



Annual Report 1974 - 75

Kalamazoo College,
on the eve of
our nation's third century,
presents its Annual Report, 1974-75,
as a substantive look at the present
and a purposeful, confident view to the future
of the oldest college in Michigan—
one of the distinctive
liberal arts colleges in America.



The President's Report

by George N. Rainsford

One of the great ironies of modern American higher education is that while its most unusual and important characteristic is its diversity, increased pressure in recruiting students is leading public and private two-year, four-year, and university-level institutions to try to look alike. All claim they are excellent, innovative, and able to offer any student almost any kind of education. Few promotional statements deal with fact, and most catalogs are full of the same generalizations. Yet if Kalamazoo College is going to realistically expect to attract more than its current share of students (by maintaining its present enrollment in a shrinking market) and more than its current share of financial resources (through a major capital campaign), we must make it possible for our friends to distinguish our college from the rest of higher education. What then can we say about ourselves that is relevant, based on fact, not wish, which serves to bring our institution into focus?

We are by definition a private, coeducational, church-related, residential college of liberal arts. With the exception of the coeducational status, these are characteristics which many institutions are in an unseemly haste to discard. For some colleges, decisions to change their character are matters of survival. But survival is not an issue at Kalamazoo College. Yet as a major and well-known private institution, we have taken leadership locally and nationally in urging a responsible policy of directing public money to students attending private colleges. Far from rejecting our denominational origin, we have reaffirmed this as an important part of our local heritage. While some colleges have dropped all housing requirements, we have maintained a list of expanded alternatives within a required residential policy in the belief that not all education takes place in the classroom and that most students should live on campus. Finally, many colleges have lost faith in the liberal arts tradition and are turning to more currently popular vocational and technical training. We instead are working to create better career guidance and more career options for our students by regrouping existing traditional liberal arts disciplines. Kalamazoo College is firmly and aggressively committed to the proposition that the nation needs better educated — not better trained — citizens; that in an age of rapid vocational obsolescence, it is the specialist not the generalist who will be unemployed; and that far from being irrelevant, the liberal arts education is ever more valuable.

Beyond this definition, our concern is with quality, not quantity. We choose to be selective, perhaps even elite. We are in the leadership business without apology but also, it is hoped, without arrogance. Almost half of our student body is receiving some financial aid. The year's freshman class, the largest in our history, achieved average SAT scores of 1,213, compared to the national average of 914; of the entering class, over half were in the top 10% of their high school classes. Over the past thirty years, approximately half of our seniors have gone on to graduate school. We have been consistently ranked nationally in the top 20% of the undergraduate producers of science PhDs. Of our graduates applying to law school, nine out of ten are accepted; of those applying to medical school, two out of three. All of our certified students wanting to teach have found employment. Even with our extensive off-campus programs and with no athletic scholarships, we have won the Michigan Intercollegiate Athletic Association's All-Sports Trophy for an unprecedented four consecutive years. Ninety-eight percent of our faculty have terminal degrees for their fields, and their salaries are in the 95th percentile nationally for similar institutions.



Daniel L. Schorr, CBS commentator, and Elliott M. Estes, President, General Motors Corp. — shown with President Rainsford (center) — participated in the 1975 Commencement.

We are neither big enough to be in the educational production line, nor do we aspire to this. Therefore our educational justification must be different. One aspect of that justification is the quality discussed above. A second stems from the first: it is to use our fiscal stability and intellectual maturity to advantage as a leader in developing new educational and managerial strategies that will enable Kalamazoo College and other colleges better to meet the changing environment in which they must operate. Leadership in the creation of new programs has come in generous measure from all areas of the College's community: trustees, administrators, faculty, students, alumni, and friends.

Leadership has been demonstrated first in the academic area. While many institutions talk about the desirability of a year-around program, we have been operating on a four-quarter system for nearly fifteen years. The Career-Service experience in the sophomore year, Foreign Study in the junior year, and the Senior Individualized Project may in any other institution exist as options for a few; at Kalamazoo College they are the expectations for all. Our highly successful Foreign Study program is distinguishable from study abroad opportunities elsewhere in that ours is funded with its own endowment. It therefore does not cost a student any more to spend six months, for instance, in Europe or Africa (where, according to available sources, the College has more students living and studying than any other college in the United States) than it does in Kalamazoo. This year the Mellon Foundation in New York granted us funds in the amount of \$200,000, to be used over a five-year period, to assist the College in integrating the on-campus and off-campus programs, providing for faculty development that will bring about better advising of students and more constructive building upon cumulative educational experience. Grants from the Office of Education and the National Foundation for the Humani-

ties and the College's own resources have undergirded significant new programs of interdisciplinary study. Faculty and administration alike have recognized the need for programs of faculty and staff development as a continuing means by which the College will deal with its own self-renewal. Changes in guidelines for tenure and promotion further suggest individual revitalization on the part of faculty members and evidence as well of their contribution to ongoing institutional revitalization. New programs for freshmen and for faculty have used intensive exposure to a wilderness environment as a means of stimulating self-development. All of this signifies acceptance of the fact that while financial resources may need to be generated from without, the development of human resources must be self-generated, and indeed, this is essential if students and faculty alike, through the curriculum and the teaching/learning relationship, are to be constantly refreshed.

No less impressive is our record of leadership in creating new methods of management and finance. The economics of the innovative year-around operation and the on- and off-campus programs are easily visible: Kalamazoo College, with a faculty and plant designed to serve 1100 students, actually enrolls 1500 and serves them well. The lack of any capital debt has combined with the above economies to produce a level of charges to students which is \$500 to \$1000 below that of comparable institutions. And while many buildings on the nation's campuses represent deficit spending and some are standing empty, the College, with money in hand, is finishing a new wing on the science complex and is constructing an experimental theatre to complement its present theatre building. We are also now engaged in a major new program to reorganize and reorient the administrative structure with the knowledge that the quality of management may be just as important in the future as the quality of academic program. A grant of \$70,000 from the Kellogg Foundation has helped underwrite computer systems software and additional staff for the new Total Resources Program. This program, coupled with a proposed major capital campaign and the introduction of new and diversified elements of managing the endowment and other financial assets, will provide a more balanced and secure fiscal base for the College's operation.

Finally, the College has reestablished its concern for the value elements of undergraduate liberal arts education through a reorganization of its student affairs and student services programs. In the post-Watergate era, the need for moral development is more clearly seen as a necessary complement to technical or academic competence. Learning about living in a community, the successful making of daily moral and ethical judgments, learning to deal with success and failure in life as well as in literature are important declared objectives for its students. The residence halls are the classrooms for these experiences.

These are the principal elements in the "case" for Kalamazoo College. In any given area, specific programs and objectives can be made more detailed. In isolation, no one program is unique. In combination, they present a profile of a vigorous institution rooted in a tradition of quality and strength and committed to using its assets rather than simply conserving them. It is an institution to whom the future is as important as the past and one that realistically knows that it must "act" and indeed "risk" to secure that future.



Tight-Rope Dancing and the College

by Walter W. Waring

"When a great office is vacant . . . five or six of those candidates petition the Emperor to entertain his Majesty and the court with a dance on the rope, and whoever jumps the highest without falling succeeds in the office. Very often the chief ministers themselves are commanded to show their skill, and to convince the Emperor that they have not lost their faculty."

