

ANALYSIS OF SELECTED SIGNIFICANT
HISTORICAL FACTORS IN THE HISTORY OF
THE PIONEER JUNIOR COLLEGE
IN MICHIGAN:
GRAND RAPIDS JUNIOR COLLEGE
1914-1962

Thesis for the Degree of Ed. D.
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Robert James Riekse
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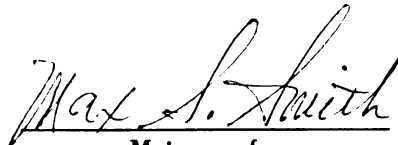
Analysis of Selected Significant Historical
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ABSTRACT

ANALYSIS OF SELECTED SIGNIFICANT HISTORICAL FACTORS IN THE HISTORY OF THE PIONEER JUNIOR COLLEGE IN MICHIGAN: GRAND RAPIDS JUNIOR COLLEGE, 1914-1962

by Robert James Riekse

Grand Rapids Junior College was the first junior college established in Michigan, and among the pioneer junior colleges nationally. It has existed as a unit in the Grand Rapids School District since its founding in 1914. Selected historical factors that are concerned primarily with the administration of the college are outlined in this study. Specifically, the purpose of this study was to:

1. Identify motivating factors in the founding of the college;
2. Trace administrative developments throughout the history of the college;
3. Observe administrative strengths and weaknesses of the college operating within the Grand Rapids School District;
4. Observe reaction, or lack of it, to the local community's educational needs;
5. Observe methods of acquiring teaching and administrative staff;
6. Outline contributions made to the community by the college.

The methodology that was basic to the study was scientific historiography as outlined by William W.

Brickman in Guide To Research in Educational History.¹

Primary sources utilized included interviews with former and present administrators, instructors, students, and community leaders. College and school district records have been searched for the period 1914-1962. Local newspapers for the same period were reviewed. Other publications relating to the factors analyzed in this study were also surveyed.

The analysis of the internal administrative development of the college was done by observing the growth of administrative functions; by evaluating the functions of administrators; and by outlining the extent to which responsibility and authority were delegated in each administration.

The determination of administrative strengths and weaknesses of operating a junior college within the Grand Rapids School District was done by examining the needs of the college historically, and the ability and willingness of the district to meet these needs. Included in this consideration was a presentation of the basic philosophical differences between school district and college administrators.

Besides analyzing the historical factors cited as the purposes of this study, the following summations and conclusions are indicated:

1. The founding of Grand Rapids Junior College was not due to public demand, but can be

credited to two local educators.

2. The close tie established with the University of Michigan assured the acceptance of the college to the local community.
3. The educational expectations and demands of the area's students determined the programs of the college historically.
4. The college was founded in a financial subterfuge which has persisted.
5. Operating a junior college in the Grand Rapids unified school district was beneficial in the founding period, but became increasingly detrimental as the college and district grew.
6. The faculty has been school district oriented.
7. In general the personnel policies of the school district have been detrimental to the professional growth of the college faculty.
8. The personal relationships of the college and district administrators were of prime importance to the college operating within a unified district.
9. The college had no budgetary determination or control.
10. The college suffered financially throughout its history due to district control.
11. College administrative autonomy was limited

or nonexistent.

12. For the most part, the unique needs of the college were not recognized by the district.

13. The contributions of the college to the local community were significant.

Recommendations were listed as part of the conclusion.

¹William W. Brickman, Guide to Research in Educational History, (New York: New York University Bookstore, 1949).

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By

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Dedicated to
my mother and father
and to Ellen, my wife

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CHAPTER I

INTRODUCTION

The development of the junior-community college movement has reached a state in which many of its functions and operations can be outlined and evaluated with some historical perspective. Numerous studies have been conducted relative to various phases of junior-community colleges. Most of these have been concerned with the actual functions of the junior-community colleges and how these functions relate to other institutional settings in education, including high schools and various institutional forms of higher education. Considerable emphasis in junior-community college research has been concerned with evaluating the quality and quantity of functions being performed. Included among these are the vast array of follow-up studies which seem in essence to be attempting to establish and ascertain an identity and rationale for the community-junior college movement itself as well as the various individual institutions which are included in the movement.

Recently, numerous studies have attempted to ascertain what educational functions are considered essential for any junior-community college. Other studies

have attempted to evaluate individual institutions in relation to these essential functions. One of these studies has been conducted in Michigan and includes some of the junior-community colleges in the state.¹

Because of the relatively short history of the junior-community college movement (being little more than fifty years old) and because a large percentage of the approximately seven hundred community colleges now in operation in the United States are just a few years old, most evaluative studies have been segmental relative to time. Few institutions in the movement have lent themselves to longitudinal studies simply because they had not been in operation long enough.

One area of concern that is becoming increasingly important in the junior-community college movement is the administrative organization of these junior-community colleges, both internally and in relation to their external control groups or boards. It is becoming more widely recognized that the administrative character of the junior-community colleges will have a profound effect on all of the activities and operations of these colleges. Questions of various forms of administrative organization are becoming more important with the phenomenal growth and expansion of

¹William James Valade, "A Study of the Origin, Development, and Trends of Selected Community Colleges" (Unpublished doctoral thesis, Wayne State University, Detroit, 1956).

junior-community colleges throughout the United States. It is well recognized by many of the leaders of American higher education that the junior-community colleges will have to continue to expand and multiply if the needs of higher education in the United States are to be met. As these institutions grow in number and size, questions of administrative organization become more important. As size and numbers increase, so do concurrent problems.

Numerous writers concerned with the junior-community college movement indicate that one of the fundamental problems in relation to the entire movement has been a search for a distinct identity in higher education. It seems that a lack of history per se has been one of the contributing factors in the identity problem. At this point in the development of the junior-community college movement, historical-longitudinal analysis of certain factors of some of the pioneer institutions could contribute to a better understanding of the entire movement. This is particularly true in relation to the analysis of administrative organization over a rather long span of years. This is also true of other aspects of the movement, such as long term community contributions and faculty characteristics.

Few junior-community colleges lend themselves as well to a historical-longitudinal analysis of various important aspects of the movement as Grand Rapids

Junior College. Established in 1914, Grand Rapids Junior College is the pioneer junior college in Michigan and numbers among the first colleges of this type nationally. The year 1964 will mark the fiftieth anniversary of the college.

Statement of the Problem

It is not the subject of this study to enumerate and relate facts relative to the history of Grand Rapids Junior College from 1914-1962. Many histories of various educational institutions have been written and have contributed to the understanding of the historical development of higher education in the United States. It will be the purpose of this study to identify and evaluate certain factors in the history of Grand Rapids Junior College that deserve analysis from a historical standpoint. The general theme will be the operations of a junior-community college administratively structured in a unified school district. In relation to this general theme, various factors in the history of Grand Rapids Junior College will be observed and analyzed. Included among these will be the identification and analysis of the motivating forces in the founding of Grand Rapids Junior College. In 1939 a brief enumeration of some historical facts relative to Grand Rapids Junior College was made in an unpublished Masters thesis.¹

¹L. Richard Marousek, "Grand Rapids Junior College," (Unpublished masters thesis, State University of Iowa, Iowa City, Iowa, 1939).

Although this study lists some facts in relation to the history of Grand Rapids Junior College, it does not analyze the motivating factors in the establishment of the college or any of the other factors that will be analyzed in this study.

A significant factor to be observed and analyzed will be the tracing and evaluation of internal administrative developments throughout the history of the college. This will involve every aspect of internal administration that can be uncovered relative to the operation of the college, such as the early presidents, subsequent deans, assistant deans, and other administrative officers and how they react to one another.

One of the most important aspects of this study will be the observation of administrative strengths and weaknesses of the college operating in the Grand Rapids School District. This vital administrative fact of the life of the college is vital to all aspects of the study and may be considered the major contribution of the study. The fact that this can be traced over a period covering nearly fifty years is significant when one is cognizant of the fact that the entire junior college movement is not many years beyond its fiftieth anniversary. Another factor that will be examined relates to reaction to community educational needs. This is always important in considering historical facts relative to any junior-community college.

Observing methods and practices of acquiring staff will also be considered. The heart of any college is the faculty. Burton Clark in his book, The Open Door College, has analyzed the faculty of San Jose Junior College: its origin, its training level, and its educational orientation.¹ Because of the nature of his study and the relatively short history of San Jose Junior College, no longitudinal study of faculty characteristics was undertaken. However, very interesting and significant facts were pointed up by Clark's study, particularly faculty attitudes and orientation in the unified district loyalties and demands. Medsker has also written of faculty patterns.² This study currently surveys various junior-community college faculties to determine significant factors relative to their training, selection, previous teaching positions, and subsequent orientation and loyalty patterns relative to unified school districts' organizational patterns. It seems that a historical study in depth of a pioneer junior college operating in a unified school district will contribute to understanding various aspects of a faculty working in such an administratively structured college. Closely parallel to the faculty characteristic's study is a similar analysis of all administrative

¹Burton R. Clark, The Open Door College, The Open Door College; A Case Study, (New York: McGraw-Hill Book Company, Inc., 1960), pp. 112-134.

²Leland L. Medsker, The Junior College; Progress and Prospect, (New York: McGraw-Hill Book Company, Inc., 1960), pp. 169-205.

personnel the college has had. It is important to identify certain factors in this consideration, such as means of selection as well as training.

The final factor to be considered will be the contributions made to the community by the college throughout its history. This is an important aspect of any junior-community college.

Rationale and Significance of the Study

1. The need for the expansion of facilities of higher education in the United States is becoming more acute every day. Not only are the traditional facilities and programs of the colleges involved in this required expansion, but it is becoming recognized that there must be new and intensified interest in providing a broad range of post-high-school educational opportunities to develop the varied abilities of our people and to provide the skilled manpower our technological society needs.
2. Numerous technical, economic, and social factors in our society demand increased participation in higher education. At the same time, there are limiting factors such as excessive cost, distance, limited curriculum and limited facilities which make college attendance extremely difficult for many persons. The community college with its open door admissions policy, its comprehensive program, low or no tuition costs, and moderate commuting distance is a relative-

ly recent American phenomenon in higher education. Many educational leaders believe that the community college will be increasingly called upon to meet the rapidly developing needs in American higher education.

3. Although the community-junior college movement is relatively new, it is possible at this point in history to analyze some important historical features of some of the pioneer institutions. The oldest institution of this type in Michigan is Grand Rapids Junior College, dating from 1914. This also places Grand Rapids Junior College among the pioneer institutions nationally.
4. Historical research of the pioneer institutions will permit a better understanding of the entire movement, particularly roles, strengths, problems, and weaknesses of administrative organization. This type of research provides an understanding of our present position.
5. As has been pointed out in the Encyclopedia of Educational Research in its section on the Junior College movement,¹ the time for tracing and analyzing the history of some of the earliest institutions is now. There is still available primary source material: notably the pioneers themselves. These primary

¹Encyclopedia of Educational Research, American Educational Research Association. Walter S. Monroe, Editor, (New York: McMillan Company, 1950), p. 630.

sources are valuable for effective analytical historical research. If these studies are put off much longer, much of this material, particularly the early participants, will be lost to historical research.

6. With the establishment of a new four-year state college in the Grand Rapids area, Grand Rapids Junior College will undoubtedly undergo some re-evaluation of its community functions and importance. Uncovering and revealing the past significance of Grand Rapids Junior College should provide a better understanding of the college to the community.
7. A small number of historical research studies about particular community-junior colleges in other states have been done. No really deep historical study relative to the factors outlined in the statement of the problem of this study has been done about Michigan's community colleges. William Valade's study of selected colleges in Michigan¹ treats a few historical trends, but is more concerned with how these colleges fit into his prescribed definition of a community college. Michigan's pioneer institution, Grand Rapids Junior College, is not included in the study in any way.
8. It is evident that there is a lack of true historical

¹Valade, op. cit.

research in tracing and analyzing vital forces, factors, and problems as they were stated in the research purposes of this study, section two, and that outlining and analyzing these factors will add greatly to the understanding of the community college movement. It is also apparent that since Grand Rapids Junior College is the oldest junior college in Michigan, a study of selected factors of the history of Grand Rapids Junior College will constitute valuable research.

Delimitations

1. This study will be confined to Grand Rapids Junior College, Grand Rapids, Michigan, and the Grand Rapids School District as it pertains to the Junior College.
2. This study will involve a period of time from 1914 to 1962.
3. This study will be limited to the program, staff, and administrative structure of the college.

Definitions

1. Community college--a multi-purpose, locally controlled, two-year, post-high-school educational institution offering freshman and sophomore college transfer parallel work, occupational-technical-terminal programs, adult education, community services, and guidance services.

2. Junior college--a two-year post-high-school institution offering at least college parallel transfer work. Often, however, this type of institution possesses some or all of the characteristics of the multi-purpose community college, but not necessarily.
3. Community college terms:
 - a. transfer courses--courses or curricula designed for acceptance for credit in senior colleges.
 - b. parallel courses--synonymous with courses transferable to a senior college corresponding to freshman and sophomore levels.
 - c. transfer students--those who expect to continue or have continued their studies in senior colleges.
 - d. terminal students--those who do not expect to continue their formal full-time collegiate training beyond the community college or who do not continue beyond that point.
 - e. occupational education--all organized community college programs designed to prepare students within two years or less for direct employment in a broad range of occupations.
 - f. technical education--a specialized category of community college education designed to prepare students in two years or less for immediate employment in a broad range of occupations.
 - g. remedial work--courses and programs designed to afford students the opportunity to complete required courses not taken in high school, to earn grade-point averages sufficiently high to demonstrate competence to do college work, and to increase basic skills in the fundamental subjects such as English and mathematics to enable students to undertake regular college work requiring these skills.
 - h. adult education--credit and non-credit courses open to adults in the community.
 - i. community services--generally denotes the various special services an educational institu-

tion may provide for its community. Examples of such services are workshops, forums, and institutes; research and advisory assistance to community groups; cultural and recreational activities; and use of the college plant for community activities.

4. Grand Rapids Junior College staff terms:
 - a. president--chief administrative officer of Grand Rapids Junior College until 1956.
 - b. dean--chief administrative officer of the college after 1956.
 - c. assistant dean--second administrative officer in charge of the total instructional program.
 - d. registrar--registrar and director of admissions.
 - e. instructor--uniform academic rank for all teaching personnel.
5. "Open door" admissions--a policy of admitting any high school graduate or adult of the community college's service area to any program offered by the college.
6. Unified school district--a school district operating kindergarten-junior college educational level programs controlled by a single elected board with the superintendent the chief administrative officer of the entire district.

CHAPTER II

Assumptions

1. That sufficient data, both in primary and secondary sources, are available.
2. That the data cover a period of time long enough to make it historically significant.
3. That unless primary source materials, particularly the people who pioneered the movement in Michigan, are utilized soon, these sources of historical research data will be lost.

Methodology

I The method of research will be primarily that of scientific historiography in relation to educational research as outlined by William W. Brickman, Guide to Research in Educational History.¹ This method comprises: (1) the selection and delimitation of the program; (2) the accumulation, classification, and criticism of source materials; (3) the consequent determination of the facts; (4) the formulation of tentative interpretations to explain the

¹William W. Brickman, Guide to Research in Educational History, (New York: New York University Bookstore, 1949), p. 91.

facts; and (5) the synthesis and presentation of the facts in a logically organized form.

II The following sources will be utilized:

A. Primary sources:

1. Personal interviews conducted with selected persons related to the college throughout its history:
 - a. former administrators and instructors
 - b. former students
 - c. present administrators and teachers
 - d. past and present community leaders
2. Search of primary source documents:
 - a. college records
 - b. school board records
 - c. newspapers
 - d. college publications

B. Secondary sources:

1. Histories of the community-junior college movement
2. Histories of Michigan and Grand Rapids
3. Publications related to Grand Rapids Junior College and the community-junior college movement

An important aspect of this study is the analysis of the internal administrative development of the college throughout its history. This will be done by tracing the growth of the number of Grand Rapids Junior College administrators; by observing the administrative development under each president or dean; by evaluating the functions of each administrative officer; and by outlining the ex-

tent to which responsibility and authority were delegated in each administration.

Another vital aspect of this study is the determination of administrative strengths and weaknesses of the junior college operating within the Grand Rapids school district. Basically this will be done by examining the needs of the college historically and the ability and willingness of both the district and the college to meet these needs. Included will be an examination of the founding of the college; faculty selection, supervision and freedom; curricular requirements and innovations; finances, as they relate to community support, budget control, crises, and salaries; general administrative autonomy; and basic philosophical differences between the district and college administrators.

CHAPTER III

FOUNDING AND PURPOSES

On the afternoon of June 10, 1914, the citizens of Grand Rapids were first notified in The Grand Rapids Press that junior college courses would be offered in the public schools beginning the following fall. On June 16, 1914, an article appeared in The Grand Rapids Herald stating that junior college courses based on the "same footing" as University of Michigan freshman courses would be inaugurated in the public school system in the fall. The same article mentioned the fact that thirty-five students had requested that these courses be offered. Two days later The Grand Rapids Herald reported that Superintendent Greeson had addressed the graduating class of Central High School the evening before and had announced that there would be courses offered in Central High School paralleling the freshman year at the University of Michigan.¹ It is reported that the student body cheered loudly. The article stated further that of the two-hundred members in the Central High School graduating class, thirty were expected to stay to attend Grand Rapids Junior College. Of the two-

¹The Grand Rapids Herald, June 16, 1914.

hundred students graduating, approximately one-half were expected to go on to some college. Some of the early articles also mentioned that the opening of the College would be dependent upon enrolling enough students. Each class to be established was to have a minimum of twelve students.¹ Tuition was established at sixty dollars a year for a four course curriculum.² An article in The Grand Rapids Press on June 10, 1914 indicated that twenty-one students had pre-enrolled. By June 18, 1914, thirty seniors had pre-enrolled, and by August 26, 1914, The Grand Rapids Herald stated that the Junior College classes were assured. The assurance of the opening was based on two factors: (1) sufficient pre-enrollment of students; and (2) formal notification by officials of the University of Michigan that credits earned at the Grand Rapids Junior College would be given full value at the University of Michigan.

The Grand Rapids Press of September 19, 1914 stated that the junior college would open two days later with thirty students. The total budget for the school was to be \$1,800, all of which was to be collected in fees. Five students were reported to be coming from out of town, including one from Detroit. It was reported that the college was attracting considerable attention throughout the state.

¹Ibid.

²Ibid.

The Grand Rapids Press of September 21, 1914, the opening date of the college, stated that the college had officially opened with forty-one students. "The last minute rush was a great surprise to Jesse B. Davis who is superintendent of the college," the same article reported. Such is the chronicle of events leading to the establishment and opening of Grand Rapids Junior College.

What led to the establishment and opening of Grand Rapids Junior College as the first junior college in Michigan and one of the first in the nation is of primary concern to this study. In spite of the cheers that were reported to have arisen from the graduating class at Central High School when the announcement of the adoption of a junior college plan by the Grand Rapids Board of Education was made in June, 1914, the records and reports indicate a lack of public demand for such a college. No citizens' committees were established to lay the groundwork for the establishment. There is no record of any popular appeal or organized support for the establishment of Grand Rapids Junior College in the Grand Rapids Board of Education Proceedings, the Board of Education Annual Reports, or any of the newspaper reports of that time. Interviews with persons living in the community in 1914, or with students who were members of the first class, indicated no recollection of any public appeal for a junior col-

lege.

It is important to note at this juncture in the investigation that there was no state enabling or permissive legislation relative to the establishment of junior colleges either within or without a unified school district. It is also important to note that the junior college in Grand Rapids was not established by the Grand Rapids Board of Education as an extension of free public school education. It was intended to be a self-sustaining institution financially, totally financed by tuition fees. The junior college in Grand Rapids was established as a distinct educational entity even though it was to be housed in the Central High building. This fact was pointed out to the public in the earliest article to appear relative to the opening of the college. The Grand Rapids Press of June 10, 1914 stated that beginning in the fall of 1914, there was to be a junior college in connection with, but distinctly apart from, the public school work at Central High School. This is also emphasized by the fact that a distinct bulletin of the Grand Rapids Junior College was printed prior to the opening of the college in 1914. In his book, Founding Public Junior Colleges, Fretwell outlined the beginning of what is generally regarded as the oldest junior college in continuous operation in the United States, Joliet Junior College, Joliet, Illinois. Fretwell points out that while junior college credits

were granted in the high school in Joliet Township since 1901 or 1902, depending on the source, the term "Junior College" was not generally applied to Joliet until shortly before 1917 and that a separate college bulletin was not published until 1920.¹ This is in sharp contrast to the establishment of the Grand Rapids Junior College. In fact, the Grand Rapids Board of Education made a point of forthrightly establishing a distinct educational unit.²

The first courses offered were rhetoric, mathematics, history, German, biology and physics. These courses, to be fully accredited by the University of Michigan, closely followed and paralleled the same courses at the University of Michigan. Many of the junior college classes used the same examinations that were used at the University of Michigan for similar courses.³ Evidence of this was found in old files in the central office of Grand Rapids Junior College. Actual exams printed in Ann Arbor bearing the name of the University of Michigan were filed for specific Grand Rapids Junior College course exams. In fact, most of the college parallel courses at Grand Rapids Junior College had the same numbers as similar courses at the University of Michigan

¹Elberts K. Fretwell, Jr., Founding Public Junior Colleges, (New York: Teachers College, Columbia University, 1954), p. 9.

²Proceedings of the Grand Rapids Board of Education: June 7, 1915, p. 68.

³Ibid.

until the numbering system was changed in 1962. The connection between the University of Michigan and Grand Rapids Junior College was evident from the beginning. It will be pointed out that this connection with and approval of the University of Michigan was one of the motivating factors in establishing Grand Rapids Junior College.

It has already been noted that Grand Rapids Junior College did not arise out of popular demand. It can be determined that the establishment of Grand Rapids Junior College was the product of two men in Grand Rapids, Jesse B. Davis and William A. Greeson. Indeed, numerous reasons were outlined as to rationale for the establishment of a junior college at the time, but the impetus and implementation came primarily from these two men. Both of these men had a reputation as educational leaders of the era. Both had had considerable training and experience outside of Grand Rapids. Neither was a native of Grand Rapids.

Jesse B. Davis was born in Chicago, Illinois, in 1871. He graduated from the University of Chicago and earned his M.A. from the University of Michigan. Later he received an honorary doctorate from the University of Chicago. In 1907 he came to Grand Rapids from teaching in Detroit to become principal of Grand Rapids Central High School. He was instrumental in the construction of a new Central High School Building in 1910

which was for the time rather spacious.¹

William A. Greeson was born in 1853 in Central, Indiana. Attending schools and colleges in Indiana, Mr. Greeson earned an M.A. degree from the University of Michigan. In 1881 Mr. Greeson came to Grand Rapids from Flint, Michigan, to teach classical languages at Central High School. After teaching in Central for four years, he became principal. In 1896 Mr. Greeson became dean of the faculty and professor of mathematics at Lewis Institute in Chicago. He held this position until 1906.² It is of interest to note that Lewis Institute of Chicago is regarded by many authorities as the oldest private junior college in the United States. During ten of its most formative years, William Greeson was the dean of this institution.³ It is also significant to note that while Mr. Greeson was affiliated with Lewis Institute, William R. Harper, President of the University of Chicago and early proponent of the junior college, was on the board of trustees at Lewis Institute.

