A STUDY OF THE ESTABLISHMENT OF GRAND VALLEY STATE COLLEGE

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY

Marinus Matthius Swets

1963

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ABSTRACT

A STUDY OF THE ESTABLISHMENT OF GRAND VALLEY STATE COLLEGE

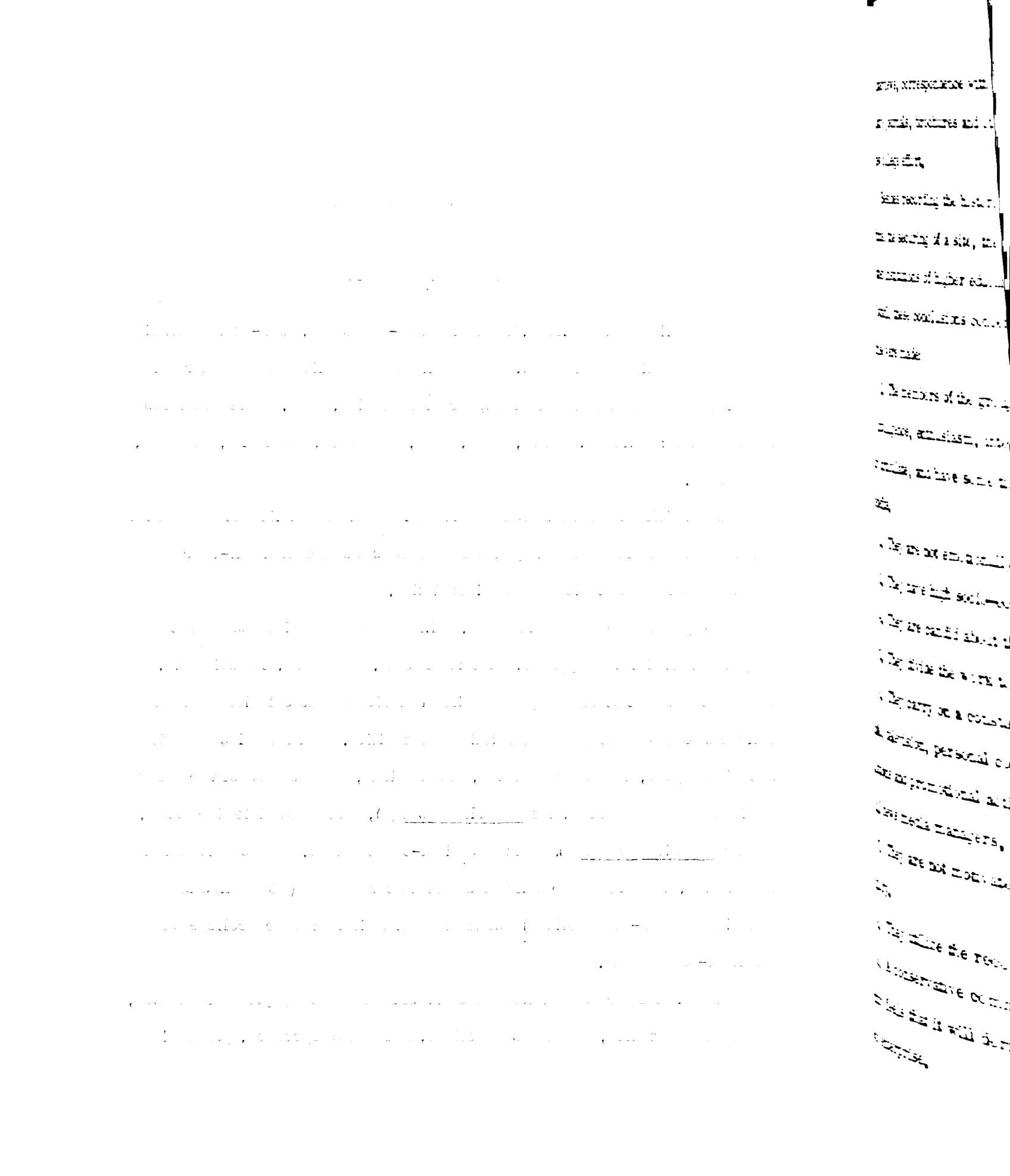
by Marinus Matthius Swets

Grand Valley State College, the tenth state-supported, four-year institution of higher education in Michigan, was established by Public Act 120 of the 70th Legislature of the State of Michigan, Regular Session, 1960. It serves these eight counties: Allegan, Barry, Ionia, Kent, Muskegon, Montcalm, Newaygo, and Ottawa.

The activities of several groups which culminated in Public Act 120 and the events which resulted from it up to the appointment of the first full-time administrator were studied in this dissertation.

A group of ten young men led by L. William Seidman gained community support and legislative approval for their efforts. They had, to begin with, the knowledge that other groups had failed in their work to establish a branch college of one or another of the existing universities. But they also had faith in their purpose, tremendous desire, great ability, and the facts of two surveys of higher education needs, the Russell Report (1), a study of statewide needs, and the Jamrich Report (2), a study of eight-county needs. Armed with these two studies, this group who called themselves the CEFYC (Committee to Establish a Four-year College) worked to gain their end: a new college for the eight-county area.

Materials for the dissertation were gathered from newspaper morgue files, correspondence files, minutes of meetings, records of speeches, personal



interviews, correspondence with principals in the venture, pamphlets, legislative journals, brochures and other materials on activities pertaining to the new college effort.

Besides recording the historical facts of legal sanctions, the raising of funds, the securing of a site, the establishment of amicable relations with other institutions of higher education, and the formation of a Citizens' Advisory Council, these conclusions concerning the success of voluntary community enterprise were made:

1. The members of the group who lead the enterprise share characteristics of intelligence, enthusiasm, integrity, decisiveness, faith in their commitments, are articulate, and have some time and enough money to work for community benefits.

2. They are not emotionally maladjusted or extreme in their beliefs.

3. They have high socio-economic status.

4. They are candid about their activities and their motives.

5. They divide the work to be done so each does what he is best suited for.

6. They carry on a constant community education program, utilizing press, radio, television, personal contact, speeches, meetings, and other public relations and promotional activities. They secure the backing and cooperation of all news media managers, publishers, editors, and owners.

7. They are not motivated by selfishness nor do they seek personal profit or glory.

8. They utilize the recommendations of "experts" to support their aims.

9. A conservative community will not inhibit their success if the community feels that it will derive social and economic benefits as a result of their enterprise.

10. Legislators who must give legal sanction to their enterprise will not oppose it if the community voices neither approval or disapproval.

11. The limited size of the volunteer group is an essential factor for success, but care must be taken that plans and actions do not outdistance communications.

12. Consideration of the worth of the individual and respectful acceptance of advice and criticism is essential.

13. No purchase of favors is necessary.

The development of the curriculum and other details pertaining to instructional program, admissions policies, housing, and other growth details were not studied here. This study ended with the appointment of the first full-time administrator.

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1. Russell, John Dale, Reports to the Michigan Legislative Study Committee on Higher Education, P. O. Box 240, Lansing, Michigan, 1958.

2. Jamrich, John X., A New College, Center for the Study of Higher Education, Michigan State University, East Lansing, Michigan, 1959.

A STUDY OF THE ESTABLISHMENT OF GRAND VALLEY STATE COLLEGE

By

Marinus Matthius Swets

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CHAPTER I

INTRODUCTION

Grand Valley State College opens its doors for the first time in the fall of 1963. The first freshman class numbers approximately two hundred fifty students. Most of these students live within a thirty mile radius of the college. That these students may attend a state-supported institution of higher education close to their homes is the result of a chain of events that seem to be unique.

Grand Valley State College is the tenth state-supported institution of higher education in Michigan. It is located upon high banks of the Grand River at Highway M-50 about twelve miles west of Grand Rapids. (See Figure II.) It was established by Public Act 120 of the 70th Legislature of the State of Michigan, Regular Session, 1960.

The simple statement of the act of the Legislature does not indicate in any way the complexity of the series of events that preceded the Legislative act, nor does it hint at the effects resulting from the act. (Table III, Figure 1)

It was the purpose of this study to reveal the series of cause and effect relationships that culminated in the establishment of the new college and to arrive at some conclusions that may be helpful for others who engage in activities aimed at solving a social problem requiring both extensive community support and legal sanction.

In addition to the possibility that some significant generalizations can be made, the fact that Grand Valley State College is an independent public institution has some implications that are not immediately apparent.

Because there is a widespread awareness of the necessity of providing facilities for those who want to and are able to attend college, several states have undertaken surveys of their higher education facilities as they relate to anticipated possible enrollments in the future. Algo Henderson describes the contemporary situation in this way: (10)

> The urgency of the problem for the states is shown by the numerous state and national surveys of higher education that have been undertaken in recent years and especially since the war. Among the national studies have been those of the President's Commission on Higher Education, the Commission on Financing Higher Education, the Commission on Human Resources and Advanced Training, and more recently, the President's Committee on Education Beyond the High School. . . . Numerous of the states have recently made statewide surveys, among them California, New York, Georgia, Florida, Louisiana, Illinois and Michigan; and nearly all of them have been concerned with the . . . problem of the overall planning and coordination of higher education.

An examination of the recommendations made by several study committees or survey teams reveals that there is no consistent pattern for meeting anticipated needs. The conclusions of the surveys made in Illinois, Florida, Minnesota, California, and New York may serve to illustrate:

In Illinois, the Joint Council on Higher Education authorized a study of public higher education in that state. (Steiner, 32) The major findings and recommendations were these:

1. State institutions of higher education will bear the burden of educating the college youth.

2. State support of junior colleges seems likely.

3. The junior colleges can assume the responsibility of immediate post-high school education while the state universities can emphasize quality higher education.

4. There should be an emphasis upon the development of junior colleges.

-- Also --

5. There should be an emphasis upon the expansion of existing offerings and functions.

6. There should be an increase in the building programs of higher education institutions.

7. There should be either an expansion of existing institutions of higher education or the building of new institutions of higher education in addition to the development of new junior colleges.

Florida, too, has surveyed its needs in higher education. (Brumbaugh, 1) The recommendations of the staff report are similar to those of the recommendations previously cited:

1. Florida institutions of higher education must seek ways to serve at least three times the number of students served in 1955 in the near future.

2. Diversified programs of education must be developed.

3. Existing institutions of higher education must be expanded to enable them to meet increasing demands and they must be adequately supported to be able to continue to improve.

4. They must be realistic about the resources they can expect to support the programs they want.

5. Community colleges must be developed.

6. Immediate steps must be taken to establish additional state degree-granting institutions in the Tampa Bay area and the lower East Coast - and in other areas when the necessity for them becomes apparent.

The Minnesota Commission on Higher Education also conducted a survey of higher education needs. (23) This survey differs from the Michigan survey in that it was done not by an outside state team but by members of educational institutions of Minnesota. This group undertook studies of the setting of higher education in Minnesota, of student potential, junior college education, liberal

arts education, teacher education, the University of Minnesota itself - and the expectations for the future. It recommended, among other things, a lower economic barrier for college admission (facilitated by increases in scholarships especially), state aid to junior colleges comparable to state aid to high schools, no establishment of new institutions of higher education until all existing institutions are fully utilized, new regional junior colleges to fulfill needs in educationally barren areas, new experimentations in education, and a revitalization of the programs of existing colleges.

California, too, studied its needs in higher education. (Holy, 13) Here investigations were made into potential enrollments in publicly and independently controlled colleges and universities and projected them from 1954 to 1955, 1960, and 1965. It studied the possible physical expansion necessary to handle projected enrollments. It also investigated the function, the organization, and the educational progress of the junior colleges, the state colleges, the University of California, and the independent institutions. It surveyed the governing and administration of public education. It investigated the financing of and the types of educational offerings of the four types - junior colleges, state colleges, the university, and independent institutions.

Important recommendations were these: there should be no new state colleges established before 1965. The potential enrollment should be cared for by expansion of existing facilities. Enrollment projections should be made to 1970 and then new decisions concerning new institutions should be made. There should be no enrollment ceilings for state institutions. New junior colleges should be created.

A master plan survey team issued recommendations that went further than did the restudy. (21) In 1960, it made these recommendations:

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The 50,000 students who could be expected to enroll in the state colleges and universities in 1975 should enroll in the junior colleges. Continuing this practice would slowly reduce the numbers of undergraduates at freshman and sophomore levels in the four-year institutions. Thus, the recommendations of the restudy that no new four-year institutions be established until adequate junior colleges had been provided would be carried out, especially if recommendations that already approved new state colleges open their doors to only upper division undergraduates were followed.

The Heald Committee (9) in New York also made recommendations concerning development of institutions of higher education in New York. Here emphasis was laid not only on the development of two new institutions but also upon the transformation of existing teachers colleges into liberal arts colleges which provided teacher training as part of their offering.

These surveys reveal that there is little agreement on how new institutions of higher education should be established. For example, California has continuously established branches of existing institutions. Minnesota's survey was conducted by in-state experts, and this suggests that the University of Minnesota may favor the establishment of branches when and where new institutions of higher education are to be established. New York has recently converted the city colleges into institutions under the control of the state system. When new institutions of higher education are established, the decision must be made: is the new institution to be a branch of an existing institution, or is the new institution to be an autonomous unit that is supported by the state but is initiated by the community which it will serve? This study examined in detail the establishment of an institution that was a manifestation of the philosophy that branches were less desirable than separate institutions. No judgment is made upon the wisdom of that decision. The arguments that

made the decision firm are presented on pages 29 to 31 . In years to come, it will be interesting to see what the national trend becomes and what the judgments that come to be made in the future have to say about each system of establishing new institutions of higher education.

There is a basic issue involved here: the issue of whether greater centralization is desirable or whether greater dispersion of control is desirable. This issue reaches into many facets of institutionalized behavior and into many policy decisions that have to be made. It seems, of course, that as events occur in a rapidly changing world, greater centralization will be inevitable in state, national, international, and - looking ahead - cosmic affairs. One universe as a concept that needs governing, regulating, legislating, and patroling will be a natural concept, possibly, in the mind of the citizen of the not-too-distant future. Yet, the American dream of local autonomy will not easily be dispelled. Sterling M. McMurrin, as resigning United States Commissioner of Education, in a parting message in the February 16, 1963, Saturday Review, stated the case: "The point is that we do not want a monolithic structuring of our educational establishment and program, for this would destroy much of the basic pluralism of our culture which is the lifeblood of our democratic institutions and way of life." He referred to Federal control, but the statement applies equally to centralized state institution control.

The decision made here in the establishment of Grand Valley State College has tremendous interest because it demonstrates the results of a decision in favor of dispersion of control.

This study also tried to answer some of these questions:

1. How did the community become aware of the problem?

2. Where did the support come from for the establishment of Grand Valley State College?

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3. Where did the money come from? How was it raised?
4. Who were the leaders? What kinds of people are they?
5. How is a site gotten?
6. What is the chronology of significant events?
7. What mistakes were made?
8. What conclusions can be drawn?
9. What implications are here for other communities?

This study did not presume to investigate motivations, to find secret desires, to analyze fulfillment of psychological needs, to arrive at statistically determined analyses of socio-economic factors, or other specific, closely controlled, empirically determined facts. Rather, this was an attempt to produce a faithful record of events that are unique, and to suggest by these facts a method where others may solve problems of a similar nature, should they arise.

Procedure and Organization. Preliminary investigations into available historical materials were made: newspaper files, correspondence files, and archives that had been gathered and maintained.

Facts from these sources, from interviews with principal figures in the establishment, and from journals of the Legislature were gathered. Letters seeking information from individuals were sent whenever necessary. Minutes of meetings held were reviewed for facts whenever they were available. All duplicate information was compared; in fact, wherever possible, several reports of identical events were sought for the sake of accuracy and reliability. A final check for accuracy was made by L. William Seidman, who was the leading figure in the activities to establish the new college.