Swift — *Gulliver's Travels*

In the passage quoted above, Jonathan Swift satirizes the irrational method that Lilliputians used to appoint individuals to positions of trust and responsibility. Selecting ministers of state by their ability to dance on a tight-rope assumes a correlation between tight-rope dancing and national defense, for example, that the practical mind cannot accept. Swift's satire, however, did not discourage irrationality in methods of qualification for roles in human society. Consideration reveals that the practice Gulliver discovered in Lilliput continues to the present day in many variations. We might even argue that the problem of qualification produces most of the disagreements concerning education today. The critic who sees himself as practical or realistic will take the position revealed by Swift's treatment of Lilliput. He points out that what most of us do for a living bears little relationship to the courses that we studied in college, and he concludes that education should train the individual for the job, which would then be more efficiently and happily performed. His point sounds reasonable. A survey of courses required of college students reveals a sampling of introductory studies in several of the general areas of human knowledge; but, as students delight to proclaim, the sampling includes little that might be put to practical use in any activity they might undertake. They see folly in qualification by "tight-rope" dancing and refuse to take seriously that which cannot be reduced to practical application even as they acknowledge the fact that the highest honors and the best recommendations go to those who perform with the most agility on the "tight-rope."

Other critics of education present views directly opposed to the practical sort. Less concerned with training for the job, they point out that practical education cannot hope to keep abreast of the rapid changes in modern technology. Any practice taught by the schools, they argue, will have become obsolete by the time the student reaches the labor market. Taking the view that students will live in the society of their fathers, some of them settle for an education that stresses moral or social attitudes of the past, while others proclaim the necessity of indoctrinating the student with the "best" arts, ideas, and attitudes of western culture. A significant number reject all arguments, practical or idealistic, and either

discount education entirely or accept it as a type of supervised experience, which, they argue, is what life is about anyway.

A large number of people, however, view education as a product of the time. During the last decade or so, we have seen changes in education that we would have regarded impossible in 1955. Although the content of courses has always changed, the accumulation of knowledge has increased so rapidly in recent years that even our greatest colleges and universities and our most learned faculties spend a large portion of their energies in the effort to integrate the new with the old. Disciplines change so rapidly that catalogue descriptions of courses are often inaccurate by the time they become available to the students. As a result many, if not most, curricula have been reduced to shambles. Subject matter, opinion, skills, and methods become increasingly confused. Furthermore, in their efforts to re-establish lines of confidence broken in the 1960's, educators have often subordinated important questions of content and quality to the problem of simply keeping the student in the educational program.

Students, according to experts in such matters, have changed nearly as much as curricula and in just as many ways. More students crowd American campuses. They come from a larger diversity of race, religion, and background; and they come with a greater variety of purposes, attitudes, and expectations. Their moods, changing from complaisance to activism, to non-commitment and isolating self-indulgence, confuse the scholar-teacher, who often regards their presence as a necessary distraction from his scholarly pursuits. Dr. Herbert Hendin, director of psycho-social studies at the Center for Policy Research, made the following observation in a recent issue of *Harper's* after a six-year study of college students:

"What distinguishes this student generation is its pursuit of disengagement, detachment, fragmentation and emotional numbness . . . They believe that emotional involvement invites disaster, and that fragmentation and detachment offer the best means of survival."

August, 1975, p. 22

To devise courses and programs in the face of the growth of knowledge, the "personalized" nature of the student, and omnipresent financial crises challenges the most imaginative among us; yet the shape of society in the future may depend largely on how educators face these very issues.

Along with other changes, education has moved toward larger and larger state-supported institutions on the hypothesis that the larger university gains in its

efficiency in qualifying students for their vocations more than it loses in inter-personal involvement among faculty and students. The concentration of support money enables universities to build elaborate laboratories and to collect comprehensive libraries. Offering attractive salaries, they assemble specialized faculties who in turn attract large numbers of interest-oriented students. But, even as they solve the problem of tight-rope dancing by hiring experts in all fields of human endeavor, they create identity problems for the students. People who lose the sense of self in their search for role in society prove to be neither happy nor stable.

Perhaps current trends have only introduced a new variety of Swift's tight-rope dancing. Perhaps none of these issues come at the central "problem" of education. Perhaps education is not dependent upon amassed knowledge, student moods, practical training, elaborate laboratories, or economics. Human knowledge has often grown rapidly. Students have always had moods. Laboratories have always been inadequate, and the economy has frequently worsened. Forces inherent in the large organization have powerfully contributed to the sense of estrangement and isolation that now characterizes them. As they grow ever larger, universities tend to break into specialized schools, isolating their faculties and student bodies from other concerns and interests. They produce large numbers of over-qualified technicians and under-qualified humans. Solving the problem of qualification has produced a graduate who is often neither efficient nor serene.

On the other hand, except for pressing financial needs, faculties and student bodies of small liberal arts colleges face few of the problems that beset education at large. Lack of size forces their faculties into broad involvement and inter-personal commitments. Bound by the needs and interests of those he works with, the college professor must solicit their aid to achieve success. Alien priorities and points of view impose limits on what he can require of students engaged in his discipline. He discovers quickly that he cannot submerge in his discipline and survive. He must place the problems of "tight-rope dancing" in the human context where it assumes new dimensions. Qualification becomes the interaction between the demands of role and the demands of identity. Personal attributes limit or enhance qualification as much as knowledge does. Thus he enters a world where reality becomes mutability, where his business is change. Observing the student from year to year, he sees the individual's growth in two dimensions: role and personality. He knows how objective success or failure inhibits or enhances the individual, and he knows

when traits of character impose limitations upon objective attainment. Education becomes process, not accumulation of courses and skills only. To deprive student and faculty alike of developing interaction encourages the fragmentation and alienation that currently endangers our culture. Swift's Lilliputians may have brought little competence to their offices, but they had the heart to dance.

Other elements in the current educational crisis find better resolution in the college. A faculty devoted to its full responsibility creates a student body devoted to it also. Only when we fail to direct our attention to all the elements in the learning process do we jeopardize our existence. To respond to the student's bewilderment, frustration, anxiety, or success is the first step of instruction. To become aware of a student's struggle with an inconsistency, a paradox, or an ambiguity in one's own discipline is to stand before a new horizon. Our colleagues and our own studies make us aware of matter that we can affirm or reject, but our students, who challenge what we think we know in every confusion that they exhibit, establish the living dimensions of our disciplines. Without their anxious doubts and queries we become satellites fixed in unchanging orbit around our subject matter. Larger libraries, finer laboratories, and better programs make our work easier, no doubt; but they do not define the educational environment. Only our willingness to confront our disciplines again and again in the context of the student's concern can do that. Only when we pin-point their confusions, only when we hear the questions that require us to re-think our positions, only when we respond to their demands for better courses and livelier discourse, can we report that education is in a state of health, that the college flourishes, that it stands on the brink of new perceptions, that it remains a force vital to a humane society.

Kalamazoo College enjoys an enviable position today because all the elements of the educational process stand in clear visibility here. The contents of courses change; programs flourish and decline; student moods vacillate — all, at times, with dazzling rapidity. Such changes are the overt signs of the interaction among faculty and students that lies at the heart of the learning process. As long as we are able to respond to change, as long as we can meet the double challenge of role and humanity, can we meet the future with confidence and expectation.

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Enrollment, Demography, and Puzzles

by Linda Delene

The enrollment at Kalamazoo College for the 1974-75 year was the highest in the history of the institution. Students numbering 1,400 were enrolled in the fall quarter, with the freshman class of 450 students the second largest entering freshman class ever enrolled. In many respects this was not simply the highest enrollment but a record enrollment at the College.

