

1965

Report of President Grand Valley State College 1962-1964: An Account of the Formative Years of a New Liberal Arts College in Michigan

James H. Zumberge

Grand Valley State College

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REPORT OF THE PRESIDENT

GRAND VALLEY STATE COLLEGE

1962 - 1964



REPORT OF THE PRESIDENT
GRAND VALLEY STATE COLLEGE
1962 - 1964

*An Account of the Formative Years
of a New Liberal Arts College in Michigan*

JAMES H. ZUMBERGE, Ph.D.
Allendale, Michigan

September 1964

To the Members of the Board of Control, Grand Valley State College

Mr. L. Wm. Seidman, Grand Rapids
Mr. Edward J. Frey, Grand Rapids
Dr. Icie Macy Hoobler, Ann Arbor
Mr. William A. Kirkpatrick, Kalamazoo
Mrs. Grace Olsen Kistler, Grand Haven
Dr. Arnold C. Ott, Muskegon
Mr. Kenneth W. Robinson, Grand Rapids
Mr. Dale Stafford, Greenville

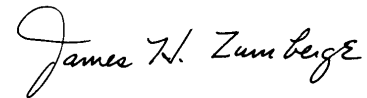
Since that winter day in Grand Rapids on February 9, 1962, when you appointed me to be the first president of Michigan's newest college, you have labored diligently to develop ideas and establish policies which are now the foundation on which the aspirations of this college rest securely. Your deliberations at board meetings consistently have been of a constructive tone, free from self-aggrandizement, and always in the best interests of the institution whose destiny lies in your hands.

As president of the college, I regard my association with each of you as a rare honor and great privilege. Your wise counsel, understanding attitude, and personal patience have been a great source of strength to me during the past two and one-half years. I am grateful to you for your collective wisdom and personal friendship, without which my task could not have been accomplished.

On the pages that follow, you will find my first report which covers the early stages of college history and development as well as the progress and achievements which we have shared from early 1962 to mid-1964. I have presented the picture as it has appeared to me and believe this account to be a true and accurate appraisal of what has been accomplished during my time in office.

As you read this report, it is my hope that you will recall the excitement of the eventful days which have elapsed since we embarked on this great adventure together.

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by
Grand Valley State College, Allendale, Michigan



ACKNOWLEDGMENTS

The writing of this report has been a revealing task because it has made me aware of the heavy demands which I have made on the people of my staff. On more than one occasion, circumstances required them to work extra hours or perform unusual tasks. Inadequate office accommodations in the early days did not reduce their high level of performance and efficiency of operation. I am grateful to have such people working with me in the development of this college, and I am pleased to have this opportunity of thanking them in writing for their outstanding contribution to the progress of our institution as recorded in this report. Where appropriate, their names are mentioned in the pages of the text.

Although the writing of this report is my own work, I wish to acknowledge the advice from two of my executive officers in whom I have great confidence, Philip W. Buchen, Vice President of Business Affairs, and George T. Potter, Academic Dean. Both read the manuscript critically and made many helpful suggestions about its content and organization. Their help has resulted in a greatly improved final product, yet they are clearly absolved of any errors or misrepresentations which somehow may have found their way into the published form. I also thank the members of the Board of Control who read this manuscript and made suggestions for its improvement.

Finally, Miss Jean Ellis, executive secretary to the president, deserves high praise and much credit for the outstanding work which she did in preparing the manuscript, for seeing it through the various revisions, and for using her keen editorial eye during the publication process. Her part is gratefully recognized and much appreciated.

J.H.Z.

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HISTORY OF GRAND VALLEY STATE COLLEGE
PRIOR TO THE APPOINTMENT OF THE FIRST PRESIDENT

Introduction

Ordinarily the report of a college president to the Board of Control covers a period of time during which the president is actually in office. For the case of Grand Valley State College, however, it is necessary to recount the history of the college prior to the date when I took office in February 1962 in order to provide a proper setting for the events which followed the date of my appointment. By the time I took office, the Board of Control had already committed itself to many basic propositions that were irrevocable. These actions not only established a basis for further action by the new president but also set certain limitations on action that could be taken.

It is not my purpose here to present a detailed account of college history prior to 1962 but rather to establish a frame of reference and a point of departure for college activities and accomplishments since February 9, 1962. The history of Grand Valley State College before that date is amply set forth in the Ph. D. thesis of Marinus M. Swets. The thesis, "A study of the establishment of Grand Valley State College," is on file at Michigan State University in East Lansing, Michigan. A condensation of this document, published privately in 1963, provided the basis of most of the information in this report which antedates February 9, 1962. The reader wishing elaborate details on the creation of the college and activities before that date should consult Swets' original work.

An Idea Translated Into Action

The Michigan State Legislature began to assess the future needs of higher education in the state in the mid-1950's. Knowing full well that the state's public institutions of higher learning would be subjected to extreme enrollment pressures when the

"war-babies" of the mid-forties came of age in the mid-sixties, the Legislature sponsored an official study. The results of the study, known informally as the "Russell Report,"¹ indicated that additional facilities were needed in Michigan. One of the geographical areas cited by the State Legislative Study Committee as being in need of public four-year colleges was the area near Grand Rapids. The Russell Report was used as a basis for this assertion. The need was thus established.

By 1960, this need had been translated into action by the State Legislature when it passed an enabling act for the creation of a new college within an area of eight western Michigan counties.² There is little doubt that L. William Seidman, a Grand Rapids partner in the accounting firm of Seidman and Seidman, is the man who earned, and rightfully deserves, the title of Father of Grand Valley College. He supplied the leadership in rallying the public and political forces around the idea of establishing a new four-year college near Grand Rapids. Without his dedicated effort and unrelenting drive, Grand Valley College would not exist today. It was, therefore, a fitting tribute that Seidman was appointed by Governor G. Mennen Williams to the first Board of Control in 1960 and that his fellow board members unanimously elected him as chairman at their first meeting.

Before official creation of the college in 1960, Seidman formed a Committee to Establish a Four-Year College (CEFYC). Through the action of this group, the Grand Rapids and surrounding community was informed of the need for a new college,³ other state institutions became involved by appointing consultants to the CEFYC, and elected representatives finally pushed the enabling act through the Legislature. It was mainly through Seid-

¹ Russell, John Dale, *Higher Education in Michigan; Final Report, The Survey of Higher Education in Michigan*. Lansing: Michigan Legislative Study Committee on Higher Education, September 1958.

² See Appendix A for the complete text of the act which created Grand Valley State College.

³ John X. Jamrich of Michigan State University made studies of the Grand Rapids area in 1959 supported by a grant of \$7,500 from the Grand Rapids Foundation. In his report he stated that, "... by 1965 there may be 6,000 young people in the eight-county area seeking a higher education for whom there will not be a facility available" (p. 132).

man's influence that Grand Valley College became Michigan's tenth independent, state supported, four-year college rather than a branch of one of the existing universities.

A Million Dollar Fund Drive. The law creating Grand Valley College (Appendix A) incorporated an important amendment stipulating that the Board of Control "... shall raise the sum of \$1,000,000 by a method other than taxation, which amount shall be deemed the minimum amount of assets required in addition to the site, to become a state institution of higher education pursuant to the provisions of this act."

Although no time limit was set forth in Act 120, The GVSC Board of Control decided that it would not be eligible for a state appropriation in the next session of the Legislature (1961) unless the million dollars and the site were in hand. Since Act 120 was signed into law on April 26, 1960, and the first Board of Control was not named until October 7, 1960, neither the official fund drive nor the selection of the site could get under way until after the October date. Nevertheless, the time from April to October 1960 was spent by Seidman and others in preparing the way for a successful campaign. Through major efforts by Richard M. Gillett, B. P. Sherwood, and Edward J. Frey, and the help of many devoted campaign workers, total gifts and pledges of \$1,200,000 were raised by April 10, 1961, thereby assuring sufficient funds for the purchase of a site and one million dollars in pledges. Ultimately, the total contributions to the fund drive reached \$1,590,923.96. More than 5,000 donors gave between \$1.00 and \$200,000.00. These gifts came from foundations, service clubs, citizens groups, fraternal organizations, financial institutions, business concerns, and individuals.

The successful drive for funds cleared the way for the college to receive its first legislative appropriation. When Governor John Swainson signed the appropriations act for higher education on June 2, 1961, it included \$150,000 for Grand Valley College for operations during fiscal year 1961-62.

The Board Picks a Site. The million dollar fund drive tested the strength of desire on the part of citizens in western Michigan for the new college; the selection of the site tested the statesman-

ship of the Board of Control. During the period between April 26 and October 7, 1960, when the new college had no board, several groups in different geographical localities began assembling options on parcels of land to be offered as a site for the college. By March 10, 1961, twenty sites were submitted to the Board for consideration. The Board of Control had appointed Richard Gillett, executive vice president of Old Kent Bank and Trust Company and later president, and Circuit Judge Fred N. Searl of Grand Rapids as co-chairmen of a 36-member Site Committee.

It is understandable that many communities would have liked a college campus in their midst. After much careful study by the Site Committee, a site near Allendale, Michigan, twelve miles west of Grand Rapids on the Grand River, was finally picked. Undoubtedly, many of the other sites would have proved equally satisfactory from the point of view of aesthetic values and other considerations, but from the point of view of location with respect to the population of the eight-county area to be served, none surpassed the choice of the Site Committee.

The campus of Grand Valley College is a rectangular block of 876 acres in a rural setting, bounded on the east by a mile of frontage on the Grand River, and on the north by one and one-quarter miles of highway M-45 (Fig. 1). The years ahead will

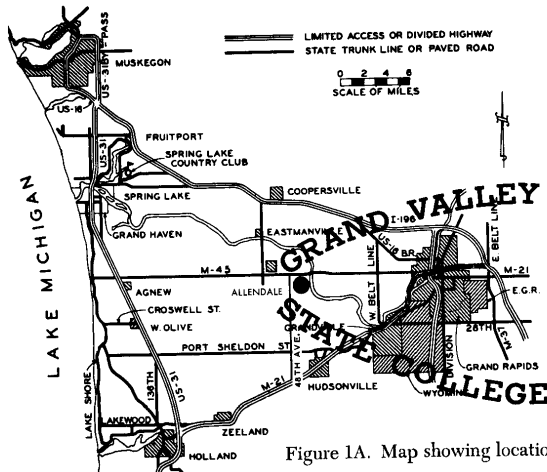


Figure 1A. Map showing location of GVSC.

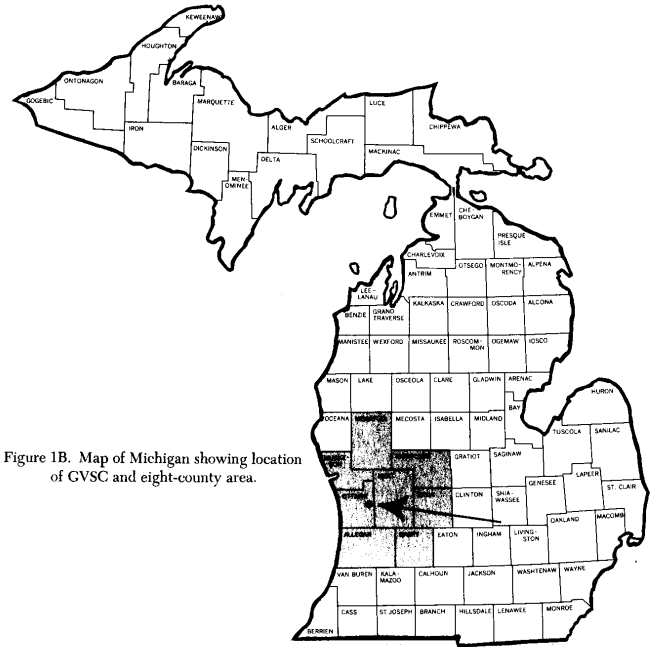


Figure 1B. Map of Michigan showing location of GVSC and eight-county area.

see the establishment of a residential community around the campus with single and multiple dwellings, churches, schools, and commercial centers serving the area.

The total cost of the campus property was \$358,483.34, which amounted to an average price of \$409 per acre.⁴ The Board of Control is to be commended on acquiring for the people of Michigan a site ideally suited for the purpose of building a complete college campus at a reasonable price. The orderly development of the campus and the future growth of the community around it will prove the wisdom of this choice in the years to come.

Citizens for Grand Valley. From the very beginning, the movement to establish a college in western Michigan was led by responsible citizens with no personal gain at stake. Seidman's

⁴This figure also includes the costs attributable to residences and farm buildings on the properties acquired.

CEFYC was the vanguard of this movement. The leaders of the fund drive followed close behind and the Site Committee was a further example of unselfish participation by citizens.

John X. Jamrich advised that this concept of citizen involvement in GVSC be extended by creating a Citizens Advisory Council to reinforce the college development program and to provide a means whereby the voices of people in the eight-county area could be heard. Accordingly, the names of 109 persons were submitted to Board Chairman Seidman on November 22, 1960, by David Dutcher, a Grand Rapids attorney, who became the first chairman of the GVSC Citizens Council.

The Board of Control defined the purposes of the Council as follows:

1. Advise the Board on community desires about the college.
2. Aid the Board in the selection of the site, selection of a name, and planning and action on college administration, curriculum, finance, and other needs.
3. To become informed on college activities so as to be a source of accurate information for the people of the community.

By spring of 1961 the Council was organized into eight committees: (1) Site Selection, (2) Inter-Institutional Relationships, (3) Student Aid, (4) Governmental Relationships, (5) Educational Needs, (6) Area Studies, (7) Archives, and (8) College Interpretation. These groups functioned effectively until permanent college staff members began assuming responsibility relegated to the committees. The College Interpretation Committee organized a speakers bureau through which arrangements were made for countless scores of speeches on behalf of the new college. The Site Selection Committee has already been referred to as having rendered outstanding service, and the Student Aid Committee gave invaluable help in raising scholarship funds.

Although each of the eight committees was later abolished, the Citizens Advisory Council has remained intact as a group of informed people who act as a kind of honorary alumni organization to aid the college in its early struggle for recognition and acceptance in the community. Their help has been invaluable.