The data collected was arranged chronologically when several important developments did not happen concurrently. When several important

developments did happen concurrently, each was recorded separately, but cross reference to concurrent events was made so the total picture of the events could be kept in the mind of the reader.

Following the history, an analysis of the ingredients of success was made. Drawing from the facts, recommendations for other communities were made. Interviews with the original committee to establish the college were made to identify both crisis points and specific methods used to overcome hurdles. The information from the interviews was compared with inferences drawn by the writer and were compared with apparent historical fact.

There is included a substantial appendix of copies of letters, papers, and plans used by the principle figures in the establishment of the new college. Tables and figures, where necessary for clarification of the text, are included.

CHAPTER II

THE SITUATION PRECEDING THE ESTABLISHMENT OF THE CEFYC

That the efforts of a group of ten young men from Grand Rapids to establish a new college in the Grand Rapids area would succeed was not a foregone conclusion in the fall of 1958. This group, who titled themselves the CEFYC (Committee to Establish a Four-Year College, Table IV) was not the first to attempt this, nor was it the first time that any interest had been shown in the higher education needs of the area.

The existing higher education facilities in the eight-county area. Already in existence in the eight-county area were these institutions of higher education:

--Calvin College and Seminary: a four-year liberal arts college and seminary in Grand Rapids supported by the Christian Reformed Church.

--Aquinas College: a four-year liberal arts college in Grand Rapids supported by the Catholic Church, Dominican Sisters.

--Hope College and Seminary: a four-year liberal arts college and seminary in Holland supported by the Reformed Church in America.

--Grand Rapids Junior College: a two-year community-junior college offering pre-professional and liberal arts, and terminal curricula. (Grand Rapids Board of Education)

--Muskegon Community College: a two-year community-junior college offering pre-professional and liberal arts, and terminal curricula. (Muskegon Board of Education)

In addition to these liberal arts institutions, there are several private, church-related institutions offering missionary and religious leadership

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[illegible] Business College [illegible]

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[illegible] Schools of Fine Arts [illegible]

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training, and two business colleges. The two largest of the religious institutions are the Wealthy Street Baptist Church institution and the Grand Rapids School of Bible and Music, both of which are in Grand Rapids. In 1961, Grace Bible College opened its doors in Wyoming City. Also, a business college, Davenport Institute, has prospered in Grand Rapids for over three decades, as has Muskegon Business College in Muskegon.

The two large institutions, Michigan State University and the University of Michigan, have maintained extension centers in the Grand Rapids Junior College buildings for several post-war years. These centers offer a variety of graduate and under-graduate courses. Also, Western Michigan University has a Division of Field Services Center in Muskegon. All three universities offer courses at different places at different times depending upon demand throughout the area. Aside from the private and community colleges and the university extension courses, the public four-year colleges nearest the Grand Rapids area are Western Michigan University, fifty-five miles south of Grand Rapids, Ferris, sixty miles north, and Michigan State University, sixty-five miles southeast.

Early activity connected with higher education in the Grand Rapids area. One can point to at least two and possibly three early movements to create a public institution of higher education in the Grand Rapids area in the middle fifties: one by the Grand Rapids Board of Education and one by a Michigan State University alumni group; and possibly, one by a University of Michigan alumni group, the details of which are not documented here except in incidental references.

The Grand Rapids Board of Education activities. Dr. Jay Pylman, Deputy Superintendent of the Grand Rapids Public Schools, stated in an interview in

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January, 1963, that the Board of Education's interest in higher education had its roots in a survey of Grand Rapids needs for education called the SOS (save our schools) campaign made in the late 1940's and early 1950's. The Board found that a massive building and expansion program was needed. To provide for the booming enrollments, many new elementary schools were built, and as the age cohorts grew, junior high schools were provided and high school facilities were expanded. The Board was aware that higher education needs would also have to be met, and in 1956, 1957, and 1958 began to take steps to provide for these needs.

It was reported in the April 3, 1956, edition of the Grand Rapids Press that the Grand Rapids School Board expected to study the needs for higher education in the Grand Rapids area. Robert Tubbs of the Board stated: "We are in the best position here to determine what is needed." He stated that Lansing (Michigan State University) or Ann Arbor (University of Michigan) should not make the study without the Board's knowing what was happening. He stated that the Board's physical facilities would be available for meetings and public hearings, that community support would be enlisted, that citizens' advisory groups would be solicited for help, that records would be kept, recommendations would be made, reports would be issued, and requests for appropriations deemed necessary would be made by the Board after its survey of needs.

Consequently, Dr. John E. Tirrell, then Dean of the Grand Rapids Junior College, was appointed by the Board as a consultant to the Special Committee on Higher Education to study the need for a publicly supported four-year college in Grand Rapids. Dr. Jay Pylman in a conversation in January, 1963, confirmed the newspaper reports that contained the above information.

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Tirrell's report was prepared in April, 1956.

When asked about his activities concerning the new college, Tirrell, in a letter dated February 6, 1963, gave this information: (1) In October, 1955, he had presented a paper to the National Office Managers Association at their annual spring dinner in Spring Lake, Michigan. Here he said that he had indicated that a four-year college was definitely needed in the area. (2) He said in his letter that he had presented a paper before a group at the Park Congregational Church in Grand Rapids in which he stated that any new college in the area would enroll 10,000 students by 1970. (3) Tirrell stated that as a result of these activities: the fact that Calvin College was going to move to a new campus in the near future, and the agitation being made by the University of Michigan alumni group to establish a medical school in Grand Rapids, he produced his report for the Grand Rapids Board of Education.

(Just at this time Senate Concurrent Resolution Number 2 of the Regular Session of 1956 continued the Legislative Study Committee on Higher Education to study needs of Michigan's higher education. (See page 19). This study would culminate in the Russell Report (pages 18 to 32), a report which would have tremendous influence in determining the educational opportunities for thousands of yet unborn children in Michigan and the eight-county area.)

Tirrell reported to the Grand Rapids Board of Education in November, 1956, that a four-year college would be needed in the Grand Rapids area to serve from 4,000 to 10,000 students by 1970. The Special Board Committee decided in November, 1956, to meet with educators from the Grand Rapids area to discuss these needs. It stated in the November 13, 1956, edition of the Grand Rapids Herald (now defunct) that the Special Committee expected to have a report ready for the full board of education as well as for the area legislatures by January, 1, 1957. The tentative plans were to probably expand Grand Rapids Junior

College into a four-year, city-supported college. Benjamin Buikema, superintendent of the Grand Rapids School System, is reported in the November 14, 1956, Grand Rapids Press as stating that the Special Board Committee had shown the need, that the facts of the needs would be known to everyone in the community, and that city control compared favorably with city control of other municipal colleges in the country. And in October, 1957, Buikema stated at a conference between the Special Board Committee on Higher Education and area legislators, Senator Perry Greene and Representatives Andrew Bolt, Edward Borgman, and Thomas Whinery that he foresaw a four-year college in the Grand Rapids area in a reasonable length of time. It would, he said, come about in one of four ways:

1. It could be an independent institution supported by the State.
2. It could be a branch of an existing State institution of higher education.
3. It could be an institution supported cooperatively by the State, by the Grand Rapids Board of Education, and by a wide community base.
4. It could be a city college supported entirely by the Grand Rapids Board of Education.

(The above was reported in the Grand Rapids Press, October 4, 1957.)

Dr. Jay Pylman confirmed the above in the January interview. He emphasized the point that although different individual members of the Board of Education may have been prejudiced in favor of one or another of the existing State institutions establishing a branch in Grand Rapids, depending upon loyalty and allegiance, the total Board's position was never one that favored one institution over another. He stated that one of the Board members had done some independent surveying of area needs, and that there was some confusion in the minds of some area citizens that the survey done by the individual

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Appendix I.)

was Board sanctioned, but that subsequent events minimized that person's activities. Pylman also stated that the Grand Rapids Board was fully in support of providing higher education facilities for the Grand Rapids area. He stated that Benjamin Buikema, superintendent, and L. William Seidman, the chairman of the CEFYC, had spent many hours in conference, and that many tabulations and statistics produced in the Jamrich Report were provided by and tabulated by the Board facilities and personnel. He stated that because of the urgent need for elementary, junior high, and high school facilities, the Board had delayed action on higher education needs until the mid-fifties despite their knowledge in 1950 that the population growth would make greater higher education facilities absolutely necessary in the sixties.

Events surrounding the Michigan State alumni group's movement. Harold W. Rockwell, Chairman of a Committee for a Four-Year College for Western Michigan in 1958, stated in a telephone interview (December 17, 1962) that he and the Michigan State University alumni group actively worked to establish a four-year branch college in the Grand Rapids area during the 1957-1958 period. The group's main arguments were presented before various service clubs and business and professional groups at this time. Their efforts went to the point of their securing a resolution by the State Board of Agriculture that a one hundred-acre site, the Graham Experimental Station grounds just west of Grand Rapids, would be made available for the purposes of a branch college of Michigan State University should the Legislature approve and should there be sufficient interest on the part of the people in the Grand Rapids area. In the arguments presented in support of the branch, mention is made of statistics concerning enrollment ratios, desirability of a branch over a separate institution, and why it should be a branch of Michigan State University. (See Appendix I.)

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Included in the group that advocated a branch were L. William Seidman, Robert Van Ess, and Robert Watkins. It will be seen later that their beliefs on the wisdom of a branch changed. Dr. Melvin C. Buschman, then Director of the Michigan State University Continuing Education Center at Grand Rapids, Michigan, stated in a conversation concerning the matter of Seidman's CEFYC that because of the recommendations of the Russell Report concerning branches and because of the possible impending battle for a branch between Michigan State University and the University of Michigan, Seidman and his committee decided to strike out for an independent State-supported institution of higher education. That there was a definite change in thinking on the part of the CEFYC principals, several of whom were active in seeking a branch, is apparent from an examination of another information item distributed to principal citizens and groups in the eight-country area.

This information item which was used to educate area citizens on the need for a new college consisted of fifteen questions and answers. The series of questions and answers used before the change from advocating a branch to advocating a separate institution is the same as those found in Appendix II with this exception. Answer number 10 in the series that was distributed urging a branch gave three locations where branches of the state universities should be established (or are established). It stated: "Of the three studied, Saginaw seems to offer somewhat the best potentiality of service to a large number of students, and Grand Rapids also seems to afford the possibility of developing a degree-granting institution that would serve a fairly large population group." In the margin of one copy of these original questions and answers is inked "get new figures."

The answer to question 12 is also different from the question 12 found in Appendix II. On the series originally used to urge a branch, answer 12

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states: "MSU has agreed to make available a 100 acre site on M50 west of Grand Rapids for establishing a branch in this area. This ideal location would readily serve . . . ."

Further, question 14 originally stated, "What is the situation at MSU (which is inked out) and other (here "state" is inserted) institutions?" It can be seen that question 14 in the copy in Appendix II is not aimed to refer specifically to MSU, but to the enrollment of both major universities.

These fifteen questions and answers are based upon information gotten from the Russell Report, the report made to the Michigan Legislative Study Committee on Higher Education. It is clear that the Governor and the Legislature were aware of the agitation for a new college in the eight-county area. For on April 1, 1957, the Grand Rapids Press reported that the comments of Coloma Senator Robert E. Faulkner, who had talked about financing university construction, were welcomed by William J. Schuiling of the Michigan State University alumni committee to establish a four-year college in Grand Rapids and by Fred Vogt, chairman of a Grand Rapids Citizens' Committee on Medical Education. They saw hope for their ideas to borrow on anticipated student fees to build schools. And on April 5, 1957, Senator Charles R. Feenstra stated, according to a Grand Rapids Press report, that he would support legislation for Michigan State University to establish a branch in the Grand Rapids area. In October, 1957, the State Legislative Study Committee released a news bulletin that new four-year institutions of higher education were needed near Grand Rapids, Pontiac, Dearborn, Flint, and Saginaw. They cited the Russell Report's statements concerning the geographical distribution of students according to the contiguity of institutions of higher education. Governor G. Mennen Williams, at a Michigan Association of Osteopathic Physicians and Surgeons banquet in October, 1957,

stated that Grand Rapids was the logical site for a new four-year institution of higher education, according to the Grand Rapids Herald of October 3, 1957.

Both Michigan State University and the University of Michigan were in the process of establishing branches in 1957 and 1958--Michigan State University at Oakland and University of Michigan at Dearborn. The advocates of establishing a branch were heartened and optimistic about their chances when the news of the establishment of these branches was made known. The Grand Rapids Press in 1957 reported that both Presidents, John Hannah of Michigan State University and Harlan Hatcher of the University of Michigan were still interested in establishing a branch at Grand Rapids.

Tirrell in his February, 1963, letter, stated that as late as 1959, because of a million dollar gift, one of the major institutions was attempting to change the decision to make any new institution in the Grand Rapids area an independent one. Tirrell stated that this information was not made public. Yet, he said, it did indicate the tremendous desire of the large institutions to establish any new college as a branch. Tirrell, in 1959, was an official in the alumni relations office at the University of Michigan.

Tirrell also stated this: that on a personal basis he had counseled L. William Seidman, Richard VanderVeen and others that should a four-year college be established, it should not be a branch. He said that prestige, accreditation, and an immediate faculty supply would not compensate for the risk of cutbacks should legislative appropriations become lean. Tirrell stated that just this happened in 1957 or 1958 when reduced legislative appropriations caused both Michigan State University and the University of Michigan to threaten curtailment of plans for their branches at Oakland and Dearborn, respectively.

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The Russell Report. Because of its tremendous influence upon forming decisions that were made concerning the new college, the findings of Dr. John Dale Russell and his team in their survey of higher education needs in Michigan are here reviewed. From these findings the movement to establish a new college in the Grand Rapids area stopped its milling, and Seidman and the CEFYC set upon a firm course to establish a new independent college.

In 1955 the Michigan State Legislature adopted the Senate Concurrent Resolution Number 30. This legislative action created a joint committee to consist of five members of the House and five members of the Senate. (Table I)

Table I. Joint Committee to Study Michigan's Needs in Higher Education

Senators	Representatives
Don Vander Werp, chairman	Allison Green, vice chairman
Frank Beadle	Charles Boyer
Patrick Doyle	Arnell Engstrom
Edward Hutchinson	John Penczak
Carlton Morris	Frank Williams

The purpose of creating this committee was "to study and recommend ways and means whereby the increasing needs of the state for higher education may be met in the most effective and economical matter." (Russell, 30-VI, VII) The legislature authorized 25,000 dollars for expenses entailed in this study.

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The Senate Concurrent Resolution Number 2 of the 1956 legislative session continued the existence of the joint committee and appropriated 50,000 dollars more to assist in continuance of the study. Senate Concurrent Resolution Number 36 of the 1956 legislative session added the balance of the original 25,000 dollars appropriation that was not spent. Also, upon application by the joint committee, the W. K. Kellogg Foundation made a grant of 86,000 dollars for use in the study of Michigan higher education needs. (Russell, 30-VI, VII)

This joint committee, called the Michigan Legislative Study Committee on Higher Education, appointed ten citizens of Michigan who were not directly connected with any institution of higher education in Michigan. These citizens made up what was called the Citizens' Advisory Committee on Higher Education. (Table II)

(The members of this committee, it will be seen, are all high in socio-economic status according to scales referred to in the last chapter. The implications of this fact will be considered in Chapter XIII.)

The Forward in the Preliminary Report (30) sets forth the commission and the responsibility of the Citizens' Advisory Committee as stated by the Legislative Joint Committee.