First, the combined average Scholastic Aptitude Test scores for the freshmen were substantially above the national norm for all freshmen entering College in the fall of 1974. Second, slightly more than 75% of the new students enrolled that year were residents of the state of Michigan. This compared to 58% of the freshman class in 1969 who were residents of the state. This trend toward increasing numbers of new students from Michigan is largely a reflection of the decreasing portability of state student financial aid programs. Many state legislatures have enacted regulations which prohibit students from using state aid funds anywhere except within their home state. Increasingly stringent state residency requirements throughout the nation preclude most out-of-state students from qualifying for state financial aid programs other than where their parents reside and/or where they graduated from high school. While some people may regret the further localization of the student body, unless there are large amounts of new scholarship funds, there is little the College can do to reverse the trend. There is some opinion nationally that all student aid funds, including those from various states' treasuries, will become fully portable, i.e., the student may use any governmental aid at the institution of his choice without reference to his state of residence. Whether this will, in fact, transpire is still in question, and the College does continue to seek qualified non-Michigan students within the limitations of its resource base. One further note on this issue: the College's unique combination of on- and off-campus educational programs does provide students of somewhat similar backgrounds with opportunities for different cultural and social experiences.

In further reviewing the enrollment pattern for the 1974-75 year at the College, the following points are of general interest. First, the percentage of enrolled students on campus in the fall quarter has gradually increased to the level where almost 74% of enrolled students take on-campus instructional programs. While at first glance this appears contrary to the Kalamazoo Plan, it is not. This increase of students on campus in the fall is partly explainable because of the slowly increasing numbers of students in Foreign Study programs during the spring quarter of their sophomore year rather than the more typical fall and winter quarters of their junior year.

Similarly, there has been a gradual decline in the number of students on Career-Service in the typical spring quarter, but there has not been an increase in students on Career-Service in other quarters. In fact, overall student participation in Career-Service has declined in all academic quarters for five consecutive years. This decline of students taking advantage of Career-Service programs is not a program failure. Rather, extensive review of the program by a faculty committee and the administration substantiates the conviction of many individuals, including that of the program director, that the lack of program endowment is literally forcing students to use that Career-Service quarter as a time to earn additional money. A few of the Career-Service options for students pay generously, but most require some financial sacrifice by the student, who is increasingly unable to afford the substantial learning experience that can accrue from such a program.

Finally, in reviewing the total enrollment pattern for the 1974-75 year, one additional fact is evident and troublesome. The enrollment in the summer quarter has declined somewhat and the number of students on campus last summer (as a percent of enrolled students) was the second lowest in eleven years. Of course, the statement of this fact is not one that indicates any kind of acceptance of this trend. On the contrary, the Board of Trustees — and specifically the Executive Committee of the Board — has directed the administration to study aggressively the multiple issues associated with summer quarter enrollment and take whatever steps are necessary to make that quarter a more attractive and viable academic option. Both the faculty and administration have sought to enhance the curricular offerings as well as provide financial aid to those students with need. Unfortunately, this may be insufficient to offset the student's perception of this summer time period as a prime opportunity in a given year to earn additional funds for the continuation of college. However, it is an issue which is receiving serious study and analysis, and constructive ideas on the issue of underenrollment during the summer quarter are welcome.

With this brief assessment of college enrollment for the 1974-75 year, further consideration of reported trends and concerns are subsequently directed toward the future and their consequence for institutional planning. Since the continued enrollment of sufficient numbers of qualified new students is the most crucial element in institutional stability, an assessment of population growth is in order. Every major demographic study of the typical college-age cohort (18 to 24 years) predicts this cohort of the population will begin to decline measurably with the decade of the 1980s. Therefore, it is entirely

possible that the College may enroll fewer new students each year for several years into the 1980s. Such a possibility does not imply that the College hopes or intentionally plans to reduce dramatically the size of the student body. It is a major external constraint upon which altering efforts by the institution may be ineffective.

There are some positive actions the College can make (and is making) to insure full enrollment of qualified students. First, the admission and recruitment programs have been reviewed and up-graded where necessary. Public relations efforts have been broadened and sharpened in scope with concentrated work in specific target areas, partly in conjunction with admissions efforts. The critical nature and importance of an increased applicant pool of qualified students has institutional understanding and support. Techniques of marketing the College to specific primary and secondary populations have begun and will be accelerated.

Obviously, the selection of geographic areas of recruitment and media saturation is crucial to the actions being taken. Some interesting recent national data will help the institution focus more systematically and more productively on certain geographic areas. For example, one reference cited (1) details those states in which the college-age cohort will increase and those in which it will decrease beginning in the 1980s. The general decline of the college-age cohort is uneven nationally, and the College should direct its efforts into states where increases are predicted. Locations which will have increases in the traditional college-age cohort include Florida, California, and Washington, D.C. The other states in the union project decreases, including those from which the College has had considerable student recruitment success. A few examples are in the table below:

STATES WITH DECREASING STUDENT POPULATIONS

State	Percentage of Decrease 1980 to 1985
Connecticut	-5.6%
Illinois	-3.4%
Indiana	-4.6%
Massachusetts	-2.7%
Michigan	-9.3%
New Jersey	-4.4%
New York	-4.7%
Ohio	-7.2%
Pennsylvania	-8.5%

The projection of decline implies an increasingly tough task ahead where the odds are less and less in favor of all colleges nationally seeking to maintain or increase

enrollments. This is clearly an institutional concern for many colleges, and Kalamazoo College will have considerable competition in whatever projects are mounted to counteract these demographic facts.

One other consideration for the College is crucial. The composition of the 18- to 24-year-old age cohort, in addition to its general decline in absolute numbers, will also change radically, beginning about 1980 and extending on into the decade of the 1990s. First, the percentage of that traditional college-age cohort which is composed of individuals from minority backgrounds will increase from about 9% to slightly more than 30%. Secondly, by 1980, there will be a higher percentage of low income students and far fewer from middle class families in that age cohort (4). While these two shifts in composition have some overlap, they are basically two separate shifts. There are obviously more poor white individuals in the country than poor individuals from minority backgrounds. Therefore, Kalamazoo College will be recruiting students from a generally less affluent age cohort, of which almost one-third will consist of individuals representing the various minorities in the nation.

Several issues remain which are puzzling in nature, even with reams of empirical reports. Will the 18- to 24-year-old population continue to be the almost sole consumer of Kalamazoo College educational programs? Will the possible national portability for state student financial aid become a reality? What happens if the projected decline of the 18- to 24-year-old students within the state of Michigan is not reversed by college recruitment projects and that substantial base of current students is eroded? How will the College attract increasing numbers of minority students? Does it have the resources to confront the issues inherent in the altered composition of the traditional college-age cohort? What will be, and most importantly should be, the costs necessary to continue the recruitment of sufficient numbers of qualified students at the College?

Consideration of these questions has resulted in some positive steps by the College as well as continuing concern about the future of student recruitment. The College, while not complacent in any sense or quarter, knows from a national study (the Cooperative Institutional Research Program of the American Council of Education) that the excellent academic reputation is a primary reason for freshman selection of this College over others. Further, the combination of the more traditional on-campus instruction with a rich complement of off-campus programs and educational experiences, continues to be important in attracting quality students to the campus. Resources must be directed toward maintaining



the academic excellence associated with the College, while at the same time, care must be taken to insure that prospective students capable of study at the College are not convinced in advance that they cannot compete here. This is a delicate and difficult balance to maintain, but we do need to ask the question of whether capable students are applying for matriculation. There is no scientific way to ascertain whether this happens to any extent, but members of the college community (internally and externally) should encourage students to apply and not, possibly, be reluctant to advocate an application and admission for and with promising young people. Many alumni and friends of the College are providing this type of encouragement in their respective local communities, but assistance with this by many others is sorely missed.

Further, the College has examined the resources necessary to maintain and augment a balanced financial aid program for students with scholarship need. During the 1974-75 year, the decision was made to staff the office with a full-time director rather than continuing with a part-time director. This will give that function more consistent attention and continuity and assist the College with a determination of future resource needs in that area. Greater personal counseling and individual attention will be possible, especially for upperclass students. The economic climate, in both the nation and the state of Michigan, generates a higher level of anxiety among all, and students should be provided with a type of personal, financial counseling that will inform them of ways they can continue to receive assistance with the costs of education. Concurrently, steps are being taken to make student work assignments more substantive. There is every reason to expect that a student's campus work experiences can serve as a record of individual accomplishment and form the basis of an employment record that has value beyond the campus and after graduation. The integration of campus work and future employment possibilities is being more systematically pursued by the Director of Placement and Career Planning and the Director of Financial Aid jointly. This should have a positive effect on student job performance and perceptions about the value of such experiences.