The Stage is Set. Prior to July 1, 1961, the Board of Control was without appropriations from the Legislature to operate an administrative office. Rather than divert any of the monies raised from the fund drive, the board used a special donation of operating monies to meet the expenses of conducting the fund drive and of coordinating the work of site selection, relations with the Legislature, and preliminary planning. It secured the full-time services of Chris DeYoung, Dean Emeritus of Illinois State Normal University, starting in December of 1960. As coordinator of all the board's activities, he maintained through the early part of 1961 a temporary office for the board in borrowed quarters. Other needed services during this period were provided without charge by officials of the other Michigan state-supported universities and of Grand Rapids Junior College. Among the participants in this cooperative effort who gave generously of their time were the following: from Michigan State University, Raymond Hatch, John X. Jamrich, Donald J. Leu, Robert Hotaling; from The University of Michigan, Harold M. Dorr, James Lewis, Algo Henderson, William J. Johnson, Herbert H. Wood; from Wayne State University, Harlan Hagman, Douglas Sherman; from Western Michigan University, Clayton Maus; from Grand Rapids Junior College, John Visser. All these representatives assisted in setting guidelines for the future organization and educational development of the college or in advising on site selection. Aiding also as consultants in site selection were Ralph K. Seeley and Walter T. Vickers, both of the State Building Division, and T. C. Williams, a Grand Rapids engineer. Most active of the group of consultants was Raymond Hatch who for some months devoted almost half of his time to the problems of the new college. Liaison during these planning stages was maintained with the private colleges in the area, and these efforts were conducted under the direction of James VerMeulen, a business executive in Grand Rapids and an alumnus of Hope College.

Through the combined efforts of these individuals and others, the Board of Control received indispensable guidance in all its actions. It also gained the assurance that the founding of this new college had the blessing of leading educators in the state.

Once the board had received legislative appropriation for the fiscal year starting July 1, 1961, it began recruiting a permanent staff for the college. Its first appointment was to name Philip W. Buchen, attorney from Grand Rapids, to the post of Vice President for Business Affairs. Starting July 1, 1961, he and a small staff of assistants opened an office for the college in the former Manger Hotel in Grand Rapids.

The site planning firm of Johnson, Johnson, and Roy of Ann Arbor, Michigan, was retained to develop a master campus plan. They worked in conjunction with the architectural firm of Meathe, Kessler and Associates of Grosse Pointe, Michigan, in developing several alternate schemes for consideration by the Board of Control. The plan which finally won approval was a decentralized one in which clusters of general purpose buildings, small collegiate units in themselves, surrounded a central academic core consisting of the main library, science laboratory facilities, administration building, and auditorium.

Another innovation conceived at this time was the intent to utilize modern techniques of audio-video instruction to the fullest capacity. This desire culminated in the concept of an individual student study carrel in which a variety of previously recorded information stored in a ready-play position could be instantly selected by a student through use of a simple telephone dialing system. The early stages of planning this facility were made possible by a \$15,000 grant from the Educational Facilities Laboratory of New York, which funds were used to retain the services of Sol Comberg, an educational TV consultant in New York City.

Additional ideas for the development of the college were elicited from a conference of educators conducted under the direction of John Visser, Dean of Grand Rapids Junior College, which included: James Albertson of Ball State Teachers College at Muncie, Indiana; Laurence Barrett of Kalamazoo College; David Henderson of Chatham College at Pittsburgh, Pennsylvania; Donald O'Dowd of Michigan State - Oakland; and Allan O. Phnister of The University of Michigan.

Site plan, building design and layout, and audio-video system were well along in the planning stages when the Board of Control

appointed me as first president of Grand Valley State College on February 9, 1962. The thread of the story since that date is recorded in the pages that follow and is based on my own recollections as well as records of board meetings, college press releases, and other official correspondence.

PRELUDE TO OPENING DAY

Problems of the First President

A college exists primarily to educate. It is said that any institution of higher learning consists of three main parts: the students, the faculty, and the alumni. It might be added that the administration is the glue that holds these three components together.

The first step was to decide on what had to be done before the college could begin the task for which it was established. Indeed, the task itself had to be defined in order to assign priority in which certain things had to be accomplished. There was no academic program, much less a faculty to instruct; there was no student body and no admissions officer or admissions regulations; no library buildings, collection of books, or librarian existed; no alumni organization; no accreditation; no money for scholarships; no endowment; and no buildings or funds to build them. And to complete the list, I realized that within a matter of a very few weeks I would be facing the members of the Legislature, requesting a sizeable appropriation for capital funds and operational expenditures.

Nevertheless, there were assets as well as liabilities on the balance sheet. The first asset was a small, dedicated staff consisting of Buchen, his administrative assistant, Kenneth VerBurg; superintendent of buildings and grounds, R. Donald Lautenbach; a part-time public information officer, Mrs. Nancy Bryant; and three secretaries. In addition, the college owned a beautiful site, the Board of Control consisted of very dedicated people, and the citizens of the community were solidly behind the college. These elements alone more than offset the other side of the equation and gave it a balance in my favor. The grass roots work of Seidman's CEFYC, Dutcher's Citizens Council, and the 5,000 or more donors who had invested a million and one-half dollars in the college movement began to pay off. Everywhere I went and every place I spoke, the people showed their enthusiasm for Grand Valley

College. In retrospect, it was my realization that Grand Valley College had been founded through the efforts of thousands of people which sustained me and the skeleton staff of dedicated employees during my first months in office. Whatever the level of success achieved by the college to date, it must be credited unequivocally to the spirit of the citizens who created it in the first place.

The Academic Program

An academic program, a faculty to teach, and students to learn; these three things came into sharp focus about the time I finished writing my last thank-you letter to well wishers. In addition to these major objectives, I had to concentrate on development of the physical plant, acquisition of a respectable collection of books for our library, request for appropriations to the Legislature, and a continuing program of keeping the public informed of what the college was doing and how it was progressing. This last task was accomplished in excellent fashion because of the sympathetic coverage by all the news media of the area, the press, radio, and television.

The academic program at the college was already established in 1960, but in principle only. It was to be a liberal arts college or, more specifically, a college of literature, science, and the arts. This meant that the course offerings would cover the humanities, social sciences, and natural sciences. It did not necessarily mean that a program of teacher education would be included, but I could not see how a state supported college could possibly abrogate the responsibility of producing teachers for the primary and secondary school systems throughout the state. Accordingly, it was decided that, in addition to the traditional liberal education program, GVSC would include course offerings in professional education subjects, thereby permitting students to graduate with the credentials necessary for teacher certification in Michigan.

The growth of the college to full academic strength was to encompass a four-year period. In the first year, beginning in September 1963, only freshmen would be accepted, sophomores the next, and so on until the full four-year program was established.

Under this plan, the first senior class would be added in the fall of 1966 and would graduate in June 1967.

Building the academic program a year at a time proved to be a sound decision. It reduced the number of courses offered in the first year at a time when overhead expenditures would be high and the physical plant limited. Even with these limitations — limited instructional facilities and only freshmen students — it was not a simple matter to establish the course offerings for the first year. But, before any faculty members could be recruited and before any students could be invited to apply for admission, it was mandatory that the course offerings for the freshman year be defined and described in a published college catalog.

To carry out this task, I decided to call together a small group of consultants for a weekend curriculum planning conference. The group consisted of the following: L. William Seidman, Chairman of the GVSC Board of Control; Philip W. Buchen, Vice President for Business Affairs, GVSC; George T. Potter, Assistant to the President for Academic Affairs, GVSC (later to become Academic Dean of the college); Dr. Harry Jellema, Professor of Philosophy at Calvin College (later to become the first member of the GVSC faculty); Stephen Ford, Head Librarian, GVSC; Dr. Roger Heyns, Dean of the College of Literature, Science, and the Arts, University of Michigan (later to become Academic Vice President, University of Michigan); and Dr. Melvin C. Buschman, Associate Director of Admissions and Scholarships, Michigan State University (later to become Assistant Director, University Extension).

This group convened at Hidden Valley, a well known private club in northern Michigan, on June 22 and 23, 1962, to consider the question: what shall be the freshman program of instruction at Grand Valley College? Actually, George Potter had already prepared a basic program which was used as a basis for discussion by the group. A modified form of Potter's plan was finally adopted after some deliberation by those present, and it became the freshman curriculum that was to be the basis for hiring faculty and recruiting students for the college's first year of instruction.

The Hidden Valley conference culminated in a basic decision of far reaching importance and of great significance to the col-

lege. In essence, we decided to establish a *Foundation Program* consisting of nine courses required of all entering freshman students. Three courses were to be taken in each of the three 11-week quarters of the academic year between September and early June, and each course was to carry five credits as the term, credit, is generally understood in American colleges and universities. In addition, each student was required to take a non-credit course in physical education.

The nine courses comprising the Foundation Program are as follows:¹

- | | |
|-----------------------|---|
| 1. English 1 | The Art of Self Expression |
| 2. History 1 | History of Greece and Rome |
| 3. Philosophy 1 | Introduction to Moral Philosophy |
| 4. Social Science 1 | Problems of Modern American Society |
| 5. Mathematics 1 | Introduction to College Mathematics |
| 6. Natural Science 1 | Foundations of Life |
| 7. Natural Science 2 | Frontiers of Science |
| 8. Foreign Language 1 | } French, German, or Russian,
} to be elected by the student |
| 9. Foreign Language 2 | |

The reasons for choosing the Foundation Program were several. First, the program was pedagogically sound and in keeping with the liberal arts philosophy of higher education. Second, since all students were required to take every course, scheduling could be reasonably accomplished with optimum utilization of faculty and class rooms. Third, the number of courses taught during the first year would be few in number, thereby reducing the need for hiring a complete liberal arts faculty the first year. And fourth, further curriculum planning for courses beyond the freshman year could be accomplished at a later date by the faculty in whose hands such responsibility traditionally is vested.

Development of the Library

Perhaps no other educational facility on a college campus is as important or as costly as a library collection housed in a place

¹ The names of some of these courses were changed for the second edition of the catalog; i.e., English 1, Introductory English; History 1, Classical Civilization; Philosophy 1, Introduction to Philosophy.

where students and faculty can have easy access to it. My first move in the direction toward acquiring a library for GVSC was twofold. First I engaged the services of three librarians² to help the architects design the stack and reading area in the space allocated to it on the second floor of one of the first two buildings. These men met several times in 1962 with me and William Kessler of Meathe, Kessler and Associates. The specifications called for shelving for some 20,000 volumes, work space for a cataloging department, an office for the head librarian, card catalog cabinet, reference shelves, and reading space for students and faculty.

While the planning was in progress, I managed to obtain Stephen Ford as head librarian. Ford had been acquisitions librarian at the University of Michigan Undergraduate Library and was in Iran at the University of Baghdad, nearing the end of a one-year stay there, when he agreed to accept the position at GVSC. He began working on the book collection on July 1, 1962, the day his appointment began.

Before the academic buildings containing the library were started, the offices of the librarian and his staff were located in a small, private house which the college had acquired in its site purchase. A two-car attached garage was fitted with freestanding steel shelving, and tables, desks, and chairs were moved into the living room and kitchen for the catalogers, while Ford used one of the three bedrooms as his office.

The goal for the library was to have ready by late September, 1963, between eight and ten thousand completely processed volumes that would adequately serve a freshman class in a liberal arts college. Ford was given a budget of \$39,101.00 for purchase of books, periodicals, and bindings, and \$22,436.00 for salaries during the 1962-63 fiscal year. The library budget for the 1963-64 fiscal year was \$77,815.00 for new acquisitions and \$54,649.00 for salaries. The library staff grew from one to seven during the fifteen months that elapsed from the date of Ford's appointment to the start of classes in late September, 1963.

² Dr. G. Flint Purdy, Librarian, Wayne State University; Dr. E. Walfred Erickson, Librarian, Eastern Michigan University; Dr. R. H. Muller, Associate Director, Library, University of Michigan.

In the autumn of 1962 the college purchased the book collection of Professor William P. Reeves, deceased, who had been a member of the Kenyon College English department. This added more than 1,000 basic volumes in the humanities. The University of Michigan donated 350 volumes, and additional gifts came from other state colleges and private donors in the area served by the college. Ford established a policy of accepting all books from any donor who wished to assist the college, even though many of the gifts were duplicates of other donations. I am amazed at the number of people who subscribe to, and *save*, the National Geographic Magazine!

A selection of 350 current periodicals was made by combining the experience of the librarian, lists of other libraries, and the requests of newly appointed GVSC faculty members. The periodicals were not confined to the needs of freshmen but were selected in anticipation of the four-year curriculum at GVSC. Backfiles of these periodicals were purchased in the form of 1,100 reels of microfilm to provide a five-year run of most of the titles.

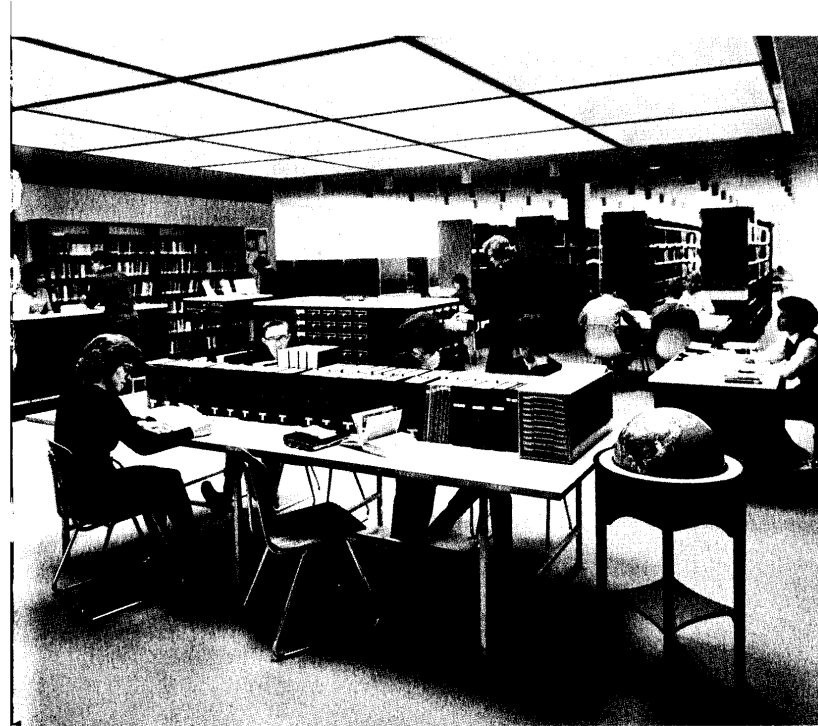
On September 30, 1963, a total of 9,793 cataloged volumes were moved from the garage to temporary quarters in Lake Michigan Hall. Cataloging of the initial collection was accomplished in five months with one head cataloger, an assistant cataloger, and four clerks, an equivalent of 2.7 man years! An additional 2,559 volumes were in process. The entire collection was moved a second time in January 1964 to its permanent location on the second floor of Lake Superior Hall.