In 1906 Mr. Greeson came back to Grand Rapids to become the superintendent of schools and remained in this position until 1924. During his term as superintendent, both the population of Grand Rapids and the

¹The Grand Rapids Press, November 10, 1955.

²Ibid., November 26, 1942.

³Arthur Andrews, "Welcome to Grand Rapids," Junior College Journal, Vol. 9, No. 8, (May, 1939), p. 420.

school census increased by 50 per cent.¹

Jesse B. Davis was an innovator and leader in education. He is universally credited with founding the National Vocational Guidance Association in Grand Rapids in 1914.² A text book he wrote relative to vocational guidance was a standard for many years. In a speech given to the American Association of Junior Colleges in Grand Rapids in 1939, Jesse Davis stated that after the first decade of the twentieth century numerous experiments in education were begun. Included among these was the junior high school movement, emphasis on organized extra-curricular activities, vocational guidance, and the junior college movement. Mr. Davis was eager to try to establish all of these innovations. Grand Rapids had by 1914 established a junior high school as well as many other innovations in education. Mr. Davis stated that at the time: "The idea of the junior college was in the air, and we breathed it to the extent that I went to the superintendent with a plan for a junior college. His first reaction was (and I am quoting his exact words) 'Why, Davis, it can't be done. You will be fighting the Kalamazoo case all over again. The city will never stand for taxation for higher education!' But after we talked it over, that dear good man, William

¹The Grand Rapids Press, November 26, 1942.

²Jesse B. Davis, "Looking Backward and Forward After 25 Years," Junior College Journal, Vol. 9, No. 8, May, 1939, p. 530.

A. Greeson, said as he had on many other occasions, 'Well, Davis, if you think you can get away with it, go ahead. I will not stand in your way.'"¹

Davis stated that one of the reasons he was able to consider establishing a junior college at Central High School was the fact that a new, large Central High building had been built in 1910. Shortly thereafter the entire ninth grade had been taken out of Central to attend the new Strong Junior High School. On the east side of the city the grammar school had been extended up through the twelfth grade. This decreased the Central enrollment further. At the same time on the south side of the city a new high school was also being built, reducing Central's enrollment still further. Central was left with a new, large building with many rooms to spare, located in the central section of the city, and possessing a fine faculty. Mr. Davis stated that this situation led to the underlying factor in the establishment of Grand Rapids Junior College--expediency.² Davis stated that coupled with this underlying factor was the desire of the school leaders to serve the youth of Grand Rapids in as many ways as possible. This thinking, of course, is directly attributable to William Greeson. Once these basic personal and physical considerations are recognized in the es-

¹Davis, op. cit., p. 513.

²Ibid.

tablishment of Grand Rapids Junior College, other factors in the establishment of the college can be identified. Many of these were part of the rationale used by Mr. Davis in promoting the establishment of the college.

The fact that the Central High School had a fine faculty can be considered a significant factor in the founding of the college. Central had something of a high scholastic standing nationally, not a small part of which was directly creditable to the fine faculty in the school. This is clearly pointed out in the School Survey conducted in Grand Rapids by many evaluative educational experts during the school year 1915-16.¹

Another important factor contributing to the establishment of Grand Rapids Junior College was its close relationship to the University of Michigan. The extent of these ties has already been related. That credits from Grand Rapids Junior College would be accepted at the University of Michigan was a favorable condition for the establishment of a junior college in Grand Rapids. During its second year of operation, enrollments at the college fell and the continued existence of the college was in danger. During this same year, 1915-1916, the School Survey was conducted. This survey stated that the close tie with the University of Michigan had been one of the establishing factors relative to Grand Rapids

¹School Survey, Grand Rapids, Michigan, Grand Rapids Board of Education, 1916, p. 213.

Junior College. However, the close connection with the University of Michigan in relation to all the stringent requirements as to admissions, distinctly separate classes from all high school students, and rigid curriculum offerings was impeding the growth and very existence of the college. It was suggested that the University of Michigan take a more flexible attitude relative to these regulations as applied to the operation of Grand Rapids Junior College.¹

One of the important factors in the establishment of Grand Rapids Junior College is the financial one. In fact, this consideration comprises a combination of factors that must be examined and evaluated, particularly as they relate to the establishment of a junior college within an existing unified school district. One reason Mr. Davis presented to the Board of Education and later to the public was that providing the freshman and sophomore years of college training in Grand Rapids would save the student and his parents considerable expense. Although there were other public colleges located nearer to Grand Rapids than the University of Michigan, it was obvious that the training at Grand Rapids Junior College would serve primarily those students who wanted a course of study in Ann Arbor. Ann Arbor is located approximately 130 miles to the southeast of Grand Rapids and in 1914 was reached by rail or a gravel road. It can

¹Ibid., p. 274.

be seen, therefore, that the appeal of work parallel to that offered in the University of Michigan had real value for acceptance of the junior college to the community.

Another sub-financial factor in the establishment of Grand Rapids Junior College was cited in the local newspapers of 1914 and in the first bulletin the college published. This was the argument that the citizens of Grand Rapids were spending over \$250,000 a year to send their children to college out of town, and that if many of these students would stay in Grand Rapids, much of the money spent in other cities would remain in the home town. This reasoning was mentioned in numerous articles about the college and in the college bulletins for many years.

One financial factor was extremely important in considering the establishment and maintenance of a junior college within a unified school district. The positions of Mr. Davis and Mr. Greeson concerning the financial difficulties of establishing a junior college as part of the school district have been noted. Consequently, it becomes important in Mr. Davis' rationale for establishing the junior college that the college not be a financial burden to the school system and to the taxpayers. An article in The Grand Rapids Press of June 10, 1914 stated that Mr. Davis and the Board of Education had decided that the college would not be an

additional financial burden on the school system. One of the reasons for this was the fact that Central High School already had vacant rooms. The faculty of Central High was intact and not being used fully because of the new schools being built. It was determined that enough tuition would be charged to defray any expenses that might arise in the operation of the college. It was determined that no class would be run unless it had at least twelve students.¹ The first year also saw the establishment of a normal course in public school music.² In a report to the Board of Education on June 7, 1915, Mr. Davis pointed out that students in this curriculum had been used as music teachers in the public school system, which in effect was a financial saving to the school board in not having to pay these teachers for their practice teaching while getting the benefits of their endeavors for school pupils.³

All these financial reasons were publicized in an attempt to convince the school board and the public that a junior college could be established and maintained without any additional expense to the local community. It appears from the records at the time of the founding, and from records throughout history of the Grand Rapids

¹The Grand Rapids Herald, June 16, 1914.

²Grand Rapids Junior College Bulletin, No. 1, 1914.

³Proceedings of the Grand Rapids Board of Education, June-July, 1915, p. 69.

Junior College, that this financial factor was always a very important one. The people of Grand Rapids were evidently not persuaded that they should support higher education financially. They were told of all the advantages such an educational institution would provide, but they were not tested in actively supporting the college financially. A later chapter dealing with the historical relations of Grand Rapids Junior College with the Grand Rapids Board of Education will deal more specifically with this factor. Nevertheless, it is important to note this vital financial consideration in the establishment of Grand Rapids Junior College.

Another factor cited by the proponents of the Junior college in 1914 as a reason for its establishment is the interest of the people of Grand Rapids in higher education. It was reported that just prior to 1914 the United States Commissioner of Education indicated that nationally 35 per cent of the high school graduates planned to go on with their education, while in Grand Rapids an average of over 50 per cent of the high school graduates continued their education beyond high school.¹ This is indeed a significant comparison and can probably be attributed to the character of Central High School and its faculty in that era.²

Another factor used for rationale in the estab-

¹The Grand Rapids Junior College Bulletin, No. 1, 1914.

²School Survey, Grand Rapids, Michigan, Grand Rapids Board of Education, 1916, p. 28.

lishment of Grand Rapids Junior College was the fact that the addition of a junior college would add strength to the city high schools.¹ It seems that the value of this argument is self-evident.

Another consideration cited at the time for the establishment of Grand Rapids Junior College was the idea that many young people graduating from high school were too immature to leave home and live in a strange city and go to some large school such as the University of Michigan.² The Grand Rapids Junior College catalogues for many years carried the statement that once a young person had left home it was very difficult for him to ever come back. In fact, it was contended that once young people left home they were never quite the same, and that it was a real advantage to keep recent high school graduates home for one or two more years so they could benefit from the home environment. It was also contended that staying home for a year or two more would give the student more time to settle on his aims and goals in life.² The value of this rationale is still used.

Also cited as a factor, but not often mentioned in data dealing with the founding of the college, was the provision of a higher educational opportunity to many

¹Annual Report of the Grand Rapids Board of Education, 1918, p. 36.

²Grand Rapids Junior College Bulletins, 1914-1923.

³Ibid.

young people who otherwise would not have one.¹ This factor may have been implied in the discussions relative to financial savings to students and parents in going to a junior college at home, but there is, nevertheless, some distinction between the two basic concepts, and this opportunity factor was not really strongly reiterated.

Such were the factors, both real and argumentative, in the establishment of Grand Rapids Junior College. The persons behind the college can be considered the prime movers of the college, and most of the other factors were used as rationale by these persons to promote and ensure the establishment of the college.

Purposes

The first paragraph of the first Grand Rapids Junior College bulletin states:

"Purpose of the Junior College:

The purpose of the Junior College is to offer to the students of Grand Rapids and Western Michigan the advantages of the first two years of the Department of Literature, Science and the Arts at the University of Michigan or at a standard college. The demand for higher education is growing rapidly. Our state institutions are finding

¹Annual Reports of the Grand Rapids Board of Education, 1915-1921.

it a serious problem to handle properly the greatly increasing numbers who are annually entering their doors. Other states have already established junior colleges in connection with the larger high schools. It is in accordance with the policy recently announced by the faculty of the University of Michigan that the Central High School of Grand Rapids is offering the work of a junior college."

Thus it would appear that the primary purpose for the establishment of Grand Rapids Junior College was to offer work parallel to the freshman year at the University of Michigan. This was the basic purpose of the proposed college as listed in most of the newspaper articles of the founding period.¹ However, looking into the catalogue of 1914 further under a paragraph entitled "Advantages," the following statement is found: "The work of the Junior College may develop into other fields of service in the future. It will be its policy to meet the demands of the public as rapidly as its needs are manifested." The same catalogue, while listing the courses of instruction as rhetoric, mathematics, history, biology, physics, Latin, and German, also lists a normal course in public school music. Much on-the-job training was offered in this program with the students

¹The Grand Rapids Press, June 10, 1914; June 16, 1914.

spending considerable time participating in public school activities.

One of the first newspaper articles announcing the plan for Grand Rapids Junior College stated that courses would also be made available for business men who do not plan a whole college program.¹ This suggests the idea of adult education a few months before the college opened.

There can be little doubt that the thinking of the purposes beyond the University of Michigan college parallel work was that of Mr. Davis, and possibly Mr. Greeson. In a speech made in 1939, Mr. Davis stated that the expediency which permitted him to open a junior college was merely an unusual opportunity or a means to a greater end.² The acceptance of credits for parallel work at the University of Michigan was certainly one of the promotional factors in securing the establishment of the college. Mr. Davis, however, was obviously considering a broader concept because in the same speech he stated that his philosophy of the junior college was service to the youth of the community.

By 1916 the college bulletin under the heading "Purposes" contained an additional paragraph as follows:

"It is also the purpose of the Junior Col-

¹The Grand Rapids Press, June 10, 1914.

²Davis, op. cit., p. 531.

lege to offer special lines of advanced study as the needs of the community may demand. At the present time students may pursue work along several lines, viz.--the college literary course, a brief commercial course, an industrial arts course, and a course for teachers of public school music."¹

An examination of the courses offered in 1916 indicates that work in these varied curriculums was indeed available, although on a limited scale.

Jesse B. Davis, in recalling the early years of Grand Rapids Junior College, stated that programs were worked out in cooperation with the furniture and printing industries in applied arts; with the public library in the training of apprentices; with the banks and business offices in the training of clerks and secretaries; and with the three hospitals in the training of student nurses.² An examination of Grand Rapids Junior College through 1920 indicates the establishment and implementation of these varied courses and curriculums. It seems reasonable to postulate that the idea of the establishment of Grand Rapids Junior College was presented to the Board of Education and to the public with University of Michigan parallel work as the primary purpose for its justification. All the original peripheral

¹Grand Rapids Junior College Bulletin, No. 3, 1916.

²Davis, op. cit., p. 532.

rationale seem to center around this theme. Nevertheless, Mr. Davis and most likely Mr. Greeson understood and believed in a broader purpose for the new junior college. It must be recalled that Mr. Greeson had a leadership role with Lewis Institute in Chicago and became associated with William R. Harper, who was one of the initial advocates of the junior college. The growth of the purposes and curriculum offerings in the first three and four years of Grand Rapids Junior College seem to bear out the broader visions of the founders. It seems evident, however, that the establishment of a junior college was more assured because the University of Michigan parallel work was initially stressed.

It seems that an examination of the motivating factors relative to the origin of Grand Rapids Junior College significantly contributes to the understanding of a junior college established and functioning in a unified school district. Some of the strengths and weaknesses of operating a community-junior college within a unified school district will be developed in a later chapter.

CHAPTER IV

FACULTY: ORIGIN AND ORIENTATION

One of the significant activities in educational administration is to hire, supervise, and lead faculty members. This is true of any institution of higher education. It is especially true of the junior-community colleges where the primary activity of the entire institution is teaching.

Medsker, in The Junior College, states that teachers in any type of college inevitably influence, by their attitudes, the nature and quality of the program. They are the primary agents of curriculum development, instruction, services to students, and community relationships.¹ Medsker, in discussing faculties and their attitudes, cites what is known as the "reference group theory" relative to various faculty groups.² He explains that according to this theory, a person may not be identified primarily with the occupational, social, or economic group of which he is a member. Instead, Medsker points out, one may more readily adhere to the views of another group, presumably a group to

¹Medsker, op. cit., p. 169.

²Ibid., p. 173.

which he aspires to belong or one with which he wishes to be identified in his own mind or in the minds of others. Junior college teachers may reflect the educational values or attitudes of groups to which they either aspire to belong or to which they have recently belonged immediately before coming to the junior college. Medsker points out that junior college teachers often reflect the values or attitudes of teachers in four-year colleges and universities because this is a goal orientation for them. Frequently, however, the new and inexperienced junior college teacher will retain a close identity with the graduate school or department from which he recently came; thus he will visualize junior college education as being similar to his graduate school. Medsker points out that there is another distinct possibility in faculty orientation in the junior college: he states that many teachers who taught in high schools retain that perspective after they transfer to junior college teaching. This is a significant factor to be considered in staffing instructors for junior colleges within unified school districts. Studies conducted by Medsker and Burton R. Clark clearly indicate that those junior college teachers who come to the junior college directly from high school teaching generally have different attitudes and concepts on a wide range of questions and working situations concerning the junior college and

junior college teaching than do teachers coming from other levels of teaching, study, or employment. Medsker points out that junior college teachers who have not taught in secondary schools generally subscribe to the proposition that "scholastic entrance requirements for junior colleges are too low for the most part."¹ Medsker also points out that those junior college teachers coming directly from the secondary schools also believe more strongly than do instructors coming from other junior or senior colleges in the proposition that the level of instruction in the junior college is as good as, or better than teaching in the four-year colleges.² Opinions as to the necessity for state certification of junior college teachers also indicate that those teachers with secondary school backgrounds favor certification requirements much more strongly than do teachers coming from other positions.³ In summation, Medsker states that the opinions and beliefs of the junior college teachers vary considerably according to their previous teaching experience.⁴ Consequently, one can observe junior college faculties orienting themselves into different reference groups.

Burton R. Clark in his examination of San Jose Junior College devotes a great deal of his study and

¹Ibid., p. 184.

³Ibid., p. 193.

²Ibid., p. 187.

⁴Ibid., p. 200.

findings toward demonstrating faculty attitudes, orientation, and reference groups relative to the teaching backgrounds of the members of the faculty. In an opinion and attitude study conducted at San Jose Junior College, Clark outlines the difference in attitudes held by various groups in the college. He demonstrates that a significant factor among the different reference groups was previous teaching experience immediately prior to teaching at the junior college. For example, 50 per cent of San Jose teachers with a college teaching background agreed with a statement, "The junior college is too much like a glorified high school," but only 21 per cent of those instructors with high school teaching background agreed with that same statement.¹ In response to a question vital to community college operation, 11 per cent of the teachers with secondary school backgrounds agreed to the proposition that "students are frequently overcounseled in a junior college, whereas 33 per cent of those teachers with college teaching experience agreed.² It becomes evident that the prior teaching experience of junior college staff members influences their thinking, opinions, attitudes, and consequently actions relative to important issues in the junior college movement.

¹Clark, op. cit., p. 128.

²Ibid.

Various other studies have indicated the characteristics of junior college faculties. Medsker found that more than 64 per cent of the respondents to his survey had once taught in either secondary or elementary schools.¹ Edinger, in a study of 589 new employees of the junior colleges of California in 1957 found that 78 per cent of these instructors had come from other teaching positions, 46 per cent of whom had previously taught in high schools.² Koos's study indicates that some three-fifths of all the respondents in his study came from high school positions.³

Clark's analysis of San Jose Junior College offers numerous reasons why so many junior college instructors, particularly those in unified school districts, are drawn from high school ranks. Included among his reasons are these facts: (1) Teachers in junior colleges operating within a unified district are generally required to have state certification. Having teachers in the junior college with state credentials makes them more inter-changeable with other teaching positions in the system. (2) Working conditions are

¹Medsker, op. cit., p. 172.

²B. Lamar Johnson, "Problems of Preparing Junior College Teachers," Report of the State-wide Conference on the Preparation of Junior College Teachers, (Sacramento: California State Department of Education, 1958), p. 8.

³Leonard V. Koos, "Junior College Teachers: Background of Experience," Junior College Journal, Vol. 18, April, 1958, p. 468.

generally better in the local junior college than in the local district high schools, making junior college teaching attractive to district teachers. Conversely, the fact that teaching loads are generally heavier in junior colleges than in four-year colleges makes it easier for the district administrators to recruit high school teachers than senior college instructors. (3) The high school teacher generally finds that the junior college offers him greater freedom in his work, fewer contact hours, and older, more mature students than he finds in high school teaching, according to Clark.¹

These are the basic reasons why junior colleges, particularly those in unified districts, have a high percentage of teachers coming from high schools. These studies, which have outlined the importance and scope of existing characteristics of junior college teachers, have been cross-sectional in time, however, and have not traced any one college or group of colleges longitudinally. As stated earlier, one of the reasons for this is that the junior-community college movement is relatively new. Few colleges have existed for any length of time. Faculty hiring and supervising is an administrative function. A historical administrative analysis of a junior-community college within the framework of a unified school district must in essence include a longitudinal presentation of the characteristics of its faculty. It

¹Clark, op. cit., p. 131.

was not the purpose of this faculty study to rate or evaluate the faculty of Grand Rapids Junior College either presently or historically. It has been pointed out, however, that faculty characteristics are important to faculty attitudes and consequently to teaching. With this in mind, a historical longitudinal faculty characteristic study was undertaken to determine the overall characteristics of the Grand Rapids Junior College faculty throughout the history of the college, both to observe faculty characteristics under the various college administrative heads and to observe faculty characteristics under the different superintendents of the school district throughout the history of the college. This last facet of the study is important because hiring and supervising faculty members in Grand Rapids Junior College has always been the responsibility of the district administrators, primarily the superintendent and deputy superintendent. The degree of participation of the district administration, particularly in the selection of Grand Rapids Junior College faculty members, is somewhat difficult to ascertain as the district administrators have historically attempted to create the impression that they granted considerable autonomy to the college administration. However, final approval of faculty selection has always been retained by the district administration.

The primary purpose of this longitudinal faculty study is to observe and ascertain the characteristics of faculty selection and retention in a historical junior

college operating in a unified school district. The personnel record of every teacher in Grand Rapids Junior College since its inception at Central High School in 1914 was analyzed for certain faculty characteristics. These included the degrees the instructors held; the type of teaching credential they had, if any; the year they started teaching at Grand Rapids Junior College; the year they left; the total years served; their age when appointed to Grand Rapids Junior College; the job they held immediately prior to coming to Grand Rapids Junior College; the number of years spent in the Grand Rapids school system if applicable; total years spent in teaching prior to appointment at Grand Rapids Junior College; and the geographic location of the colleges and universities from which degrees were earned. Data for all these categories were not available for all instructors. Some of the personnel records dating back to the late 1800's were not complete, but most of them were complete. It might be noted that considering the age of some of those records, the data not available were relatively insignificant. It should be pointed out that the first faculty of Grand Rapids Junior College was composed of the department heads of Central High School.¹ These teachers were highly regarded in their fields.²

¹Grand Rapids Junior College Bulletin, No. 1, 1914.

²School Survey, Grand Rapids, Michigan, Grand Rapids Board of Education, 1916, p. 28.

The study of the faculty reveals that from its inception in 1914, Grand Rapids Junior College had a total of 305 instructors. Ten instructors, including Jesse B. Davis, the principal of Central High and the first president of Grand Rapids Junior College, comprised the beginning staff. In 1963 the faculty numbered 114. The growth of the faculty from 1914 to the present has been steady except for a few periods when some instructors were transferred back to the high schools in the district because they were not needed at Grand Rapids Junior College. This situation occurred during the depression years of the 1930's, and during World War II. After the "veteran bulge" following World War II there was another period of adjustment when some faculty members were not needed. As Clark points out in his study, the characteristics of the average instructor hired for a junior college in a unified school district make him quite inter-changeable in the district school system because of his teaching credentials and secondary school orientation. The periods of adjustment in the history of Grand Rapids Junior College indicates that there is positive value in the inter-changeability of teachers in a district. Needless to say, this factor can work to the disadvantage of the instructor as well.

Of the 305 instructors who had a place in the history of Grand Rapids Junior College, 180 were men, 125 were women. The total historical breakdown of the highest degrees held by the faculty is as follows:

Baccalaureate	71
Masters	178
Doctorate	31
D.D.S.	1
L.L.B.	2
R.N.	8
None	5
Data not available	9

The following types of teaching certificates were held by all the instructors at Grand Rapids Junior College:

Temporary state	4
Community college	38
Life	132
State secondary	19
Special	34
Vocational Provisional	8
No certificate	26
Number not available	35

It seems significant to note in relation to certification that most of the teachers in Grand Rapids Junior College had some type of state certification. The data available indicates that only 8.5 per cent actually had no certification. Only 12.4 per cent of the faculty possessed community college certificates.