The issue of the retention of students permeates all these matters. During the 1974-75 year, attrition declined somewhat in all four classes. This is good news and evidence of improved advising, as well as concentrated College effort to increase the retention rate of students. Progress on this most complex issue is being made and the results, though modest, are encouraging. Coupled with increased attention to advising and counseling, is an increased College sense of the value of liberal arts

education. In a changing world, liberal arts education remains the most practical education, and the College community needs to reaffirm its pride in that fundamental premise. The quality of communication about the long term vitality of liberal arts education can serve as a very positive statement in the range of factors that affect the retention of students.

These questions, concerns, and changes are not easily resolved without controversy and expense. The College's ability to assess problematic issues and seek their resolution has not been lacking in the past. We, as a college community, have no reason to doubt our ability to meet positively the challenges of the future. For those readers who find some of the factual data disturbing, there may be an inclination to discredit the demographic projections about the 1980s. However, these projections are based upon facts; primarily significant is the rate of live births in the nation. Unless the human gestation period changes dramatically, this is the context confronting this College for future student recruitment and, thus, institutional stability. We need the best effort and thinking of all to insure our future and to continue the manifold contributions made by Kalamazoo College.

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1974-75: A Very Good Year

by John M. Dozier

A balanced operating budget, improved investment results for endowment funds, a record enrollment, and a continued growth of academic programs were all achievements of the 1974-75 fiscal year. It was, in fact, a very good year.

To some extent the College's fiscal operations reflect the tenor of the times. In 1975 there was an improved economic climate; the stock market did rebound with considerable vigor; inflation, although a continuing problem, was dampened to a rate of about 9 percent — a reduction of about 3 percent; and interest rates moved down dramatically from the historically high levels of late 1974. Of course, the actions taken by the Board of Trustees and the Administration to improve the management functions of Kalamazoo College also helped achieve the good results of the year.

The principal thrust of this report will be to provide information about the operation of the current fund, the results of the investment of current fund cash and endowment assets, and development activities. This is the year of the celebration of the Bicentennial of the United States, and there will be a report on some years of early history and some observations about the years ahead.

The Way It Was

In 1875 Kalamazoo College was a very small institution. There were 21 students enrolled at the college level of whom 5 were freshmen! In addition, 143 students were in a preparatory school program, hopefully aspiring to work up to the college level. There were three courses of instruction: (1) "The Classical Course — includes the

Latin and Greek languages and all the studies ordinarily pursued in the best colleges"; (2) Latin and Scientific Courses — includes every study in the classical course except Greek"; (3) "Scientific Course — omits both Latin and Greek."

The tuition charge was \$6 per term and there was an additional charge of \$2.50 for incidentals, which included the use of the 2,000 volume library. Ten faculty members were listed in the catalog as were the four "officers" of the College who were the President, the Librarian, the Assistant Librarian, and the Janitor. Students were required "to attend daily worship at the chapel" and prayer meetings twice each week in addition.

Financial records are fragmentary prior to 1892. To provide some feel for the flow of the events in the fiscal development of the College, the decade figures of certain measures of financial stability, at the bottom of this page, are of interest.

It is certainly not difficult to see that three decades — 1915-25, 1955-65, 1965-75 — were the periods of especially significant growth. It is also interesting to note that over the years there have been significant surpluses and equally dramatic deficits.

How Will It Be?

No institution remains static. If one has hope, one plans for the future. Of course, no one knows exactly what the future holds. If the past is prologue for the future, the challenge which lies ahead is tremendous. If the average growth pattern of the past eight decades is

	Total Assets	% Increase	Total Expenditures	% Increase	Endowment Funds (Book)	% Increase	Physical Plant Value	% Increase	Surplus (Deficit) From Operations
1895	\$ 274,911		\$ 16,295		\$ 210,812		\$ 60,000		(\$ 1,475)
1905	394,773	43.6	25,243	54.9	387,314	83.7	—		59
1915	539,908	36.7	39,995	58.4	529,146	36.6	—		(845)
1925	1,425,077	163.9	161,387	303.5	1,069,392	102.1	312,081		(10,273)
1935	2,401,341	68.5	294,876	82.7	1,334,215	24.8	1,035,377	231.8	13,409
1945	2,741,647	14.2	309,566	5.0	1,215,078	(8.9)	1,460,562	41.1	(11,076)
1955	4,982,228	81.7	734,027	137.1	2,072,061	70.5	2,383,599	63.2	71,850
1965	22,642,711	354.5	2,962,072	303.5	7,982,397	285.2	13,609,837	470.9	(19,246)
1975	35,360,753	56.2	6,563,264	121.6	12,056,978	51.1	21,517,356	58.1	9,561

assumed for the decade ahead, the following additional assets must be found between 1976 and 1986:

Endowment Principal	\$ 9,869,800
Funds for Buildings and Equipment	28,064,500
Additional Annual Revenues	62,150,000
Total	\$100,084,300

First responses to these figures are apt to be shock. It should be remembered, however, that these figures are simple extrapolations of the historical figures of the past eight decades. It is probable that Kalamazoo College officials or friends of those earlier decades would have been just as shocked if projections to the levels actually achieved had been shown to them. One can argue that statistical compounding often leads to overstatement, yet it is generally true that forecasts of the future used for planning are understatements. No matter how much a steady state is desired, it is well nigh impossible to achieve. Even if one assumes that the decade ahead will be one marked with considerably less growth, significant changes will occur and large sums of new money will be required.

The Current Fund Operation

The revenue totally available for current operations increased by 23.2% over the previous year. Enrollments consistently exceeded the level anticipated for budget purposes. This unanticipated additional enrollment coupled with an increase in tuition and fees produced \$649,031 or 24% of the total additional revenues. Gift and grant income also showed a substantial increase, rising 39.2%, which produced an additional sum of \$249,184. Endowment income was down slightly reflecting the inclusion in the three year averaging of a drastically reduced principal market value in 1974. The improved revenue level made it possible for the College to achieve a balanced operation in spite of the expense overruns.

Expenses were over budget by about 3.75%. The principal areas were Development and Public Relations, the K'78 program, and Student Aid. The Development and Public Relations areas were deliberately expanded areas, and authority was granted by the Board of Trustees to use quasi-endowment funds to cover the deficit because the expansion occurred in the middle of the budget year. The K'78 overrun was the result of a budgeting error, while the Student Aid overrun of \$84,381 was the result of careless administration coupled with the problem of a patently inadequate budget. All of these

problems were solved and corrective actions taken to insure that the problems will not be repeated.

Management

A new and expanded chart of accounts was developed and put to use during the year. Some difficulties were experienced during the change-over period, but operational problems were minimal by year end. This new accounting sequence allows for proper object classification of expenditures and the development of accurate, line item budgets. Monthly operating statements for each department are now prepared, and a more careful monitoring of the current fund operation is possible.

During the year, the new position of Director of Purchasing and College Services was created. For the first time, the purchasing function has been truly centralized and careful review of all purchase orders made to develop optimum buying levels and techniques. In the first ten months on the job, the incumbent Director has generated provable savings of more than twice his salary. In addition, the management of more than \$1,000,000 in off-campus property has been assigned to this office with excellent results in improving property management. A reasonable return on the funds invested in these properties is being realized for the first time in many years.