By June 30, 1964, the library had grown to almost 22,000 volumes, a collection of more than one-third of our 1967 goal. These holdings consisted of the following:

Cataloged volumes	16,035
U. S. Government documents	572
Periodical volumes	1,315
Reels of microfilm	1,391
Volumes in process	2,592
Total	21,905

Ford used the University of Michigan Undergraduate Library shelf list of 50,000 titles as a guide in the initial book selection.

FIGURE 2. Grand Valley State College Library located in Lake Superior Hall.



In addition to this source, he relied on various bibliographies, catalogs of publishers, and book lists prepared by GVSC faculty members as they were appointed.

In the fall of 1964 the library collection will be split into a science-humanities group and a social sciences group. The latter will be housed on the second floor of Lake Huron Hall. By September 1965, the science collection will be moved to the Loutit Hall of Science, thereby giving GVSC three divisional libraries totaling 60,000 volumes. By that time it will be necessary to have a main library building well along in the planning stages so that it can be ready for occupancy in 1967.

The Catalog

The publication of the first GVSC catalog was of great concern to me, since it would be distributed widely and read critically by prospective students, their parents, and high school counselors. Yet before the catalog could be written, many basic policy decisions had to be made by the Board of Control. Furthermore, it had to be written without benefit of faculty advice because that body did not arrive on the scene until a few weeks before classes started in September 1963. Our press deadline for the first edition was August 1962.

The catalog had to contain enough information to allow its readers to formulate an accurate opinion of the college program, while at the same time it had to be necessarily vague on certain things that could not be defined adequately or described precisely until various faculty committees could advise on policies to be followed. The result was achieved in a 35-page booklet with more than fifty per cent of its space taken up by photographs of the campus, symbolic art work, and plans and architectural renditions of the proposed buildings. Considering the short time available and the foregoing limitations imposed by lack of a faculty, the first catalog served its purpose. I am grateful to Dean George Potter and to Mrs. Nancy Bryant, our director of public information, for accomplishing the task of writing and editing the first catalog under extremely difficult circumstances. The 1963-64 catalog came off the press in October 1962, and was

mailed promptly to local high schools, all members of the Citizens Council, many donors to the million dollar fund drive, and a multitude of interested friends of the college. The first printing of 2,500 copies was followed by an additional printing of 2,190 copies early in 1963.

Legislative Appropriations for the 1962-63 Fiscal Year

Within a few weeks after my appointment as president, Seidman arranged a dinner meeting of key area legislators in Lansing. My knowledge of Michigan government and politics, to say nothing of legislative procedure, was absolutely nil. But there was no time to educate myself prior to the first meeting. All I could do was learn as much as possible in the short period of time available before that first informal meeting in Lansing on February 26, 1962.

That evening after dinner I made a presentation of the plans for the development of the campus and outlined the needs for capital outlay necessary to erect the first two academic buildings. My remarks were not met by wild applause and enthusiastic exclamation. Rather, the legislators listened politely to my words, asked a few questions, and returned to urgent matters in the House and Senate. Their lack of response to my presentation was prophetic of things to come, because a few weeks later I appeared before the House Ways and Means Committee to testify on behalf of the GVSC budget request for fiscal year 1962-63. This committee expressed concern over the fact that the one million dollars raised by the Board of Control in conformance with the act which created the college was only partly in cash, the rest being in the form of pledges to be paid over a two or three-year period. I insisted that the pledges were as good as cash, but to no avail. The 1962-63 appropriation bill for higher education gave GVSC \$900,000 for capital outlay and \$100,000 for operation. The college was to match each of these amounts from its million dollars! In this way the Legislature was able to assure themselves that the college would step up its collection schedule on the outstanding pledges.

And so it was that the donors who planned to give money to the college on a three-year plan now were asked to accelerate

their final payments. Again, it must be said that the response to our immediate need for cash was excellent. All of the large pledges were paid by January 1, 1963, and most of the smaller ones followed soon after. This is further evidence that the community stood foursquare behind the college when it urgently needed help. These people met every challenge presented them by the Legislature in a determined effort to see Grand Valley College established and in operation.

Administrative Structure

The president of an autonomous college is charged by the governing board to execute policies which it determines. To do this, a president needs an administrative structure capable of transmitting his directives into action. I read voluminously in several books and publications about the ideal structure of a college administration, but all of these dealt with an ongoing situation in which a full complement of faculty and students was already on the scene. Nowhere could I find a suggested administrative organizational plan for a new institution with neither a faculty nor a student body. We therefore had to improvise.

Ideally, a college administration consists of three or four parallel chains of command under the president. Each of these chains is headed by an administrator who reports directly to the chief executive. The main divisions are: academic, business, and students. Large institutions usually include a fourth, development, but this function can be handled directly by the president in smaller schools. A modification of this plan is to consolidate student services and the instructional part of the college under a vice president for academic affairs who, with the vice president for business, reports directly to the president.

The general plan in 1962 was to develop a skeleton organization that, although not ideal for an ongoing institution, would establish the necessary administrative posts needed to accomplish the job at hand. Also, we hoped to start from an embryonic structure that could evolve into a more complete administration. The table of organization shown in Figure 3 is the first one submitted to the Board of Control. With no faculty or students it was

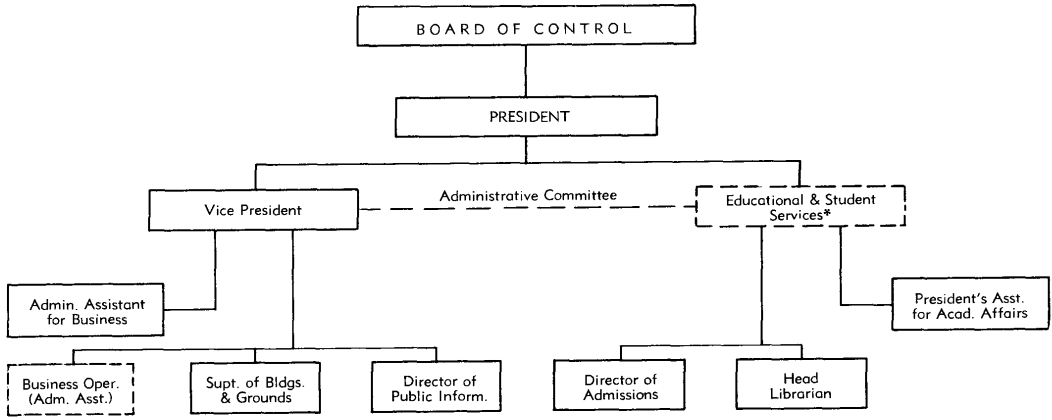
not necessary to have a dean of faculty or a dean of students, so these functions were filled by an assistant to the president for academic affairs and an assistant to the president for student affairs. The gradual evolution of this first simple structure into the more complex form presented to the Board on June 19, 1964, reflects not only the increased administrative responsibilities occasioned by institutional growth but also some changes in attitudes as to the way in which the college could be run most effectively.

My main concern was to avoid a top-heavy administration in the early phases of our existence; yet some orderly procedure had to be established for getting things done and for allowing the free flow of information to and from the president. This was accomplished in a satisfactory manner with each of the administrative organizations shown in Figures 3 through 6. Administrative officers reporting directly to the president constituted the Administrative Committee, a kind of president's cabinet which met weekly to keep me up-to-date on progress and problems in each area and to help me formulate procedures that had to be instituted in order to carry out the directives of the Board of Control.

The First Faculty

Books have been written about the way in which a faculty member of one institution is lured to another. I read many of them but found little to guide me in search of the first professors for Grand Valley College. The experts say that you must offer a prospective faculty member more than he is getting at his present institution before he will consider a change. The "more" might be a higher salary, better fringe benefits, bigger library, opportunity for research, higher rank, bigger office, lighter teaching load, fewer students, less ancillary duties, or the like. Having spent twelve years as a member of the department of geology at the University of Michigan prior to my assuming the presidency of Grand Valley, I was well aware of the various reasons for the coming and going of my former colleagues. I had also been tempted on more than one occasion to greener academic pastures.

FIGURE 3. First organizational chart of Grand Valley State College, October-December, 1962.

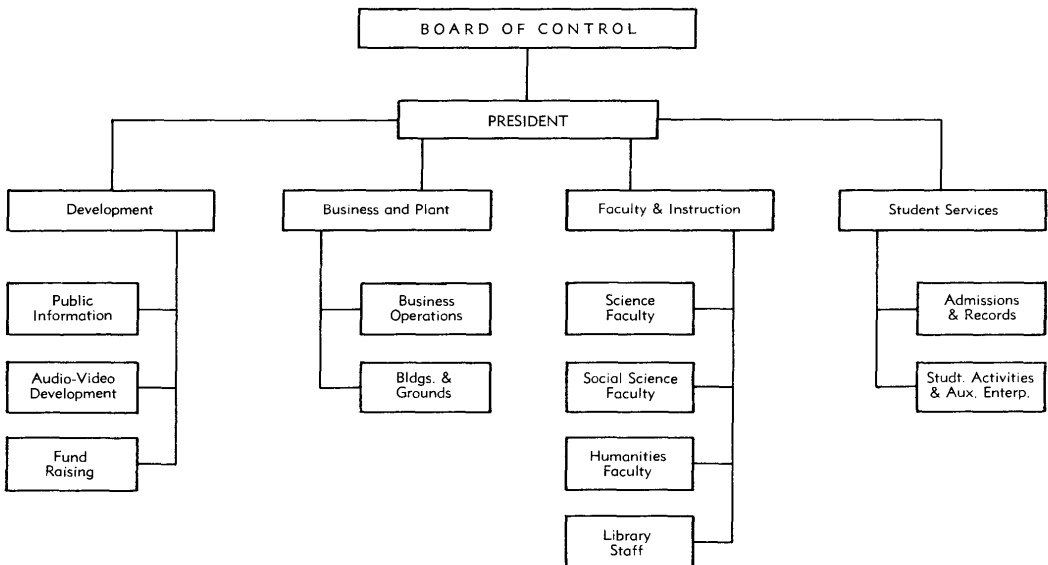


Note: Boxes formed by dashed lines indicate functions to be filled by persons holding other positions.

*President acted as chief administrative officer for educational and student services.

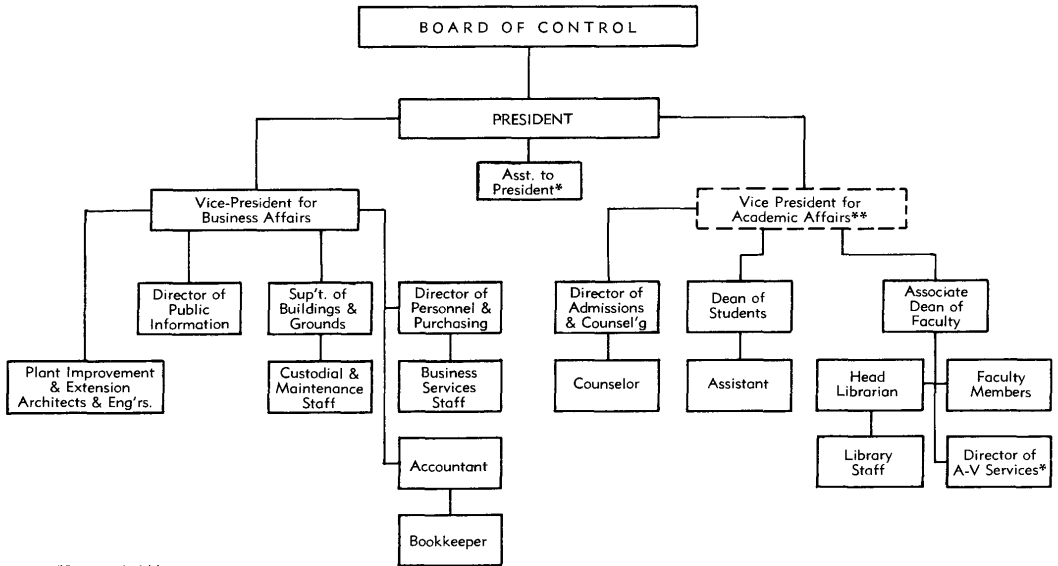
President's Report

FIGURE 4. Organizational chart of Grand Valley State College, January-June, 1963.



Prelude to Opening Day

FIGURE 5. Organizational chart of Grand Valley State College, July, 1963 - May 1964.

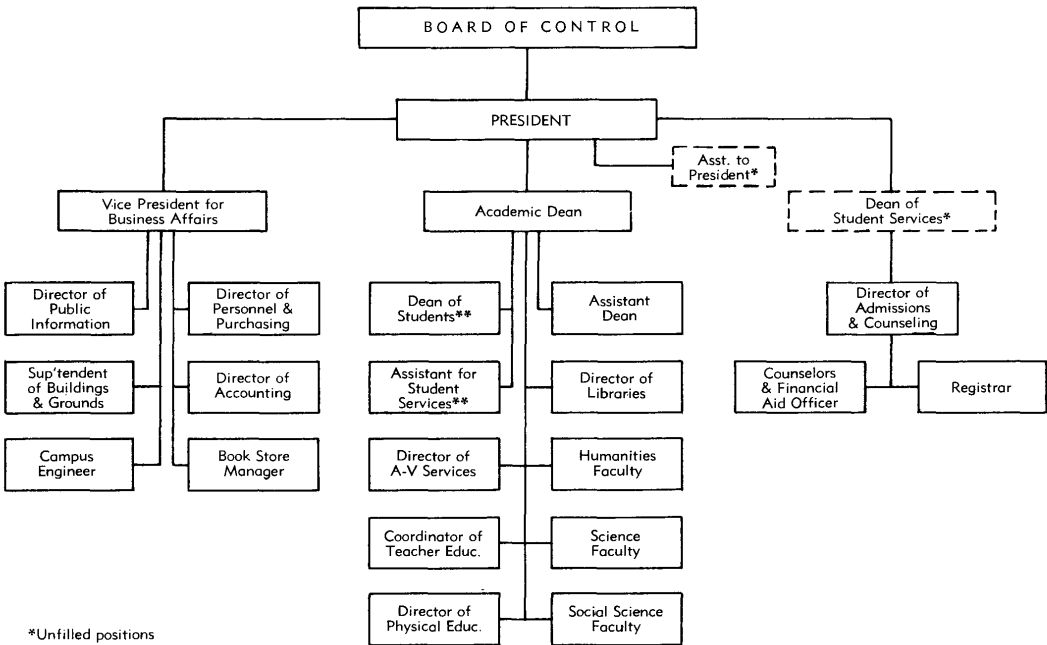


*Position held by one person
 **President functioned as his own vice-president for academic affairs

President's Report

FIGURE 6. Organizational chart of Grand Valley State College, adopted June, 1964.