Another fact revealed by the faculty study was that of the 305 faculty members at Grand Rapids Junior College, forty-two of them are listed as teachers of

technical-terminal courses. This is only 13.7 per cent of the total. For evaluation purposes this figure can be cited as representing a position somewhat unfavorable relative to the emphasis on vocational curriculums. It may be contended that not enough emphasis has been placed upon the technical-terminal curriculums at Grand Rapids Junior College. Evaluating the curriculums of the college as listed in the catalogues by counting courses may be somewhat misleading in attempting to assess the strength of one curriculum. Enumerating instructors involved in the teaching of each curriculum is more reliable in determining the importance of each area. The number of instructors involved with technical-terminal teaching was obtained by analyzing the teaching responsibility of each instructor at Grand Rapids Junior College throughout its history.

The average years served by all the teachers at Grand Rapids Junior College was 7.3. The average age of the faculty upon appointment was 37.7. The average number of teaching years of those teachers who came from some teaching assignment was 11.8. The number of teachers at Grand Rapids Junior College who came directly from the Grand Rapids school system was 120. The average number of years taught in this system before their appointment was 11.5. This is significant, for many persons teaching in the district regarded an appointment to Grand Rapids Junior College as a reward for successful and faithful teaching. The data indicate

that 39.3 per cent of the Grand Rapids Junior College faculty came from the Grand Rapids school system. In addition to those instructors who came directly from the Grand Rapids school system, fifty-six came from secondary school positions outside the Grand Rapids school system. Combined, 176 faculty members at Grand Rapids Junior College, or 58 per cent, came to Grand Rapids Junior College from a teaching position below the college level. Clark found that 67 per cent of San Jose's instructors were appointed directly from elementary or secondary teaching positions,¹ and a study of 589 new community college teachers in California by Edinger indicated that 46 per cent of these instructors had come from teaching positions below the junior college level.² These two studies, however, as well as others, were conducted on a current time basis with no longitudinal perspective. This study spans nearly fifty years. Furthermore, in the earliest years of Grand Rapids Junior College, all the faculty came from the teaching ranks of Central High School. Of the total number of instructors at Grand Rapids Junior College, eighty-eight taught somewhere outside the Grand Rapids school district before joining Grand Rapids Junior College. Thirty taught in four-year colleges or universities immediately prior to coming to Grand Rapids Junior College, and only two taught in

¹Clark, op. cit., p. 116.

²Johnson, op. cit., p. 8.

other junior-community colleges before appointment to Grand Rapids Junior College. The average teaching experience of these eighty-eight before coming to Grand Rapids Junior College was seven years.

The number who had non-teaching positions before coming to Grand Rapids Junior College was thirty-seven. This is 12 per cent of the total. Included among these are many of the forty-two technical instructors.

The number who came directly from graduate school was twenty-five. This is only 8.2 per cent of the total. This figure is significant in view of some of the interviews that were conducted with the former deans and assistant deans. All of them indicated their desire to obtain college oriented faculty and expressed the opinion that the graduate schools were ideal places from which to obtain young people so orientated.

It seems that teaching experience was relied upon as significant preparation for Grand Rapids Junior College teaching. The average number of years of teaching experience for those who taught outside the Grand Rapids system was 11.5 years. Those instructors coming from within the Grand Rapids system averaged 11.8 years of teaching experience.

Another factor that influenced the hiring of experienced teachers rather than recent graduate students was the influence of the district administration. It becomes apparent that the district administrators find benefits in having district orientated instructors ap-

pointed to the junior college. Clark explores these advantages in his study of San Jose and they have been cited previously in this study. There is no data available for twenty-five instructors concerning their job immediately prior to appointment to Grand Rapids Junior College. Most of these instructors taught in the early years of the college when the personnel records were not complete. It may be assumed with some degree of validity, however, that many of these twenty-five actually came from the district's high-school teaching ranks when one considers the close tie between Grand Rapids Junior College and Central High. In fact, many of these twenty-five are associated with Grand Rapids Junior College through Central High when the college used the department heads from Central as its initial staff.

An analysis of the degrees held by the faculty in relation to colleges attended is as follows:

Baccalaureate Degrees:

University of Michigan	66
Michigan State University	22
Western Michigan University	34
Western State University	3
Other Michigan Colleges	55
Total out of State	147
Eastern United States	33
Midwestern United States	46
Western United States	13
Foreign	5

Of the total faculty, twenty-eight did not have a baccalaureate degree, or the college from which they graduated was not specifically listed.

Masters Degrees:

University of Michigan	76
Michigan State University	16
Western State University	2
Western Michigan University	8
Other Michigan Colleges	4
Total out of State	66
Eastern United States	32
Midwestern United States	28
Western United States	6
Foreign	2

Of the total number of Masters degrees, four were not listed specifically as to college.

Doctorates:

University of Michigan	13
Michigan State University	6
Other Michigan Colleges	0
Total out of State	10
Eastern United States	3
Midwestern United States	6
Western United States	1
Foreign	1

It can be observed that relative to earned degrees, there is some distribution for colleges attended. The predominance of University of Michigan relative to

earned graduate degrees is of particular note, however. This undoubtedly contributed significantly to the University of Michigan orientation Grand Rapids Junior College has experienced throughout much of its history. This is particularly true of the 58 per cent of the entire faculty who held the Masters degree as their highest earned degree. Of all the Masters degrees held by the Grand Rapids Junior College faculty, seventy-six per cent or 42 came from the University of Michigan. Of the total number of Master's degrees held, 106, or 60 per cent, were earned in Michigan. The rest were earned out of state.

The earned doctorates show a University of Michigan dominance with 42 per cent having been earned at this single institution. This figure is of some significance, but not as important as the Masters degree analysis as only 10 per cent of the faculty had an earned doctorate.

An analysis of the degrees held by the faculty throughout the years is as follows:

University of Michigan	120
Michigan State University	26
Western State University	3
Western Michigan University	16
Other Michigan Colleges	22
Total out of State	91
Eastern United States	45
Midwestern United States	36

Western United States	10
Foreign	3

Data of colleges attended was not available for twenty-five instructors. Once again an analysis of this data indicated a preponderance of the highest degree held by the Grand Rapids Junior College faculty to have been earned from the University of Michigan.

To give the faculty profile meaning in time segments, it is necessary to observe characteristics of faculty members hired under the various administrators of Grand Rapids Junior College and under the various superintendents of the district. These administrations overlap, but both are significant because it has been determined from interviews with former deans and assistant deans that throughout the history of Grand Rapids Junior College, district approval has been the general rule in all appointments. The autonomy with which the various administrators of the college have operated in hiring faculty, has varied under different superintendents. Interviews with the former deans and assistant deans have produced this observation, although each has stated his relative freedom in this matter. Each has also manifested his desire and ability to bring college-teaching orientated faculty to Grand Rapids Junior College. One interview with a former assistant dean produced the observation that the person occupying the superintendent's position directly influenced the degree of autonomy enjoyed by the Grand Rapids Junior College

administration in appointing faculty. An examination of the personnel records relative to the administrative time periods is valuable in attempting to objectively present data relative to faculty characteristics for these historical time segments.

Jesse B. Davis - President 1914-1920

Eighteen faculty members were appointed to teach at Grand Rapids Junior College under Mr. Davis. The average age of these teachers was 44.6 years. The highest degree held by nine was the bachelors. Five held a masters degree, and one a doctorate. No information as to degree was listed for four instructors. Twelve of these teachers taught in the Grand Rapids school system before teaching at Grand Rapids Junior College. The average number of teaching years of these teachers who taught in the Grand Rapids system before teaching at the college was 15.7. This indicates the experienced nature of the first faculty. Two of these instructors came from high schools outside of Grand Rapids. Two came from other colleges. The average number of years taught by those instructors who had teaching experience outside of Grand Rapids was 9.4.

Two of the instructors employed under Jesse B. Davis came from non-teaching jobs. None came directly from graduate school.

The breakdown of degrees earned at various colleges by the faculty hired under Jesse B. Davis is as

follows:

Baccalaureate Degrees:

University of Michigan	8
Other Michigan Colleges	0
Eastern United States	1
Foreign	1
Not listed as to college	7
No degree	2

Masters Degrees:

University of Michigan	3
Other Michigan Colleges	0
Other United States Colleges	0
Foreign	1
Not listed as to college	3

Doctorates:

University of Michigan	1
Other Michigan Colleges	0

Once again there is a predominance of faculty orientated toward the University of Michigan. This period of time covers the founding and formative years of Grand Rapids Junior College and gives some insight into why Grand Rapids Junior College has been strongly University of Michigan orientated.

An examination of the teaching credentials held by the faculty under Davis is as follows:

Life and permanent	6
Special	2
No credential	7
Not listed in records	7

Arthur Andrews, President 1920-1955.

Under Mr. Andrews 182 teachers were hired. The average age of these instructors was thirty-eight years. The highest degree held by fifty-four of the instructors was the bachelors. One hundred-two held a masters degree, and fifteen a doctorate. Eight of the total had no degree, and information as to degree was not available for thirteen.

Seventy-five instructors taught in the Grand Rapids school system before appointment to Grand Rapids Junior College. The average teaching years of those teachers who came directly from the system was twenty-two years. Forty-one per cent of the teachers hired under Andrews were drawn from the Grand Rapids school system. This is not excessively high when compared to other studies cited in this study. However, for those instructors who came directly to Grand Rapids Junior College from the district, their average experience in the district prior to joining the staff at Grand Rapids Junior College was twenty-two years. This seems to substantiate the observations of Mr. E. Ray Baxter, former assistant dean, in interviews with him concerning the origin and character of the faculty hired by Mr. Andrews. Those that were drawn from the system represented many years of teaching experience.

Information relating to prior job experience was not available for eighteen of the total faculty hired

under Mr. Andrews. The number of teachers who taught somewhere else prior to Grand Rapids Junior College under Mr. Andrews was seventy-two. Of this number, twenty-nine came from high schools, twenty from colleges or universities, and four from other junior colleges. The average teaching experience of these instructors was 6.4 years. Nineteen of the faculty in this time period came directly from graduate school. This is 11 per cent of the total, not very high. Sixteen came from jobs other than teaching.

The colleges represented by this faculty group are as follows relative to earned degrees:

Baccalaureate Degrees:

University of Michigan	47
Michigan State University	8
Western Michigan University	17
Western State University	0
Other Michigan Colleges	20
Eastern United States	20
Western United States	6
Midwestern United States	31
Foreign	1
No degree	6
Information not listed	20

Masters Degrees:

University of Michigan	47
Michigan State University	2
Western Michigan University	1

Western State University	0
Other Michigan Colleges	3
Eastern United States	19
Western United States	5
Midwestern United States	21
Foreign	0
Information not listed	6

Doctorates:

University of Michigan	7
Other Michigan Colleges	0
Midwestern United States	7
Information not listed	1

Once again the dominance of University of Michigan orientated faculty members is apparent. This is particularly true of those holding the masters degrees.

Teacher certification for these faculty members is as follows:

Community College	10
Life	107
Special	2
Secondary State	8
Temporary State	4
No certificate	10
Data not available	22

John E. Tirrell, Dean, 1955-1958.

Of the twenty-four instructors hired during the tenure of John Tirrell, thirteen, or 54 per cent, came

from the Grand Rapids school system. The average teaching experience of these teachers in the district was nine years. The number of the total who were hired from teaching positions outside of the district was six. Of this number, two came from other high schools and four from four-year colleges and universities. None came from other junior colleges. The average teaching experience of this group who came from teaching positions outside of Grand Rapids was 12.3 years. One came directly from graduate school and three from jobs other than teaching.

Of the group employed under Dr. Tirrell, three held the bachelors degree as the highest degree held, sixteen the masters degree, and four the doctorate. The average age was 36.4 years, considerably younger than those employed under the previous two administrators. The college of training distribution of this group is as follows:

Baccalaureate Degrees:

University of Michigan	4
Michigan State University	2
Western Michigan University	5
Western State University	1
Other Michigan Colleges	5
Eastern United States	5
Midwestern United States	1
Western United States	0
No degree	0
Foreign	0

Masters degrees:

University of Michigan	13
Michigan State University	3
Other Michigan Colleges	0
Eastern United States	3
Western United States	1

Doctorates:

University of Michigan	3
Other Michigan Colleges	0
Eastern United States	1

The type of certificates held by this faculty group is as follows:

Community College	10
Life	9
State secondary	3
No certificate	1
No information	1

It is significant to note that ten persons hired in this administration qualified for the community college certificate.

John E. Visser, Dean, 1958-1962.

Of the sixty teachers employed while Dr. Visser was dean, the highest degree held by seven was the baccalaureate. Thirty-nine held the masters degree and ten had earned the doctorate as their highest degree. Four held no degrees and information was not available for two. The average age of this group was 36.9. Of the

total, twenty per cent came directly from the Grand Rapids school system with an average of 7.7 years of teaching experience. This is significant because Dr. Visser, of all the chief administrators, brought in the lowest percentage of instructors directly from the Grand Rapids School District. It is also significant because this was a rapidly expanding period in the college's history. The lower average of teaching experience is also noteworthy. It would tend to indicate that during this period appointment to Grand Rapids Junior College was not a reward for long and faithful service to the district.

The number of instructors who taught outside the district before coming to Grand Rapids Junior College was seventeen with an average of 6.7 years of teaching experience. Of this total, eleven came from high schools, six from four-year colleges, and one from another junior college. Ten of the total came directly from graduate school. This is 17 per cent, the highest percentage in the administrative history of Grand Rapids Junior College. Eleven of the total came from non-teaching jobs.

Evaluatively, there seems to be the highest correlation in Dr. Visser's tenure between what was expressed by the administration as an ideal and the implementation of this concept by obtaining persons most likely to be college teaching orientated.

The colleges where the instructors employed during the tenure of Dr. Visser earned their degrees are as

follows:

Baccalaureate degrees:

University of Michigan	9
Michigan State University	6
Western Michigan University	9
Western State University	2
Other Michigan Colleges	13
Eastern United States	4
Midwestern United States	10
Western United States	1
Foreign	1
None	4
Data not available	1

Masters degrees:

University of Michigan	20
Michigan State University	7
Western Michigan University	4
Western State University	2
Other Michigan Colleges	2
Eastern United States	6
Midwestern United States	8
Western United States	0

Doctorates:

University of Michigan	2
Michigan State University	4
Other Michigan Colleges	0
Eastern United States	3
Midwestern United States	1

Western United States	0
Information not available	1

It is significant to note that institutions other than the University of Michigan begin to supply more teachers to the Grand Rapids Junior College staff. The University of Michigan dominance seems to abate during this period.

Certification breakdown is as follows:

Community College	21
Life	16
State Secondary	4
Special	15
No certificate	1
Information not available	3

Here again it is interesting to note the relatively high number of the instructors appointed who qualified for the community college certificate. This diminishes the interchangeability of the teachers at Grand Rapids Junior College with other positions in the district.

Donald D. Fink, Dean, 1962-.

Twenty-one instructors have been employed under Dr. Fink. Of this number, two held the baccalaureate degree as their highest degree, sixteen the masters, and two the doctorate. One had no degree. The average age of the group was thirty-seven years.

Of the total of this group, twelve, or 57 per cent, came directly from the district. The average ex-

perience of these instructors was 10.8 years. A reversal of the employment trend under Dr. Visser can be noted. The number of instructors coming from teaching positions outside of the district was three, with 7.6 years of experience. All three of these came from a high school. None came from colleges or junior colleges.

The number who came directly from graduate school was two, only 9.5 per cent. This is another reversal of the pattern under Dr. Visser.

The breakdown in terms of college training of these faculty members is as follows:

Baccalaureate Degrees:

University of Michigan	3
Michigan State University	4
Western Michigan University	4
Western State University	1
Other Michigan Colleges	6
Midwestern United States	1
Foreign	1
No degree	1

Masters degrees:

University of Michigan	5
Michigan State University	4
Western Michigan University	3
Western State University	0
Other Michigan Colleges	2
Eastern United States	1

Midwestern United States	2
--------------------------	---

Foreign	1
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Doctorates:

University of Michigan	0
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Michigan State University	2
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Other Michigan Colleges	0
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The trend toward employing the graduates of Michigan colleges other than the University of Michigan is definitely continued under this administration. Representatives from colleges in other sections of the nation definitely diminish among this group.

Certification of this group is as follows:

Community College	3
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Life	10
------	----

State secondary	3
-----------------	---

Special	2
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No certificate	2
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Information not listed	1
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The data relevant to certification is significant. Just prior to Dr. Fink's administration, the State of Michigan discontinued the requirement of certification of community college instructors. An analysis of the certificates held by the instructors appointed during this administration indicates that almost all of the faculty in this group possessed some state certificate common with secondary school teachers. Only 14 per cent held a community college certificate.

These are the characteristics of instructors em-

ployed by the chief administrators of Grand Rapids Junior College throughout its history. The constant problem relevant to faculty hiring as revealed in interviews with the former deans and assistant deans was that of attempting to be autonomous in selection. The pattern of faculty characteristics of instructors employed by the various administrators has direct relationship to the degree of autonomy each college administrator had. All of the administrators, except Jesse B. Davis, expressed the desire to employ faculty with characteristics most conducive to college orientated teaching.

A study of faculty characteristics employed under the various superintendents of the Grand Rapids school district was also made. As stated earlier in this study, the years of service of the chief administrators of Grand Rapids Junior College and the superintendents of schools over-lapped, and consequently, the validity and importance of this particular phase of the study will be less significant. This last tabulation is included, however, to contribute another dimension to the factors involved in hiring faculty members for a junior college operating in a unified school district. In this type of administrative organization pressures can be exerted on the chief administrator of the junior college to select particular individuals for appointment to the faculty. Clark's analysis as to the reasons the district administration may wish to do this have been pre-

sented.¹ The analysis of the characteristics of faculty hired under the administrators of Grand Rapids Junior College compares favorably with other studies cited. The purpose of including a tabulation of the characteristics of faculty members hired under the various superintendents of the Grand Rapids School District will be to introduce another variable into the historical perspective of the entire faculty analysis.

The data relevant to this phase of the study will be presented in tabular form only.

William A. Greeson, Superintendent, 1914-1924.

Number of teachers hired	55
Average age	35.5

Highest Degrees held:

Bachelors	9
Masters	26
Doctorates	8
No degree	4
No information	8

Number of total who taught in the Grand Rapids school system before appointment to Grand Rapids Junior College	15
--	----

Average teaching years of this group -- 11.7

Number of teachers who taught outside of the district before Grand Rapids Junior College -- 15

Average teaching years of this group -- 8.7

¹Clark, op. cit., pp. 118-121.

Origin of teachers coming from other teaching

jobs:

High School	9
College	5
Other Junior College	1

Number for whom there is no prior job data -- 18

Number from non-teaching jobs -- 1

Number directly from graduate school -- 6

College degree distribution:

Baccalaureate Degrees:

University of Michigan	12
Michigan State University	3
Other Michigan Colleges	2
Eastern United States	6
Midwestern United States	8
Western United States	1
Foreign	2
No degree	3
No data available	18

Masters Degrees:

University of Michigan	15
Other Michigan Colleges	0
Eastern United States	1
Midwestern United States	7
Foreign	2

Doctorates:

University of Michigan	3
Other Michigan Colleges	0

Midwestern United States	4
Foreign	1
Certification distribution:	
Life	22
Community College	0
Special	7
Temporary	1
None	4
No data available	21

Leslie A. Butler, Superintendent, 1925-1935.

Number of teachers hired	43
Average age	37.5

Highest Degrees Held:

Bachelors	14
Masters	24
Doctorates	2
No data	3

Number of total who came directly from the Grand Rapids district -- 18

Average teaching years in district -- 12.3

Number who taught outside of Grand Rapids district before Grand Rapids Junior College -- 13

Average teaching years of this group -- 5

Origin of teachers coming from other teaching jobs:

High School	7
College	5
Other Junior College	0

Number for whom there is no data available as to
prior job -- 4

Number with non-teaching job prior to Grand
Rapids Junior College -- 0

Number directly from graduate school -- 8

College degree distribution:

Baccalaureate Degrees:

University of Michigan	16
Michigan State University	2
Western Michigan University	2
Other Michigan Colleges	1
Eastern United States	4
Midwestern United States	12
Western United States	0
No data available	7

Masters Degrees:

University of Michigan	12
Other Michigan Colleges	0
Eastern United States	6
Midwestern United States	8
Western United States	0

Doctorates:

University of Michigan	2
Other Michigan Colleges	0

Certification distribution:

Life	30
Special	4

Community College	0
Temporary	2
No certificate	4
No data	8

Arthur W. Krause, Superintendent, 1936-1948.

Number of teachers hired 80

Average age 39

Highest Degree Held:

Bachelors 25

Masters 41

Doctorates 7

No degree 2

No data 5

Number of total who came directly from the Grand Rapids district -- 35

Average teaching years -- 13.8

Number of teachers who taught outside district before Grand Rapids Junior College -- 28

Average teaching years of this group -- 6.3

Origin of teachers coming from other teaching jobs:

High School 18

College 9

Other junior colleges 1

Number of teachers who had non-teaching jobs prior to Grand Rapids Junior College -- 11

Number of teachers who came directly from graduate school -- 4

No data available as to prior job -- 2

College degree distribution:**Baccalaureate Degrees:**

University of Michigan	22
Michigan State University	4
Western Michigan University	9
Western State University	0
Other Michigan Colleges	12
Eastern United States	7
Midwestern United States	17
Western United States	2
No degree	2
No data	5

Masters Degrees:

University of Michigan	17
Michigan State University	0
Western Michigan University	1
Western State University	0
Other Michigan Colleges	1
Eastern United States	15
Midwestern United States	14

Doctorates:

University of Michigan	5
Other Michigan Colleges	0
Midwestern United States	2

Certification distribution:

Life	61
Community College	2
Special	5

State Secondary	3
No certificate	4
No data	5

Benjamin J. Buikema, Superintendent, 1949-.

Number of teachers hired	127
Average age	37.4

Highest Degrees Held:

Bachelors	17
Masters	85
Doctorates	16
No degree	8
No data	1

Number of the total coming directly from the
Grand Rapids district -- 53

Average teaching years before Grand Rapids
Junior College -- 11.8

Number of instructors who taught outside the Grand
Rapids district before coming to Grand Rapids Jun-
ior College -- 30

Average teaching years of this group -- 6.3

Origin of teachers coming from other teaching jobs:

High School	18
College	12
Other Junior College	0

Number of teachers with non-teaching jobs prior
to appointment to Grand Rapids Junior College -- 24

Number coming directly from graduate school -- 14

Number for whom no prior job data is available -- 5

College degree distribution:

Baccalaureate Degrees:

University of Michigan	12
Michigan State University	17
Western Michigan University	23
Western State University	3
Other Michigan Colleges	28
Eastern United States	12
Midwestern United States	16
Western United States	4
Foreign	2
No degree	5
No data available	5

Masters Degrees:

University of Michigan	48
Michigan State University	16
Western Michigan University	7
Western State University	3
Eastern United States	11
Midwestern United States	12
Western United States	3
Foreign	1

Doctorates:

University of Michigan	4
Michigan State University	6
Other Michigan Colleges	0
Eastern United States	3

Midwestern United States	3
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Certification distributions:

Life	42
Community College	43
Special	22
State Secondary	9
No certificate	7
No data	4

These, then, are the characteristics of the faculty employed throughout the history of Grand Rapids Junior College under the different chief administrators of the college and under the various superintendents of the district from 1914-1963. The importance of these characteristics relative to faculty attitudes, orientation, and actions as related to other studies has been cited. The differences in faculty characteristics employed under the various administrative heads of the college have also been presented.