Other management improvements have been made during the year including a new work order system in the physical plant operation, an improved gift record and prospect file system in the Development Office, a new bi-weekly payroll system, and an improved cash flow monitoring technique.

Investments

Fortunately, 1975 was an excellent year for investors everywhere. The long and difficult bear market which reached its bottom in October, 1974, was followed by a strong rally in the first half of 1975, and for the first time since 1972 the total annual rate of return was positive (+20.61%). While it is heartening to report this improvement, it is not so good as it might have been, lagging the S&P Index by about 16 percentage points and ranking at the 96th percentile in the A.G. Becker survey (1 is best and 99 is poorest). Serious study is now being made of this problem and corrective action will be taken.

Short-term investments of current fund and plant fund cash balances produced \$200,435 in interest income in 1974-75. During the first quarter (October-December,

1974) interest rates reached an historic high level and then moved steadily downward for the remainder of the year. The monitoring of cash flow to maximize short-term investment returns is now a precisely practiced art.

Development Activities

Support for current operations achieved another all-time high in 1974-75 although total gift support was less than the previous two years. This is true because capital gifts received were considerably below the totals of recent years. Total gift and grant funds received were \$1,117,807 (\$884,408 was for current fund support).

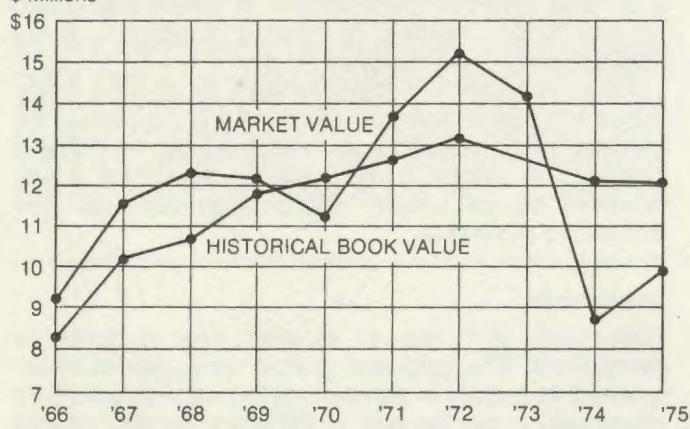
Preliminary planning for a capital fund drive has begun, and during the years ahead the expanded Development staff will be working to attract a continually growing level of capital, deferred, and current fund gifts. There is no real answer for private institutions in solving their financial problems which does not include significant gift support.

John M. Dozier has been Vice-President for Finance and Development since July, 1974.

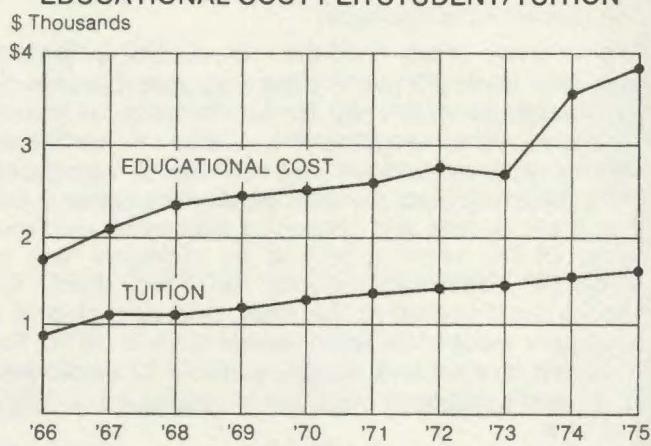
ENDOWMENT INVESTMENTS TOTAL RETURN

	Dividends and Interest	Market Appreciation	Total Return	Dow Jones Industrial Average	Standard & Poor's Industrial 500
1966	3.10	(10.50)	(7.40)	(15.80)	(10.00)
1967	3.51	9.69	13.20	1.92	2.39
1968	3.32	(1.60)	1.72	7.90	11.00
1969	3.51	(8.39)	(4.88)	(11.80)	(8.40)
1970	4.25	(7.06)	(2.81)	9.20	3.90
1971	4.64	15.41	20.05	9.80	14.20
1972	4.22	18.85	23.07	18.50	18.90
1973	3.08	(2.14)	0.94	(13.50)	(14.80)
1974	3.31	(47.00)	(43.69)	(37.73)	(39.53)
1975	4.79	15.82	20.61	31.29	37.68
Cum. Rate	3.77	(3.79)	(0.02)	2.20	2.25

ENDOWMENT AND SIMILAR FUNDS



EDUCATIONAL COST PER STUDENT/TUITION



Year	Market Value	Book Value
1965-66	\$ 9,293,165.51	\$ 8,333,358.96
1966-67	11,663,908.21	10,121,594.46
1967-68	12,232,864.54	10,847,007.51
1968-69	12,198,097.16	12,070,911.63
1969-70	11,434,173.14	12,229,966.47
1970-71	13,888,438.79	12,826,829.36
1971-72	16,093,472.28	13,385,179.52
1972-73	15,489,801.82	12,985,611.52
1973-74	8,943,290.20	12,160,103.82
1974-75	9,933,538.32	12,029,354.44

Year	Educational Cost Per Student	Tuition
1965-66	\$ 1,877	\$ 960
1966-67	2,143	1,095
1967-68	2,382	1,095
1968-69	2,439	1,170
1969-70	2,497	1,230
1970-71	2,548	1,305
1971-72	2,740	1,380
1972-73	2,692	1,380
1973-74	3,453	1,515
1974-75	3,875	1,635

CURRENT FUNDS, REVENUES, AND EXPENDITURES**Revenues**

	1974-75	1973-74
Educational and General		
Student Tuition and Fees	\$3,349,317	\$2,700,286
Endowment Income	474,986	412,741
Federal Grants	304,025	184,172
Gifts and Grants	884,408	635,224
Other	415,569	167,571
Sub-Total	<u>\$5,428,305</u>	<u>\$4,099,994</u>

Auxiliary Enterprises

	1974-75	1973-74
Residence Fees	\$1,232,495	\$1,294,135
Rental Facilities	60,243	67,243
Bookstore	191,540	153,343
Other	5,000	205
Sub-Total	<u>\$1,489,278</u>	<u>\$1,514,926</u>
Total Revenues	<u><u>\$6,917,583</u></u>	<u><u>\$5,614,920</u></u>

Expenditures

	1974-75	1973-74
Educational and General		
Instruction and Research	\$2,595,666	\$2,254,722
Public Service	227,995	144,308
Academic Support	400,803	324,060
Student Services	578,458	471,605
Institutional Support	670,504	540,000
Operation and Maintenance of Plant	650,367	602,130
Student Aid	342,146	345,094
Sub-Total	<u>\$5,465,939</u>	<u>\$4,681,919</u>

Auxiliary Enterprises

	1974-75	1973-74
Residence and Dining Hall	\$1,298,860	\$1,186,707
Rental Facilities	80,183	73,551
Bookstore	157,771	141,912
Sub-Total	<u>\$1,536,814</u>	<u>\$1,402,170</u>
Total Expenditures	<u><u>\$7,002,753</u></u>	<u><u>\$6,084,089</u></u>

Other Transfers

Quasi-Endowment Funds Appropriated	\$ 337,980	\$ 324,109
Restricted Funds Applied	130,245	58,453
Surplus (Deficit)	\$ 20,759	(\$ 123,966)

