ON SUCH A FULL SEA

Kalamazoo College Reaching 150 Years

By Marilyn Hinkle
KALAMAZOO COLLEGE

This school, founded in 1833, was chartered in 1833 by the Territory of Michigan as the Michigan and Huron Institute and held its first classes in 1836. Instruction of college level has been given here longer than at any other Michigan school. In 1845 the present campus was purchased. The right to confer degrees was granted in 1855. This pioneer school has won national renown as a liberal arts college with special honor in teaching of the sciences.
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INTRODUCTION

Weimer K. Hicks assumed the office of president of Kalamazoo College in January of 1954. One of his first formal reports to the Board of Trustees confirmed the eager optimism and contagious confidence that would characterize the eighteen-year administration with which this volume is primarily concerned. *On Such a Full Sea* moves toward the 150th anniversary of Kalamazoo College, to be reached in the year 1983. Its accountings cover perhaps the most significant era in that long, rich flow of time.

Introducing this volume, then, are these words from over a quarter of a century ago, typical of the spirit to which the trustees and the entire constituency would become so attuned — The Report of the President to the Board of Trustees, June 4, 1955:

Your president is now completing his first full academic year at Kalamazoo College. The happenings of the last twelve months would seem to indicate that the College can now emerge into a very significant era of its long history. Actually, much progress was made before your president arrived on the campus in January, 1954. We sincerely believe that the developments of the last seven months indicate that an aggressive, optimistic, and forward-looking policy can place Kalamazoo among the leading colleges of its type in the country.

May I review the reasons for our present optimism. First, we have the basic foundation of a great institution. For many years, Kalamazoo College has had a sound reputation, a superior faculty, a beautiful plant, and an interested constituency. Second, unity and belief seem to prevail in all segments of the College family. Great progress has been made in student government and campus morale. The faculty members seem to have a new vision for the future role of the College. Tangible manifestation of the belief of alumni and the friends of the city is found through the enlarged Annual Fund. Everywhere one turns, there is the desire to see the College move ahead.

Third, in a few short months, we have solved our enrollment problems. The College is looking ahead to its largest registration in history.

Last week ground was broken for the new Upton Science Hall, which will add immeasurably to the physical plant. The new Charter has passed the Legislature which will free the College from some of the limitations of the past. Furthermore, we have a more amicable and close re-
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relationship with the Baptist denomination than at any time within the last generation. Finally, the Winifred Dewing Wallace legacy is making it possible for us to approach the program that we wish to offer.

Now that Kalamazoo College is “on the march,” we must continue to advance. No effort should be spared to build an even more outstanding faculty. Our new community programs in municipal government, industrial relations, and art must be furthered. The physical expansion of our campus must be continued until we have a truly superior plant. The financial undergirding of our College must be strengthened by added endowment and financial reserves.

I sincerely believe that a great future does lie ahead for our College. We are fortunate in having gained academic respectability many years ago. We are fortunate, too, in having a national reputation as an educational institution. However, in these days, we are being challenged to the utmost by state institutions with their seemingly unlimited funds. Kalamazoo College cannot stand still if it is to hold its own. Instead, it must grow and progress, always keeping faith with the basic ideals of the Christian liberal arts college. Today and in the future, America needs the superior institution. With our limited enrollment, our basic Christian philosophy, and our high academic standing, our type of institution is a necessary part of the educational system.

One could not sit in my chair for a few months without realizing that Kalamazoo College has encountered many discouraging problems in the past, problems that would occasionally shake the confidence of even the most ardent enthusiast. The facts of the present justify faith and optimism. Furthermore, we must continue to maintain the impetus gained in the past few years. As I evaluate the present and look toward the future, my convictions are emphasized in the well-known quotation from Julius Caesar—

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat...
CHAPTER I
The College Is Set in Order

The events that transpired at Kalamazoo College in early 1953 afforded the entry of a new era. At a special meeting of the Board of Trustees on January 21, John Scott Everton, then president, was formally granted a year’s leave of absence to become the Ford Foundation’s educational representative in Burma. Dr. Everton departed from Kalamazoo the following month and was never to return to his administrative post on the campus.

Dr. Richard U. Light, who by June would succeed Dr. George K. Ferguson as chairman of the Board of Trustees, was named executive trustee; and Dr. Harold T. Smith, vice-president for business affairs, was named administrative head. The College thus proceeded through a ten-month transitional period which, though brief, was marked by a series of major decisions that counted heavily toward the ease with which a future administration could begin to move.

At the instigation of Dr. Light, four joint committees of trustees, faculty, and alumni were formed to study the College Charter and the By-laws of the Board; tuition, scholarship aid, and admissions promotion; educational policies; and alumni relationships. At a special meeting of the Board of Trustees on April 14, these committees were ready to report. The Board subsequently adopted several resolutions designed to alleviate certain unfavorable conditions which existed at the College in 1953.

The resolution for Charter change removed the stipulation that the president of the College be a Baptist and reduced the total number of trustees required to be Baptists. (These changes were eventually adopted by the State on April 29, 1955; the Baptist trustee membership was set at one-third of the Board.) This was the first change in the College Charter since 1941 when Baptist trustee membership had been reduced from three-fourths to a majority, and the requirement that the chairman of the Board of Trustees be a Baptist had been removed.

The College By-laws were changed to support an effective working basis between the College and the denomination. Now membership on
the Board of Trustees included three specific nominations: two from the Michigan Baptist Convention (one of whom would also serve on the executive committee of the Board) and one from the Board of Education and Publication of the American Baptist Convention. Further, an administrative office in charge of church relations was established to serve in a liaison capacity, both on campus and off.

The recommendation which the Board accepted from the alumni relationships committee brought about a closer liaison between the College and its alumni. Henceforth, three alumni, elected by ballot mailed to all graduates and former students, would serve as trustees for staggered terms of three years each, without right to reelection.

In addition, the Board determined that tuition for 1953-54 should remain at $475 for instruction, with $75 for fees, and $700 for board and room. The scholarship and student aid program would be reduced, and new sources of income would be found for its support. The committee on tuition, scholarship aid, and admissions promotion had shown that the scholarship awards of Kalamazoo College exceeded those of comparable institutions, going well beyond the primary purpose of assisting needy students of promise. Almost one-half of the 356 students enrolled were receiving some form of scholarship during 1952-53 at a total cost of $55,000—10 percent of the College budget. Endowment income designated for scholarships had supplied only $4,900, and much of the balance had necessarily come from the general funds, including liquidation of endowment reserves and acquisition of possible salary money. To eliminate this practice, the Board created a permanent endowment fund and set a limit below which operational reserves could not be spent.

Following the educational policies committee's report, the Board of Trustees reaffirmed the liberal arts tradition of Kalamazoo College, including its emphasis on a broad curriculum rather than vocational concentration within narrow lines. The Board also upheld the principle of tenure and appointed a joint trustee-faculty committee to examine the provisions of the College's tenure policy. They subsequently decided that automatic tenure, based only on years of service, was unsatisfactory. An experimental plan, referred to as "continuous employment," was favored. It was an attempt to join junior and senior faculty into
a more cohesive body through reduction of term appointments. The period of probation for tenure consideration was dropped to one and one-half years, with an extension possible at the discretion of the Board. Later changes in procedure were eventually made, and the College finally adopted the policy endorsed by the AAUP. (In 1953, Kalamazoo College had twenty-eight faculty members, eleven of them on tenure.)

Dr. Light personally initiated two financial proposals that were to have a profound effect on the future quality of the faculty and the support of faculty salaries. The first was a modified Ruml Plan of budget building. Designed to protect instructional salaries, the Plan allocated to total instruction an amount equivalent to the enrollment multiplied by the tuition fee less an instructional stabilization reserve determined by the finance committee of the Board. The budget of 1953-54 and those of subsequent years reflected a gradual transition to this pattern. The various revenues were earmarked for appropriate expenditures: receipts for board and room were applied to the cost of board and room; tuition receipts to instruction (salaries and departmental expense); and activities fees to student activities. This left the costs of administration, plant operation, and scholarships to be covered by fixed income and gifts. To make the transition to this program possible, an anonymous donor contributed $25,000 to the College for the 1953-54 fiscal year, with an additional $15,000 per year thereafter for four more years. The conditions of the gift were that the College must maintain its reserves at a stated percentage and raise an Annual Fund of not less than $55,000. The intention of this $85,000 gift was to stimulate the College in the development of gift and endowment sources as well as to stabilize operation, enabling the program to carry on after the five years had terminated.

The second proposal of Dr. Light immeasurably strengthened the College’s employment position. Faculty salaries in 1953 ranged from $3,700 to $5,400, and competition from other institutions as well as from business and industry weakened the College’s ability to attract the best new faculty. A program was put into effect whereby $10,000 donations were sought so that a new English professor, for instance, with a budgeted salary of $4,500 could be hired at $6,500, and the $10,000 donation could carry this increase for the next five years. The intention of this scheme
also was to effect eventually an elevation of the salary scale across the board since the administration could not long fail to raise others in the wake of new higher salaried faculty members. Dr. Laurence Barrett was the first to hold such a post. As the history unfolds, his unique creative energies and the very significant roles he ultimately filled will be evident. Five other faculty appointments were similarly engineered in the next few years supported by the $10,000 gifts.

And the additional $85,000 gift covering these five years afforded the needed advantage. From 1953-54 onward, the operating position for salaries moved toward general adjustment. The supplemented salaries for selected new faculty members, together with the adoption of the Rumml proposal, were powerful tools for faculty recruitment. The program was given the faculty's blessing and the Board's approval.

Within the next few years, in addition to Dr. Barrett, came a nationally recognized mathematician from Carleton College as Olney Professor of Mathematics and head of the mathematics department (Dr. Jean M. Calloway); a high school coach of a state championship football team who became athletic director and head coach (Rolla L. Anderson); an economist educated at the Massachusetts Institute of Technology, Columbia University, and the University of Paris who assumed the chairmanship of the economics department (Dr. Edward M. Rickard); a Ph.D. from Harvard University with further study in England, Switzerland, and Austria, and a member of the faculty of Yale University, who came to teach Spanish and comparative linguistics (Dr. Peter Boyd-Bowman); and an assistant director of the Master of Arts in Teaching Program at Yale who became head of the education department and director of a new program for teacher training (Douglas W. Peterson). These men who were a part of this supplemented salary program not only strengthened the faculty, but they attracted to it others of superior educational background.

Obviously, Dr. Light and Dr. Smith did not simply "hold the line" as is typical of most interim administrations. They moved in bold and innovative ways to secure the operation of a small liberal arts college confronted with rising costs, a generally low morale profile, and increased competition for students brought about by the low birth rate of the early
1930s and the expansion of tax-supported colleges and universities.

Despite the depressed state of affairs, the College was bolstered by the national recognition accorded through the Connecticut Wesleyan-Carnegie Study Report and the subsequent Knapp and Goodrich book, *Origins of American Scientists*, published in 1952. Kalamazoo College was ranked third in the country in the number of graduates attaining the doctoral level in a scientific field produced per thousand baccalaureate degrees. The book attributed a large part of the success to the personal qualities of the teaching staff. It cited Dr. Lemuel Fish Smith and Dr. Allen B. Stowe in chemistry, Dr. Frances Diebold and Dr. William Praeger in biology, Dr. John W. Hornbeck in physics, and Dr. Thomas O. Walton in mathematics. In 1953, the College would celebrate the completion of thirty years of teaching by Dr. Diebold and twenty-five years by Dr. Stowe.

And it was in the same year, on June 6, that Dr. Richard U. Light was elected chairman of the Kalamazoo College Board of Trustees. His abilities, courage, and resources would continue to have inestimable impact upon the College and its future.

The search for the new president culminated on August 15, 1953, when Dr. Weimer K. Hicks appeared at a meeting of the Board of Trustees as the candidate of choice—a selection unanimously favored by both the trustees and the faculty. At the September 26th meeting of the executive committee, William J. Lawrence, Jr., chairman of the committee on the search for the president, announced that Dr. Hicks had signed the agreement to be the next president of Kalamazoo College. However, because of a fund raising campaign at Wayland Academy in Beaver Dam, Wisconsin, where he was serving as president, Dr. Hicks was not to be available until January 1, 1954. At the same meeting, the trustees approved Dr. Hicks' request to bring with him from Wayland Academy, Stuart H. Simpson, who would serve in Kalamazoo as his industrious assistant and genial colleague.
CHAPTER II
The Twelfth President

Weimer Hicks made a pledge during his first public appearance before alumni, faculty, and students—at Homecoming, 1953. The occasion was two months prior to his assuming office as the twelfth president of Kalamazoo College, but the commitment was one fully maintained during his eighteen-year tenure. “I have accepted this challenging responsibility with humility, realizing that I have much to learn,” he said. “However, I pledge to you every moment of my time and every ounce of my energy to make certain that Kalamazoo College continues to grow and prosper.”

Dr. Hicks was born in Topeka, Kansas, in 1909. He attended The Peddie School in Hightstown, New Jersey, and then entered Princeton University where he received his A.B. degree in 1932 with a major in geology. His M.A. degree was from Cornell University in school administration; Ripon College had awarded him an honorary doctorate in 1949.

His professional career began in 1932 when he joined the staff at Peddie as teacher of English and administrator in admissions and alumni affairs. From 1943 until his coming to Kalamazoo College, he served as president of Wayland Academy and Junior College. At Wayland, he was credited with doubling the enrollment, raising the scholastic position to first rank, changing the academic emphasis to college preparatory, and increasing the value of the campus facilities by well over a million dollars. Further, Dr. Hicks had been active in Baptist circles in Wisconsin and had served as president of the American Baptist Educational Institutions Association. In 1953, he headed the Private Schools Association of the Central States and was Lieutenant Governor of Kiwanis in Wisconsin.

The president’s home on the Kalamazoo College campus, at 1327 Academy Street, was soon to have a welcoming family of four—Dr. Hicks and his charming wife, Jean, and their two teenage children, Susan and Weimer, Jr.

And at 1308 Lovell Street, one of the familiar homes in the College
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Grove, there would be more warm hospitality as the Simpson family reached the campus. Stuart H. Simpson, who was educated at Duke University, had joined the Wayland Academy staff in 1944 and had served with Weimer Hicks as business manager, director of public relations, and assistant to the president. The Simpson family numbered five—"Stu" and "Dot" as they were to become affectionately known, and their three young daughters, Martha, Dorie, and Barbara.

Weimer Hicks' first meeting with the faculty after his arrival was on January 4, 1954. As was typically his style, he first expressed his real appreciation for the past, and then he informed the faculty that he would devote his major efforts in his first year to the recruitment of students and to public relations. He urged the faculty to create with the students a belief in the present and an enthusiasm for the future of the College.

Also at this first meeting, President Hicks announced the appointment of Dr. Harold T. Smith as vice-president of the College, to be in charge not only of business affairs, but of curricular and faculty matters. Dr. Smith had admirably provided campus leadership during the months immediately preceding Dr. Hicks' arrival. He had established a sound administrative record at the College, both as business manager from 1946 to January of 1953 and then as vice-president for business affairs and administrative head. Dr. Smith also had served on the three-member administrative committee at Kalamazoo College in 1948 during the period between the resignation of President Paul L. Thompson and the appointment of Dr. John Scott Everton.

President Hicks was always ready to acknowledge the circumstantial upswing of events which coincided with the beginning of his administration. The most critical problems of admissions and financial support would begin to find solution. The College was just emerging from the years most affected by the lower birth rate during the depression. A renewal in financial support had brought the 1953 Annual Fund to a successful conclusion with a record sum of $75,000. This achievement assured the challenge gift of $25,000 for the year, enabling the College to move into the Ruml financial plan to strengthen and protect instructional salaries and the quality of the educational program.

And, on the very day he officially took office—January 1, 1954—
Winifred Dewing Wallace died, leaving the College beneficiary of an estate of over $1,300,000, the largest legacy received to that date. Mrs. Wallace, of Kalamazoo, had been a member of the Kalamazoo College Women's Council, had given valuable service to the College through the Council, and had been a generous contributor to the library and the English department. According to Dr. Hicks, Dr. Walter Waring, head of the English department, and Dr. Everton were largely responsible for the important bequest.

Outlining the meaning of the estate of Winifred Dewing Wallace, Dr. Hicks wrote for the alumni magazine:

In accordance with the will, the money will be added to our endowment. Our annual return should approach $70,000. This will obviously be a great boon to the College. However, there are certain stark realities which I must call to your attention, for we dare not develop an attitude of complacency toward our financial picture. First of all, this bequest will mean that salaries can be raised to a living wage. It will mean that we can increase our library to keep pace with the standards expected by Phi Beta Kappa. Harmon Hall can be amortized in accordance with the policies suggested at the time of its building. It will mean that our public relations program can be broadened. It will mean that much-needed paint can be spread on the walls of buildings, including some in Olds Hall that have not been painted since 1927. It will mean that a few of the older buildings such as Bowen Hall can be renovated and modernized. It will mean that we can replace our 1946 Plymouth which will have traveled 100,000 miles. It will mean that departmental budgets, now so reduced that our course offerings are jeopardized, may be broadened and thus afford an increased educational opportunity for our students.

It does not mean that the problems of Kalamazoo College are all behind us, for our total program cannot be effectively administered with an endowment less than $5,000,000 and preferably $10,000,000. It does not mean that the Annual Fund is a thing of the past. (Our Annual Fund will counteract effects of inflation on our budgetary operations.) There is not an independent college in America of any standing which does not have some type of an annual giving plan. In fact, the greater the institution, the more effective would be this type of financial undergird-
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ing. It does not mean that we shall have funds available to complete the new science wing, nor to complete our athletic field, nor to build a new gymnasium, nor a music and arts building. Nor does it mean that our efforts to build endowment must be lessened. This bequest brings our endowment to a figure a little above $2,000,000—the approximate amount of endowment we had in the early 1930s. Earning power is only half what it was at that time.... The work in wills and bequests, the work in building our endowment, cannot be minimized.

Early on, President Hicks toured the alumni clubs across the country, to become acquainted, to seek alumni assistance in recruiting new students, and to secure alumni support for the operational budget and for long-range financial undergirding. He scheduled many trips to call on business and industry, foundations, and other friends of the College to garner their financial support. The College family was soon to know what his forte was—selling the College and raising funds. He was immediately liked, his enthusiasm was contagious, and his new-found friends, including the students, became readily known to him on a first-name basis.

Weimer K. Hicks was inaugurated as the twelfth president of Kalama­zoo College on May 7, 1954. The impressive ceremony with faculty and guest educators in academic regalia was held in Stetson Chapel. Dr. Light inducted the new president, and Dr. Hicks' longtime friend from Peddie, Dr. Wilbour E. Saunders, who was then president of Colgate-Rochester Theological School, gave the charge. Dr. Guy E. Snavely, Washington, D.C., who had served as executive director of the Association of American Colleges since 1937, delivered the inaugural address. The topic: "The Church-related College in the Atomic Age."
Richard U. Light (1963)
CHAPTER III
The Chairman of the Board

The president’s inauguration was just a month in the past when the College rose at Commencement to honor its Board chairman at the end of his first year in that office. Richard Upjohn Light and Weimer Kerr Hicks would become a team of unmatchable prowess and together would guide Kalamazoo College through nearly two decades of its brightest hours.

Securing a new president was the first task Dr. Light had assumed after his election as chairman of the Board of Trustees. According to Dr. Hicks, “It was Dick Light’s dynamism as much as anything else that led me to accept the presidency.” And Dr. Hicks came to know that “No one could ever hope to have a chairman of the Board who worked harder, had more ideas, or reached more people. He was a dedicated, determined, and dominant leader of the Board who gave unstintingly of his time and money. With him, it was a full time job.”

Dr. Light’s role at Kalamazoo College was a logical extension of a life already meeting exceptional challenges with inordinate skills. He was a neurosurgeon, an aviator, a geographer, a photographer, and a writer.

Dr. Light completed his high school education at Culver Military Academy in 1920. In 1924, he graduated from Yale University with a major in economics. He earned his medical degree at the University of Michigan in 1928. Dr. Light held the Cabot Fellowship and served as resident surgeon at the Harvard Medical School. He developed a number of medical aids in neurosurgery and was elected to the Harvey Cushing Society and made a Fellow of the College of Surgeons. From 1938 to 1946, he was a distinguished neurosurgeon in Kalamazoo until a skin allergy forced him to give up his practice.

Dr. Light’s aviation feats included a five-month flight around the world in 1934 with a friend as navigator and radio operator. Enroute, he made several stops to enable him to attend medical clinics and study techniques in brain surgery. An account of this early seaplane adventure was chronicled in a book written by Dr. Light in 1937.

With the book finished, Dr. Light and his wife began a 35,000-mile
flight over Central and South America and Africa to study and photo­
graph these regions in a project sponsored by the American Geographi­
cal Society. Dr. Light’s subsequent journal and photographs, entitled
*Focus on Africa*, became a highly praised text for college courses in geo­
graphy. Dr. Light was president of the American Geographical Society
from 1947 to 1956. He has continued his affiliation with the Society as
well as with the Explorers Club and the Royal Geographical Society.

In 1964, the National Science Foundation selected him to serve as vis­
ing scientist to Antarctica. His observations of the research and sup­
port activities at the five United States bases and their outlying encamp­
ments, and at the Russian research center at Vostok, were subsequently
published in *The Geographical Review*.

During these years, Dr. Light gave full service to his community. He
was a director of The Upjohn Company and the American National
Bank and Trust Company and was a trustee of the Kalamazoo Founda­
tion. He also helped organize the Senior Citizens Fund, now supporting
five different residential facilities in the city, and he served as the Fund’s
first president.

Dr. Light’s direct association with the College began in 1951 when he
was elected as a trustee. Two years later, he was named to the chairman­
ship of the Board of Trustees. In this capacity he worked tirelessly for
twenty years until his retirement in 1973.

He was thoroughly involved. He participated in planning, innova­
tion, fund raising, and, in general, raising the sights of the institution.
On his desk was a personally prepared report with projections from
1953 to 1973. This was a working document which he revised and devel­
oped to include beliefs, solutions, and results in such areas as academic
excellence, faculty salaries, academic tenure, study abroad, church­
relatedness versus sectarian control, college capacities and the popula­
tion explosion, structure of the Kalamazoo Plan of four-quarter opera­
tion, tuition charges, scholarship aid, investment management,
financing the cost of new buildings, building programs, endowment
needs, and fund raising.

His accomplishments of 1953—managing the alteration of the
College Charter, developing a working formula with the denomination,
introducing the Ruml Plan, establishing a salary support plan for new faculty, and bringing the alumni closer to the governing policy of the institution—were only a beginning.

It was Dr. Light who insisted that the College not borrow money, end the years in the black, and never go below a $100,000 reserve level. To help make the College financially sound, he personally engaged in raising funds, and he alone secured $4,200,000 as an initial thrust toward the ten-year development program of the '60s.

Even the Kalamazoo Plan came about in the early '60s because of his belief in a year-around program. One of the most impressive features of the Plan—foreign study—grew from the program he had initiated and financed in 1958. (The Foreign Study Program and the Kalamazoo Plan appear in detail in later chapters.)

The eminent importance of Dr. Light's role in the life of Kalamazoo College will be revealed as this history continues. He imbued the College with his spirit of adventure which was the central motivation of his life.
CHAPTER IV
A Pace Setter: The First Year

Weimer Hicks' reception into the affairs of the College and the community began on January 1, 1954. Dr. Light has candidly described Dr. Hicks' new home territory thus:

Following a brilliant performance under Allan Hoben (president from 1922 to 1935), there occurred a decline, fueled if not ignited by the depression, which brought the College down to its knees by the end of 1952. By that time, three presidents had come and gone, the faculty was split into two camps and was assuming powers of the administration, the student body was openly rebellious (a factor in the shrinkage to the 356 enrollment), and a long series of operating deficits of mounting size (the last one above $150,000) coupled with poor investment policies had reduced endowment funds from $1,800,000 in 1932 to around $750,000.

When the new president first met officially with the executive committee of the Board of Trustees on January 23, he declared, "All must go furiously to work for the good of the College." He recommended the appointment of a committee on future development and the establishment of a fund raising organization. He presented his analysis of College needs to the executive committee and subsequently to the entire Board, encouraging their modifications, improvements, and new ideas "so we can lay dynamic plans for the future."

Top priority was admissions, and immediate aid was given to Director John R. Anderson's almost single efforts. With the new president spearheading the drive, and with direct assistance to an enlarged admissions staff from Assistant to the President Stuart Simpson and Director of Public Relations Marilyn Hinkle, admissions contacts were vastly stepped up, new techniques were employed, alumni were organized in the admissions effort, and new admissions materials were prepared. Even before Dr. Hicks' arrival on the campus, Miss Hinkle was summoned to Wayland Academy. There she was commissioned to create a new viewbook, and plans were made for this and other publications, not only for admissions but for fund raising as well.
Enrollment had peaked at 654 students following World War II, but it had gradually dipped to the low of 356 during the 1953-54 academic year. There were 104 freshmen in the fall of 1953. Just one year later, in September of 1954, 201 freshmen came to the College, bringing the total enrollment figure to 440. This growth pattern continued, and a few years later the College was, in fact, hard-pressed to accommodate the number of students who sought admission.

Shirley Lostetter, editor of the student newspaper, the Kalamazoo College Index, wrote in the September 29th issue of 1954: "I think the upperclassmen are all a little amazed at the size of the freshman class. We seem to be overwhelmed, not only by numbers, but by something a little more subtle—spirit. There have been jokes about when 'upperclassman initiation' would start, but we aren't all laughing. I think we are proud and a little envious of this class."

Fund raising efforts were also productive. The Annual Fund, first instituted in 1939 by the Thompson administration to offset operating expenses, produced a year's total in 1954 of $105,588, the largest amount raised to that date. The endowment fund was nearly doubled during that year. By November, funds were in hand for the new biology wing for Olds Science Hall, and the decision was made to name the future structure the Louis C. Upton Science Hall. Together with a portion of the R. E. Olds estate, the substantial amount of the funding was given by the widow, family, and friends of the late president of the Whirlpool Corporation and trustee of the College. A gift from Thomas Woodworth, Kalamazoo businessman, would enable the College to begin its baseball schedule on a new Woodworth Field the following spring.

The successes in fund raising were primarily attributable to Dr. Hicks whose tenure would see him become progressively involved in this endeavor. The Upton Science Hall was his first capital funding project among many for Kalamazoo College. The time and efforts of alumni, trustees, and friends of the College also counted heavily as did their swelling endorsement of the new administration. The College budget was in balance for both 1953-54 and 1954-55 and, according to Dr. Harold Smith, it had been in balance only three or four times over the previous twenty years.
After assessing the needs for the physical plant, Dr. Hicks' immediate schedule included the new science building for biology, the athletic field for baseball, the rebuilding of Bowen Hall, and a new wing for Mary Trowbridge House. He cited additional needs before 1960 as a fine arts building, completion of the Stadium, married student housing facilities, enlargement of Welles Hall for a College Union, an indoor athletic plant, an auditorium or small theatre. And with his statement, "The future of Kalamazoo College will depend primarily upon its success in public relations," he embarked upon the most extensive building program in the College's history. In all cases, the money was raised for each building before ground was broken or refurbishing begun.

In the fall of 1954, the Board readily gave its approval to Dr. Hicks’ proposed fund raising organization, set up to include "all areas of philanthropy necessary to insure the future of the College and encompass every segment of the College's constituency." The fund raising organization of the Board of Trustees included committees on the Annual Fund; Capital Gifts ("...for large gifts for physical expansion, new equipment, and endowment."); Bequests ("...for the security of our College. The work of this committee is perhaps as vital as that of any group associated with the institution....Few colleges have followed positive, constructive programs. These are years when everyone is a philanthropist."); and Institutional Budget ("...for the support from Baptist churches.").

In 1953, a retirement age of 72 had been adopted for trustees, together with the creation of a class of honorary trustees. In 1954, the Board was strengthened by four newly-elected trustees: John E. Fetzer, president of Fetzer Broadcasting Company, Kalamazoo; Omer E. Robbins, vice-president, Omer E. Robbins Company, Detroit; Perc Sorenson, president of Nutri-Vac Company, Milwaukee; and Frederick S. Upton, senior vice-president of Whirlpool Corporation. Shortly thereafter, the Detroit representation on the Board was further strengthened by the addition of H. Glenn Bixby, president of Ex-Cell-O Corporation, and Ralph T. McElvenny, president of American National Gas Company and Michigan Consolidated Gas Company.
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Within a year, the listing of Board officers and major committee heads would appear thus:

Board Officers
  Richard U. Light, chairman
  Louis W. Sutherland, vice-chairman
  Merrill W. Taylor, treasurer
  Winfield J. Hollander, assistant treasurer
  Edwin G. Gemrich, secretary and attorney

Committee Heads
  William J. Lawrence, Jr., Finance
  Dwight L. Stocker, Faculty (He would later serve many years as vice-chairman.)
  Cameron L. Davis, Buildings and Grounds
  Arthur L. Blakeslee, Capital Gifts
  Richard S. Schreiber, Annual Fund
  David H. Greene, Bequests
  Robert L. Johnson, Institutional Budget

These men were to continue a deep involvement with the affairs of the College for many years.

Toward the close of 1954, a December 17th editorial in the Kalamazoo Gazette entitled “Kalamazoo College Grows” read:

The Gazette congratulates Kalamazoo College on the prospective new science building, a needed and valuable addition to the institution’s facilities.

In the light of a recent bequest, which will substantially increase the endowment fund, there is every reason for feeling confidence in the future of this old and respected college. It has long enjoyed an exceptionally high standing, particularly for the excellence of its teaching in the field of science. The institution, we can rest assured, will keep itself equipped to maintain its instructional effectiveness and its enviable national reputation.

Kalamazoo College appears to be getting more than its share of the increasing number of young people who are entering college. A few days ago, the state’s higher education leaders told Governor Williams that they expected by 1970 no less than 200,000 students in Michigan’s colleges and universities, compared with the present 97,000. It was esti-
mated that church-related and private colleges would increase their enrollments from 24,000 to 40,000 during the next fifteen years. In the nation as a whole, college enrollments were up last fall by 7.6 percent. At Kalamazoo College, however, the 1954 freshman class is reported to be double last year's.

Financially, academically, and in other worthwhile respects, this local church-related institution seems, truly, to have entered "an era of great promise."
CHAPTER V
Growth Years, 1955-60

A strong sense of loyalty to the institution and trust among the members prevailed in the '50s on the campuses of many private liberal arts colleges. These schools were communities of dedicated scholars, sharing in the pursuit of knowledge. The Kalamazoo College campus embodied this ideal—not unlike the time of the early '30s when the late President Allan Hoben applied the phrase, "A Fellowship in Learning."

It was now 1955, and the College community had just read and discussed together David Riesman's *The Lonely Crowd*, selected for study as the Book of the Semester. Dealing with the changing American character, it explored the shifting, from the dominance in society of persons who are individualists, to those who follow the example of their peers.

Very much in vogue at this time were the long-standing traditions of the College—most of them now faded. Alumni of the fifties—and earlier—will remember the Washington Banquets; the May Fetes; Homecomings with the queen and court, campus displays, parade, and bonfire; the Mock Political Conventions; the Christmas Carol Services; and the literary societies (Eurodelphian Gamma, Kappa Pi, and Alpha Sigma Delta for women and the Sherwood Rhetorical Society, Philo Lambda, and Century Forum for men). The Philos were celebrating their centennial in 1955.

A perusal of copies of the *Index* of this period brings to mind a wide spread of student thoughts—about chapel requirements, an honor system, the role of the societies, the social calendar, the grading system, liquor regulations, overcrowding of campus facilities, tutoring the disadvantaged, distributional requirements, advanced placement, Hungarian Relief, blood banks, John Kennedy, the class cut system, women's dormitory rules, existentialism, the American Friends Work Camps, the Arab-Israeli War, "Waiting for Godot" in old Bowen Auditorium, and, notwithstanding, the desire for permission to wear bermuda shorts in the dining hall.