> The Legislative Committee recognizes the necessity of providing adequate opportunities for an increasing number of young people who will be wanting to continue their education in the years immediately ahead. There is no question that the burden of providing adequate support for the facilities of higher education will increase and it is hoped that an equitable distribution of this load through public and private enterprises and at local and state levels can be encouraged.

Table II. Citizens

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[illegible] Nisbet, Vice Pres[illegible] Finance	
[illegible] M. Powell, Legislative [illegible]	
[illegible], Education Dir[illegible]	
[illegible] Taylor, Secretary [illegible] Upper	
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Table II. Citizens' Advisory Committee on Higher Education

George Dean, President, Michigan Federation of Labor, Lansing.

S. D. Den Uyl, President, Bohn Aluminum and Brass Corp., Detroit.

Merritt D. Hill, Manager, Tractor and Implement Division, Ford Motor Company, Birmingham.

Benjamin Levinson, President, Michigan Mortgage Corporation, Detroit.

W. D. Merrifield, Director of Industrial Education, Chrysler Corporation, Detroit.

Stephen S. Nisbet, Vice President, Publications, Gerber Products Company, Fremont.

Stanley M. Powell, Legislative Counsel, Michigan Farm Bureau, Ionia.

Don Stevens, Education Director, Michigan CIO Council, Grand Rapids.

Robert L. Taylor, Secretary-Treasurer, State Mutual Cyclone Insurance Co., Lapeer.

James M. Ver Meulen, Vice President, American Seating Company, Grand Rapids.

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Acting upon this commission and responsibility, the Citizens' Advisory Committee hired Dr. John Dale Russell as director of a survey of higher education needs of Michigan. At the time of his appointment Dr. Russell was Chancellor and Executive Secretary of the New Mexico Board of Educational Finance. His was a part-time responsibility. His full-time assistant was Dr. Orvin T. Richardson of the faculty of Washington University of St. Louis.

Thus began a comprehensive survey of the needs of Michigan in higher education. The survey findings led ultimately, among other things, to the establishment of Grand Valley State College as an independent institution.

There are fourteen publications resulting from the reports of the survey. In addition to Russell's Preliminary Report to the Michigan Legislative Study Committee on Higher Education, there are twelve staff studies and the Final Report of the Survey on Higher Education in Michigan.

The preliminary report by Russell (30) examines certain aspects of the higher education picture in Michigan, e.g., Michigan's economic resources and growth compared with the rest of the nation's; Michigan's population and enrollment figures compared with the rest of the nation's and with the North Central States, production of bachelor's, master's, and doctor's degrees of Michigan compared with the rest of the nation's and with the North Central States, the role and function of the legislature and of the department of public instruction in higher education administration and control in Michigan.

Russell (30-3) states that the average of the personal income of the citizens of Michigan was 17.6 per cent above the average personal income for the nation, and that the 6.18 per cent of the national total of Federal personal income tax was higher than would be expected from the Michigan population ratio of the total United States population. Russell (30-4) mentioned, incidentally, that the

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amount the Federal government collected in taxes on alcohol, 92,277,000 dollars, was two times the amount of state and local taxes collected to provide for education in the state. Russell (30-5,6) also found that 5.98 per cent of the total Series E and H bonds purchased in the United States are purchased by Michigan citizens, and that 4.79 per cent of the total retail sales of the country in 1954, the 4.63 per cent of life insurance paid for, and the 4.98 per cent of cars registered were all higher than could be expected for the Michigan percentage of the total population of the nation. In bank assets, 3.37 per cent, Michigan was slightly lower than could be expected.

Russell concludes from the above that Michigan might be expected to also have a higher level of education than the average of the rest of the nation. Russell used the following criteria:

Michigan had in 1955 fifty-four institutions of higher education, 2.92 per cent of the total number, 1,847, (30-6) in the United States. (Hawes lists 2,028) (8) Michigan would need thirty-one more to reach the level adequate for a state having the wealth of Michigan on the basis of the average for the rest of the nation. The total enrollment in 1955 (30-7) in institutions of higher education in Michigan was 4.45 per cent of the national total. There would need to be 5,330 more enrolled to reach the recommended 4.6 per cent of the national total. From 1952 to 1955, 4.03 per cent of the bachelor's degrees were granted by Michigan institutions of higher education, 5.22 per cent of the master's degrees, and 5.00 per cent of the doctor's degrees. Michigan lags in the granting of bachelor's degrees. Also, Michigan is below in recommended student enrollments. Russell (30-7) states that 1,730 more bachelor's degrees should have been granted between 1952 and 1955 to bring the rate up to the expected level. Also, in Michigan, 77 per cent of the students enrolled in college attend public colleges; in the nation the average of college enrollees enrolled in

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public institutions is 56 per cent. Russell concludes that Michigan in 1955 was lower than the average of the rest of the country in educational opportunities, expenditures, and benefits. (30-9)

These same proportions exist when Michigan is compared with two groupings of North Central States. (30-14) Michigan in 1955 had fewer than the norm of institutions of higher education but a higher enrollment population than the norm. Fewer bachelor's degrees, an unusually large amount of master's degrees, and fewer doctor's degrees were granted by Michigan institutions of higher education when compared with the North Central States. Expenditures for higher education were lower. Michigan colleges would have to spend several million dollars more to reach the average of expenditures in the North Central States. (30-15)

Concerning the location of the colleges in Michigan, Russell (30-26) found that of the eighty-three counties in Michigan there were fifty-five with no college, two with highly specialized colleges, one open summers only, and only twenty-five counties with a college or colleges.

Staff Study Number 1, conducted by S. V. Martorana (20) surveyed the facilities and needs of the junior colleges in the state. The point that bears specifically upon the events that culminated in the establishment of Grand Valley State College seems to be this conclusion drawn by Martorana:

> Finally, it is recommended that in those instances in Michigan where the needs of the population are such that two or more types of post-high-school educational institutions are necessary, the State adopt the policy that is now being followed in California. This policy puts the community college as the first type of post-high-school institution that should be developed and supported. On later study and continued evidence of need for additional types of institutions of higher education, these are also authorized. When this is done, however, the new type of institution is not established by allowing a metamorphosis of the community college to occur; rather, a new institution is created with its own administrative organization, fiscal structure, and program of offerings.

The connection between the above quotation and other statements by Russell become especially important when viewed in the light of anticipated enrollments in both public and private institutions of higher education and the facts pertaining to geographic origins of college students. Russell (30-51) found an increase of 50 per cent in enrollment of state-supported colleges and only a 29.8 per cent increase in enrollments of private colleges. The enrollment in community colleges increased 300 per cent during the same period, 1950-1955. Russell stated that the public institutions of higher education would apparently carry the burden of the college enrollments in Michigan at about an 80 - 20 per cent public to private ratio; the national ratio is 55 - 45 per cent. (30-55)

Concerning rate of college attendance in different counties, Russell states:

> The highest rate of college attendance in Michigan is found in counties that have a State controlled institution. The presence of a privately controlled college in a county also tends to raise the percentage of young people attending college but not as markedly as in the presence of a State controlled institution.
>
> The significance conclusion from the study of the county origins of students attending Michigan colleges is that an important stimulation to college attendance arises from the presence of an institution in the locality. It seems clear that, if the goal of the State is to provide the widest possible opportunity to young people to continue beyond the high school, one of the important means of achieving that goal is to distribute facilities for higher education as widely as possible. . . . It seems much wiser to create new institutions at strategically located centers in the state where facilities for higher education are not now available than to attempt to concentrate more and more students at the existing centers as enrollments increase in the future. (30-58, 59, 60)

Thus, as new centers bring more into college who would not have attended, the established centers will continue to grow. And the community colleges have the same affect, says Russell. (30-97) As more are established, more need will arise for four-year institutions, which are not more expensive to create than junior colleges; conversely, the junior colleges are not cheaper,

nor is their educational offering inferior.

Staff Study Number 2 (27) concerned itself specifically with this problem: the geographic origins of students attending colleges; the conclusions stated therein are quite pertinent to the selection of the eight-county area as the site for the new college. For the second study summarized numbers of students attending each college in Michigan by origin from each county in the State, from other states, and from other countries. Separate analyses and summaries were made for each origin and for each college: the state controlled, the community colleges, and the private colleges. These statements were made: (27-84, 88)

1. There is an extremely wide range in the rate of production of college students in each of the eighty-three counties. $\left(\text{rate} = \frac{\text{number attending college}}{\text{college aged youth}} \right)$ The rate of counties with highest rate was five times the rate of counties with the lowest rate. Thus, chances of a college-aged youth attending college is five times as great in some counties as in other counties.

2. In the twenty-seven counties with colleges the rate is twice that of the fifty-six counties without.

3. In the twenty-seven counties with colleges there are seven times as many enrollees per square mile as there are in counties without a college.

4. Students from all over the state are enrolled in state-controlled colleges, but the percentage of students from the county within which the state college exists is higher than the percentage from counties within which there is no college.

Concerning the establishment of any new institutions:

1. It should be established in a county with enough population to warrant it.

2. It should be in a county with a high rate of economic ability of the people.

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The conclusions concerning the geographic areas of college attendance state this:

> The study leads to the inescapable conclusion that to a large extent college attendance is geographically determined. If a college is located nearby, the number of students who go to college in proportion to the college age population will normally be much greater if the nearest college is in the next county or even more distant. (27-88)

These following staff studies were not particularly relevant to the establishment of the new college: Number 3 on medicine and nursing education; Number 4, a survey of existing physical plants which made no recommendations for any new colleges; Number 5, which studied student and personnel services; Number 6, which surveyed instructional programs; Number 8, which surveyed financial assistance to students; Number 9, which studied space utilization and value of existing physical plants; Number 10, a study of faculties; and Number 12, a survey of control and coordination of higher education.

Staff Study Number 11, Institutional Planning for Higher Education in Michigan (28) contained the following reports: 1, A review of the present status of the institutions of higher education in Michigan; 2, statements obtained from interviews and questionnaires on what improvements the administrative officials of the institutions visited would like to see made in terms of finance, staff additions, plant facilities; 3, statements on the nature of the planning for future development; and 4, "attitudes and opinions of officials on a wide range of issues with respect to public policy about higher education in Michigan." (29-V)

It was found (Russell, 29-44) that the physical plants of existing institutions are up to the limit of enrollments that can be accommodated. Practically all officials interviewed said they needed additions to the physical plant facilities; they also needed more faculty members, more classrooms, greater library facilities, housing, laboratories, and more funds.

These statements find ample
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These statements find ample support in studies made by Goldberg (7) and Thaden (36), who have projected enrollments and populations. Goldberg (7-10) sees around a 300,000 potential college enrollment in Michigan in 1970, and a potential freshman class enrollment (7-17) of around 80,000. These figures compare with 160,261 and 36,913, respectively, in 1960. This is the result of a 23 per cent growth rate as seen by Thaden (36-9) increasing the state population from 7,823,194 in 1960 to around 9,600,000 in 1970. Russell (30-27) sees 150,000 enrolled by 1957, and projects enrollments to over 300,000 in the 1970's.

Comparing the above with further results obtained in Staff Study Number 11, one conclusion is apparent: the present institutions are unable to take care of the expected increase. For Russell (29) found that officials tend to underestimate the rate of increase. Also, they plan usually in ten-year projections. Also, many officials place ceilings on enrollments. Therefore, by 1965 there will be no room for 15,000; by 1970, no room for 38,000. The maximum capacity cited was 93,170, only 216 more than were enrolled in the fall of 1957. Community colleges, too, set ceilings as did private colleges. The methods of setting ceilings vary from establishing higher fees to more rigorous entrance requirements or to restricting enrollments to only in-state students.

Questions raised by Russell include these: how large should enrollments in any one institution become; should new institutions of higher education be developed; where will support come from for necessary expansion; what should be the nature of the instructional program; what is the ability of the Michigan economy to support an expanded program of higher education?

The Final Report (28) summarizes the findings of the staff studies, arrives at conclusions, and makes specific recommendations concerning higher education

in Michigan. One of the important concepts is contained in the interrelationship that exists between population rise, enrollment increase, and establishment of more community or junior colleges: as enrollments increase and as more community colleges are established, the need for more facilities in four-year colleges intensifies. This follows from the study of geographical areas from which enrollees come.

Concurrent with the above is a statement concerning the extension services and branch colleges maintained by existent four-year colleges and universities.

The branch college concept and the extension services practice came up for sharp examination here, for if any recommendations for new colleges were to be made, the new colleges could be established as branches of existing institutions. That the need for new ones exists is reiterated: (Russell, 30-57) "Michigan needs not only all its existing institutions of higher education but a number of strategically located new ones too." For ". . . the presently existing institutions in Michigan will probably be inadequate to serve the numbers of students who will want to attend college in the state in 1965 and 1970. . . . The institutions from which data were gathered will lack accommodations for at least 15,000 of the Michigan young people who should be attending college in 1965. By 1970 the deficit will have grown to 38,000," if forecasts are realistic. Thus, the question of where these new institutions will arise and how becomes extremely important.

Russell (29) found that few community leaders or institution administrators expected new private institutions of higher education to develop, in spite of the fact that there are two large cities, Pontiac and Flint, with no private institution of higher education. Also, it was not expected that any currently privately controlled institutions would become publicly controlled. Further, most

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5. The prestige and name ...

6. Payroll and benefits ...

Disadvantages

1. There is no autonomy

educational and community leaders were convinced there should be new community colleges established.

Russell (29-134-140) found that branch colleges often occur because a physical plant is made available or because generous gifts are donated to existing institutions, or both. Sometimes university extension centers develop into branches. Sometimes promotional groups in the community strive for the establishment of a branch. Russell states that the branch colleges are not established by deliberate planning by the legislature and exist without legislative sanction. He cites as examples the Michigan State Oakland branch, the University of Michigan Dearborn branch, the Michigan College of Mining and Technology branch at Sault Ste. Marie, and the Central Michigan University branch. Often community pressure groups encourage competitive bidding by state institutions to set up branches. Administrators from five state institutions categorically expressed the opinion that branch expansion was unwise. One thought them unobjectionable; generally, state institution leaders opposed them except for experimental purposes or to "keep up with the Joneses."

Summarizing the advantages and disadvantages of establishing branches, Russell states the following:

Advantages:

1. The parent institution has experience in administration and instruction.
2. Physical plant is usually provided.
3. Major central services continue in the parent institution.
4. The accreditation of the parent institution transfers to the branch.
5. The prestige and name of the parent institution attracts the students.
6. Payroll and benefits go to the local community without extra tax burden.

Disadvantages:

1. There is no autonomy in the branch. This is bad for the growth and

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strength of the branch.

2. The absentee landlord relation creates no faculty voice in the management of affairs of the branch.

3. The central administration usually favors the campus over the branch when retrenchment policies become necessary.

4. The branch is not programmed or staffed as well as the parent institution. The students suffer.

5. Branches usually parallel the parent which does not necessarily reflect the needs of the community.

6. Establishment of branches often fosters the spirit of competition and empire building among the large institutions.

7. There is a duplication of administrative details between the branch and the parent.

8. The establishment of branches takes the authority of establishing new institutions away from the legislature. While it is true that both Michigan State University in its establishment of the Oakland branch and the University of Michigan in its establishment of the Dearborn branch did refer their proposals to the legislature, neither had to do so legally.

Final recommendations concerning branches are these: the encouragement of the establishment of branch colleges in Michigan is unwise. It ought not to be the policy of the State of Michigan; rather, the establishment of community colleges where needed and new four-year colleges under state control where needed should be encouraged. Also, each state institution branch college ought to be given its own board of control and administrative staff as soon as possible.