TEN-YEAR COMPARISON

	1965-66	1966-67	1967-68	1968-69
Physical Plant Value	\$12,821,258.43	\$16,558,473.98	\$16,937,608.06	\$17,692,567.33
Book Value of Endowment and Similar Funds	8,333,358.96	10,121,594.46	10,847,007.61	12,070,911.63
Market Value of Endowment and Similar Funds	9,293,165.51	11,663,908.21	12,232,864.54	12,198,097.16
Total Education & General Expenses	2,154,699.46	2,571,843.60	2,913,141.74	3,143,933.60
Enrollment	1,148	1,200	1,223	1,289
Tuition Rate	960.00	1,095.00	1,095.00	1,170.00
Gifts for Budget Support	372,609.00	404,196.00	576,724.00	575,953.00
Capital Gifts	2,308,757.00	2,655,396.00	1,001,621.00	1,461,163.00
Federal and State Support	130,431.00	146,599.00	170,904.00	197,239.00

COMBINED BALANCE SHEET

ASSETS	Current Funds	Loan Funds
Cash	\$	\$ 66,278.88
Cash Equivalent Investments	575,000.00	115,061.04
Accounts and Notes Receivable	39,739.50	877,503.39
Real Estate Contracts Receivable		
Due to/from Other Funds	478,876.05	26,443.36
Inventories	141,244.80	
Marketable Securities	850,912.08	
Prepaid Expenses and Other Assets	341,483.50	
Other Assets		1,000.00
Property, Plant and Equipment		
Total Assets	<u>\$2,427,255.93</u>	<u>\$1,086,286.67</u>
LIABILITIES AND FUND BALANCES		
Cash Overdraft	\$ 110,468.46	
Accounts Payable and Accrued Expenses	221,107.04	
Agency and Other Deposits	155,287.82	
Advance Tuition and Student Deposits	1,406,098.62	
Inter-Fund Payables		
Donors' Remaining Interest		
Loan from Student Loan Fund		
Federal Government Portion		\$ 786,707.33
College Portion		90,804.56
Total Liabilities	<u>\$1,892,961.94</u>	<u>\$ 877,511.89</u>
Fund Balances	\$ 534,293.99	\$ 208,774.78
Total Liabilities and Fund Balances	<u>\$2,427,255.93</u>	<u>\$1,086,286.67</u>

1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
\$18,034,393.30	\$18,826,253.75	\$18,973,476.83	\$19,288,389.68	\$19,354,655.84	\$19,326,651.92
12,229,966.47	12,826,829.36	13,385,179.52	12,985,611.52	12,160,103.82	12,029,354.44
11,434,173.14	13,888,438.79	16,093,472.28	15,489,801.82	8,943,290.20	9,933,538.32
3,353,465.07	3,464,790.97	3,690,529.82	3,804,038.95	4,681,918.75	5,465,938.92
1,343	1,360	1,347	1,413	1,356	1,401
1,230.00	1,305.00	1,380.00	1,380.00	1,515.00	1,635.00
535,178.00	613,838.00	509,374.00	495,252.00	635,224.00	884,408.00
579,602.00	899,362.00	1,318,063.00	1,752,159.00	1,806,011.00	233,399.00
204,152.00	166,961.00	167,701.00	130,809.00	184,172.00	304,025.00
Endowment Funds (Book)	Annuity and Life Income Funds	Plant Funds		All Funds	Prior Year
\$ 19,980.43	\$ 18,141.19	\$ 19,776.28	\$ 124,176.78	\$ 326,280.66	
26,533.30	18,000.00	1,018,734.89	1,726,795.93	2,163,865.55	
668,123.35	1,273.32		945,049.51	856,724.56	
		28,407.84	696,531.19	707,920.95	
			505,319.41	262,595.35	
			141,244.80	116,929.09	
11,054,255.41	776,193.82	1,000.00	12,682,361.31	13,251,534.24	
211,822.33			341,483.50	345,891.87	
		20,796,606.30	212,822.33	124,922.55	
\$11,980,714.82	\$813,608.33	\$21,864,525.31	20,796,606.30	19,354,655.84	
			\$38,172,391.06	\$37,511,320.66	
\$ 117,374.58	\$ 71,922.21	\$ 19,312.24	\$ 129,780.70		
3,419.50		140,280.99	550,684.82	\$ 463,269.58	
422,382.51	7,787.29	67,333.87	158,707.32	137,472.20	
	160,018.73		1,406,098.62	1,214,906.26	
		7,815.74	497,503.67	254,779.61	
			160,018.73	161,204.40	
			7,815.74	7,815.74	
			786,707.33	717,593.19	
			90,804.56	82,629.24	
\$ 543,176.59	\$239,728.23	\$ 234,742.84	\$ 3,788,121.49	\$ 3,039,670.22	
\$11,437,538.23	\$574,550.43	\$21,629,782.37	\$34,384,939.80	\$34,471,650.44	
\$11,980,714.82	\$814,278.66	\$21,864,525.21	\$38,173,061.29	\$37,511,320.66	

Students and Student Life

by Robert D. Dewey

Each new student generation reflects the concerns and anxieties of the society from which it comes. Consumerism, career options, and a low key depression about the future of this society seem to characterize the current student population. Students are cost conscious. They want to be sure they are getting everything for which they are paying. Students feel the pressure of a tight job market. Even entering freshmen tend to be concerned with questions about how their education will prepare them for opportunities in the "real world" after college. Curricular choices lean toward courses which serve future job possibilities and preparation for graduate study in medicine and law, particularly, rather than humanities and the arts. Competition for acceptance to graduate schools increases competition for grades in the college years. Essentially preoccupied with their own futures, students display less interest in social issues and only modest concern with society in general.

Students in 1975 dress, think, and behave more traditionally than in past years. The behavior that was the norm for college students in the late sixties and early seventies is no longer automatically applauded, and peer pressure has begun to shift in the direction of general support for (though not uncritical approval of) "the establishment."

Although students choose Kalamazoo College because of its academic reputation and its excellent preparation for future graduate study, they also choose it because it is a small, liberal arts college which offers more than on-campus courses and off-campus programs. They are very much concerned with opportunities for personal and social growth and development. While we continue to deliver the academic programs which will help make them competitive and successful in the world beyond college, it is crucial that we continue to enhance the quality of the total college experience, not only through significant experiences off campus but in an enriched and enriching environment on campus. In our society, 18 to 24 are transitional years in which students are making crucial decisions not only about careers but about life styles and values. In his book, *The Ideal of the University*, Robert Paul Wolff suggests the ways in which a college such as Kalamazoo can serve the late adolescent as he moves toward adult responsibility:

"College is the appropriate setting for this transitional experience, and undergraduate education should be designed to facilitate and enrich it, not squelch it. Ideally, students should be removed from their homes and gathered into autonomous residential and educational communities. There they can experiment with being adult in a setting which is divorced from parental supervision (and the dominant parent-child relationship)

and somewhat insulated from the adult world of occupational roles and family obligations. Through an education which is both exacting and flexible, students can make provisional commitments to styles of thought and action, test them for their fittingness and either reject or adopt them in a more permanent way. I do not mean all students ought to become academics or intellectuals. But I do maintain that every young person should grow to adulthood with a style of intellect and sensibility which he has freely chosen in order to express his needs, thoughts and feelings in an appropriate and spontaneous way. The life of the intellectual is indeed only one among many, but the life of the mind should be the possession of every man and woman."

At Kalamazoo College, we are, in my judgment, providing an increasingly rich environment for the kind of personal growth and development of which Wolff speaks. In part, the times are serving as co-conspirators in the efforts we are making to give more breadth and depth to the co-curricular lives of students. Organized activities, which would have been either ignored or ridiculed even four years ago, are now receiving a very positive response from students. In fact, students are showing initiative in organizing activities themselves and many are planned by the residence halls. Events featuring "homemade" entertainment seem to draw the largest numbers and tend to stimulate more of the same. In the absence of social organizations of any kind (fraternities, sororities, societies), decentralized residence hall events, joined with our all-campus activities and the belonging groups in theater, music, and sports, begin to give the College an on-campus style of life which is crucial for personal growth and development. We intend to continue to expand these efforts to build belonging groups into the college scene at a time when they are so clearly responsive to student needs and interests.