The conditions of the blacks were very much a student concern, and
Joseph Airo-Farulla's *Index* editorial of April 20, 1956, read, in part:

We have been hearing a lot about the South's refusal to abide by the Supreme Court's ruling on desegregation. We have been outraged by the defiant attitude of the Southerners and by their unfair tactics in ignoring the Supreme Court's decision. We are telling the South what to do, but do we practice what we preach?... It is a job that requires a great deal of patience and tact. Our civic leaders, our press, our professional men, our professors, and we students must take an active part in this fight to establish equal rights for all.

By the end of this period referred to as the "growth years" (1955-60), Dr. Hicks wrote for the Annual Report:

Many educators have been concerned about the apparent apathy among students. At times we have deplored their failure to accept responsibility. We have found encouragement in the gradual but definite change on this campus as the quality of undergraduate leadership has steadily improved. Suddenly in the past year student leadership came of age. Almost overnight, it seemed, interests became worldwide as Kalamazoo College was in the vanguard of a national movement of world outreach which is sweeping the campuses of America.... But we would be unfair to indict students too severely for their lack of direction. Understandably, the dreams of all of us have been shattered by conflicts and unrest. Few are able to find satisfactory answers to either present or future problems. In such a backdrop, it is little wonder that youth became perplexed and insecure. In the mid-fifties, we dubbed them the silent generation. We deplored their lack of interest, their fatalism. We loathed their self-centeredness. We puzzled over their seeming lack of direction and purpose. They seemed captives in an organization world and smugly content with their lot. Then suddenly, gone was the silent generation, gone the defeatist attitude which led their older brothers to be dubbed the "beat" generation. New concerns of wide dimension have captivated youth.

This was a period of phenomenal progress and growth in nearly every aspect of college life. The 125th anniversary slated for 1958 provided institutional focus, and its impetus carried well beyond the actual year's observance.

With another large freshman class in September of 1955, the enrollment reached a figure of 510 students. The increasing numbers continued, and in 1960, the total number of students, now from a much
broader geographical base, reached 676. There were 405 men and 271 women, altering the longstanding ratio of two men to one woman. This trend would lead to a near 50-50 ratio in another five years. Beginning in the fall of 1957, the Scholastic Aptitude Test of the College Entrance Examination Board was required of all entering freshmen. Kalamazoo College was the first college in Michigan to adopt College Board standards and joined at that time a select group made up, principally, of Ivy League Schools.

An enlarged physical plant was in order. And after extensive study, the trustees set a maximum enrollment figure at 630 students and authorized a building program which would comfortably accommodate them and create "the perfect campus." The 125th Anniversary Fund was directed to this end.

As preparations were being made for the opening of the 1955-56 year, Dr. Hicks shared mutual academically-related concerns with the faculty. They were recorded by longtime faculty secretary, Dr. Marion H. Dunsmore, as follows:

Important problems—
1. Kalamazoo College must have and maintain a superior faculty.
2. Kalamazoo College must have a continually growing library at the center of its educational program.
3. There must be more selectivity in enrollment.
4. A tightening of academic standards is indicated.

Perennial problems—
1. Chapel attendance.
2. Use of liquor on campus.
3. Effect of athletic schedules upon the academic program.
4. Orientation programs for freshmen.
5. Literary societies, especially their public productions and their initiations.
6. Class attendance—tightening up on excuses.
7. Eligibility for student participation in non-athletic extracurricular activities.
8. Faculty’s getting better acquainted with students.
9. Counselling.

The "perennial problems" were dealt with, but, as on all college campuses, many concerns failed to shake the "perennial" label. Reasonable solutions to chapel attendance, for instance, were effected, and some years later the "requirement" was dropped altogether. The use of liquor on the campus remained as cause for expulsion, until this regulation, too, was eventually adjusted, and in the '60s the College had to face problems with drugs as well as alcohol. Paul E. Collins as dean of men and Louise S. Johnson as dean of women were an effective team in counselling students, strengthening student government, and effecting communication to the campus.

The "important problems" were, in a sense, of "perennial attention" for a college in the pursuit of excellence, and they were given vigilance and action. In December, 1955, Dr. Laurence Barrett was named dean of the curriculum—to continue to teach English, but on a limited basis, and to devote the balance of his time to improving and strengthening the academic quality at Kalamazoo. The Index quoted Dr. Barrett upon his appointment, "The College is in a process of growth already. My job is to help it along." Dr. Barrett was a graduate of Amherst College, and he was a Woodrow Wilson Fellow at Princeton University where he received his Ph.D. He had taught at Middlebury and at Bowdoin before moving to Kalamazoo College. In early 1957, he was named dean of the faculty, spending many hours in the search for outstanding faculty members from a market of high demand.

There was a solid core of faculty members during this period. Many of them who were on the campus in 1955 would continue to teach at the College a quarter of a century later. They included Dr. Wen Chao Chen in political science who later rose to the post of vice-president of the College; Dr. Walter Waring of the English department and for many years its head; Dr. Donald W. Van Liere in psychology; Dr. Harry Ray in music; Rolla L. Anderson, Dr. Tish Loveless, and Raymond B. Steffen in physical education; Nelda K. Balch in theatre; Marcelle Dale in French; Dr. Harold J. Harris and Dr. Richard T. Stavig in English (Dr. Stavig to
later head foreign study); Dr. Edward J. Moritz in history; and Dr. Allen V. Buskirk in physics. Dr. Kurt D. Kaufman (1956) in chemistry; Dr. Lester J. Start (1958) in philosophy; George H. Acker (1959) in physical education; and Dr. Jean M. Calloway (1960) in mathematics followed shortly thereafter.

Other strong faculty members of shorter tenure included Dr. Lloyd J. Averill in religion; Dr. Sherrill Cleland and Dr. Martin L. Shotzberger, both in the department of economics and business. Dr. Averill was appointed president of the Council of Protestant Colleges and Universities in 1967. In 1968, Dr. Shotzberger was named president of Catawba College in North Carolina. Dr. Cleland became president of Marietta College in Ohio in 1973. Distinguished faculty members teaching during this period who died during the Hicks administration were Dr. Allen B. Stowe in chemistry and Michael J. Waskowsky in art. Dr. A. Frank Bausch in mathematics, Paul E. Collins in education, and Dr. Elton W. Ham in political science died early in the next administration.

In 1980—the year with which this book ends—the rolls include emeriti professors who were actively teaching in the '50s: Dr. Barrett; Dr. Frances Diebold and Dr. H. Lewis Batts in biology; Dr. Raymond L. Hightower in sociology; Dr. Elizabeth Mayer in German; Voldemars Rushevics in music; Dr. Ivor D. Spencer in history; and Warren I. Thomas in physical education (later director of career development). But for their deaths through 1980, this emeriti list would also have carried the names of the beloved Dr. Luieke J. Hemmes in philosophy, Helen T. Mills in French, Dr. Henry Overley in music, Dr. Thomas O. Walton in mathematics, and Dr. Marion H. Dunsmore in religion.

President Hicks’ administrative staff in the fall of 1956 included Dr. Harold T. Smith, vice-president; Dr. Laurence Barrett, dean of the curriculum; Stuart H. Simpson, assistant to the president and director of admissions; Paul E. Collins, dean of men; Louise S. Johnson, dean of women; Marilyn Hinkle, director of alumni and public relations; Lloyd J. Averill, dean of the chapel; and Dr. Wen Chao Chen, librarian.

The following year, Dr. Smith resigned to become affiliated with the W. E. Upjohn Institute of Community Research, and he was elected a trustee of the College. Dr. Hicks highly praised Dr. Smith and declared,
"The fact the school gives evidence that it is approaching what may be its most successful years is a tribute in large measure to his strength, patience, and wisdom. It can be rightfully said that he, as much as any man, helped to hold the College together during its period of difficulty." Stuart Simpson became business manager and assistant to the president, and W. D. George became director of admissions. Mr. George was followed in that post by Glen Brown, and in 1962 by James Mandrell.

There were several changes in the curriculum during this anniversary period. In 1955-56, additional economics courses were initiated. The social sciences division became the first to offer an inter-departmental course for freshmen—on western social heritage. Greek and Russian were added for a brief period. The English department began to revise its offerings in literature with the specific purpose of better preparing students for graduate work. (In 1958, 40 percent of all seniors continued in graduate study; five years later, 60 percent.) Techniques for the teaching of foreign languages were altered to take advantage of a new language laboratory. By the opening of the academic year of 1959-60, Kalamazoo College had reduced its course offerings nearly 20 percent through departmental study and reorganization. With the increasing enrollment, this reduction was an aid to the Rumr budgeting plan for faculty salaries. Further, the College had received in 1955 a grant of $163,000 through the Ford Foundation's nation-wide program to lift salary levels. By 1960, Kalamazoo College stood fourth in mean salaries among twenty-five leading liberal arts colleges in the country according to a survey published by Hope College. In a second survey of twenty leading midwestern colleges conducted at the same time, Kalamazoo College ranked first.

Dean Barrett's concern for teacher training led to his submitting an article to The Yale Review. Ford Foundation representatives found his ideas intriguing, and a grant of $25,000 was forthcoming over a three-year period. It was the principle of the new program that no liberally educated man or woman should be ignorant of the problems of education. Kalamazoo, therefore, gave itself to preparing superior high school and college teachers without making the traditional distinctions between the two. Douglas Peterson became director of this new program.
Mandelle Library, as the center of academic life, began to grow almost immediately as the result of the direction of Dr. Wen Chao Chen and increased budgetary appropriations. By 1957, the budget had more than doubled over the previous three years. Over 5,000 volumes were being added annually. In addition, gift volumes were being encouraged and the number of them exceeded expectations. During 1957, the A. M. Todd Rare Books Room named in honor of the late Albert M. Todd, was dedicated. The Todd collection alone consisted of nearly 1,000 exquisite pieces. Mandelle Library was already housing 68,031 volumes and space was at a premium. The building was designed for 72,000 volumes and the need for a new building grew imminent. The 125th Anniversary Fund did not include a new library in its goals, but it did afford expansion of the stack and study facilities.

On January 1, 1960, it was reported that with eight National Merit Scholars, Kalamazoo College was twentieth in the United States among all colleges and universities in the percentage of Merit Scholars in the student bodies. Dean Barrett pointed out that in 1955, 7 percent of the freshmen had IQs of 130 or better; in 1960, 26 percent. The 24 percent of freshmen with IQs of 110 or lower in 1955 had dropped to 6 percent in 1960. "The faculty cannot teach the same as five years ago... There is a trend away from purely formal requirements toward more tailoring of the educational program to meet the needs of the individual." This statement was indeed prophetic of the Kalamazoo Plan, soon to come.

The 1955-56 College budget was $829,175. In 1957-58, the College operated for the first time in its history on a budget which surpassed the million dollar level. Declared Dr. Hicks, "And we expect that budget to be in the black when the anniversary is history."

Scholarship funds were always a large part of any budget. In the fall of 1957, 308 students had been awarded $87,081 for the year. Dr. Hicks explained, "We must face the fact that our alumni, by and large, are not wealthy, nor have they been cultivated over the years. Furthermore, we have few parents of students who can contribute substantially. The task is to find new friends." (A Parents' Council was formed in 1955 to bring about a closer liaison between parents and the College.)

The endowment fund in June of 1955 was $2,316,353 which was an
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increase over the previous year of $1,147,781 ($1,054,033 of this amount from the Winifred Dewing Wallace estate which would ultimately reach $1,327,749). By June of 1960, the value of the endowment would climb to $4,473,755.

The work of reaching donors for current giving and bequests was bringing to the College an increasing number of gifts of money, stocks, and property in a wide range of amounts. The Annual Fund reached a high of $127,261 during this period. A national Baptist campaign brought $132,400 to the College. By 1957, nearly $700,000 had been raised in building funds alone. By 1960, the campus had been remarkably changed by efforts of the 125th Anniversary Fund.

When Dr. Hicks had completed five years as president of Kalamazoo College, he recapped for his Board what he felt were the accomplishments to date—recruitment of students, improvement of faculty, growth of endowment, stabilization of financial undergirding, expansion of campus, and optimism of the College family. Over the next five years, primary attention would be given to the curriculum, faculty salaries, student charges, academic space, continued study of the physical plant, and student attrition and factors affecting student retention. The AAUP Chapter was urging a study on academic space and a release of information on salary levels as well.

In mid-1959, Dr. Hicks announced a coordinating committee to plan the future of the College. It was composed of a chairman, two other trustees, three administrators, and one faculty member. The committee met every ten days from October to mid-December. Seventeen other study committees held 67 meetings by the end of 1959. Stated Dr. Hicks, “In the annals of history, 1959-60 will be remembered as the year of committee meetings in which trustees, administrators, and faculty examined almost every facet of the program of the College.”

In a message to the Board about this time, Dr. Hicks declared,

Our enrollment will be leveling off at a budgetary figure of 630. Henceforth, our primary method of increasing salaries must come through tuition raises. The administration believes that we should seek to solve our problem through modest but yearly increases in tuition accompanied by a program designed to alter clientele.
Until World War I, the missionary zeal prevailed on campus, with many of our graduates entering service vocations. We began to develop a propensity for Ph.D. training in the teens, and this ushered in a period of high academic standing in which the Church associations faded into the background. In the late '30s and '40s, one can note a shift to a more affluent clientele in which the College attracted many students from wealthier homes. Again, when the studies of the origins of Ph.D.s swept the nation, we moved toward an intellectual clientele. Meanwhile, because we recognize the sales value and the importance of the reputation for the College, we began to "buy" brilliant students without developing an admissions technique which would "sell" the advantages of the institution. In addition, a national resurgence of interest in the church-related college drew us nearer to the Mother Church, and more Baptists are now enrolling. Thus today we find ourselves appealing primarily to a brilliant but financially embarrassed clientele.

Our course can be altered again, without the loss of the Christian democratic spirit or the disappearance of the scholarly students.

One of the most obvious impediments to progress for the independent colleges of Michigan rests in the low tuition charges voted by the Legislature for the tax-supported university. This means that the load of the taxpayer is heavier than is necessary and the independent colleges are placed in a difficult position.

In that final year of this period, 1959-60, the Book of the Semester was The Rockefeller Brothers' Report of "The Pursuit of Excellence." The Commencement speaker was Paul Woodring, consultant for the Fund for the Advancement of Education of the Ford Foundation. His topic: "The Nature of Leadership."
Book Value of Endowment Fund and Permanent Reserves (in millions), 1953-60

Growth of Physical Plant (in millions), 1953-60

*Reappraisal of physical plant by Marshall & Stevens, Inc., accounts for 60% of increase.
Student Enrollment, 1953-60

Gifts (in millions), 1953-60
Gifts for eight years: $10,275,579
Raymond L. Hightower (1962)
CHAPTER VI
The 125th Anniversary

Public attention was drawn to the College—quite apart from the anniversary—by three particular events of 1957 and 1958 which singly would have given cause for celebration. But coming as they did, they enhanced the prestigious note of reaching 125 years.

1. The public highlight in 1957, the year preceding the anniversary, was the appearance of a series of articles in the Chicago Tribune, featuring, from extensive research by their education department, what were proclaimed to be the leading liberal arts colleges in the country. Kalamazoo College was in their illustrious group (rated 9th). The lead article appeared on Sunday, April 21; the next morning on the occasion of Founders' Day, formal announcement was made of the 125th Anniversary plans for the coming year. This initial commemoration included the unveiling of a Michigan Historic Site Marker which read:

   KALAMAZOO COLLEGE—This school, Baptist in origin, was chartered in 1833 by the Territory of Michigan as the Michigan and Huron Institute and held its first classes in 1836. Instruction of college level has been given here longer than at any other Michigan school. In 1845 the present campus was purchased. The right to confer degrees was granted in 1855. This pioneer school has won national renown as a liberal arts college with special honor in teaching of the sciences.

2. The summer of 1958 marked the beginning of the Summer Study Grants made possible by the S. Rudolph Light Trust, and the first twenty-five Kalamazoo College students set sail for France, Germany, and Spain. This was an exciting moment for the auspicious program. (Details on the subsequent development of Kalamazoo College's unique Foreign Study Program appear in Chapter VII.)

3. On August 30 of 1958, as the highly successful anniversary year was nearing a close, approval was given by the national Phi Beta Kappa Council to establish the Delta Chapter of Michigan at Kalamazoo College. Approval had not been granted at the triennium in 1955; Kalamazoo College became the only new member in 1958. A letter from the South Pole, written in February of 1957 by Dr. Laurence M. Gould,
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president-elect of the National Society of Phi Beta Kappa, expressed the hope that he might install the Chapter at Kalamazoo College during the next triennium. This he was able to do, for on December 9, 1958, a Chapter was established—a signal cause for pride and celebration.

And then there was the build-up to the anniversary itself. As early as the summer issue, 1956, of The Kalamazoo College Alumnus, the quarterly alumni magazine, President Hicks wrote:

I write this manuscript high above the Rockies on my way to the Baptist Convention in Seattle and to four alumni gatherings on the West Coast. The 123rd year of our College is now history. Another Commencement season, my third, is still fresh on my mind.

One cannot experience the tensions and the excitement of a graduation weekend without a sense of relief when it is finished. But this year the customary letdown has not enveloped me. Instead, my mind is still preoccupied with the Commencement meetings which accentuated vividly the nearness of the 125th Anniversary, a milestone we shall reach in 1958. Even more awesome is the realization that in less than fifteen months we shall enter our anniversary year.

An occasion of this import places a responsibility upon us all. How should we pay tribute to the founding fathers? How should we recognize the host of friends, alumni, and faculty who have given unsparingly of their time and talents that the College might serve more fully? For many, including the writer, the 125th Anniversary will represent the most important milestone reached during their association with Kalamazoo.

I believe there are three areas of interest which should occupy the attention of the College family. First, an anniversary should be for celebration of achievement and for recognition of service of the many. We have reason to be proud of Kalamazoo. We are anxious that our contributions to education be recognized. Even a casual perusal of our history reveals periods which excite the imagination. One is captivated by the pre-Civil War days, when Kalamazoo moved to the forefront of Midwestern colleges. The long struggle for a degree-granting Charter, achieved after four attempts in 1855, is a story of the steadfast and courageous leadership of Dr. James A. B. Stone and his talented wife, Lucinda Hinsdale Stone. Equally fascinating are the records of the 1890s, when Dr. Slocum and C. C. Bowen dreamed of a great cathedral of learning high on the hill, and then made that dream come true. One finds deep satisfaction, too, in the accomplishments of Dr. Stetson and
Dr. Hoben, who built the modern college and crystallized their achievements in a fellowship in learning.

Such accomplishments justify our designating 1957-58 as a year of celebration. In all segments of college life, we must seek to make the anniversary year the most significant in history. Alumni should plan now to return for Homecoming, to attend the area dinners which will be sponsored in every section of the country where even a handful of the College family is grouped, and to gather at Commencement. Our trustees have approved an elaborate educational convocation, which should contribute to the thinking of the intellectual world. These and many more celebrations should highlight the year's activities.

But an anniversary should be far more than a series of festive occasions and nostalgic tributes. It should be, even more, a time for soul-searching in which we evaluate the work of the past and dedicate ourselves to use that past as stepping stones to the future. What should be the role of Kalamazoo College in the future? We have believed in liberal education, in sound scholarship and high academic standing. We have maintained that religion should be at the very core of the educational experience. We have purposely limited enrollment, convinced that the impact of professor upon student offers the optimum opportunity. Are these values worth fighting for in an age of mass education and automation?

Assuming an affirmative answer, we then are confronted with the challenge of maintaining an environment in which they may be nurtured. State institutions, with their seemingly limitless funds, are moving dauntlessly ahead, gaining in stature and appeal. To succeed in our fellowship, we must attract and hold a superior faculty, expand departmental budgets, screen entering classes even more carefully, broaden the national reputation of the College, and add to our already attractive campus until we have the “perfect” physical plant. Do we believe in Kalamazoo College and independent education sufficiently to permit no barrier to block the road to a great future?

And again in the fall of 1957, Dr. Hicks wrote:

The long-awaited and much-discussed 125th year has arrived. We have been planning for it since the early 1950s. In October the year-long celebrations were launched with a Homecoming that thrilled us all... Our hundreds of alumni will recall the guiding counsel and the inspiration of the many dedicated professors of the past—the two Williamses and Lemuel Smith and John Hornbeck and Milton Simpson and Robert Cornell. Kalamazoo College today is veritably a tribute to
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the dedicated professors of the past. They are the ones whom we revere and commend in this anniversary.

Another dedicated professor, Dr. Arnold Mulder, had been commissioned to write a history of the College covering the last twenty-five years. His book was entitled The Kalamazoo College Story: The First Quarter of the Second Century of Progress, 1933-1958, and it came from the press just as the celebrations were ready to begin.* An anniversary film was also produced with Dr. H. Lewis Batts behind the camera. Special stationery was designed with an anniversary logo, and mementos appropriate to the occasion were selected.

The 125th Anniversary Fund went forward in what was then hailed as the most successful drive in the College's history. The Kalamazoo Foundation opened the campaign in May of 1957 with a gift of $125,000, representing $1,000 for each of the 125 years of the College's history. Objectives to be funded by the $1,592,000 goal included the enlargement of Welles Hall to provide increased dining facilities and a student center; construction of a new physical education building and provision of dressing room facilities at Angell Field; completion of the addition to Mary Trowbridge House and the modernization of Bowen Hall; provision of a women's athletic field and an intramural field to replace the area taken over by the Michigan Avenue highway; conversion of space in Hoben Hall to house more men students; enlargement of the campus heating plant to service the new buildings; and provision of the necessary operating funds ordinarily forthcoming through the Annual Fund, which had been combined for 1957 with the Anniversary Fund.

Heading the Anniversary Fund as general chairman was Frederick C. Fischer, retired vice-president and treasurer of Allied Paper Company, trustee of the College, and enthusiastic contributor to College and community tennis programs. Others in top leadership included: Corporations Committee for Kalamazoo, Dwight L. Stocker, president of Kalamazoo Vegetable Parchment Company; Cornerstone Committee, Cameron L. Davis, president of Miller-Davis Company, with

*The Centennial History of Kalamazoo College, published in 1933, was written by Charles T. Goodsell and Willis F. Dunbar.
Dr. Richard S. Schreiber, a vice-president of The Upjohn Company, as co-chairman; Kalamazoo Area Committee, Robert M. Boudeman, assistant director of international operations for The Upjohn Company (later president of the company), with Ralph M. Ralston, president of the Ralph M. Ralston Company, as co-chairman; the Alumni Committee, Harold B. Allen, secretary of The Upjohn Company; and the Trustee Committee, Dr. Richard U. Light. Fully involved were President Hicks, Stuart Simpson, and John R. McFarland as representative of Ketchum, Inc., professional fund raisers engaged for the campaign.

With the close of 1957-58, the formal campaigning for the Anniversary Fund came to an end with gifts totalling $1,654,373, exceeding the goal by over $50,000. Post-campaign gifts during 1958-59 raised the final total to $2,174,021. This included a special sizable pledge from the Herbert H. and Grace A. Dow Foundation for the rebuilding of Olds Science Hall, a project not included in the anniversary package. The Louis Calder Foundation made a gift to build the dressing and shower facilities at Angell Field, and the Kresge Foundation provided funds to assist in the financing of the new wing on Trowbridge House.

Priorities in the building program were a clear reflection of the president’s motives to meet need, with careful assessment of what would be publicly advantageous in selling the College to prospective students. Hence, the attractiveness of both student dormitories and dining facilities was high on the list. Personally convinced of the importance of athletics, Dr. Hicks felt a need for more complete facilities and options. He followed the athletic program closely throughout his tenure, was a frequent spectator of all college sports, and at an early date even hired a part-time band instructor to form marching and pep bands. The Calder Field House and fields were provided by the Anniversary Fund, but rather than building a new gymnasium, it was decided to remodel Tredway Gymnasium and construct, instead, a Tennis House with its two indoor courts for multiple-use space. These were the first indoor tennis courts in the city. The remodeling of Bowen Hall, the administration building of 1902 vintage, provided general updating such as installation of terrazzo floors and stairs on the lower levels, but it also relocated areas to make them more impressive and more available to off-campus
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visitors. The president’s office, for instance, was moved toward the
front entrance, and the admissions office became part of the first floor
operation. The new language laboratory, too, became an important fea­
ture of the building’s renewal project.

Apart from the campaign, Alfred B. Connable presented to the Col­
lege the Connable property on Grand Avenue. The Clark MacKenzie
home was acquired and was converted into quarters for the College art
department so that the space used by that department in the library
could be revamped for books. Humphrey House became a part of the
campus through a gift of Margaret Humphrey Windisch. It was used
first as additional dormitory space for men and later for a faculty office
building. The College was beginning to enlarge to the north side of
Academy Street.

The College was unable to use the Connable home as supplementary
dormitory space because of zoning restrictions and for some time con­
sideration was given to the use of the property for a College-community
Art Center. This, too, did not materialize. Meanwhile, the Kalamazoo
Foundation gave the College the rest of the five-acre property enclosed
by Grand Avenue, Prospect, West Main, and Monroe Streets. Within a
few years, the lovely ante bellum Connable home, a target of vandals,
was razed.

Plant expansion continued on schedule. The new Tennis House and
the renovated Tredway Gymnasium were opened in December of 1960
to complete the Anniversary Fund program. The last of the married
students’ hutments built on the old athletic field after World War II were
replaced by low-rental units at Angell Field.

A member of the Women’s Council anonymously gave the College a
sum of money designated for refurbishing the lounges in Harmon and
Hoben Halls. A Women’s Council committee of Mrs. Lee Hammond
(chairman), Mrs. Donald S. Gilmore, Mrs. Albert H. Hodgman,
Mrs. William Race, and Mrs. E. Gifford Upjohn supervised the decorat­
ing and made themselves available for service in other areas of the cam­
pus as well. This was just one example, among countless others, of
Women’s Council members giving their time, money, and expertise. The
Council was formed in 1925 by President Hoben as a group of interested
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women from the community “to assist the president of the College in any way whatever, but especially in connection with the interests and activities of the women.” The Women’s Council was of immeasurable assistance in planning for the 125th Anniversary.

In the Annual Report for 1957-58, the president reports on the anniversary celebrations:

Five major series of events on the campus featured the festivities commemorating the 125th Anniversary. The opening affair, Homecoming weekend, attracted the largest throng of alumni and friends on record. Later in October, the College sponsored a special evening Honors Convocation to recognize the academic achievements of the undergraduates and to emphasize the intellectual pursuits which must be central in the college community. In December, the Department of Music, assisted by the chorus of the annual Bach Festival, presented the oratorio “Elijah.” On the dates nearest Founders’ Day, a three-day Convocation paid tribute to the historical heritage of the College. The first speaker, Dr. Nels F. S. Ferre, stressed the vital role of faith in the search for truth; the second, Dr. E. Harris Harbison, pinpointed the importance of the liberal tradition; and the last, the Honorable Charles P. Taft, stressed the prevalent need for the application of our idealism to the decisions of daily life. And finally, the anniversary was climaxed with an enlarged Commencement weekend, which introduced a series of academic addresses of current interest by faculty members and alumni.

The most significant achievement of the year came through the 125th Anniversary Fund. With the combined efforts of the entire College family, the year-long campaign went over its goal late in May. In the number of solicitors, in friends contributing, and in amount raised, the drive doubled any previous effort undertaken by the College. All twenty-two regional campaigns were successful both in financial results obtained and enthusiasm engendered. Meanwhile, we sponsored a year-long series of celebrations and alumni meetings which took us into every section of the nation.

Alumni were especially and naturally generous in many anniversary-related endeavors. Alumni good will was one of the important keys to the successful 125th Anniversary Fund. Records showed that 42 percent of the alumni contributed—rising through the intervening years from the 9 percent participation figure of 1952.

The College had begun increased alumni activity during the Everton
administration, and the program was stepped up during the Hicks years. Changes in the Alumni Association Constitution set up a system of class agents; established an executive board, meeting monthly with fuller representation; and accommodated the election sequence of alumni-trustees. The first alumni-trustee was Alma Smith Crawford, elected in 1956. Eventually, there were thirty clubs, from coast to coast.

A number of Alumni Association projects went forward: a testing program for college-bound children of alumni (which drew publicity in the New York Times and the Saturday Review) begun in 1958 and supervised by Dr. Raymond L. Hightower; an Emeritus Club, first headed by William C. Buchanan of Lansing, for alumni of fifty or more years; a first phonathon for fund raising in 1960; two College Fairs (1960 and 1962), inspiration of Dr. Richard A. Walker, which attracted gifts from alumni living in all parts of the world and raised funds for the scholarship program (Marion Monteith Hudson and Albert Van Zoeren were co-chairmen of the first Fair; Richard Meyerson and Virginia Johnson Stone, of the second); a continuing education program begun in 1963, later to be enlarged into the current non-traditional student program directed by Elizabeth Maxon; the publication of an alumni directory in 1963, the first in ten years; and a group travel program, begun in 1964, which became a special interest of Dr. Maynard Conrad.

During the years from 1967 to 1974, the College departed from a more typical alumni quarterly and published, instead, an educational magazine, The Kalamazoo Review, along with a separate Kalamazoo College Bulletin for news. For two years under this arrangement—1968 and 1970—the American Colleges Public Relations Association selected The Kalamazoo Review as one of the ten outstanding College magazines in the country. Serving on the editorial board with Marilyn Hinkle were Dr. Laurence Barrett, Dr. Harold Harris, Dr. Walter Waring, and alumni Phyllis Sergeant Dykehouse, Harry Randall, and Dr. Hugh Anderson. During the period 1950 to 1975, Ms. Hinkle directed the alumni program and edited the alumni magazine. For several years, she also directed the College publicity program until Frank Bostwick took over in an enlarged effort in 1960. He was followed by Wano Lee (1965-68) and Phillip Carra (1969-73). For much of this time span, from 1961 to
1970, the College also retained the services of William Crist of New York City to assist in major media contacts.

Dr. Hicks was keenly mindful of support enjoyed by the College, not only from the alumni but from the public at large. He endeavored to return that support in service to this wider community both in terms of a personal contribution and an institutional one. He welcomed public participation in the concerts, the lectures, the Bach Festivals, the drama productions. He encouraged the cooperative arrangement between the art department and the Kalamazoo Institute of Arts, the activities of the Bureau of Municipal Research, and the community programs of the Business and Industrial Management Center. The Center continues a full operation. It has been supervised in succession by Dr. Martin Shotzberger, Dr. John Komives, Dr. Robert Winblad, and, since 1973, Dr. Wen Chao Chen. In 1978, it became the L. Lee Stryker Center for Management Studies and Educational Services, named in honor of the late Kalamazoo civic and business leader. Dr. Hicks readily made available to high school teams and recreational programs the football field, baseball diamond, varsity basketball court, and tennis stadium. A participant in the game of tennis himself, he aided in the promotion of the National Junior and Boys Tennis Tournament which has become a popular College-community venture.

The Tournament, which had its first Kalamazoo appearance in 1942, had been directed since that date by Dr. Allen B. Stowe, Kalamazoo College chemistry professor. As tennis mentor, Dr. Stowe had developed the tennis reputation of the College and had brought the community to recognition as the junior tennis capital of the nation. Upon Dr. Stowe’s untimely death in 1957, Rolla Anderson became responsible for continuing the tradition and became a leader in national tennis circles, particularly in the junior development program for boys. George Acker replaced Dr. Stowe as coach of the men’s varsity program at the College and has continued a steady stream of Michigan Intercollegiate Athletic Association championship teams. Dr. Tish Loveless produced an equally enviable record of MIAA champions in women’s varsity tennis and brought the National USTA Women’s Collegiate Championships to the campus in 1974 and 1975 under her directorship.
The athletic and physical education programs prospered under the men’s program director, Rolla Anderson, and Dr. Tish Loveless, director of the women’s program. As a pre-anniversary note in 1957, the men won the MIAA All-Sports trophy for the first time since 1939. That same year, Dr. Loveless introduced field hockey to the scene as a fall intercollegiate team sport for women.

At the time Dr. Hicks arrived on the campus, there were no intercollegiate sports for women. Under Dr. Loveless’ leadership, five sports for women were developed for intercollegiate competition—tennis, archery, field hockey, basketball, and swimming. Two more were added in the early ‘70s—volleyball and track.