Prelude to Opening Day



*Unfilled positions
 **To come under Dean of Student Services when that position is filled

Having resisted these temptations, it was understandable why I approached the problem of acquiring a faculty with some apprehension. I was now in the position of having to induce professors at other well-established institutions to come to Grand Valley. Moreover, I wanted capable people who were doing a good job at their present posts. But one had to be realistic. It was unlikely that Harvard, Yale, or their like would yield any candidate for Grand Valley.

Looking over the situation, it became apparent that three general categories were available from which prospective faculty members could be recruited: (1) new Ph. D.'s with no previous teaching experience in the professional ranks; (2) senior professors facing mandatory retirement; and (3) professors at institutions similar to GVSC who desired a change. I do not wish to imply, however, that by merely identifying prospective hunting grounds for faculty, the problem was all but solved.

One runs a risk in hiring a new Ph.D., because, although his thesis might be based on high quality research, his teaching potential, in most cases, is untested and, in some cases, lacking entirely. Also, young Ph.D.'s have a tendency to be research-oriented at the expense of good teaching because they know very well that the adage, "publish or perish," is not a myth in the larger universities where they did graduate work.

Institutions that have a mandatory retirement age for faculty members find that such a policy has disadvantages as well as advantages. It works to their disadvantage when they are forced to retire a good professor who, at age 65 or 70, is still a vigorous person, able to do inspirational teaching and provide sound leadership for younger faculty members. On the other hand, mandatory retirement works to the institution's advantage when it is the only way that it can divest itself of a professor who ceased to be an asset to the faculty on the day he received tenure. The institution that seeks retired professors for further employment must be reasonably certain that they acquire those in the first category rather than the second.

A professor who is dissatisfied in his present post quite naturally tends to look for a better situation. A good professor

moves because the cause of his dissatisfaction would not prevail in his new post. Yet, one must be wary of people in this category, because a person's alleged reason for not liking his job may not be the real cause of dissatisfaction at all.

At Grand Valley we recruited and hired people for our teaching staff from each of the three categories. Our search for a new faculty member involved two stages. First, we had to find a person who was qualified and who was likely to want to make the move. Secondly, once the decision was made to make an offer, there remained the task of convincing the candidate to join our teaching staff.

The initial search for candidates was handled by George Potter, Assistant to the President for Academic Affairs. He corresponded with the references listed by the candidate, examined his academic credentials, and interviewed him personally. If Potter decided that the candidate should be made an offer, I interviewed him and tried to sell him on GVSC.

Some candidates had already decided to come to Grand Valley if an offer were made; others required more convincing. In either case, I think that the single most compelling reason which appealed to the members of our first faculty was, in a word, opportunity. They saw an opportunity to participate in building a sound academic program in an atmosphere unshackled by tradition and unhampered by an existing "old guard" faculty. That the first GVSC faculty looked for such opportunity is, in itself, an indication of the caliber of people who were attracted by our fledgling school. They realized that their contributions to the success of the college would be important.

The first group of faculty appointments was approved by the Board of Control on December 13, 1962. By June 5, 1963, we had a full complement of fifteen full-time faculty members to handle our freshman program of instruction. (See Appendix B.) Ten of these already had a Ph.D. or had the degree conferred before the end of our first academic year, June 1964. The others all had masters degrees. All academic ranks were represented: two full professors, four associate professors, eight assistant professors, and one instructor.

Although the board had approved a basic salary scale that was competitive with other institutions in Michigan and adjoining states, there were insufficient funds the first year for any fringe benefits with the exception of social security. We did manage to establish a group life-hospitalization-major medical insurance plan, but this was paid for entirely by each participating faculty member. Our greatest lack was a retirement program which was deferred until the beginning of the second year of operation. Also, all faculty appointments with one exception were made for a definite time period, even those at the professor and associate professor levels, ranks which normally carry tenure at most other institutions. I had decided that the policy of tenure could be deferred until the faculty could advise me of a plan acceptable to them. Considering all of these shortcomings, it is remarkable that we were able to attract a faculty with the enthusiasm and professional qualifications of those first fifteen men and women.

The faculty met for the first time on May 23, 1963 (the final three appointments had not been announced yet). Earlier, I had hoped for an operating budget that would permit hiring of the faculty for a full summer prior to the opening of school in order to plan the details of the academic program more carefully. In the first catalog we had listed the course by name only and had defined only vaguely the scope and content of each. Lacking the funds to pay faculty salaries for the summer, each faculty member took it upon himself to plan his course outline and contents on his own before courses began.

With only fifteen faculty members in eleven different subject areas (English, philosophy, history, mathematics, foreign languages, music, physical education, physics, chemistry, zoology, and botany) it seemed senseless to organize the faculty on a formal basis into that many one or two-man departments. Instead, they worked as a group informally divided into three divisions, humanities, social sciences, and sciences. The entire faculty was called the Faculty Council from which one member in each of the three informal divisions was elected to the Dean's Advisory Committee. This group met frequently and brought recommendations to the Faculty Council for approval. With such a small

faculty no more elaborate faculty organization was necessary the first year, but as the faculty grows it will be desirable to formalize the three divisions and select a chairman of each.

The instructional program during the first year was divided into three kinds of teaching situations: (1) large lecture groups (90-100 students); (2) smaller discussion groups (10-20 students); and (3) tutorial sessions (3-5 students). In the early stages of the college it was decided to augment the teaching program with an elaborate audio-video system in which taped lectures would be substituted for "live" lectures, and we still anticipate that we will ultimately achieve this end. However, none of these mechanical and electronic devices was ready for use during the first year.

Ideally, we are working toward a faculty-student ratio 1 to 20 for the years immediately ahead, but we hope eventually to increase the number of students per faculty member without increasing faculty loads. This can be achieved only by making maximum use of a highly sophisticated A-V system which, at this writing, is still in the embryonic stages. For part of the first year we did have a temporary language laboratory in operation, but it remains to be seen whether the 1 to 20 ratio can be substantially reduced without impairing the quality of our instructional program.

The members of the first faculty deserve much credit for making the first year a successful one. They worked under many handicaps with less than adequate facilities. But theirs was a labor of love and dedication toward establishing a sound program of instruction in courses of high quality content. In both instances they were eminently successful. This was due to their personal devotion to the task at hand as well as the intelligent and sensible leadership of Dean George Potter who served first as Associate Dean of Faculty, then as Dean of Faculty, and, as of July 1, 1964, as Academic Dean.

The Physical Plant

Shortly after the site for Grand Valley College was chosen the Board of Control retained the firm of Johnson, Johnson, and

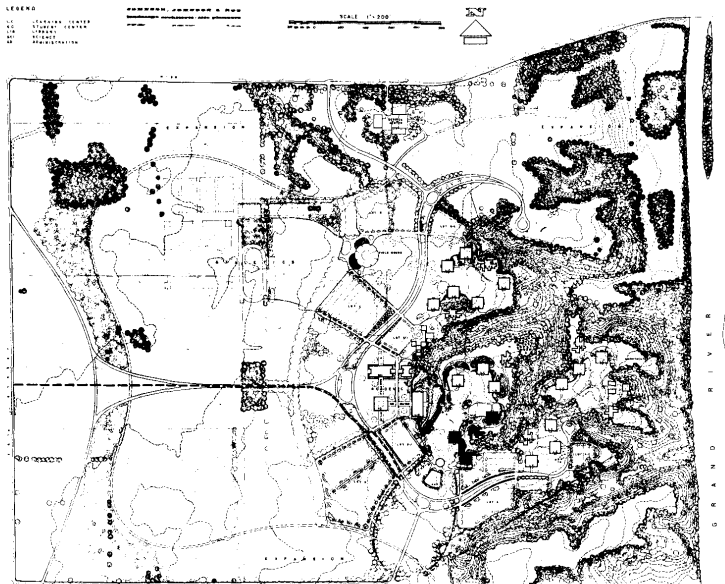


FIGURE 7. Master campus plan of GVSC. Buildings shown in black constitute the Great Lakes Complex. Completed section of campus road shown as a broken line. Michigan highway M-45 forms northern boundary of campus and the Grand River lies on the eastern margin. Distance between north and south campus boundaries is one mile.

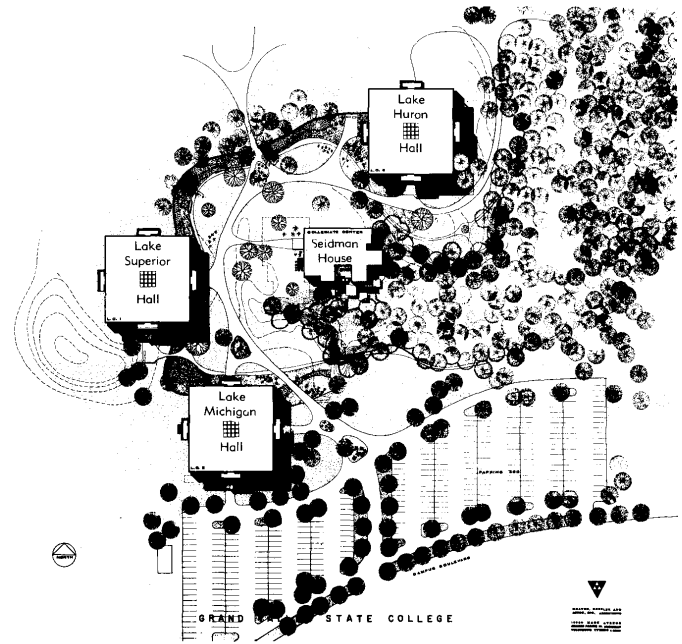
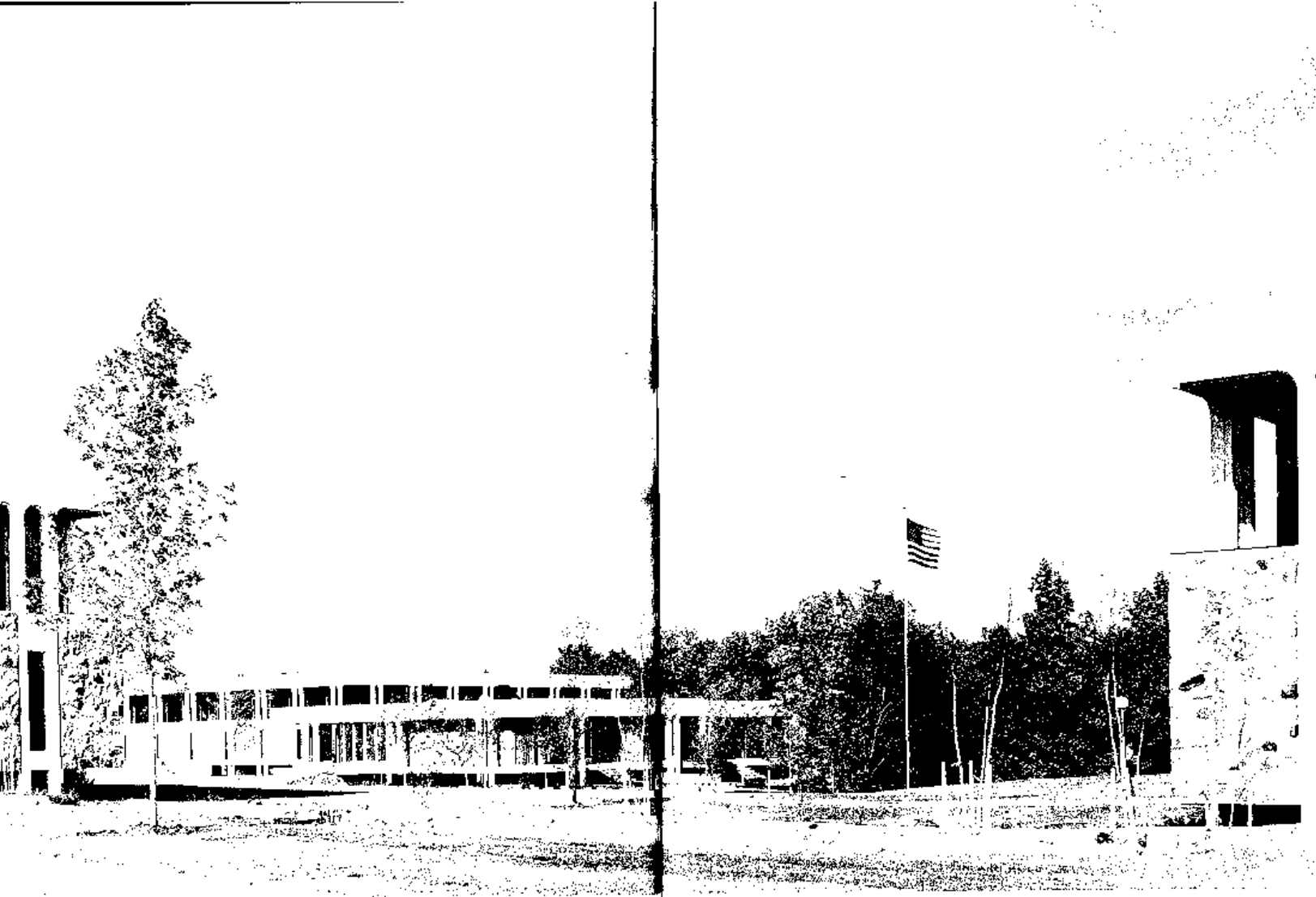


FIGURE 8. Map of the Great Lakes Complex of Buildings, GVSC.



Photograph by Dalton Kusch

FIGURE 9. General view of Great Lakes Complex. The Seidman House is the low building in the center. Lake Huron Hall is behind it. The corners of Lake Michigan and Lake Superior Halls can be seen to the right and left.

Roy, campus planners of Ann Arbor, to develop a master plan of the college campus. The only guideline given to the planners was that the academic program of the college could be implemented best through the use of groups of small general purpose buildings serving most of the academic needs of a limited number of students. Each of these groups of buildings would be, more or less, a small college in itself except that all of the clusters would be arranged around a centrally located academic core where specialized facilities such as science laboratories, general library, and administration building would be located. This campus plan would allow Grand Valley to retain all of the virtues of the small college atmosphere and at the same time would permit the efficiency of operation and economy of cost inherent in the running of a large, modern institution.

The site planners used a distinctive feature of the campus terrain to achieve the planned objective. The eastern one-third of the $1\frac{1}{2}$ by 1 mile rectangular site is characterized by a system of deep, wooded ravines which dissect the rolling upland into a series of semi-isolated plateaus. Each plateau is ideally suited for the building of two clusters of general purpose academic structures constituting one of the collegiate units of the master plan. The semi-isolated plateaus will be interconnected with footbridges so that no single "small college" is more than five minutes walking time from the academic core. Parking is adequately provided for in the area peripheral to the academic core and collegiate complexes, and space for future residence halls was allocated on the perimeter of the small college units (Figs. 7 and 8).