CHAPTER V

INTERNAL ADMINISTRATIVE DEVELOPMENT AND ADAPTATION

During its forty-nine years of operation, Grand Rapids Junior College has had a total of twenty-four persons who can be classified as administrators. Of this total five have been deans, three of whom were appointed in the last eight years. Of the total number of administrators, nine are current. Prior to 1956, there was a minimum of administrators appointed to the staff of Grand Rapids Junior College and the turn-over until that time was extremely low. Since that time the college and the staff have expanded rapidly and the turn-over in positions has been equally rapid. Before an analysis is made of the development of the internal administration, an overall characteristics report will be presented, primarily because the characteristics and orientation of the administrators is vital to the entire operation of the college. The internal administration of the college has had and still has a profound effect on the total program of Grand Rapids Junior College.

Clark analyzed the characteristics of San Jose Junior College administrators and found, among other things, that all of them came from some position within

the unified district.¹ This job origin factor prior to appointment in a junior college seems significant inasmuch as it determines the orientation of the administrator. Many educators contend that there is a basic difference in philosophy between secondary-level and college-level education. One of the basic issues in the junior-community college movement is whether the junior-community college is part of higher education and consequently distinct from secondary schools, or whether it is a logical extension of the local high schools. This basic philosophical problem as manifested in the junior college operating within a unified school district will be explored more fully in the next chapter. Nevertheless, the characteristics and orientation of the administrators will affect the junior-community college. Such has been the situation at Grand Rapids Junior College.

Of the total number of administrators employed throughout the history of Grand Rapids Junior College, eight out of the twenty-four, 33 per cent, came directly from the Grand Rapids School District. The average number of years in the district including teaching at Grand Rapids Junior College prior to appointment as an administrator was eleven. This seems to follow the pattern of making administrative jobs rewards for faithful teaching. The number of the total who came from high

¹Clark, op. cit., p. 103.

schools outside the Grand Rapids district was two. Two came from other colleges and six came directly from graduate school. Four came from positions other than educational experiences. The average age of the administrator when appointed to Grand Rapids Junior College was 36.5 years, relatively young. Two of these appointed held the bachelors degree; eighteen held a masters degree; five held a doctorate; two had no degree; and data was not available for one administrator. The average years served by Grand Rapids Junior College administrators was nine. Of the administrators, two held state secondary provisional certificates, ten held life certificates, one held a special certificate, five held community college certificates, two had no certification, and data was not available for three of the administrators.

The following data indicates the colleges the administrators attended and the highest degree attained:

Baccalaureate Degrees:

University of Michigan	1
Eastern United States	1

Masters Degrees:

University of Michigan	8
Michigan State University	1
Eastern United States	3
Western United States	1

Doctorates:

University of Michigan	1
Michigan State University	2

Eastern United States	1
Western United States	1
No degree	2
Data not available	1

A historical characteristics analysis of the chief administrative officers of Grand Rapids Junior College and those administrators below that level is included. The term "president" and "dean" apply to the same position at Grand Rapids Junior College. "President" was used until Mr. Andrews' retirement in 1955, and "dean" has been used since that time.

Presidents and Deans:

Total	19
Number who came directly from Grand Rapids high schools --	3
Average years of experience in the district before Grand Rapids Junior College appointment --	8 years
Number who came from college employment --	1
Number who came directly from graduate school --	1
Average age at appointment as administrative head --	37 years
Highest Degrees:	
Masters	2
Doctorates	3

Average years served as dean -- 10 years

Teaching credentials:

Life	4
Community College	1

Institutions granting degrees:**Masters Degree:**

University of Michigan	2
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Doctorates:

Michigan State University	1
Eastern United States	1
Midwestern United States	1

All administrators below president or dean:

Total	19
Number who came directly from district	5
Average years experience in district before Grand Rapids Junior College administrative position	11 years
Number who came from college employment	0
Number who came directly from graduate school	6
Number who came from positions other than education	4
Average age at appointment at Grand Rapids Junior College	36 years
Degree distribution:	
Bachelors degrees	2
Masters degrees	16

Doctorates	2
No degree	2
Data not available	1

Credentials:

State secondary provisional	2
Life	6
Special	1
Community college	4
No credentials	2
Data not available	3

Institutions granting degrees:

Baccalaureate Degrees:

University of Michigan	1
Eastern United States	1

Masters Degrees:

University of Michigan	6
Michigan State University	1
Western United States	1
Eastern United States	3

Doctorates:

University of Michigan	1
Michigan State University	1

The preceding profile of the characteristics of the Grand Rapids Junior College administrators indicates a relatively good distribution of origin and other historical characteristics relative to the administrators.

Historically, the development of the internal administration of Grand Rapids Junior College was slow.

Fourteen of the twenty-four administrators were appointed since 1955. Of the ten listed among the administrative ranks from 1916 to 1955, only four could be termed "administrators" in the current administrative sense. It becomes evident that for over thirty years of the college's life, most administrative functions were handled by a very few persons. The size of Grand Rapids Junior College for many years contributed to this fact, but the personalities involved in these years of the college was a determining factor.

The first administrative head of Grand Rapids Junior College, Jesse B. Davis, was called the president and served a dual role as president of Grand Rapids Junior College and principal of Central High School. He served in this capacity from 1914, the founding year, until 1920. During this period of time in the history of Grand Rapids Junior College, the internal administrative structure of the college was relatively simple, and little if any thought was given to the total concept of administration as it is presently conceived in theory and practice. An examination of the School Survey of 1916, which evaluates the various operations of the Grand Rapids school board, reveals no reference to internal administrative structure in any form.¹ One reference is made to the district-college administrative structure which will be discussed in the next chapter.

¹School Survey, Grand Rapids, Michigan, Grand Rapids Board of Education, 1916.

Internal organizational administrative structure and function, even within the entire district, was superficially treated in the 1916 school survey, no doubt because such concepts had not been as well defined then as they are currently. Personal leadership was of prime importance in this era of any type of administration; indeed, this was the case in Grand Rapids Junior College during this period. Leadership by strong personality can be postulated as being the dynamic force in any type of administration, but it seems evident from history that this was particularly true of the early 1900's of many forms of organization.

From the records, it appears that the leadership of Jesse B. Davis was the principal administrative force and structure in the early years of Grand Rapids Junior College. There is little doubt, as pointed out previously, that William Greeson was favorable to the establishment of Grand Rapids Junior College and the possibilities of its types of programs. Nevertheless, the records indicate that the initiative and responsibility for the program of Grand Rapids Junior College rested with Davis. The records indicate that the administrative officers of any of the educational institutions of the city did not get much assistance in this era. It is recorded that when William Greeson was principal of Central High School prior to the principalship of Davis, Greeson for many years had no assistance, including clerical help. In an interview with a former faculty member, it was revealed

that to obtain some assistance, Mr. Greeson hired a student part-time, paying her earnings from his personal funds. Jesse Davis had an assistant principal while he was principal of Central High School and president of the junior college.¹ It can be assumed, however, that the activities of the assistant, Miss Alice M. James, were confined primarily to the operation of the high school as she is recorded as having made little or no contribution to the program or operation of the college. Articles from the newspapers during this era indicate that Davis performed almost all the duties relevant to the operation of the college such as meeting prospective students, representing the college at various functions, enrolling students, counseling students, supervising the teachers, collecting tuition, and many other such activities.² It is quite evident that during the early years of Grand Rapids Junior College under Jesse B. Davis, internal administration was primarily a one man operation. It must be pointed out, however, that the first catalogue of Grand Rapids Junior College, 1914, listed a director for the normal course in public school music, Mr. John W. Beattie. In 1916 the college was broadened to offer the second year of college work and a variety of business-technical courses. Mr. Harry Kurtzworth was named director for the "course in industrial arts" which was a curriculum of various

¹Grand Rapids Junior College Bulletin, No. 3, 1916.

²The Grand Rapids Press, 1914-1916.

technical subjects. Mr. Arthur Holmes was listed as director for the "course in business practice" which was also a curriculum.¹ These two directors were in addition to the existing director of public school music. By 1916, then, it appeared that there was a president and three directors. This appeared to have been quite a highly structured organization for eighteen instructors. By 1917 there was only the president and one director listed, that one being for the school of art and industry which replaced the "course" in art and industry.² It appeared that these directorships were primarily in name only and that most administrative functions, as are generally recognized, were performed primarily by Davis. The persons listed as directors were essentially the instructors in these various areas. The listing of the various directors points out an interesting facet of the administration of Jesse B. Davis. It was pointed out that initially the college was to offer the first two years of work similar to that offered by the University of Michigan. There were indications from the statements of Davis even from the beginning that he had broader purposes in sight for the future of the College. These were quoted in Chapter III. By 1916, only two years after the establishment of Grand Rapids Junior College, the offerings of the college were expanded to include tech-

¹Grand Rapids Junior College Bulletin, No. 3, 1916.

²Grand Rapids Junior College Bulletin, No. 4, 1917.

nical and business courses, the first offered by any junior college in Michigan. These courses were offered on a wide scale considering the size and age of the college as well as the novelty of the whole concept. The curriculum in industrial arts included classes in molding, metal craft, art advertising, and other forms of commercial design. The courses included in the 1916 business practice curriculum were bookkeeping, shorthand, typewriting, stenography, commercial law, economics, salesmanship, and business methods. Admission requirements to these curriculums, as well as the public school music curriculum that was included in the original course offerings in 1914, were less rigid than were admission requirements to the literary curriculum which paralleled the first two years in liberal arts at the University of Michigan.¹

The presence of business-technical curriculums and courses has been continuous in Grand Rapids Junior College from 1916 to the present. The curriculums other than the college parallel were given varied amounts of attention and importance by the administrations of the college and by the community.

Under the leadership of Jesse B. Davis, an evening program was established in 1917 offering courses in all of the curriculums of the college to any interested adults.

¹Grand Rapids Junior College Bulletin, No. 3, 1916.

Jesse B. Davis continued as administrative head of Grand Rapids Junior College and Central High School until his resignation in January, 1920. He left to become supervisor of secondary education for the State of Connecticut. Dr. Davis joined Boston University in 1924 and did some teaching at Harvard University. In 1935 he was named Dean of the School of Education at Boston University, a position he held until his retirement in 1950.¹

On January 22, 1920, the Grand Rapids Board of Education appointed Arthur Andrews as President of Grand Rapids Junior College and Principal of Central High School.² It is recorded that Mr. Andrews had the support of Mr. Davis and Mr. Greeson, the superintendent of schools. One member of the board opposed the appointment.³ It is interesting to note that in the same article recording the appointment of Mr. Andrews as dual head of the two institutions, the students of Grand Rapids Junior College voiced an appeal to the Board of Education to be more independent from Central High School, particularly in the physical sense. The board pointed out that it was impossible to provide a separate building for Grand Rapids Junior College at that time but that this was their goal when and if the

¹The Grand Rapids Press, November 10, 1955.

²Ibid., January 23, 1920.

³Ibid.

funds became available.⁴

The coming of Arthur Andrews to the presidency of Grand Rapids Junior College in 1920 saw the establishment of an administration that remained until the retirement of Mr. Andrews in 1955, a thirty-five year period. This Grand Rapids Junior College administration out-lived the tenure of numerous district superintendents, each of whom altered the basic administrative structural relationship within the district. The effects of these external administrative relationships will be discussed more fully in the next chapter. It will be the attempt at this point to characterize the nature and administrative organization and operation of the Andrews administrative era.

Structurally, the administrative chart of the Andrews administration, had there been one, would have been very simple. Andrews, as administrative head of the college and high school, was responsible for all administrative details and responsibilities. At the beginning of Andrews' administration there is a record of two persons in addition to Andrews involved in any way with administration. One is the assistant principal of the high school who is determined to have had little to do with the actual administration of Grand Rapids Junior College; the other is the registrar, Iva Belden, who also served as clerk of Central High School.

⁴Ibid.

Records and personal interviews indicate rather clearly that neither of these individuals had any influence in the decision making processes of Grand Rapids Junior College; indeed, the evidence indicates that they had little to do with the actual college administrative processes as we know them today. In 1931 the name of Felix Wilcox is listed as assistant to the president. As can best be determined from the interviews conducted with faculty members on the scene at the time, the subsequent assistant to the president, Mr. E. Ray Baxter, and from the records, the most that can be credited to Mr. Wilcox in the administrative sense was that he relieved Andrews of some of the procedural details necessitated by college operation. The decision making process on all levels seems to have been firmly controlled by Andrews. In 1941 E. Ray Baxter replaced Mr. Wilcox as assistant to the president. Mr. Baxter had been almost continuously associated with Grand Rapids Junior College as student and instructor since the opening of the college in 1914. Mr. Baxter held the position of assistant to the president until his retirement in 1959. The role and position of Mr. Baxter and consequently the role and position of the job of assistant to the president was different than it was with Mr. Wilcox. Mr. Baxter was a personal friend of Andrews. Mr. Baxter took on additional administrative responsibilities as the college grew, but the decision making processes and basic administrative authority-responsi-

bility patterns remained basically and primarily with Andrews. This fact was expressed by Mr. Baxter and by others. One faculty member who served many years under Andrews expressed the philosophy and administrative operation of Andrews relative to the faculty in a quote by Andrews in which he is purported to have said: "My job is to administer and your (teacher's) job is to teach, and seldom the twain shall meet."

Mr. Andrews, it can be stated with considerable emphasis, constituted the administration of Grand Rapids Junior College during his thirty-five years as president. Although he had an assistant and a registrar, it has been reported that Andrews found it very difficult to delegate much authority or responsibility. Andrews was deeply involved in all phases of the college's operation both personally and professionally. In a mimeographed document (Appendix I) he sent to all alumni and faculty during the last year of his thirty-five years as president, he stated: "I am concluding almost thirty-five years of service as president of Grand Rapids Junior College. No one in the United States has administered a junior college for such a long period of time. Under these circumstances I may be permitted to make some personal observations. My tenure in the Junior College covers not what is commonly said to be the best years of my life but from the point of professional service my association with

the College has been my whole life."¹ It is difficult to project in print the involvement and personal responsibility Mr. Andrews felt toward Grand Rapids Junior College as determined from the various individuals interviewed and documents available. Mr. Andrews throughout his thirty-five years was actively involved in all the details of Grand Rapids Junior College administration from personally recruiting students in high schools throughout the West Michigan area to personally reviewing all candidates for graduation and counseling each relative to goals and opportunities. Mr. Baxter, Andrews' long-time associate and assistant, stated that it was very difficult for Andrews to delegate any duties of Grand Rapids Junior College administration. He felt it necessary to personally direct all operations and activities. Mr. Baxter also stated that Andrews was driven by two basic goals or philosophical tenets: one was the continual drive for excellence in all phases of the operation of the college (particularly scholastic standards); the other was the desire to make a college education available to young people in the area who would not have a chance to go to college were it not for Grand Rapids Junior College. Coming from a farm background, Andrews was very appreciative of the change higher education had made in his life. He wanted all qualified young people to benefit from a similar experience.

¹Arthur Andrews, Unpublished review of thirty-five years as administrative head of Grand Rapids Junior College, 1955, p. 18.

It can be postulated that because of these deep and sincere motivations, Andrews never felt secure or happy to delegate responsibilities and authority. He was driven by the feeling that he should do whatever he could to improve the standards and the opportunities of Grand Rapids Junior College.

Andrews' relationship to the faculty relative to the authoritarian-democratic scale could be classified as tending toward the authoritarian-patriarchal in nature, as can be determined from interviews, correspondence, and documents. A faculty policy committee was created by Andrews to review some routine procedural matters and to assist in some of Andrews' decision making. It was interesting to note from personal interviews, particularly with Mr. Baxter, the nature of the decision making process under Andrews. The policy committee was created and hand-picked by Andrews and had something of the nature of a "kitchen cabinet." Mr. Baxter, long a member of this group, stated that it was difficult for Mr. Andrews to make decisions because he was so deeply concerned that the consequences of decisions consistently and unalterably be in the best interests of Grand Rapids Junior College and its objectives. In the words of Mr. Baxter, Andrews was an administrative perfectionist and suffered all the ramifications of such a nature, both positive and negative.

To assist in the clerical and procedural details of the administration, Andrews had the services of a

full-time registrar with four different individuals filling the position during Andrews' tenure. Here again, Andrews delegated little administrative authority or responsibility to this position. What he delegated was clerical in nature and the functions performed by the individual in this position were indeed limited considering the duties and functions typical of a registrar. The position of registrar remained clerical in nature until the administrative reorganizations which occurred after the retirement of Andrews. A clear indication of the position of registrar during the entire Andrews tenure is indicated by the fact that the annual reappointment of the registrar was made along with the clerks of all the high schools, as reported in the minutes of the Proceedings of the Board of Education.¹

There is some difference of opinion regarding the administrative emphasis of Andrews relative to the basic purposes and emphases of Grand Rapids Junior College. Although the college catalogues through the Andrews years contain the listings of many vocational-terminal curriculums, there is evidence that all of these curriculums were not operative, at least to any important degree. Close associates of Andrews stated that although he understood and advocated the multi-curricular approach of the junior-community college,

¹Proceedings of the Grand Rapids Board of Education, 1914-1955.

his first love relative to Grand Rapids Junior College was the college parallel program, very similar to the University of Michigan curriculums. Mr. Andrews' consistent emphasis was quality. He saw no substitute for this and continually tried to make Grand Rapids Junior College programs definite contributions to higher education. Mr. Baxter stated that Andrews was opposed to any thinking that placed Grand Rapids Junior College or the junior college movement as an extension of the high school. Relative to this position was Andrews' belief that terminal-vocational curriculums and courses should be established as something above and beyond those that could be offered on the high school level.

The criticisms of Andrews that he did not emphasize terminal-vocational education enough is refuted by those persons on the scene at that time who state that these curriculums were attempted by Andrews but that they were not at all popular with students or potential students. Credence is given to this contention by Andrews' successor who, in one of his annual reports, stated that it was not the thinking of the people of the Grand Rapids area to send their children to school beyond high school unless they were going into one of the professions that normally requires a degree. From the long association of this writer to the Grand Rapids area, this position seems entirely reasonable. In fact,

delving a little further into the nature of the predominant nationality group, the Dutch, it was long the thinking of many of these people that unless a son were going into the "queen of all sciences," theology, there was little need for higher education. Throughout the early history of Grand Rapids Junior College, large segments of the population of Grand Rapids were immigrants or first descendants of immigrants. Considerable public persuasion would have been necessary to promote the importance and acceptance of diverse curriculums in higher education. It is probable, however, that this effort would have failed at the time. Only the passing of time and the changing nature of society would make Grand Rapids more aware of the importance of diverse post-high-school curriculums. Nevertheless, in his report on the thirty-five years of his administration, Mr. Andrews stated that Grand Rapids Junior College had spent more time and money in giving publicity to terminal educational programs, but that sometimes the results had been discouraging.¹

Administratively, the organization of Grand Rapids Junior College under the thirty-five years of Andrews was simple. The entire structure consisted of Andrews the president, an assistant to the president, a registrar, and a hand-picked policy committee. The authority and responsibility of each of these roles was

¹Arthur Andrews, op. cit., p. 12.

outlined. It becomes clear that administratively the college was in the hands of Andrews with some help, primarily clerical, from a few others. Throughout these years the college was relatively small, six-hundred to one-thousand students, and allowed for this type of dedicated one-man administration. Administrative changes after the Andrews era were to come, and relatively often.

In the fall of 1955 John Tirrell became dean of Grand Rapids Junior College with the retirement of Arthur Andrews. The title of the chief administrative officer of the college was changed at this time to "dean." Some of the implications of this change will be discussed in the next chapter on college-district relationships.

Tirrell came to the job finding little administrative structure or organization. Many duties were informally undertaken and all faculty members reported directly to the dean (president). Administrative duties were not clearly delegated, nor was commensurate authority granted. Tirrell attempted to organize the college structurally and administratively. Throughout his first year as dean, Tirrell operated with the same administrative organization, or lack of it, as had functioned under Andrews. In his annual report for the year 1955-56, Tirrell proposed an administrative reorganization which included the addition of more administrative staff members (Figure 1). This was to become operative for the

year 1956-57. Under this plan the assistant dean was to report to the dean and have no authority lines relative to the faculty or other administrators. A position of coordinator of student affairs was to be created as well as a director of counseling and director of the evening program. With the existing registrar, a position to be somewhat expanded along authority-responsibility lines, the administrative reorganization under Tirrell was to be complete. All of these proposed positions became operative within the next three years. No structural organization was established for the faculty. Under Tirrell's administrative tenure, each faculty member remained directly responsible to the dean. No supervisory personnel was created in Tirrell's administrative reorganization for 1956-57, or in the plan of reorganization proposed by Tirrell if the college grew large in the future (Figure 2). When a cursory study of Grand Rapids Junior College was made in March, 1959, by a visitation team of The North Central Associates, the absence of some form of formal faculty structure or supervisory system other than the dean was one of the criticisms of the report.¹ From interviews with faculty members on the scene at the time, informal power structure among the faculty created numerous instances of friction and breakdown in communication. A similar situation continued under Tirrell's

¹Group Report of the Visit of The North Central Association to Grand Rapids Junior College, 1959, p. 5.

Figure 2.--Administrative Reorganization of Grand Rapids Junior College Proposed by Dean Tirrell for a Future Period of Increased Enrollments.

administration, although some of the individuals concerned changed.

The records do indicate that there was a definite attempt to establish more committees among the faculty so that they might participate in some of the decision-making processes. Tirrell indicated in a personal interview that it was one of his goals to make faculty administration more democratic, but that this was difficult because there had been little experience on the part of the faculty with this type of administrative operation. Nevertheless, beginnings of increased faculty participation in the decision making process were made.

Although more administrative positions appear under Tirrell's tenure, memos, letters, and personal interviews indicate that the bulk of the administrative decisions were still made by the dean of the college. Authority-responsibility delegation patterns were rather selective in this era with the sub-administrators functioning more as administrative assistants to Tirrell. The history of the administration at this point in time undoubtedly had something to do with this. The size of the college also had some bearing in this respect, the college now averaging between nine-hundred to fifteen-hundred students. Another factor which seems important is the college-district administrative relationship which demanded rather close supervision of all activ-

ities of the college by the dean of Grand Rapids Junior College. This concept will be expanded in the next chapter.