Men’s intercollegiate sports grew from seven to ten while Dr. Hicks was president. Soccer, wrestling, and swimming were added to the existing teams of football, cross country, track, basketball, golf, tennis, and baseball. Mr. Anderson sought balance in his athletic programs, and the College, consequently, acquired more trophies in the MIAA than any other member school. From 1972 through 1976, Kalamazoo College had an unprecedented record of five consecutive MIAA All-Sports trophies. From 1953 to 1975, alumnus Dr. Richard Lemmer served as team doctor.

Women’s sports had their own organization made up of the same schools in the MIAA—Adrian, Albion, Alma, Calvin, Hope, Kalamazoo, and Olivet. In 1979, intercollegiate sports for both men and women came under the same governing board.

During the Hicks administration, the staff of the physical education department expanded from four men to five and from one woman to two. In 1980, Rolla Anderson, Dr. Tish Loveless, Raymond Steffen, George Acker, Edward Baker (1967), Robert Kent (1968), and Marilyn K. Maurer (1969) were still serving the College. Dr. Hardy Fuchs of the German department became coach of the soccer team in 1971. Their programs have provided an important link to the community.

Along with the various institutional avenues to serve the public, individual faculty members and administrators have also provided important ties. Dr. Raymond L. Hightower and the late Dr. Elton W. Ham particularly stand out. Dr. Hightower was a leader in the political life of the city as well as the campus where he was professor of sociology. First
elected in 1954, he served multiple terms on the City Commission. He was mayor from 1963 to 1967. Dr. Hightower was chairman of the educational policies committee during its deliberations on the academic program in the late '50s and early '60s, and served as dean of the faculty from 1962 to 1965.

Dr. Ham, professor of political science, simultaneously served as director of the Bureau of Municipal Research and executive director of the Downtown Kalamazoo Association. In this latter role, he was a driving force behind the movement for a mall in the heart of the Kalamazoo business area. Completed in the fall of 1959, the Kalamazoo Mall was the first permanent installation of its kind in the country, and time has proven its value in keeping the core of the city vital. Dr. Ham was also instrumental in bringing about the Kalamazoo Center, a joint venture involving private and corporate funding. Opened in 1975, the Center brought further activity into the downtown area.

Weimer Hicks set the tone for the warm relationships between the College and its alumni and the community. Significantly, the faculty chose the end of the anniversary period to honor their president for the breadth of his leadership as he completed his first six years in office. At a surprise dinner, sponsored by the AAUP on January 8, 1960, Dr. Raymond Hightower extended the following tribute:

On behalf of the faculty, and voicing the sentiments of a group not greatly given to sentimental expression, I want to thank Weimer Hicks for these six years of hard labor, inevitably accompanied by moments of anxiety about the presidential image. In the words of Ralph Waldo Emerson to Walt Whitman after reading a volume of the latter’s poems, we commend you for your “courage of treatment” which “large perceptions only can inspire.” We have invited you this evening to eat as the guest of all of us that this event may be a symbol among friends who would match your courage with their confidence, for we have great faith that large perceptions will continue to be our inspiration in meeting the demands of leading out the minds of youth.

Student expression came through an *Index* editorial with William Vincent writing:

We would like to take this opportunity to congratulate Dr. Hicks on his six years at Kalamazoo College. We do not always agree with him,
but no one can fail to recognize the great service he has done the school in his short time here. He has made the name of Kalamazoo College one to be reckoned with in national educational circles. We trust that he will continue with us for many years to come.

A citation from the Kalamazoo College Alumni Association had been presented to Dr. Hicks at the June Alumni Banquet (1959). It read in part:

During the five and a half years of your leadership, the College community has been strengthened in so many remarkable ways that we who have been influenced by it personally want you to know our appreciation. . . . The many sides of the College's life reflect your tireless concern and interest. The College has asked much from you and you have responded by giving more. Your enthusiasm, friendliness, and ability for plain hard work, along with the graciousness of Mrs. Hicks, is felt not only on the campus and in the Kalamazoo community, but by alumni groups throughout the country . . . . We say this to you now under the dictation of no special occasion, but only of our gladness in the gains made by the College during these years. We want to tell you our thanks and, through you, tell our thanks to all those who share in these achievements with you.
CHAPTER VII
"The World Is Our Campus"

When the student group returned in the spring of 1980 after six months abroad, the world had been the campus for 4,216 Kalamazoo College young men and women—over 40 percent of the 10,300 living alumni. What had begun as a experimental program for a selected number of students in the summer of 1958 had reached proportions no other college could match.

Barring no one in terms of language proficiency and costing each student only three-fourths the amount of an equal time period on campus, the Foreign Study Program in 1962 became for most juniors a full six-month opportunity to learn, live, and travel in many locations on the globe. For a lesser number of students, a spring quarter program was developed for the sophomore year.

It was Dr. Richard U. Light's foresight and determination that brought this exceptional privilege to fruition. The financing was arranged with family funds which gave Kalamazoo College what is considered the best endowed and most expansive foreign study program in the country. Dr. Light's constant interest has kept foreign study central to a Kalamazoo College education. It is, therefore, appropriate to recount the beginning of the Kalamazoo College Foreign Study Program in Dr. Light's own words which first appeared in the alumni magazine in January of 1974. Excerpts follow.

There existed in 1957 an S. Rudolph Light Trust dated May 28, 1951, of which my brother Rudolph and I were trustees. The trust had failed in its original purpose, and we were looking about for a useful way to reassign it and came up with foreign study as an answer. I had spent the previous summer in Grenoble with my family, each of us studying French at his own level, and we were impressed with the results that even six weeks of instruction could give, especially for my four sons. We thought that this type of experience would be useful to the students of Kalamazoo College, and, after discussions with President Weimer K. Hicks and Dr. Laurence Barrett, who was academic dean, we assigned the income of the trust to the College for a trial period of foreign study. Then, in January, 1958, I visited universities in Spain, France, and Ger-
many to make initial contacts with those that were willing to consider giving summer instruction to special groups. The newly-built University of Caen in France and the University of Bonn in Germany proved to be good choices, and they are still high on our list. The University of Madrid was a failure, as later were Bogota and Quito in South America, and our problems with the Spanish countries were not solved until we returned to Madrid, hired our own staff, and rented quarters away from the University much as Smith College had done. Meanwhile, back at the campus an administrative committee was set up with Dr. Barrett as chairman and Dr. Richard Stavig as secretary to work out the details of a program which would send an initial group abroad in the summer of 1958.

This group numbered thirty-two students. They traveled by ship to France, and by rail or bus to their destinations. Dr. Stavig was their leader, and he subsequently revisited the centers, reporting to Dr. Barrett as he went along.

From Bonn in August, he wrote: "First off, I would say that the program is succeeding perhaps even beyond our highest hopes. The students' morale is sky-high, and language progress (for the most part) has been phenomenal, and individual development in terms of maturity, independence, and self-assurance has been a joy to behold...."

Dr. Stavig analyzed in depth the features which he felt should be changed: a need for two years of language study before coming; the sending of more information on each student; the level at which students are taught; the use of an anchor man in each group; the taking of meals with their foster families, and so on. All were sound observations which he was to repeat or revise yearly as the program continued....

Dr. Stavig's enthusiasm while in Europe, coupled with Dr. Barrett's interrogation of the students after their return, were the determining factors in gaining the permanent assignment of the S. Rudolph Light Trust to the College. The move occurred under an agreement dated April 13, 1959. As a condition of the transfer, the trustees stipulated that an earlier gift to the College by S. R. Light be transferred to the Fund. Two years later, upon his death, the Fund also gained a bequest, which raised its value to about $2,500,000.

Dr. Stavig became the official director of foreign study late in 1959. Students in the program participated in a comprehensive orientation period, meeting weekly from February until May discussing such things as the geography, economics, customs, history, manners and morals of the country to be visited, independent travel, and United States foreign policy....
By the time the summer program had run its course, 191 students had participated: 1958—32; 1959—29; 1960—48; 1961—59; 1962—23. Kalamazoo College changed its schedule in the fall of 1962 when the two-semester system was replaced by the four-quarter plan. Dr. Stavig reported to the trustees:

Taking advantage of the possibilities offered by our revised calendar, we have sought to provide as an integral part of a Kalamazoo undergraduate education a period of foreign study for as many of our students (almost all) as can profit from it. In the four-year schedule of each student, two quarters (fall and winter) of the junior year have been set aside for possible foreign study, and we have planned our program accordingly.

Our general goals for foreign study remain essentially the same. We want the student (1) to become acquainted in some depth with a culture, a people, and an educational system different from his own, and (2) to participate in an academic experience which is both comparable in quality to the work on our own campus and, at the same time, significantly enriched by the environment in which it takes place . . .

Under the new plan, programs will be of three different types. Because we believe that foreign language facility has been and will continue to be extremely important in the realization of both of our program goals—serving as a key to cultures and peoples and making possible an enriched academic experience—the bulk of our students will participate in the first two types, both of which will involve foreign language training and utilization. In programs of Type I, the student will, after a short orientation period, regularly enroll in a foreign university, selecting courses from those being offered and doing work entirely in the foreign language. In programs of Type II, students without the language facility to do regular university work in the foreign tongue will combine language study (for credit) and experience with noncredit auditing of university courses and a minimum number of relevant credit courses given in English. At the same time that we recognize the importance of language study in this way, however, we do not want to limit foreign study opportunities to those countries whose languages we teach as foreign tongues. We have, therefore, designed a third type of program for the small group of students whose interests and needs can best be met by study in English-speaking universities.

The transition from old to new will be made in several steps. Next summer twenty-two members of this year's junior class will participate in the fifth and final version of our summer program. In September of
this year, seventy-five selected members of this year's sophomore class (out of a total of approximately 190) will inaugurate the new program on an abbreviated pilot basis. Members of the pilot group will all be abroad for two quarters (though eventually we shall probably have some one-quarter options) and will supplement their four foreign-study units of credit with course work here during the summer quarter in 1963. During this pilot year we shall observe, assess, and change (as needed) the various programs with a view toward moving into full operation of the program in September, 1963, when we plan to send abroad as many of our students as we feel can profit significantly from a foreign study experience.

The Institute for International Education estimated that the number of formal programs and centers operated by United States colleges and universities in Europe had increased from about a dozen in 1955 to over four dozen in 1960. In the latter year, the American Express Company estimated that 80,000 American students were abroad: 40,000 for summer travel, 15,000 enrolled in formal study programs at overseas centers of American colleges or at foreign universities, and 25,000 children of servicemen, or government and business people, enrolled in foreign schools or American-operated schools overseas. Dr. Light observed, "If that were the case in 1960, consider what the situation must have been during the period of our expansion, 1962 to 1968, when dozens of additional American colleges were trying to start programs of their own. Dr. Stavig believes that, if we had not already possessed solid footholds in Germany, France, and Spain, we could never have gotten the final program underway."

He continued, "The move to bring foreign study into the four-year curriculum on an expanded basis, applying to most of the student body, created the need for additional administrative manpower. It was first believed that the assignment of a Kalamazoo faculty member to Europe was the answer. This was continued until 1964-65 when it was decided to abandon the practice of posting a man in Europe, and to operate directly from Kalamazoo, with Dr. Stavig and Dr. Joe Fugate, a professor of German, working as a team."

In 1967, Dr. Stavig reported, "Approximately 46 percent of the students studying abroad this year will be doing all of their work in a for-
eign language, another 47 percent will be doing some course work in English while studying a foreign language, and an additional 7 percent will be doing their work in English." Explaining the cost of the program, he stated, "Notwithstanding the dispersion of the foreign centers across wide areas, and the huge travel mileage required for supervision, administrative costs have been held to 14 percent of the budget. The budget runs about $450,000 a year, with trust income providing a quarter of the amount, student fees the rest. Round trip transportation from New York is included in the fee for foreign study, which equals the fee on campus for the first three months, half of that for the second three months.... A student's choice of program has not been determined by finances, and since all forms of aid are in force, students have not been excluded from foreign study for financial reasons."

In response to student and faculty requests, the College conducted several experimental operations in 1971. In Jülich, Germany, nine science majors participated in research and study at the Nuclear Research Center, one of Germany's largest and most prestigious institutions of this type. The students were accompanied by a member of the College chemistry department who had previously done research at the Center, though another year the students would be there by themselves. Three music majors studied for the first time in Berlin under the auspices of Schiller College, which provides formal course work and gives the students a chance to do private studying with professional musicians. Finally, two students studied in two different programs in Sweden where the emphasis was on the social sciences.

Dr. Light was enthusiastic when he wrote, still in 1974:

No one can appreciate fully the Foreign Study Program until he travels the routes of the roving administrators, meets with the foreign faculties, goes into the homes to talk with the foster parents, listens to the students conversing fluently in class or in the hallways, and takes them to dinner to let them talk of their experiences.

Every six weeks while the students are abroad, either Dr. Fugate or Dr. Stavig boards a plane for Europe or Africa, where each center is visited three times a year. Each man averages two and one-half months on the road, and each has been away from his family for three years total time. The number of round-trips to the old world is now forty-two for...
On Such a Full Sea

Dr. Stavig, thirty-six for Dr. Fugate, or half a million miles apiece.

The program has not been limited to Kalamazoo College students. Forty-seven members of the faculty have had study or administrative terms abroad. Thirty-five foreign teachers or administrators have been brought to Kalamazoo, ten to stay and teach. Ninety-five students from the foreign campuses have enrolled in courses on the Kalamazoo campus, all but six assisted by program funds. Foreign study has thus been a two-way street.

And so, I believe one can confidently say that Kalamazoo College’s Foreign Study Program is truly unique. There is nothing like it anywhere—in variety, in adaptability, in scope (in terms of the percentage of the student body involved), and in proven performance.

The College continues to share Dr. Light’s enthusiasm for its Foreign Study Program. The venture, originally intended for improvement in foreign language skills in an enriching native environment, has many other attributes. Of primary note is the consequent growth in the maturation of students who participate in the program. Such an achievement in this off-campus program instilled the confidence which led to the College’s consideration of additional off-campus opportunities. The Foreign Study Program was undoubtedly a strong factor in the contemplation of the year-around program and the vistas it, too, opened to the students.

One has but to share student thoughts about foreign study to grasp the profundity of the experience:

—“The Foreign Study Program was especially important—for me and for most others, I’m sure. It lifted us from the parochialism of our youthful society. It broadened our perspectives in ways that were expected, but more importantly in ways that were unexpected. We returned to switch majors from English to engineering, from physics to philosophy, from fine arts to French. These were not minor moves of clarification. They were total reorientations of individual purpose and perspective. We entered as aspirant journalists or mathematicians. We departed as budding ministers or politicians. Whatever we were at graduation, we were at least markedly different from when we arrived, due in large measure to our experiences abroad. The liberal arts college by definition should alter and expand its students’ perspectives. The Kalamazoo experience forced most of us from the narrowness of our preconceived notions.”
"The World Is Our Campus"

— "Six months abroad in my junior year gave me an opportunity to experience daily life in Spain firsthand. Travel around Europe during that time opened windows on several different places and cultures. The adventure and frequent frustration of making my way as a stranger in new territory enabled me not only to grow personally but also to begin to realize my larger role as a world citizen. Since my graduation from Kalamazoo, I have continued to maintain friendships with individuals whom I met through the foreign study experience. Still exploring, after obtaining my M.S. degree, I recently began work as a clinical speech pathologist in Canada."

— "How could anyone doubt the life-enriching, life-changing experience of the Foreign Study Program. Take a person sheltered in their hometown environment or the peaceful confines of the Kalamazoo campus and drop them into an entirely new environment, where nothing is familiar—no cues the same, the language difficult, and something must give. Of course, it is like life; you can try to prepare completely for it—in this case studying the culture, learning the language—but there will always be a personal confrontation with the fear and anxiety over the enormity of the responsibility, where the radical contrast between you and your new surroundings accentuates so vividly just who you are, as an American, as a person; there can be no real evasion of the questions."

— "It was something of a shock for those of us who had never left our native land to discover that not everyone abroad liked Americans or approved of them; that Frenchmen could be as arrogant and superior as—sad to admit—we were at times. And naturally, we were awed before all the history, art, and magnificence.... We took our cameras and our prejudices with us and the cameras came back, but the prejudices were rather damaged. Knowingly or not, we had joined that long march of travelers who visited the Continent to learn that history is not just abstraction, nor even a battered account book, but a rich and varied panorama of humanity of which we are all part. We lost our self-satisfaction, but we gained so much else."

Among the College's fine friends from abroad, associated with the Foreign Study Program for many years, have been Dr. Gunther Spaltmann who directed programs in both Bonn and Münster and taught on the Kalamazoo campus for three different periods in his twenty-year affiliation (to 1979); Dr. Wigbert Holle, the University of Bonn's director of foreign study; Dr. Davidson Nicol, executive director of the UN Institute for Training and Research, who was principal of Fourah Bay Col-
Kalamazoo College Foreign Study Locations, 1958-80

<table>
<thead>
<tr>
<th>Country</th>
<th>Study Locations</th>
<th>Students</th>
</tr>
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<tbody>
<tr>
<td>Australia</td>
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</tr>
<tr>
<td>Colombia</td>
<td>Bogota</td>
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<tr>
<td>France</td>
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<tr>
<td></td>
<td>Vichy, Clermont-Ferrand</td>
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<td></td>
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<td>Greece</td>
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<tr>
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<tr>
<td>Spain</td>
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<td>Yugoslavia</td>
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Total: As of spring, 1980, 4216 students studied in 32 countries.
lege at the University of Sierra Leone in Freetown—the first Kalamazoo College center in Africa; Dr. Andre Heintz who was with the program in Caen from its beginning and who taught in 1962-63 in Kalamazoo; Frau Ursula Leonhardt, the program’s director in Erlangen; the late Señora Maria Medina who brought success to the Madrid program and directed it until her death in 1969; and Walter Christoph, Münster school official. All have visited the Kalamazoo campus, and, as noted, several have taught at the College. Both Dr. Nicol and Dr. Holle have received honorary degrees from Kalamazoo College—Dr. Nicol in 1964, Dr. Holle in 1978.

Dr. Richard Stavig, who was named director of foreign study in 1963, was an important figure in the program’s formative years, and he gave it his leadership for eleven years. In 1967, he carried the title of dean of off-campus education which additionally gave him administrative supervision of the sophomore career-service quarter.

Under the direction of Dr. Joe K. Fugate since 1974, the current Foreign Study Program has fourteen centers—in France (Caen, Clermont-Ferrand, Strasbourg, and Aix-en-Provence); in Germany (Bonn, Erlangen, Hannover, and Münster); in Madrid, Spain; in London, England, for a Theatre Study Program; and in Africa (at the University of Sierra Leone at Freetown and Njala, the University of Nairobi in Kenya, and Cuttington College in Liberia). Dr. William F. Pruitt, who became assistant director of the Foreign Study Program in 1974, served as the director of the on-campus African Studies Program and was primarily involved in the African dimension of the Foreign Study Program. Alumnus and former faculty member Dr. John E. Peterson was instrumental in establishing the initial contacts with the University of Sierra Leone as he had been there as a researcher. Under the African program, more students from Kalamazoo College have studied in Africa than from any other American college or university.

From time to time, Kalamazoo College students have spent their foreign study quarters in still other countries. The complete list since 1958 also includes Australia, Colombia, Ecuador, Finland, Ghana, Greece, Hong Kong, India, Israel, Italy, Japan, Lebanon, Mexico, Norway, Portugal, Russia, Senegal, Singapore, Sweden, Switzerland, Taiwan,
On Such a Full Sea

Turkey, and Yugoslavia. Study in some of these countries has been facilitated by the preparation made possible by the Neglected Languages Program, developed in 1964 by Dr. Peter Boyd-Bowman and later coordinated by Dr. Joe Fugate. At the time it began, the program was the only one of its type in the country. Languages not normally in the College curriculum are taught through independent study, and they have included Dutch, Finnish, Hindu-Urdu, Italian, Japanese, Mandarin Chinese, Portuguese, Serbo-Croatian, Swahili, and Turkish.

Indeed, the phrase coined by Weimer Hicks—The World Is Our Campus—is on sound foundation.
CHAPTER VIII
Breakthrough: The Year-around College

The months of work by the coordinating committee heralded a breakthrough in the educational pattern at Kalamazoo College that would be bravely innovative, that would bring national attention to the College, and that would serve as a model for other institutions of higher learning.

At the time of Commencement in 1960, President Hicks presented an official report to the entire constituency in which he focused serious attention upon the crisis in higher education and at Kalamazoo. Excerpts from the text follow:

Higher education will soon be faced with enrollment problems unequalled in history. The population explosion has now reached higher education....

Private colleges have an additional concern. Year by year the percentage of students at the independent colleges is reducing, having dropped from 61 percent in 1900 to 42 percent in 1959. To protect a system of free enterprise in an era in which governmental support and control are increasingly ominous, we must maintain the private college. Naturally the response to this crisis will vary according to the peculiar genus and purpose of the particular college. The tax-supported university will certainly expand to carry more of the student load. Many private colleges, having reached optimum enrollment for fulfilling their objectives, will not be able to grow. These are the institutions which champion the liberal arts concept in an age in which vocational education has become the pattern.

In the immediate future, I believe there are three alternatives for the College. It can hold steadfast to the present policy of enrolling an average of 630. Second, it can begin a planned expansion, in which registration is increased as facilities are enlarged. Or third, it can revise its semester divisions, utilize facilities more fully during the year, and alter its teaching techniques, thus serving a large number without appreciably increasing its enrollment.

As higher education girds itself for the student bulge, we must find better ways to educate more youth. Certain changes are inevitable. We can no longer condone an educational system, whether secondary or collegiate, in which facilities are used only two-thirds of the year. The
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class of the three-month summer vacation is an anachronism which
has remained from an agrarian society.

Higher education must also re-examine its teaching techniques. The
lecture-recitation method has dominated. Few institutions have placed
the onus of responsibility upon the student, though education is an indi­
vidual matter.

The tiny college is destined to be handicapped. As knowledge ex­
pands, it becomes increasingly difficult for one or even two professors
to keep abreast with the thinking in their fields. The generalist in any
discipline will soon disappear. In turn, no college can remain strong un­
less its faculty is adequate to cover its expanding disciplines.

This institution can maintain its present academic pattern but intro­
duce a controlled expansion to 900-1000 students. With our limited
acreage, any increase beyond this level would jeopardize the main­
tenance of a quality institution.

This College can effect certain changes in its academic year and
teaching procedures which will eliminate the necessity for appreciable
expansion and yet make it possible to serve more students more effect­
ively. The alert imaginative colleges are analyzing present techniques,
from which studies are evolving many exciting ideas. The division of
the academic year, student load, utilization of facilities, proliferation of
the curriculum, and the concept of independent study are being sub­
jected to careful scrutiny. Our faculty, in whom we have great respect
and justified confidence, has spent a full year weighing many possibili­
ties.

Those of us on the campus from day to day alone are close enough to
the academic scene to decide the exact implications of our program. No
plan or organization or class unit can succeed unless it has the unquali­
fied approval of the faculty. And regardless of semester plan, any at­
ttempt to expect professors to teach around the calendar will ultimately
lead to intellectual stagnation, thus reducing the quality of teaching.
We can rightfully think in terms of a twelve-month use of facilities, but
we must not think in terms of a twelve-month professor.

Having made this public statement, President Hicks turned to the fac­
ulty for resolving the issues. Academic Dean Laurence Barrett led the
creative thinking and provided the groundwork for what was to become
a pioneering proposal for year-around education.

Dr. Hicks then commissioned the educational policies committee to
bring its recommendations to the faculty on both calendar and curricu­
lum. The committee was charged to spend the summer on this special assignment on extra salary. It took to its task immediately, holding its first meeting as early as June 6. Dr. Raymond Hightower who headed the educational policies committee was designated chairman of this critical undertaking, and serving with him were Dr. Laurence Barrett, Dr. Lloyd Averill, Dr. Allen Buskirk, Dr. Wen Chao Chen, Dr. Frances Diebold, Dr. Elton Ham, Dr. Harold Harris, Dr. Edward Moritz, and Dr. Lester Start. Dr. Hicks was an ex-officio member but remained absent from the campus that summer on a tour of foreign study centers. The committee had at least two long meetings every week, engaged in much committee homework, and corresponded with and visited various colleges and universities.

On September 7, 1960, the educational policies committee made the following recommendations to the faculty:

1. That the faculty approve year-around operation.
2. That the faculty adopt a four-quarter system of eleven weeks each.
3. That the faculty require each student to take no more than three academic units of work for each quarter in residence.
4. That the faculty provide a program so that each student will have two or more quarters out of residence.
5. That four-quarter operation begin in September, 1961.

Among the basic assumptions presented were these: The College would maintain a minimum of two full-time persons in all the main departments. The plan would serve 955 students—33 percent more than would be served by a college of the same plant capacity (719), operating either on the semester plan or some other plan with no provision for alternation between on-campus and off-campus study. Under this plan a student would acquire 30 academic units on campus and 6 off campus in study abroad and in independent study and would graduate in the regular four-year period. It would be presumed that some students might shorten the overall time from first admission to graduation. In addition, the student must undertake 4 units from the non-curricular offerings—physical education, chapel and convocations, reading program, cam-
On Such a Full Sea

pus and community service. The ratio of students to faculty would be 17:1.

At the fall faculty retreat at Pretty Lake Camp, the plan was carefully scrutinized and a vote taken. It passed by a count of 44 to 4—written ballot. Dr. Hightower shared the outcome with the Board of Trustees at their meeting on October 14.

On January 20, 1961, Dr. Hicks, referring to the proposed plan, told his Board, “Kalamazoo College today stands among the quality colleges. We have reached a level of achievement which is the envy of many competitors. To the handful of institutions which do play the game and survive the tests, there will come the opportunity to be among America’s very best. As president of this College, I believe we have no alternative.” Dr. Barrett then presented and discussed pertinent outlines, charts, and graphs designed to put the new year-around plan into effect. The Board voted unanimously that the four-quarter plan be adopted, effective 1962-63, and that necessary steps be taken in the autumn of 1961 for its implementation.

In the 1960-61 Annual Report, President Hicks explained the new program to the constituency in a section entitled, “Kalamazoo Plan of Year-around Operation.” He wrote:

By reducing both student and faculty load and by introducing off-campus quarters, the Kalamazoo Plan hopes to place greater responsibility on the student and to upgrade the learning experience. The Plan projects year-around use of facilities with staggered vacations, thus making possible a sizable increase in enrollment without enlargement of plant.

Under the new program the year will be divided into four quarters of eleven weeks each, corresponding to the seasons. The typical student will be in residence no more than three quarters annually, attending classes only as many weeks as he would in a two-semester college. Each student will take three courses at a time, with courses having the option of meeting five times weekly as each covers in one quarter the material usually included in the traditional three-hour course under the semester plan. This provides more time for independent study and concentration upon special interests. Each professor will teach only two courses, and his classes on the average will be small; consequently, he will have more hours to share with his students.
Perhaps the unique feature of the Kalamazoo Plan comes in the off-campus learning quarters. After four summers of experience with summer study abroad, the College is convinced that there are academic opportunities in remote situations that simply cannot be found in the cloistered environment of a college campus. In addition to study abroad, the Plan will include vocational exploration and service experiences designed to test a student's life interests and to develop a greater understanding of life's problems. The vital breakthrough in the Plan is found in this new concept which seeks to offer educational opportunities in many environments.

The Plan includes one or more quarters of vocational exploration. Too often students come to college with mistaken notions about the field they hope to enter; and too seldom do they have opportunities to discover their own interests. For vacation quarters, therefore, in the freshman and the sophomore years, the students may elect to have on-the-job training in industry, law offices, hospitals, newspaper offices—in almost any work situation in which they can test their vocational choices. The experiential quarter may also include a service opportunity in which students seek to deepen and enrich their understanding of and dedication to world, social, and religious service. Scholarship funds are being established to compensate for the lower pay levels and travel expenses.

The off-campus periods in the senior year, which fall either in the fall or winter, include either a program of independent study and research or an internship experience related to professional and vocational objectives. The majority of students will be expected to write a senior thesis or to participate in a special research project with experts in the field. Here again, funds will be made available to support the most advantageous programs.

And finally, the Plan will include an accelerated track through which students can complete their baccalaureate work in three years. The student who has taken college-level or special honors courses in high school, or can demonstrate his capacity for advanced standing, is eligible to apply for admission to the three-year program. All qualifying students will matriculate in the summer quarter and eliminate vacation quarters during their undergraduate years. However, through the three off-campus quarters, the accelerating students have three sustained periods away from the campus, thus eliminating the deadliness of the routine life found in most accelerated programs.

The advantages of the Kalamazoo Plan are many. It will afford each student more time to concentrate on his courses, more opportunity to
# Calendar of the Kalamazoo Plan

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explore career objectives and to expand his knowledge by study abroad, and more experience in the process of teaching himself through independent study and world contacts. Meanwhile, a practical answer has been found through which enrollment can be expanded 50 percent without any increased facilities, and faculty requirements rise only 33 percent. Small colleges like ours simply cannot justify the fact that their plants now stand idle for more than a fourth of the year. No longer can we condone provincialism in an age in which we must come to know and understand our neighbors in all sections of the globe. Thus the Kalamazoo Plan, with its enriched futuristic concepts, offers a significant breakthrough to help answer the crisis in higher education.

Thus wrote Dr. Hicks nearly twenty years ago as the College embarked on a decidedly innovative plan which might well have been its undoing. Incredibly, most of the basic structure of the Kalamazoo Plan has remained unchanged through the two decades of its existence, and there is no one who would not be impressed by the extraordinary opportunities the Plan opened up to students. From time to time, certain adjustments have occurred, but they have been changes for the sake of refinement and flexibility.

It might be noted here that the Experiential Quarter (for career or service experience) became, for the most part, an opportunity for the sophomore spring. It was later referred to as the Career-Service Quarter and most recently has been named the Career Development Quarter, pinpointing its current utility in the face of student need. The Foreign Study Program, available for most students as a six-month period in the fall and winter quarters of the junior year, affords one-quarter spring programs for those whose on-campus schedules may warrant this alteration. The Senior Individualized Project (or SIP) has extended its scope to creative work in the arts, laboratory or field research, student teaching, or specialized study at another institution, and has enabled seniors to consider projects of merit outside the major field. The originally intended three-year track eventually was dropped when a sufficient number of students failed to elect this option.

The Kalamazoo Plan brought public attention to Kalamazoo College as never before. Hardly a month passed without some reference to the College in the New York and other metropolitan papers. Saturday Re-
view, Time, and several other publications carried stories and references to the program in a way which reflected credit upon the institution. And from the Ford Foundation came a grant of $100,000 to help underwrite the faculty additions required during the transitional years. According to President Hicks, "One can find many reasons to explain this sudden burst into the public view. The sound academic program over the years, the established record of our graduates at a time when excellence is the goal of the hour, and the elaborate Foreign Study Program have certainly been contributing factors. But most of all, this change in national image has resulted from the imaginative and promising educational pattern which Kalamazoo has designed."

The first phase of the Kalamazoo Plan went into effect in the fall of 1961. In January of 1962, Dr. Barrett, from his unique vantage point, wrote for the alumni magazine the following evaluation, "Looking at the First Quarter."

Obviously, it is too early to evaluate the new program, as any good scientist will point out—and some have.

Only two aspects of the Kalamazoo Plan have been put into effect—students are now taking three courses apiece instead of four or five or six, and their terms, ending at vacation breaks, now run eleven weeks instead of fifteen. The vocational quarters, the service quarters, the study abroad, and the senior thesis—all these wait until next year to begin. In regard to even those changes which have been made, all the data is not yet in and the College is still making adjustments for the unforeseen, ironing out rough spots. So everyone agrees it is too early to evaluate.

All the same, everyone wants to know how the program is going—which is the same thing as evaluating it except that we don't take the answers too seriously. We recognize they are tentative.