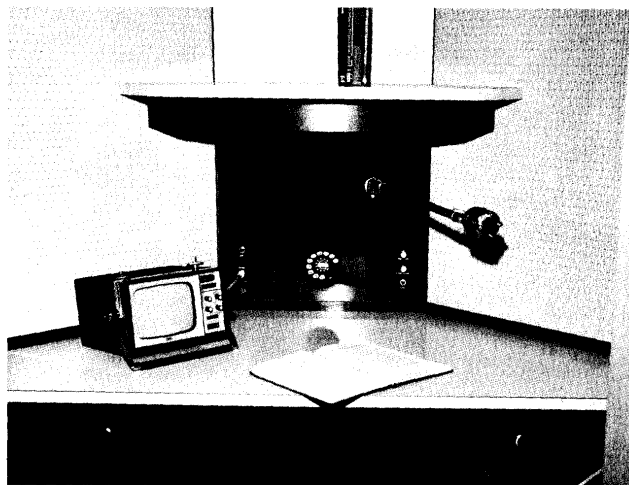
An additional advantage accrued from the adoption of this plan. We would build one of the "small colleges" first to serve our needs while enrollment was still relatively small, and then add additional ones as enrollment increased. In this way it would not be necessary to be heavily overbuilt at any one time. By following this plan, however, it became necessary to utilize part of the space in one of the general purpose academic buildings for such functions as the business office, student dining room, administrative offices, and heating plant.

FIGURE 10. View of Lake Superior Hall from the Seidman House patio.



Photograph by Baltzar Korab

The architects worked closely with the site planners in the layout of the first buildings which eventually came to be known as the Great Lakes Complex. The architects decided to plan three similar academic buildings and one student center for the Great Lakes Complex. Lake Michigan Hall and Lake Superior Hall



Photograph by Kenneth VerBurg

FIGURE 11. Electronic study carrels, GVSC

were constructed first, followed by the Seidman House (the student center), and finally by Lake Huron Hall (Fig. 9).

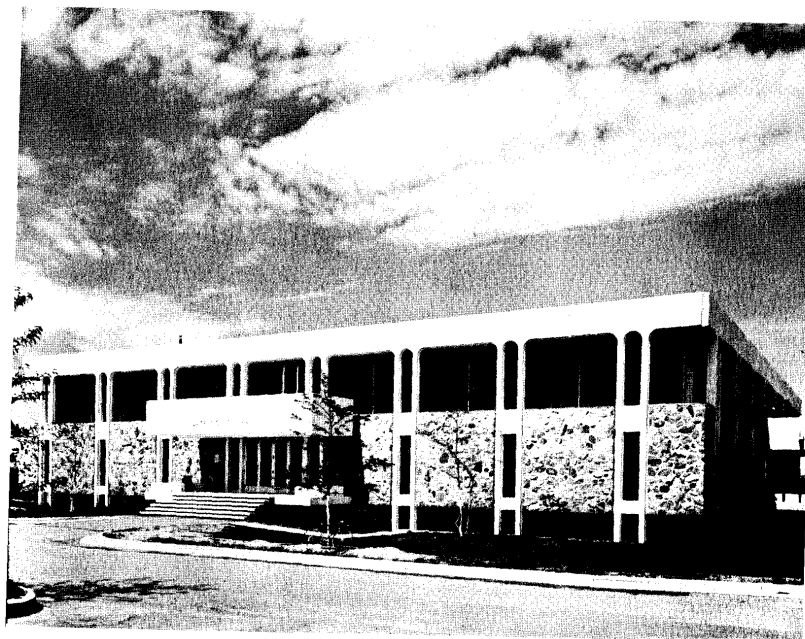
Lake Michigan and Lake Superior Halls were identical in external appearances and similar in internal layout. The principal exterior structural elements of the two-story buildings are precast concrete arched columns. The first floor outer facade is native split-faced fieldstone and the second floor is enclosed with glass curtain walls. All buildings are air conditioned.

Lake Superior Hall (Fig. 10) is the prototype of the first two units. The first floor contains six faculty offices in each of the four

corners, and class rooms and lecture halls in the central part of the building. The second floor houses a library collection of nearly 22,000 volumes, the entire library collection during the first year (Fig. 2). Eventually this space will contain only a humanities branch library. Symmetrically situated around the open library stacks are the electronic study carrels (Fig. 11).

Lake Michigan Hall (Fig. 12), although nearly identical in layout with Lake Superior Hall, was modified to the extent that one corner was used for the boiler plant, half of the second floor

FIGURE 12. Lake Michigan Hall houses a student dining room, two science laboratories, and college administrative offices. Later it will be used for instructional purposes and for faculty offices.



Photograph by Baltzar Korab

for two science laboratories, and the other half for a student dining room served by automatic food dispensing vending machines. The business offices were housed in space which eventually will become class rooms while the administrative offices, student service offices, and board room were located in space ultimately to be occupied by faculty offices. The groundbreaking ceremonies for Lake Michigan and Lake Superior Halls were held at the site on August 28, 1962.

The Seidman House is named after the Thomas Erler Seidman Foundation of Grand Rapids which donated the structure. It was completed in April 1964 and consists of two levels. The first or ground level contains a large entrance area, a carpeted student lounge with a massive fire place and modern furniture, and a small

TABLE I.

Area and Cost of Buildings in the Great Lakes Complex, GVSC

Building	Sq. Ft. Area		Total Cost*	Cost Per Sq. Ft. (Gross)	Furniture & Equipment
	Gross	Net			
Lake Michigan Hall	37,950	34,265	\$688,949.12	\$18.10**	\$ 48,113.50
Lake Superior Hall	41,350	37,400	\$746,361.54	\$18.10**	\$153,975.00
Lake Huron Hall	32,000	28,000	\$690,737.00	\$19.00	\$104,096.00
Seidman House	10,000	9,000	\$245,653.00	\$24.56	\$ 21,000.00

* Exclusive of furnishings and site work.

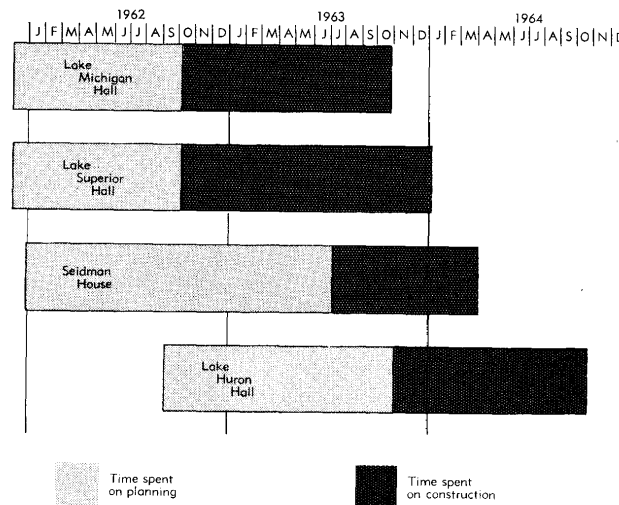
**Average for two buildings, including boiler and cooling units for all buildings in this complex and does not allow for needed remodeling as soon as Lake Michigan Hall can be converted fully to academic uses.

faculty lounge and dining room. The lower level has a bookstore, two student activities rooms, and a recreation room.

The construction of Lake Huron Hall, the last of the buildings in the Great Lakes Complex was authorized by a legislative appropriation of \$840,000 in the 1963 session. It was started in October 1963 and will be completed in time for the beginning of the second academic year in September 1964.

The planning time and construction of the four units of the Great Lakes Complex are shown graphically in Figure 13, and

FIGURE 13. Graphic chart showing planning and construction time for buildings in the Great Lakes Complex.



vital statistics for each are given in Table I. The general contracting firm of Owen-Ames-Kimball of Grand Rapids was low bidder on Lake Michigan and Lake Superior Halls, and Datema & Sons of Grand Rapids won the general contracts for the Seidman House and Lake Huron Hall.

The assistance which Grand Valley College received from Adrian N. Langius, head of the Building Division of the Department of Administration, and his staff, deserves special mention. We relied heavily on his advice and received tremendous help from him and his associates in getting the construction under way. Almost a mile of new road construction on the campus was accomplished by the State Highway Commission through the help of the Building Division and was paid for by funds allocated to the Highway Department for such purposes.

The First Student Body

When high school graduates begin laying plans for college, they find no lack of information available to them through the guidance counselors in their own schools, the admissions offices of colleges in which they are interested, and local alumni of dozens of institutions. The fierceness of competition for entrance into the big name colleges and universities is a fact of life in the mid-1960's which cannot be denied. The competition by the colleges for top students is even greater.

How Grand Valley College was to attract its first student body in the face of the high-powered recruiting programs of other institutions was one of my major concerns. While other institutions had established their traditions over periods of fifty to more than a hundred years, GVSC had nothing but promises to offer. When we received our first applications in the fall of 1962, our buildings were still in the form of architectural drawings, our professors were still unappointed, and the caliber of our academic program was only what we said it was going to be. If one adds to this list of liabilities the fact that we had no accreditation or academic standing, then one begins to appreciate the formidable task we had in endeavoring to attract applicants for the first freshman class.

To head up the admissions office, I engaged the services of Dr. H. Weldon Frase, who joined my staff on September 1, 1962. Frase was familiar with the Grand Rapids school system and was, at the time he came to GVSC, in charge of the Michigan State University extension service in Grand Rapids. He began his work as chief admissions officer by visiting area high schools and talking with counselors and principals about Grand Valley. He attended college night programs, talked to parents of prospective students, and spent endless hours interviewing potential members of our first class.

Because GVSC was established to fill a need created by more students clamoring for a college education, it is paradoxical that we were not deluged with applications. But there was a reason for it. Students who could afford to go away from home to college were not likely to list Grand Valley as their first choice. And most students who could not afford to go away to school were inclined to select an institution of established reputation in the area before taking a chance on a new, non-accredited college whose physical plant was still on paper when they applied for admission.

To overcome part of our handicap, I embarked on a fundraising campaign for scholarships. With some effort on my part and considerable help by the Student Aid Committee of the Citizens Council, a total of nearly \$16,000 was donated by late August 1963, one month before classes began. Of this amount, \$13,855.00 was awarded to 59 students, making the average scholarship a little under \$235.00. This does not seem like much but it went a long way toward paying the tuition cost of \$270.00 per student for the academic year. These scholarship funds permitted us to attract a number of good scholars that might have gone elsewhere.

To take some of the curse off our non-accredited status, I asked the University of Michigan, Michigan State University, and Wayne State University to send me a letter stating that GVSC credits would be acceptable in their institutions on a transfer basis. Happily, these sister institutions granted my request, a favor for which I am grateful because it helped us immensely in convincing counselors that our academic program was sound.

In order to have a greater opportunity to talk to area high school counselors, I arranged for a series of luncheon meetings with several counselors as my guests. Between mid-January and early March 1963 I held ten luncheons attended by a total of 83 counselors and principals from 46 area high schools. At the time of the first luncheon on January 18, 1963, the record shows only 125 applications received, only 37 per cent of the total who ultimately applied for admission to the first class.

During our luncheon conversations I tried to stress not only the value of our academic program but also the manner in which it was to be taught. I hammered away at the virtues of the tutorial system in which each student would receive individual attention in his tutorial meetings with the faculty. In the final analysis, it was this feature of our program that caused many of the counselors to become sympathetic toward Grand Valley and subsequently to lend us their support.

Because GVSC was an autonomous institution, we could establish our own admissions requirements. We stated in our first catalog that students would be judged on the basis of their academic record in high school, recommendation of the principal or counselor, and a personal interview with the director of admissions. No standard tests were required, but many applicants had already taken one or more tests in high school. We did not want to acquire a reputation for letting every high school graduate in the door; yet, as a new institution that needed students, we could not afford to accept only A and B students. As a result, we gambled on a good many borderline students who should not have been admitted, as their academic performance later indicated. Still, we were pleasantly surprised by several of the marginal students whose grade point average during their freshman year at GVSC was better than their GPA in high school. The mean high school GPA of the first class was 2.60 (A=4, B=3, C=2, D=1).

Applications came in at an agonizingly slow rate. Most of the members of my staff and I were overly optimistic in our prediction of total applications for the first class. We had hoped for an initial enrollment of 400 full-time students and had actually

filed a budget request in Lansing based on that number. The final count fell far short of our expectations. By September 27, 1963, the day of registration, we had received a total of 337 applications. We expected 237 students to show up for registration; only 226 actually registered, slightly more than half the number we had hoped for.

Small as the initial class was, its composition by high schools and geographical areas revealed some interesting statistics which gave us hope for the future (Fig. 14). Forty-six high schools from forty-five cities had sent at least one student to GVSC. The largest contingent of students from one high school came from Union High (31 students) in Grand Rapids. Other high schools which sent several students were Grand Haven (26 students), West Ottawa (16 students), and Ottawa Hills (10 students). Nearly 90 per cent of this group of 136 men and 90 women came from within 25 miles of the campus, making it possible for them to commute daily from their homes. The other 10 per cent of the students were housed in various private homes, apartments, and rooming houses around the campus.

Legislative Appropriations for the 1962-63 Fiscal Year

Operating Funds. In 1962 our plea to the Legislature had been for capital outlay funds. In 1963 it was for operating funds. The Legislature had previously provided enough money to run the skeleton operation of the college, but this was the first year in which they had to appropriate funds for an instructional program at the college. This need caused some problems, because the legislators wanted to know two things: (1) how many students would enroll at GVSC the first year, and (2) how much should be appropriated per student.

In Michigan, each of the ten state supported schools submit a budget request to the Department of Administration. The state Controller examines the requests, holds hearings with the various colleges and university officials, consults with members of his staff, talks with the Governor, and ultimately comes up with a dollar recommendation for higher education which is part of the Governor's budget request to the Legislature.

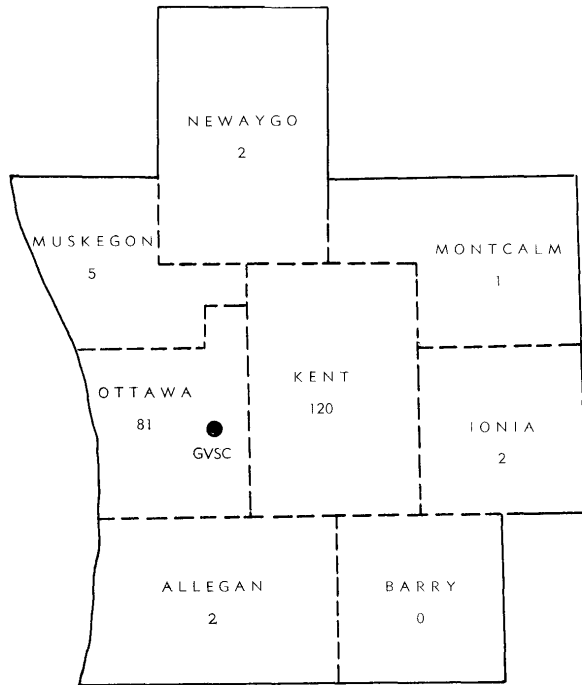


FIGURE 14. The eight-county area surrounding Grand Valley State College and the number of students from each in the first freshman class (see Figure 1B, P. 5 for general location map).