The freshman orientation program appears to have had considerable impact on individual students and on the general morale on campus. K'78 and K'79 students seem to have more positive attitudes toward the College generally, more secure relationships with peers and faculty members, and a greater sense that they belong to the college community and have responsibility for the tone of life on campus. The reduction in attrition may reflect the two years of the program. It is clear that the on-campus program and its wilderness component, Land/Sea, have provided freshmen with a special sense that the College is concerned with how their college years start; freshmen who have participated affirm the values of K'78 and K'79 in conversation and have affirmed them dramatically in formal evaluations both years. In addition, freshmen participating in the living/learning course,



"Self, Society and Value," which housed sixty students in adjacent wings in Trowbridge House, have indicated in evaluations of that course that the living component contributed richly to their adjustment to college.

Participation in such all-campus programs as the College Forum and social activities planned by the College Union Board is on the rise. Attendance at Bicentennial lectures, at fall sports events (especially soccer), theatre productions, and at other all-campus programs have been markedly higher than in recent years. Interests in traditionally-oriented religious activities is also on the rise. This year, for the first time, we have three well-organized religious groups functioning on the campus — the Christian Fellowship (Protestant), Haverim (Jewish), and a weekly mass for Catholic students.

While attempting to enrich residence hall life, we have also increased the housing options available to students both off campus (with thirty seniors permitted to live off campus each quarter) and in college houses. Co-op houses are available to small groups of men and women, four college houses are currently in use for students not on a co-op basis, and plans are underway for "interest houses" (starting with language houses) in the future. Not counting the hutments (which are reserved for married students but filled in with single students if not fully used by married students), we will as of winter quarter, 1976, have seventy-eight students housed in six college houses and one fully-furnished apartment building on Catherine Street. This is an increase of two houses and sixteen students over last year. There is a logic for housing options following the sophomore year: off-campus programs stimulate independence and maturity and argue for something different from the large residence hall atmosphere. While the College is moving cautiously in both permission to live off campus and in the use of college houses to provide options, the effort has had positive results for interested students.

We have also been increasingly responsive to the practical concerns students have. In particular, our Career Development Office has begun to achieve an integrated approach to the three career issues students face, i.e. planning, experience, and placement. Career planning begins in the freshman year. General meetings lead into specific workshops and opportunities for vocational testing through the counseling office. The Career-Service quarter still is the major off-campus experience of the sophomore year. Advising sessions in the spring of the freshman year seek to establish what career interests students have; counseling sessions in the fall of the sophomore year match these interests with job possibilities available through the Career Develop-

ment Office or through the student's own initiative. Normally, most students have the career experience in the spring quarter, but an increasing number is selecting alternative quarters. Currently the Career Development Office lists over 200 employers with over 300 job opportunities. Placement files are comprehensive, carefully maintained, and useful at the time of graduation and following graduation. A new study of post-college experiences of graduates is in process.

Recognizing the financial need of some students, the College's Career Development Office has often arranged in the past a sequence of income-producing work quarters tailored to particular cases. Additionally, a newly-approved Five Year Program offers up to twenty additional students as freshmen a revised option of on-and off-campus quarter patterns to provide more opportunities to earn money.

Through the freshman program, a student soon has a faculty friend and friends among peers. Study is as exacting as any undergraduate — or Robert Paul Wolff — could want. Faculty members are readily available for counseling and individual attention. If there is trouble, a Kalamazoo student can find help in a residence hall or at the counseling center. If he causes trouble, he knows he will receive quick, fair, and educationally-motivated discipline. There is no want for things to do, people to do them with, and growth through exposure to cultural, intellectual and social events. And the program is flexible. Off-campus quarters to engage in a career experience, to study abroad, to earn income, or simply to grow up a bit more are built into the Kalamazoo Plan and subject to individual arrangements, if properly approved. All the while a Kalamazoo student is living and working in a community in which the people are sharing and pursuing important values — articulating these in a hundred ways — and refining them constantly. We no longer speak of a college standing *in loco parentis*. But it is very obvious that the college community is a family of sorts — one in which selected young people can and do "grow to adulthood with a style of intellect and sensibility."

The liberal arts education offered by Kalamazoo College is an energetic and vital experience. Society, whether it knows it or not, continues to be indebted to people for whom an inquiring mind is a valued possession. This society which has always relied so heavily on liberally trained people for leadership in the past will, given the urgent need for leaders today, continue to turn to those who have received a liberal arts education from a quality college such as ours.

Robert D. Dewey is Vice-Provost for Students and Dean of the Chapel.

Toward the 1980s

by Donald C. Flesche

Over the years, private liberal arts institutions have been repeatedly challenged to "prove" the viability of a liberal education. Now, however, the challenge is even greater: to show the practicality of liberal learning in a society where the economic and political situations are the worst since World War II; where unemployment and inflation rates are setting modern records; where the job market is flooded with college graduates; and where the demands for career-oriented or vocational education have become a newly-accepted form of "relevance."

A dialogue between two members of Gerald Ford's administration serves to dramatize this issue. Before a 1975 meeting of the Council of Small Private Colleges, U.S. Commissioner of Education Terrel E. Bell asserted that "the college that devotes itself totally and unequivocally to the liberal arts today is just kidding itself," adding that "to send young men and women into today's world armed only with Aristotle, Freud, and Hemingway is like sending a lamb into the lion's den. It is to delude them as well as ourselves" (1). The Commissioner urged that students also be provided with salable skills, ensuring "not only the means to earn a good living but also the opportunity to do something constructive and useful for society," and he stressed the need to "liberalize vocational education — and vocationalize liberal education."

Taking exception to Commissioner Bell's position was Robert Goldwin, President Ford's special consultant and the unofficial White House liaison with the academic community. In a recent speech, Mr. Goldwin contended that "a school that devotes itself totally and unequivocally to salable skills, especially in a time of high employment, sending young men and women into the world armed with only a narrow range of skills, is sending lambs into the lion's den." He argued further: "If, however, their studies made these young people better citizens and made them happier to be human beings, they have not been cheated," and warned that "any college worthy of itself must set its sights higher than to 'roll with the times.' It must strive to make the times roll our way . . . Liberal studies of human nature and the nature of things in general are not luxuries for us, but matters of life and death" (2).

No one in higher education, however, not even the strongest proponent of a liberal arts education, can afford today to ignore for very long the society into which graduates emerge or the ramifications of societal movements of all kinds on a college's academic programs. One cannot separate a college community (its students, faculty, administrators, and programs) from the society of which it is a part.

What, then, are the characteristics of that current

society, and what do they say about the viability of the liberal arts? David A. Trivett, a research associate with the ERIC Clearinghouse on Higher Education (3), in a long, hard view of our society, describes all too vividly the national "job plight" that has faced so many college graduates of recent years and concludes that the outlook today is even bleaker than last year, "with the 'recruiting volume' down at all degree levels." He cites facts suggesting that employers still favor the adaptive skills fostered by a liberal education rather than those specialized ones characteristic of vocational schooling, but, long-term flexibility conceded, feels also that the nub of the problem remains: what can colleges do to help their graduates find jobs(4)?

Kalamazoo College, in January, 1976, is in many ways far ahead of most of its sister institutions in its concern and ability to provide its students with a practical education set within the context of the liberal arts. The Kalamazoo Plan itself, as it emerged as early as 1961, was the product of far-sighted faculty and administrators pioneering even then to bring together the theoretical and the experiential. The Plan was designed not only to assist the development of one's intellectual and personal growth, but also to relate the student and that development to the rest of society and, in fact, to the rest of the world. In the 1970s, this program remains a significant reason for the recognition of Kalamazoo College as an innovative liberal arts leader; but by the standards of the 1960s, it was truly revolutionary.