The students clearly like carrying three courses and they like having courses over when vacations begin, there is no doubt about that. The one thing they don't like, and there is equally little doubt about it, is the pressure in some courses. Most students have found themselves working harder than ever before, and for some of them the adjustment is not an easy one. It seems to have been particularly hard for sophomores, who by evil chance are likely to fall into one of the half dozen most demanding courses in the College, and who made the adjustment from
high school to college last year only to have to adjust again from one kind of college program to another this year.

For freshmen it is different. There were only seven F's in the entire freshman class, and there are only six freshmen on probation this year as against twenty-six at the end of the first term last year. In contrast, thirty-one freshmen earned rank as honor students as against eighteen last year. Indeed, in the college as a whole, the proportion of students on the honor roll has gone up and the proportion on probation has gone down.

In spite of rumors to the contrary, activities seem to be flourishing. Some students, it is true, have found themselves pulling out of band, choir, societies or athletics because of the pressure of studies, but there is nothing to indicate that there is anything unusual about it. Every year some students begin the term in such high hopes that they bite off more than they can chew and find themselves readjusting. To the contrary, the choir is considerably larger than last year and is producing fine music. The Index is the best in years, and dramatics are flourishing. The societies are active. Rolla Anderson's football team, starting from behind, won its last four games. Only one basketball player turned out ineligible, and Ray Steffen's basketball team is starting out winning ten of its eleven games so far. And the personnel deans, who keep statistics on such things, report that as high a proportion of the students are out for activities as ever.

Faculty, like students, are working harder than ever before. They are putting in extra time planning for next year, and then teaching takes more out of each day. Courses demand more time, particularly as you find yourself allowing the students more freedom and encouraging individualized work, for then each student has to be advised separately. Indeed, most of the increase in faculty load is an increase in time spent with students. But as a general rule, faculty were impressed by how much the students learned, as the marks they awarded indicate.

Even the administration is busier. Everyone is. Across the campus there is a new atmosphere, so obvious you can almost touch it. At times it seems an atmosphere of frenzied and hectic pressure. At others, it seems simply one of more maturity, a greater seriousness of purpose. Over the next two terms we intend to get rid of as much of the pressure as we can and still keep the maturity of purpose. That, after all, will be the only way to prepare students for the changes we will be making next year—the vocational and service quarters, senior theses and study abroad.
By the year’s end, President Hicks remarked, “At the end of the first transitional period, no one has yet identified a major weakness in the Kalamazoo Plan. By and large, all remain confident that the new program will enrich the intellectual life of students and offer increased efficiencies of operation which are demanded in a time of educational crisis.”

The Annual Report of 1962-63 reaffirms the confidence in the Kalamazoo Plan after a full year of its complete operation. In Dr. Hicks’ words,

Every facet of the Kalamazoo Plan has been launched and is now history—and Kalamazoo’s ship seems to be sailing on even keel. Grade averages, class by class and as a whole, were the highest in five years. The dean’s honor list jumped from 15.7 to 24.1 percent of the student body. Percentage of students on probation fell 2.2 percent below that of the previous year. Use of the library reached a new high as circulation increased 48 percent over the previous year. Meanwhile student dropouts were reduced until they are now 50 percent below any other year in the past decade. The June graduating class, 171 in number, was the largest since post-war days, and from that class, 58 percent listed their intent to enroll in graduate school. This class has already distinguished itself with five of its members awarded Woodrow Wilson fellowships; four selected for National Science Foundation fellowships; and forty-eight given assistantships and fellowships for graduate study.

The year, 1962-63, for all its unique accomplishments, was marked by extensive experimentation in off-campus education. In all, 294 students were off-campus during various quarters participating in foreign study, career and service experiences, and senior thesis programs.

The senior research program was initiated in the fall and winter with fifty-three students traveling to fourteen cities, eight universities, and nine foreign countries to gather data for papers. They engaged in such diverse occupations as fishing for biological specimens in frigid Antarctic waters, recording Mexican street cries, and learning the art of scientific illustration at one of the leading Midwestern universities. The program seems to have deepened and strengthened the interests of students in their major fields or in cognate areas.

The pilot projects in foreign study included 105 students who were in residence in nine foreign centers. The returning juniors endorsed wholeheartedly the concept of overseas education, firm in the conviction it was the most momentous experience of their lives. Particularly enthu-
siastic were the five students enrolled in Fourah Bay College in Freetown, Sierra Leone, West Africa. These students, incidentally, were the first group from an American college to enroll for academic credit in an African university in this century.

At the conclusion of the spring quarter, 136 sophomores returned to campus after three months of on-the-job experience gained during the initial program of the career and service quarter. In this first venture with the program more positions were available than student applicants. Of particular note is that twenty-eight sophomores spent the quarter in Washington, retained by governmental agencies....

At the end of this 1962-63 academic year, Dr. Barrett returned from his stewardship of the new Kalamazoo Plan to his teaching in the English department. Dr. Hightower became academic dean until 1965 when he returned to teaching in his post as chairman of the department of sociology and anthropology. Meanwhile, Dr. Barrett made plans for a two-year leave of absence to accept duties with the Ford Foundation in Chile.

At this juncture, the faculty commended Dr. Hightower for his "tact and discretion with which he eased the adjustment to the College's new program, which he, as chairman of the educational policies committee, did much to frame." And to Dr. Barrett, they acknowledged, "We gratefully remember him as academic dean during the planning and gestation of the present, new teaching program. He more than any other person was the chief architect, being especially identified with the four-quarter arrangement and foreign study." Two years earlier—while deliberations were heavy—they had accorded, "He did not lose his humanity in the complex technicalities of administration."
CHAPTER IX
Vigorous Years, 1960-65

The year-around program and its attendant off-campus offerings, fully in operation by 1963, would highlight the achievements of the ’60s. But not alone. A successful ten-year enrichment campaign and a Ford Foundation challenge grant would enhance both the campus and its new Kalamazoo Plan.

In June of 1961, the Board of Trustees approved the Program for Academic Enrichment, calling for $15,000,000 over the next decade. It was to provide $8,000,000 for endowment, $2,000,000 for scholarships, and $5,000,000 for further plant construction.

Projections for construction and acquisition from 1961 to 1971 included a fine arts building, a new library, a swimming pool, the rebuilding of Mandelle, enlargement of the Field House, a new men’s residence hall, a new women’s residence hall, a maintenance building, and extensive land acquisition which would enable the College to expand in a major way on the north side of Academy Street.

Public announcement of the $15,000,000 Program for Academic Enrichment was made at Homecoming in the fall of 1961. In the few months between the approval of the program and the announcement of it, Dr. Light had raised $4,200,000 to propel the campaign nearly one-third of the way toward its goal. This very large sum had been contributed by donors, principally from the city of Kalamazoo, who wished to remain anonymous.

Two years later, word from the Ford Foundation provided impetus to acquire a sum representing fully half the campaign goal. Through its Special Program in Education, the Foundation had awarded Kalamazoo College a grant of $2,200,000, the largest single gift in the College’s history. The grant was contingent upon the College’s raising through its own efforts a total of $5,500,000 over the next three-year period. The Foundation’s program was designed to preserve the liberal arts tradition in outstanding small colleges.

There had been disappointment earlier when Kalamazoo College was not among the eight recipients of Ford Foundation grants in 1961, the
first year of their program. At that time, twenty-five colleges had been invited to participate, and the College had been one of those asked. Then, in 1962, the College was not even approached. The College did, however, receive in 1961 a grant of $100,000 from the Fund for the Advancement of Education of the Ford Foundation, to assist in inaugurating the year-around program. By 1963, the Kalamazoo Plan was successfully underway, and the Foundation was supporting it through its large challenge gift.

According to President Hicks,

To me there are four important connotations to be found in the Ford grant. First, it means that Kalamazoo College, long honored in its own Midwest, has now become firmly established as a national institution. The Ford decision was based upon every fact, statistic, or plan we could supply from the past decade and for the next ten years. An exhaustive study preceded their decision. This endorsement definitely places Kalamazoo among the leaders of the small liberal arts colleges of America.

Second, the grant represents a strong endorsement of the new Kalamazoo Plan. Faculty and administration, who have given so many hours to conceiving and to making the Kalamazoo Plan work, have labored in a good and a just cause. We are blazing new trails. Conservatives everywhere have raised their eyebrows that a school of our established position would change its program so drastically. We reasoned, however, that the past was not good enough. Our College has a larger role to play in higher education and so we built upon the old and brought about a new approach to which the Ford representatives now give their vote of confidence. It is likewise a tribute to the calibre of students who have been drawn into the Plan that it produces results beyond those for which we had hoped.

Third, it means that Kalamazoo graduates—and long before the four-quarter plan was conceived—have made a mark in the world which has reflected to the credit of their college. And finally, it means that we can now insure the future of Kalamazoo College. These are not easy years for independent education. Millions of dollars of tax funds are being channeled into our state colleges and universities in every section of America. To keep pace in a spiralling economy has not been easy; in the future it will be more difficult. Once the Ford challenge has been met, our College will have been given much of the undergirding which it needs in order to serve a wider constituency and to serve that constituency more adequately.
Trustee Frederick Fischer who had so effectively headed the 125th Anniversary Fund, again accepted the challenge—this time as chairman of the campaign to assure the Ford Foundation's $2,200,000. At the completion of the drive in the summer of 1966, he stated, "It is the dedicated efforts of the more than 500 workers and area chairmen that seem foremost in my mind. Success would never have been obtained without their tireless efforts." The campaign raised $5,864,949, exceeding its goal by over $250,000. With the Foundation's gift, the grand total reached $8,064,949.

Plans went forward for a new fine arts building, and it was dedicated in the summer of 1964. Located on the north side of Academy Street, it was the first major building project in that area. Finally, the departments of drama, music, and art had permanent, well-appointed homes. Two wings on either side of the building housed the music and art facilities, and the central section was allocated to drama and included the 400-seat theatre with the most up-to-date equipment. Most appropriately, the building carries the name The Light Fine Arts Building and the theatre bears the name Dalton Theatre.

Dorothy Upjohn Dalton had been a very generous friend to Kalamazoo College for many years, and she was especially attracted to its theatre arts department. The department was eager to move from the confines of the third floor of old Bowen Hall, where Nelda K. Balch, drama director since 1954, had already established a reputable program under far less than adequate conditions. The new Dalton Theatre, with its open stage designed by James Hull Miller, afforded the beautiful new laboratory which Mrs. Balch needed to further encourage educational theatre. Today theatregoers look forward to the seasonal College offerings, the Faculty Readers' Theatre, and to the productions of the summer repertory company, Festival Playhouse, begun in 1964. Festival Playhouse, a real interest of Mrs. Dalton, has brought distinguished actors, directors, and playwrights to the campus. The prominence of the theatre program is a tribute to the devotion and persistence of Mrs. Balch and to her desire to bring the best and the newest to Kalamazoo. In 1966, she was joined on the staff by her present colleague and fellow director, Dr. Clair F. Myers.
To provide for the growing enrollment, the College scheduled new dormitories for construction. DeWaters Hall for women was finished in 1964; Severn Hall (1965) and Crissey Hall (1967), both located north of Academy Street, were built for men. The latter two residence halls were composed of suites which was an arrangement new for that time.

Severn Hall, a gift of the Dow Foundation, honors Herman Harrison Severn, dean of the College and professor of Greek in the early 1900s. Crissey Hall was the gift of Oreb T. and W. Roy Crissey in memory of their mother, Mrs. Maria Jane Williams Crissey. (A life income agreement between the College and Oreb Crissey provided an additional gift of nearly $500,000 in 1970.) DeWaters Hall honors Sarah A. DeWaters whose husband, Enos A. DeWaters, was chairman of the Board of Trustees from 1938 to 1946. (The Flint couple had provided funds for Hoben Hall in the '30s, and Dr. DeWaters' estate provided further benefits to the College. Dr. DeWaters bequeathed a sum to establish the John Wesley Hornbeck Chair in Physics, and a trust of $500,000 for his sister, Lena DeWaters, came to the College upon her death in 1970.)

In 1965, ground was broken for the new library, just west of the new Light Fine Arts Building. It would be completed in 1967. With Dr. Wen Chao Chen as its planning supervisor and its head, it would have capacity for 250,000 volumes and study space for 700 students. Application was made through a new Higher Education Facilities Bill which authorized federal grants to institutions of higher learning for the building of classrooms, laboratories, and libraries. A sum of $586,000 was forthcoming from the federal government.

Two years prior to the acceptance of the federal grant, Dr. Hicks had explained to the executive committee of the Board,

The time may be very near when we must make a major decision regarding the acceptance of federal aid to education. At the present time, Congress is giving serious consideration to a college academic facilities bill, through which both tax-supported and private colleges will be eligible to apply for outright grants for libraries and academic facilities. In the event the bill becomes law, should Kalamazoo College seek a federal grant to build its new library?

I would remind all of you that colleges like ours have stood in the great tradition of independence. Most college administrators, including
myself, have protested vigorously against federal aid to education. Yet year by year we have seen the creeping infiltration of more federal grants and more assistance from Washington. Whether we like it or not, the great private universities of America are now getting one-third to one-half of their budgets from the federal government. All independent colleges indirectly accepted aid under the G.I. Bill after World War II. Through the National Science Foundation and through other governmental agencies, grants and fellowships have been made available and have been accepted by almost every institution in the land. In recent years, almost every college in the nation has participated in the National Defense Act (federal loan fund). While we have protested, we have been unable to stem the tide.

Announcement was made that the new library would carry the name Upjohn Library. Stated Dr. Hicks,

Many members of the Upjohn family have been deeply interested in the welfare and progress of Kalamazoo College for nearly half of its 132 years. Numerous individuals within that family have labored on behalf of the College and assisted tangibly to ensure its future.

The Upjohn Company has helped the College to an extent seldom equalled by industrial and business enterprises, and scores of executives of the Company, as trustees, alumni, and friends have helped to guide and support the College.

The new library will be named the Upjohn Library in appreciation of the combined leadership which the family, the Company, and the employees have given to the College.

Acquiring a 1620 Model 2 digital computer, resurfacing Stowe Stadium courts from clay to grasstex, and continuing to purchase properties adjacent to the campus were other capital expenditures during this five-year period, 1960-65. Trustee Donald Bowen lent considerable assistance in the negotiations for the property parcels; by the end of 1965, $596,926 of the $700,000 set aside had been used.

Financial assistance would be forthcoming from the State of Michigan by 1964. Approval was given in May to grant $800 in aid for outstanding and needy Michigan students. Incoming freshmen were asked to apply; forty of the freshmen in the fall were awarded Michigan scholarships totalling $29,433. The presidents of the private colleges had earlier discussed this possibility and had urged the presidents of the state-
supported schools to join them in backing such a program. The State Legislature had approved an initial grant of $500,000. In the years to come, the individual student grants would grow to $1,200 each.

In September of that year (1964), Dr. Hicks expressed to the faculty some concerns he had for the coming year. As recorded in the minutes by faculty secretary, Dr. Ivor Spencer,

He remarked that the College facilities would be crowded, there being 361 new students, 765 on campus in all for the autumn quarter, and 1,050 in the student body as a whole on and off campus. More especially, he feared some tendency to unrest, in a campaign year and at a time when student attitudes generally were changing rapidly and there was less acceptance of the past among them, less security in the home, and a desire for a completely permissive environment. He voiced dissatisfaction with the rise of slovenliness in appearance among a minority and especially with their idea that this was necessarily associated with intellectual life.

On a more optimistic note, Dr. Hicks declared in the Annual Report covering the 1965-66 year,

Kalamazoo College is being transformed from a regional or national college into an international institution. The overseas experience of our students has affected many facets of the College community. To prepare students adequately, the College has been importing language professors from foreign lands, thereby adding international flavor to campus life. In order that our own faculty keep pace, we have encouraged their travel and study abroad, until this year nearly 30 percent of our professors were out of the country on a variety of projects. Furthermore, so many friendships have been developed abroad that there is a steady stream of foreign visitors arriving on the campus, many coming from our overseas centers to speak and counsel in their native tongue with our students. Kalamazoo College today is veritably a different institution from the Michigan school of a decade ago.

That summer, President and Mrs. Hicks were invited as guests by the Federal Republic of Germany and the University of Bonn to visit the foreign study centers to become familiar with recent developments in German higher education. That fall, the 1,000th Kalamazoo College student would be privileged to study in a foreign land.
About this time, the faculty approved leadership in the African Studies Program of the Great Lakes Colleges Association (GLCA), opening the College's well-established program to students of member colleges. The GLCA was organized in 1961 with headquarters at Metro Airport in Detroit. The liberal arts colleges in the consortium are Kalamazoo, Albion, Antioch, Denison, DePauw, Earlham, Hope, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster. Its purpose is to pool resources of member schools and to launch programs no one college alone could afford. Its projects are overseas study centers, programs in the humanities and non-western studies, and a teaching intern program in physical and social sciences. Included are a Fine Arts Program in New York City, a Newberry Library Program in Chicago, Urban Study in Philadelphia, a Science Program at the Oak Ridge (Tennessee) National Laboratory, and a Wilderness Program. Many Kalamazoo College undergraduates who have chosen to participate in GLCA programs during their off-campus quarters have had important experiences, and several distinguished campus guests have come through the auspices of GLCA. Dr. Hicks was the organization's first secretary-treasurer, and he later became chairman of their Board. Dr. Barrett, on leave in 1973-74, served the year as president of GLCA.

In June of 1965, Kalamazoo College graduated its first class to participate in the full Kalamazoo Plan. The seniors were 170 in number. More than 90 percent of them spent their sophomore spring quarter in off-campus work or social service. All but twenty-two went abroad to study for six months. All of them spent their senior fall or winter quarter in off-campus independent research or practice teaching.

In the fall appeared the first publication of Three Dimension, a faculty endeavor to present selected pieces written by students which would convey the breadth and depth of the new exciting year-around program. Articles related to the three off-campus quarters of Career-Service, Foreign Study, and the Senior Individualized Project. Senior theses carried in the first issue wore such impressive titles as "British Labor's Divided Ranks in the General Strike," "The International Economics of Jamaican Growth," "Confronting the Issue of Apportionment," "The Synthesis and Reactions of 6-Hydroxy-S-Formyl-
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benzofuran,” and “Attitudes of Mexican University Students Towards Segregation in the United States.” Editors of the first issue were Dr. Harold J. Harris of the English department; Dr. Frank Bausch, mathematics; Dr. Donald C. Hesche, political science; and Dr. John E. Peterson, history. The publication would appear in new issue in 1967 and again in 1969.

Kalamazoo College was indeed a special place to be, and the excitement was no less attributable to the off-campus programs than to the campus classes and the lecturers invited to appear in Stetson Chapel. Within the three years 1962-65, for example, there was opportunity to hear and meet with James Baldwin, Alfred Kazin, Norman Thomas, Alan Barth, P. D. East, Bruno Bettelheim, Harvey Cox, John Crowe Ransom, Kenneth Boulding, Paul Goodman, Aaron Copland, James A. Farley, Mary D. Keyserling, Alden Dow, Richard Wilbur, Henry Aiken, Sean O'Faolain...

The dean of the chapel was Dr. Lloyd J. Averill who had joined the staff in 1954. He was an articulate spokesman and writer, educated at the University of Wisconsin, the University of Rochester, Colgate Rochester Divinity School, and Northwestern University. His stature on the Kalamazoo campus grew, and in 1963, he was named vice-president of the College. After his departure in 1967, he was followed by Robert D. Dewey as dean of the chapel. Dean Dewey was a graduate of Kalamazoo College (1947) as well as of Yale Divinity School. He, too, would become a vice-president; his appointment as vice-president for student services came in 1976.

Babette Trader, also, had a close relationship with students, beginning in 1963 as assistant dean of students for women. In 1975, she became dean of students, a position she held until she became dean of academic advising. She joined the staff when Louise Johnson, dean of women, moved to Philadelphia. Dean Johnson continued her affiliation with the College as eastern admissions representative, retiring in 1972.

The new post of director of development was filled in 1961 by John R. McFarland who had directed the 125th Anniversary Fund at the College as a professional fund raiser. After two years as director of development, he left, but he was invited to return again in 1968 as vice-president
for development. He held this position until 1973 when he became development officer of The Johns Hopkins University. During the interim period, 1963-67, William J. Davis was the College's vice-president for development, serving as director of the Ford Challenge Campaign.

As dean of academic affairs, Dr. Raymond Hightower would serve from 1962 to 1965, following the five years' service of Dr. Barrett, and Dr. Smith before him. Dr. Hightower was followed by Dr. Sherrill Cleland who would soon become vice-president as well as dean. Dr. Cleland had served as president of AAUP and was a prime mover in improving fringe benefits for the faculty, especially programs for insurance, tuition remission for faculty children, and sabbatical leaves. An Oberlin College graduate with an M.A. and Ph.D. from Princeton University, he came to the College in 1956 to head the department of economics and business administration. In 1967, Dr. Cleland requested a two-year leave of absence to become a Ford Foundation Project Specialist in Beirut, Lebanon. Four years after his return, he accepted the presidency of Marietta College. When Dr. Cleland left for Beirut, Douglas Peterson was named the academic officer of the College, a position he retained until 1972. At that point, he chose to change careers and became an attorney. There were more changes in this administrative post than in any of the others during the eighteen-year Hicks era.

Of the faculty or administration, Dr. Wen Chao Chen surely had more administrative positions than anyone else—many times carrying several roles simultaneously. "Chen"—a fond reference of respect by his colleagues—was born in China. He came to this country after World War II and was educated at Grinnell College and at St. Louis University where he earned his M.A. and Ph.D. degrees. An M.L.S. degree later came from the University of Chicago. Arriving at Kalamazoo College in 1950 as instructor in political science, he was acting librarian when Dr. Hicks reached the campus. Dr. Hicks named him librarian in 1955, a post he held in conjunction with his teaching position until 1971 when Eleanor Pinkham became librarian. Dr. Chen became a full professor in 1959. From the mid-'60s onward, while continuing to teach, he assumed other posts—among them, director of academic services and dean of special services. He was named vice-president of the College in 1970,
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and he served with wisdom and care as acting president the following year. During the next administration, he would move to other honors and responsibilities within the College.

Four dedicated professors retired in the '60s. They included Dr. Thomas O. Walton in mathematics (1960), Dr. Henry Overley in music (1961) who, in 1946, founded the Bach Festival, Helen Mills in sociology and French (1962), and Dr. Frances Diebold in biology (1967). Dr. L. J. Hemmes in philosophy had retired in 1958.

Faculty members who came to the campus during the '60s and who remain in 1980 include Edward D. Baker in physical education and head football coach (1967), Dr. Herbert Bogart in English (1965), Margo G. Bosker in German (1962), Dr. Stillman Bradfield in sociology and anthropology (1965), Dr. David A. Collins in French (1963), Dr. Ralph M. Deal in chemistry (1962), Robert D. Dewey in religion (1967), Dr. David Evans in biology (1966), Dr. Donald C. Flesche in political science (1962), Dr. Hardy O. Fuchs in German (1969), Dr. Joe K. Fugate in German (1961) and later director of the Foreign Study Program, Dr. Russell A. Hammar in music (1961) and later director of the annual Bach Festival, Dr. Conrad Hilberry in English (1962), Dr. Berne L. Jacobs in psychology (1963), Robert L. Kent in physical education and men's swimming coach (1968), Dr. Betty G. Lance in Spanish (1961), Marilyn K. Maurer in physical education and women's swimming coach (1969), Dr. Richard L. Means in sociology and anthropology (1961), Dr. Clair E. Myers in theatre arts (1966), Dr. George M. Nielsen in mathematics (1963), Dr. Paul D. Olexia in biology (1968), Dr. Romeo E. Phillips in education (1968), Dr. William F. Pruitt in history and African Studies (1968), Dr. Stanley L. Rajnak in mathematics (1965), Dr. Howard H. Roerecke in English (1965), Dr. David S. Scarrow in philosophy (1961), Dr. Lawrence Rackley Smith in music (1963), Dr. T. Jefferson Smith in mathematics (1967), Dr. John B. Spencer in religion (1963), Dr. Philip S. Thomas in economics and business administration (1965), Dr. J. Mark Thompson in religion (1961), Dr. John B. Wickstrom in history (1966), Dr. Laurence E. Wilson in chemistry (1963), Dr. David M. Winch in physics (1967), Marcia J. Wood in art (1965), and Dr. Wayne M. Wright in physics (1962). These important faculty members affirm Weimer
Hicks’ frequent statement, “No college is ever stronger than its faculty.” The curriculum was subjected to continuing refinement, and it was a rare faculty meeting when the educational policies committee was not on the agenda.

The years 1960-65, about which this chapter has been primarily concerned, were indeed years of vigor and institutional advancement. Many believe they were among Kalamazoo College’s finest hours. In their midst, the Kalamazoo Plan was established and the Ford Challenge grant was won. In timely fashion, both Dr. Light and President Hicks were marking milestones at the College, and the institution was acknowledging their respective achievements.

The tenth anniversary of Dr. Light’s chairmanship of the Board of Trustees was recognized at the Commencement ceremonies in June of 1963 when the College conferred upon him the honorary degree, Doctor of Humane Letters. The trustees, too, expressed their esteem when, at their June meeting, vice-chairman of the Board, Dwight Stocker, presented to Dr. Light a plaque which read as follows:

You assumed the chairmanship of our Board when revitalization of Kalamazoo College was most challenging. You began an immediate study of its strengths and weaknesses, enlisted funds to bring in new lifeblood for your plan to dignify faculty salaries.

Sensitive to the need for international understanding, you and yours joined in the endowment which led to our Foreign Study Program.

Aware of the desirability of maximum use of our campus, you urged and encouraged the development of our year-around Kalamazoo Plan.

Realizing the need for new facilities, you obtained anonymous financial support which brought the College a national citation for capital planning and opened new vistas of opportunity.

Finally, as we enter the second decade of your chairmanship, you are giving vigorous leadership to a program destined to keep Kalamazoo among the foremost liberal arts colleges of our nation.

For these services, your colleagues on the Board of Trustees are fully appreciative and deeply grateful.

Another tenth anniversary was celebrated on January 11, 1964—this time for the accomplishments of the other member of the team, President Weimer K. Hicks. Several hundred alumni and members of the
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campus family gathered for dinner in Welles Hall. Several hundred additional alumni from ten of the alumni clubs heard the Kalamazoo dinner program by conference telephone call arrangement and, in turn, transmitted their own congratulatory messages for part of the dinner proceedings. Alumni from Lansing, Detroit, Grand Rapids, Midland, Chicago, Boston, New York City, Toledo, Los Angeles, and Rochester, New York, were represented. Alumnus Dan Ryan, editor of the Kalamazoo Gazette, who frequently was invited as toastmaster for important College affairs, accepted the difficult assignment of presiding—with his typical wit and charm.

At the Kalamazoo dinner, Dr. Light reviewed Dr. Hicks' achievements and paid tribute to Mrs. Hicks. He concluded, "I would like to speak of the effect that these two extraordinary people have had on the community outside of the College. I doubt if there is any other couple in Kalamazoo that is so widely known, or so universally loved and respected. Their friends are numbered in the hundreds, possibly in the thousands, and locally, here where we live, when any of us thinks of Kalamazoo College, we think of Jean and Weimer Hicks." Dr. Walter Waring, speaking on behalf of the faculty, stated in part, "The individuality of our esteem for our president illustrates the singular role he has played at Kalamazoo College during his tenure. We all admire him for his effectiveness in performing the customary functions of the college president. His concern for the economic and educational vitality of the College lies in his line of duty, but the relationship that he has maintained with his faculty goes far beyond his call of duty and touches each of us personally. Herein, to my thinking, lies the true measure of his stature and the true measure of our devotion to him." Gene Tidrick, Student Senate president, read a letter from the students and then added a personal word—"I think that President Hicks will long be remembered by most of the students of this college as the president who knows nearly every student by his first name, as a president whose office door is open at all times to every student. Certainly, we are grateful for all that President Hicks has done to make education at Kalamazoo one of the best that can be obtained in the country and to make a degree from Kalamazoo College one of the most respected in the country. But we also hold esteem for
Dr. Hicks, I think more than for any other reason, for the keen interest he takes in the problems of each individual student."

One of the conference-call telephone messages from the outlying clubs—this one from Donald F. Hellenga in California—included, "By the way, Dr. Hicks, when are you going to pay us another visit? I remember the last time you were here you told me you wanted to see a man in Santa Barbara, another in Santa Monica, and a third in Costa Mesa—all in one day. I said I didn't see how you could as Santa Barbara was over 100 miles north, Santa Monica about 40 miles west, and Costa Mesa another 30 miles to the south. However, you said you would try and you did. I thought this was significant."
In the early '60s, there were some indications of a rising political level on campuses throughout the nation. Near the end of the '60s, hosts of students were directing their full energies to "change the system."

The institutional "fellowship" and political apathy of the '50s turned to encounters over civil rights and social freedoms. The Kennedy and King assassinations, the escalation of the war in Vietnam, the invasion of Cambodia, and the Kent State tragedy intensified the mood. There were demands, hostilities, demonstrations, riots.

Faculties became politicized, and their ties to their respective disciplines transcended their loyalties to the institution itself. Enrollment and campus expansion, generally, reached a no-growth state by 1967, and then, along with heated unrest, a whole new set of survival problems began to emerge for higher education.

During the late '60s, Kalamazoo College had its share of confrontations and unrest, but while of no less serious motivation, they did not have such disruptive consequence as on many campuses. The College continued to move ahead during the last half of the decade, and definitive planning and evaluation went forward. The alterations and social changes effected by the activism of this period would augur well for the future.

By September, 1966, after three years of effort, the Ford Challenge Campaign goal was completed. The College, using the ten-year projections presented in the Ford proposal as guidelines, was on schedule.

To best determine long-range plans for the future improvement and development of the physical plant, the College engaged Cresap, McCormick, and Paget of New York City. One of their recommendations—which had not previously been seriously considered—suggested the removal of Bowen Hall and the use of the site for food services. Bowen Hall, built in 1902, was serving as an administrative and classroom building. Fire regulations now required the enclosure of the stairways, and heating and maintenance costs were becoming higher. Too, Bowen was not an original building of Kalamazoo College, and it was not allied
aesthetically to the other campus structures. The decision was made to
demolish Bowen Hall, rather than to invest heavily in the reconstruction
of it.

Meanwhile, work began for a new classroom building, to be named
Dewing Hall, in honor of benefactress Winifred Dewing Wallace. Occu­
pied first in 1969, Dewing Hall is a four-story structure with ten class­
rooms and nine seminar rooms, and language, psychology, audio­visual, and computer laboratories. One-third of the cost for this
$1,500,000 project was obtained through federal funding. A natatorium
with a six-lane pool and classroom space was similarly financed by
federal grant. The pool brought back intercollegiate swimming teams
for both men and women for the first time since the mid-forties. It also
provided a pleasant complement to the summer quarter activities.

Once the Upjohn Library was in operation, Mandelle Library was
extensively remodeled for College administrative offices and would,
henceforth, be known as Mandelle Hall. The stacks area of the original
library building was removed, and a new wing with a main entrance off
Academy Street was constructed. At this point, Bowen Hall was razed
(1968) and plans were made for a College Union with additional food
services to be built on the site and to adjoin Welles Dining Hall. W. Price
Laughlin, trustee, and his associates of Saga Food Service were helpful
advisors in this undertaking.

Saga Food Service and the College had shared growing pains from
the early fifties. Saga was founded in 1948 at Hobart College by
Mr. Laughlin and two of his friends. Kalamazoo College was its third ac­
count. For many years, Saga headquarters was located in Welles Hall,
until, in 1963, the central office was moved to Palo Alto. Today, Saga
serves over 350 million meals a year, operates in nearly 700 locations
across the nation, and employs over 35,000 people.