OTHER COUNTIES

Chippewa	1
Manistee	1
Oakland	1
Oceana	3
Saginaw	1
St. Joseph	1
Washtenaw	1
Wayne	2
OUT-OF-STATE	2

The Senate Appropriations Committee and the House Ways and Means Committee consider the Governor's budget message in their deliberations on the appropriations bill. On some occasions appropriations have been increased over the Governor's recommendation, but the tendency has been to cut rather than add.

Both the Senate and House committees deal directly with the presidents and their administrative officers of each of the ten institutions. The House and Senate committees may each hold separate hearings for each institution or send a delegation to the various campuses for a combined hearing and tour of inspection. The larger state supported schools have almost continuous representation in Lansing while the Legislature is in session. Other institutions maintain contact through frequent visits by the president or a vice president to Lansing, or by meetings and telephone conversations with a local representative who happens to be on either the House or Senate committee.

Although no standard formula is followed by the Controller, the Senate Appropriations Committee, or the House Ways and Means Committee in arriving at a recommendation for operational funds at each institution, a great deal of attention is paid to the amount appropriated in the previous year. Knowing this figure and the number of full-time equated students³ at each of the three levels, freshman-sophomore, junior-senior, and graduate, the legislators formulate some general guidelines on which to base their deliberations. It is thus fair to say that an institution's past history of expenditures per student forms an important element in the making of the budget.

Grand Valley College presented a problem in this respect, since it had no past experience on which a cost-per-student figure could be determined. In addition, we argued that such a figure, however arrived at, necessarily must be larger than those at sister institutions because of high overhead and high administrative

³ A full-time equated (F.T.E.) student is one who carries 15.5 quarter credit hours per quarter or semester. The total number of F.T.E. students is determined by dividing the total quarter credit hours taken by all students by 15.5. The use of the F.T.E. student figure for each of Michigan's ten institutions provides a uniform basis for reporting student population to the Legislature.

costs during the first several years of operation. It would take at least four years to develop an efficiency of operation that would produce unit costs in keeping with our kind of academic program and comparable to the unit costs of our sister institutions.

I have dwelt at length on these matters to establish the fact that our first operational budget request to the Department of Administration and its subsequent request to the Legislature were based on estimates rather than on unit costs that could be substantiated or defended on the basis of previous experience. All things considered, however, I believe that we were equitably treated and fairly dealt with by the Controller and the Legislators. We submitted a request for the 1963-64 fiscal year, our first year with students, of \$861,494. The Governor's budget message recommended \$558,372 for operations at GVSC, and that was the amount appropriated by the Legislature. Although I was forced to abandon my plan to bring faculty members on campus through the summer months, this amount was entirely adequate for our first academic year during which time we had an average of 216 full-time equated students during each of the three quarters. The distribution of our first year costs according to various functions is given in Table II.

Capital Outlay. We also received a very satisfactory capital outlay appropriation that allowed us to proceed with the next stages of campus development. In addition to the provision of \$720,000 for starting construction on Lake Huron Hall, the appropriation included \$150,000 for site development (landscaping, parking lot surfacing, campus lighting and walkways, etc.), and \$22,500 for planning a central heating plant and distribution system. Buildings in the Great Lakes Complex were served by a boiler and chilling unit in Lake Michigan Hall which had a capacity for that group of buildings only. Before the campus could be expanded, it was vital that this system be replaced by a larger one.

TABLE II. Summary of Receipts and Expenditures, GVSC
July 1, 1963 Through June 30, 1964

	CURRENT GENERAL FUNDS	CURRENT RESTRICTED FUNDS	TOTAL CURRENT FUNDS
RECEIPTS			
State Allotments	558,372.00		558,372.00
Tuition and Fees	59,338.30		59,338.30
Tuition and Fees from Interfund Transfers	1,410.00		1,410.00
Gifts and Grants		98,560.67	98,560.67
Gifts and Grants from Interfund Transfers		2,849.00	2,849.00
	<u>619,120.30</u>	<u>101,409.67</u>	<u>720,529.97</u>
EXPENDITURES AND ENCUMBRANCES			
Instruction and Department Research	188,957.63	1,133.62	190,091.25
Other Educational Services	38,366.11	100.00	38,466.11
Libraries	139,871.91	95.21	139,967.12
Student Services	25,149.33	477.50	25,626.83
Student Aid		15,968.00	15,968.00
Public Service	4,649.22	156.89	4,806.11
General Administration	68,787.28	2,940.67	71,727.95
Business Operations	52,379.26		52,379.26
Operation and Maintenance of Plant	108,708.56	1,701.74	110,410.30
Plant Improvement and Extension	2,212.92	9,144.25	11,357.17
Retirement and Other Fringe Benefits	104.79		104.79
	<u>629,187.01</u>	<u>31,717.88</u>	<u>660,904.89</u>
EXCESS OF RECEIPTS OVER EXPENDITURES AND ENCUMBRANCES	<u>(10,066.71)</u>	<u>69,691.79</u>	<u>59,625.08</u>
FUND BALANCES - JUNE 30, 1963	18,798.03	14,010.47	32,808.50
Interfund Transfers	(2,849.00)	(1,410.00)	(4,259.00)
	<u>15,949.03</u>	<u>12,600.47</u>	<u>28,549.50</u>
EXCESS OF RECEIPTS OVER EXPENDITURES AND ENCUMBRANCES	<u>(10,066.71)</u>	<u>69,691.79</u>	<u>59,625.08</u>
FUND BALANCES - JUNE 30, 1964	<u>5,882.32</u>	<u>82,292.26</u>	<u>88,174.58</u>

III

THE FIRST ACADEMIC YEAR SEPTEMBER 26, 1963, TO JUNE 18, 1964

Occupancy of the First Building

The summer months of the year 1963 will be long remembered by all of us who were concerned with getting Grand Valley open on time. The pace of the building program had been curtailed severely during the 1962-63 winter, which was marked by long periods of very cold weather and many heavy snowfalls. By early summer it was apparent that only one of the first two buildings could be ready for the start of classes in late September, and even that minimum accomplishment could be realized only with the maximum coordinated efforts of all sub-contractors.

Work progress was reviewed at weekly meetings of representatives of the general contractor, sub-contractors, the State Building Division, and college officials. Through the collective efforts of these people, Lake Michigan Hall was "completed" to the extent that it could be used to conduct classes and house members of the faculty during the fall quarter. Progress during the final months of construction was hampered by untimely strikes of western Michigan carpenters and pipe insulators, but, notwithstanding these work stoppages at a most inopportune time, Lake Michigan Hall was made ready by the deadline.

Unfortunately, this building was the one which housed the heating and air conditioning plant as well as the administrative and business offices; it was not intended for class room use in the first years of operation until the functions it served could be provided in special buildings constructed for such purposes. Lake Superior Hall, on the other hand, was constructed solely for use as an academic building and included class rooms, library space, and faculty offices. It lagged behind Lake Michigan Hall during the construction period, because the latter contained the necessary heating and cooling equipment without which neither one of the first two buildings could function.

Opening Day Ceremonies

All inconveniences were overshadowed by the ceremonies of the opening day when students, faculty in academic robes, parents, donors, and members of the Board of Control assembled for the memorable occasion in the hot and steaming second floor dining room of Lake Michigan Hall. There was recorded processional music as the president and his academic entourage marched to their seats on a make-shift stage facing the rows of sweltering students and guests.

The program was short, a blessing for which all in that room were grateful. Nevertheless, the words spoken on that occasion for which so many had worked so long were in a serious vein and expressed the promise, made more certain by the fact of opening, that Grand Valley College would eventually realize all the high hopes of her founders. No event such as this had occurred in Michigan for nearly sixty years, and we all felt at once a deep sense of humility and exhilaration at the thought of being part of this important endeavor.

Classes Begin

After the students registered, the routine of classes began in earnest. Lake Michigan Hall was crowded, to say the least. The second floor dining room had to double as a study hall, and the library collection was housed in a first floor room of inadequate size that later was to be the temporary home of the business office and ultimately was scheduled to become a class room. Faculty members had to double up in make-shift office space and there was no adequate space for either the student government office or the student newspaper staff. The two science laboratories, which occupied the east half of the second floor, were not yet completed. The business office and the administrative staff remained in the remodeled farmhouse during this period, and part of the library staff continued to use an adjacent house for cataloging and processing incoming acquisitions.

This arrangement was obviously not conducive to the best performance of students or faculty, but somehow, in spite of the problems inherent in this overcrowded situation, all of the staff

and most of the students survived the first year. The space problem was greatly alleviated when Lake Superior Hall was completed in time for occupancy at the beginning of the winter quarter right after the Christmas recess. The final solution to the space problem for the first year came when the Seidman House was opened in early April 1964, thereby providing space for recreation and lounging which relieved the library and other academic areas of suffering from such uses.

Landscaping and parking lot construction plagued the small academic community during the entire first year. The spring of 1964 saw the sprouting of thin blades of grass and ushered in a period of near quagmire conditions in the parking lot which was not to be paved until late summer 1964. In addition to being inconvenient, this problem became acute when we tried to produce attractive photos for promotional use.

Physical education facilities were almost non-existent during the first academic year except for a farmhouse in which a few showers had been installed. For playing fields the director of physical education made maximum use of the "lawn" adjacent to the old structure containing the showers, and when inclement weather prohibited out-of-doors activities, the students retired to a nearby barn to shoot baskets in the hay loft and pitch horse-shoes on the dirt floor.

During the winter months the students were transported by bus to nearby high schools where a swimming pool and a gymnasium were available for our use. None of the students was happy about the lack of athletic facilities, but, generally speaking, it did not dampen their spirits or enthusiasm for the college. A certain amount of complaining could be heard now and then, but I established a policy of addressing the students informally each quarter at a "state of the college" meeting, where I explained what progress was being made at the college in the development of its organization and physical plant. I think that they all appreciated this attempt to bring them closer to the problems faced by the administration. As long as they were "in the know," their own discomfort and dissatisfaction were made more bearable, if not more palatable.

Academic Performance of the First Freshman Class

The transition from high school to college is not an easy task under the best of conditions. In colleges where upperclassmen are present to give wise counsel and free advice to all freshmen who will listen to them, the beginning student finds that his fears and apprehensions of college life are normal and not much different from those of students who have gone before him. But, since the first class at CVSC had no ready access to words of wisdom from upperclassmen, they had to rely on their only other academic experience, namely, their former life in high school.

The original 226 students who enrolled in the first quarter had a high school grade point average ranging from 1.24 to 4.00; the arithmetic mean of this group was 2.60. The mean grade point average of this same group at the end of the first quarter was 1.86. This group included three students with a GPA below 2.00 who withdrew before the quarter ended. If the records of these three students are excluded from the computation, the mean GPA of the class at the end of the first quarter was 1.99 or, for all practical purposes, a C. In addition to the three withdrawals mentioned above, nineteen other students withdrew by the end of the first quarter, but all of these had a high school GPA above 2.00.

By the end of the third quarter, thirty-six students, nearly 16 per cent of the original freshman class, had withdrawn, most of them for academic reasons. At this writing we are not certain whether this is the full attrition rate for the first full academic year because registration for the second academic year has not yet begun. The known losses, however, are higher than desired, but undoubtedly reflect the rigorousness of our foundation program. To this cause must be added the problems of inadequate space and other atypical college conditions of the first year.

Another way of evaluating the academic performance of the first class is to be found in the distribution of the total number of grades awarded during the first three quarters (Table III). Whereas the number of A's and B's is about normal, the D and F group is much too high, and the C group is too low. It should be

TABLE III.
Distribution of Grades Awarded At CVSC
During Its First Academic Year

Grade	Number Awarded 1963-64 Academic Year	Percentage
A	157	10%
B	341	21%
C	627	39%
D	285	18%
F	185	12%
Total	1,595	100%

noted, also, that sixteen students achieved a GPA of 3.5 or above for at least one of the three quarters, an accomplishment which must be considered praiseworthy under any circumstances.

Student Activities

The students in the first class pioneered many activities which undoubtedly will become part of the tradition of the college as time passes. A student newspaper, *The Keystone*, was created and twelve editions were published during the first academic year. A student charter was adopted and class officers were

elected. A ski club was active during the winter, even though the rope tow constructed by the college did not get into operation until the snow started melting in the spring. Other athletic activities included a program of intra-mural games and sports such as touch football, bowling, and crew. The rowing program, initially spurred by help from Mike Keeler, Grand Rapids industrialist, was started in a modest fashion on Spring Lake and is expected to gain momentum in future years. A freshman golf team played in several exhibition matches with neighboring institutions, an accomplishment that foretold of more intercollegiate events in years to come.

These accomplishments demonstrate the high level of initiative possessed by the first class and indicate that, in spite of space limitations and lack of proper facilities, the student body was not to be denied its right to establish a vigorous program of extracurricular activities.

*Michigan's New Constitution
And Its Effect on Grand Valley College*

In 1963 the people of Michigan adopted a new State Constitution, effective January 1, 1964. In the new document, Article VIII deals with education and outlines some important changes over the replaced Constitution. Three of these changes are significant for Grand Valley College.

The first is the change in number of board members from nine to eight. The resignation of James Copeland of Manistee on December 31, 1963, made it a simple matter for GVSC to adjust to the new regulation. On January 1, 1964, Governor George Romney named the eight existing members to serve on the Board of Control under the new Constitution. Terms of office were staggered so that the terms of two board members expire every other year.

The second change gave each of the ten state supported institutions "... general supervision of the institution and the control and direction of all expenditures from the institution's funds" (Article VIII, section 6). Before the adoption of the new Constitution, GVSC had to work through the Department of Administration in matters relating to purchasing, contractual

services, payroll, and the letting of contracts for buildings and campus site development. Under the new Constitution, the college became autonomous and was given the right to handle all of these matters independently of the Department of Administration beginning with the fiscal year 1964-65. The college continued to utilize the services of the State Building Division, however.