The administrative emphasis of the Tirrell era was mainly an attempt to popularize the college to the students and to the community. It is indicated from interviews with Tirrell that he was attempting to make the college more an image of a "community college" as the term has come to be defined. He stated that considerable inertia had to be overcome, but that definite attempts were initiated. There was an attempt made at this time to promote the area of community service with all of its ramifications. Some surveys of the community were made to determine possible areas of increased service. An evening college program was begun in Tirrell's second year of administration as an attempt to serve the needs of the community. An administrator was brought in from one of the local high schools to direct the program, and from the records, he seems to have enjoyed the greatest degree of administrative independence relative to all other sub-administrators. In his annual report of 1957-58, Tirrell outlined his attempts to have the evening program include more offerings than the day college's parallel courses. Short courses to help local executives were attempted as were programs designed to help train city firemen. This was indeed a novel experiment for Grand Rapids Junior College. It can be observed, however,

that as the evening college expanded in enrollment, the offerings began to duplicate more closely the day courses.

The administration of John Tirrell was a dynamic one, although relatively short. At this period in history the college began to change in character primarily because of increasing enrollments and the increased importance and acceptance of higher education for a larger percentage of the area's youth. Tirrell's short era saw the beginning of the development of an administrative structure. Authority-responsibility lines and patterns did not become very clear during these years, but they did begin to develop. Faculty organization remained largely unchanged from the Andrews years with each member of the faculty still reporting directly to the dean of the college and all supervision of the faculty coming directly from the dean.

In the late summer of 1958, John E. Visser replaced John Tirrell as dean of the college. Tirrell was a young man and took advantage of an opportunity to move to a position at the University of Michigan.

John Visser's first year as dean saw a 28 per cent increase in enrollment. The total enrollment of Grand Rapids Junior College in 1958-59 was just over two-thousand students. To teach this expanding enrollment additional faculty members were hired which con-

tributed to the problems created by lack of faculty organization. It became concurrently obvious that there was a definite lack of administrative organization relative to all aspects of the college's operation. Almost immediately Visser began a self-study of the college administratively to meet the needs of daily operation and expansion. It might be said that the self study of the college at this time (1958-59) and the resulting proposed administrative reorganization was the first significant change of the administrative philosophy and operation of Grand Rapids Junior College relative to authority-responsibility patterns. To accomplish this change, Visser began a self study that included a critical look at the following: (1) the philosophy and objectives of the college; (2) the number of full-time and part-time instructors and the current and predicted student enrollments; (3) the quality and extent of the college's educational and student services program; and (4) the capabilities and personalities of the existing administrative staff and faculty. In the spring of the 1958-59 academic year, a team from the North Central Associates visited Grand Rapids Junior College for evaluative purposes. The visitation team strongly indicated that the college, as it existed under Visser's initial year, was under-administered in almost all areas. There was little delegation of responsibility or authority and

lines of communication were not clear. The report strongly reiterates the necessity for some faculty organization so that everything would not come directly from and to the dean. By the time this evaluation was made, however, Visser had developed a proposed administrative reorganization of the entire college (Figure 3). The reorganization, as proposed and adopted, increased the number of the administrative staff, and in doing so, more clearly defined areas of delegation of authority and responsibility. Most of the members of the administrative staff were not to be full-time administrators. This was due to two factors: first, Visser held the philosophical belief that all administrators should be educational people and remain in close contact with the profession of teaching; secondly, it became clear that the board of education would not adopt an increase in the administrative staff without some built-in economy of operation.

In Visser's administrative reorganization, the faculty was divided into five divisions with division chairmen chosen from among the ranks of each division. These divisional chairmen were to be responsible to the assistant dean of instructional affairs who was responsible to the dean. The position of assistant dean of instructional affairs was a position quite different from the old assistant to the president. The assistant dean here was to have specific responsibilities and au-

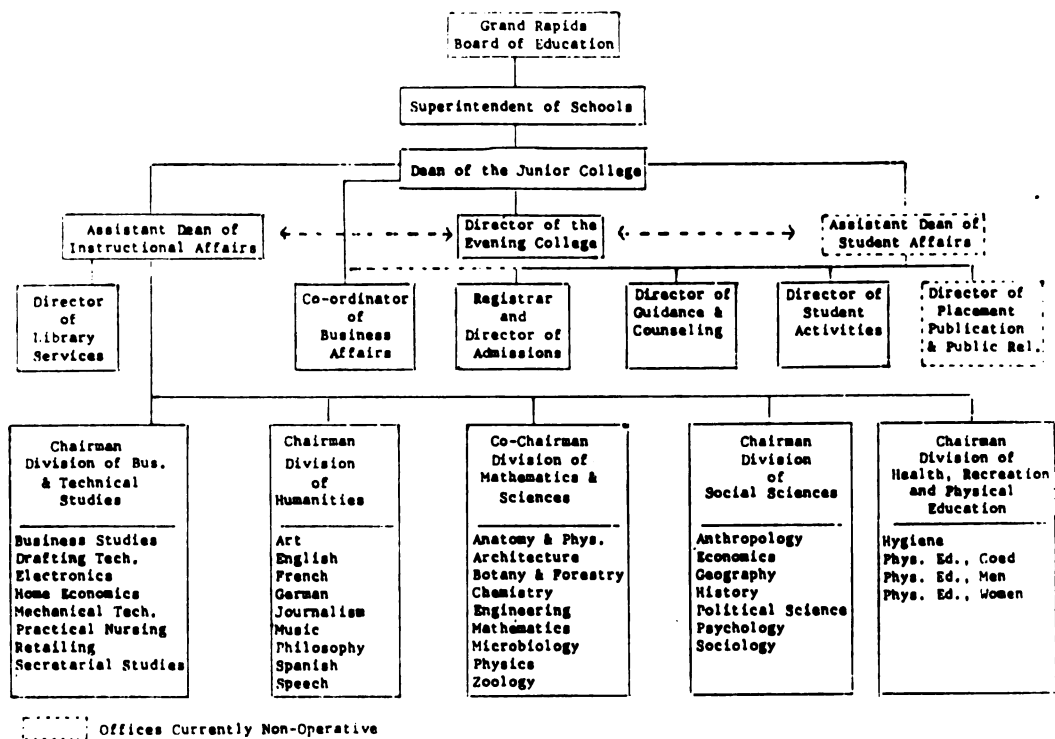


Figure 3.--Administrative Reorganization of Grand Rapids Junior College Adopted Under Dean Visser.

thority relative to the faculty. There was to be another assistant dean, in charge of student affairs. Under this position was to be the co-ordinator of business affairs, the registrar and director of admissions, the director of guidance and counseling, and the director of student activities. Throughout Visser's tenure this second assistant dean's position remained non-operative so that each of the above listed officers reported directly to the dean.

The new administrative structure was aided in its formation by the community college specialists at Michigan State University and the University of Michigan, Dr. Max S. Smith and Drs. Jesse Bogue and Algo Henderson respectively. This in itself was an innovation in the administrative development of the Grand Rapids Junior College.

Faculty participation was utilized in the proposal and adoption of the reorganization. This was an extended attempt to make the administrative process more democratic for the faculty. Visser stated that there was a definite problem in attempting to promote democratic participation of the faculty in the administration because they were very inexperienced in this methodology. Possibly one of the factors related to this observation was that many of the faculty members came from secondary school systems, as was pointed out in chapter four, and that many of these teachers were authority orientated.

It can be observed that the administrative reorganization as proposed and adopted under John Visser did much to effectively establish lines of authority, responsibility, and communication. By no means was the process complete; indeed, the reins of most of the decision making processes were still held by the dean. Visser stated that one of the reasons for this was that some of the administrative positions were new and most of the persons filling the key administrative roles were new and not fully acquainted with their jobs or Grand Rapids Junior College. It seems fair, however, to make another observation about the necessity of the dean's keeping close control on the administrative processes of the college, and that is the fact that the district authorities, in their relationship with the college, demanded this in an implied manner.

Nevertheless, John Visser had in his four years a definite impact upon the administrative development of Grand Rapids Junior College. Under his leadership the college reorganized and emerged from the small personally controlled type institution to a structured unit more capable to meet the demands created by a student enrollment of some three-thousand and a faculty of nearly one-hundred full time instructors. After a year or two, the administrative development slowed and the demands of a growing school began to strain again.

In review, then, it can be observed that for most

of its history Grand Rapids Junior College was under administered due to a combination of factors. Included among these were size, personalities, faculty loyalty patterns, financial limitations, and board attitudes and controls.

CHAPTER VI

ADMINISTRATIVE OPERATION WITHIN THE SCHOOL DISTRICT

Grand Rapids Junior College was founded and continuously operated by the Grand Rapids Board of Education for nearly a half century. It is possible to observe Grand Rapids Junior College through this period of history to outline and analyze many of the strengths and weaknesses of a junior-community college administratively structured in a unified school district. The period from 1914 to the present was a crisis-laden segment in American history which considerably influenced any public institution and movement. Nevertheless, this is the growth period of the American junior-community college and must be analyzed to understand the growth problems of the movement.

The analysis of the administrative strengths and weaknesses of operating a junior-community college in a unified school district is greatly involved with perception and perspective. This was made abundantly clear in the personal interviews that were conducted to outline respective strengths and weaknesses. What might be regarded as an element of strength or as a positive aspect by the district administrators, may be looked upon as a weakness in the operation of a junior-commun-

ity college within a unified school district by the college administrators. It will be the procedural method in this chapter to attempt to objectively state and outline the viewpoints expressed and to interpret them, where possible, from the standpoint of the well-being of the college as an entity in itself.

Foundation Period

Most personal interviews and Grand Rapids Junior College historical sources cite beneficial implications of establishing Grand Rapids Junior College within the Grand Rapids School District. In 1914 there was no enabling or permissive legislation of any type in Michigan authorizing the establishment of a junior college. It was noted in the chapter dealing with the establishment of the Grand Rapids Junior College that Superintendent Greeson told Jesse Davis that in advocating the establishment of a junior college within the school system, he (Davis) might be precipitating another court fight similar to the Kalamazoo case as it related to using school board funds for the support of a college.

The fact that there was an existing educational system and unit with public support must be regarded as an important contributing factor to the establishment and well-being of the college. Rooms were available for immediate use. The faculty at Central High School was

available to teach in the college, and only the heads of departments were initially utilized. The newspapers of that time pointed this out in announcing the opening of the college, noting that Central High School enjoyed a national reputation.¹ In an interview, Mr. E. Ray Baxter pointed out that the Grand Rapids school district contained some outstanding administrators including Greeson and Davis, and that these people were the essence of the college in the early days.

A review of the proceedings of the Grand Rapids Board of Education during the period of the establishment of Grand Rapids Junior College points out what can be regarded as a negative implication of operating a college in a unified school district. In the proceedings of September 8, 1914, the board of education approved the use of a certain text book for the college. This action was probably rather perfunctory as the texts used and course outlines followed for most of the early courses were the exact duplicates of those used at the University of Michigan. Nevertheless, this element of administrative procedure was the same pattern followed for the elementary and secondary schools.

Overall, it can be stated that the establishment of Grand Rapids Junior College within and by the Grand Rapids School District accounted for the opening and being of the college. Without the district in 1914,

¹The Grand Rapids Press, June 10, 1914.

there would have been no public junior college. The resources of the district not only made the college possible, but promoted and insured its early excellence.

Proceeding through the early years of the college's operation, Davis, in his annual report to the board of education in 1917, stated that in a lean year of the college's operation the district had saved the college by its support.¹

In the founding period of the college it was determined by the board of education that tuition would be charged so that there would be no financial burden to the district. It transpired, however, that tuition would not cover the operation of the college, particularly if enrollments fell, as they did in the second year of operation. This is why Jesse Davis made the statement cited above relative to the saving of the college by the board of education. In the same report, Davis indicated that the school survey conducted by the district administration in 1915-16 was most helpful to the college.² This report strongly suggested broadening the services of Grand Rapids Junior College to more diverse curriculums including terminal courses and programs. The 1915-16 School Survey indi-

¹Proceedings of the Grand Rapids Board of Education: September 8, 1917, p. 165.

²Ibid.

cated that one of the reasons for the decrease in enrollments at Grand Rapids Junior College was the narrow confines of the curricular offerings. When these were broadened, enrollments increased.

An interesting feature of the early curriculum at Grand Rapids Junior College which points up an early strength of operating within the Grand Rapids School District was the curriculum in public school music. In this program Grand Rapids Junior College music school teacher trainees taught in the public schools part-time as a portion of their program. This program is said to have worked well, and can be cited as something of a precedent for the Student Teacher Educational Program initiated at Grand Rapids Junior College in connection with Michigan State University in 1958. Dr. John Visser, in an interview, cited this latter program as demonstrating one of the strengths of operating a junior-community college within a unified school district.

In 1918 Jesse Davis, in his annual report to the board of education, stated that he viewed the administrative structure of Grand Rapids Junior College operating within the Grand Rapids School District as lending strength to the college.¹ As the college began to grow, however, an examination of the board of education annual reports indicates that the presidents of Grand

¹Annual Report of the President of Grand Rapids Junior College to the Superintendent of the Grand Rapids School District, 1918.

Rapids Junior College expressed concern over the limited physical plant of the college. This cannot be properly regarded as a definite weakness of a community-junior college operating within a unified district, as this situation could arise under any administrative organization. By 1926 the Grand Rapids board of education had provided a separate building for the college. Interviews with two later deans of Grand Rapids Junior College regarding the problem of lack of space indicated rather negative reactions. One stated that in his opinion Grand Rapids Junior College has historically suffered in lack of physical space due to its being part of the Grand Rapids school system. The other dean pointed out the negative aspects of operating a college in the same building that houses the district administrators. This situation contributed to some faculty members approaching the district administration with problems, circumventing the college administration. This physical proximity situation also has many implications in lack of autonomy.

Faculty

Chapter IV contained a longitudinal analysis of faculty characteristics at Grand Rapids Junior College. The orientation and aspiration patterns of any college faculty influence its effectiveness as college teachers. To the students, the faculty is the college. Recruiting, selecting, and administering a faculty in a junior-

community college administratively structured within a unified school district presents some unique implications.

There appear to be positive and negative aspects to selecting and hiring a faculty for a college which is a part of a unified school district. One element of strength is that the college has a relatively large school district from which to secure qualified instructors. This proves particularly beneficial when a vacancy occurs unexpectedly and must be filled hurriedly. There is also the possibility of promoting teachers within the school district up to the junior college as a reward for faithful service. There appears to be some evidence of this in the history of Grand Rapids Junior College as the statistical analysis of the faculty in Chapter IV indicated. There also appears to be some evidence in interviewing a part of the district administration that there are recognized differences between qualifications of the secondary and the junior college teachers.

One former dean stated that one of the biggest deficiencies in recruiting faculty members for the college was the fact that the college was tied to the single salary scale of the district with a \$300.00 differential for junior college instructors. Former administrators representing all prior college administrations expressed the opinion that faculty additions were limit-

ed due to district control.

Supervising a faculty in Grand Rapids Junior College's basic administrative structure has proved rather interesting through the years. The fact that the college's main physical facility has been located in the same building as the district administration since 1943 contributes to the uniqueness of the situation. Administrators representing two former Grand Rapids Junior College administrations complained that numerous faculty members circumvented the college administrators and presented their problems or complaints directly to the district administrators. At various times it was reported that this practice was not only tolerated, but encouraged.

Another thorny problem developed in relation to the district's supervisors--particularly in the areas of specialized curriculums. It seems that the line and staff relationships of the district supervisors were never clearly defined, a situation which on more than one occasion led to administrative clashes. It also appears that the direct authority of the district supervisors ebbed and flowed depending on the personalities occupying the administrative positions of the district and the college.

Another vexing problem related to the basic administrative structure of Grand Rapids Junior College was faculty working conditions. Administrators repre-

senting all former administrations of the college strongly indicated that it was a constant struggle to promote and ensure more favorable faculty conditions. The problem of teaching loads has been evident throughout the history of the college. Being tied into the district, it has been extremely difficult to achieve teaching loads which approximate typical four-year college assignments. All the administrators interviewed were in agreement that the problem lay with the fact that the elementary and secondary teachers had specified hour assignments of full days, and it has been consistently difficult to promote the concept of low hour assignments for the junior college instructors. The result has been that the average teaching load at Grand Rapids Junior College has been around seventeen to nineteen hours with a few instructors carrying more than twenty hours some semesters.

This problem is tied in with the larger problem, as seen by some of the former administrators, of having to administer the faculty within the framework of the district's teachers' regulations. These include stipulations regarding leaves, conference attendance, academic freedom, required meeting participation, and promotions. It does not appear that the administration of these rules and regulations has been particularly rigid at Grand Rapids Junior College, but they are ever-present and are generally followed out of habit and condi-

tioning. It becomes evident that it is easier to impose these conditions and regulations upon faculty recruited from school district ranks than upon persons with prior college teaching experience.

Curriculum

Except for the problem of limitation, curriculum considerations seem to have presented relatively few problems to the administration of Grand Rapids Junior College as it operates within a unified school district. Former administrators pointed out that curricular and course offerings through the years were dictated largely by the demands made by programs transferable to senior institutions. Because of this, district curriculum co-ordinators and administrators were generally precluded from decision-making on the junior college level. One former dean did state that upon occasion the district administration promoted certain programs. This same former dean expanded his opinion to include the contention that Michigan community-junior colleges have suffered under district control. It is his position that these junior colleges are kept so busy keeping what autonomy they have that they cannot solve the major problem of establishing their own curriculums instead of following the first two years of four-year college curriculums.

Finance

The financial aspects of operating a junior-com-

munity college within a unified school district probably present the most vexing problems relative to this basic administrative structure. This seems to have been the case throughout the history of Grand Rapids Junior College. In the establishment of the college in 1914 it was determined that tuition was to be charged the students so that the college would not cost the board of education any money. It was noted in Chapter III that when Jesse Davis first proposed the idea of a junior college being operated by the Grand Rapids Board of Education, Superintendent Greeson told Davis that he was sympathetic to the idea but that it was very doubtful that the people of Grand Rapids would favor using school tax monies for supporting a college. From this point, there seems to have emerged the belief that the junior college was fine as long as it did not cost the board of education money. In point of fact, the college cost the board of education some money its first year and every year thereafter. Nevertheless, it seems rather clear that the people of Grand Rapids never really adopted the prospect of adequately supporting the junior college with public funds. Its operation was often regarded as something of a financial appendage subject to financial limitations and threats, particularly in times of financial stress for the board of education. This was the case numerous times in the history of the college.

Although the board of education financially supported the college, financial threats to its existence came early. In 1918 the Grand Rapids Common Council appropriated the budget to operate the Grand Rapids Board of Education. During this year the city council considered the proposition of eliminating Grand Rapids Junior College from budget allocations for the school budget.¹ At this time it was seriously questioned whether the citizens of Grand Rapids should be expected to support a college. The same question was raised in 1924 by the city council, but once again the college survived due to the support of some key public figures.² During the Great Depression of the 1930's when the board of education no longer received its budget from the Common Council, members of the board of education again questioned the wisdom of using tax funds to support the college.³ At this time tuition was raised to meet expenses in an attempt to make Grand Rapids Junior College self-supporting. Thereafter raising the tuition in financial crises became standard procedure. Threats to close the junior college occurred three separate times during the depression years on the thesis that support for higher education was the best

¹The Grand Rapids Press, April 3, 1918.

²Ibid., March 19, 1924.

³Ibid., April 20, 1932.

function to cut in a financial crisis.

A new threat to close Grand Rapids Junior College occurred during World War II when enrollments at the college fell. It was reported that in 1942 the board of education had secretly adopted a resolution to close Grand Rapids Junior College and had offered Dr. Andrews the principalship of one of the city high schools. Dr. Andrews negotiated two developments which permitted the college to continue to exist. One was acquiring an Air Force cadet group to use Grand Rapids Junior College; the other was to secure an extension of the University of Michigan to offer adult evening courses.

In addition to the financial threats listed above as documented in the newspapers and board of education proceedings, retired faculty members recalled in personal interviews the general precariousness of the college any time school district finances were discussed. Not until the coming of the Michigan junior college state aid formula in 1956 was any degree of stability given the college financially.

The basic attitude of the district toward publicly supporting higher education also becomes more evident in the stipulations regarding the establishment of the Grand Rapids Junior College evening program and the summer session. When the first summer school was proposed in 1924, the board of education approved providing there would incur no expense to the taxpayers.¹

¹Proceedings of the Grand Rapids Board of Education, July 7, 1924, p. 44.

This was also the case when the summer session was re-established in 1952.¹

The same financial limitations were applied to the establishment of the evening division of the college which was designed to serve the adult education needs of the area. The self-supporting limit was placed on the first evening program in 1925, and again when it was re-instituted in 1956.²

In addition to actual financial limitations and cuts, interviews with former administrators representing all prior administrations indicated financial strengths and weaknesses in operating Grand Rapids Junior College in a unified school district. Budget considerations as related to the college and the district have proved difficult from a junior college administrative standpoint. Although this was not universally conceded from the district administration viewpoint, a key district administrator has acknowledged this as a general problem area. A former dean stated in a personal interview that having the junior college budget tied in directly with the district budget generally worked to the detriment of the college. This was due to the fact that in spite of increased student tuition, rising state aid, and increased enrollments, the junior college lost financial ground if the district budget position

¹Ibid., June 2, 1952, p. 27.

²Ibid., September 21, 1925, p. 104.

weakened. This same dean pointed out that the college dean was not brought into the budget formulation for the district which included Grand Rapids Junior College. He went on to state that once the budget was formulated and adopted, the Grand Rapids Junior College business co-ordinator or dean had little if any control over expenditures. This situation prevailed throughout the history of Grand Rapids Junior College. It becomes apparent that in this situation the creative and decision making activities of the Grand Rapids Junior College business co-ordinator are generally minimized, if not entirely negated.

Another consideration which has presented difficulties in the financial picture of Grand Rapids Junior College relates to the control of special funds collected or earned by the college. Many of these funds are turned over to the district's general fund with little, if any, college determination. This is not true of all funds, but the pressure to include more is persistent. Included in these considerations are student fees, bookstore profits, and student organization monies. All major sources of income to Grand Rapids Junior College, including tuition and state aid, go directly to the district budget and are controlled by the district business office.

Another financial consideration which has been regarded by most of the former Grand Rapids Junior College administrators as a problem was the fact that the

salary schedule of the junior college was based upon the same single salary schedule used for the entire system. Although this may be philosophically defensible, the former deans universally indicated that the salary schedule, which has no negotiable element whatsoever, has made it difficult to recruit competent college instructors on a competitive basis. In most instances evening college teaching, as well as all summer instruction, is done for extra compensation. As a result, those junior college instructors who teach in the evening or during the summer earn considerably more salary than do the district secondary teachers. This, however, is compensation for extra teaching.

One former dean pointed out that the basic administrative structure of Grand Rapids Junior College was beneficial financially relative to the district's assuming and covering some of the administrative costs of the college. Certainly it must be noted that in the midst of many weaknesses of such an administrative structure, the financial resources and operations of the district can be considered to be supporting the college. This is particularly effective in the formative or lean years of a junior-community college's existence, but seems to become a hindrance and a limiting factor when the college grows and comes into a position where it should become more self-directive to meet its expanding needs.

Administrative Autonomy

Grand Rapids Junior College's administrative autonomy has presented a varied picture historically. Tracing the autonomy of the administrative officer of the college relative to the district administration from the founding of the college in 1914 to the present seems to indicate rather clearly that the degree of this autonomy was largely determined by the personalities of the persons occupying the Grand Rapids Junior College presidency and the district superintendent. This viewpoint was substantiated by Mr. E. Ray Baxter and the living former deans in personal interviews. In this period Mr. Baxter served in various capacities in the college and had many opportunities to observe inter-personal workings of the college administrators and the district administrators.