The overall goal of the College Union-dining facility, in which Saga
played a major part, was to enrich the environment in which students
live by deemphasizing the institutional aspects of such facilities and of­
fering small diversified units in which such groups could gather for con­
versation or to share learning experiences. On the upper level of the
building are eight dining areas, departing from the traditional large din­
Changing Years, 1965-71

ing hall arrangement. Each area has its own distinctive decor, most suggest­
ing some of the countries in which students live during their foreign
study. There is a Spanish Promenade, a Gazebo, an English Pub, an
early American Promenade, a Japanese Room, an African Room, a
French Formal Room, and the President's Banquet Room. The building
also affords a large attractive reception lounge on the upper level. Facili­
ties on the lower level include the bookstore, a snack bar with a German
Rathskeller motif, a student lounge, a game room, a center for the coor-
dination of student activities, and offices for student organizations and
publications. In addition to the new construction, Welles Hall itself was
refurnished and refurbished. The work was completed in 1970, and a
few years later, the "College Union" would become the Weimer K. Hicks
Center, in tribute to the College's immediate past president. The final
$230,000 came from alumna Florence Bixby's estate of $560,000, allowing
the College to hold the debt-free status it had maintained since 1956.

Other less costly projects were also completed during the last half of
the decade. Calder Field House was enlarged through a gift from the
Calder Foundation (1966); a new Service Building, named for William
C. Oldfield, was constructed (1968); Trowbridge House, and Harmon
and Hoben Halls were refurbished; the basement area of Stetson Chapel
was developed; Humphrey House was converted to faculty office
space; an equipped Computer Center was named for Edith Harvey
Marvin in recognition of her generous bequest; the former reference
room in Mandelle was revamped for the Board Room named in honor
of the late trustee, Floyd R. Olmsted; a larger infirmary was installed in
Harmon Hall in memory of trustee Dr. Osborn H. Ensing; and the
Milton Simpson Seminar Room was established at Humphrey House
through gifts from the family of the late head of the English department.

Landscaping of the campus was given further attention during these
years. An anonymous gift of $25,000 which was matched by the College
provided a large initial sum to be spent on beautification. One of the
most prominent improvements was the building of an expansive brick
patio with a fountain and benches, located between Mandelle Hall and
the new Dewing Hall. This area honors Joseph Zelnak who left a sizable
legacy to the College in 1971.
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To further beautify the College properties, an attempt was made to close Academy Street. The street was now separating the north and south segments of the College, and it was desirable to eliminate the traffic and to unify the campus quadrangle with its new buildings to the north. Residents fanning out from the campus raised objections to the closing of the street, and the College ultimately withdrew its request in the hope that at some future date a mutually acceptable negotiation might transpire.

The only projected structure for this period that was not completed was a new wing on the Olds and Upton Science Halls. A proposal for $350,000 was submitted to the Kresge Foundation in 1971. Funds were not forthcoming that year, but the Foundation suggested that the College reapply in 1972. In May of that year, the College submitted a second proposal and a grant was approved. The wing was completed in 1976.

The building program of this period was carried on in a race with inflation. In 1968, it was noted that the College had been caught in a 30 percent increase in building costs alone over the past three years.

Dr. Light reported to the executive committee of the Board in July of 1967 that expenses were rising on the average of $308,000 per year and that faculty salaries and fringes accounted for about one-third of the rise. In the next month’s issue of the Kalamazoo College Bulletin, President Hicks published “A Position Paper on the Financing of the College”—excerpts from material he had presented to the Board. He pointed out, “The U.S. Office of Education reports that at private institutions the cost per student in 1965-66 was $3,102 and will jump by 1975-76 to $4,294. Since our cost per student in 1965-66 was $2,500, we can logically expect the cost for 1975-76 will rise to $3,500 per student.” He continued, “In the decade 1956-66, the endowment fund grew from $3,000,000 to $10,000,000, yet in 1955-56, the endowment income amounted to 13 percent of the budget, while in 1965-66 it had dropped to 11 percent. Gifts in support of current operations in 1955-56 equalled $157,000 and by 1965-66 they had reached $220,000. Unfortunately, this really represented a decrease from 16 percent to 9 percent of the total budget.”
An Action Program for Quality was proposed, including six steps as related by Dr. Hicks:

First, we must tell the facts of the new concern to an entire constituency. The generous investment of the College family is primarily responsible for the thrust ahead of the last decade. Today, new approaches and new dedication alone can maintain the gains which have been made. Thus we must tell the story to bring about the necessary awareness.

Second, we must intensify efforts to enlist gifts for both the current budget and the endowment. Annual giving must move sharply higher. Our projected growth of endowment, scheduled to reach $20,000,000 by 1975, likewise must be stepped up. Meanwhile, the finance committee of the Board of Trustees must seek to increase the return on our investments.

Third, all undesignated Annual Fund gifts must be assigned to the operating budget. For six years annual gifts have been channeled to scholarships. This concentrated emphasis upon the need for student aid has brought to Kalamazoo a total of forty-four named scholarships equalling more than one million dollars of endowment and has led to even more yearly scholarship grants. Meanwhile, the State of Michigan and other private groups have swelled the coffers of the fund...

Fourth, the administration and faculty must step up their efforts to secure foundation and agency grants. During the year, the College has received $390,000 from agency grants for student aid, research, equipment, work jobs, and academic projects. At present there are scores of opportunities for grants which can enrich the education program. A new faculty committee has been appointed which will concentrate in the securing of special grants both public and private.

Fifth, we must reevaluate every budgetary expense to ascertain its importance to the education program. A tightening action can have salutary effects upon any organization, and the College can benefit through increased fiscal responsibility.

And sixth, we necessarily must continue to raise charges to students to that level which the budget demands. Even with the $180 increase effective for 1967-68, student fees at Kalamazoo remain below the median of the twelve Great Lakes colleges. With the efficiencies of year-around operation, we should be able to hold our charges below the median. Nonetheless, in a constantly inflating economy, increases are inevitable if quality is not to be endangered.
Dr. Hicks concluded his position paper with this statement of intent: "Yes, a crisis in higher education confronts us. Quality education must be our goal, but rising costs plague us at every turn. To date Kalamazoo College has not suffered, and this must not happen. We must strive to be the best. No other goal is worthy of our stewardship."

Monetary concerns were not the only criterion "to be the best." By 1966, the Kalamazoo Plan had been in operation for five years, and the time had come for a full evaluation of it. The Danforth Foundation provided a grant of $25,000 to be matched by the College for a complete study of the program. The Danforth Study became an intensive year-long endeavor. Dr. Jean M. Calloway, head of the College's mathematics department, served as the internal director of the study, and Dr. John W. Hollenbach of Hope College was the external director. At the conclusion of the study, a 300-page report under date of August, 1967, represented the culmination of 9,000 man-hours of work, including the efforts of five task forces of faculty, students, administrators, and alumni. The task forces examined the curriculum, off-campus programs, organized non-curricular activities, student life, and management. Their focus was the Kalamazoo Plan and whether or not it was successful in promoting growth in the areas of breadth, depth, personal development, and basic skills—four goals of a liberal arts college.

In the 1966-67 Annual Report, Wano Lee, College publicist, reported on some of the major findings of the Danforth Study:

1. Kalamazoo's model, or "Kalamazoo Plan," is economically more efficient than other independent liberal arts schools on the whole. In the main, said the Danforth Study, the Kalamazoo Plan keeps cost down in two ways. With the year-around operation, the school uses the facilities over 30 percent more than it did under the old semester system. The Plan permits a growth in enrollment (currently 1,223) without proportionate increase in facilities or teaching staff. During 1961-66, reported the Danforth Study, the enrollment grew by 60 percent, auxiliary personnel by 61 percent, but by only 23 percent in teaching faculty and administrators. At the same time, the faculty work load has closely followed the pattern set forth—that is, teaching two courses a quarter, three out of four quarters.
But how does Kalamazoo use its money? Compared with a national sampling of sixty private colleges, Kalamazoo spends more money than other schools for what it considers as important—instruction and student aid—and less money than other colleges for other purposes.

2. A mass of evidence showed that most students can and do benefit greatly from off-campus learning experiences, particularly in the area of personal development. "Our off-campus programs," the Danforth Study noted, "give students the opportunities and the incentives to examine and test their abilities to cope with new situations in a way that four years on campus would never do."

3. A remarkable broadening of understanding in the humanities takes place between the student's freshman year and junior year, according to before and after tests. The gain in the humanities as a result of the two off-campus programs—foreign study and career-service exploration—and six quarters of on-campus study is "quite impressive and substantiates our feeling that foreign study contributes significantly to achievement of breadth in the humanities."

4. Kalamazoo's strengths, reported the Danforth Study, are "its excellent academic program, its truly outstanding foreign study program, and the close and effective rapport between students and faculty." On the other hand, the report pointed out, Kalamazoo must do more to foster a stronger sense of community. The Danforth Study itself is cause for hope, said the report, noting that one of the most valuable by-products has been the development of "a stronger sense of community among those who have become genuinely involved in the dialogue."

When Dr. Calloway as director of the study reported to the Board of Trustees, he enumerated the following as some of the recommendations: (1) the addition of students to some faculty committees (Students' performance and acceptance on the task forces argued forcefully for the addition of students to some of the regular faculty committees.); (2) a thorough review of the role and effectiveness of the SIP and the comprehensive examination program; (3) long-range planning which recognizes and seeks to take advantage of the unique characteristics of the groups on campus each quarter; (4) coordination of on-campus activities; (5) furnishing continuity in leadership positions in student organi-
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zations and publications; (6) consideration of special problems of town students; (7) attention to academic pressures, grading procedures, and intellectual atmosphere, especially during the last five quarters; (8) study of the matter of general education and the achievement of breadth of knowledge. Dr. Calloway closed his remarks with this exchange: 'Is the Kalamazoo Plan working reasonably well? Yes. Can it be improved? Yes. Will we have the energy and interest left to work at the task? I hope so!'

The faculty had been truly committed to shaping the Kalamazoo Plan in its first years, and it was dedicated to its continuing refinement. During the course of the Danforth Study—in the fall of 1966—distributional requirements in the curriculum were reduced. Action was also taken to require 35 passing units for graduation rather than 36 units. The number of units required in departments outside the department of the major was changed from 24 units to 22 units. Course changes were approved in thirteen departments, reflecting attempts to address the problems of depth and breadth.

At the September, 1967, faculty meeting, Dr. Hicks avowed, 'The principal task of this academic year is to implement the recommendations of the Danforth Study.' He announced the appointment of Dr. Richard Stavig as dean of off-campus education.

At the very next faculty meeting, the faculty 'approved in principle the placing of two students each on the admissions, academic visitors, coordinating, and educational policies committees, with the understanding that the Bylaws of the faculty are to be amended, in due process, to comply with this intent.'

Other early responses to the Danforth Study included the formation of a Council on Student Affairs, composed of the presidents of the Student Union, the Associated Women Students, the Joint House Council, the Inter-Society Council, and the Student Senate. Susan Kilbourn became the first coordinator of campus activities.

At about this time, Paul Collins asked to be relieved as dean of student affairs, a position he had quietly and effectively filled for twelve years. He returned to teaching in the education department and became registrar. At his death in 1974, his wife, Ruth L. Collins, ably stepped
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into the fulltime position of registrar. William G. Long became the next dean of student affairs, serving from 1967 to 1975. Dean Long was to spend many anxious and concerned moments during his tenure when student unrest escalated and demands of black students proliferated.

Following the assassination of Dr. Martin Luther King, Jr., Dean Long reported to alumni,

Immediately following a memorial service held on Friday, April 5, at 10:00 a.m. in Stetson Chapel, several hundred Kalamazoo students and a number of faculty and administrative people took part in a silent march downtown to Bronson Park. There, public witness of sorrow was given as both faculty and students articulated the shock, sorrow, and confusion they felt. By 5:00 p.m. that evening, a group of Kalamazoo students had organized Action Now, a program which during the next two days was to take scores of students into more than two thousand homes in the white sections of the city. The students discussed questions associated with pressing for equal rights and privileges for black people. Throughout, the emphasis was upon the fact that the time had come for the white community to take an affirmative stand and to move.

On April 10 and 11, three carloads of students traveled from Kalamazoo to Raleigh, North Carolina, where they engaged in transporting black citizens to voter registration centers in an effort to increase the number of black registrants in that state. House-to-house canvassing was also carried on in some of the suburbs of Raleigh to acquaint people with the issues and candidates of the gubernatorial primary. Another carload traveled to North Carolina during the latter part of the week of April 15 to continue the work.

In a day when students are much maligned and referred to as irresponsible activists, I am pleased to report the work of our students during the past month. Once again, the intensity of their moral concern for the sickness of the society in which they live should be a sobering influence upon all of those who have gone before them.

The faculty's official response, dated April 8, 1968, was a resolution addressed to Mrs. Coretta Scott King. It read,

In all the times, the presence of a man whose conviction is a way of life is both an encouragement and a judgment. It was the conviction of Dr. Martin Luther King, Jr., that men can solve problems other than by violence because all are men of integrity and dignity, capable of effec-
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tive and creative action through understanding and compassion. This conviction must not be allowed to die.

The Kalamazoo College faculty mourns the loss of a man whose voice always called for a commitment to social justice and non-violence. As a community of scholar-teachers, we pledge our continued efforts in the movement toward justice and fulfillment for all people of this nation.

At this time, there were forty-two black students enrolled at Kalamazoo College. Twenty-eight of this number belonged to the newly-organized Black Student Organization (BSO) through whom initial demands would be issued in May. To emphasize their demands, the black students held a demonstration at the Mothers’ Day weekend activities. Dialogue continued during the coming months, and black power and black consciousness grew.

In September, the Board of Trustees adopted the following statement:

The Executive Committee of the Board of Trustees wishes to reaffirm its belief in upholding academic freedom on the campus. It is convinced that the maximum educational opportunity occurs when the College preserves for all members the right to question, debate, criticize, and dissent. On the other hand, it is equally convinced that freedom is only possible in an environment predicated on peace and orderliness. Therefore, the committee wishes it clearly understood that lawlessness either on or off the campus and interference with the College's educational process cannot be condoned.

The following May, along with a Mothers’ Day disturbance as had occurred the year before, President Hicks received still another list of demands from Thomas Seavers and Gerald Weaver, co-chairmen of the BSO. The communication began, “In the past twelve months, the Black Student Organization has constantly impressed upon this college administration the necessity of adjusting or changing its judicial, residential and admissions procedures, its academic curriculum, its faculty and administrative personnel, and its budget.” It ended, “Our time is extremely valuable and can be wasted no longer. Therefore these demands must be met by 3:00 p.m., on Thursday, May 15, 1969.”

A long response, drafted by the administration and supported by faculty vote, did not satisfy. The tense atmosphere deepened, and on
June 6, at 7:30 a.m., Gerald Weaver of the BSO arrived at the president's home to announce that Mandelle Hall, the administration building, was being held by the BSO. He was greeted by a full administrative staff, called to the president's home when Stuart Simpson had observed the chained building even earlier that morning. President Hicks' reply was direct. If the administration building were not open by 8:00 a.m., the College attorney would obtain an injunction.

At 8:00 a.m., President Hicks, Dr. Chen, Dean Long and his assistant, David Rockhold, reached Mandelle Hall and proceeded to enter it—without incident. This was one of the most acute situations of the black confrontation. The prospect of an injunction had shifted the responsibility from the College to the court and carried the certainty of arrest.

President Hicks was in sympathy with the black demands. In his responses, he had stated, "We think that some points of your demands are negotiable and some are not. We are prepared to spend any amount of time in consultation with the BSO."

The College took several steps in the ensuing months in the attempt to meet black concerns which were so fervently pressed by BSO members. One important concern to be addressed was the hiring of black staff members. Some black appointments lasted; most did not. Dr. Romeo Phillips, hired in 1968, became head of the education department. Others—including some personnel that Western Michigan University had given approval to share—served part-time and eventually left the campus. Among them were an admissions counsellor, a coach, a personal counsellor, and few teachers. The College worked diligently on appointments, but difficulty lay in finding qualified candidates in the marketplace of the times.

The Board voted into membership two black trustees in 1969. They were Edward Davis, Detroit businessman and civic leader, and William Crawford, Flint school system official.

The BSO was given control of their enlarged allocation of student funds. One use of the money served to draw closer the entire College community. The BSO sponsored the first Black Arts Festival, presented in February of 1971. This event is now a tradition on the College's winter calendar.
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The black student enrollment never climbed beyond sixty, and today (1980), it is considerably lower than that figure. In response to student housing demands, the College took the following stand: "We will house upperclass black students (sophomores and above) who individually request to do so with black roommates. We will house in the same area those upperclass students who request to live in close proximity to each other."

The Kellogg Foundation provided the College with a $100,000 grant to aid black students interested in pre-professional education. Earlier—in 1965—the Kalamazoo Foundation had given funds to support a tutoring program on Kalamazoo's black north side, a project begun informally in 1963. This program enlisted hundreds of Kalamazoo College students as volunteer teachers and continued for many years.

The 1969 Commencement speaker was distinguished black historian and author, Dr. John Hope Franklin. His message was "In the Cause for Freedom." Dr. Franklin pleaded, "If those devoted to higher education can push back the frontiers of knowledge and discover new meanings of life, it is not too much to expect that they should do the same in the cause of human freedom. And the cause of human freedom must be served by all of us."

In January, Dr. Hicks reported, "The winter quarter seemed less volatile, although this may be largely a result of our learning to live with confrontation. Student drives for complete permissiveness did not lessen, but there was evidence of a growing resistance on the part of both faculty and administration. The BSO has been quite cooperative and willing to talk through its problems, with only one minor incident marring the quarter."

In May, he explained, "While the spring quarter was not free of certain tense situations, student leadership has been at a very high level, and there was a very thoughtful, mature, and responsible attitude pervading the campus. During the Cambodia-Kent State period of difficulty, Kalamazoo College students and student leadership responded rationally and refused to accept the request of the National Student Association for a two-day strike. Instead, they asked for a one-day discussion about the problem, plus a peaceful march to Bronson Park and a
one-hour teach-in. Later, pressure was placed upon the student leaders, and they again rejected a two-day strike." (David Kessler and David Harrison, both Student Commission presidents during this period, requested and were granted permission to appear before the faculty to explore alternatives to the strikes, and their efforts led to this action by the College community.)

The campus observed the Vietnam Moratorium similarly in the fall. In addition, the students maintained a collection booth on the downtown mall to raise money for the American Friends Service Committee to support the South Vietnamese war orphans program.

Students observed Earth Day by removing debris from Arcadia creek at the foot of the campus hill and planting young trees on the campus. They also sponsored a symposium with Governor William G. Milliken and attended a chapel talk given by Dr. H. Lewis Batts, nationally known ecologist and founder-director of the Kalamazoo Nature Center. (Dr. Batts retired from his professorship in the biology department of the College in 1978.) In 1971, the Kellogg Foundation made a $31,700 grant to the College for environmental studies, a field to which students would be actively turning during the '70s.

Other significant grants and gifts came to the College during this period. Charles J. Monroe in 1966 established the Stephen B. Monroe Chair of Money and Banking in memory of his father, Kalamazoo financier and industrialist. The $500,000 endowment supports the professorship and an annual series of lectures by well-known economists. The Ada Hoebeke Humanities Enrichment Fund of the same year provided endowment to strengthen the humanities through special lectures, concerts, and exhibits.

Supported by a $400,000 grant from the Alfred P. Sloan Foundation, Kalamazoo College began in 1967 a self-improvement program in science education. A Ford Foundation grant of $40,000 launched a faculty development program in the humanities with particular emphasis on faculty-student collaboration.

In 1968, the College was recipient of $276,000 from the estate of Mrs. Morna E. LaPierre. She was the granddaughter of Judge Caleb Eldred who, with Thomas W. Merrill, founded Kalamazoo College in
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1833. One-half of the income from this gift is used for general purposes, and the remainder supports the scholarship program.

The Homer J. Armstrong Endowment in Religion was established in 1969 to bring leading speakers in the field of religion to the campus. An anonymous donor provided $50,000, and the College matched this sum over a three-month period through campaigns in Michigan Baptist churches. The Fund honors trustee Dr. Homer J. Armstrong, then pastor of the First Baptist Church in Birmingham, Michigan. The lecture series was launched in October of 1970 when the College hosted Dr. Jürgen Moltmann, world renowned “theology of hope” theologian. Dr. W. Haydn Ambrose has directed this program since its inception. (Dr. Ambrose joined the staff in 1967 as assistant to the president for church relations and director of financial aid.)

Two other lecture series were inaugurated about this time. One was established in literature honoring Winifred Dewing Wallace. The other, the Todd Memorial Lecture Series in Philosophy, was financially supported by trustee Paul H. Todd, Sr.

The College received two manufacturing plants in the late sixties—from Westab and from Ingersoll. The Westab plant, located on the north side of Kalamazoo, for a time was used as a Skills Center, and sections of it served other Kalamazoo schools and social service groups. The Ingersoll plant was rented for warehouse space. Eventually, the College sold both properties.

In 1971, announcement was made of the Frederick W. Heyl and Elsie L. Heyl Science Scholarship Fund. Dr. Heyl, a former vice-president and director of research at The Upjohn Company, had died in 1968. His will established a trust for young science scholars graduating from either Central or Loy Norrix High Schools in Kalamazoo wishing to study the exact sciences at Kalamazoo College or nursing at Bronson Methodist Hospital. Further, the trust supplied scholarship assistance to graduating Kalamazoo College science majors wishing to pursue further study related to chemistry or physics at Yale University. During the '70s under this far-reaching program, the trust provided over $1,250,000 to the local high school science graduates attending Kalamazoo College. An additional $500,000 supported Kalamazoo College graduates studying
at Yale. In 1980 alone, forty-two Kalamazoo College undergraduates were recipients of a total of $250,000 in Heyl scholarship funds; six Yale graduate students from Kalamazoo College shared $60,000 from the Heyl program.

In 1968, Dr. Ralph W. McKee, alumnus of the College and assistant dean of the Medical School at UCLA, gave to the College a sum of $50,000, representing his royalties as co-discoverer of Vitamin K. Two years later, Upton Hall, the biology section of the science complex, was renovated, using $75,000 provided by Mrs. Louis C. Upton.

Private colleges in Michigan continued to benefit from the efforts of the Michigan Colleges Foundation. They shared in the solicitation efforts and the forthcoming funds. The College currently receives $100,000 or more per year through the MCF. And beginning in 1968, all Michigan donors realized further giving incentive as the result of legislation allowing a credit for charitable contributions to Michigan public and private colleges and universities.

Kalamazoo College ranked third in the nation for colleges of its size in the total amount contributed by alumni through all channels—$735,850 for 1967-68. Only Swarthmore and Pomona exceeded this sum. The study was sponsored by the American Alumni Council, the Council for Financial Aid to Education, and the National Association of Independent Colleges.

In the curricular realm, 1968 marked the establishment of the Center for Urban Studies with Dr. Raymond Hightower as its director. An advisory committee of prominent citizens and experts in urban studies were to guide the activities of the Center and to assist in finding possible solutions to the myriad of urban problems. The committee's chairman was trustee Dwight Stocker. Dr. Daniel Moynihan, then director of the joint Harvard-MIT Center for Urban Studies, served as a consultant to the program. Two grants—$10,000 from the Department of Labor and $6,600 from the U.S. Office of Education—assisted in setting up the overall operation of the Center.

The faculty development program adopted in 1966 enabled seven faculty members in 1967-68 to have the first sabbatical leaves. Dr. Edward Moritz, head of the history department, was selected by the
students as the "best teacher" and thereby was invited to speak at the annual conference at the University of Michigan sponsored by the Michigan Scholars in College Teaching Program, originated by the Ford Foundation. A proposal for inter-departmental majors was approved. A faculty committee undertook study of pre-professional health sciences. Classroom use of audio-visual materials increased under the supervision of Lisa Godfrey.

In 1965, James Cass and Max Birnbaum compiled for publication a Comparative Guide to American Colleges. It covered every accredited four-year college in the country. The book contained a "selectivity index" in which the College was listed as "highly selective." An American Council on Education study of 1966, covering the years 1960-63, measured the production of winners of national fellowships (Woodrow Wilson, National Science Foundation, and National Defense Act) and showed that Kalamazoo College ranked 19th in the country.

In 1969, President Hicks appointed a college planning committee to look toward the future. The membership included trustees Kenneth Boekeloo, Donald C. Smith, Edward P. Thompson; faculty members Dr. Kurt D. Kaufman, Dr. Donald C. Flesche, Dr. Conrad Hilberry, and Douglas Peterson; Stuart H. Simpson and Dr. Hicks. Dr. Kaufman later reported to the faculty the committee's formulation of its five objectives: (1) to help the business office project the institution's budget, (2) to develop long-range plans, (3) to study faculty productivity, (4) to prepare a five-year budget forecast, and (5) to charge appropriate committees to implement any change identified as desirable in the course of long-range planning. An early recommendation of the committee related to admissions, projecting an enrollment of 1,500 students by 1974-75—an extension beyond the then 1,320 limit.

Kalamazoo College, Nazareth College, and Western Michigan University formed a coordinating committee for inter-institutional cooperation. Deans of the respective schools met periodically to discuss ways they might work for mutual advantage. One development was opening of the opportunity for students to take credit courses pertinent to their respective fields at neighboring institutions.

In response to some of the concerns of the period, two women were
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added to the Board of Trustees—Marion Manogg, Baptist leader of Birmingham, Michigan, in 1968, and Marie S. Burbidge, national director for consumer affairs of Homemakers Upjohn, in 1971. A breakthrough for youth came in 1971 when Richard E. Smoke, then of Grosse Pointe and a 1967 graduate, was elected as an alumni-trustee. He was the youngest person ever to serve on the Board. Valuing the membership of alumni-trustees, the Board approved a plan in 1969 to admit bi-annually two alumni rather than one. It also extended terms of alumni-trustees to six years (the regular three-year term with right to reelection by the Board).

So despite the pressures for social change in this period and their attendant frustrations and encounters, the College continued to move ahead in the positive current from the preceding years. But the president’s health was failing.

Weimer Hicks had been ill with secondary fibrocitis for several weeks in 1963, and he had suffered a recurrence in 1965. Still there was no lessening of his accomplishments until the fall of 1970. On September 25, 1970, the president had an attack which was diagnosed as mild angina. After a period of recuperation, he returned to his office only to be struck down by a coronary on November 4.

The College was saddened to read his letter to the Board of Trustees, dated January 15, 1971. It explained,

My physician assures me that I shall make a complete recovery from my heart attack. However, after careful consideration, I have reached the definite conclusion that Kalamazoo College will be best served by my retirement from the presidency within the year.

I am deeply grateful to all who have given me the privilege of these years at Kalamazoo College. I believe that together we have moved ahead. I believe with equal candor that some change is now required.

During 1971, Dr. Wen Chao Chen, vice-president, served both the College and the president with an extreme sense of loyalty. Dr. Hicks remained a part of the College community during the year, working mainly on external matters, and he spoke briefly at a number of the faculty meetings. Dr. Chen presided at the faculty meetings and administered the business affairs of the College.
When Dr. Chen accepted his new role, he told the Board, "Immediate attention will be given to admission and the education of underprepared black students. Financial problems, though severe, are relatively easy to solve; the academic and social ones are much more difficult."

The student dissatisfaction and demands that had escalated in the late '60s had not yet subsided. A trustee committee on student life was formed with Donald Rich of the Board guiding its proceedings.

Black students' problems continued to be aired. Equity for women was leading to the formation of a Women's Rights Organization. The rate of attrition was rising as on most campuses. Birth control concerns were under discussion. The passage of The Age of Majority law was imminent. The student push for coed housing was critical. Severn Hall became coed on an experimental basis during the summers of 1970 and 1971, but fuller coed housing arrangements were passed along for a positive move by a new administration.

When the College turned to the task of finding a new president, the decision was made to seek candidates from outside the College. The final count of applications soared to over 500; 87 names had been submitted when the position was open in 1953.

Trustee I. Frank Harlow served as chairman of the trustee selection committee. Dr. Donald Flesche of the political science department, head of the educational policies committee and faculty leader, was chairman of the faculty selection committee. Thomas Francis was the student chairman; Alfred Gemrich was the alumni chairman. The process was enormous. In the final stage of screening, three candidates were brought to the campus.

Dr. George N. Rainsford was the unanimous choice for president-elect of Kalamazoo College. Formal appointment of Dr. Rainsford as the thirteenth head of the institution went forward at the Board of Trustees meeting on September 9, 1971.

Dr. Rainsford was 43 and had had broad experience as a teacher, lawyer, and college administrator. He was born in New York City and was graduated from Deerfield Academy. He attended Williams College and then finished the B.A. degree, *cum laude*, at the University of Colorado in 1950. After a year at the London School of Economics, Univer-
University of London, he went to Yale University where he received the LL.B. degree. He subsequently earned the M.A. degree from the University of Denver and the Ph.D. degree in American history from Stanford University. His academic background was impressive.

Dr. Rainsford had been serving as assistant to the president and associate professor of history at the University of Colorado in Boulder. From 1967 to 1969, he was associate dean of the College of Arts and Sciences and director of the honors program at the University of Denver. He held board status at Kent School in Denver, Outward Bound School in Marble, Colorado, the English Speaking Union in Denver, and the Graduate Theological Union in Berkeley, California. He belonged to the St. John’s Episcopal Cathedral in Denver; he would be the first non-Baptist president of Kalamazoo College.

George Rainsford, his wife Jean, and their five young children—Guy, Amy, Angela, Anne, and Emily—would join the College family in the new year.

Three months into the new administration, the Board of Trustees would adopt the final wording of the College’s policy on nondiscrimination: “By heritage and belief, Kalamazoo College is committed to the concept of equal rights, equal opportunity, and equal protection of the law for all individuals without regard to color, creed, national origin, race, religion, or sex. Affirmative action shall be taken to implement this policy.”
Student Enrollment, 1961-70

Gifts (in millions), 1961-70

Gifts for ten years: $23,273,169
CHAPTER XI
High Tide

The Hicks/Light years were an incredible story of higher education in the '50s and '60s. The pursuit of excellence and the achievement of quality emerged above all else. The force of the chairman of the Board and the humanity of the president and his devotion to the College were primary to the stature that now belonged to Kalamazoo College.

Public recognition during this administration began with the very high national rating in science, with the College outranked only by Reed College and the California Institute of Technology. The Chicago Tribune's selection of the top ten coeducational colleges in the country put Kalamazoo in the company of Oberlin, Swarthmore, Carleton, Reed, Pomona, Grinnell, Lawrence, and the College of Wooster. Notice in the major media spread as the College embarked on its unique foreign study program, and it resounded when the College adopted its innovative and pioneering year-around program.

On a personal and perhaps even more important level, faculty and students were moving on and off the campus, mingling with vital people from other fine institutions and from various locations on the globe. Faculty members were traveling in this country and abroad, addressing learned societies, heading professional organizations and chairing policy committees, serving as consultants, and refreshing themselves in off-campus academic development. Students showed a phenomenal maturation as they returned from the career experiences, foreign study, and senior individualized projects. The campus was alive with cultural and academic enlightenment.

The possibilities at Kalamazoo College were and are enormous. Imagine the excitement of a college education for one student who, to fulfill her career-service quarter, worked with the late Dr. L. S. B. Leakey in the primate research center at the National Museum in Nairobi; had her foreign study in Israel; and, for her senior individualized project, participated in biomedical research to find inhibitors for a baboon brain enzyme at the Southwest Foundation for Research in Education in San
Antonio, Texas. Marian Kummer is now a resident pediatrician at the University of Michigan Hospital.

Or another—who, the first time off campus, entered the GLCA Fine Arts Program in New York City as production assistant at the New York Shakespeare Festival and Public Theatre. Then for his career-service quarter, he returned to the Shakespeare Festival where he was an intern with Joseph Papp during *Two Gentlemen of Verona* and was the stage manager for a black play presented for Public Theatre. His foreign study was in Madrid and his SIP in England. For two and one-half months, he was an observer at the Royal Shakespeare Company in London and Stratford-on-Avon, compiling a production log of *Richard III*. Vincent Liff is now a partner in Johnson-Liff Casting Associates, Ltd., in New York City.