The third change in the Constitution is the provision for an eight-member State Board of Education, each member to be elected at large for an eight-year term. The board is given the power to appoint a superintendent of public instruction; in the old Constitution the superintendent was elected. The powers of the State Board of Education are defined in Article VIII, Section 3, where it states that, "Leadership and general supervision over all public education, including adult education and instructional programs in state institutions, except as to institutions of higher education granting baccalaureate degrees is vested in a state board of education." The document further states, in the same section, that the State Board of Education "... shall serve as the general planning and coordinating body for all public education, including higher education, and shall advise the legislature as to the financial requirements in connection therewith." Finally, Section 3 of Article VIII concludes with this significant paragraph: "The power of the boards of institutions of higher education provided in this constitution to supervise their respective institutions and control and direct the expenditure of the institutions' funds shall not be limited by this section."

Progress Toward Accreditation

Accreditation is granted an institution by the North Central Association on the recommendation of a team of visitors who evaluate the aspiring institution during a two- or three-day visit. Prior to the visit by the NCA team, the institution conducts a self-study in which all matters related to the operation of the school are examined and evaluated. Matters of tenure, salary, and teaching load of the faculty; admissions policy; library size and growth; administrative organization and effectiveness; and growth and

development of the physical plant are considered. Basically, the accrediting team is interested in two questions: (1) what are the aims and goals of the institution, and (2) how successful is it in achieving these announced aims and goals?

To assist Grand Valley College in preparing itself for the self-study and the visitation by the accrediting team, the North Central Association appointed Dr. Dominic Guzzetta, Vice President and Dean of Administration at Akron University, as consultant to the college. Dr. Guzzetta visited GVSC first in November 1963 and again in June 1964. During these two visits he met with members of the Board of Control, discussed the administrative structure with the president and his officers, talked to representatives of the student body, and conferred with faculty members. The advice of Dr. Guzzetta has been extremely helpful in charting the course to be followed as we travel the road toward accreditation.

Our present schedule calls for the following steps: (1) preliminary visit by an NCA team in November 1964; (2) institutional self-study during 1965 and early 1966; (3) official visitation by the NCA accrediting team in the fall of 1966; (4) decision by NCA in the spring of 1967. The college should bend every effort to gain accreditation by the time it graduates its first class in June 1967. I have every reason to believe that we can achieve this goal and will exert every effort to see that it is accomplished.

IV

CONCLUSION

The highway of academic excellence is traveled by many institutions, but, unlike the road of mediocrity which is also heavily trafficked, the highway of academic excellence contains no ruts to keep the travelers headed down the middle of the road. It is not for me or for any other person closely associated with Grand Valley College to judge whether or not we are following the highway of excellence, or how long it will take us to get there if we are so headed. This observation we must leave to others. We can only say that the opportunity has been given us to make our own way and to choose our own route. GVSC came into being as an autonomous institution and, as such, controls its own destiny. We can develop our own standards, establish our own traditions, and seek our own brand of uniqueness. In all that we do, we must remember that we are servants of the people of Michigan and not servants of our own prejudices and personal aggrandizement. Our every decision must be influenced by this fact.

Our goal must be to build a college which will command the respect of the people who created it in the first place and which will be a credit not only to the community where it is located but to the entire State of Michigan. I have no doubts about our ability to do the job, and I invite every individual who is in any way connected with our institution to join me in the adventure on which Bill Seidman and his friends embarked back in the 1950's when they decided to start a new college in western Michigan. The personal satisfaction which we gain from our joint efforts will be ample reward for the hard work, apprehensions, and anxieties which all of us experience at one time or another as we progress toward our ultimate destiny.

APPENDIX A

PUBLIC ACTS 1960 — No. 120

AN ACT to establish and regulate a state institution of higher learning to be known as Grand Valley college; to fix the membership and the powers of its governing board.

The People of the State of Michigan enact:

390.841 Grand Valley college; establishment; control; body corporate. [M.S.A. 15.1852(1)]

SEC. 1. There is hereby established a state institution of higher education to be located in an 8 county area comprising the counties of Kent, Ottawa, Muskegon, Barry, Ionia, Montcalm, Newaygo and Allegan. The institution shall be maintained by the state and its facilities shall be made equally available and upon the same basis to all qualified residents of this state. The conduct of its affairs and control of its property shall be vested in a board of control, the members of which shall constitute a body corporate known as the "board of control of Grand Valley college", hereinafter referred to as "the board," with the right as such of suing and being sued, of adopting a seal and altering the same.

390.842 Same; board of control, term. [M.S.A. 15.1852(2)]

SEC. 2. There is hereby established a "board of control", to consist of 9 members to be appointed by the governor with the advice and consent of the senate for terms of 6 years, except of the members first appointed 3 shall serve for 2 years, 3 for 4 years, and 3 for 6 years.

390.843 Board of control; officers, treasurer's bond. [M.S.A. 15.1852(3)]

SEC. 3. The board shall elect from its membership a chairman and a secretary, a treasurer, and such other officers as it deems necessary. Officers shall serve terms of 1 year and until their successors shall have been elected and qualified. Before permitting the treasurer to enter upon the duties of his office, the board shall require him to file his bond to the people of this state with such sureties and in such sum not less than the amount of money likely to be in his possession as the board may designate. No officer shall have the power to incur obligations or to dispose of the board's property or funds, except in pursuance of a vote of the board.

Selection of site; raising of funds.

The board of control shall be responsible for the selection and acquisition of a suitable site for the location of the Grand Valley college and shall raise the sum of \$1,000,000.00 by a method other than taxation, which amount shall be deemed the minimum amount of assets required in addition to the site, to become a state institution of higher education pursuant to the provisions of this act.

Quorum; rules and regulations; tuition; personnel; general powers.

A majority of the members of the board shall form a quorum for the transaction of business. The board by majority vote of its membership may enact rules, bylaws and regulations for the conduct of its business and for the government of the institution, and amend same; and by a majority vote of the members present may fix tuition and other fees and charges, appoint or remove such personnel as the interests of the institution and the generally accepted principles of academic tenure permit or require, determine the compensation to be paid for services and materials, confer such degrees and grant such diplomas as are usually conferred or granted by other similar institutions, receive, hold and manage any gift, grant, bequest, or devise of funds or property, real or personal, absolutely or in trust, to promote any of the purposes of the college, enter into any agreements, not inconsistent with this act, as may be desirable in the conduct of its affairs, and in behalf of the state lease or dispose of any property which comes into its possession, provided that in so doing it shall not violate any condition or trust to which such property may be subject. It is the intention hereof to vest in the board all powers customarily exercised by the governing board of a college or university and the enumeration of the powers herein shall not be deemed to exclude any of such powers not expressly excluded by law.

390.844 Same; borrowing power. [M.S.A. 15.1852(4)]

SEC. 4. The board shall not borrow money on its general faith and credit, nor create any liens upon its property. With the approval of the legislature the board may borrow money to be used to acquire land or to acquire or erect buildings, or to alter, equip or maintain them, to be used as dormitories, student centers, stadiums, athletic fields, gymnasiums, auditoriums and other related activities, and it shall obligate itself for the repayment thereof together with interest thereon, solely out of the fund derived from rentals or other income from the use and operation of the property so acquired, or from special fees and charges required to be paid by the students deemed by it to be benefited thereby; and may pledge all or any part of the fund as security therefor.

Approved April 26, 1960.

PUBLIC ACTS 1963 SECOND EXTRA SESSION—No. 24.

AN ACT to amend the title and sections 1, 2 and 3 of Act. No. 120 of the Public Acts of 1960, entitled, "An act to establish and regulate a state institution of higher learning to be known as Grand Valley college; to fix the membership and the power of its governing board," being sections 390.841, 390.842, 390.843 of the Compiled Laws of 1948.

The People of the State of Michigan enact:

Title and sections amended.

SEC. 1. The title and sections 1, 2 and 3 of Act No. 120 of the Public Acts of 1960, being sections 390.841, 390.842 and 390.843 of the Compiled Laws of 1948, are hereby amended to read as follows:

TITLE

An act to establish and regulate a state institution of higher learning known as Grand Valley state college; and to fix the membership and the powers of its governing board.

390.841 Grand Valley state college; establishment; control; body corporate. [M.S.A. 15.1852(1)]

SEC. 1. There is established a state institution of higher education known as Grand Valley state college and located in Allendale township, Ottawa county. The institution shall be maintained by the state and its facilities shall be made equally available and upon the same basis to all qualified residents of this state. The conduct of its affairs and control of its property shall be vested in a board of control, the members of which shall constitute a body corporate known as the "board of control of Grand Valley state college", with the right of suing and being sued, adopting a seal and altering the same.

390.842 Same: board of control, president. [M.S.A. 15.1852(2)]

SEC. 2. There is established a "board of control", to consist of 8 members to be appointed by the governor with the advice and consent of the senate for terms of 8 years. The president of the institution shall be ex officio a member of the board without the right to vote.

390.843 Same; officers; treasurer's bond. [M.S.A. 15.1852(3)]

SEC. 3. The board of control may elect one of its members or may designate the president to preside at board meetings. The board shall elect a secretary, a treasurer and such other officers as it deems necessary, none of them of whom shall be members of the board. Officers shall serve terms of 1 year and until their successors shall have been elected and qualified. Before permitting the treasurer to enter upon the duties of his office, the board shall require him to file his bond to the people of this state with such sureties and in such sum not less than the amount of money likely to be in his possession as the board may designate. No officer shall have the power to incur obligations or to dispose of the board's property or funds, except in pursuance of a vote of the board.

Board of control, quorum, powers and duties.

A majority of the members of the board shall form a quorum for the transaction of business. The board by majority vote of its membership may enact rules, bylaws and regulations for the conduct of its business and for the government of the institution, and amend same; fix tuition and other fees and charges, appoint or remove such personnel as the interests of the institution and the generally accepted principles of academic tenure permit or require, determine the compensation to be paid for services and materials, confer such degrees and grant such diplomas as are usually conferred or granted by other similar institutions, receive, hold and manage any gift, grant, bequest, or devise of funds or property, real or personal, absolutely or in trust, to promote any of the purposes of the college, enter into any agreements, not inconsistent with this act, as may be desirable in the conduct of its affairs, and in behalf of the state lease or dispose of any property which comes into its possession, provided that in so doing it shall not violate any condition or trust to which such property may be subject. It is the intention hereof to vest in the board all powers customarily exercised by the governing board of a college or university and the enumeration of the powers herein shall not be deemed to exclude any of such powers not expressly excluded by law.

Effective date of amendatory act.

SEC. 2 This amendatory act shall take effect on January 1, 1964.

This act is ordered to take immediate effect.

Approved December 27, 1963.

APPENDIX B

MEMBERS OF THE FIRST FACULTY OF
GRAND VALLEY STATE COLLEGE

- A. ALBERT BAKER, *Associate Professor of Chemistry*;
Ph.D., University of Wisconsin, 1964
- ROBERT L. CHAMBERLAIN, *Associate Professor of English*;
Ph.D., Syracuse University, 1956
- PHILIP T. CLAMPITT, *Associate Professor of Zoology*;
Ph.D., State University of Iowa, 1963
- MARVIN G. DEVRIES, *Assistant Professor of Mathematics and
Economics*; Ph.D., University of Michigan, 1963
- JOHN J. FREDERICK, *Assistant Professor of Botany*;
Ph.D., University of Michigan, 1964
- DONALD HALL, *Associate Professor of Physics*;
M.S., Michigan State University, 1954
- ARTHUR C. HILLS, *Assistant Professor of Music*;
M. Mus., University of Michigan, 1948
- CHARLES IRWIN, *Assistant Professor of Physical Education*;
M.A., Michigan State University, 1963
- W. HARRY JELLEMA, *Professor of Philosophy*;
Ph.D., University of Michigan, 1922
- EMMA LAUBERTE, *Assistant Professor of Modern Languages*;
M.A., University of Latvia, 1943
- GLENN A. NIEMEYER, *Assistant Professor of History and Political
Science*; Ph.D., Michigan State University, 1962
- LOUIS C. RUS, *Professor of English*;
Ph.D., University of Michigan, 1954
- JOHN L. TEVEBAUGH, *Assistant Professor of History*;
Ph.D., University of Illinois, 1962
- SJOERD VAN DER VELDE, *Associate Professor of Modern
Languages*; Ph.D., State University of Iowa, 1962
- FRANKLIN T. VAN HALSEMA, *Instructor in Philosophy and
History*; B.D., Calvin Seminary, 1956

APPENDIX C
GVSC PIONEER CLASS

NAME	High School, Year of Graduation
Allen, Robert L.*	Kenowa Hills, Grand Rapids 1963
Anderson, Ardith L.	Grant 1963
Andrus, Ronald J.*	Sparta 1963
Annulis, John T.	Rogers, Wyoming 1963
Arkema, Jerry L.	Grand Haven 1963
Baarman, Nancy M.	Holland Christian 1963
Bartlett, William A.	Grandville 1963
Beatty, Rexford R.*	Lathrop, Fairbanks, Alaska 1958
Bengstron, Stephen R.	Hart 1963
Bergland, Christen J.	Rockford 1963
Beyer, Barbara L.	Michigan School for the Blind, Lansing 1963
Biles, James K.	Riverside, Dearborn 1963
Blotney, Kathleen L.	Grand Haven 1963
Boersma, William J.	Unity Christian, Hudsonville 1963
Bolt, Jay D.	Kenowa Hills, Grand Rapids 1963
Borgman, Roger A.	West Ottawa, Holland 1963
Bosch, Alan C.†	Holland High 1962
Bose, Harry E.	Holland 1963
Bosworth, Susan M.†	Grandville 1963
Bouma, Robert D.*	South Christian, Grand Rapids 1963
Bradshaw, Cecil E.*	Union, Grand Rapids 1962
Brandel, Edward C.	Grand Haven 1963
Breay, David E.*	South, Grand Rapids 1960
Brintnall, Galene	Hudsonville 1963
Brookhouse, Donald*	West Ottawa, Holland 1963
Brown, David L.	Castle Heights, Lebanon, Tenn. 1963
Brunink, Donald	Union, Grand Rapids 1963
Bush, Mary*	Holland Christian 1963
Canon, Bruce	Grand Haven 1963
Carlson, Joyce	Union, Grand Rapids 1963
Cary, Ron	Portland 1963
Case, Jo Ann*	Kentwood, Grand Rapids 1963
Cattanach, Doris	Central, Grand Rapids 1963
Chapman, Paul	Coopersville 1959
Chorny, Daniel	Muskegon Heights 1954
Clark, Eileen*	Ottawa Hills, Grand Rapids 1963
Clark, Gary	Wasson High, Colorado Springs, Colo. 1963
Clifford, Thomas	Catholic Central, Grand Rapids 1963
Coffey, Robert†	Coopersville 1963
Cottrill, Sherry*	Coopersville 1963
Dahlstrom, Donald†	Grand Haven 1963
Dalman, Max	West Ottawa, Holland 1963
Darin, Marcia†	Grandville 1963
Dean, Richard	Union, Grand Rapids 1963
Deering, Gale	Union, Grand Rapids 1963
De Groot, Patricia	Union, Grand Rapids 1963
De Jonge, David*	Hudsonville 1959
De Jonge, Russell	Zeeland 1963
Ke Kruij, Maureen	Union, Grand Rapids 1963
De Maar, Thomas	Union, Grand Rapids 1963
De Ridder, Neal	Rogers, Wyoming 1960
Dilley, Jane*	Grand Haven 1963
Dorn, David	West Ottawa, Holland 1963
Dowd, Charles	Rudyard 1960
Dronkers, Linda	Union, Grand Rapids 1963
Duemler, Richard	East Grand Rapids 1963
Dykstra, Dorothy	Holland Christian 1962