As part of the Grand Rapids school district, Grand Rapids Junior College is administratively structured as one of the secondary schools. The dean of Grand Rapids Junior College is regarded as a "building administrator" on the school district organizational chart (Figure 4). Within such a structure it is possible to view the college dean as occupying the same administrative niche as a high school principal. It must be pointed out that this viewpoint has not been followed in general historically, but upon occasion it has been invoked relative to certain issues or procedures. What

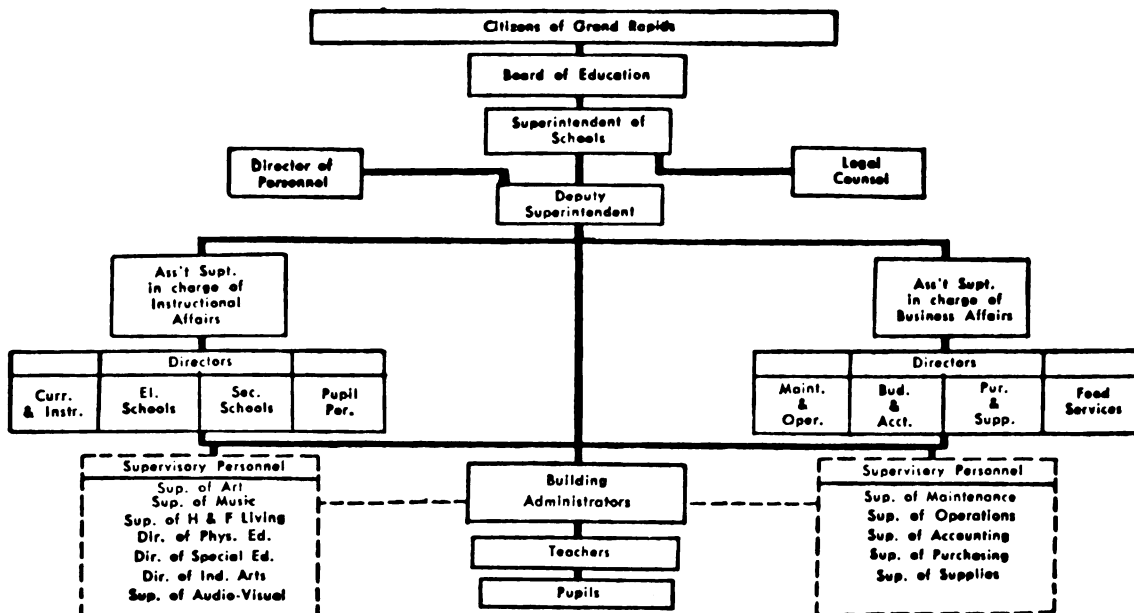


Figure 4.--Grand Rapids Board of Education Administrative Organization

seemed germane in most of these instances was the personal relationship between the college president or dean and the district superintendent. It was pointed out by two of the former deans, however, that even when these inter-personal relationships were generally positive, college administrative autonomy was subject to curtailment at any time. These curtailments, however, were usually practiced with discretion.

Numerous examples of breakdown in administrative autonomy were related in personal interviews with former Grand Rapids Junior College administrators. A detailed accounting of these episodes does not appear to further the scope of this study. They include disputes over the role or actions of the district supervisors relative to the college; breakdown in self selection by the college of all of its staff; no college administrative direction in the college cafeteria which was and is completely controlled by the district administrators; attempted interference by the district business administrators in petty college financial situations; college bookstore operational interference by district administrators, particularly relevant to profits; appropriated budget expenditures control and interference; and inability to determine physical plant changes.

Important in understanding the position of Grand Rapids Junior College to district control is the fact that the college administrators do not have access to

the board of education. Only rarely throughout the history of the college has the college administration been able to go directly to its board of control, the Grand Rapids board of education. It may be philosophically contended that as long as the college is represented to the board of education, it doesn't matter too much who does the representing. It must be recognized, however, that the superintendent of the district represents all the school units and programs to the board, and it is very difficult to expect him to consistently represent the junior college when he is responsible for the entire program of the district. As a result, former deans have indicated that the board of education was not adequately informed as to the uniqueness of the college's function, operation, and problems. Interviews with former board members substantiated this view.

As the district and the college grow, communication between the district and the college becomes increasingly difficult. This has been the case in the history of Grand Rapids Junior College. It has been recognized by the former deans and the present superintendent of schools. As a result, a form of autonomy of operation appears, but in reality, this supposed autonomy is a lack of decisive leadership for the college. Administrators begin to feel that they are functioning in a vacuum and tend to become defensive about their actions and the independence which appears to be theirs. A similar situation occurs on the district end of the

administrative structure. Such was the history of Grand Rapids Junior College-district administrative relationships.

One former Grand Rapids Junior College dean stated in a personal interview that Grand Rapids Junior College has lost its administrators due to its lack of autonomy. Another dean broadened this statement to conclude that Michigan junior-community colleges operating within a unified school district have generally suffered by their constant lack of, and struggle for, autonomy. A contrary opinion was expressed by the district administration when it was stated that Grand Rapids Junior College needs have been met as they become evident, and that Grand Rapids Junior College never suffered because of district control. Perhaps the actual situation lies somewhere between these two positions. It does seem evident that as the size and complexity of both the college and the district increase, a modified basic administrative structure should be formulated rather than attempting to sputter along on the 1914, or for that matter, the 1945 model.

Philosophical Concepts

Underlying all the considerations that have been presented relative to the consequences of operating a junior-community college in a unified school district are the basic philosophical concepts of education in general, junior-community college education specific-

ally.

Once again it could be philosophically contended by some that education is a long continuum from the kindergarten through graduate work and on through life. Others contend this is not the case. Regardless of these philosophical differences, the problems and operations of higher education differ from elementary and secondary problems and operations in our present educational structure and society. If these differences are not recognized, and the college is not treated differently and granted considerable autonomy, administrative level friction will develop and the quality and scope of the program of instruction will suffer.

An examination of the history of Grand Rapids Junior College relative to this problem indicates that upon occasion the uniqueness of Grand Rapids Junior College was recognized and appropriate action was taken or allowed. Often, however, the uniqueness of the college was neither presented properly nor recognized.

Mr. Baxter, in interviews, pointed out that President Andrews spent a considerable portion of his time attempting to keep Grand Rapids Junior College recognized as a college and treated as such by the district administration and the board of education. Baxter and the other former deans pointed out that the board of education is not orientated towards college operation.

Dr. Visser substantiated this viewpoint with specifics. He stated that the dean of the college is accorded the same administrative status as the district's high school principals. He stated that he was never able to persuade the district administration of the uniqueness of a college library. The college "climate of learning" concept was not adopted by the district. Budgetary considerations, including purchasing policies, could not be divested from district rules and procedures. In his 1961 annual report, Dr. Visser stated that the relationship of Grand Rapids Junior College to the total program of the board of education was not clearly defined, and he was never able to define it in real college terms.¹

Here again, the philosophical differences regarding the position and role of the junior-community college in a unified school district, and the consequences of these philosophies, are largely determined by the personalities who occupy the district and college administrative positions. The history of Grand Rapids Junior College seems to substantiate this. Indeed, varied viewpoints relative to the position and autonomy that Grand Rapids Junior College should enjoy were presented in personal interviews with district administrators. It seems that the importance and complexity of education on all levels demand administrative organization and

¹Annual Report of the Dean of Grand Rapids Junior College to the Superintendent of the Grand Rapids School District, 1960-61.

functional operation more clearly defined than by administrative personality. One district administrator advocated the overt recognition of levels of education in the district. In doing this, definite policies and guide lines should be established for responsibility-authority areas. Numerous alternatives could be postulated including reorganization of the basic administrative structure of the college with its own board of control and its primary service area extended to Kent County.

As it was stated in the beginning of this chapter, analyzing the strengths and weaknesses of operating a community-junior college in a unified school district is largely a matter of perspective and perception when considering administrators in both the district and the college. Such relativity becomes less tolerable, however, when the sole consideration is the welfare of the junior-community college.

CHAPTER VII

CONTRIBUTIONS

It is difficult to assess the contributions any public institution makes. This is true of any educational institution. The training, fact-imparting, concept-giving, thought-producing, critical-reflection, and self-understanding functions of what is thought of as higher education are by their very nature impossible to measure. The end products of such an adventure may not be evident for years, if ever. They may take forms so subtle but so significant that they are never associated with any one course, curriculum, or college. These end products are present and are among the major forces molding our society. Higher education works with and for people. It changes and lifts them so that they can change and lift other men's problems. Because of this fact, education, and particularly higher education, has become the great American dream and goal. Any agency, institution, or movement that has made this goal more readily attainable can be regarded as having made a significant contribution to the community in the local and universal sense.

The presence of Grand Rapids Junior College in the local community offering higher education to the

citiznes of the area constituted its major contribution. For half a century Grand Rapids Junior College has been meeting the economic and sociological factors which have historically limited college enrollments to many strata of society. By offering college level educational opportunities locally, Grand Rapids Junior College was among the pioneer institutions to activate the community sociological forces which contribute to an increased popular participation in higher education. In its half century of service, over 45,000 students have enrolled at Grand Rapids Junior College. Enrollments have grown from the 1914 class of forty-two, to the present enrollment of 3500, with an expected 7000 by 1970.

Beyond this primary contribution to the community, various aspects and phases of Grand Rapids Junior College can be outlined in relation to community contributions. In doing so, it must be recognized that no listing, even when totaled, can approximate the real impact the college has made upon individuals or the community. Nevertheless, an attempt will be made to indicate some significant achievements and results of the college's existing in Grand Rapids for a half century.

All former administrators of Grand Rapids Junior College concur that the outstanding accomplishment made to the local community by the college has been offering quality higher education comparable to the first two years in the finest colleges and universities at a low cost to local students. Students could obtain the first

two years of college in a public institution without leaving home. In 1914, and from that point on, higher education became readily available locally. This is a potent force in the present mushrooming growth of junior-community colleges, and was equally, if not more, significant in 1914.

As the first junior college in Michigan, Grand Rapids Junior College can be cited as leading the movement as it developed in the state. Jesse B. Davis, William A. Greeson, and the Grand Rapids Board of Education showed courage and leadership not only in founding the college, but in the manner they did so. Although there was no state enabling legislation, Grand Rapids Junior College was established openly as a separate and distinct unit of the public school system.

Although the principal emphasis of Grand Rapids Junior College has been college parallel curriculums, the college developed numerous other curricular offerings, pioneering many of them in Michigan and the Middle West. As early as 1916 the School of Art and Industry was established within the framework of Grand Rapids Junior College, offering numerous business, vocational, and terminal programs. As cited in Chapter III, Jesse B. Davis did not envision Grand Rapids Junior College as a college offering only college parallel work. He foresaw the inclusion of business and industrial courses as well as adult education courses for the community. As a result, Grand Rapids Junior

College pioneered many types of programs. Included among these were a public school music teaching curriculum with practice teaching; library training; affiliated nursing; practical nursing; terminal engineering; subject matter educational conferences; and numerous courses and curriculums in arts and industry particularly associated with the furniture industry which flourished in Grand Rapids.

A valid criticism has been made of Grand Rapids Junior College because of the heavy emphasis on the college parallel function of the college at the expense of the terminal-vocational areas. Some of this criticism may be traced to the change in emphasis which came with the change of the Grand Rapids Junior College administration in 1920. More realistically, however, the reason for this curricular emphasis situation can be traced to demands and needs of the students of the community.

The college has offered numerous specialized courses and programs designed to meet specific community needs. Included among these are civil technology programs for city engineers; in-service programs for community firemen, medical secretaries, bankers, and business men; Americanization classes for immigrants seeking naturalization; driver safety courses for traffic offenders referred by local courts; evening high school courses for adults seeking to complete high school; European tour courses for persons planning to

tour Europe with college guides; and lecture series in art, history, and literature. Grand Rapids Junior College has been utilized as a regional testing center by many agencies, public and private. A police cadet program has recently been established in connection with the local police department. Local high school students are offered opportunities to take work at the college for college credit or high school enrichment if they are qualified.

One of the most important curricular offerings of the college is the remedial program for students not adequately skilled or prepared to take college level work either in college parallel or vocational-terminal programs. No high school graduate has been denied admission to some level of work at Grand Rapids Junior College. Upon successful completion of these remedial courses, students are guided into a program relative to their interests and abilities. Many aspects of counseling are offered by Grand Rapids Junior College in aiding its heterogeneous student body.

Individuals associated with Grand Rapids Junior College can be cited as having made significant contributions to the Grand Rapids community and the educational community. Certainly Jesse B. Davis and William A. Greeson, cited frequently in this study, initiated many educational programs, not the least being Grand Rapids Junior College. They made many contributions to the junior-community college movement in its early

growth years.

Arthur Andrews, the second president of Grand Rapids Junior College, made numerous contributions to the local community and to higher education (See Appendix II). His interest in aiding students, primarily through personal counseling, toward raising their educational and life goals is notable. Andrews had a vital faith in the power of higher education for social mobility, and he consistently attempted to make the advantages of higher education not only available to but recognized by area youth.

Andrews can be considered to be the driving force behind course content and quality at Grand Rapids Junior College. He contributed substantially to the formulation of many policies and practices utilized at Grand Rapids Junior College and other junior colleges.

Andrews was a leader in establishing the Michigan Association of Junior Colleges and The American Association of Junior Colleges. He played an important role in formulating the "G.I. Bill" for junior college students. Mr. Baxter stated that Andrews is credited with the responsibility for establishing the policy of regarding junior college students on the same basis as senior college students for compensation under the "G.I. Bill."

Subsequent deans could be cited for their significant contributions to the Grand Rapids community and to the Michigan junior college movement. Dr. Tirrell

did much to promote the college to the community and to broaden the offerings of the college to better serve the community. Dr. Visser consolidated the position and direction of the college. In his years as dean of the college, he became the leader and spokesman for higher education in the Grand Rapids area. He also contributed toward promoting and formulating the new four-year college in Western Michigan. Dr. Visser also made vital contributions to the state community college movement.

Numerous faculty members have served as consultants and lecturers to community groups, although these activities are rather recent.

An important contribution the college has made throughout its history has been to add strength and depth to the district school system. College resources contribute to the district in various ways. This was first formally noted by Jesse B. Davis in his annual report of 1918.¹ Likewise, through its association with the public schools and by its contacts with the public, Grand Rapids Junior College has been a contributing factor in the educational and cultural life of the community.

The alumni of the college have made significant contributions in a variety of areas of endeavor in numerous geographic settings. Included among the long

¹Annual Reports of the Grand Rapids Board of Education, Forty-sixth Annual Report.

line of Grand Rapids Junior College former students who have distinguished themselves are bank presidents, actors and actresses, concert artists, industrial leaders, ranking military men, educational administrators (including the president of Michigan State University), scholars and teachers, congressional representatives, and persons in all the professional areas. A list of some of the distinguished alumni representing various fields of activity is included in Appendix II.

To more specifically measure the educational impact of Grand Rapids Junior College on the Grand Rapids community, a survey was conducted as part of this study to determine the number and percentage of the area's professional persons who attended the college. The methodology utilized in collecting this data was to compare the names on the rosters of all the recognized professional organizations in the Grand Rapids area with the names of the students who attended Grand Rapids Junior College from its establishment. The lists of names arrived at by this method were then checked by telephone to determine if, indeed, each professional person whose name appeared to be on the Grand Rapids Junior College alumni list had attended the college. By utilizing this method, as opposed to the community survey approach, 100 per cent participation was achieved.

Of the 466 medical doctors listed on the rolls of the Kent County Medical Society, seventy-two, or 15.4 per cent, received some pre-medical training at Grand Rapids Junior College. Of the 279 dentists in the area, seventy-nine, or 28.3 per cent, attended Grand Rapids Junior College. Of the 365 lawyers in the Grand Rapids community, eighty-four, or 23 per cent, attended the college. Of the eighty architects in the metropolitan area of Grand Rapids, thirteen, or 16.7 per cent, attended Grand Rapids Junior College. There are 165 engineers registered in the community. Of this number fifty-five, or 31 per cent, attended Grand Rapids Junior College. Of the 1548 teachers in the Grand Rapids school district, 353, or 22.8 per cent, attended the junior college. Included in this number of Grand Rapids Junior College alumni employed by the Grand Rapids School District are sixteen instructors at the junior college, seventy-three teachers in the high schools, twenty-five in the junior high schools, 148 in the elementary schools, eight in special schools, fifteen consultants, five supervisors, and the deputy superintendent.

Beginning in 1917, Grand Rapids Junior College offered an affiliated nursing curriculum which eventually involved the three major hospitals in the area. The number of students taking work at these hospitals and Grand Rapids Junior College through the years include

986 at St. Mary's Hospital, 1345 at Blodgett Memorial Hospital, and 724 at Butterworth Hospital for a total of 3055. This is indeed a significant contribution on the part of Grand Rapids Junior College to medical service in the community.

Practical nursing has been offered at Grand Rapids Junior College as a one-year terminal curriculum since 1948. During the years of its operation, 1238 students were enrolled in the course, with 1025 graduating.

Most of these data do not include the numbers of Grand Rapids Junior College alumni who are making professional contributions outside the Grand Rapids area, but they do indicate the educational impact Grand Rapids Junior College has made on its local community. It is not difficult to determine that many of the persons included in these data were able to be listed on these rosters due to the presence of Grand Rapids Junior College in the community. Many of those personally contacted volunteered that this was true in their case.

A community survey of the business fields in the Grand Rapids area to find Grand Rapids Junior College alumni was not undertaken as part of this study for three reasons. First, there are few, if any, organized groups in these fields to survey in this area. Second, a community type survey of these fields is being planned as part of a vocational needs study in the coming year. Included in the survey will be an attempt

to determine the number of business persons in the community who attended Grand Rapids Junior College. Third, throughout its history, the primary emphasis of Grand Rapids Junior College has been in the college parallel, pre-professional areas. Measurements of contributions through its alumni in these areas more accurately reflect the educational contributions of the college to the community.

It can be summarized that the educational community contributions of Grand Rapids Junior College over the years since its establishment have been significant. It could be contended, with evidence, that in certain periods in its history, the college has fallen short in adequately performing the wide range of services expected of a community-junior college. This is particularly true of the vocational-terminal curriculums and the community service functions. As pointed out previously, however, much of the reason for this lies with the leadership, but a community college must be considered in its community setting and not be compared strictly with some model or norm. A fair assessment of the situation suggests that through the years Grand Rapids Junior College performed exceedingly well in the manner and scope expected of it by the community. This seems particularly significant when its administrative structure with its inherent limitations are considered. Curriculums and services other than the basic function of college parallel and pre-professional programs were at-

tempted. Some were successful. Others failed or were ineffective. Much of the reason for this lies with the nature of the community and the demands of its parents and students. There is reason to believe that this situation is beginning to change and that the community will increasingly recognize the college as something more than a pre-professional school and begin to expect a more diversified program.

Relative to its basic purpose for most of its history, college parallel and pre-professional training, Grand Rapids Junior College, as the evidence indicates, has made significant contributions to higher education and to the community. Its pioneering role in establishing a junior-community college in Michigan, and its pioneering of numerous features of a junior-community college contributed significantly to the junior college movement in the state and region. Its administrative leaders have played important roles in the growth of the junior-community college movement as well as being higher education leaders in the Grand Rapids community.

The higher educational opportunities the college has offered young people in the Grand Rapids area for almost fifty years is remarkable. Throughout this long period of history, Grand Rapids Junior College has been meeting the financial and sociological factors which have traditionally hindered college attendance. At the same time, the college has activated the sociolog-

ical factors which promote increased participation in higher education. In short, the very existence of the college as a public junior college has been a vital force in an opportunity sense to the youth of the area.

The examination of Grand Rapids Junior College alumni in the professional groups of the community indicates that the college has made significant contributions not only through its higher educational opportunities to the youth of the area, but through the quality of its programs. Throughout the history of the college, its students have performed well in the institutions to which they transferred. For many years after its founding, the Grand Rapids Junior College catalogues included the statement that no Grand Rapids Junior College graduate had failed in any of the senior institutions after transfer. As the number of students continued to grow, this record was finally broken. Nevertheless, studies of Grand Rapids Junior College transfer students to senior institutions throughout the history of the college have indicated that these students, with few exceptions, did as well, and in most instances better, than the native students in the senior institutions. The significance of this is even more notable when the caliber of the senior institutions to which the Grand Rapids Junior College alumni generally transferred is considered. They include some of the finest colleges and universities in the nation.

CHAPTER VIII

COMPOSITE

Many of the observations and conclusions that have been cited in the preceding chapters can be summarized. Some of these conclusions pertain primarily or solely to Grand Rapids Junior College. Others have more universal application to colleges similarly established and administratively structured. It seems presumptuous to specify what observations can be regarded as being applicable to all or most junior-community colleges operating under the control of a local school district, as the situations in each college must be interpreted individually to the findings of this study. Consequently, the summary statements and the observations and conclusions will be stated together. These will be followed by recommendations which relate to the problems and weaknesses of the factors discussed in the preceding chapters.

Summary and Conclusions

The founding of the college was not due to public pressure or demand. It was primarily the creation of two strong educational leaders in the Grand Rapids School District, William A. Greeson, superintendent of schools in 1914, and Jesse B. Davis, principal of Cen-

tral High School. Grand Rapids Junior College was established as a distinctly separate unit within the local school district, the first separate junior college in Michigan. The ability of its founders to establish close ties with a major university, the University of Michigan, was a significant factor in the acceptance of a junior college to the Grand Rapids Board of Education and the local citizens.

Outstanding leadership and vision were demonstrated by its founders not only in the initial establishment of a local public college with its opportunities to local youth, but also in their understanding and early implementation of the broad range of programs and functions they believed to be associated with a junior college.

As the leadership of the college changed, the emphasis of its basic function was also altered. Some of this alteration was the result of community pressure. The emphasis became quality college parallel instruction and remained so. The results of this emphasis have been evident, particularly in the professional life of the Grand Rapids community. It has also been evident in the achievement levels of its students who transferred to senior institutions through the years.

The pursuit of this latter emphasis occurred at the expense of a broader and more diversified program. This situation, however, as it developed through the history of the college, was not far removed from the ex-

pectations and demands of the community. It is possible to theorize and postulate the benefits that would have resulted to the community if other functions had been provided. Such speculation does not properly recognize community apathy for such programs, however.

The basic administrative structure of Grand Rapids Junior College, a unit within the Grand Rapids School District, has worked both to the advantage and disadvantage of the college. In the founding period such an administrative arrangement was generally beneficial. This was due to numerous factors. Included among them is the fact that the district superintendent, William A. Greeson, was sympathetic to the establishment and operation of the college. The Grand Rapids School District lent its resources to the newly established college including physical facilities and staff. The financial stability of the school district enabled the college to exist.