Russell (29-140-141) summarized the needs as follows:

1. Coming enrollments cannot be handled by existing institutions.

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2. It is cheaper for students ...

4. Decentralization encourages ...

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2. It is as economical to build new as to enlarge old institutions of higher education.

3. It is cheaper for students to commute to a local institution.

4. Decentralization encourages more to attend college; students go when the college is near.

Russell recommended that initially the new institution be a liberal arts college. Then business administration courses should be added, followed by teacher training courses and masters programs in teacher education and school administration.

One sees an essential difference in recommendations made in the Michigan survey and those made in the other state surveys reviewed: there is definite recommendation that new state institutions of higher education are needed in Michigan. Russell (28-141) states that there is no detailed study at present to determine where a new state institution should exist. He does recommend, however, that any new institution should be established where a community college already exists. This, he says, is his recommendation because the existence of a community college indicates that the people of the community will support higher education, and concerning the establishment of a new institution: (28-141)

> A superficial review of the Michigan situation leads to the conclusion that the most likely location for another State controlled college is Grand Rapids. This city has a flourishing community college, which should continue to render effective service when and if a State college is also established in or near the city. Three theological seminaries are also located in Grand Rapids, but a State college would in no way duplicate the services of those institutions. Two church-related colleges of liberal arts are also located in Grand Rapids. Leaders in both these liberal arts colleges have assured the Director of the Survey that the location of a State college in Grand Rapids would not affect those institutions adversely. Grand Rapids is the second largest city in the State, only Detroit having a larger population. Grand Rapids is sufficiently distant from other State institutions so there would be no

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objectionable overlapping of services in the new area if a new State college were located there.

Russell (28-168, 169) states also that the State can support a new institution of higher education if the future growth of the state is consistent with the growth of the past. He says that there should be no increase in student fees; he encourages philanthropic effort to encourage education; he states that a suitable program for sufficient public funds can be maintained by a restructure of the state tax program.

In May, 1957, Russell, at a meeting with the Grand Rapids Board of Education Committee on Higher Education, said that he opposed establishment of branch colleges. Russell's statements before the Board coupled with other factors -- mainly the impossibility of resolving the conflicts between the two alumni groups -- influenced Seidman and his group to stop working for a branch and begin working for a separate institution. Tirrell stated that Seidman and his group were successful in avoiding any involvement in rivalry between the two large alumni groups.

Legislators, editorials, and speeches. Representative Charles Boyer, of Manistee, who was a member of the Legislative Study Committee, spoke before a Community Council meeting in Grand Rapids in January, 1958. He, while speaking of the state needs for higher education, told the Community Council that if they felt they needed a college they should go to the legislature and ask for it. Tirrell, who was at the meeting, stated that the effort should not need to depend upon gifts. This ideal conception was later to be dispelled in the conditions established in House Bill 477, final form.

On March 1, 1958, a ten-column-inch editorial in the Grand Rapids Press lauded the competition between the Michigan State alumni for a branch and the University of Michigan alumni seeking a medical school, who were, at this

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time, under the leadership of Fred Vogt, a Grand Rapids industrialist. The editorial stated that the competition would serve to make the legislature aware of the interest in higher education in the Grand Rapids area.

The Grand Rapids Board of Education spokesman, Robert Tubbs, objected to the Michigan State alumni agitation. In the Grand Rapids Press report of March 4, 1958, he stated that the Board should be consulted since it had done some preliminary studies. Also, he referred to the State Survey then going on and stated that the reports forthcoming from this survey should be noted. He said that the Grand Rapids area would be able to get both a four-year college and a medical school after Wayne State had expanded its medical school.

In July, 1958, according to the Grand Rapids Press of July 10, 1958, Arthur Hannah, Grand Rapids poultry businessman and brother of John Hannah, president of Michigan State University, spoke before the Grand Rapids West Kiwanis Club. He advocated the establishment of a Michigan State University branch because it would derive from the parent institution prestige, status, and experience in administration; and the curriculum would develop as the parent developed.

Russell had stated before the Board in May that a branch was not desirable. The Grand Rapids Herald, in an editorial dated September 29, 1958, stated that no branch was wanted. It stated that there were enough students in the area to fill a new four-year college. It stated that the Board had dropped its interest since the State had shown such vigorous interest. Dean John Tirrell, of the Grand Rapids Junior College, had left to join the staff of the University of Michigan. The editorial expressed the hope that the new dean at Grand Rapids Junior College would revive interest in a new college. The Grand Rapids Herald also ran a story on October 10, 1958, reviewing the Russell Report

recommendations that a new four-year college might logically be established in the Grand Rapids area. The Grand Rapids Press also ran a story on October 11 stating the same thing: that Grand Rapids was the most logical place for a new college.

October, 1958, was a month full of action for the new college. Richard VanderVeen, attorney, one of the not yet formed CEFYC members, spoke in Alaska, Michigan, before the organizational meeting of the Alaska Democratic Party and told of the boost to the economy a new college would bring. In this meeting he favored a branch. On October 13, a Grand Rapids Press article of October 14 states, the Kent County Farm Bureau made a resolution to call on the legislature to provide funds for a new college in the next session. Their resolution cited the facts of the Russell Report. The Resolution Committee chairman was Martin Buth, not yet then a State Representative, who was to become an integral part of the CEFYC.

L. William Seidman, chairman of the CEFYC, was continuously active in efforts to start a new college in the area. In June, 1958, he had made a speech before the Wyoming Rotary Club urging the establishment of a four-year college. Here, he advocated a branch of Michigan State University. (For speech see Appendix III.) He had been on the steering committee of the Michigan State alumni group. He had engaged in much activity concerning the establishment of a new college in Grand Rapids. He stated in a conversation in the fall of 1962 that at the time of his first activities for a new college he did not care whether the college was a branch or an independent school. He said, "Grand Rapids is a pretty good place to live. If it had a four-year college there, why, you couldn't find a better place. At first we went along with the idea of a branch. But when the Russell Report came out with the strong recommendations for separate institutions wherever new colleges are established, we aimed in

that direction." Thus, on October 25, 1958, Seidman and his group of nine organized to establish a four-year college in the Grand Rapids area. Their allegiance was to no one. Although there were both Michigan State and University of Michigan alumni in this committee of ten, they transcended old school ties, and, in spite of predictions of doom and failure by the leader of a University of Michigan alumnus who had been working for a medical school, (Seidman stated that the alumnus had predicted absolute failure), the CEFYC went forth on their mission. Mrs. Augusta Eppinga, Seidman's secretary, stated on December 14, 1962, in a conversation in Seidman's office, that one member of the CEFYC had said in retrospect: "Had we known what we were in for, I don't believe we ever would have begun."

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Table III. Significant Events and Activities Leading to the Establishment of Grand Valley State College

1. Legislative sanction for the survey of needs of higher education in Michigan which led to the Russell Report.

2. Grand Rapids Board of Education's activities concerning higher education needs in the Grand Rapids area.

3. Michigan State University alumni activities to establish a branch of Michigan State University in the Grand Rapids area.

4. The formation of the Committee to establish a four-year college, L. William Seidman, Chairman, October, 1958.

5. The January 7, 1959, meeting between the CEFYC and community leaders and area legislators.

6. The 7,500 dollar grant of the Grand Rapids Foundation to finance a study of the eight-county needs for higher education.

7. Legislative sanction for the survey of the eight-county higher education needs which led to the Jamrich Report.

8. The November 30, 1959, meeting between the CEFYC and area leaders and legislators at which Jamrich presented his report.

9. H. B. 477 signed into Public Act 120 by Governor G. Mennen Williams, April 26, 1960.

10. Meeting between Seidman and CEFYC members and educational leaders from other institutions of higher education in Michigan at Seidman's home June 2, 1960.

11. Board of Control appointed for Grand Valley State College by Williams on October 5, 1960.

12. Various Board activities which affected the new college:

    a. The favorable relationships established with other institutions of higher education throughout the state.

    b. The appointment of a planning body consisting of consultants loaned by other institutions of higher education in the state.

    c. The securing of the site and the million dollars.

Table III. (Continued) Significant Events and Activities Leading to the Establishment of Grand Valley State College

d. The formation of the Citizens' Advisory Council.

e. The naming of the college.

f. Senate confirmation of the first Board of Control and first appropriations made by the legislature, April, 1961.

13. Appointment of Philip Buchen as first full-time administrator, June, 1961.

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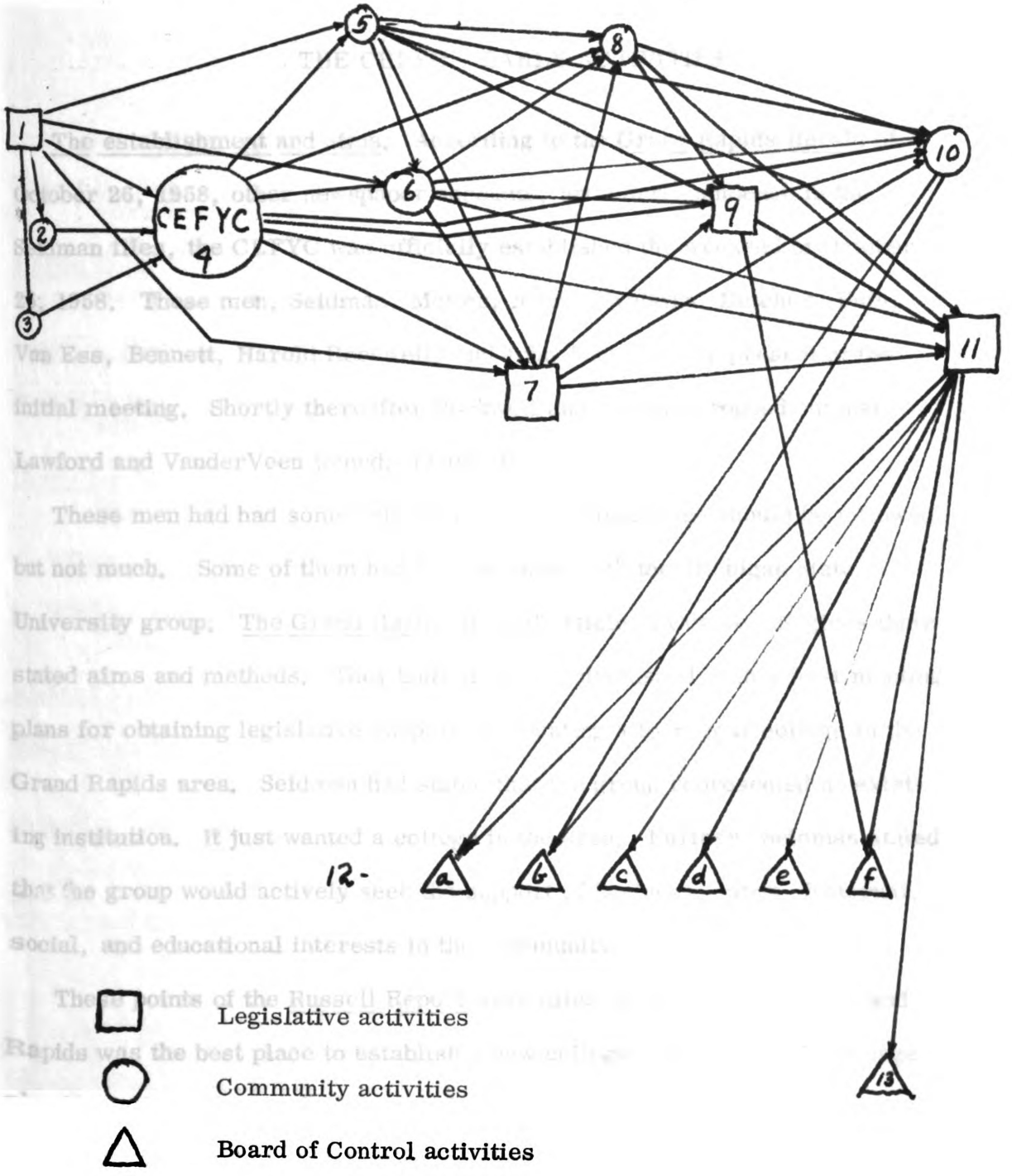
Figure 1. Schematic Diagram of Events Leading to the Establishment of Grand Valley State College as Recorded in Table III and Their Relationships to each other.



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CHAPTER III

THE CEFYC - EARLY ACTIVITIES

The establishment and aims. According to the Grand Rapids Herald of October 26, 1958, other newspaper accounts, and correspondence in the Seidman files, the CEFYC was officially established the weekend of October 25, 1958. These men, Seidman, McKee, Idema, Watkins, Dutcher, Buth, Van Ess, Bennett, Harold Rockwell, and John Annulis were present at the initial meeting. Shortly thereafter Rockwell and Annulis dropped out and Lawford and VanderVeen joined. (Table IV)

These men had had some experience in what procedure should be followed, but not much. Some of them had been working with the Michigan State University group. The Grand Rapids Herald article of October 26 gives their stated aims and methods. They had, it stated, discussed at this first meeting plans for obtaining legislative support for locating a four-year college in the Grand Rapids area. Seidman had stated that the group represented no existing institution. It just wanted a college in the area. Further, Seidman stated that the group would actively seek the support of business, labor, fraternal, social, and educational interests in the community.

These points of the Russell Report were cited by the committee: Grand Rapids was the best place to establish a new college, the community college should continue separately, a new college would not overlap the services offered by other existing institutions. They pledged to meet again November 7. (According to Seidman and Mrs. Augusta Eppinga, the CEFYC usually

Table IV. The

Table IV. The Committee to Establish a Four-Year College
(All Were Residents of the Grand Rapids
Metropolitan Area in 1958)

Robert H. Bennett, Jr., vice president in charge of manufacturing, Stow-Davis Furniture Company, Grand Rapids.

Martin Buth, dairy farmer, elected state representative, Kent County, third district, in 1958.

David E. Dutcher, attorney.

James Idema, insurance representative, Aetna Insurance Company (now, 1963, with the Denver Post).

Harry Lawford, southern division manager, Michigan Bell Telephone Company, Grand Rapids (Michigan State University alumni president, 1958).

F. William McKee, attorney.

L. William Seidman, certified public accountant, Seidman and Seidman, Grand Rapids branch.

Richard VanderVeen, attorney.

Robert Van Ess, public accountant (University of Michigan alumni president, 1958).

Robert G. Watkins, president, States Associates, Grand Rapids.

met for Friday lunch at the Peach Nook in the Pantlind Hotel. Seidman said it was all business; there was a limitation of one cocktail each.)

The establishment of the CEFYC did not automatically stop other activities. The Michigan State University group was still active. Harold Rockwell stated in a telephone conversation in December, 1962, that he had continued to favor a branch. Apparently, he dropped from the CEFYC for this reason. In a letter dated November 3, 1958, Seidman wrote to Watkins, Van Ess, and Buth that Melvin Buschman (then Director of the Michigan State University Extension Center in Grand Rapids) sought their presence at a Phi Delta Kappa dinner on November 20 to discuss in round table manner the new college idea.

The main business of the November 7, 1958, meeting of the CEFYC was the preparation of a resolution to be presented for adoption to various people and organizations. This was the resolution:

> The final report to the Michigan Legislative Committee on Higher Education indicates that the Grand Rapids area is the most desirable location for the establishment of a state-supported four-year college.
>
> We in this area would welcome and work for such a college.
>
> We urge the Legislature to act promptly in pursuing this recommendation of the report, with the objective of establishing a four-year college in the Grand Rapids area.