Or still another—as Gerald Rosen prepared for a law career. While he was participating in foreign study in Stockholm, he became interested in reading the daily paper, particularly the articles in which America was presented to the Swedish population. He arranged with the Alliance of Swedish Industry for a research grant and returned to Sweden for his SIP. In the Royal Library in Stockholm, he worked on his report concerned with the Swedish press coverage of the 1971 Presidential election. For this study he also interviewed the editors-in-chief of four major Swedish newspapers and several government officials. During the career-service quarter in his sophomore year he had worked as an intern in Michigan Governor Milliken’s office doing legislative research.

In December, 1980, Kalamazoo College took special pride in its first Rhodes Scholar. Rebecca Gray of Buchanan, Michigan, achieved the most prestigious honor of the academic community when she became one of thirty-two students from this country to be awarded two years of study at Oxford University in England. Ms. Gray’s off-campus experiences were fairly typical of the range within which Kalamazoo College students can move. For her career development quarter, she chose to pursue a skill about which she wished to know more—woodworking. She took a job at the College’s maintenance department to acquire carpentry skills and refinishing and upholstering techniques. For foreign study, she was a student in Erlangen for six months where she lived with
a German family. There at the University, she took an advanced course in German, worked with English texts that had been translated into German, and studied American history and politics. She wrote her senior thesis in German on Gerhart Hauptmann, the German writer of the turn of the century who won the Nobel Prize in 1912. Her academic interests at Kalamazoo College were in the fields of mathematics, German, and religion. She was a member for three years of the women's varsity basketball team and also of the field hockey team of which she was captain in her senior year. Her plans include a doctoral degree in theology and later a possible teaching career at a university or college. She comments, "I came to Kalamazoo College very excited about the kinds of experiences that such a liberal arts institution could offer. My idealism has been tempered somewhat, but I believe my personality has been enriched and defined in important ways."

The intangible qualities of a college cannot flourish without the undergirding strength of the institution itself. Where was the College in these measurements in 1971? Of major significance, Kalamazoo College was one of the few private colleges in the country with no indebtedness. It was operating on a balanced budget, and during the course of the Hicks administration, its endowment had been increased from less than $1,000,000 to $14,284,745.

This financial status had been accomplished without sacrifice of realistic capital expenditures. During these eighteen years, two-thirds of the modern-day campus was built. Added were nine new buildings and five major wings to existing ones. As well, the rest of the campus was re-modeled or renovated. The value of the physical plant grew from $2,000,000 to $18,826,254.

The campus enrollment had risen from 356 students in 1953 to 1365 in the fall of 1971. The median scores on the SAT tests of the College Boards for the freshmen of 1971 were 588 verbal and 602 mathematics. Student charges were $3,030 per year. The superior faculty numbered 80, and faculty salaries were highly competitive. There were 59 tenured faculty, only three of whom were to retire by 1980.

In Colleges and Commitments, a book by Dr. Lloyd Averill published in 1971, the dedication reads, "To Weimer K. Hicks who lives out the
A Selection of Buildings
Constructed During the Hicks Years

Calder Field House (1958)

Upton Science Hall (1956)
Tennis House (1960)

Light Fine Arts Building (1964)
Natatorium (1968)

Weimer K. Hicks Center; Jean and Weimer Hicks (1971)

Weimer K. Hicks Center, Jean and Weimer Hicks (1971)
meaning of commitment in higher education.” Not only did Dr. Hicks’ efforts bring Kalamazoo repeated national and international recognition as one of the top liberal arts colleges in America, but it extended to his being one of the strongest voices in the country on behalf of independent education.

In February of 1968, the Association of American Colleges called for “special attention and special assistance to the private colleges and their situation in the immediate future.” The case for the small private college had been spearheaded by a national committee of seven college presidents. The committee chairman was Weimer Hicks. From that initial thrust, the National Association of Independent Colleges and Universities later evolved. George Rainsford as Kalamazoo College president would serve two terms as chairman of NAICU.

Dr. Hicks was a national leader, too, in intercollegiate consortia, assuming leadership roles in the establishment of the Great Lakes Colleges Association, the Midwest College Conference, and the Association of Independent Colleges and Universities of Michigan. At some time during his tenure at Kalamazoo, he served as president of the Michigan Association of Church-Related Colleges and the Michigan Council of College Presidents. He was chairman of the Board of Directors of the Great Lakes Colleges Association and a member of the executive committee of the Association of Independent Colleges and Universities in Michigan. In recognition of his contributions to education, Western Michigan University (1962), the University of Michigan (1964), and Nazareth College (1971) conferred upon him their honorary degrees.

At one of the last Kalamazoo faculty meetings he would attend, Dr. Hicks declared, “Kalamazoo College is not the shadow of one man but of scores of men and women whose devotion causes it to live.” In his own time, he had to have in mind such names as Light, Stocker, Lawrence, Fischer, Dalton, Gemrich, Allen... Barrett, Chen, Hightower, Stavig, Diebold, Kaufman, Flesche, Calloway, and so many others. He would not forget the faithful staff—Winifred Thomas at the switchboard; Marcia Price, Marie Vermuelen, Berdena Rust; Mabel Mordhorst at Trowbridge House; Kathryn Stratton as his administrative secretary... And the loyal and supportive alumni across the
country—from Maynard Owen Williams to Kenneth Krum—far too numerous to delineate.

The accolades poured forth when the word of Dr. Hicks' impending retirement was made public. Every constituent group in the College bestowed honors. And the College as a whole paid its respects at Homecoming, 1971.

When Weimer Hicks attended his last faculty meeting, Dr. Harold Harris read their resolution:

On the occasion of the approaching retirement of Weimer K. Hicks, the faculty of Kalamazoo College wishes to acknowledge with deep gratitude his eighteen years of devoted service as our president. During his remarkable administration, he has not only demonstrated his firm commitment to the historic role of Kalamazoo College, but he has given new shape and dimension to that role. The vitality of the College today is in no small measure due to the untiring efforts, the unique abilities, and the single-minded devotion of Weimer Hicks.

And so it is fitting that the faculty, who share his dedication to the liberal arts college, and with whom he has worked so effectively to bring Kalamazoo College to its present position in higher education should pay tribute to Weimer Hicks, express our thanks for all that he has done for us and for the College, and wish him Godspeed as he takes leave of what he has so often affectionately termed as "the College family."

And at Homecoming, Dr. Light extended this final tribute:

When I look back upon eighteen years of close association with our successful and popular president, there is so much to talk about that I find it impossible in these few minutes to choose any single subject. My files are bulging with testimony to the energy and excitement of this leader, and to the devotion with which he served the College. And in my memory lie thousands of telephone conversations, hundreds of times we have met together, and scores of major gatherings—all reminding me of the exuberant personality of Weimer Hicks.

In gathering here today, however, we come not just to render tribute to a glowing past, but also to say an affectionate farewell to Weimer and his charming Jean. I speak for all of the trustees when I say that we shall miss both of you deeply, because you have made such a happy and lasting impression on all of our lives. If there exists a kind of mental "hall of fame," Jean and Weimer Hicks will be moving into it as soon as they leave here.
In more practical terms, the trustees have decided on this occasion to dedicate a recently finished building, the last and perhaps the most imposing structure of the whole expansion program. Henceforth, by action of the Board, the new student center and dining area is to be called the "Weimer K. Hicks Center"—a center for students and faculty and trustees and friends, a center where the name Hicks will be remembered for as long as Kalamazoo College endures.
CHAPTER XII
Imprints

The calendar is turning; 1980 will soon join times past. Nine years have moved along since President Hicks took his leave. The ’70s belong to a new administration—but not entirely: the past shapes the certainties of the present. The Rainsford years are too close to see in historical perspective; the preceding years are coming full circle. Therefore, this final chapter will, for the most part, relate to elements of the Hicks era as they tapered into the future.

The ’70s presented many new concerns growing out of the late ’60s. At Dr. George N. Rainsford’s first faculty meeting on January 3, 1972, the two senior faculty members, Dr. Walter Waring and Dr. Elizabeth Mayer, escorted the new president to the platform and to the issues of a new decade. Among them would be rising inflation and a tightening economy, a shrinking prospective student pool, the Age of Majority, affirmative action, Title IX of the Education Act, the rights of women and minorities, institutional management and marketing, campus governance, governmental compliance...

Of the students of the ’70s, Robert Dewey, vice-president for student services, wrote in the Annual Report of 1974:

Certainly the last three entering freshman classes exhibit an increasing concern with jobs and grades. They appear “straight” to the dwindling community of activists who were themselves freshmen in 1970, the year of Kent State. And the more recent classes do appear to want to enjoy college life more even as they appear to labor somewhat more conscientiously and less imaginatively than their older brothers and sisters of the ’60s. Many of the demands of their “elders” (the campus demands, if not the large social ones) have by now been institutionalized—open visitation in residence halls, student participation in decision-making structures, liberalized regulations, and coed dorms. Incoming students accept these gains and begin to press for others—mostly increased options for eating and housing.

President Rainsford was in his second year when Dr. Light reached the mandatory retirement age for members of the Board of Trustees. The chairman of the Board stepped down in 1973 after twenty years of ex-
On Such a Full Sea

ceptional service. Such an occasion was due special recognition; the
time would be Commencement weekend, June, 1974.

President Rainsford explained the significance of that June weekend
at the evening Baccalaureate service—

At times when the tensions and trauma of our pressure cooker world
threaten to engulf us all, it is well that we look to and acknowledge the
validity and importance of the experiences which can help us repair that
world. So it is with a profound sense of our responsibilities as well as
our appreciation that we focus this Commencement on our involve­
ment in and our commitment to the international intellectual commu­
nity and the important opportunities presented to each student here to
understand this community through the foreign study program of this
College.

Because this is our focus this weekend, the events of the Commence­
ment will also provide a significant recognition for Dr. Richard U. Light
retiring after twenty years as chairman of the Board of Trustees of Kala­
mazoo College, founder and supporter of the foreign study program. It
was Richard Light, more than any other man, who made the world a
part of the campus of this College.

The Commencement weekend was preceded by a small formal dinner
held in tribute to Dr. Light at the University Club in New York City. It
was attended by alumni of the Foreign Study Program, officials of the
U.S. government and governments of the nations which host the Col­
lege's programs, and a distinguished group of representatives of founda­
tions, the public media, and the international community. Included as a
guest was Dr. Ralf Dahrendorf from Brussels, then commissioner of the
European Communities for Science, Education, and Research and
director-designate of the London School of Economics and Political
Science. Dr. Dahrendorf had been selected as the Commencement
speaker.

Dr. Rainsford commented, "Dr. Dahrendorf is a man most appro­
priately involved in our weekend, representing, as he does so well, that
international community to which our students have been exposed and
also that humane, optimistic, civilized, and responsible view of
mankind which we hope all of us will come to appreciate and even share
and adopt." He continued, "Also present at our New York dinner and
here tonight to be honored at a reception following Baccalaureate and also to receive our honorary degree tomorrow is my distinguished predecessor as president of Kalamazoo College, Weimer Hicks, who has done more than any other president in the 141-year history of this institution to bring it to its present position of national stature. It was his administration that implemented the foreign study ambitions of Dr. Light."

At the reception, held in the Weimer K. Hicks Center, a portrait of Dr. Hicks was unveiled. The next day, an honorary degree was bestowed upon him at the Commencement exercises. On that occasion, Dr. Light, who had received the College's honorary degree in 1963, was presented by Dr. Stavig with a meritorious citation and a selection of coveted mementos sent by the foreign universities with whom Kalamazoo College was associated in its Foreign Study Program.

Dr. Light was succeeded as chairman of the Board by I. Frank Harlow, vice-president of Dow Chemical Company. Mr. Harlow had been the Board's vice-chairman since 1967. In 1979, Paul H. Todd, president of KALSEC, Inc., became chairman of the Board. Both of their fathers had served as trustees before them—Ivan F. Harlow and Paul H. Todd, Sr. Mr. Todd's vice-chairmen are Dr. Hugh V. Anderson, director of corporate purchasing, The Upjohn Company, and Elizabeth S. Upjohn, public relations director, Parkview Hills.

Following his resignation, Dr. Hicks, who took up residence in Naples, Florida, continued for many months the work of College fund raising, particularly in the area of wills and bequests. Attributed to Dr. Hicks' efforts in this area was the $1,000,000 legacy coming to the College in 1978 from alumna Florence Lucasse. Faculty awards of $1,000 each were set up in her honor by the Rainsford administration. The first year—1979—Marcelle E. Dale of the French department received the Lucasse Lectureship for outstanding teaching; Dr. Conrad Hilberry, author of poetry collections, *Encounter on Burrows Hill*, *Rust*, and *Man in the Attic*, was recipient of the Lucasse Fellowship for outstanding creative work. In 1980, the two faculty members selected were Dr. John B. Spencer of the religion department for outstanding teaching and Marcia J. Wood for outstanding creative work. Ms. Wood
On Such a Full Sea

had recently completed a 12-foot steel sculpture, commissioned by the Detroit Council of the Arts, for a plaza on Washington Boulevard in Detroit.

A strong faculty continued to teach at Kalamazoo College in the '70s, for the most part built through the thrust for teaching excellence in the '50s. The Ruml budget plan which had helped make this possible, however, was dismissed by action of the Board in 1978. It was replaced by a budgeting program based on historical expense allocations, from which a specified percentage of the budget was designated for each particular budgetary category. Growth through the years in the many areas of the College finally dictated this change.

By the end of 1980, all major administrative officers were appointments of President Rainsford. Stuart Simpson, business manager, left the campus in 1973 as did John McFarland, vice-president for development. James Mandrell, admissions director, left in 1974; Marilyn Hinkle, director of public relations, in 1978. Dr. Laurence Barrett who, on leave another time (1971), would serve that year as president of Oakland City College, and a later one as interim provost at Kalamazoo, retired in 1978.

Dr. Wen Chao Chen was named Fellow of the College in 1973, and in 1975, he became vice-president for community services. He continues to direct the L. Lee Stryker Center for Business Management and Educational Services, and holds the Stryker Chair in Political Science, established in 1980. He was honored by his colleagues after his service as vice-president and administrative head during 1971 for "his loyal, resourceful, and unstinted services...conducting himself with his usual good humor and good sense." His commendation continued, "At all times he has helped to build closer ties to the community, he has obtained grants for the College from foundations...and he has always been quick to put in a word on behalf of minorities and for progressive causes."

The common enterprise of the Hicks years—the Kalamazoo Plan for year-around education—holds its course. After two recent years of study by the faculty, the commitment to its principles has been reaf-
firmed. After nearly twenty years, the Kalamazoo Plan—its components, its direction, and its significance—remains intact.

The tide returns to the full sea...and from its surging waters yet another historical period will emerge.
APPENDIX A
Presidents and Administrative Heads

Principals from 1836-42:
Nathaniel Marsh
Nathaniel A. Balch
David Alden
William Dutton
J. A. B. Stone, 1843-63
John M. Gregory, 1864-67
Kendall Brooks, 1868-87
Monson A. Willcox, 1887-91
Theodore Nelson, 1891-92
Arthur Gaylord Slocum, 1892-1912
Herbert Lee Stetson, 1912-22
Allan Hoben, 1922-35
Charles True Goodsell (Acting President), 1935-36
Stewart Grant Cole, 1936-38
Paul Lamont Thompson, 1938-48
Administrative Committee, consisting of Allen B. Stowe, chairman, Harold T. Smith, and Everett R. Shober, 1948-49
John Scott Everton, 1949-1953
Harold T. Smith (Administrative Head), 1953
Weimer K. Hicks, 1953-71
Wen Chao Chen (Administrative Head), 1971
George N. Rainsford, 1972-

APPENDIX B
Board of Trustees, 1953-80

*Glenn S. Allen, 1976-
Harold B. Allen, 1937-69
Honorary, 1969-
Hugh V. Anderson, *1960-63
1977-
Homer J. Armstrong, 1953-75
Honorary, 1975-
*Burton L. Baker, 1965-68
Charles E. Beck, 1962-65
H. Glenn Bixby, 1956-76
Honorary, 1976-
Arthur L. Blakeslee, 1939-59
Honorary, 1959-62
Kenneth J. Boekeloo, *1967-70
1970-75
Carol G. Boudeman, 1974-76
Robert M. Boudeman, 1960-74

*Alumni-Trustee

Donald E. Bowen, 1957-75
Honorary, 1975-
William R. Bowman, 1978-79
Earl Bramblett, 1965-76
Betty H. Brown, 1960-71
Honorary, 1971-
Garry Brown, 1973-77
John W. Brown, 1980-
Marie S. Burbidge, 1971-
David Carley, 1980-
Joseph E. Carrico, 1978-
Carl Chatters, 1940-60
Maynard M. Conrad, *1970-76
1976-
*Alma S. Crawford, 1956-59
William H. Crawford, 1969-74
William T. Creson, 1975-76
James C. Cristy, 1970-
Mrs. Allen B. Crow, 1946-60
Honorary, 1960-62
Richard Cummings, 1957-60
Edward L. Cushman, 1964-73
Dorothy U. Dalton, 1933-40; 1959-63
Honorary, 1963-
Cameron L. Davis, 1947-67
Edward Davis, 1969-
Enos A. DeWaters, 1915-60
Honorary, 1960-62
Al L. Dixon, 1977-
Herbert H. Dow, 1976-
Vada B. Dow, 1956-66
Elwood P. Engel, 1965-68
Osborn H. Ensing, 1950-56
Elliot M. Estes, 1976-80
Ronald K. Evans, 1950-62
Honorary, 1962-64
Arthur K. Farrell, 1962-77
George K. Ferguson, 1938-65
Honorary, 1965-76
John E. Fetzer, 1954-73
Honorary, 1973-
F. Conrad Fischer, 1970-75
Frederick C. Fischer, 1947-53, 1956-72
Honorary, 1972-76
*Joseph S. Folz, 1978-
Herbert H. Gardner, 1935-65
Honorary, 1965-74
*Charles E. Garrett, 1968-71
Alfred J. Gemrich, 1975-
Edwin G. Gemrich, 1948-77
Honorary, 1977-
Lee S. Gemrich, 1953-55
James S. Gilmore, Jr., 1961-68
James S. Gilmore III, 1979-
Otha Gilyard, 1979-
*Morlan J. Granbois, 1962-1965
David H. Greene, 1948-67
Honorary, 1967-73
*Caroline R. Ham, 1978-
I. Frank Harlow, 1958-
Ivan F. Harlow, 1944-58
Honorary, 1958-
Marlene C. Hathaway, 1980-
*Lois A. Harvey, 1963-66
*Gail Hoben, 1972-78
Harold N. Holtzer, 1980-
William N. Hubbard, 1973-78
Grant M. Hudson, 1917-53
Richard G. Hudson, 1961-70
Honorary, 1970-
Jane S. Iannelli, *1974-80
1980-
H. Clair Jackson, 1901-57
M. Lee Johnson, 1948-56
*Myra W. Johnson, 1980-
Robert L. Johnson, 1953-72
Honorary, 1972-
Warren C. Johnson, 1950-74
Honorary, 1974-
William F. Keucher, 1979-
Robert P. Kittredge, 1975-
Richard A. Kjoss, 1964-78
Richard D. Klein, 1973-
Albert E. Lacey, 1980-
William E. LaMothe, 1976-
W. Price Laughlin, 1963-80
Honorary, 1980-
William J. Lawrence, Jr., 1949-
Ray P. Lewis, 1943-56
Richard U. Light, 1951-74
Honorary, 1974-
Timothy Light, 1973-
Charles H. Ludlow, 1966-68
*Margaret A. Machin, 1959-62
Clark W. MacKenzie, 1956-58
Honorary, 1958-67
Marion Manogg, 1968-77
David R. Markin, 1973-
William B. Matteson, 1970-76
Ralph T. McElvenny, 1956-65
Neil McKay, 1976-79
Wilbert J. McKeachie, 1965-77
Ralph W. McKee, 1975-
Robert E. McQuaid, 1979-
*Richard Meyerson, 1974-78
Robert G. Middleton, 1977-
Floyd R. Olmsted, 1918-56
Honorary, 1956-62
Donald Parfet, 1979-
*Mary Miller Patton, 1972-78
Albert C. Pittman, 1967-79
Fraser E. Pomeroy, 1960-80
Honorary, 1980-
Burke E. Porter, 1974-
William Race, 1958-68
Ralph M. Ralston, 1947-66
*Jane M. Rapley, 1966-70
Mabel B. Ratcliffe, 1951-64
Honorary, 1964-
John W. Reed, 1953-64, 1968-74
Donald W. Rich, 1966-76
*Dwight H. Rich, 1958-61
Omer Robbins, Jr., 1954-
J. Woodrow Roe, 1963-
Daniel M. Ryan, *1957-60
1960-74
Richard S. Schreiber, 1953-65
Alan Schwartz, 1969-72
Honorary, 1972-
Henry Shakespeare, 1948-65
Alan N. Sidnam, 1971-
Louis J. Slavin, 1973-79
Charles R. Sligh, Jr., 1951-55
B. Thomas M. Smith, Jr., 1976-
Donald C. Smith, 1964-
Harold T. Smith, 1957-69
Honorary, 1969-
Richard E. Smoke, *1970-76
1976-79
Perc C. Sorenson, 1954-57
*Jane K. Souris, 1976-80
Joan Stark, 1979-
*Robert W. Stewart, 1978-
Leroy D. Stinebower, 1958-71
Honorary, 1971-76
Dwight L. Stocker, 1951-76
Honorary, 1976-77
Virginia J. Stone, 1977-
*Laurence E. Strong, 1980-
L. W. Sutherland, 1926-56
Honorary, 1956-69
Merrill W. Taylor, 1951-65
*Richard D. Tedrow, 1980-
Edward P. Thompson, 1967-
Paul H. Todd, Jr., 1973-
Paul H. Todd, Sr., 1924-60
Honorary, 1960-69
Elizabeth S. Upjohn, 1973-
David F. Upton, 1968-
Frederick S. Upton, 1954-63
Honorary, 1963-
*Richard A. Walker, 1961-64
Ronald O. Warner, 1968-77
Honorary, 1977-
Maynard O. Williams, 1936-60
Honorary, 1960-62
Nancy U. Woodworth, 1978-
T. Thomas Wylie, 1936-72
Honorary, 1972-77
Edgar R. Young, 1913-53
Honorary, 1953-58
APPENDIX C
Faculty and Administration Members, 1953-72

Acker, George H., MS
  Asst. Prof., 1961-69
  Assoc. Prof., 1969-79
  Prof., 1979-

Agnew, Jocelyn E., MA
  Visiting Asst. Prof. of English, 1968-69

Akanda, Safar A., MA
  Visiting Instr. in History, 1966-67

Allen, Glenn S., LLB

Allison, Alexander W., PhD
  Visiting Lecturer in English, 1958-59

Ambrose, W. Haydn, MA; DD (hon.)
  Asst. to the Pres. for Church Relations and Dir. of Financial Aid, 1967-73
  Dean of Admissions and Dir. of Financial Aid, 1973-74
  Dean of Adm., 1974-76
  Assoc. Dir. of Development and Dir. of Church Relations, 1976-78
  Assoc. Dir. of Dev., Dir. of Ch. Rel., and Dir. of Estate Planning, 1978-

Anderson, John A., BA
  Dir. of Admissions, 1952-55

Anderson, Rolla L., MS
  Asst. Prof., 1955-57
  Assoc. Prof., 1957-65
  Prof., 1965-

Angerman, Evelyn C., MBE
  Lecturer in Music, 1964-

Averill, Lloyd J., LHD
  Asst. Prof. of Religion, 1954-57
  Assoc. Prof., 1957-62
  Prof., 1962-67
  Dean of the Chapel, 1954-67
  Asst. to the President, 1957-58
  Vice-president, 1963-67

Bach, Hanne B., MA
  Lecturer in German, 1963-64

Badman, David G., PhD
  Asst. Prof. of Biology, 1969-74

Bailey, Excell
  Grounds Foreman, 1962-73
  Supervisor, Grounds and Service, 1973-

Baker, Edward D., MA
  Asst. Prof. of Phys. Ed. and Coach, 1967-74
  Assoc. Prof., 1974-

Balch, Nelda K., MA
  Asst. Prof. of Speech, 1954-60
  Assoc. Prof. of Theatre Arts and Speech, 1960-69
  Prof., 1969-

Baldauf, Lillian P.
  Conductor of Instrumental Ensemble, 1942-48
  Teacher of Cello, 1943-62

Barkau, Jane A., MA
  Instr. in English, 1963-64

Barrett, Laurence N., PhD
  Assoc. Prof. of English, 1953-55
  Prof., 1955-64; 1967-78
  Dean of the Curriculum, 1955-57
  Dean of the Faculty, 1957-62
  Director of Research, 1962-64
  Acting Dean of Academic Affairs, 1968-69
  Provost, 1977-78
  Professor Emeritus of English, 1979-

Batts, H. Lewis, PhD, ScD
  Instr. in Biology, 1950-53
  Asst. Prof., 1953-56
  Assoc. Prof., 1956-58
  Prof., 1958-77
  Prof. Emeritus of Biology, 1977-

Bausch, A. Frank, MA
  Asst. Prof. of Mathematics, 1960-62
  Assoc. Prof., 1962-73

Beare, George D., PhD
  Instr. in History, 1952-54

Bearcroft, Dorothy J., MS
  Asst. Prof. of Chemistry, 1960-63

Bechill, Verne C., PhD
  Asst. Prof. of Sociology, 1962-65

Beek, Eugene R., PhD
  Assoc. Prof. of Economics, 1950-54

Behan, Winifred, RN
  College Nurse, 1958-73
Beimer, Dorothy, RN  
College Nurse, 1957-

Benne, Beverly Z., BS  
Instr. in Phys. Ed., 1964-68

Berdichewsky, Bernardo, PhD  
Visiting Prof. of Anthropology, 1967-69

Berger, Joyce H., MA  
Lecturer in Art, 1955-57

Berndt, Rexer, PhD  
Assoc. Prof. of Economics and Business, 1956-57

Bodine, Gerald L., MA  
Assoc. Prof. of Ed., 1951-57  
Registrar, 1952-57

Bogart, Herbert, PhD  
Asst. Prof. of English, 1965-68  
Assoc. Prof., 1968-75  
Prof., 1975-

Bogart, Joseph, W., BS  
Coach, 1953-55

Boley, Barbara E., MA  
Instr. in Spanish, 1969-70

Bonevich, Donald, MFA  
Visiting Lecturer in Art, 1957-58

Bornhofen, John O., PhD  
Assoc. Prof. of Stephen B. Monroe  
Chair of Money and Banking, 1969-73

Bosker, Margo G., MA  
Lecturer in German, 1962-63  
Instr., 1963-66  
Instr. in German Lang. and Lit., 1966-80  
Asst. Prof., 1980-

Bostwick, Frank A., BS  
Instr. in English, 1960-64  
Asst. Prof., 1965-66  
Director of Publicity, 1960-65

Bouck, Harvey J., MA  
Spec. Lecturer in German, 1958-61

Boyd-Bowman, Peter M., PhD  
Assoc. Prof. of Foreign Languages, 1955-63  
Prof., 1963-65

Brackenridge, Robert L., BA  
Asst. Dir. of Career-Service, 1968-70

Braden, Frederick R., BA  
Asst. Dir. of Development, 1963-69

Bradfield, Bonnie C., MS  
Instr. in Biology, 1969-70

Bradfield, Margaret  
Mgr., Bookstore, 1962-63

Bradfield, Stillman, PhD  
Assoc. Prof. of Sociology and Anthropology, 1965-74  
Prof., 1974-

Brown, Glen, BA  
Admissions Counselor, 1957-60  
Dir. of Admissions, 1960-62

Brown, Gordon, BS  
Science Technician, 1964-70

Brown, Mary, MA  
Instr. in Phys. Ed., 1963-64

Buckley, Clara H., BA  
Spec. Lecturer in English, 1956-59

Bushouse, Sara Ann  
Mgr., Bookstore, 1970-71

Buskirk, Allen Van, PhD  
Asst. Prof. of Physics, 1953-58  
Assoc. Prof., 1958-59  
Prof., 1959-64  
Hornbeck Prof. of Physics, 1964-78  
Prof. Emeritus of Physics, 1978-

Byrens, Danforth, MSM  
Lecturer in Music, 1965-70; 1971-76  
Instr. in Music, 1970-71

Calloway, Jean M., PhD  
Olney Professor of Math., 1960-

Carney, Robert W., PhD  
Asst. Prof. of Econ. and Bus., 1955-57

Carra, Phillip, BA  
Dir. of News Bureau, 1969-73

Carroll, Francis M., MA  
Visiting Instr. in History, 1967-68

Carter, William A., MA  
Stephen B. Monroe Prof. of Money and Banking, 1967-69

Cerins, Anna, MLS  
Instr. in German, 1956-60  
Asst. Prof., 1960-69  
Circulation and Reference Librarian, 1954-56  
Cataloguer, 1956-58  
Asst. Librarian, 1958-66  
Assoc. Librarian, 1966-69

Chatters, Carl H., LLD  
Spec. Lecturer in Municipal Govt., 1955-56
Chen, Wen Chao, PhD, MLS
Instr. in Pol. Sci., 1950-53
Asst. Prof., 1953-55
Assoc. Prof., 1955-58
Prof., 1958-
Acting Librarian, 1953-55
Librarian, 1955-70
Dir. of Academic Services, 1965-67
Dean of Spec. Services, 1967-70
Vice-president, 1970-73
Fellow of the College, 1973-
Vice-president for Community Services, 1975-
Dir. of the Center for Management Studies and Educational Services, 1973-78
Dir. of Stryker Center for Management Studies and Educational Services, 1978-

Chung, Joseph, MA
Asst. Prof. of Economics, 1963-64

Clampit, Mickey K., MA
GLCA Intern in Sociology, 1967-68
Asst. Prof. of Sociology, 1968-69

Clark, Frances O., BA
Teacher of Piano, 1945-55

Cleland, Sherrill, PhD
Asst. Prof. of Economics and Business, 1956-58
Assoc. Prof., 1958-59
Prof., 1959-67; 1969-73
Dean of Academic Affairs, 1964-67
Vice-president, 1966-67

Colen, Alan H., PhD
Kettering Foundation Teaching Intern in Chemistry, 1966-67
Asst. Prof. of Chemistry, 1967-70

Collier, Mary J., PhD
Assoc. Prof. of Psychology, 1961-66
Prof., 1966-72

Collins, David A., PhD
Asst. Prof. of Foreign Languages, 1963-66
Asst. Prof. of Romance Languages and Literature, 1966-69
Assoc. Prof., 1969-78
Prof., 1978-

Collins, Paul E., EdM
Asst. Prof. of Education, 1955-62
Assoc. Prof., 1962-74
Dean of Men, 1955-63
Dean of Students, 1963-67
Registrar, 1967-74

Copps, John A., PhD
Instr. in Economics, 1950-53
Asst. Prof., 1953-55
Acting Dean of Men, 1953-55

Corl, Samuel S., III, MBA
Visiting Instr. in Ed., 1967-68

Cornish, Ned A., MA
Assoc. Prof. of Art, 1957-58

Coyne, Monique Y., BA
Lecturer in French, 1963-64

Craeger, Ray O., MD
Consulting Psychiatrist, 1961-74

Cross, George M., MA
Lecturer in Foreign Lang., 1964-66

Crow, Stephen D., MA
Vice-president for Development, 1963-67

Craeger, Ray O., MD
Consulting Psychiatrist, 1961-74

Cross, George M., MA
Lecturer in Foreign Lang., 1964-66

Crow, Stephen D., MA
Vice-president for Development, 1963-67

Dale, Marcelle E., MA
Spec. Lecturer in French, 1954-56
Instr. in Foreign Languages, 1956-61
Asst. Prof., 1961-64
Assoc. Prof., 1964-66
 Assoc. Prof. of Romance Languages and Literature, 1966-

Davis, William J., MA
Vice-president for Development, 1963-67

Deal, Ralph M., PhD
Asst. Prof. of Chemistry, 1962-68
Assoc. Prof., 1968-80
Prof., 1980-

DeHaan, Joyce, MD
College Physician, 1973-

DePree, Harold E., MD
College Physician, 1956-66

Dewey, Robert D., MDiv
Asst. Prof. of Religion, 1967-72
Assoc. Prof., 1972-
Dean of the Chapel, 1967-
Vice-provost for Student Life, 1975-76
Vice-president for Student Services, 1976-80