As the college and the district began to grow and new personalities occupied the administrative posts of Grand Rapids Junior College president and district superintendent, communication between the college and the district became more ineffectual. The problems that can be inherent in operating a college as a unit in a school district became more evident. The persistence and degree of these problems became directly tied to the personal relationships of the administrators of the col-

lege and the district. These varied and complex problems revolved around two fundamental issues. One was the constant necessity to present and promote the needs of the college which were ultimately financial. The other was the constant struggle for some autonomy of operation. Both of these basic issues might be viewed simply as a constant attempt on the part of the college administration to convince the community and the school district that Grand Rapids Junior College was a unique operation in the district with problems and needs quite unique to other units in the district. As one former dean pointed out, much of the administrative energy of this college, as well as junior-community colleges similarly operated in Michigan, has been expended attempting to promote and achieve this uniqueness in the district's view and operation.

The college had no voice in establishing budget needs and expenditures. The single salary schedule of the school district limited the recruitment opportunities of the college to be competitive in attracting professional college teachers. The Grand Rapids Board of Education and its chief administrators were understandably elementary and secondary school orientated and found it difficult to recognize the college's problems and needs.

Local school district control inhibited the growth of the college in certain periods of its history. This was due to the college's being closely tied

to conditions and regulations of the school district.

It can be stated rather positively that Grand Rapids Junior College lent strength and status to the local school district. The college's enrichment programs for local youth and adults have been advantageous to the local school district as well as the local adult community.

It has been very difficult to alter or reduce school district administrative controls over Grand Rapids Junior College regardless of diminishing financial support by the school district. It seems that once a format of administrative operation is adopted, it is very difficult to make any substantial changes in the established pattern.

Long-range planning has been difficult and limited on the part of the Grand Rapids Junior College administrators due to school district procedures and controls. In an era of rapidly expanding college enrollments, Grand Rapids Junior College administrators have not been delegated the responsibility and authority for effective planning. Essentially there has never been access to the board of control by the college administration. As a result, presenting and meeting the needs of the college have historically depended upon the rapport between the district superintendent and the chief college administrator. This is a precarious administrative basis upon which to operate and promote the college.

Not all of the problems of the college operating in its school district were evident all the time. Upon occasion, the strengths of such an administrative structure were more in evidence than the weaknesses. Nevertheless, the special problems in this basic administrative structure were always possible and posed many threats to Grand Rapids Junior College administration. This was substantiated by the data presented in chapters four and five which analyzed historically the faculty and administration respectively. Although some autonomy was permitted the college in selecting faculty (an administrative function which affects the very nature of the college), district orientated selections are much in evidence according to the data. This results in district rules, procedures, teaching loads, and loyalty patterns being more easily applied to the junior college. Such a result weakens the college's position as a college. Such was the case with Grand Rapids Junior College.

Recommendations

Grand Rapids Junior College has occupied a significant position in the educational community and the Grand Rapids community for nearly half a century. Weaknesses and strengths of its program and operation have been cited and discussed. The following recommendations are included to suggest guide lines to improve the operation and scope of the college's functions.

Many of these recommendations and suggestions would be applicable to junior-community colleges structured and operated similarly to Grand Rapids Junior College.

Primary consideration should be given to altering the basic administrative control of the college. Grand Rapids Junior College needs a full-time board of control with its sole attention directed toward the college. The disadvantages of attempting to operate a large community college in a relatively large school district under the control of the district have been cited. Grand Rapids Junior College has gone beyond the stage in its development when independent control and support become essential. The tax base of the college should be broadened to include its service area. An independent community college district is needed to free the college in operating, planning, and securing needed funds.

Closely related to this need is the recommendation that a vigorous attempt be made to seek real public support by the citizens of the area for local higher educational opportunities. Although the Grand Rapids Board of Education established and supported Grand Rapids Junior College, the principle of actual financial support for the local college by the community has never been established. Recent developments in a current financial crisis in the Grand Rapids school district have again raised public sentiment against the local district

supporting a higher educational enterprise. The possible legal challenge of using public school funds to help support a local junior college that Jesse Davis feared in 1914 was never litigated in Grand Rapids. Subsequent state statutes established the right of a district to use local school district funds to support a junior college. However, public acceptance of local financial support for the local college was also never openly discussed or established in Grand Rapids. It is recommended that this basic principle be faced and determined in presenting the challenge of an altered administrative structure.

Numerous recommendations pertaining to the faculty can be cited. Methods and procedures of recruiting and selecting professional staff should be established. More emphasis should be placed on recruiting instructors with college teaching experience or directly from graduate school. This is vital in promoting and maintaining collegiate level instruction and in creating collegiate teaching conditions. To assist in this endeavor, Grand Rapids Junior College faculty salaries should be improved to attract professional college teachers. Also important concerning the faculty is to bring teaching loads in line with what is accepted as "normal" college teaching hours. Eighteen and twenty hours of classroom lectures per week should be avoided.

New methods should be developed and utilized in evaluating the instructors at Grand Rapids Junior Col-

lege. The same criteria and forms cannot be used to evaluate elementary and college teachers as is now the practice in the Grand Rapids School District.

Programs should be instituted to encourage professional growth in subject matter areas. Under the present administrative structure with Grand Rapids Junior College controlled by the Grand Rapids School District and subject to its regulations, leaves, grants, and travel funds are not beneficial for collegiate level professional growth.

Faculty participation in the internal administration of the college should be encouraged and practiced. This recommendation is closely related to the necessity to recruit college orientated staff.

More accurate methods should be established to determine additional staff needs, teaching, and administrative. The administrative history of Grand Rapids Junior College indicates long periods of time of understaffing, particularly in the administrative area. Guidelines should be determined to recognize needs and potential need areas so that efficiency and excellence can be attained.

Closely related to this suggestion is the recommendation that the internal administrative structure of the college be further developed with more clearly defined authority-responsibility lines. If a professional administrative staff is to be developed, it is essential

to create and promote areas of responsibility and authority.

Grand Rapids Junior College should begin to engage in extensive long-range planning. This recommendation is directly related to altering the present administrative structure and control, as are most of the other suggestions. Grand Rapids Junior College needs to plan its direction in purposes, curricular offerings, physical growth, and organization. The college should take a leadership role in developing a two-year transfer program acceptable to all area senior colleges without attempting to meet the changing demands of all the four-year institutions.

Regardless of its basic administrative structure and control, steps should be taken to prevent circumventing the dean of the college in dealing with superior control. This weakens the efficiency and morale of the entire college.

Grand Rapids Junior College should diversify its curricular offerings. Great attention should be placed upon the business-technical-terminal curriculums. As the only junior-community college in a large urban and rural area, Grand Rapids Junior College is the logical center for non-collegiate transfer programs of all types, including area vocational training.

It is recommended that Grand Rapids Junior College recognize the importance of, and begin to partic-

ipate in, a strong program of public relations. Through much of its history, most of the purposes, activities, and accomplishments of the college were largely unknown to the citizens of the area. To broaden the functions of the college and to secure and ensure financial support, it is imperative that the service area public be made aware of the needs and services of the college. This suggestion should be tied in with the establishment of citizens' advisory boards to promote the college's operation and growth.

An examination of some of the important administrative factors in the history of Grand Rapids Junior College reveals a record of numerous problems, difficulties, and threats relative to the existence, operation, and growth of the college. Regardless of these problem areas, Grand Rapids Junior College has developed into a respectable collegiate institution, primarily in the liberal arts, pre-professional areas. It has made significant contributions by many criteria. Its educational impact on the local community is notable, particularly in the professional areas. It is to be hoped that the analysis of these strengths and weaknesses in their historical perspective will serve as a prologue--a prologue to recognizing and meeting current and future problems and needs.

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APPENDICES

APPENDIX I

AUTOBIOGRAPHICAL REVIEW OF THIRTY-FIVE YEARS AS PRESIDENT OF GRAND RAPIDS JUNIOR COLLEGE BY ARTHUR ANDREWS

In completing some thirty-five years as the administrative head of the Grand Rapids Junior College it is, I believe, proper to present a statement describing the educational program of the College and some of the considerations that influenced the development of this program. While many, if not most, of the points of view presented here have already been stated in annual reports made to the Board of Education of the Grand Rapids School System, it would seem proper that something of a review and summary of these should be presented at this time.

To understand some of the objectives of the Junior College that have developed through the years it is necessary to recall a little of the history of the Junior College Movement. Probably the first significant statement made in the United States in regard to what later came to be called Junior Colleges was made in 1852 by Dr. Henry Tappan who at that time was President of the University of Michigan. In his inaugural address made over one-hundred years ago he stated that he saw a time in the future when the first two years of college work would be offered in the larger

municipalities in Michigan. He had been influenced by his study of the German Gymnasium and the French Lycee. This point of view played a part in the University of Michigan's establishing in 1882 what was called the "University College." In this program the first two years of work in the University were considered as an independent unit and in it were offered general courses leaving specialization to the last two years of college or university training. In the University College a member of the faculty was assigned a group of students for which he was given responsibility of counseling and guidance. Since the one assigned this task was given a light teaching schedule the program proved expensive and largely because of this was abandoned a few years later.

It was during this period, however, that A. F. Lange was a student at the University of Michigan. His familiarity with this venture resulted in his carrying the idea as a "potent bacillus" to the state of California where he afterward made an unusual education record. The idea found fertile media in California and resulted in the establishment of the Junior Colleges in California almost at the beginning of the twentieth century. It is to be noted that these were looked upon as College programs.

Toward the close of the nineteenth century President W. R. Harper of the University of Chicago recognized that the first two years of college train-

ing had somewhat different objectives from those of the concluding two years, and following his leadership the first two years at the University of Chicago were set aside as an independent unit. This segment of education was called the Junior College as distinguished from the last two years which were designated as the Senior College. About 1900 those completing the first two years of college training at the University of Chicago were awarded a "title" of Associate in Arts.

In passing it may be noted that in 1905 President James of the University of Illinois stated: "Surely it is true that the work done at present in the freshman and sophomore years at the University of Illinois may just as well be done at any one of fifty or one-hundred centers in the State of Illinois as at Urbana.

The Grand Rapids Junior College, established in 1914, became the seventh public junior college created in the United States. The first president, Dr. Jesse B. Davis, was also principal of Central High School. It is probable that Dr. Davis was familiar with the arguments that had been presented by the educators mentioned above, but these were not the important considerations that led Dr. Davis to advocate the Junior College in Grand Rapids. For many years there had been only one senior high school in Grand Rapids. Union School carried students first through the tenth grade and later through the eleventh grade, but all who were to be graduated completed their secondary school training in Cen-

tral High School. In 1911, however, Union High School for the first time offered a full secondary school program so that students did not have to transfer to Central High School, and in 1915 what was then known as South Junior High School was opened. These changes greatly depleted the enrollment in Central High School. In view of this Dr. Davis advocated the establishment of the Junior College to take up the light teaching load of the Central High School faculty and to make use of empty recitation rooms. In conversations Dr. Davis referred to the Junior College as a "filler."

While these very practical considerations led to the advocacy of the Junior College, Dr. Davis was most concerned about educational considerations in setting up the program of the college. Before making a public announcement of the establishment of the college, he appeared before the faculty of the University of Michigan and made arrangements whereby the University of Michigan would give full transfer credit for certain courses offered in the Junior College.

And so it was from the very beginning that the courses offered in the Junior College were college courses, and through the years this point of view has never been abandoned. While the college program later offered a variety of semi-professional courses, it has always offered two years of training in the Liberal Arts. We have sought to maintain standards in these courses comparable with the standards of other approved colleges and univer-

sities. We have not looked upon the Junior College as two more years of high school. With the beginning of Junior College training, we have assumed that the student is more mature, that he elects to secure college training, that he is more competent, and should be capable and willing to make a more serious educational effort. We have checked repeatedly with other colleges and universities concerning textbooks, requirements, courses of study, and have insisted that our programs correspond in a general way with those offered at the University of Michigan, Michigan State, and other standard colleges. Over a period of thirty years we have repeatedly checked the records of Junior College graduates when they have transferred to senior colleges and universities, and, on the whole, these students have made very satisfactory records. In some instances, as I shall point out later, the students have made better records than those who have entered the University as freshmen.

When the Junior College was organized as indicated above, the work offered consisted of standard liberal arts courses. In addition some work in industrial art was given by Mr. Harry Kurtzworth who afterwards attained a national reputation in this field. Shortly after my appointment as administrative head of the Junior College, plans were made to offer two years of engineering, the college becoming the first Junior College in the Middle West if not in the United States

to offer such training. Almost from the very first, a year's training was offered for those students planning to complete the nursing course at local hospitals. I believe the Grand Rapids Junior College was the first junior college in the United States to have such a hospital affiliation. The students taking this work together with those in the Practical Nursing Course, which I shall mention later, make up a considerable portion of the Junior College enrollment.

Almost from the first the college gave a good deal of attention to pre-medical, pre-dental, and pre-legal education, and some of our most outstanding alumni are graduates in these professions. As time went on we added preliminary training in architecture and teaching, including vocational-industrial, and business education curricula. We developed the first two years of work offered in business administration, and training for social workers. We developed courses in stenographic instruction, preliminary work in dental hygiene, pharmacy, home economics, forestry, and landscape architecture. One of our graduates in this latter field designed and helped with the creation of the Junior College Memorial Campus with which some of you became acquainted after last year's graduation exercises. It was not long before we were able to offer preliminary training in hotel management, medical biology, and even preliminary work for those interested in optometry, mortuary science, in police administration, foods distribution, public admini-

stration and sanitary science. These and many other courses of training are offered at the college level and the credits earned, taken in accordance with the programs outlined by the college for special fields of advanced study, are accepted at full value by standard colleges and universities in all parts of the United States. For practically every professional and business field in the country students may start their training in the Junior College and receive full transfer credit.

I dwell upon this point because we hope our alumni can help in disseminating this information. Sometimes unpleasant rumors reach us that some student, in transferring to an institution of higher learning, has lost credit. We check all such reports, and without exception we find some element of irregularity. We find, for instance, that a student may have taken two years of preliminary medical training and then has shifted to an engineering division. It does not take any unusual acumen to understand that preliminary medical training cannot be substituted for engineering training. Sometimes the student has followed a program outlined in our catalogue for those expecting to transfer to Michigan State and then the student changes his mind and transfers to the University of Michigan. It is conceivable in such instances that the student might not have just the required courses. This would also be true if the student had spent his first two years at Michigan State and then

transferred to the University of Michigan or if he had spent two years at the University and then transferred to Michigan State.

Again, we have heard of some instances where the student complained of loss of credit when the quality of the student's work was such that we have been surprised, not that he lost transfer credit, but that he was accepted at all. In dealing with transfer credits it is standard practice among approved colleges not to accept courses carrying a grade of D. This applies to students transferring from Harvard or from any other college. We follow this practice in accepting students transferring to the Junior College.

While this is the general practice, the University of Michigan is liberal in applying this rule to Junior College transfer students. What actually happens is that if the record of the student is, on the whole, satisfactory the University may accept some courses where the student has earned a grade of D. Some other colleges have been even more liberal.

A little later I shall make some mention of what we call terminal courses. These are designed to be functional rather than pre-professional training, and in regard to these we say in our catalogue that partial credit for these courses is given by some institutions and full transfer credit may be given by other institutions. The interesting fact is that in nearly every instance the students receive full transfer credit. They get more than

we promise them.

As far as I know if the student does not receive full transfer credit there is in every instance a good reason. Miss Lyvonne Riisberg who has been registrar of the Junior College for nearly four years reports that she has not had a single student report to her that full transfer credit has not been given. After dealing with students for forty-two years it is my conviction that they are not hesitant in demanding those things that have been promised them. The stories of loss of credit are not brought back to us directly because those involved know that if there has been a loss of credit we know the reason. The University of Michigan, Michigan State College, Wayne University, the church related colleges, and the normal colleges all are glad to make it clear that properly selected courses completed satisfactorily at the Junior College are accepted at full value.

In a study made a few years ago it was discovered that Junior College students over a period of five years had transferred their credits to 386 different colleges and universities in all parts of the United States. As a corollary it should be noted that many of our alumni are now identified with important positions in various phases of professional life in many parts of the country. What is more important, in a way, is that large numbers of our graduates have become identified with the professional and cultural life of our city. Dr. W. M. Proctor of Stanford University, writing in 1929

in regard to junior colleges in California, observed that "The most important contributions of the junior college to the state of California cannot be stated in terms of money cost and money economy. The presence of thirty-one public junior colleges, not to mention ten or twelve private junior colleges, means that there are scattered throughout the state just that many cultural and higher educational centers which tend to raise the standard of living and thinking in those communities." In making application of this to Grand Rapids, I would like to point out that a study made four years ago revealed that more than one-third of all those identified with the professions of medicine, dentistry, law, and engineering in Grand Rapids had had preliminary training in the Grand Rapids Junior College. This percentage is undoubtedly higher at the present time and will be even higher in the future. The role these people are taking in the intellectual life of this city is a part of the justification for the maintenance of college standards. To have offered these fine people two years of diluted educational experience would have been to sell them short. We have tried to keep faith with those who were contributing to the support of the Junior College as well as with the students themselves.

In 1922 I attended one of the first meetings of the American Association of Junior Colleges held in Cincinnati, Ohio. It was a small meeting, but I was impressed with the fact that there is a special type of

training much needed which the junior college is peculiarly fitted to offer. I shall not go into the considerations that led to the development of the traditional four-year college in the United States. This unit of higher education has its critics and its defenders; but the fact remains that there are many fields of service in modern society where, if one is to succeed, he should have training beyond the secondary school, yet a Bachelor of Arts degree is not necessary. This type of training is often described as semi-professional education. Such programs may be one year, two years, or even three years in length; and since these are in a way complete units in themselves, they are usually referred to as terminal courses. In these shorter courses less attention is given to cultural or general education and most of the courses are intended to be functional; that is, they are expected to give specific training for tasks that are associated with the positions for which the student is being trained.

While I would be the last to deprecate the value of extended higher education, it is true that in many areas there is a tremendous demand for people with some special technical training which does not require four years to attain. As an illustration may I point out that it is generally agreed that at the present time there is a shortage of engineers. The recent study concerning human resources has made it clear that there is need for more trained people in all of the professions. The

only area where we seem to have enough people to meet the demand is in coaching high school athletics. In engineering the shortage is acute, and at the same time it is recognized that many of the things trained engineers are now doing might just as well be done by those who have about two years of technical training. The need for young people with this type of training is shown by the fact that those who have it are paid about as well as those who have engineering degrees.

To meet this demand we have established a two-year course in the College which we call training in Mechanical Technology. Nearly every course in this curriculum is a practical, fundamental course preparing the student to do certain kinds of technical work such as drafting, testing, and inspecting. He is trained to do supervisory work in operating a department; to work in plant maintenance; to engage in human relations work. This training should also be of value for technical sales work, and in positions requiring cooperation with executives. The students start with a study of the most modern manufacturing processes and with thorough drill in industrial mathematics. They are given training in drafting and blue print reading, and extended experience in machine operations. Here we are not interested in making lathe hands, but in training the students in regard to the broad area of machine operations. We want them to acquire a knowledge of many processes such as heat treatment, welding, metal processes, and other industrial oper-

ations. I earnestly hope that this point of view may be maintained. When vocational education is organized on a low level, or organized to appeal to incompetents, the result has been tragic. When this type of education is planned for those who have made poor school records, the experience in many parts of the United States has shown that such education has little value and for this reason has already been abandoned in many communities. We should not repeat that mistake here.

This then is a typical terminal training course operated in the Junior College, and we have developed many of them. We have a two-year course in Industrial Chemistry, and many of those completing this work are hired directly by the Dow Chemical Company at Midland. The success of this program may be judged by the fact that without our knowledge the Dow Company advertised in the Grand Rapids Herald that it was seeking the services of chemists and that graduates of the Grand Rapids Junior College were preferred.

We have a two-year course in Retailing where the students have formal academic training in college in the morning and are employed by commercial enterprises in the afternoon. The work is so organized, directed, and supervised that college credit is given for this work experience. What the student earns in the afternoon more than meets the cost of his tuition and other college expenses.

We have similar cooperative courses in secretar-

ial work, and many of our students who are taking other terminal courses work about fifteen hours a week and secure some practical experience while they are getting formal training. In the one year course in Practical Nursing, the students spend full time during the first semester in taking special nursing training; and during the second semester they go to local hospitals where they secure clinical experience under the supervision of the hospital and the Junior College faculty. While at the hospital the girls earn \$3.50 a day. A good deal of special equipment has been secured for this course, and in general this division of the college has succeeded much better here than in most of the other centers in the states where this experiment has been tried.

Among other terminal offerings we should list two-year courses in Art, Commercial Art, Costume Design, and Interior Decoration. We offer technical business curricula in Salesmanship, Small Business Management, Accounting, Advertising, and General Business. We offer a number of two-year Home Economics courses; one of these is for young women interested in general training in home economics, one for those interested in hospital dietetics, and another for those who may wish to work with young children in nursery schools, health clinics, and commercial nurseries. The program includes some courses dealing with child development, and students in this program of study obtain cooperative training at local nursery schools. In this as in many areas we cannot begin to fill

the demand for students having this special training.

I have already mentioned the cooperative course in Secretarial Training. In addition, special courses are offered in General Secretarial Training, and in Clerical Training. We have some students who prepare to be physicians' assistants, some who take the training in drafting, and others take what is called terminal training in junior engineering. After some study we have even developed a program for those who wish to become airline hostesses.

About two years ago some institutions that had formerly been known as junior colleges changed their names so that they are now known as Community Colleges. In doing this, much was made of the fact that these local colleges had a definite responsibility to offer practical courses, giving the impression that those institutions which retained the name of Junior College were offering a much narrower type of training. The survey of the University of Chicago also tended to add to the confusion. That there may be no misunderstanding of the facts in the case, I have had a special chart prepared showing the educational offerings of all the junior and community colleges in Michigan as shown by the 1953-54 catalogues of these institutions. You will note that in number of curricula and variety of courses offered, the Grand Rapids Junior College is far ahead of any other junior or community college in the state. You will note that we offer 27 terminal, or what might be called practical,

courses. One or two of the so-called community colleges have the most restricted offerings of all the junior or community colleges in the state. This is not intended in any way to be critical of any other institution. Most of the junior or community colleges in the state are located in smaller cities. The terminal educational program was initiated in Grand Rapids earlier than in other communities.

Two factors have limited the development of terminal courses in Grand Rapids. First, there has been a limitation of funds, but fully as important is the fact that students are often reluctant to take such courses. Parents and students often feel that if education is to be continued beyond the high school, the student should be interested in securing a college degree. The idea that all Americans have a right to aspire to a baccalaureate degree is a wonderful part of American culture, but the result is that many students seek a college degree when they have more aptitude in some semi-profession. We have spent more time and money in giving publicity to terminal education than to other phases of the Junior College educational program and sometimes the results have been discouraging. Even with some of the most successful terminal courses we have had to start with small enrollments and years of patient planning have been necessary, but regardless of this once and for all let it be known that in the breadth of its offerings the Grand Rapids Junior College far exceeds the offerings of any other

junior or community college in the state. The chart that has been referred to makes this clear, and our alumni can do us a service in carrying this information to the citizens of Grand Rapids.