This resolution was distributed to every service, social, educational, citizens', professional, business, or other type of organization, association or brotherhood the committee could think of. By division of labor each member garnered the support of these organizations. Seidman's correspondence files reveal that by May, 1959, at least thirty organizations had given their support to some form of the resolution. (Table V) This organizational support constituted the support of at least five hundred individuals.

Seidman announced that about one hundred signatures had been gotten at a November 20 meeting of the CEFYC. The work of getting support continued

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Table V. Organizations Supporting the Resolution Favoring the Establishment of a Four-Year College in the Grand Rapids Area

Date Received	Organization	Emendations
12-26-58	Kent County Board of Education	
12-12-58	Grand Rapids Lodge 97, Fraternal Order of Police	
1-3-59	National Association of Junior Accountants of Grand Rapids	
1-5-59	Furniture Manufacturers Association	Dependent upon solving the state's fiscal problems
1-14-59	West Michigan and Kent County Dental Societies	
1-14-59	Grand Rapids Business and Professional Women's Club	
1-13-59	Kent County Medical Society	With the exclusion of offering to work for the new college effort
---	Grand Rapids Board of Education	Cautiously recommended that the legislature review the Russell Report and adopt the recommendation of establishing a new college in the Grand Rapids area
2-9-59	YWCA Board of Directors	
11-13-58	Civitan Club	
12-18-58	Optimist Club	

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Table V. (Continued) Organizations Supporting the Resolution Favoring the Establishment of a Four-Year College in the Grand Rapids Area

Date Received	Organization	Emendations
---	Kent County Council of PTA's	
3-10-59	Business and Professional Women's Association of Grand Rapids, Michigan	
---	Progressive Business and Professional Women's Club of Grand Rapids,	
5-9-59	American Association of University Women of Grand Rapids	
---	Coopersville Rotary	
5-4-59	Grand Rapids Junior Chamber of Commerce Board of Directors	
---	Kent County Board of Supervisors	
---	Inter Club Council	
---	Education Committee of the Grand Rapids Chamber of Commerce (a point in their work plans for the year)	
1-16-59	Grand Rapids Chamber of Commerce	

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Correspondence indicates that there was some groping for procedure on the part of the CEFYC. They apparently wanted all the weight of community support they could gain. At the November 7, 1958, meeting of the CEFYC it was decided to get statements from Calvin and Aquinas concerning their attitudes toward a new college. Watkins stated in an interview in February, 1963, that he had visited with Msgr. Arthur Bukowski, of Aquinas College and that Seidman had visited with President William Spoelhof, of Calvin College, and that neither college opposed a new state-supported college. And a letter dated November 26, 1958, from Seidman to the CEFYC members states that although both he and several others had missed the last meeting, they should consider these points at the next meeting, December 5, 1958:

1. They should plan a meeting with the legislators of the area at some event sponsored by the Grand Rapids Chamber of Commerce.
2. They should work to get the Grand Rapids City Commission, the East Grand Rapids City Commission, and the Kent County Board of Supervisors to support the resolution.
3. They should continue their program to have various fraternal and social organizations to support the resolution.
4. They should get more radio and TV publicity.
5. They should contact groups from surrounding towns to coordinate their program with the Grand Rapids effort. (Seidman had spoken before the Muskegon Rotary on the topic of a new college on October 16, 1958.)

A memo in the Seidman correspondence that must have been written late in 1958 states the following plans, and is headed "Ideas on what needs to be done in Western Michigan."

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1958 and 1959.

1. Get committees fully organized, including radio, T.V., and newspaper.

2. Get some major sub-committees to study:

a. Educational needs of the area or types of programs that need to be developed.

b. Financial requirements needed.

c. Branch or independent?

d. Best location.

3. Get 500 dollars in treasury so can get letterhead stationery, and the Q-A material must be duplicated and easy to read.

4. Organize an aggressive program with the Speakers Bureau in three counties.

5. Print and develop a system to distribute fifteen Q and A.

6. Get resolutions signed and ready to be presented to State Board of Agriculture and to legislators from W. Mich. area.

This memo shows some ambivalence in Seidman's attitude toward how the college should be established, as references to the State Board of Agriculture indicate. Not all the ideas, as events transpired, were followed.

At the December 5 meeting the CEFYC did form plans to meet with legislators on January 7, 1959, at the University Club.

At this time, in addition to the forthcoming meeting with the legislators which will be reviewed in detail later, an interesting correspondence was going on between Seidman and A. Jack Bronkema, a businessman from Standale, a small community ten miles west of Grand Rapids.

In the morgue files of the Grand Rapids Press in 1962 there was a mimeographed sheet. This sheet was, and maybe still is, in an envelope containing clippings on Grand Valley State College from the Grand Rapids Press of 1957, 1958, and 1959. On this mimeographed sheet there is an item concerning

Mr. Harold B. White of Walker Township who was talking to various PTA groups there to arouse their interest in a new college to be established there, in Walker Township. (Walker Township lies roughly west and north of the northwest corner of Grand Rapids.) The correspondence between Bronkema and Seidman concerns these speeches. White had urged the PTA groups in Walker Township to support a resolution to be presented to the State Legislature which stated that the State Legislature should use their efforts to locate a college in Walker Township, that Walker Township was a desirable location for a four-year college, that land was available in Walker Township, that the residents there would cooperate to the fullest extent for services for the new college, and that zoning and planning in Walker Township was the most desirable for a new college.

This resolution passed the Walker Township Board meeting of January 6, 1959. Bronkema objected in a letter to Seidman, stating that he thought White's action was premature. Both Bronkema and White were running for township clerk. Bronkema offered Seidman and the CEFYC the support of the people west of the city. The correspondence between Bronkema and Seidman continued until around February, 1959. Bronkema was elected clerk. And in the files of resolutions supporting the establishment of the college are contained similar resolutions signed by the Walker Township groups. (Table VI) But what might have ended in separate movements came to be merged in the greater area movement, not necessarily through any one individual effort. Chances are that had White been elected Walker Township clerk the same results would have occurred. The Walker Group were merely interested in getting the college in Walker Township. The Walker Township Board in its decision to press the Legislature to establish a college in Walker Township

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Table VI. Groups Supporting Walker Township Resolutions Urging Support of a Four-Year College

Date	Group
1-7-59	Walker Township Board
2-20-59	Fairview PTA
---	Simon School Board
2-9-59	Shawmut Hills School Board
1-29-59	Beech Grove School Board
2-19-59	Standale Business Association
2 - 59	Walker Township District Number 1 Board
2-16-59	Walker Station School Board
2-9-59	Walker District Number 5 Fr. Board
2-20-59	Shawmut Hills PTA
2-19-59	Oakleigh School Board
2-26-59	Zinser PTA
2-10-59	Walker Township District Number 13 Fr. Board
---	Walker Christian School

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did no damage. It hardly seems probable, in light of the many problems the CEFYC had to overcome, that the Walker Township efforts would have gone much farther. It seems that no organized group existed there apart from the Township Board and no one there had the time or the information or the necessary backing to carry the effort to a successful conclusion. Yet, the work of the Walker Township Board in obtaining the resolutions did work well into the plans of the CEFYC.

The January 7 meeting. Anticipating the forthcoming meeting on January 7, 1959, the CEFYC sent letters to several principal figures in the area. By division of labor, clearing their work through Chairman Seidman, the CEFYC invited to the January 7 meeting area legislators, superintendents of schools, selected business and industrial leaders, mayors, and newspapermen. (Table VII) A speakers' bureau had already been organized to dispense information about the need for the new college. The January 7, 1959, meeting was held on Thursday at the University Club in the Michigan Trust Building, a business and legal office center in Grand Rapids. The sponsor was the Grand Rapids Chamber of Commerce. Here is the first challenge the CEFYC faced. Arranging the dinner was a bold move. If it succeeded, well; if it failed, it would be a severe setback.

According to the recorded minutes of the meeting and the correspondence ensuing, the results of the meeting were favorable to the aims of the CEFYC. Seidman opened the meeting with these humorous comments: "Our committee is non-partisan. My purpose is to be coach of the football team." The committee had decided that this meeting was to acquaint principals in the community with the purposes and the progress of the CEFYC. The Committee wanted to give the legislators a chance to ask questions and to discuss the

Table VII. C

Legislators	
Perry Greene - C	
Charles Feenstr	
Andrew B.lt - C	
Edward B.rgh	
Thomas Whitcomb	
I. Charles Rhy	
Harry Emm	
Ben Lehman -	
Carroll New	
Edward Hutch	
Clyde Geerl	
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Robert Bo	
Martin Bu	
David Dun	
James Ha	
Harry La	

Table VII. Citizens at Meeting at University Club on January 7, 1959, Grand Rapids, Michigan

Legislators

Perry Greene - Grand Rapids

Charles Feenstra - Grand Rapids

Andrew Bolt - Grand Rapids

Edward Borgman - Grand Rapids

Thomas Whinery - Grand Rapids

T. Charles Rapp - Muskegon County

Harry Emmons - Kent County

Ben Lohman - Allegan County

Carroll Newton - Eaton, Clinton Counties

Edward Hutchinson - Allegan County

Clyde Geerlings - Ottawa County

CEFYC

Robert Bennett, Jr.

Martin Buth

David Dutcher

James Idema

Harry Lawford

F. William McKee

L. William Seidman

Richard VanderVeen

Robert Van Ess

Table VII. (C

Citizens
Edward J. Frey
Arthur Hannah
Liz Visser
Benjamin Bultema
Robert Richardson
Sue Davis
William Doorn
Barry Koster
Debbie Miles
Oliver Scott
Jr. John Kitchell
Ralph Van Valkenb
Joe La Valley
Jess Steecraft
Chet Roe
Jim Holmes

Table VII. (Continued) Citizens at Meeting at University Club on January 7, 1959, Grand Rapids, Michigan

Citizens	Occupation or Position	Home
Edward J. Frey	Banker	East Grand Rapids
Arthur Hannah	Poultry raiser	Grand Rapids
John Visser	Dean, Grand Rapids Junior College	Grand Rapids
Benjamin Buikema	Superintendent of Schools, Grand Rapids	Grand Rapids
Robert Richardson	Mayor, East Grand Rapids	Grand Rapids
Stan Davis	Mayor, Grand Rapids	Grand Rapids
William Doorn	Mayor, Wyoming	Wyoming
Henry Koster	Mayor, Grandville	Grandville
Wendell Miles	Board of Education, Holland	Holland
Walter Scott	Superintendent of Schools, Holland	Holland
Dr. John Kitchell	Board of Education Grand Haven	Grand Haven
Ralph Van Volkinburg	Superintendent of Schools, Grand Haven	Grand Haven
Joe La Valley	---	Allegan
Ross Shoecraft	Department store owner	Fremont
Vidian Roe	Editor, Fremont Newspaper	Fremont
Irvin Helmey	Editor, Wayland Newspaper	Wayland

Table VII (Continued) Citizens at Meeting at University Club on January 7, 1959, Grand Rapids, Michigan

Citizens	Occupation or Position	Home
Bernard Passage	City Manager, Grandville	Grandville
Jack Bronkema	Discount store owner	Standale
John Wurz	Managing Editor, Grand Rapids Herald	Grand Rapids
Lee Woodruff	Managing Editor, Grand Rapids Press	Grand Rapids

various aspects of the establishment of a new college. Seidman presented the facts of the Russell Report again, as he had done other times in other places. He emphasized the need resulting from population and enrollment figures. He stressed the Russell statements concerning geographical distribution of students. He pointed out that the private colleges and junior colleges could not adequately fulfill the needed educational service. He introduced Edward Frey, President of the Grand Rapids Chamber of Commerce and President of The Union Bank. Martin Buth introduced the guests. David Dutcher commented upon the fifteen questions and answers that had been sent out to various citizens in the community. Seidman again took the floor and dropped the names of the many individuals and organizations who had officially stated they would support and work for a new college. He had gotten from Chancellor Durwood Varner of Michigan State University - Oakland, comparative figures on costs to the student for his education if he lives at home and if he lives on campus. He had gotten these figures as early as mid-1958. Seidman cited an 800 dollar difference in cost to the student.

Edward Frey then pointed out that the Michigan economy was linked to the fortunes of the automotive industry and that small institutions with small classes could provide the kind of quality education needed for research and expansion in industry. He said the most efficient spending of the tax dollar would be spent in this way.

Stan Davis, Grand Rapids mayor, stated that he could not afford to go to college and that his children would not get four years of college because he could not afford to send them away. Seidman pointed out that no place could the legislators get more for their tax dollar than right in Grand Rapids by investing it in a new college.

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When the legislators were invited to the meeting, they had all been invited upon the same basis in the same way. Correspondence files indicate this. But Senator Clyde Geerlings, Chairman of the Senate Taxation Committee, was sent a personal letter by Seidman. Geerlings had long been known for his conservative views concerning spending and taxation. Seidman was an expert in finance, taxation, and investments, as was his firm, nationally known. Seidman had published several articles in national magazines that dealt with taxation, investments, and financial matters. (Table XVI)

Thus, anticipating Geerlings' thoughts, Seidman had sent Geerlings a letter in December with a courteous inquiry on whether he would attend the January 7 meeting. He carefully explained why the meeting was called. Geerlings assented to come.

When Stan Davis made his plea for a new college, Geerlings spoke up, according to the Grand Rapids Press reports of January 8, 1959, and minutes of the meeting.

> Geerlings: I don't see how we can get any money for any new college as long as we have this 100 million dollar deficit in the State treasury.
>
> Davis: What's the difference, Senator, between 100 million and 102 million?

Benjamin Buikema, Superintendent of Schools of Grand Rapids, stated that there had been too much negative thinking in the area. He stated that the Board of Education favored a new school. If there were a college, he said, more students would go. He cited age-cohort population figures, and that 10,000 area students would be seeking a college education by 1970. Dr. John Visser, Dean of Grand Rapids Junior College, said that 10,000 was too low an estimate; 20,000 was more realistic; that Junior College enrollment had doubled since those figures had been published; that one out of three college-age

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Seidman insisted that there was one thing people would pay for: education. Senator Hutchinson optimistically stated that a name for the new college was needed. Edward Frey pointed to a North Carolina effort to build a new college in which 1.5 million dollars was raised through private effort.

The final point made by Seidman was that the CEFYC sought a small amount of money from the legislature to carry on a further study of the eight-county needs for higher education.

Other activities preceding the Jamrich Report. On December 8, 1959, Seidman had sent a letter to the CEFYC members stating that Dr. John X. Jamrich, Director of the Michigan State University Center for Higher Education, would speak at a dinner meeting on January 15, 1960. He was to address the East Kiwanis Club at Trinity Methodist Church. Buschman was a participant in this group. Seidman requested that he, Seidman, be allowed to bring about twenty people to the meeting. Seidman wanted Dr. Jamrich to "go into the problems of starting a new college here and the types of studies that should be made." Buschman complied with Seidman's request to bring several people to the meeting to hear the speech.

Jamrich, according to the Grand Rapids Press, stated that there was no question that the Grand Rapids area needed a new college. The question was how a study factually establishing the need could be made. Either the legislature could establish a commission to study the needs or the legislature could authorize the CEFYC to do it.

During the weeks following the January 7 meeting the CEFYC received a great deal of encouragement from newspaper editorials lauding their efforts.

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Editorials and columns urging support for a new college in the eight-county area appeared in the Grand Rapids Press, the Grand Rapids Herald, The Fremont Times - Indicator, The Grand Haven Daily Tribune, The Wayland Globe. Editors of these papers were present at the January 7 meeting, except Mr. Almon McCall of the Grand Haven Tribune, who, nevertheless, was to become a firm supporter of the new college movement.