Diebold, Frances, ScD
Instr. in Biology, 1923-27
Asst. Prof., 1928-32
Assoc. Prof., 1932-48
Prof., 1948-1967
Dir. of Phys. Ed. for Women, 1924-25
Professor Emeritus of Biology, 1967-
Dixon, Kenneth R., MFA
Instr. in Art, 1968-69

Dubruck, Alfred J., MA
Instr. in Foreign Languages, 1958-62

DuBruck, Edelgard E., PhD
Visiting Lecturer in German, 1961-62

Dunsmore, Marion H., PhD
Asst. Prof. of Biblical Literature and Religious Ed., 1929-33
Assoc. Prof., 1933-35
Prof. of Religion, 1935-64
Dean of the Chapel, 1933-34; 1941-46; 1951-54
Registrar, 1957-64
Prof. Emeritus of Religion, 1964-80

Dykema, Peter A.
Asst. Dir. of Computer Center, 1966-70
Acting Dir., 1970-73
Dir. of Admin. Data Processing, 1973-80

Eaton, John L., PhD
Kettering Foundation Teaching Intern in Biology, 1966-67
Asst. Prof. of Biology, 1967-69

Edgerton, Adelle, BA
Lecturer in Music, 1963-66

Elliot, Clarence H., MA

Ellison, Liane, MA
Instructor in English, 1961-62

Evans, David, PhD
Asst. Prof. of Biology, 1966-74
Assoc. Prof., 1974-

Evans, Michael L., PhD
Asst. Prof. of Biology, 1967-70

Everett, John P., PhD
Spec. Lecturer in Math., 1958-59

Fashole-Luke, Edward W., BA
Visiting Prof. of Religion, 1969-70

Fischer, Helen, BS
Spec. Lecturer in Art, 1955-58

Flesche, Donald C., PhD
Asst. Prof. of Pol Sci., 1962-67
Assoc. Prof., 1967-74
Prof., 1974-
Asst. Dir. of Bureau of Municipal Research, 1964-67

Ford, Charles, BA

Fox, Carolyn, MA

Francois, Richard, BA
Admissions Counselor, 1971-74
Asst. Dean of Adms., 1974-75
Dir. of Alumni Relations, 1975-78

Francois, Susan K., BA
Coordinator of Campus Activities, 1968-69
Admissions Counselor, 1974-76
Admissions Officer, 1976-78

French, Florence M., BA
Spec. Lecturer in Speech, 1955-61

Fuchs, Hardy O., PhD
Instr. of German Languages and Literature, 1969-71
Asst. Prof., 1971-77
Assoc. Prof., 1977-

Fugate, Joe K., PhD
Asst. Prof. of German, 1961-66
Assoc. Prof. of German Languages and Literature, 1966-71
Prof., 1971-
Asst. Dir. of Foreign Study, 1966-73
Assoc. Dir., 1973-74
Director, 1974-

Gaichas, Lawrence E., MA
Instr. in Classics, 1970-72

Gamble, Larry W., MA
Asst. Prof. of Theatre Arts and Speech, 1969-74

George, W. D., BA
Dir. of Admissions, 1957-59
Detroit Representative, 1959-63

Ghaznavi, Mohammed O.H.K., PhD
Asst. Prof. of Math., 1963-66

Gilbert, Paul L., BD
Asst. Prof. of Religion, 1963-67
Asst. Dean of Students, 1963-67

Glatt, Charles T., MA
Instr. in Psychology, 1968-69

Glazier, Robert H., PhD
Visiting Prof. of Chem., 1961-62

Glogovsky, Robert L., BS
Kettering Foundation Teaching Intern in Chemistry, 1964-65
Godfrey, Lisa, MLS  
Instructional Services  
Instructional Services Librarian, 1967-69  
Cooperator, 1969-71  
Dir. of Instructional Services, 1971-  

Graham, Benjamin, MA  
Spec. Lecturer in Sociology, 1951-64  

Greig, Margaret E., PhD  

Grieger, Gene  
Electronics Technician, 1967-70  

Gruninger, Hans W., PhD  
Visiting Lecturer in German, 1966-67  

Hackney, Mary E.  
Administrative Assistant, 1957-62  
Dir. of Hoben Hall, 1960-62  

Hahne, Rolf, PhD  
Asst. Prof. of Chemistry, 1969-72  

Hall, Warren, MFA  
Instr. in Art, 1970-72  

Hall, William, BA  
Asst. Dir. of Career-Service, 1971-73  

Ham, Elton W., PhD  
Instr. in Economics, 1947-48  
Instr. in Pol. Sci., 1948-50  
Asst. Prof., 1950-54  
Assoc. Prof., 1954-71  
Prof., 1971-1975  
Dir. of Bureau of Municipal Research, 1957-68  

Hammar, Russell A., EdD  
Assoc. Prof. of Music, 1961-71  
Prof., 1971-  

Hankins, C. Stephen, MA  
Admissions Counselor, 1966-70; 1972-73  
Asst. Dean of Admissions, 1973-76  

Hansell, Sven H., MA  
Instr. in Music, 1961-63  

Harkavy, Robert E., PhD  
Asst. Prof., 1973-75  

Harper, Henry, BS  
Instr. in Phys. Ed., 1969-70  

Harris, Harold J., PhD  
Instr. in English, 1954-56  
Asst. Prof., 1956-61  
Assoc. Prof., 1961-65  
Prof., 1965-  

Harris, Neil S., MA  
Instr. in English, 1966-69  

Heintz, Andre  
Visiting Lecturer in French, 1962-63  

Helgesen, M. Anne, PhD  
Assoc. Prof. of Romance Languages and Literature, 1965-67  

Hemmes, Luiken J., PhD  
Instr. in German and Philosophy, 1925-26  
Asst. Prof. of Philosophy and Psychology, 1926-29  
Prof., 1929-58  
Prof. Emeritus of Philos. and Psych., 1958-76  

Hennion, George  
Dir., Science Labs., 1969-75  

Hickerson, J. Douglas, MS  
Asst. Dean of Student Affairs, 1967-70  

Hicks, Weimer K., LLD  
President, Jan., 1954-Jan., 1971  
President Emeritus, 1971-  

Hightower, Raymond L., PhD  
Asst. Prof. of Sociology, 1934-39  
Prof., 1939-66  
Prof. of Soc. and Anthro., 1966-71  
Dean, 1951-52  
Dean of the Faculty, 1962-63  
Dean of Academic Affairs, 1963-64  
Dir. of Urban Studies and Services, 1969-71  
Prof. Emeritus of Soc. and Anthro., 1971-  

Hilberry, Conrad, PhD  
Assoc. Prof. of English, 1962-67  
Prof., 1967-  

Himes, Victor  
Construction Supervisor, 1966-76  

Hinkle, Marilyn, MA  
Administrative Secretary, 1947-50  
Alumni Director, 1950-75  
Director of Publicity, 1952-60  
Dir. of Public Relations, 1952-78  

Hilberry, Conrad, PhD  
Assoc. Prof. of English, 1962-67  
Prof., 1967-  

Himes, Victor  
Construction Supervisor, 1966-76  

Hinkle, Marilyn, MA  
Administrative Secretary, 1947-50  
Alumni Director, 1950-75  
Director of Publicity, 1952-60  
Dir. of Public Relations, 1952-78  

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Hinz, Joan M., MLS
Secretary in Library, 1971-73
Acting Reference Librarian, 1973-74
Reference Librarian, 1974-
Illick, Joseph E., MA
Instr. in History, 1961-62
Irish, Eileen
Mgr., Bookstore, 1962-70
Jackson, Edward R., MA
GLCA Intern in Pol. Sci., 1968-69
Jackson, J. Fred, BA
Admissions Counselor, 1962-66
Asst. Dir. of Admissions, 1966-69
Jackson, Richard S., MS
Instr. in Theatre Arts and Speech, 1963-66
Jacobs, Berne L., PhD
Asst. Prof. of Psychology, 1963-67
Assoc. Prof., 1967-
Janek, Alexander, PhD
Spec. Lecturer in German, 1958-59
Spec. Lecturer in Russian, 1959-63
Jensen, William H., MSE
Asst. Prof. of Math., 1964-69
Dir. of Computer Center, 1964-69
Jimerson, Norman C., BD
Dir. of Career-Service, 1964-68
Johnson, LeRoy, PhD
Dept. Assoc. in Chem., 1968-78
Johnson, Louise Cassady, MA
Asst. Prof. of Education, 1953-62
Assoc. Prof., 1962-63
Dean of Women, 1950-63
Eastern Representative for Admissions, 1963-72
Kane, John R., PhD
Instr. in French Lang. and Lit., 1967-70
Asst. Prof., 1970-71
Kapsalis, Peter T., PhD
Lecturer in Classics, 1964-66
Kaufman, Kurt D., DPhil
Instr. in Chemistry, 1956-57
Asst. Prof., 1957-58
Assoc. Prof., 1958-64
Prof., 1964-80
Kaufman, Marilee S., BA
Secretary, News Bureau, 1971-72
Asst. Dir. of News Bureau, 1972-73
Kent, Robert L., MA
Asst. Prof., 1972-78
Assoc. Prof., 1978-
Kerman, Ralph O., PhD
Asst. Prof. of Physics, 1951-56
Assoc. Prof., 1956-57
Prof., 1959-62
Keske, Walter G.
Asst. Prof. of Foreign Lang., 1961-64
Kim, Jeegood, MA
Visiting Instr. in Religion, 1967-68
King, Hildred, MA
Head Resident, Counselor, Mary Trowbridge House, 1970-77
Coordinator of Housing, 1974-75
College Counselor, 1977-79
Dir. of Counselling, 1979-
Kirby, George A., MA
Spec. Lecturer in Accounting, 1953-54
Klemm, Peter E., MA
GLCA Teaching Assoc. in History, 1968-69
Klepser, Mary E., BA
Instr. in English, 1966-68
Kloet, Stanley, BA
Accountant, 1962-74
Acting Business Mgr., 1974-75
Comptroller, 1975-77
Kneen, Russell P., BBA
Lecturer in Economics, 1963-66
Komives, John L., PhD
Asst. Prof. of Economics and Business, 1961-67
Assoc. Prof., 1967-68
Asst. Dir. of Business and Industrial Management Center, 1961-62
Director, 1962-68
Director of Development, 1967-68
Kowatzki, Irmgard, PhD
Asst. Prof. of German Language and Literature, 1969-73
LaCoss, Dewey
Supt. of Bldgs. and Grounds, 1937-57
Lance, Betty G., PhD
Asst. Prof. of Foreign Languages, 1961-66
Assoc. Prof. of Romance Languages and Literature, 1966-75
Prof., 1975-
Landy, Macreay J., PhD  
Asst. Prof. of Biology, 1970-72
Lasch, Henry A., MS  
Asst. Prof. of Phys. Ed., 1948-56
Laughlin, W. Price, BA  
Spec. Lecturer in Economics, 1952-63
Lawrence, Jack W.  
Asst. Dir. of Development, 1969-72  
Dir. of Development, 1972-74  
Dir. of Purchasing and College Services, 1974-79  
Mgr. of Rental Properties, 1979-
Lawrence, Jean M., PhD  
Visiting Lecturer in Chem., 1957-59
Leach, Alan G., MA  
Visiting Asst. Prof. of Theatre Arts and Speech, 1967-68
Lee, Wono, MA  
Director of News Bureau, 1965-68
Lefkowitz, Monroe, PhD  
Asst. Prof. of Psychology, 1957-59
Lemmer, Richard A., MD  
Athletic Team Doctor, 1953-75
Litke, Robert E, BA  
Instr. in Philosophy, 1969-74
Loew, Kathryn, MSM  
Lecturer in Music, 1963-66
Loganbill, G. Bruce, PhD  
Asst. Prof. of Theatre Arts and Speech, 1961-63
Londow, David, MA  
Asst. Prof. of Pol. Sci. 1971-73
Long, William G., MDiv  
Asst. Prof. of Pol. Sci., 1967-74  
Dean of Student Affairs, 1967-73  
Dean of Student Services, 1973-74
Loveless, Letitia, PhD  
Asst. Prof., 1956-64  
Assoc. Prof., 1964-74  
Prof., 1974-
McFarland, John R., MA  
Vice-president for Development, 1961-63; 1968-73
McGarvey, Bruce R., PhD  
Asst. Prof. of Chemistry, 1957-58  
Assoc. Prof., 1958-62
McKittrick, James L., BA  
Electronics Engineer, 1969-71  
Tech. Dir., Instr. Services, 1971-72
Magley, Frances  
Dir., Sarah DeWaters Hall, 1966-74
Mandrell, James, MA  
Admissions Counselor, 1960-62  
Coordinator of Student Aid, 1960-62  
Director of Admissions, 1962-73  
Director of Financial Aid, 1973-74
Mann, William R., PhD  
Asst. Prof. of Econ. and Bus. Admin., 1968-73  
Asst. Dean of Academic Affairs, 1968-73
Maurer, Marilyn K., MA  
Asst. Prof., 1972-78  
Assoc. Prof., 1978-
Mayer, Elizabeth M., PhD  
Instr. in Foreign Languages, 1950-51  
Asst. Prof., 1951-59  
Asst. Prof. of German, 1959-51  
Assoc. Prof. 1961-66  
Asst. Prof. of German Language and Literature, 1966-73  
Assoc. Prof. Emeritus of German Language and Literature, 1973-
Means, Richard L., PhD  
Asst. Prof. of Sociology, 1961-66  
Assoc. Prof. of Sociology and Anthropology, 1966-72  
Prof., 1972-
Medina, Maria L., MA  
Asst. Prof. of Spanish, 1968-69
Merriman, Alice, MS  
Acting Librarian, 1935-38  
Asst. to Librarian, 1938-39; 1952-56  
Cataloguer, 1953-56
Mills, Helen T., MA  
Instr. in French, 1947-48  
Instr. in Sociology, 1947-48  
Asst. Prof. of French, 1948-56  
Assoc. Prof., 1956-61  
Assoc. Prof. of Sociology, 1961-62  
Assoc. Prof. Emeritus of Sociology, 1962-77
Minning, Lois E., MA  
Instr. in Mathematics, 1966-67
Mirza, David B., MA
Instr. in Econ. and Bus. Admin., 1963-69

Mitchell, Pearl
Mgr., Bookstore, 1958-62

Mittelstadt, Michael C., PhD
Asst. Prof. of Classics, 1962-65

Moller, Gunther, PhD
Instr. of Sci. and Math., 1957-59
Asst. Prof., 1959-61

Moore, John B., PhD
Asst. Prof. of Philosophy, 1964-69

Mordhorst, Mabel
Dir., Mary Trowbridge House, 1952-69

Moritz, Edward, PhD
Instr. in History, 1955-56
Asst. Prof., 1956-58
Assoc. Prof., 1958-63
Prof., 1963-

Morrell, James W., BA
Spec. Lecturer in Speech, 1955-56

Morrell, Jean, MA
Visiting Lecturer in Eng., 1962-63

Myers, Clair F., PhD
Instr. in Theatre Arts and Speech
1966-68
Asst. Prof., 1968-74
Assoc. Prof., 1974-

Myers, Hilda T., PhD
Asst. Prof. of Chemistry, 1944-52
Assoc. Prof., 1952-56

Myers, Marshall, MA
Dir., Instrumental Music, 1954-55

Myers, Robert B., PhD
Asst. Prof. of Econ. and Bus. Admin., 1968-71; 1974-75

Needham, Sally, MMus
Admissions Counselor, 1953-54
Detroit Representative, 1954-58
Chicago Representative, 1958-60

Nelson, Clifton
Supt. of Bldgs. and Grounds, 1957-73

Nelson, Terry F., PhD
Asst. Prof. of Psychology, 1968-72

Newman, Kirk, MA
Asst. Prof. of Art, 1955-58

Newman, Stanley M., MA
Instr. in Anthropology, 1963-64

Nibbelink, Elva J., MM
Teacher of Piano, 1954-55

Nielsen, George M., PhD
Asst. Prof. of Math., 1963-70
Assoc. Prof., 1970-

Niergarth, Samantha, BA
Visiting Instr. in Phys. Ed., 1967-68

Norman, Robert T., MPA
Asst. Prof. of Pol. Sci., 1961-62

Olexia, Paul D., PhD
Asst. Prof. of Biology, 1968-74
Assoc. Prof., 1974-

Olmsted, Richard H., PhD
Asst. Prof. of Spanish, 1943-46
Asst. Prof. of French, 1944-46
Prof. of Spanish, 1946-56
Prof. of French, 1946-56

Orr, Genevieve
Visiting Lecturer in French, 1957-59

Overbeek, Gertrude
Visiting Asst. Prof. of German, 1968-69

Overley, Henry, MusD
Asst. Prof. of Music, 1936-53
Assoc. Prof., 1953-61
Dir., Musical Organizations, 1934-58
Dir., Institute of Musical Art, 1953-61
Assoc. Prof. Emeritus of Music, 1961-67

Overley, Mabel P.
Teacher of Voice, 1936-61
Teacher, Music Center, 1961-79

Oxhander, Richard M., MA
Head Resident, Harmon Hall, 1970-71
Coordinator of Campus Activities, 1971-72
Asst. Dean of Student Services, 1972-75

Palmer, David W., PhD
Asst. Prof. of Physics, 1968-72

Panico, Olga
Spec. Lécteur in Spanish, 1956-57

Pellett, Ray C., LHD
Visiting Prof. of Ed., 1953-54

Phelps, Frederick M., MA
Instr. in Physics, 1958-59
Peterson, Douglas W., MA
Assoc. Prof. of Ed., 1957-68
Prof., 1968-72
Acting Dean of Academic Affairs, 1967-68
Dean of Academic Affairs, 1969-72

Peterson, John E., PhD
Asst. Prof. of History, 1961-66
Assoc. Prof., 1966-68

Pinkham, Eleanor H., MLS
Public Services Librarian, 1966-68
Asst. Lib. for Public Services, 1968-70
Acting Librarian, 1970-71
Librarian, 1971-

Phillips, Romeo E., PhD
Asst. Prof. of Education, 1968-74
Assoc. Prof., 1974-

Poggi, Gerald E., MA
Instr. in Classics, 1966-71

Porter, Robert B., MA
Instr. in Music, 1958-66
Asst. Dir. of Admissions and
Dir. of Church Relations, 1961-66

Potter, Meredith W., MA
Visiting Instr. of Math., 1968-69

Price, Marcia, BS
Secretary, Public Relations Office, 1953-75
Admin. Secretary, Alumni Office, 1975-

Priesner, Dennis W.
Dir., Science Labs., 1967-68

Pruitt, William E., PhD
Asst. Prof. of History, 1968-75
Asst. Prof. of Hist. and African
Studies, 1975-
Asst. Dir. of Foreign Study, 1976-

Putnam, Lloyd W., MA
Instr. in Religion, 1958-59

Rajnak, Katheryn E., PhD
Asst. Prof. of Physics, 1967-70
Adjunct Lecturer in Physics, 1976-

Rajnak, Stanley L., PhD
Asst. Prof. of Math., 1965-70
Assoc. Prof., 1970-77
Prof., 1977-

Ray, Harry B., PhD
Asst. Prof. of Music, 1951-61
Assoc. Prof., 1961-70
Prof., 1970-
Dir., Institute of Musical Art,
1961-64
Dir. of Music Center, 1964-

Reinhart, Sue, BA
Visiting Lecturer in Romance
Languages, 1968-69

Reiter, Lora K., MA
Instr. in English, 1964-67

Rickard, Edward M., PhD
Prof. of Econ. and Bus., 1954-56

Riser, Claire L., MA
Instr. in Romance Languages and
Literature, 1969-72

Rockhold, David N., BA
Instr. in Religion, 1965-68
Asst. Prof., 1968-70
Dir. of Religious Activities,
1965-70
Asst. to the Dean of Student Affairs,
1967-70

Roerecke, Howard H., PhD
Asst. Prof. of English, 1965-73
Assoc. Prof., 1973-

Ross, Sam, MA
Instr. in History, 1953-55

Rowland, Louis U., DMus
Visiting Prof. of Music, 1953-54

Rushevics, Voldemars
Teacher of Violin, 1950-54
Asst. Prof. of Music, 1954-59
Assoc. Prof., 1959-68
Prof., 1968-72
Spec. Lecturer in Russian, 1958-65
Prof. Emeritus of Music, 1972-

Russian, Patricia J., BA
Instr. in German Lang. and Lit.,
1967-69

Rust, Berdena, BA
Cashier, 1949-55
Business Office Mgr., 1955-70
Business Office Assistant, 1970-74
General Personnel Asst., 1974-

Sawyer, James, MS
Visiting Lecturer in Math., 1963-64
Scarrow, David S., PhD
Asst. Prof. of Philosophy, 1961-64
Assoc. Prof., 1964-69
Prof., 1969-

Scheidell, John M., PhD
Instr. in Economics, 1957-58
Asst. Prof. of Econ. and Bus., 1958-62

Schoolcraft, Pearl
Mgr. Bookstore, 1952-54

Schultz, Philip A., MFA
Instr. in English, 1971-72

Schwidkay, Rose
Mgr. Bookstore, 1970-72

Seber, Robert C., PhD
Spec. Lecturer in Math., 1956-57

Segel, Stanley L., PhD
Asst. Prof. of Physics, 1962-67

Shepherd, Jan
Accounting Clerk, 1962-65
Senior Accounting Clerk, 1965-74
Chief Accountant, 1974-79

Shotzberger, Martin L., PhD
Assoc. Prof. of Econ. and Bus., 1957-61
Prof., 1961-62
Director of Industrial Relations Center, 1957-62

Sikes, Walter W., MS
Assoc. Prof. of Econ. and Bus., 1962-63
Dir., Career Quarter, 1962-63

Simpson, Stuart H.
Asst. to the President, 1954-66
Director of Admissions, 1955-57
Business Manager, 1957-63
Director of Business Affairs, 1963-73

Slayton, Sue, BA
Mgr., Bookstore, 1954-58

Small, Ann M., MA
Asst. Prof. of Phys. Ed., 1962-63

Smith, Harold T., PhD
Spec. Lecturer in Econ., 1948-52
Prof., 1953-57
Business Manager, 1946-53
Vice-president, 1953-57

Smith, Lawrence Rackley, PhD
Assoc. Prof. of Music, 1963-76
Prof., 1976-

Smith, Orrin H., PhD
Visiting Prof. of Physics, 1957-58
Prof. of Physics, 1958-59

Smith, T. Jefferson, PhD
Asst. Prof. of Math., 1961-63
Assoc. Prof., 1967-74
Prof., 1974-

Smithson, Paul, MLS
Technical Services Librarian, 1971-74
Asst. Librarian, 1974-

Snook, James L., MA
Dir. of Institutional Research, 1966-69

Spaltmann, Gunther, PhD
Assoc. Prof. of Foreign Languages, 1961-66
Assoc. Prof. of German Language and Literature, 1966-73
Prof. of Humanities, 1973-79
Prof. Emeritus of Humanities, 1979-

Spencer, Ivor D., PhD
Assoc. Prof. of History, 1946-50
Prof., 1950-73
Prof. Emeritus of History, 1973-

Spencer, John B., PhD
Assoc. Prof. of Religion, 1963-73
Prof., 1973-

Squires, David E., MA
Lecturer in Art, 1962-66

Start, Lester J., PhD
Assoc. Prof. of Philosophy, 1958-61
Prof., 1961-

Stavig, Richard T., PhD
Asst. Prof. of English, 1955-58
Assoc. Prof., 1958-63
Prof., 1963-
Director of Foreign Study, 1962-74
Dean of Off-Campus Education, 1967-74

Steffen, Raymond B., BS
Asst. Prof., 1961-68
Assoc. Prof., 1968-77
Prof., 1977-

Steinmetz, Harry C., PhD
Visiting Lecturer in Psychology and Education, 1960-61
Stowe, Allen B., PhD  
Prof. of Physical Chem., 1928-44  
Prof. of Chemistry, 1944-57

Stratton, Kathryn N., BA  
Secretary to the President, 1962-  
Asst. Secretary, Board of Trustees, 1975-

Svotelis, Irene R., MA  
Instr. in Romance Languages and  
Literature, 1967-69

Sweetman, Bonnie, BA  
Instr. in Phys. Ed. 1968-69

Taylor, Harold C., PhD  

Taylor, Virginia S., MA  
Visiting Lecturer in Math., 1962-63

Taylor-Smith, R. E. K.  
Visiting Prof. of Chem., 1968-69

Texier, Marcel, L. F. M.  
Visiting Lecturer in Romance  
Languages and Literature, 1966-67

Thomas, Dwight, MA  
Instr. in Eng. and Speech, 1954-55

Thomas, John W., DD  
Assoc. Prof. of Religion, 1962-63  
Dir., Service Quarter, 1962-63  
Dir., Career-Service Quarters, 1963-64

Thomas, Philip S., PhD  
Assoc. Prof. of Econ. and Bus. Admin.,  
1965-68  
Prof., 1968-  

Thomas, Warren L., MA  
Asst. Prof. of Phys. Ed., Coach,  
1956-65  
Assoc. Prof., 1965-80  
Asst. Dir., Career-Service, 1966-68  
Director of Career-Service, 1968-80

Thompson, J. Mark, PhD  
Asst. Prof. of Religion, 1961-68  
Assoc. Prof., 1968-80  
Prof., 1980-

Tilton, James R., PhD  
Spec. Lecturer in Psych., 1956-57

Tipton, James S., MA  
GLCA Intern in Creative Writing,  
1969-70

Townsend, Samuel E., PhD  
Asst. Prof. of Biology, 1961-66  
Assoc. Prof., 1966-69

Trader, Babette V., MS  
Asst. Dean of Students for Women,  
1963-66  
Asst. Dean of Students, 1966-68  
Assoc. Dean of Student Affairs,  
1968-73  
Assoc. Dean of Student Services,  
1973-75  
Dean of Students, 1975-77  
Coordinator of Academic Advising,  
1976-78  
Dean of Academic Advising, 1978-  

Traister, Barbara, MPhil  
Instr. in English, 1968-73

Truitt, Wesley B., PhD  
GLCA Intern in Pol. Sci., 1967-68  
Asst. Prof. of Pol. Sci., 1968-69

Trump, Jane K., BA  
Coordinator of Campus Activities,  
1969-71  
Asst. Dean of Student Affairs,  
1971-73

Tuchinsky, Philip N., MS  
Asst. Prof. of Math., 1971-72

Tully, Regina M., MA  
Visiting Instr. of German, 1969-70

Turbeville, Harry E., MA  
Spec. Lecturer in Personnel Admin.,  
1955-59

Turnage, Maxine, MA  
Instr. in English, 1958-61

Urtiaga, Alfonso, PhD  
Assoc. Prof. of Romance Languages  
and Literature, 1969-74

VanderSalm, Harold, BA  
Admissions Counselor, 1970-73  
Dir. of Financial Aid, 1973-74  
Asst. Dean of Admissions, 1974-75  
Asst. Dir. for Recruitment, 1975-

VanHare, James J., MD  
College Physician, 1966-70

VanLiere, Donald W., PhD  
Assoc. Prof. of Psych., 1949-55  
Prof., 1955-

VanWagner, Leslie, MA  
Instr. in Music, 1955-59

Vermeulen, Marie A., BA  
Asst. to the Dir. of Adms., 1952-60  
Part-time Secretary, Academic Affairs  
Office, 1969-76
Voynovich, Spasoye, ME
Visiting Lecturer in Physics, 1962-63

Walter, Edite B., MA
Lecturer in Biology, 1964-66

Walton, Thomas O., PhD
Asst. Prof. of Math., 1921-32
Olney Prof. of Math., 1932-60
Olney Prof. Emeritus of Mathematics, 1960-69

Waring, Walter W., PhD
Asst. Prof. of English, 1949-51
Assoc. Prof., 1951-55
Prof., 1955-76
Prof. of Humanities, 1976-

Waskowsky, Michael J., MA
Instr. in Art, 1949-50
Asst. Prof., 1950-59
Assoc. Prof., 1959-69

Watson, Carlos, MSSW
Asst. Prof. of Calder Chair of Urban Studies, 1970-73
Acting Director, Center for Urban Studies and Services, 1971-73

White, Robert A., BA
Spec. Lecturer in Pol Sci., 1955-59

Wickstrom, John B., PhD
Instr. in History, 1966-70
Asst. Prof., 1970-75
Assoc. Prof., 1975-

Willen, Diane, MA
Asst. Prof. of History, 1971-72

Wilson, Laurence E., PhD
Assoc. Prof. of Chem., 1963-78
Prof., 1978-

Windblad, Robert A., MBA
Dir. of Center for Mgt. Studies, 1968-76

Winch, David, PhD
Asst. Prof. of Physics, 1967-76
Assoc. Prof., 1976-

Wolf, John H., MA
Instr. in Romance Languages and Literature, 1965-67

Wolf, Erwin, DPhil
Visiting Prof. of Eng., 1968-69

Wollam, Robert J., MBA
Instr. in Econ. and Bus., 1963-65
Assoc. Dir., Career-Service Quarters, 1963-65

Wood, Marcia J., MFA
Asst. Prof. of Art, 1965-75
Assoc. Prof., 1975-

Worden, Leonard R., PhD
Instr. in Chem., 1963-65
Asst. Prof., 1965-73

Wright, Wayne M., PhD
Asst. Prof. of Physics, 1962-67
Assoc. Prof., 1967-75
Prof., 1975-
Faculty and Administration Members, 1972-80

Ackerman, Jane, MA
Instr. in Romance Languages and Literature, 1980-

Alie, Ray E., MA
Senior Development Officer, 1976-78

Armstrong, Mark, BA
Instr. in Chem., 1979-80

Arnold, Marigene, PhD
Asst. Prof. of Sociology and Anthropology, 1973-

Ballard, Rene N., PhD
Prof. of Pol. Sci., 1976-77
Provost, 1976-77

Barclay, David, PhD
Asst. Prof. of History, 1974-

Barron, Shirley, RN
College Nurse, 1973-

Bear, James W., MA
Dir. of Campus Life, 1975-76

Bell, Norman, BS
Instr. in Psych., 1972-73

Bergerson, Laurie E., MBA
Asst. Prof. of Econ. and Bus. Admin., 1977-79

Beverley, Virginia, BS
Assoc. for Publications, 1977-78

Bills, Herbert L.
Audio-Visual Technician, 1974-80

Blum, Alfred A., BA
Director, Funds for the Future, 1979-80
Vice-president of Institutional Development, 1980-

Board, Warren L., PhD
Asst. Provost, 1973-78
Provost, 1978-

Bowman, Sharon H.
Acting Dir., News Bureau, 1974-75

Breznau, Thomas C., MBA
Asst. Prof. of Econ. and Bus. Admin., 1979-

Briner, Melissa, BA
Secretary, Adms. Office, 1977-78
Admissions Officer, 1978-

Brockington, Joseph L., MA
Instr. in German Language and Literature, 1979-

Brooks, Patricia L., MA
Instr. in Romance Languages and Literature, 1979-

Brooker, Adeline, BS
Housekeeping Supervisor, 1974-79

Brownlee, Robert, PhD
Asst. Prof. of Econ. and Bus. Admin., 1973-78

Buchanan, Thomas, BA
Alumni Coordinator, 1978-79
Assoc. Campaign Director, 1979-

Burness, Patricia, BA
Alumni Coordinator, 1979-

Burns, Josephine
Development Office Asst., 1975-78

Bushong, Charles, MA
Dir., Financial Aid, 1975-77

Capaccio, John A., MEd
Dir. of Residential Life, 1975-78

Caplinger, James L., JD
Adjunct Lecturer in Social Science, 1972-75

Carpenter, Richard N., BA
Assoc. Prof. of Computer Science, 1979-

Cichocki, Frederick, MS
Instr. in Biology, 1973-74

Cohen, Henry, PhD
Asst. Prof. of Romance Languages and Literature, 1974-78
Assoc. Prof., 1978-