There are other courses of this kind that should be developed. We have always felt that it was and is the responsibility of the college to offer any courses needed in the community if it is possible to do so. Some study has already been made of programs in Medical Technology and Electronics. A proposal has been made that we develop training for land surveying, and we believe that there should be more cooperative courses. Much energy has been given to these possibilities. One of the major difficulties in developing cooperative courses has been that where they have been suggested, organized labor is inclined to feel that students who are in cooperative work cannot be given assurance that they can be employed for any set period of time. If unemployment develops in the industry, the rules of seniority require that the student would be the first to go. It would seem that at the present time the only way this difficulty could be met would be for the industry in which we have a cooperative program to have one man relieved of productive labor for every student for the period the student was getting his work experience. Not many industries feel that this is feasible at the present time. If cooperative work cannot be assured for at least a semester, the establishment of cooperative courses is made very difficult. This has

not developed in our cooperative courses in retailing or secretarial training, but in industries it has been a real problem.

Sometimes we are asked why we have not developed an adult education program to be offered in the evening. There is a very simple explanation. In 1942 after the United States had become involved in World War II it became immediately apparent that the enrollment of the college would be so curtailed that the expense of operation caused some to think the continuation of this program should be questioned. To meet this situation I contacted Dr. Alexander Ruthven, who at that time was President of the University of Michigan, and asked if it would not be possible to set up a University of Michigan extension center in the Grand Rapids Junior College. While there were a number of preliminaries including the approval by the Grand Rapids Board of Education and the Board of Regents of the University, the Extension Division was opened in 1942. Following this there was no suggestion that the Junior College could not be kept open. The adult educational program offered by the University has far exceeded anything that the Grand Rapids school system could have hoped to offer, and since it has been ready to give training wherever there is a need, it would have been superfluous for the College to have paralleled the program. The extension offerings have meant much to the cultural life of this city.

This report is already longer than was intended,

but before closing there are some general considerations I feel should be mentioned. From time to time publicity has been given some of the special features of the college; and it should be noted that the features given this publicity have not been secured through tax money but have been earned by one means or another. During the last twenty-five years we have spent over \$20,000 giving publicity to the terminal courses offered by the college and \$15,000 has been raised for the Memorial Campus. We have also been able, without the use of tax money, to assemble one of the largest collections of books about Abraham Lincoln found in this area. Dr. McMurtry of Lincoln University has stated that we now have become a research center for those interested in Lincoln. We have outfitted five complete lounges and contributed for the outfitting of three others. And so I might go on at length. The money for most of this has come from various student activities and some from the earnings of the school bookstore. \$300 came in gifts from the Alumni. Altogether, through the years we have raised about \$65,000 which has made it possible for us to have many things that have meant much to the College and which would not have been possible otherwise.

Since the point has been raised by some people, I may say that the desirability of establishing general or survey courses has been considered by the faculty many times. We were debating this issue as far back as 1925, and while this trend in education has resulted in

some things that are good, our faculty has felt that we might better put emphasis upon the depth of the program rather than upon the breadth. However, many of them feel they are not qualified to teach some of these courses. When they read of a single course in science which purports to give an introduction to physics, chemistry, zoology, botany, bacteriology, and astronomy--all this in a single course and at college level--some of the instructional staff in science feel with becoming modesty that they are simply not qualified to teach such a course. Perhaps we will have in the future specially trained people to meet this situation. The point I wish to make in this connection is that it is not a matter of chance that such programs are not ordinarily a part of our regular college offerings. The decision has been reached after numerous and deliberate discussions by the faculty. This does not mean that the content of courses and the point of view in presenting them is not constantly changing. Modern research often makes a textbook obsolete in five years. It should be noted in passing too, that in former years many college courses were presented as preliminary training for advanced courses. Studies have made it clear that such an objective is not warranted as the majority of these students who take the beginning course in a department never take another course in the same department during their college career. And so it is now planned to offer beginning courses in such a way that they will be most useful if no other courses are taken,

and will be related to life experiences more than in former times.

Sometimes we are asked why we do not have an R.O.T.C. division in the College. I am not sure I know all the answers but I know we have tried. In this connection a number of years ago I made a special trip to Washington endeavoring to secure such a unit for the College. The chief result of this effort so far as I can determine was that while I was received courteously in many offices my only accomplishment was that I learned to find my way around the Pentagon Building. Afterwards a number of junior college administrators took the matter up with Dr. Jesse Bogue who is secretary of the American Association of Junior Colleges. Dr. Bogue's office is in Washington, and he has often been able to do excellent work in seeing to it that the interests of the junior colleges are favorably considered by the Congress. The army gave Dr. Bogue the same answer that was given me, and a little later the army made a public announcement to the effect that there was no need to increase the number of R.O.T.C. units at the time, and that if they were created, it was the plan to establish them in four-year degree-granting colleges or universities. Quite recently after a conference with me, Mr. Rorabacher took up the same matter with Congressman Gerald Ford. From the reply given to Mr. Ford by Mr. T. A. Young, Special Assistant to the Secretary of the Army, it appears that the army is still taking the position which it took a few years

ago.

In closing this I think it is appropriate to make some statement concerning the standing of the Grand Rapids Junior College as an education unit. The college has been continuously approved by the North Central Association of Colleges and Secondary Schools since 1918, the first year that the North Central Association took the responsibility of accrediting Junior Colleges. Our college is accredited by the National Accrediting Association, and the Practical Nursing Division is accredited by the Michigan Board of Nursing and the National Association for Practical Nurse Education. So far as I know we are listed by every agency accrediting any area of junior college education. The Junior College holds membership in the Michigan Junior College Association, the Michigan College Association, the American Association of Junior Colleges, the Michigan Association of Collegiate Registrars and Admission Officers. The college has been identified with leadership in all these associations.

Some mention has already been made of the records made by our students when they have transferred to other colleges and universities. A number of years ago Dr. W. Congdon made a study of the records made by three groups of students in the junior and senior years of the Engineering College at the University of Michigan. He first examined the records made by students who had come from the State of Michigan and who entered the Engineering College as Freshmen. The second group of students

whose records were examined were those who came from outside the State of Michigan and entered the College of Engineering as Freshmen. Finally Dr. Congdon examined the records made by Junior College students from Michigan transferring to the Engineering College as Juniors. He found the lowest records were made by those who had come from Michigan high schools. The group coming from schools outside of Michigan made better records. This probably means that those coming from out of the state were a more selected group. I have sometimes said in discussing this that the fact that they come from other states to attend the Engineering College in Michigan is in itself evidence of superior intelligence. The best records were made by the students transferring from Junior Colleges and we were pleased of course that the very best records were made by students who had transferred from the Grand Rapids Junior College.

In a study made by the American Medical Association a few years ago it was discovered that of 498 colleges and universities sending students to grade A medical schools only 8 of the 498 had not a single student dismissed for unsatisfactory scholarship over a period of ten years. Grand Rapids Junior College was one of the 8, the only college or university in the state of Michigan, making such a record.

A few years ago Look Magazine asked a group of educators including college and university presidents, state superintendents of public instruction, and others

to name the best one-hundred schools in the United States. The schools selected were partly private and partly public; and the list included elementary schools, secondary schools, junior colleges, normal colleges, liberal arts colleges, and universities. The Grand Rapids Junior College was selected as one of the best one-hundred. This citation came largely because of the records our alumni have made. As I have said many times, in a very real sense our graduates have been our very best friends. The record through the years reflects competent and enthusiastic teaching, and the faculty of the college deserve wholehearted commendation.

It is with some emotion that I present the last paragraphs of this report. I am concluding almost thirty-five years of service as president of the Grand Rapids Junior College. No one in the United States has administered a Junior College for such a long period of time. Under these circumstances perhaps I may be permitted to make some personal observations. My tenure in the Junior College covers not what is commonly said to be "the best years of my life" but from the point of professional service my association with the College has been my whole life. In looking back it is easy to see where greater service could have been given, but through the years the college has had a definite policy and it has been consistently followed. I offer no apology. We have been interested in presenting real educational opportunity to serious minded students and we have been aware that if it

were not for the existence of the Junior College in the community many of these would never have been able to secure advanced training. The great majority of these students have been capable and to have offered them superficial training would have been a serious disservice. As I look back upon my association with thousands of fine young people it is a great satisfaction to feel that we have tried to appeal to the very best that was in them, to give them the background that would make it possible for them to render distinguished service to their fellows, and be able to share in the finer things of life. We have aspired that they should not be content with mediocrity of service or with mediocrity in living.

We have believed that learning and integrity are essential to the kind of life we hope Americans will live. We have believed that culture is something which comes from broad and sympathetic understanding, that citizenship is measured by our conduct in every act of our lives, and that effective living is not taught in a course but something that we hope to achieve through a lifetime of consecrated service. We have believed that the reputation and position of the college is not to be achieved through grandiose statements of policy but more by thoughtful and thoroughly honest procedures in everyday administration. There have been no pressure groups or powerful individuals who have dictated what we have done in any instance. The faculty give the grades and all students have been treated alike. There is no sub-

stitute for integrity in those things any more than in other situations in life.

I appreciate the loyal support Mr. Baxter has given me for more than thirty years. I am thankful that although the faculty are well trained they have not been interested in trying to create a supercilious impression of great learning, but with sincerity and humility have taught their classes day after day. I have observed that the greatest scholarship and the greatest teaching are invariably associated with modesty. These things we have believed.

In the course of the next ten years it is almost certain that the college will double in size, and when the program of the College is evaluated at the end of a decade it is to be expected that its part in advancing the ideals and standards of education will be commensurate with its physical growth. The operation of the college has occupied the attention of many capable people. For me it has been my life.

APPENDIX II

GRAND RAPIDS JUNIOR COLLEGE DISTINGUISHED ALUMNI

- R. Hiley Davis -- Personnel Director, American Seating Company.
- E. Ray Baxter -- Retired Assistant Dean, Grand Rapids Junior College.
- Richard M. Gillett -- President, Old Kent Bank & Trust Company
- John T. Bangert -- Director, Transmission Technical Laboratory, Bell Telephone Company
- Robert Lindquist -- Vice-President, Harris Trust and Savings Bank
- Lawrence J. Fuller--Assistant Judge Advocate General, Pentagon, Wash., D.C. (Brigadier General)
- Rev. Andrew Kosten -- Presbyterian minister and teacher
- K. William Stinson -- U.S. Representative from the State of Washington
- Russell L. Christopher -- Soloist, Metropolitan Opera Company
- Dr. John A. Hannah -- President, Michigan State University
- Arnold Gingrich -- Publisher, Esquire Magazine
- Edward N. Cole -- Group Vice-President, General Motors Corporation
- Elizabeth Wilson -- Television and stage actress
- Dr. Jay L. Pylman -- Superintendent of Schools, Grand Rapids, Michigan
- Dr. Clarence R. Straatsma -- Plastic surgeon and medical professor, New York City
- Rt. Rev. John Burgess -- Bishop of the Episcopal Diocese of Massachusetts
- Dr. Gould A. Andrews -- Pioneer in Atomic Medicine, Oak Ridge, Tennessee
Chairman of the Dept. of Medical Research, Atomic Energy Commission
- Lumen Winter -- Artist
- Dr. Keith Berwick -- Historian and author, University of California at Los Angeles
- Mrs. Nancy Stephenson -- Vice-President, J. Walter Thompson Company, New York
- Harry E. Chesebrough -- Vice-President, Chrysler Corporation

APPENDIX III

INFORMATION SUMMARY OF THE ACCOMPLISHMENTS OF GRAND RAPIDS JUNIOR COLLEGE BY ARTHUR ANDREWS

It is hardly necessary to remark that those of us who are identified with the Junior College are always pleased to see our former students. We have memories of pleasant associations with them, and we also are proud of what they have been able to accomplish. About two years ago a study was made which revealed that more than one-third of those in professional life in this community received their first higher education in the Junior College. Time does not permit singling out those who have become prominent in the city, in the state, and even in the nation; but it may be remarked with certainty that the cultural level of this community has been very definitely raised by those who, at one time or another, have been identified with the Junior College.

I am sure that all of you are aware of honors achieved; you know something of the records our students continue to make in senior colleges and universities; you know that a group of educators selected by Look Magazine listed the Grand Rapids Junior College as one of the one hundred best schools in the United States. We owe the reputation our College has as an educational institution largely to the achievements of our students.

I have remarked many times through the years that our best friends are the former students and graduates.

Apart from all this, those of us teaching in the college have most pleasant memories of intimate associations with students. In many instances we think of them as friends quite as much as we think of them as students. If a personal reference may be pardoned, I must admit that in many instances I have warm vivid memories of delightful associations with students, and yet I am often hardpressed to recall the department of the College in which they were enrolled. We have known these students as people, and I believe many of us feel that the richest reward that comes to teachers is the opportunity to know and work with young people. These associations are among our happiest memories.

There is not time tonight to tell you of the developments made in the College within recent years except to say that the program has been constantly expanding. In the history of the Junior College Movement in the United States, the Grand Rapids Junior College has often been first in establishing patterns which later have been adopted by others. As all of you know, the Grand Rapids Junior College was the first institution of its kind established in Michigan, and it was one of the first in the Middle West. It was the first junior college in Michigan to set up a Department of Engineering; it was the first to establish nursing training in connection with community hospitals; it was the first

to establish terminal education in a variety of fields; it was the first to establish a course in practical nursing; it was the first in the Middle West to organize educational conferences which are attended by representatives of practically all of the colleges and universities in the state as well as by representatives from many high schools.

At the same time it should be noted that there are those who think we have made a mistake by insisting upon college standards, who believe that junior college education is secondary education. In this we have not agreed; and it is interesting that in a follow-up study in which we are now engaged, the overwhelming testimony of our former students is that we have been right in keeping our standards at a high level. In doing this we have had the commendation and support of most colleges and universities.

There are, however, areas where we have not been first or even second; and it is because of this that this meeting has been arranged tonight. For some time I have felt that it was unfortunate that a college with the history of the Grand Rapids Junior College, with a large and prominent listing of alumni, does not have an alumni association. I must confess that in my thinking I have undoubtedly been influenced by the fact that such an organization would give us the opportunity and the pleasure to have meetings with former students, meetings which are not possible without an organization of this

kind. But more than this, I believe such an association could strengthen the educational program of the college and bring its influence to bear more effectively upon the life of this community.

We cannot be first in this area. Colby Junior College has had an effective alumni association for more than a decade, and there are other junior college alumni associations. Although we cannot be first, I believe we can be somewhat unique in setting up a program and objectives all related to the education program in this community. I do not wish to be unappreciative of any other endeavor, but in a cursory observation of some other alumni programs, it has been apparent that perhaps the first objective of many of these has been to secure gifts, financial support, or special emoluments for those identified with their alma mater. To all this there can hardly be objection. The Grand Rapids Junior College is ready and will continue to be ready to receive benefactions. We have received some valuable gifts, and we may expect that as time goes on, there will be more and more who will take an interest in such projects. Let me hasten to say, however, you were not asked to come here tonight that we might invite you to be charter members in making a financial contribution to the establishment of some project for the College. If that had been our purpose, you would have been so informed.

Just now the thing I think we want first of all is your help in expanding and strengthening the educa-

tional program of the College. Ours is primarily a municipal institution; the great majority of our students come from this metropolitan center; most of them continue to reside here after their formal education is completed. The Junior College is a part of this community, and the life of the community is and will continue to be affected by the program of the College. We want that influence to be good--to be as effective as we can make it and we need to be able to evaluate the program, to know the areas in which we have functioned most effectively. We need to know how to enrich our educational offerings, to make the college mean more in the life of the community of which it is a part. In attempting this we have faith that our former students are in a strategic position to be of greatest help. We have reason to believe they will be interested and sympathetic in understanding our limitations and ambitious for our advancement, since they had some first-hand experience within the College. They know at least in part what we are doing. We believe the Junior College should maintain a dynamic municipal program, and we hope our former students will continue to be interested in achieving such an objective.

Let me hasten to say that in speaking of a municipal program, I am not suggesting that this is a sharp departure from the traditional objectives of all good education. It is not what one calls the college but what it does that really is of importance. Some institutions formerly known as junior colleges are now call-

ing themselves community colleges, and some people believe this is a desirable change. However, the change in nomenclature does not necessarily affect the program. The Grand Rapids Junior College at the present time offers twenty-seven semi-professional courses, presumably tied in with business, industrial, and semi-professional life of metropolitan Grand Rapids. While we will always be alert to their need for revision and anxious, we shall never forget that one of the greatest services our College performs and will continue to perform for the community is the offering of professional training for those who are later to become lawyers, doctors, dentists, teachers, engineers, business men--the professional people in this community. Offering encouragement to take pre-professional training to those who never would go to college at all if it were not for the Junior College is one of the finest types of community service. It is not too much to say that before too many years those who obtained their pre-professional education in the Junior College will constitute nearly one half of those in the professional life of this city. We must never forget that this pre-professional training is as much of a municipal program of education as training at the semi-professional or terminal level. Lawyers, doctors, dentists, engineers, and all the rest make a vital contribution to life in the community quite apart from their fields of specialization. They make this contribution as educated citizens as well as professional

leaders. The Grand Rapids Junior College was the first in the state to emphasize the importance of terminal education, and we hope to expand such programs. At the same time we do not agree with those who feel that one is not likely to be a good citizen without having taken a so-called practical course or without having had specific training for citizenship. It is unfortunate that some think that if one secures professional training, he loses his interest in his community as a citizen, that in some way he loses his interest in people, becomes less practical, and is not alert to the needs of American life. Pre-professional training in the Junior College has been and will continue to be of vital importance to the community, and we hope that this as well as our semi-professional training will be constantly revitalized in the interest of enrichment and effectiveness.

What could an alumni association do in assisting our program? I do not suggest that I have the imagination to envisage anything like what might and possibly will be accomplished. I suggest some of the areas where obviously help can be given:

1. The alumni can assist in evaluating our program. By this I mean they can suggest important types of training which should be undertaken. They can tell us where we are succeeding and where there should be a shift in emphasis. It is not expected that in general they will be telling faculty members how to teach, but in some instances they can tell us what we should teach. They can

hardly appreciate what it means to us to have some of our former students tell us where training which we have offered has proved of genuine value.

2. The alumni can help in explaining to the community some of the special programs and projects of the college. There are many people in this community who do not know that we have terminal education. Believe it or not, there are many who do not know that the credits earned in Junior College are transferable to other colleges and universities. There are many who do not know that we have vocational courses and cooperative programs with business and probably will soon have some with industry.

3. The alumni can aid in disseminating information concerning the Junior College in the areas outside the city of Grand Rapids. It is inevitable in the future that the Grand Rapids Junior College will become a regional institution. Already over one-third of our students come from outside the city of Grand Rapids, and this number is constantly increasing. It is not generally known that the population in Kent County is growing twice as fast as the population in Grand Rapids, and many of the boys and girls in these outlying districts have no information concerning the educational opportunities offered by the Junior College. You, our guests this evening, were selected partly with the idea of securing representation from these communities. A considerable number of our graduates live in Rockford, Sparta, Beld-

ing, Lowell, Wyoming Park, Caledonia, and other places near by who could help us tremendously in our public relations program.

4. The alumni can help us in our counseling program. No one administrative officer can possibly know the requirements and opportunities in all the fields in which our graduates are to engage in life activities. Those who are specialists can give our students that special information known only to those who have been successful as specialists. In this way too our alumni may become acquainted with ambitious students whom they may wish to employ later in their own businesses. Many of our former students are graduates of colleges and universities in other parts of the country and know more about those programs than those who at best have only read about them. The graduates of the Massachusetts Institute of Technology, of the Wharton School of Commerce, of the Department of Ceramic Engineering in California, or of the Course in Milling at the University of Kansas know about these programs from first-hand experience. We need this help in guiding others who think they want to engage in similar activities.

5. The alumni can help us secure the addresses of our former students. As perhaps some of you know, we have been endeavoring in recent years to do this. While this requires more help than is available in the Junior College at present, we have been able to get a reasonably accurate list of the addresses of our graduates starting

with the class of 1940. Miss Alma Seegmiller of the College has been allowed a little time to work on this; and we hope that as time goes by, we may be able to secure a larger and more accurate list. From time to time we have been able to send out an alumni news letter to those whose addresses we have. We have been interested in telling the story of the College and securing news about the activities of our former students. We believe it is a part of a public relations program to relay some of this news to the community through items in the local press. In all this, we have made but a feeble beginning in calling attention to the leadership of the alumni in this and other communities. In expanding this program, we need the active participation of our former students.

6. An alumni association might well promote at least one activity each year which would be of service to the community and to the College and which would call attention to the leadership of the alumni in the community. To put it another way, an activity might be promoted giving the alumni an opportunity to demonstrate community leadership.

7. Finally, the alumni could implement our commencement activities. We have felt for some time that our commencement program has fallen short of what it should be, and I know of no group who could more appropriately help in enriching it and in making it mean more in the life of the students and to the community.

These are but some possible objectives. Certainly an alumni program should be developed by the alumni. I do not intend to dictate.

We have called this meeting tonight because some of us have felt that the Junior College needs and ought to have an alumni association. We have asked this group together because we have felt that you may be willing to take the initiative in forming such an association. Perhaps this is not the right approach and no one suggests it is the only one, but it is at least one possibility. This has been my thought, and after being identified with the administration of the Junior College for thirty-four years, perhaps I might be privileged to make these suggestions. The responsibility is mine. While I want to emphasize again that the program of an alumni association should be the program of the alumni, I am going further in suggesting how it seems to me a beginning might be made.

It is my belief that one of the first things to be done is to arrange a meeting where our former students, their husbands and wives, may get together. It is my hope that such a meeting might be held before this college year is over. While the nature of the meeting should be determined by the alumni, I can report that we have available funds which would make it possible to serve refreshments and to make some expenditures in arranging a program. At such a time the alumni might make some plans for organization; at least officers might

be elected and some suggestions made for the writing of a constitution.

It would seem that tonight a nominating committee and a so-called steering committee might be appointed to arrange for the larger meeting. Discussion concerning this contemplated meeting would be valuable. If this is the desire of those assembled here, I would suggest the appointment of a temporary chairman to implement such a program. I am certain that an organization of this kind will be of help, and your assistance is greatly needed.

We like to believe that in some way the Grand Rapids Junior College is a unique institution. We like to believe that it has meant real educational opportunity and that many lives have been richer and finer because this institution was at hand when young people have aspired to further education, to training that might bring greater economic opportunity and a finer life for themselves and their families. We are glad that this opportunity has been accessible, and we have endeavored to make it a program comparable to that offered by any other college or university in the country. We have not achieved all we have wanted to achieve, but we offer no apology. We want the College always to be accessible to those of all levels of economic income, and we want a dynamic point of view that each succeeding generation of College students may have finer opportunities than those who have gone before. With some of us, outside

the interests of our immediate families, this has been the consuming purpose of our lives. We are grateful to you for what you have given us in the past, and we hope you will help the College in building a greater and finer future.

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