In fact, on January 19, 1959, McCall write Seidman that he wanted the Grand Haven and Holland areas included in whatever plans Seidman and his group had. Seidman answered that he was in favor of this, and asked whether McCall would chair any committee in Ottawa County. McCall could not, letters reveal, but would find someone energetic and capable. His efforts and the efforts of his co-workers resulted in Mrs. Grace Kistler assuming the chair. Her work, later events prove, was valuable, and the North Ottawa area especially became a strong bulwark in favor of the college when times of stress came on.

An indication of Seidman's enthusiasm following the response of the newspapers and others after the January 7 meeting is found in a letter dated January 13, 1960, from Seidman to the CEFYC. He thanked them each for getting the legislators to the meeting. "They don't stand on the table to show their interest, but they were interested," he stated, and offered to provide free cocktails at their next meeting, January 23, in the Peach Nook at the Pantlind.

Preceding the January 7 meeting, the CEFYC had been trying to determine which people in the eight-county area could be called upon to organize work committees to work for the establishment of the new college. Early lists include AFL-CIO labor leaders, service club leaders, farm bureau leaders, PTA leaders, and other area-wide volunteer group leaders. There was

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needed, it was felt, not only citizens who had prestige and influence by virtue of their occupation but also by virtue of their community service and volunteer work. Thus, though a man might not rank high on an occupational index scale he might rank high in the community because of his work at the YMCA or his Community Fund Drive efforts. The lists of citizens were revised and augmented several times. Each was appointed on the basis of his community prestige, his willingness to lend his name and support to the effort - and always with his permission. Obviously, the names of several prominent people who were unequivocally in favor of a branch of either the University of Michigan or Michigan State University may not have been on the list. But the opposition to the CEFYC's efforts did not come from these people, as will be seen later. The final firm Citizens' Committee (Table VIII) was compiled after many trials and revisions. Not everyone worked equally hard; Mrs. Augusta Eppinga, secretary to Seidman, stated that about 10 per cent did most of the work. But the nominal support of the entire group was indispensible for what had to be done.

For the new 1959 legislature session had begun, and the CEFYC bent its efforts to gain legislative sanction for its purpose. Representative Charles Boyer had sponsored a resolution continuing the Legislative Study Committee on Higher Education to "keep our facts and figures straight" it was reported in the February 4 edition of the Grand Rapids Press.

Bolt, Borgman and Whinery, Grand Rapids legislators, were working on getting another resolution introduced to study the needs in the eight-county area, but, according to the January 23, 1959, edition of the Grand Rapids Press, were undecided whether to seek a study committee or seek a direct appropriation.

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The CEFYC's efforts did bear some early fruit. Benjamin Buikema spoke before the Kent County Superintendents of Schools at a meeting January 30, 1959, at which he supported the idea of a new college. Also, Seidman announced that the list of those backing the resolution supporting the new college was swelling. Paul Phillips, candidate for election to the Board of Education of Grand Rapids, and active NAACP member, stated at a meeting of the Ambassadress Club on January 26, 1959, that the Board should take an option on land for a four-year college. He advocated that the Board should call an action conference of all the representatives from city and county governments, educators, civic leaders, PTA leaders, state representatives, and others to solidify thought and future action on the college according to a Grand Rapids Press report of January 27, 1959. Although his remarks seem to show some lack of knowledge of what had happened with Board initiative after the activity for the new college had been assumed by the CEFYC and of the meeting on January 7, his remarks do show that different community leaders were becoming more aware of the needs for higher education in the area.

Up through February, the Walker Township efforts had not been coordinated with the CEFYC efforts. A letter to the Public Pulse in the Grand Rapids Press written by Harold Loucks objected to Walker Township's funds being spent for something everyone favored anyway. He stated that the effort to get a college didn't need promotion in Walker Township since everyone was for it anyway. This appeared in the February 13, 1959, edition of the Grand Rapids Press. All correspondence and Grand Rapids Press articles on the Walker agitation disappear after February, 1959. Seidman stated that the Walker movement did not hinder the CEFYC efforts, and it is confirmed here that since both were working for the same end, their efforts merged, especially in view of

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the action of the legislature that occurred shortly after this. Martin Buth, according to Mrs. Eppinga, finally delivered the copies of the Walker resolutions to Seidman.

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CHAPTER IV

LEGISLATIVE SANCTION, THE JAMRICH REPORT, FURTHER CEFYC ACTIVITIES - 1959

Preparations for getting legislative sanction. In their appeal to the community, the various members of the CEFYC had aroused interest and support of both community leaders, the press, and the area legislators at the January 7 meeting. Correspondence files show that series of letters were being interchanged between the CEFYC (through Chairman Seidman) and the editors of the newspapers of these cities: Kent County - Cedar Springs, Sparta, Rockford, Grandville, Lowell, Grand Rapids; Ottawa County - Grand Haven, Coopersville, Zeeland, Holland; Montcalm County - Greenville; Muskegon County - Muskegon; Newaygo County - Fremont, Newaygo, Grant; Ionia County - Ionia; Allegan County - Hamilton, Saugatuck, Fennville, Wayland, Allegan; and Barry County - Freeport, Middleville, Hastings. Correspondence also continued with Almon McCall of the Grand Haven Tribune and was begun with Ralph Van Volkinburg, superintendent of schools of Grand Haven. Lieutenant Governor Swainson had written VanderVeen of the CEFYC on February 11 that a study of the eight-county area in more depth than the Russell Report had been suggested to him by Superintendent of Public Instruction, Lynn Bartlett, and that Van Volkinburg, of Grand Haven, was doing some area studies of North Ottawa education needs.

Previous to this, on January 20, 1959, Seidman had written Representatives Bolt, Borgman and Whinery that the first steps necessary now were to get the legislature to recognize the need for the college and to provide some money

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for further study of the needs of the Grand Rapids area. This letter follows the recommendations that Jamrich had made before the Kiwanis meeting on January 15, and was supported by Lieutenant Governor Swainson's suggestions to VanderVeen.

On February 16, 1959, the CEFYC through Seidman applied to the Grand Rapids Foundation for funds to finance a further study of the needs for higher education in the area. The Grand Rapids Foundation is a non-profit institution whose funds are to be used for activities of community benefit, and had been expanded recently since it had received a five million dollar gift from the late Curtis M. Wylie estate. Seidman's request for funds to carry on a study was granted. The Foundation gave 7,500 dollars for a study of the eight-county needs for higher education. The conditions of the grant were these: that the study would be under control of the legislature and that it would be completed by the end of 1959. This letter of approval is dated February 27, 1959.

These conditions could have been viewed with elation or dismay--dismay because of the time restriction and because of the necessity of legislative sanction; elation because should legislative sanction be secured, the necessity of completion of the study in 1959 would probably hasten the actual and desired, a new college.

There seems to have been some confidence that since the study would cost the legislature nothing, a resolution providing for such a study would have no trouble passing. If the ease of passing was assumed in February, the assumption was premature.

On February 18, 1959, Seidman sent letters to each area legislator urging his support for the area study. (Appendix IV) He assured them that they would receive due publicity for what support they would give. They each replied that they were favorably disposed toward the efforts, except Senator

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Geerlings. "We are broke," is the implication of his letter.

The Grand Rapids Herald, in an editorial on March 1, 1959, devoted twenty-two column inches lauding the CEFYC efforts and the Grand Rapids Foundation gift as good faith in the community effort. Seidman sent copies of this editorial to all area legislators and to all area newspapers.

Other activities preliminary to actual legislative contact included the appointment and acceptance by Mrs. John Kistler, of Grand Haven, to the Vice-chairmanship of the Ottawa County group working for the new college around March 14. On March 10, Seidman met with Buth (recently elected to the legislature), Boyer, Hutchinson, and Jamrich on how the grant would fit into the plans. (Dr. John X. Jamrich had worked with Russell in his report.) Seidman also made an appointment to speak before the Grand Haven Rotary on April 20. Much of the Grand Haven correspondence was carried on with Van Volkinburg, whose letters show continuous interest in and concern for the new college.

Plans were made for members of the CEFYC to meet with legislators in Lansing on Tuesday, March 17, 1959. The legislature had passed Boyer's resolution which authorized continuance of the state-wide study of higher education even though Russell had completed his report. The CEFYC were aware of this continued interest by the legislature. On March 17, Seidman and members of the CEFYC met with Kent County legislators, with Boyer, and with Hutchinson in Lansing at the Olds Hotel coffee shop to discuss further steps to gain a college in the area. The March 18, 1959, edition of the Grand Rapids Press reviewed the outcome of the meeting.

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representatives. They would in turn appoint a representative group of interested citizens from the eight-county area. This representative group would hire a professional to help document the need and set up a plan for establishing the college. At this meeting, it was thought that a site would have to be donated - about two hundred acres worth around 200 thousand dollars. No money from the bankrupt state was to be spent for this purpose, but the state must be officially involved in the project. This study, then, would be in conformity with the Russell survey. The justification for such a study was based upon several years' activity to establish a college in the Grand Rapids area. It was also backed by facts from the Russell Report submitted to the 1958 legislature, and by the fact that such a detailed study never had been made.

The Grand Rapids Herald stated that Whinery would introduce a resolution making a study of the eight-county area possible on Thursday or Friday, March 19, or 20, 1959. He did so on Thursday, and stated that he anticipated no delay in legislative approval. In a Grand Rapids Press report dated March 24, 1959, Whinery stated that since the Grand Rapids Foundation had given 7,500 dollars for the study no state moneys would be needed.

This committee was authorized to appoint a citizens' advisory committee which could accept donations, contributions and grants or gifts from private individuals, trusts, and foundations of any nature to expedite the committee's functions. It was authorized to engage technical and clerical assistants; it would receive no money from any state source, but was allowed to spend private moneys. The members of the committee would serve without compensation; their expenses were to be paid from private moneys. The study would determine the need for an establishment not connected with any existing

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institution, even though the Michigan State alumni had gotten approval from the State Board of Agriculture for the use of state-owned land west of Grand Rapids if sizable moneys for buildings could be found. A March 25 editorial in the Grand Rapids Press lauded Whinery's and the Committee's work.

But there was opposition in the eight-county area. Donald Seyferth, a Muskegon citizen and former Mayor of Muskegon, wrote a letter to Seidman dated March 27, 1959, in which he objected generally to the philosophy upon which the new college was proposed. In this letter he stated that labor was gaining too much control of all legal and extra-legal affairs of the state; that labor had control of charity drives and government; and that if Seidman's methods were applied, it, labor, would also control education. He stated that he would not support any project that would result in the state's spending more money. He stated that he was against spending tax moneys for minority groups. Seidman's reply pointed out that one might as well give up any effort for education from kindergarten on up if he objected to assisting minority groups. Seyferth, in a letter dated April 8, wrote a stinging statement objecting to any state-wide distribution of local money. He objected to Seidman's approach in the efforts for a new college, to Seidman's father's tax proposals for the state, and wished Seidman an ironic "good-luck" on his work. He advocated local benefits for local distribution. Not stated, but implied, was an advocation that local poverty remain where it resides also. (a review of a report prepared by Seyferth which presents arguments against the establishment of a new college is made in Chapter XI.)

Whinery's optimism over the passage of the resolution was not realistic. Yet, the somewhat firm citizens' group now formed in the eight-county area began to work under the assumption that the resolution introduced by Whinery would pass. Jamrich was directing some surveys through county vice-chairmen.

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They began sending information-seeking questionnaires to parents and students. This work had to be finished by the time school was out for the summer vacation, for much of the information was gotten from the students in schools. Thus, though the legislature had not passed the resolution (and would not until June) the county committees worked. By May 17, 1959, the questionnaires had been sent out to tenth and twelfth graders and their parents. They sought information on their expected needs for post-secondary education. The result of this questionnaire appear in the Jamrich Report.

Back in the legislature, the House Rules and Resolution Committee reported the resolution out on April 8. The House approved it unanimously on April 10. The resolution moved to the Senate Business Committee on April 11. Here it got stuck.

Senator Carlton Morris, of Kalamazoo, was a member of the Senate Business Committee. He opposed this House Resolution Number 28. Senator Hutchinson,of Fennville, chairman, had foreseen no opposition. Morris, with Western Michigan University in his "backyard" and Kalamazoo College in his "front yard" stated his reasons for opposition in the Grand Rapids Press. He stated that the study provided for in the resolution should not be paid for by private funds. He said a fairer, more unprejudiced study would result if state moneys were used. He said that this study's being financed by local funds, if approved, would open the door to all kinds of local groups' offering local money for such studies. Yet, he said, if a college were needed, Grand Rapids would be a good place for one.

His final approval of the resolution came about in several ways. It is difficult to point to any one reason why Morris supported the resolution finally. But these things happened: (1) Mrs. John Kistler, of Grand Haven, wrote a long letter to Morris on June 2, 1959, chastising him for his delaying

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action. She cited figures and facts contained in the Russell Report and the multitude of benefits that would be derived by the community from a college. She pointed out her lack of selfish interest. Almon McCall, of the Grand Haven Tribune also wrote Morris urging his support. (2) Senator Perry Greene, of Grand Rapids, of the State Affairs Committee in the Senate, withheld action on a piece of property that was to go to Western Michigan University until the resolution was reported out of the committee of which Morris was a member. A letter from Lieutenant Governor Swainson to VanderVeen reports this. (3) Morris seems to have been thinking of running for the Republican nomination for governor. He would need Grand Rapids' support. This fact was reported by a Michigan State University alumnus who had worked closely with the CEFYC at this time. (4) David Dutcher stated that he had an extended telephone conversation with Morris in which he emphatically presented the facts of the need.

On June 4, 1959, the House Resolution Number 28 passed the Senate floor after having been held up in committee since April 11, 1959. It is interesting to note that the resolution left the Senate Committee only hours before deadline. Had the resolution been killed in committee, it would have had to be reintroduced at a later time. Who knows what this setback would have done to events that were occurring at the time. For a memo in the Seidman correspondence files indicates that in early May objectives already had been established for the legislative study. The memo lists these objectives: 1, establish the need for the school statistically and determine its expected size; 2, determine the type of education needed; 3, estimate the costs for capital expenditures over the first two years; 4, determine the area to be served for maximum use; 5, determine the relationship to the junior colleges and other community colleges; and 6, set up a time schedule.

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On July 8, the CEFYC resolved to hire Jamrich. The correspondence between Jamrich and Seidman reveals that there was extremely close co-operation and liaison between Jamrich and the CEFYC. Whinery had appointed the Legislative Committee, the Citizens' Advisory Committee was firmly established, funds were regularly being allocated from the Grand Rapids Foundation grant to finance the study, and the newspapers kept a regular account of the progress of the Jamrich study. All of what could be done had been done. Further success now depended upon more of the same ingredients that had brought success up to this point.

And part of the ingredients, according to Seidman, was the tremendous amount of work done by interested citizens in assisting Jamrich in preparing his report. Seidman said that the task of sending out all the questionnaires to different schools, the task of getting the responses from all the parents who were asked to participate in the survey of expectations for their children's attending college, and the collection and sorting of all this information was done in the area. It took tremendous work on the part of the area citizens, said Seidman, and this support was one of the early heartening factors.

Further encouragement came through the reports of the newspapers. Attention was called to a newspaper article in The Lansing State Journal, in which John Hannah stated that Michigan State University was not carrying the torch for the establishment of a lot of branches throughout the state. In the article Hannah noted the rivalry between the two alumni groups for the establishment of branches—the Michigan State and the University of Michigan groups -- and stated that the University, itself, did not have great ambitions to support a network of branches in Michigan. By the lack of newspaper reports and correspondence, the Michigan State University and the University of Michigan alumni groups in Grand Rapids seem to have been comparatively silent during most of 1959 while the CEFYC was active.