Collins, Ruth L., MS
Registrar, 1974

Comeau, Raymond H., PhD
Asst. Prof. of Ed., 1976-80

Cook, Richard, PhD
Asst. Prof. of Chem., 1973-79
Assoc. Prof., 1979-

Craig, Rhoda, PhD
Asst. Prof. of Chem., 1980-

Culp, Lisa, BA
Coordinator of College Activities, 1976-77
Cummings, C. Kim., PhD
Instr. in Sociology and Anthropology, 1972-74
Asst. Prof., 1974-
Curtis, Carrie, MA
Instr. in Theatre Arts and Speech, 1977-79

Darnell, Benjamin
Supt., Operations and Maint., 1974-80
Physical Plant Mgr., 1980-

Decker, Wayne R., PhD
Asst. Prof. of Pol. Sci., 1980-

Delene, Linda M., PhD
Asst. Prof. of Bus. Admin., 1974-77
Dir. of Institutional Research and Planning; Asst. to the Pres., 1974-76
Vice-president for Planning, 1976-77

Deutch, Charles E., PhD
Asst. Prof. of Biology, 1978-

Dinerstein, Nelson, PhD
Asst. Prof. of Computer Sci., 1973-75

Dugan, Terry S., PhD
Instr. in Biology, 1977-78
Asst. Prof., 1978-

Doud, Robert, MA
Coordinator of Campus Activities, 1972-74

Dozier, John M., BA
Vice-president for Finance and Development, 1974-77

Evers, Nora, PhD
Asst. Prof. of Ed., 1980-

Farris, Jean C., MFA
Instr. in Theatre Arts and Speech, 1979-

Fecker, Roger J., EdD
Vice-president for Business and Finance, 1977-

Fenner, David B., PhD
Asst. Prof. of Physics, 1979-

Filner, Barbara, PhD
Asst. Prof. of Biology, 1976-78

Fink, John B., PhD
Instr. in Math., 1975-76
Asst. Prof., 1976-

Fischer, Billie T., PhD
Instr. in Art, 1972-73
Visiting Lecturer, 1974-77
Asst. Prof., 1977-

Fisher, David, PhD
Asst. Prof. of Religion, 1977-78

Flessner, Bruce
Annual Fund Officer, 1975-78
Asst. Dir. of Development, 1978-79

Fosu, Augustine K., MA
Instr. in Econ. and Bus. Admin., 1977-79

Fraker, Thomas M., MA
Instr. in Econ. and Bus. Admin., 1979-

Francis, Thomas I., BA
Asst. Dir. of Career Development, 1975-

Friedman, Edward H., PhD
Asst. Prof. of Romance Languages and Literature, 1974-77

Gillette, Phillip S., PhD
Assoc. Prof. of Pol. Sci., 1975-78

Gillette, William, BS
Science Technician, 1977-79

Greenberg, Sanford, PhD
Asst. Prof. of Pol. Sci., 1978-

Griffin, Gail B., PhD
Asst. Prof. of English, 1977-

Groch, Alice, PhD
Asst. Prof. of Psych., 1973-74

Gross, Alfred, PhD
Asst. Prof. of German Language and Literature, 1973-76

Grossman, Robert W., PhD
Asst. Prof. of Psych., 1975-

Haas, Margaret E., BA
Asst. for Publicity, 1977-78

Haight, Ann, MLS
Acquisitions Supervisor, 1976-

Ham, Caroline R., BA
Consultant in Program Development, Stryker Center, 1978-80
Asst. Dir. of Stryker Center, 1980-

Hampton, Brian A., MA
Director of Development, 1975-76

Harrison, Carole, MFA
Visiting Assoc. Prof. of Art, 1979-80

Hines, Willis G., PhD
Dir., Science Labs, 1975-79
Hodler, Mary Kay, BA
Media Coordinator, 1978-

House, Clifford M., MA
Asst. Dir., Career-Service, 1974-75

Howie-Day, Alison, PhD
Instr. in Psych., 1976-77
Asst. Prof., 1977-79

Huang, Andrew C., PhD
Adjunct Lecturer in Biology, 1976-77

Hudson, Anne K., BS
Dir., Science Labs., 1979-

Hunt, Jack, MD
Athletic Team Doctor, 1975-

Jacquith, Lawrence W., MFA
Asst. Prof. of Theatre Arts and Speech, 1974-

Jean, Margaret M., BS
Asst. Dir. of Development and
Dir. of Annual Giving, 1980-

Jogo, Peter, MFA
Asst. Prof. of Art, 1974-78

Johnson, Bruce, MS
Admissions Officer, 1976-
Transfer Coordinator, 1977-
Foreign Student Coordinator, 1978-

Kaplan, Cynthia S., MPhil
Instr. in Pol. Sci., 1978-80

Kemmerling, Alice, BA
Admissions Officer, 1977-79

Kohr, Russell V., BS
Director of Development, 1976-80
Dir. of Spec. Campaign Projects, 1980-

Kok, William
Science Technician, 1972-74

Koppes, Carolyn R., MA
Personnel Manager, 1977-79
Director of Personnel, 1979-

Korth, Kathleen, BSJ
Dir., News Bureau, 1973-74

Kridler, James, MDiv
Dir. of Residential Life, 1978-79
Asst. Dean of Students, 1979-

Lane, Paul M., MBA
Director of Admissions, 1976-80
Dir. of Financial Aid, 1978-79

LaPlante, Marilyn, PhD
Assoc. Provost, 1979-

LaRoe, Ross M., MS
Instr. in Econ. and Bus. Admin., 1978-

Lautenschlager, W. David, PhD
Asst. Prof. of German Language and
Literature, 1978-79

Lewis, Rosalie
Mgr., Bookstore, 1972-

Linville, Michael
Science Technician, 1974-77

Lippman, Richard, PhD
Asst. Prof. of German Language
and Literature, 1974-77

Little, Donald, BS
Asst. to Bus. Mgr. for Physical Plant,
1972-74
Dir. of Phys. Plant, 1974-79

Lockhart, Jody, MS
Instr. in Math., 1979-80

McGovern, Constance, PhD
Asst. Prof. of History, 1977-78

Mann, John, BA
Science Technician, 1978-80

Maust, Robert N., JD
Vice-pres. for Student Life, 1980-

Maxon, Elizabeth, BA
Dir., Non-Traditional Student Program, 1977-

Merkle, H. Bart, MA
Dir. of Career Planning and Placement, 1973-75
Asst. Dean of Students, 1975-77
Assoc. Dean of Students, 1977-79

Merrow, Warren, BA
Instrument Technician, 1980-

Miles, Nickerson, BA
Assoc. for Publications, 1975-76

Nagel, Terry, PhD
Asst. Prof. of Chem., 1974-75

Neuwinger, Russell, PhD
Asst. Prof. of German, 1976-78

Nevill, I. William, BA
Media Asst., 1973-

Newton, Carolyn R., PhD
Asst. Prof. of Biology, 1978-

Niessink, Richard, MM
Lecturer in Music, 1972-79
Nirenberg, Richard D., BS
Director of College Relations, 1978-

Olexia, Sally L., PhD
Visiting Asst. Prof. of Biology, 1974-76
Director of Health Sciences Program, 1974-

Palchick, Bernard S., MFA
Instr. in Art, 1972-75
Assoc. Prof., 1979-

Peterson, Margaret, PhD
Instr. in Psych., 1979-80
Asst. Prof., 1980-

Piccard, Richard D., MA
Asst. Prof. of Physics, 1978-

Pifer, Linda, BA
Financial Aid Officer, 1974-

Pirages, Phillip J., MA
Instr. in English, 1977-79

Polichar, Raulf, PhD
Assoc. Prof. of Physics, 1975-76

Ponto, Thomas M., MBA
Controller, 1977-

Presler, Franklin A., PhD
Instr. in Pol. Sci., 1976-78
Asst. Prof., 1978-

Putnam, Martin, MA
Asst. Prof. of Philosophy, 1977-78

Rainsford, George N., PhD
President, 1972-

Reish, Kathleen, PhD
Instr. in Romance Languages and Literature, 1972-73
Asst. Prof., 1973-80
Assoc. Prof., 1980-

Rey, Lucy D., MA
Instr. in Sociology, 1975-76

Robison, Wade, PhD
Assoc. Prof. of Philosophy, 1974-

Rockwood, Heidi, PhD
Asst. Prof. of German, 1973-74

Rogers, David E., PhD
Assoc. Prof. of Computer Science, 1976-79

Rhorer, Thomas, MDiv
Semenary Intern, 1973-74
Dir. of Experiential Ed., 1974-75

Ross, Barry, DMA
Asst. Prof. of Music, 1972-80
Assoc. Prof., 1980-

Ryan, Christopher K., BS
Instr. in Econ. and Bus. Admin., 1980-

Satterfield, John, PhD
Prof. of Humanities, 1972-75
Provost, 1972-75
Executive Vice-president, 1973-75

Schmeichel, Waldemar, PhD
Asst. Prof. of Religion, 1975-

Schneider, Dennis, MS
Instr. in Math., 1972-73

Seitz, Linda G., BS
Mgr. Information Systems Mgr, 1979-

Shepard, Susan, MA
Instr. in Romance Languages and Literature, 1972-73

Sheppard, Alice, PhD
Asst. Prof. of Psych., 1973-76

Simk, Jan W., PhD
Asst. Prof. of Chem., 1976-77

Sirotti, Joellen, BS
Director of Financial Aid, 1980-

Small, David, MFA
Asst. Prof. of Art, 1978-

Smith, Thomas J., PhD
Asst. Prof. of Chem., 1978-

Smucker, Russell, PhD
Asst. Prof. of Math., 1973-

Sorenson, Jorge E., MA
Asst. Prof. of Romance Languages and Literature, 1978-80

Sproul, Myrna G., PhD
Asst. Prof. of Biology, 1974-78

Stanat, Donald F., PhD
Assoc. Prof., Computer Sci., 1972-73

Stauffer, Robert, PhD
Assoc. Prof. of Sociology, 1973-

Steward, Susan E, MA
Instr. in Pol. Sci., 1975-78

Strand, Bobbie J., BS
Dir. of Records and Research, 1977-

Strauss, David, PhD
Assoc. Prof. of History, 1974-80
Prof., 1980-
Strauss, D. Pieter, PhD
Asst. Prof. of German Language and Literature, 1977-

Strobel, Frederick R., PhD
Assoc. Prof. of Econ. and Bus. Admin., 1974-

Sullivan, Barbara J., PhD
Asst. Prof. of Education, 1974-75
Assoc. Prof., 1975-76

Supnick, Lonnie, PhD
Assoc. Prof. of Psych., 1972-

Taylor, Robert R., BS
Director, Annual Fund, 1978-79

Tessin, Melvin J., PhD
Director of Personnel, 1973-77

Thomas, A. Christine, BA
Dev. Office Secretary, 1978-79
Asst. to Controller, 1979-80
Asst. Controller, 1980-

Thompson, Elizabeth H., MA
Coordinator of Counseling, 1974-75

Tong, Donald D. M., PhD
Asst. Prof. of Math., 1976-77

Torres Ayala, Hector E., MA
Instr. in Romance Languages, 1977-79

Toutant, William, MA
Instr. in Music, 1972-73

Ulrich, Shirley
Housekeeping Supervisor, 1979-

Van Ausdale, Ray G., PhD
Asst. Prof. of Physics, 1973-74

Vanderah, David J., PhD
Asst. Prof. of Chem., 1977-79

Van Doren, Thomas, MD
Consulting Psychiatrist, 1976-80

Vogel, Juliet M., PhD
Assoc. Prof. of Psych., 1980-

von Gumppenberg, Johannes H., MFA
Assoc. Prof. of Art, 1971-74

Wechter, William J., PhD
Adjunct Lecturer in Biological Chemistry, 1974-

Whearty, Carol J., EdM
Dir. of Financial Aid, 1979-80

Wiens, A. Wayne, PhD
Assoc. Prof. of Biology, 1973-76

Wilson, Ray, BA
Writer, 1978-79
Publications Coordinator, 1979-

Winkler, Kenneth, PhD
Asst. Prof. of Philosophy, 1977-78

Zietlow, Myrtle, MLS
Bibliographer, 1972-

Zumbo, Salvatore, PhD
Asst. Prof. of Romance Languages and Literature, 1977-78
APPENDIX D
Women's Council, 1953-80

*Mrs. Edward P. Ajemian
*Mrs. Hugh V. Anderson
*Mrs. Elton Awrey
*Mrs. Leon J. Baker
Mrs. Roger F. Becker
Mrs. Robert M. Boudeman
*Mrs. James Boothby
Mrs. Robert D. Britigan, president 1963-65
*Mrs. Earl Burbidge
Mrs. Carl H. Chatters
*Mrs. Maynard M. Conrad, president 1973-75
*Mrs. Palmer Coombs
*Mrs. James C. Cristy
*Mrs. Robert G. Davis, president 1971-73
Mrs. Theodore DeCair
*Mrs. Herbert H. Dow
Mrs. Ralph Fast
Mrs. George K. Ferguson
*Mrs. Robert K. Ferguson
*Mrs. James W. Garside
*Mrs. Jack C. Gauntlett
Mrs. Edwin G. Gemrich, president 1969-71
Mrs. Donald S. Gilmore
*Mrs. Francis Hamilton
*Mrs. Elton W. Ham
*Mrs. Howard K. Hamm
Mrs. Lee Hammond, president 1959-61
*Mrs. I. Frank Harlow
Frances Haskell
Mrs. Ralph Hayward
*Mrs. Frank A. Heath

*Mrs. James S. Hilboldt
*Marilyn Hinkle
Mrs. A. B. Hodgman, president 1961-63
*Mrs. Edward Hoisington
Mrs. Harry C. Howard
*Mrs. John C. Howard
Mrs. Richard G. Hudson, president 1965-67
*Mrs. Vincent Iannelli
*Mrs. Stuart Irvine, president 1944-47
Mrs. William A. Kirkpatrick
*Mrs. Richard D. Klein
*Mrs. Donald Knight
*Mrs. Fred Kopplow
*Mrs. Kenneth Krum
Mrs. Harold Lamb, president 1951-55
*Mrs. William E. LaMothe
*Mrs. John W. Lawrence
*Mrs. William J. Lawrence, Jr., president 1979-
*Mrs. Richard U. Light
Mrs. Alvin H. Little
*Mrs. David R. Markin
*Mrs. William D. Maxon
*Mrs. William J. Maze
Mrs. Edwin E. Meader
Mrs. John S. Miller, president 1975-77
Mrs. Paul E. Minsel
*Mrs. C. H. Mullen
Mrs. Floyd R. Olmsted, president 1931-44
*Mrs. Ray T. Parfet
*Mrs. William Race, president 1949-51

*Active members, 1980
*Mrs. George N. Rainsford
Mrs. Ralph Ralston, president 1955-56
*Mrs. Harry Randall
*Mrs. W. Harry Rapley
*Mrs. John B. Rapp
*Mrs. Edgar F. Raseman, Jr.
Mrs. William A. Ratcliffe
Mrs. Dwight H. Rich
Mrs. Ralph J. Richardson
Mrs. Clarence Roe
*Mrs. J. Woodward Roe
*Mrs. Daniel M. Ryan
Mrs. H. E. Schweitzer
*Mrs. Louis J. Slavin
*Mrs. Glen C. Smith, Jr.
Mrs. Dwight L. Stocker
*Mrs. Wayne R. Stone, president 1977-79

*Mrs. Louis W. Sutherland
*Mrs. Richard D. Tedrow
*Mrs. Edward P. Thompson
*Mrs. James M. Thorne
Mrs. A. J. Todd
*Mrs. Robert B. Trader, ex-officio
*Mrs. James C. Tyler
*Mrs. Burton H. Upjohn
Mrs. E. Gifford Upjohn, president 1947-49
Mrs. Frederick S. Upton
Mrs. Leslie M. Vermeulen, president 1957-59
*Mrs. Richard A. Walker, president 1967-69
*Mrs. John C. Wattles
Mrs. LeGrand Woodhams
*Mrs. Thomas Woodworth, Jr.

APPENDIX E
Alumni Association Presidents, 1953-80

1952-54, Paul J. Van Keuren ('41)
1954-56, Albert Van Zoeren ('23)
1956-58, Hugh V. Anderson ('43)
1958-60, Lois Stutzman Harvey ('29)
1960-62, Marshall Rutz ('34)
1962-64, Charles E. Garrett, Jr. ('42)
1964-66, Richard A. Lemmer ('41)
1966-68, Maynard M. Conrad ('36)

1968-70, Kenneth Krum ('45)
1970-72, Alfred J. Gemrich ('60)
1972-74, Richard D. Klein ('53)
1974-76, Virginia Johnson Stone ('47)
1976-78, Theodore E. Troff ('48)
1978-80, Richard D. Tedrow ('45)
1980- Joanne Lent Hyames ('60)

APPENDIX F
Emeritus Club Presidents, 1964-80

1964-66, William C. Buchanan ('14)
1966-67, Agnes Grenell Goss ('12)
1967-69, Mabel Woodard Fiske ('15)
1969-71, Elizabeth Marvin Taylor ('16)
1971-73, Hugh H. Neale ('19)
1973-75, Harold B. Allen ('21)
1975-76, Richard G. Hudson ('18), pro tem

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APPENDIX G
Alumni K-Club Presidents, 1953-80

1953-55, Joseph L. Howard (‘39)
1955-57, Gerald A. Gilman (‘42)
1957-59, Richard Meyerson (‘49)
1959-61, Kenneth Krum (‘45)
1961-63, Charles Stanski (‘50)
1963-65, Thomas Vandermolen (‘64)
1965-67, Glen C. Smith (‘41)
1967-69, Philip P. Perry (‘58)
1969-71, Richard K. Burnham (‘61)
1971-73, William Liggett (‘61)
1973-75, Curtis C. Haan (‘61)
1975-77, Paul F. Coash (‘57)
1977-79, Gordon L. Dolbee (‘50)
1979-, Ronald Creager (‘67)

APPENDIX H
Parents’ Council Chairpersons, 1955-80

1955-58, Mr. and Mrs. Charles Venema, Kalamazoo
1958-60, Mr. and Mrs. Frank Eichelberg, Elkhart, Indiana
1960-61, The Reverend and Mrs. John F. W. Howell, Lansing, Michigan
1961-63, Mr. and Mrs. Delbert Long, Big Rapids, Michigan
1963-64, Mr. and Mrs. Donald Hackney, Dexter, Michigan
1964-65, Mr. and Mrs. Gould Fox, Kalamazoo
1965-66, Mr. and Mrs. Leland Brubaker, Sturgis, Michigan
1966-67, Judge and Mrs. Harold VanDomelen, Hart, Michigan
1967-68, Mr. and Mrs. Fred G. Klein, St. Joseph, Michigan
1968-69, Dr. and Mrs. Carl A. Peterson, Hillsdale, Michigan
1969-70, Mr. and Mrs. Robert Huston, Kalamazoo
1970-71, Dr. and Mrs. Robert Muth, Grand Rapids, Michigan
1971-72, Mr. and Mrs. Walter Griffith, Grosse Pointe Woods, Michigan
1972-73, Mr. and Mrs. Burke E. Porter, Grand Rapids, Michigan
1973-74, Mr. and Mrs. Thomas K. Jefferis, Grosse Pointe Shores, Michigan
1974-75, Mr. and Mrs. Raymond Tomaszewski, Grand Rapids, Michigan
1975-76, Mr. and Mrs. John Robert Thomson, Grosse Pointe Park, Michigan
1976-77, Mr. and Mrs. Robert Brooks, Waukegan, Illinois
1977-78, Mr. and Mrs. Joseph Niedbalski, Kalamazoo
1978-79, Mr. and Mrs. Donald Campbell, Portage
1979-, Dr. and Mrs. Bruce Kocher, Kalamazoo
APPENDIX I
Honorary Degree Recipients, 1953-80

1953
None

1954
Franklin D. Elmer (DO)
George K. Ferguson ('13) (LLD)
Chester H. Loucks (DD)

1955
Charles R. Bell, Jr. (DD)
Leland I. Doan (LLD)
Frederic Groetsema ('31) (DD)
William G. Pollard (ScD)

1956
Homer J. Armstrong (DD)
Marston Bates (ScD)
Samuel McCrea Cavert (DD)
Donald S. Gilmore (LLD)

1957
Richard Cummings (DD)
Herman J. Felber (DMus)
Margaret Mead (LHD)
Paul V. Sangren (LLD)
Helen White (LHD)

1958
Burton L. Baker ('33) (ScD)
Edwin T. Dahlberg (DD)
Harlan H. Hatcher (LLD)
Winthrop S. Hudson ('33) (DD)
Frederick O. Pinkham ('42) (LLD)
Leroy D. Stinebower ('26) (LLD)
Dee Tourtellotte ('25) (ScD)

1959
Waclaw Jedrzejewicz (LLD)
Benjamin E. Mays (DD)
Paul Woodring (LHD)

1960
Marston S. Balch ('23) (LHD)
Samuel H. Miller (DD)
Willard Thorp (LHD)

1961
Gene E. Bartlett (DD)
Thurgood Marshall (LLD)
Wilbour E. Saunders (LHD)
William P. Woodward ('18) (DD)

1962
John D. Montgomery ('41) (LLD)
Albert C. Outler (DD)
Franz Josef Strauss (LLD)
Eugene S. Thomas (LLD)

1963
Frances O. Clark ('28) (DMus)
Laurence M. Gould (LHD)
Richard U. Light (LHD)
Howard R. Moody (DD)

1964
John Ciardi (LHD)
George L. Collins (DD)
Clark M. Eichelberger (LLD)
Chris E. Lawson (DD)
Davidson Nicol (ScD)

1965
Aaron Copland (DMus)
Willis F. Dunbar ('24) (LLD)
William T. Gossett (LLD)
William Muehl (LLD)
Henri Peyre (LHD)

1966
Theodosius Dobzhansky (ScD)
Edouard Morot-Sir (LLD)
Edwin Spencer Parsons (DD)
Curtis W. Sabrosky ('31) (ScD)
1967
H. Gardner Ackley (LLD)
Loren C. Eiseley (LHD)
John A. Hannah (LLD)
Foster Edward Mohrhardt (LLD)
Dean Peerman (DD)
1968
Harvey G. Cox (DD)
Constantinos A. Doxiadis (LLD)
Milton Friedman (LLD)
1969
John Hope Franklin (LLD)
Christopher S. Jencks (LLD)
Carlyle Marney (DD)
1970
Robert K. Merton (LHD)
John R. Silber (LHD)
Laurence L. Spitters ('48) (LLD)
1971
Rene J. Dubos (LHD)
William F. Keucher (DD)
Gordon F. Kurtz ('48) (DD)
William D. Ruckelshaus (LLD)
1972
Kenneth E. Boulding (LHD)
David Easton (LLD)
John E. Fetzer (LLD)
Galway Kinnell (LHD)
James W. Miller (LLD)
1973
Pauline Kael (LHD)
Donald Goodrich Little (ScD)
Maynard Mack (LittD)
John Wilson Porter (LHD)
1974
Ralf Dahrendorf (LHD)
Weimer Kerr Hicks (LLD)
Albert Calhoun Pittman (DD)
1975
Elliot M. Estes (LLD)
O. B. Hardison (LittD)
John E. Hines (DD)
Daniel L. Schorr (LHD)
1976
Lawrence A. Cremin (LHD)
Stanley S. Krasege (LLD)
Linus C. Pauling (ScD)
1977
Germaine Bree (DH)
Dorothy Upjohn Dalton ('14) (DH)
Joseph Papp (DFA)
George Warren Rickey (DFA)
1978
Ralph David Abernathy (DD)
Wigbert Holle (LHD)
William G. Milliken (LLD)
Ray T. Parfet, Jr. (LHD)
Elliot L. Richardson (LLD)
1979
Landrum R. Bolling (LHD)
William Sloane Coffin, Jr., (DD)
Robert McQueen Grant (LHD)
1980
Robert McAfee Brown (DD)
Stanley Cavell (LHD)
Norman Cousins (LHD)
Russell George Mawby (LLD)
Anne Dorothy Wylie (LHD)
APPENDIX J

Members of Phi Beta Kappa, by year of graduation, 1959-80

1959
Katheryn Edmonds
Frederick J. Gaiser
Phyllis Westra Korzilius
Robert A. Renk
David A. Spieler
Mary Ann Wise

1960
Alfred J. Gemrich
James H. Hunter
Girts Kaugars
Donald S. McClure
Manfred E. Schubert
William A. Vincent
Robert L. Wendzel

1961
Nancy E. Ericson
Mary Steketee Fischer
John N. Howell
John F. W. Keana
Robert C. Kelly
Thomas E. Krause
David W. Larson
Mary J. Long
William E. Russey
Maija Zadins

1962
Catherine A. Anderson
Deanna Clair
Katherine L. Holli
James L. Neujahr
Ralph G. Saylor
Nancy Tomlinson
Lynn J. Verhey
Thomas W. Warke
Marguerite Hathaway Westin
David A. Wrend

1963
Linda Ruth Andersen
Carol Elizabeth Burgdorf
Richard William Compans
Karen Christine Erickson
Adrienne Lee Hartl
Kenneth M. Hunter

1964
Jeannie Edna Lawrence
Theodore Alan List
Thomas Michael Neujahr
Tracy Arland Newkirk
Jacqueline Patzelt
Susan Helgeson Scott
Wilbur John Walkoe, Jr.

1965
Susan Sherman Broemel
Linda Harlow Cannon
Haldan Niels Christensen
Donald Burgoyne Cruikshank, Jr.
William Earl Good, Jr.
Garalee Hoppe
Barent French Landstreet, Jr.
Sandra Lee Nordin
Thomas Edward Sumner
Gene Marvin Tidrick
Bruce Ansel Timmons

1966
Augustus James Albert, Jr.
Terry Alfred Bender
Bertha Hilda Doleman
Donald Stuart Frost
Baiba Kaugars
Mary Ethel Klepser
Marion Elizabeth Laetz
Mirth Marie Nelson
Thomas Robert Nicolai
Carl Richard Osthau
Wayne Franklin Perg
Galen Kenneth Pletcher
Thomas Ken Schaaf
Janet Carol Schroeder
Francis Eugene Snare
June Marie Stealy
Ann Marie Stroia
Gretchen Elizabeth VanderLinde

1967
Mary Stauffer Bray
Kathryn Ann Budke
Astrida Ilga Butners
Carol Sinclair Cameron
Donald Lee Hafner
Charlotte Christine Hauch
Richard William Hess
James Melville Howard
John Robert Huddleston
David Edward Kyvig
Alfred Pak Hong Lee
Ann Marie Michael
Ellen Katherine Moffett
Elizabeth Doris Neubert
Sandra Faye Noren
Nancy Mabel Rasmussen
Marcia Karen Strong
Olaf Virro
Chung-Yiu Wu

1967
Ronald Raymond Atkinson
Carol Ann Barney
Jo Ann Lois Chandler
Richard Lincoln Coulter
Mary Lott Cunningham
Gail French
Nancy Virginia Hitchcock
Beverly Joan Hoffman
Diana Kar Berry Johnson
William Davies Jones
Nancy Joyce Keech
Merwin Donald Lewis
Ruth Ann Morriss
Roseann Osnato
Lynn Mary Pierson
Linda Jean Rodd
Barry Edwin Sherman
Thomas James Ticknor
Henry Leo Videnieks
Carol Sue Wadsworth
Gary John Wright

1968
James Thomas Conte
James Glen Donaldson
Susan Ruth Cope Ekstrom
James Alan Fountain
Elisabeth Jeffries
Cheryl Ann Kraft
Robert Purkey
Marilyn Frances Rehberg
Nancy Lynne Rice
Ellen Lee Tantum
Charles William Towsley
Gwen Alice VanDomelen
Susan Mae Wolofski

1969
Norma Jean Bailey
Thomas John Bogar
Roger Evan Brinner
Robert William Bzdyl
Mary Kathleen Carr
Pamela Covert DeGraaf
James Dwight Edoff
Julie Aileen Fountain
John David Gambill
Eric William Jackson
William Donald Keel
Tsang Tsay Lawrence Lour
Ann Downing MacLachlan
Genna Rae McNeil
John Harold Magerlein
Marilee Kay Miller
Robert Philip Nash
Patricia Ann Patterson
Lucinda Robbins Rudell
Ward Frederick Schwenk
Donald Leroy Stagemen
Candace Warren Start
Donald Wallace Swarthout
Debra Halperin Taft
Norma Clara Ware
William Pauli Weiner

1970
Sharon Jean Bice
Cynthia Lane Cahn
Robert Henry Cinabro
Robert Linn Edsall
Linda Lee Hays
Nancy Jane Yoder Honeysett
Edwin Owen Kerman
David Kessler
Jean McMunn Kessler
Jonathan Frank Kring
Linda Jean Myers Lester
Linda Ann Madsen Linton
Cheryl Helen Lyon
John Arthur McCleery
Jill Mason
Daniell Lewis Mattern
Ellen Claire Newcomer
Susan Mabee Newhouse
Sally Ellen Madsen
Charmine Louise Messenger
Rhonda Ann Mitchell
Marsha Lee Morton
Beverly Jean Ovrebo
Lynne Jeannette Pentler
Roger Alan Petzke
Teresa Eileen Schafer
Mary Ann Sells
Anne Moeborg Skjaerlund
Kathy Lou Smith
Paula Therese Smith
James Alan Van Sweden
David Maurice Webster
Beth Ann Wietelmann

1974
Joy Lynn Beaton
Dena Kay Bovee
Jerry Wayne Bowman
Frederick Jeffrey Brown
Wilfred Atwood Brown
Mary Ann Cisar
Susan Louise Coon
Mellisa Jane Eddy
Rise Louise Smith Fosnight
Mary Beth Heinrich
James Stuart Hogg
Carol Norene Kahler
Kathi Ann Kuhlmann
Joseph Nathan Lane
Mariel Kay Starbuck Lukins
David Bruce Magerlein
Rose Mary Mrazek
Charles Philip Mullen
Dana Winfield Ramish
Deborah Ann Schultz
Carolyn Anne Sevin
Mark William Sutterlin
Donald Eugene Swartwout
Timothy Joseph Swartz
Henry Hongki Tang
Susan Kay Weber
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Marilyn Hinkle

About the Book

In this volume Ms. Hinkle writes about the years at Kalamazoo College with which she was closely associated, weaving the events into a story of an historical era. She refers to the period 1953-71 as among the brightest years at Kalamazoo College, reflecting the unusual leadership of President Weimer K. Hicks and Chairman of the Board Richard U. Light.
About the Author

Marilyn Hinkle is a 1944 graduate of Kalamazoo College. Her M.A. is from the University of Michigan. Employed by the College for 31 years beginning in 1947, she was director of public relations for 28 of those years; for 25 years, she was also alumni director.

During her tenure, Ms. Hinkle was responsible for the publications of Kalamazoo College (alumni, student recruitment, fund raising . . . ), many of which received national honors from the American Colleges Public Relations Association, the American Alumni Council, and the Council for Advancement and Support of Education, making her well-known among her professional colleagues. In both 1968 and 1970 the literary magazine, The Kalamazoo College Review, was cited among the top ten college and university magazines. She served as head of the Great Lakes District of the American Colleges Public Relations Association, on the Board of Advisers for institutional advancement officers of the Council for Advancement and Support of Education, and as president of the Kalamazoo Branch of the American Association of University Women.

When she left the College in 1978, the Alumni Association honored her with its distinguished service award. That citation read, in part, "Many of the constituent groups within the Alumni Association were originated by Ms. Hinkle and thrive today because of her dedication and leadership. Her knowledge of Kalamazoo College alumni and their special interests is virtually unequaled. . . . Ms. Hinkle’s publications have been widely praised for their strong design, incisive writing, and elegant, unified style which reflects the style and excellence of the College itself. . . . For more than twenty-five years, virtually no Kalamazoo College event or external program has taken place without the distinctive and elegant style of Marilyn Hinkle very much in evidence. . . . Indeed, there can be no greater commentary on Ms. Hinkle’s tenure at Kalamazoo College than to say that, for many people and for many years, Kalamazoo College has been Marilyn Hinkle."
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