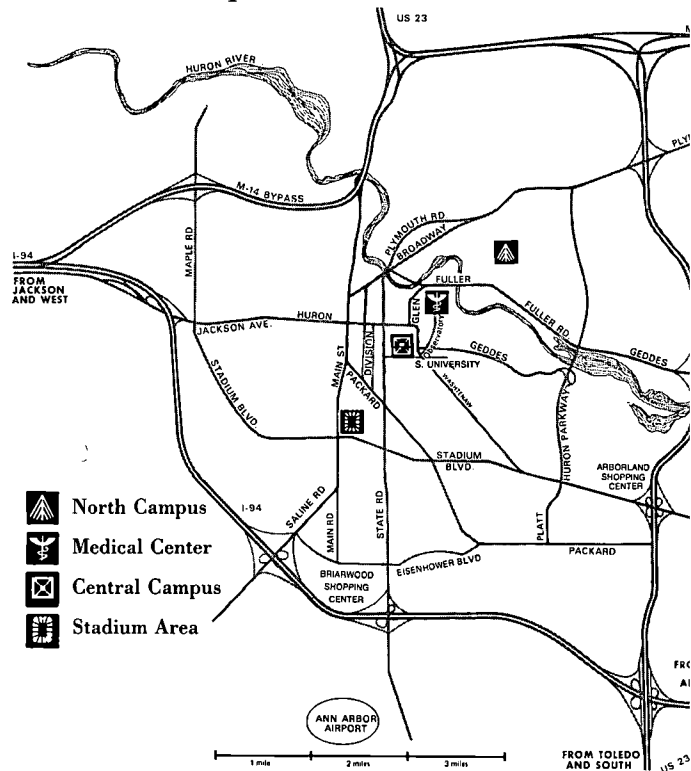
Central Campus



North Campus



Area Map



Office of Undergraduate Admissions
1220 Student Activities Building
The University of Michigan
Ann Arbor, MI 48109-1316

SECOND-CLASS POSTAGE
PAID AT ANN ARBOR, MI