The Jamrich Report

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The Jamrich Report. "House Concurrent Resolution Number 28 of the 1959 Michigan Legislature created a Legislative Committee 'to further study the need for a four-year, state-supported college in the Grand Rapids area, to provide plans for its establishment, to create a citizens' advisory committee to assist, and to report its findings and recommendations to the 1960 Legislature.'" (Jamrich, 14-ii) The Legislative Committee consisted of three senators, and three representatives. (Table VIII) The Citizens' Committee consisted of fifty-two citizens from Kent County, eleven from Ottawa County, seven from Muskegon County, five from Allegan County, three from Barry County, four from Newaygo County, and one from Montcalm County. (Table VIII)

The Legislative Committees appointed John X. Jamrich to direct the study of the Grand Rapids area and determine exactly what the needs and capabilities there were concerning the establishment of a state institution of higher education. After citing population and enrollment projections for Michigan, Jamrich states that education "brings with it generalized social values, and should, therefore, be supported to the largest possible degree by all of society." (Jamrich, 14-3) Jamrich states that opportunity for post-high education should not be restricted by either economic or social levels of individuals seeking such education.

The broad questions the study of the Grand Rapids area sought to answer were these: (Jamrich, 14-7, 8)

> 1. Do currently available data on population and school enrollments, and such projections as can be made regarding future population trends and the desires of college-age youth to attend college give indication of the need for the establishment of a four-year degree-granting institution in this area?
>
> 2. If the need for such an institution can be established, what should be the nature of the curriculum and instructional program to most adequately meet the needs of youth from this portion of the state?

Table VIII. Legislative and Citizens' Committees to Study the Need for A Four-Year State-Supported College

Michigan Legislative Committee

Senators	Representatives
Perry W. Greene	Thomas J. Whinery
Charles R. Feenstra	Charles A. Boyer
Garland B. Lane	Walter H. Nill

Citizens' Committee

Kent County

Stanley Davis
Robert Richardson
Robert Blandford
Carol E. Kuhlman
Mrs. Siegel W. Judd
M. S. Keeler II
Charles M. Kindel
Ralph B. Baldwin
Walter D. Idema
David D. Hunting
Waldo Stoddard
Kenneth W. Robinson
Charles Moore
David Hoyle
Dr. Duncan Littlefair
Rabbi Harry Essrig
Dr. Joseph Q. Mayne
Dr. Marion De Velder
Benjamin Buikema
Dr. John Visser
Mrs. Melvin L. Baumann
Robert S. Tubbs
James Ver Meulen
Harry D. Marshall
Edward J. Frey
Robert H. Bennett, Jr.
Harry L. Lawford
L. V. Eberhard
Harry Kelley
Paul G. Goebel
Hollis M. Baker
Robert K. Stolz
Herbert G. Daverman
Ronald Porter
H. B. Shaine
George Busch, Jr.
H. Samuel Greenawalt, Jr.
Louis Van Ess
Richard Gillett
Clair M. Donovan
Dr. Donald Waterman
David E. Dutcher, vice chairman
James Idema, publicity chairman
Robert P. Van Ess, treasurer
L. William Seidman, chairman

Ottawa County

Wendell A. Miles, vice chairman
Walter Scott
W. A. Butler
Dr. John Kitchell
Ralph Van Volkinburg
Almon McCall
Mrs. Marvin Ver Plank
Dr. Harold Swartz
Donald Zink
Mrs. John Kistler, secretary
Robert De Bruyn

Muskegon County

Richard Lindland, vice chairman
Dr. Arnold C. Ott
Merrill Bailey
Judson M. Perkins

Table VIII. (C

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Normand Pfaendt
Victor Scott
Jay B. Vanderpl

Mille Lacs County

James H. Pettap
Harold D. Tripp
Richard Hoffman
Shirley Alexander
Jerome La Valley

Barry County

Mrs. Richard M.
Richard M. Shu
Mrs. Marc Squa

Newaygo County

Ross Shoecraft,
Victor Roe
Stephen Nesbitt
Richard Bell

Montcalm Coun

Dale Stafford, V

Table VIII. (Continued) Legislative and Citizens' Committee to Study the Need for a Four-Year State-Supported College

Muskegon County (Continued)

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Victor Scott
Jan B. Vanderploeg

Allegan County

James H. Pettapiece, vice chairman
Harold D. Tripp
Richard Hoffman
Stanley Alexander
Jerome La Valley

Barry County

Mrs. Richard M. Cook, vice chairman
Richard M. Shuster
Mrs. Marc Squier

Newaygo County

Ross Shoecraft, vice chairman
Vidian Roe
Stephen Nesbitt
Richard Bell

Montcalm County

Dale Stafford, vice chairman

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3. Similarly, what should be the nature and extent of the physical plant for such a college?

4. For maximum service to the youths and adults of the area, where should such an institution be located?

5. Finally, what are the financial implications of such a plan, including both immediate and long-term plans?

An early shift in the exact area studied came about - a shift from study of just the Grand Rapids area to a study of Kent County (along whose western edge Grand Rapids is situated) and the seven counties bordering Kent County: Allegan, Barry, Ionia, Montcalm, Muskegon, Newaygo, and Ottawa (Figure II). Immediate reasons given in the study are these: students arrive from at least a 100-mile radius to attend a state college; the percentage of youth from several of the above counties who attend college is low when compared with state average attendance percentage; the low-percentage counties had neither public nor private institutions of higher education in them; and the entire area seems destined to share in the anticipated economic and population growth.

This study investigated the population and the economic and industrial characteristics of this eight-county area. It investigated specifically enrollment projections, present education facilities in the eight-county area, the needs and demands of the citizens of the area, the nature of expressed desires by students for higher education, and the nature of the business and industry in the eight-county area.

Based upon the above investigations, the study describes the possible nature of a new college established in the area, its program, organization, control, support, cost and location, with an alternative proposal of establishing a junior-senior class college leaving education of freshmen and sophomores to community colleges in the area.

The final recommendations and conclusions of this study are these: (Jamrich, 14-133/)

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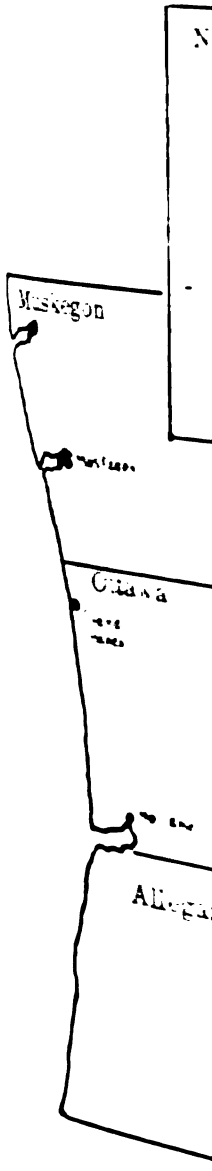
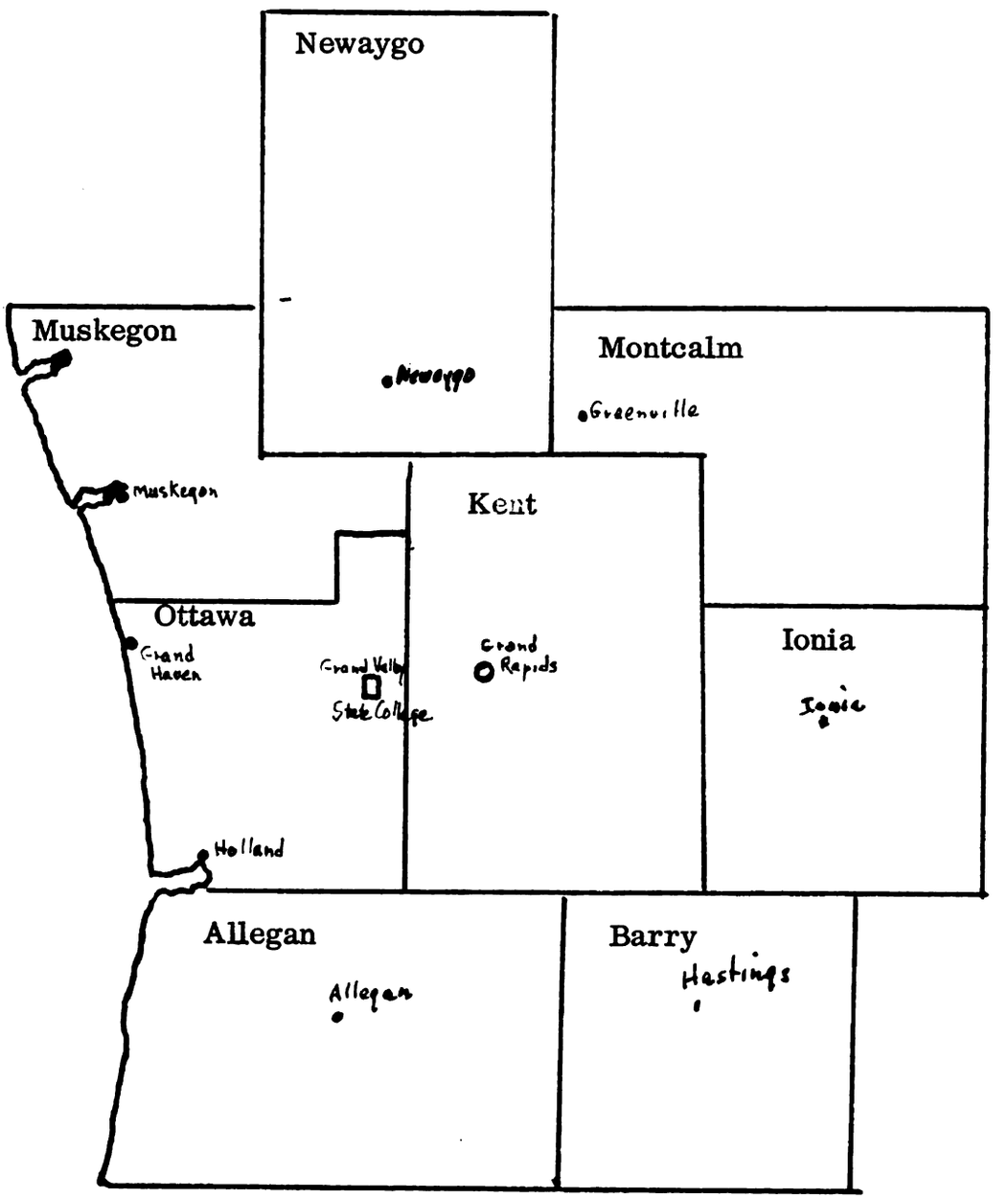


Figure II. The Eight-County Area Studied For the Establishment of the New College



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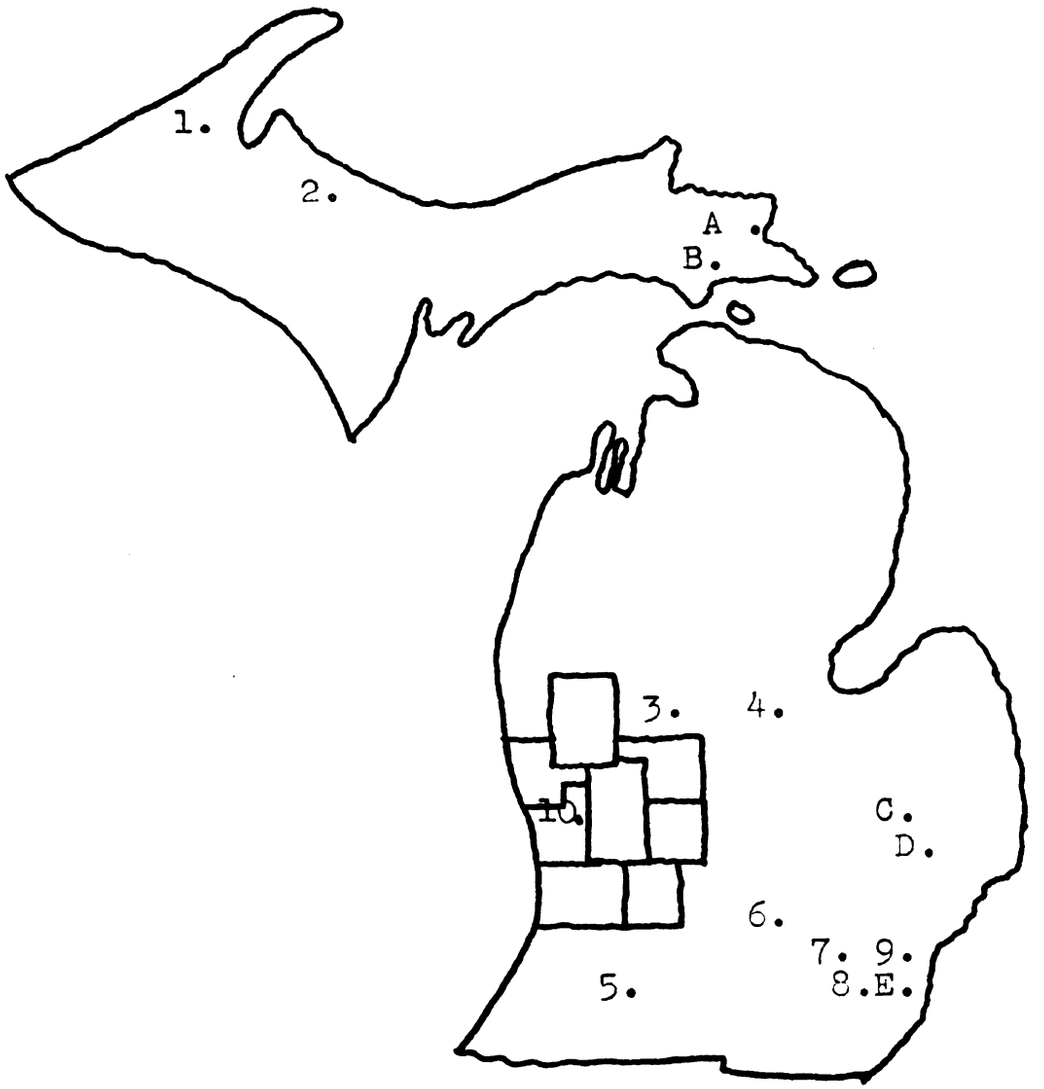
5. Western Michigan
6. Michigan State Un
7. University of Mic

Figure III. The Geographical Relationship of the Eight-County Area to the Rest of the State of Michigan and the Locations of the Existing State-Supported Four-Year Institutions of Higher Education and Branches



1. Michigan College of Mining and Engineering
2. Northern Michigan University
3. Ferris Institute
4. Central Michigan University
5. Western Michigan University
6. Michigan State University
7. University of Michigan
8. Eastern Michigan University
9. Wayne State University
10. Grand Valley State College
- A. Michigan College of Mining and Engineering Branch
- B. Northern Michigan Branch
- C. University of Michigan Branch--Flint
- D. University of Michigan Branch--Dearborn
- E. Michigan State University-Oakland

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1. The need for an additional facility to provide post-high school exists.

2. First priority among various types of possible facilities should be given to establishment of a four-year, degree-granting college in the eight-county area—by 1965. A less desirable alternative is establishment of a junior-senior year college with expansion of junior college facilities for freshman and sophomore students.

3. The new college should be organized as an educational unit under state control and with state support with its own board of trustees, at least nine in number, each with three-year terms, not elected concurrently.

4. In addition to the board of trustees there should be board of citizen advisors selected by the board of trustees, each with a six-year term. Its purpose is to reinforce the program of development of the college.

5. Tuition should compare with tuition at other state colleges.

6. The educational program should emphasize strong undergraduate liberal arts offerings with "identified majors in science, mathematics, languages, fine arts, teaching, business administration, engineering, and international programs. This program should be carried out with the full advice and support of the leaders of the state's colleges and universities."