Our commitment to liberal learning and to off-campus experiences is perhaps best demonstrated in the Plan's Career-Service quarter and in the Career Development Office established in the past year. Reflecting demands for more job-oriented programs, this office is concerned directly with assisting each student to discover firsthand the rewarding aspects of individual career interests.

Under the umbrella of the office, then, are found several programs: Career Service or Field Placement, which until the last fifteen years placed each student sometime during his four-year program in a job situation where he might earn money, test out possible career goals, and assay the practicality of theories and generalizations learned in the classroom; Career Counseling, which helps the student in analyzing and evaluating possible professions; and Career Placement, which assists the senior and the alumnus in contacting prospective employers or graduate schools and in obtaining employment or further training related to career objectives.

Another off-campus experience included in the original Kalamazoo Plan afforded the senior student a

quarter-long opportunity to utilize the concepts and ideas, methods and techniques of his undergraduate training in a practical setting. Formerly known as the Senior Independent Project, it was up-dated in 1968, becoming the Senior Individualized Project, and reflecting a college-wide shift in emphasis regarding this culminating senior-year experience. Concurrently, a general policy statement by the faculty members set the context in which the SIP would be interpreted. It clearly illustrates their early concern with the relationship between liberal learning and its useful application:

Kalamazoo College is committed to the belief that a liberal arts education calls for the student to shift from a relatively receptive to a more active role in fulfilling his own educational objectives. In the Senior Individualized Project (SIP), the student assumes the basic initiative for selecting objectives in the light of his own interests and needs. The faculty serves primarily as resource persons and as advisers to the most effective approach to the student's chosen problem. The project chosen by the student will not only reflect his personal interests and capabilities, but will, as a rule, require his applying what he has already learned to a unified activity which will lead to a genuine sense of achievement.

During 1975, several faculty members moved even further toward making the SIP activities more practical experiences for the students. Professors Wen-Chao Chen, Susan Steward, and Lonnie Supnick are but three of the project supervisors who assisted seniors in getting placed as lobbyists, researchers, counselors, and teachers — and as active participants, not just as observers. As such, seniors this past year were placed in some of the top educational, legal, mental health, and social work institutions in the nation; projects that were both practical and theoretical emerged. In addition, a grant to the Social Science Division funded stipends during SIP quarters to compensate students for voluntary work done as part of their project activity when other agencies with which they participated could not afford to pay them. Such funds greatly expanded the variety of job experiences and the number of seniors who could be involved.

Another off-campus activity introduced by the 1961 Kalamazoo Plan was the opportunity for foreign study made available to all students. Historically cited as "the most purely liberal arts" component of the Plan, the one or two quarters spent at a foreign study center has usually been explained as "logical forms of liberal education"; with a few exceptions in the foreign languages and humanities, rarely in the past was foreign study thought to contribute much in the way of vocational skills.

Over the last few years, however, this generalization has been modified. With the impetus coming from some faculty members and from the newly-developed programs in Public Policy, Western Studies, and American Studies, the Foreign Study experience has increasingly enabled the student to study a foreign society (or a segment of it) and then to make a comparison with that of the United States.

These, then, are the major elements of the Kalamazoo Plan. In the fifteen years since its implementation, the College has continually evaluated and altered these programs in the light of modern research and student interests. The past year was particularly active in this respect.

Making liberal learning at Kalamazoo College more practical has not, however, been limited just to improvements of the 1961 Plan. On the contrary, 1975 was a year of exciting program innovation. Under the leadership of former Provost John Satterfield, the faculty and administration took giant strides in refreshing the curriculum as Kalamazoo College moved toward the decade of the 80s.

A major in Health Sciences, concentrations in Public-Policy Studies and American Studies, developing plans for a Western European Studies program, a growing interest and participation in interdisciplinary courses and contacts, an even more successful K-'79 orientation of freshmen, the remodeling of the Olds-Upton natural science facilities, planned improvements in the training and counseling of pre-law students, and strengthened academic and personal advising: all of these are examples of development related in some way to the exposure and involvement of students in the practical, while remaining within the context of the liberal arts.

The concentration in Public Policy, for example, complements a departmental major (usually in sociology, political science, or economics) and provides, within the liberal arts tradition, a structure of experiences and courses that will acquaint and sensitize students to the broad political, sociological, and economic questions underlying public policy. The emphasis, then, is on the practical considerations as well as the moral dimensions of this professional field concerned with social and economic planning and programs, usually in the governmental sector.

Similarly, the concentration in American Studies accompanies a major in English, history, sociology, or political science. Designed to approach American culture from an interdisciplinary point of view, it requires the student to take courses dealing with the American experience as offered by several departments. Such a

program provides the student with depth of knowledge (from the departmental major) as well as breadth (viewing American values and institutions from the perspective of several disciplines).

Demands for a specifically career-oriented curriculum exerted particular pressure in two academic areas — Health Sciences and Pre-Law — and enrollments in them have surged. But Kalamazoo College has reacted to these demands in very different ways.

In Health Sciences, a major has been established. This program, while requiring its students to take courses in biology, chemistry, economics, and psychology, and to meet the traditional distributional requirements, offers a sequential track especially designed for those planning careers in the health fields. Medicine, osteopathic medicine, podiatric medicine, dentistry, nursing, optometry, and pharmacy are only a few fields for which professional curricula have been developed. One immediate result of this program (and the improved advising provided by its director, Dr. Sally Olexia) is the increased percentage of our seniors gaining admission to professional and graduate schools in this area.

In pre-law, Kalamazoo's reaction has been, in contrast, not to move toward a "law major" but to reaffirm the liberal arts as the best background for law school and to call for a program of better, more individualized advising in the area of course selections. The reasons for this are clear: (1) Kalamazoo, using this approach, has a nearly ninety percent admission rate to law schools throughout the country; (2) law schools do not recommend particular majors for students interested in law; they emphasize instead the quality of the undergraduate institution and the quality of the courses offered.

A recent statement of the Law School Admissions Council and the Association of American Law Schools recommends that college preparation of the lawyer today "should be as broad as the universe of problems the lawyer faces . . . Even the modern law school cannot provide the minimum of exposure to the deposit of learning and spirit of inquiry we call a liberal education . . . Neither the study of law nor its practice properly can be isolated from the well of human experience and learning."

Finally, this College took the position that we would be giving a student an excellent background for law school if he majored in one of the law-related disciplines, took as electives the courses concerned with law offered by other departments, supplemented the on-campus program with off-campus opportunities (especially those concerned with law), and was counseled personally by a pre-law adviser during his undergraduate years and

especially during the period of applying to law schools.

Supporting this approach was Margaret G. Stewart, a 1968 graduate of this College who graduated from Northwestern University's School of Law, worked with a law firm in New York City, and now is an Assistant Professor at the Law Center of the University of South Carolina. Ms. Stewart wrote:

Recent political history in this country has demonstrated clearly that law operating in a vacuum is not a positive force; its impact for good or evil is determined solely by its users. In order to be effective, it must operate within the context of political, social, and moral values. Law schools exist primarily to teach one the application of legal thought and precedent; a liberal arts education provides the background by which that legal education is to be implemented. Without this background, the law makes no sense.

How viable is the liberal arts college today . . . ?

Kalamazoo College does not send its graduates into the world "armed only with Aristotle, Freud, and Hemingway." Nor does it take the other extreme of arming them "only with a narrow range of skills." Kalamazoo's viability today, as traditionally, rests on our careful balance between "humane learning" and "vocational training"; between the "theoretical" and the "experiential"; between a belief in liberal education and the demands for career-oriented training.

We are ready and eager to move on to the 1980s.

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Dr. Donald C. Flesche, chairman of the political science department, is Provost for 1975-76.



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