NAME	High School, Year of Graduation	
Eeerdmans, Barbara*	Rogers, Wyoming	1963
Ellinger, Dean	Hopkins	1963
Ellis, Bradley*	Caledonia	1961
Engle, James	Ravenna	1963
Fagin, Sheryl	Ann Arbor	1963
Fahlstedt, James	Ottawa Hills, Grand Rapids	1960
Feldkamp, David	Manistee	1963
Fisher, Kathleen	Rockford	1961
Fleser, W. David	Hopkins	1963
Flierman, Marian*	Coopersville	1963
Footo, Nancy	North Muskegon	1961
Foster, Robert	Hart	1963
Fuller, Cheryl	Grand Haven	1963
Funke, James	Creston, Grand Rapids	1963
Garrison, James	Union, Grand Rapids	1963
Gerber, Kent	Grand Haven	1963
Gerndt, Paul	Haston High, Dearborn	1963
Gill, Ann†	Union, Grand Rapids	1963
Goodspeed, John	East Grand Rapids	1963
Grabowski, Janice*	Grand Haven	1963
Grasman, Larry	Unity Christian, Hudsonville	1963
Gray, Linda	Union, Grand Rapids	1963
Griffith, Paul	Union, Grand Rapids	1963
Groth, Carol	Union, Grand Rapids	1963
Gwinn, Larry	Creston, Grand Rapids	1963
Haisma, Richard	Union, Grand Rapids	1963
Handwerg, James*	Holland	1961
Hatch, Diane	Muskegon	1963
Hecksel, Philip	Coopersville	1961
Heidema, Joannet	Lee, Wyoming	1963
Horning, Michael	Catholic Central, Grand Rapids	1963
Huizen, Bruce	Rogers, Wyoming	1963
Huizinga, Wilma	Holland Christian	1963
Huyser, Larry	Hudsonville	1962
James, David*	Grandville	1962
Johns, Penelope	Union, Grand Rapids	1963
Johnston, Gordon A.	Union, Grand Rapids	1963
Johnston, Joseph	Kelloggsville, Grand Rapids	1963
Kaluske, William M.	Grand Haven	1963
Kammeraad, Linda	Union, Grand Rapids	1963
Kamstra, Ronald L.*	Rogers, Wyoming	1960
Kapenga, Larry	West Ottawa, Holland	1962
Kihnke, Karen	Union, Grand Rapids	1963
Kinderman, Arlene	West Ottawa, Holland	1963
King, Veronica	Mt. Mercy, Grand Rapids	1963
Kloosterman, Ira*	Wyoming	1963
Kloppe, Linda†	Lee, Wyoming	1963
Knoth, Wayne*	Holland	1958
Kune, George	Lawrenceburg, Ind.	1942
Kool, Sue	West Michigan Christian, Muskegon	1963
Kowalski, Ronald	Catholic Central, Grand Rapids	1963
Krupinski, Paul†	Sparta	1963
Kryger, Edward	Union, Grand Rapids	1963
Kuipers, Konnie	West Ottawa, Holland	1963
Leatherman, Brian	Caledonia	1963
Leedy, Jeanine*	Ottawa Hills, Grand Rapids	1963
Leonard, David†	Union, Grand Rapids	1963
Lewis, Eric*	Leelanau Military Acad., Glen Arbor	1963
Long, Suzanne	Grand Haven	1963
Looman, Raymond*	Grandville	1961
Lubbers, Ronald	Unity Christian, Hudsonville	1963
Lupton, Cathleen	Grand Haven	1963

NAME	High School, Year of Graduation	
Main, Donna	Comstock Park	1963
MacDonald, Jean	Grandville	1963
Marek, Stephen	Catholic Central, Grand Rapids	1961
Masselink, Sally	Ottawa Hills, Grand Rapids	1963
McDonald, Annie	Grand Haven	1963
Metcalf, Lucinda	Mt. Mercy, Grand Rapids	1963
Minnaar, Fred	Unity Christian, Hudsonville	1963
Moes, Patricia†	Grand Rapids Christian	1963
Monaghan, Robert	Ottawa Hills, Grand Rapids	1963
Montgomery, Thomas	Creston, Grand Rapids	1963
Moore, James E.	Central, Grand Rapids	1963
Moore, James L.*	Wyoming	1963
Moore, Janice	Grand Haven	1963
Nederveld, Douglas*	Byron Center	1962
Nelson, Merritt*	Ottawa Hills, Grand Rapids	1963
Nieuwenhuis, Edward*	Grand Rapids Christian	1960
Novitsky, Phillip	Union, Grand Rapids	1963
Oertel, Ola	West Ottawa, Holland	1960
Olsen, Jack*	Grand Haven	1960
Orcutt, Suzanne*	Ravenna	1963
Orme, Timothy*	Unity Christian, Hudsonville	1963
Ouderkirck, Robert*	Wyoming	1963
Overbeek, Duane	West Ottawa, Holland	1963
Overkamp, William	West Ottawa, Holland	1963
Paton, Don	Union, Grand Rapids	1963
Patrick, Barbara	Ottawa Hills, Grand Rapids	1963
Perkins, Roger	Union, Grand Rapids	1963
Poterack, Christine	Catholic Central, Grand Rapids	1963
Prettyman, Helen	Evanston, Illinois	1936
Radspieler, Albert*	Grandville	1957
Ramage, Herbert	Livonia	1963
Reeths, Charlotte	Grand Haven	1963
Reeths, Mildred†	Grand Haven	1943
Rice, James	Newaygo	1962
Richards, Mary	Sturgis	1961
Roberts, Joyce	Grant	1963
Rockwell, Kathleen	Byron Center	1963
Rockwood, Richard	Catholic Center, Grand Rapids	1963
Rohn, Donald	Alpena	1956
Rohn, James	Coopersville	1961
Rosendall, Elaine	Grand Rapids Christian	1963
Rosso, Esther*	Grand Haven	1941
Ruffin, Michael*	Grand Haven	1961
Rustemeyer, John†	Union, Grand Rapids	1963
Rutgers, Sally	Holland Christian	1963
Ryan, Terrance	Ottawa Hills, Grand Rapids	1963
Sackrison, Nancy	Byron Center	1963
Schneider, Mary	Union, Grand Rapids	1963
Schultze, Walter	Byron Center	1963
Seaman, Barnabas	Union, Grand Rapids	1963
Shepard, Daniel†	Zeeland	1963
Shepard, Joan	Coopersville	1963
Shisler, David	Ottawa Hills, Grand Rapids	1963
Sietsema, Harley	Hudsonville	1963
Silva, A. Clare*	Creston, Grand Rapids	1963
Silverman, Stan B.*	East Grand Rapids	1962
Slagle, Dennis*	Montague	1963
Slagter, Richard*	Kelloggsville, Grand Rapids	1963
Smith, Christina	Montcalm-Central	1963
Steketee, Jean	South, Grand Rapids	1963
Storms, Neale	Hesperia	1962
Straubel, Aline*	St. Patrick's, Ada	1963

NAME	High School, Year of Graduation
Strazanac, Theresa*	Grand Haven 1963
Sykes, Donna*	South, Grand Rapids 1963
Takus, Cheryl*	Union, Grand Rapids 1963
Teachout, Thomas	Kelloggsville, Grand Rapids 1963
Teasley, Steward	Grand Haven 1963
Telgenhof, Jo Ann	Holland Christian 1963
Ter Avest, Karen	Ottawa Hills, Grand Rapids 1963
Thede, Kenneth*	Godwin Heights, Grand Rapids 1962
Tidd, Brian	Holland 1963
Tornga, Kathryn	Central, Grand Rapids 1963
Turpin, Nancy	Grand Haven 1963
Van Buren, Judith	Coopersville 1963
Vanden Berg, Nancy	West Ottawa, Holland 1963
Vanden Bosch, Kenneth	Hudsonville 1963
Vanden Brink, David	West Ottawa, Holland 1963
Van Der Kolk, Kenneth	Grand Haven 1963
Vander Kuyl, Donald	Hudsonville 1963
Vandermeer, Catherine	Sparta 1963
Vander Vliet, Marvin	Creston, Grand Rapids 1963
Van Dyke, Mary	Sparta 1963
van Hartesveldt, Douglas	West Ottawa, Holland 1963
Van Koughnet, William	Lee, Wyoming 1963
Van Overloop, David**	East Grand Rapids 1963
Van Wiene, Barbara†	Coopersville 1963
Van Wyk, Linda	Union, Grand Rapids 1963
Vogt, Frederick, Jr.*	Lawrenceville, N. J. 1960
Vrosh, Patricia*	Creston, Grand Rapids 1962
Walker, Daniel	Lowell 1963
Wanrooy, Larry	West Ottawa, Holland 1963
Waskin, Mary	Grand Haven 1963
Welch, Doris	South, Grand Rapids 1963
Welling, Richard	Grand Haven 1963
Westrate, Ronald	West Ottawa, Holland 1963
Wieda, Sharon	Sparta 1963
Wienckowski, Thomas	Sparta 1963
Wier, Jon	Comstock Park 1963
Wiersma, William	Grand Rapids Christian 1963
Williams, Bradford	Southern Arizona School for Boys, Tucson 1963
Williams, Robert	Kimball, Roy Oak 1963
Wong, Mimi	Ann Arbor 1963
Wood, Michael	Catholic Central, Grand Rapids 1963
Woudstra, Frank*	Wyoming 1963
Zirnis, Andris*	South, Grand Rapids 1960
Zuidema, Robert†	Unity Christian, Hudsonville 1963
Zylstra, Phyllis	Grand Rapids Christian 1963

* Withdrew before end of academic year.

**Killed in automobile accident on October 5, 1963.

† Dean's list (achieved a grade point average of 3.5 or better).

APPENDIX D

CHRONOLOGY OF IMPORTANT EVENTS
IN THE HISTORY OF
GRAND VALLEY STATE COLLEGE

1960 TO 1964

April 26, 1960	Enabling Act Signed into Law by Governor Williams
October 5, 1960	First Board of Control Appointed
April 8, 1961	Site Selected
June 2, 1961	First Legislative Appropriation
July 1, 1961	Appointment of Vice President for Business Affairs
February 9, 1962	First President Appointed
August 28, 1962	Ground Breaking Ceremonies for First Building
November 27, 1962	First Students Accepted
December 14, 1962	Appointment of First Faculty Members Announced
September 26, 1963	Opening Day Ceremonies
September 30, 1963	Classes Begin
November 22, 1963	First Student Newspaper Published
May 13, 1964	Student Charter Adopted
June 18, 1964	First Academic Year Ends

APPENDIX E

SCHOLARLY PUBLICATIONS AT GVSC

1962-64

- Baker, A. Albert, Jr., "A History of Indicators," *Chymia* 9 (1964), p. 147-167.
- Buchen, Philip W., "Planning An Add-A-Building Campus for a New College," Proceedings, 1962 Fall Conference on School Building Research, Washington, D.C., Building Research Institute.
- Chamberlain, Robert L., "George MacDonald's 'A Manchester Poem' and Hopkin's 'God's Grandeur,'" *The Personalist*, Vol. 44, No. 4, Autumn 1963, p. 518-527.
- Chamberlain, Robert L., "Pussum, Minette, and the Africo-Nordic Symbol in Lawrence's *Women in Love*," *PMLA*, Vol. LXXVIII (September 1963), p. 407-416.
- DeVries, Marvin G., (with Frank R. Bacon, Jr., Clark E. Chastain, Lester V. Colwell, Alfred O. Schmidt), *Anatomy of an Industry* (A Study of the Michigan Machine Tool Industry in Its National and International Setting), Industrial Development Division, Institute of Science and Technology, Ann Arbor, Michigan: University of Michigan Press, August 1963.
- DeVries, Marvin G., "The Dynamic Effects of Planning Horizons on the Selection of Optimal Product Strategies," *Management Science*, Vol. 10, No. 3, April 1964.
- Hills, Arthur C., "What's the Score," *Music Journal*, March 1964, p. 121.
- Niemeyer, Glenn A., *The Automotive Career of Ransom E. Olds.*, Bureau of Business and Economic Research: Michigan State University, 1963.
- Niemeyer, Glenn A., "The Curved Dash Oldsmobile," *Business Topics*, Autumn 1963, Vol. 11, No. 4, p. 47-63.
- Niemeyer, Glenn A., "The Curved Dash Oldsmobile," *Sales Marketing Today*, March 1964, p. 24-27.

- Niemeyer, Glenn A., Book Review, *Young Henry Ford; A Picture History of the First Forty Years*, by Sidney Olson (Detroit, Wayne State University Press, 1963, vii, 190 p., illustrations), *Michigan History*, June 1964, Vol. 48, No. 2, p. 189-190.
- Potter, George T., "Building the University in Calgary," *School Progress*, July 1962, p. 37-39.
- Zumberge, James H., "Problems on the Origin of Lake Superior," Proceedings, 5th Conference on Great Lakes Research, Great Lakes Research Division, Institute of Science and Technology, University of Michigan, 1962, p. 139.
- Zumberge, James H., (with C.W.M. Swithinbank), "Ice Shelves," *Antarctic Research*, Geophysical Monograph No. 7, 1962, p. 197-208.
- Zumberge, James H., *Elements of Geology*, Second Edition, New York: John Wiley & Sons, 1963.
- Zumberge, James H., "Horizontal Strain and Absolute Movement of the Ross Ice Shelf Between Ross Island and Roosevelt Island, Antarctica, 1958-63," *Antarctic Research Series Volume 2*, Washington, D.C.: The American Geophysical Union, 1964, p. 65-81.
- H. Weldon Frase, Editor, 1963-64, *ARGR Journal* (Association for Research in Growth Relationships).