(It was also recommended by Jamrich (14-135) that the three large state universities, Michigan, Michigan State, and Western Michigan, coordinate their extension services through a cooperative continuing education center to provide graduate and adult education programs in the area. This center could be situated on a campus with the new college.)

7. The new college should provide general cultural programs for the entire area served.

8. These details concerning physical properties were recommended:

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b. Classroom and administration building completed by 1965.

c. A library facility as early as possible.

d. A student center, an auditorium and fine arts center, and physical education and athletic facilities by 1968 or 1970.

e. All building plans should be carefully studied in consultation with educational and architectural planners.

9. The new college would best be located just west of Grand Rapids.

10. The two junior colleges, Grand Rapids Junior College and Muskegon Community College, should re-align their programs to emphasize more community-college objectives and purposes; greater opportunities in technical-terminal education —but not at the expense of giving up the general education programs.

11. Grand Rapids Junior College should extend its area of service to include several additional school districts to provide not only a broader area of service but also a broader area of financial support.

12. Grand Rapids Junior College should be re-established under a separate board of control with members elected from its area of financial support.

13. The Legislative and Citizens' Committees should proceed at this point to develop detailed plans for the new college in the eight-county area.

The conclusions and recommendations of Jamrich seem based partly upon expressed wants and demands of interviewed youth and parents, partly upon the ability of the eight-county area to contribute a fair share toward the support and development of the new college, and partly upon the philosophy quoted earlier, that education brings with it "generalized social values, and should, therefore, be supported. . . ." This opportunity to be educated should not be restricted for economic or social reasons.

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There was no cessation of activities while Jamrich and the Citizens' Committee were preparing the report of the eight-county survey. For example, the Michigan Daily, the University of Michigan newspaper, carried a front page summary history of the events that had occurred up to the point of publication, November 13, 1959. The Michigan Daily had telegramed Seidman for information on November 3, 1959. This information was promptly given. In the article it stated—to dispel all doubts concerning the nature of the new college--that the new college would be 1, independent, not attached to any parent institution nor conducive to causing dissension between alumni groups; and would, therefore, 2, be treated less as a step-child. The article continued, stating that, 3, it might be established as a temporary branch; 4, that Harold Dorr, Dean of Statewide Education of the University, had stated that since the University of Michigan had received no invitation and no offer of funds the University would not consider it as a branch unless it received a responsible invitation. Further, Dorr stated that the University would make assistance to a fledgling school if it were asked. (This happened.) Point 5 was this: The University of Michigan would continue to offer extension services in Grand Rapids. The report in the Michigan Daily further reviewed new college efforts in other areas --Traverse City and Saginaw —and anticipating legislative action, stated that any forthcoming bill in the legislature would not be related to any omnibus proposal: that the legislature would lend an ear to any Grand Rapids request but that Grand Rapids had no preeminent position. The article concluded that the time for legislative action seemed ripe but the article would offer no prediction. One ventures to state that the students who wrote the article showed unusual perception. For later events proved their assertions that an omnibus attempt was doomed to fail. The article stated that no real hearings in the legislature had been held nor would be held until

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after a November 30 meeting with legislators and area citizens at which Jamrich would present the results of his study. In an open letter to the Grand Rapids residents (the article said), Seidman had previewed that Jamrich was to report at the November meeting--the college is needed, there is no public college in the area, percentages in incoming freshmen warrant the establishment, second grade census is alarming in view of available classrooms, the economy of the area can both support and benefit from a new college, and there would be no conflict with existing colleges or junior colleges.

Looking back to the success of the January 7 meeting, the CEFYC planned a year-end meeting similar to the January 7 meeting. This meeting was planned to be held at the Peninsular Club on November 30, 1959, and all members of the legislatively sanctioned Citizens' Advisory Committee were to attend.

The November 30, 1959, meeting was called primarily to give Jamrich a chance to present to both the Citizens' Advisory Committee and to legislators what facts had been garnered in the study of the eight-county area. After a meeting with Jamrich, Seidman sent a letter dated October 15 to scores of area citizens and to the area legislators. Jamrich had sent Seidman a review of what he had been doing and sought advice on what to revise or emend. Also, Jamrich and Seidman agreed to meet either November 23 or November 27 to plan the meeting strategy. These events, the letters to area citizens and legislators, and the letters between Seidman and Jamrich were happening concurrently. It seems that as events progressed, Seidman assumed more and more leadership as he grew more confident of the outcome.

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legislators bear an unmistakeable air of the confidence that grows from one's knowing where he is going and how he is going to get there. The letter to the Citizens' Advisory Committee (Appendix V) is by Seidman, and he assumes full responsibility for what will happen. Correspondence files indicate that it was revised at least three times in writing - perhaps it was revised scores of times mentally.

The November 30, 1959, meeting was the second real test of how far the efforts of the CEFYC had reached. And if the January 7 meeting was to have been successful, the November 30 meeting was even more successful. In correspondence between Jamrich and Seidman it becomes evident that Seidman's was the voice of leadership of the community, and Jamrich's was the voice of statistical fact. Either was nearly ineffective without the other. From this meeting was to spring further legislative and community effort. All this time there was a constant activity of correspondence and oral presentation going on - correspondence between Seidman and county groups and oral presentation of what was going on before community, social, fraternal, business, and education organizations and groups. Also, it is probable that various area individuals or factors were anticipating where the college, if it were authorized, would be located.

In Seidman's correspondence files it is apparent that he had the deepest regard for others. Every letter he received, whether weighty or flippant, favorable or adverse, received a courteous and sincere reply--not form, not formal, not vapid. The recipients of the latter could but feel that they and their ideas had been thoughtfully and respectfully received.

There is also no evidence in any of the correspondence or news reports that any procedure, either undemocratic or quasi-legal, was ever used in

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This courtesy in replying to everyone brought trouble in 1961 when various groups were offering sites for the college. Had tentative offerings been rejected when they were obviously unsuitable, the controversy with Muskegon may never have developed. But other considerations (notably raising a million dollars) at the time seemed to make it more propitious to receive all proposals then. Close analysis of all conditions may have called for a rejection of some proposals, however. A detailed account of the controversy here suggested will be made in Chapter VII on sites.

There were inevitable slips. One rather interesting slip was the oversight of not having any representative of Lear, Incorporated, on the Citizens' Advisory Committee. When the Citizens' Advisory Committee had been formed, it seems from rough notes saved and filed that categories had been filled with names. For example, there was a "city-county" category of municipal officials. There was a "women" category, a "capital" (or money) category including known philanthropically-minded wealthy people, a "labor" category, a "news" category, a "service club" category, a "religion" category, an "educational" category. Then, too, there were "area" categories that cut across the "type" categories. Inadvertently, a representative from Lear, Incorporated, one of Grand Rapids largest firms, seems to have been omitted.

Mr. Manley Brown, training director of Lear, sent a letter to Michigan State University stating that Lear was not represented on the committee. This letter went to Howard Neville, then Director of Continuing Education at Michigan State University. Neville referred the letter to Paul Miller, Provost at Michigan State University. Miller referred the letter to Jack Breslin, Assistant to the President. Breslin referred the letter to Martin

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Buth, representative. Buth referred the letter to Seidman, and Seidman, offering his apologies, wrote to Brown, who thereby was invited to be on the committee. This whole chain of correspondence and reference began on October 1 with Brown's letter to Michigan State University. It ended on November 25 with Seidman's letter to Brown. Brown was at the November 30 meeting.

The November 30, 1959, meeting. Seventy-five members of the Citizens' Advisory Committee were present plus the legislators and other invited guests. VanderVeen presented a history of the events which led to the formation of the Citizens' Advisory Committeee. Seidman outlined the responsibilities of the Citizens' Advisory Committee: 1, the reviewing of the Jamrich Report and the submission of letters giving individual comments and recommendations pertaining to the report; 2, volunteering to serve on one of several committees: location, building, finance, and education.

(These requests by Seidman were sincere and well-meant, but they brought few positive results. The large Citizens' Sub-Committees became too unwieldy and communication and coordination, of course, became nearly impossible. Thus, real progress was placed in the hands of Seidman and individuals from the CEFYC and a new group of "experts" loaned by other state institutions of higher education. Seidman stated that ensuing events occurred too fast to allow for effective Citizens' Committee work.)

After Seidman's remarks, Martin Buth introduced Jamrich and the legislators present.

Jamrich, holding the report aloft, (December 1, 1959, Grand Rapids Press photo) stated that he could have continued the study and produced reams of figures but that he had no time. (The Grand Rapids Foundation Grant had a

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time limitation, p. 60). Jamrich presented the heart of his report: he saw seven to ten thousand students seeking admission to college by 1970. He stated that any new college should be a separate institution, not a branch, and that it should be located about ten miles west of Grand Rapids. He suggested that it be a commuting college, that it have a campus of around four hundred acres, and that it be built large enough to be able to accommodate the expected enrollment, which figures are statistically subst antiated in the Jamrich Report (14). He noted that Michigan was a wealthy and strong state able to support a new college.

One point that was strongly emphasized in Jamrich's presentation was this: that of the college-age students in Michigan, 29.3 per cent were attending Michigan colleges in 1955-1956, but that 24.1 per cent of the college-age students in the eight-county area were in Michigan colleges. He revealed the percentages enrolled in state-controlled institutions; state-wide 17.9 per cent of the college-age population were enrolled in state-controlled institutions; in the eight-county area, 12.8 per cent were enrolled in state-controlled institutions. In the largest population center, Kent County, 13.7 per cent of the college-age students were enrolled in four-year state-controlled institutions of higher education during the 1955-1956 year. Jamrich projected figures on enrollments and populations and pointed out that enrollment ratios from the eight-county area would continue to be less if no new state-supported colleges were established there.

All area newspapers gave favorable comment and plenty of space to the events of the meeting: The Greenville Daily News (Dale Stafford, editor, vice-chairman of Montcalm County Citizens' Advisory Committee, and future member of the Board of Control) gave front page news to the meeting; The Grand Haven

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Tribune ran a complimentary story with a picture of Jamrich, Mrs. Kistler (future Board of Control member), Van Ess, and Seidman; and an editorial which stated that Jamrich, being a stranger to the state, had no ax to grind. Also, it stated that Boyer felt that Jamrich was extremely able, and Seidman had rare vision and determination. The Grand Rapids Press ran an editorial showing that Grand Rapids was the obvious place for a new college. (Seidman, in a conversation in October, 1962, stated that at the beginning of his efforts the Grand Rapids Press' general manager, Lee Woodruff, had needed convincing that Seidman's efforts were worthwhile. During the CEFYC efforts, a reporter, Charles Moore, of the Grand Rapids Press, proved to be so wrapped up in the unique activities, he was accused by his colleagues of losing his reportorial objectivity. Moore's faithful accounting of events, according to Seidman, was an important factor in the final success of the effort. The circulation of the Grand Rapids Press is 93,689 in Kent County, and 128,000 in the eight-county area. The Grand Rapids Press did give the new college efforts substantial support after 1958.)

The temporary officers of the Citizens' Advisory Committee had been made permanent at the November 30 meeting. Seidman was made chairman, Van Ess was made treasurer, Kistler was made secretary, Idema was made publicity chairman, and the following were made vice-chairmen for each of the eight counties: Dutcher, Kent; Miles, Allegan; Cook, Barry; Shoecraft, Newaygo; and Stafford, Montcalm. (Table VIII) The responsibility of the Citizens' Advisory Council was now two-fold: they had to review the Jamrich Report, and they had to volunteer for service on one of the subcommittees: location, building, finance, and education. Seidman wrote each a letter asking for their individual replies by January 22, 1960. One such reply is reviewed in detail in Chapter X.

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The year was also well ended by the Grand Rapids Press on December 30, 1959, which reported in twenty-column inches on the front page with banner headlines that Seidman hoped that ground breaking for a new college could begin in 1961, that a state grant could open the way for work in a year, and that Whinery said he would translate the recommendations of the Jamrich Report into bill form. Whinery also stated that since 1960 would be an election year, the session opening January 13, could end as early as April 30, 1960.

In a letter to Seidman on January 4, 1960, Jamrich suggested that the details of the Report might be summarized and presented in an attractive form. This was done, and a nine-page booklet in three colors was prepared which contained the essential facts of the Jamrich Report and also gave a resume of what had happened concerning the new college up to the point of publication of the booklet. (Appendix VI) This material was used subsequently in a drive to raise a million dollars and in other actions connected with the new college effort.

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CHAPTER V

H. B. 477 - LEGISLATIVE ACTION

The activities of the CEFYC were out of the planning stages and the uncertainty of where to go and how to get there had been dissipated in the legislative sanction of the study, in the favorable reception of the Jamrich Report by the area citizens and legislators, and in Whinery's promise to introduce a bill in the coming session of the legislature to establish the college.

Activities of the CEFYC during the first quarter of 1960 were varied. The members of the CEFYC continued their communications with all the area organizations they could. For example, on January 30, the Grand Rapids Junior College Speech Department presented a half-hour television program in which the principal facts concerning the new college were telecast. Jamrich spoke before the Belding, Michigan, Rotary Club in February and emphasized how the college would benefit the Greenville-Belding area. A complete schedule of club and meeting speeches is noted in the Seidman correspondence files; e.g., Alexander Hamilton PTA to be addressed by Dutcher, Shawmut Hills PTA by Buth, Central Council of PTA's Of Kent County by Seidman, the Altrusa Club by Van Ess, and the Rotary Club by Jamrich. Also, there are memos on speeches to be given to the Grandville Business and Professional Club in March, an Allendale School address of no date, the Michigan State University Women's Auxiliary on April 11, a Godfrey Elementary School meeting on April 11. The found of addresses and meetings continued. Wherever possible, the CEFYC made its case and presented its facts.

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There was already in December, 1959, interest shown in the site should the new college become a reality. Z. Z. Lydens, a member of the Grand Rapids Planning Commission, is reported in the Grand Rapids Press of December 21, 1959, as having proposed as a college site Aman Park, a 300-odd acre plot of ground owned by the city just about ten miles west of Grand Rapids. A December 23 Grand Rapids Press report stated that Mayor Stan Davis liked the possibilities of Aman Park being the site of the new college. Lydens in this article said that the site met most of the requirements listed by Jamrich in his report. Grand Haven's mayor had also hinted at a Grand Haven City Commission meeting in December, 1959, that land was available in Grand Haven.

Another type of activity was being carried on. Jamrich wrote to Seidman in his January 4, 1960, letter that it might be wise for Seidman to acquaint Presidents Hatcher, Hannah, Hillberry and Sangren of the four large state universities of the plans for the new college to get their "blessings." Jamrich suggested that a meeting of representatives from the large universities and area legislators might be brought about. Such a meeting did materialize in June. (See Chapter VI.)

Seeking the approbation of Governor Williams, Seidman, through Representative Buth, arranged a meeting to brief Williams on what had been going on. This meeting was held at 2:30 p.m. on Tuesday, February 23, 1960, a day after Whinery had introduced H. B. 477. Attending the meeting besides Williams and Seidman were VanderVeen, Dutcher, Idema, Watkins, Buth, and McKee of the CEFYC; Whinery, Greene, and Feenstra, area legislators; Senator Garland Lane of the Legislative Committee; and Representative Carroll Newton of the House Ways and Means Committee, also assistant Republican Floor Leader. A front page picture in the February 24, 1960,

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edition of the Grand Rapids Press shows that Walt DeVries, Administrative Assistant in the House, and Bill Seeley, a Grand Rapids Junior College student who had assisted in the television production publicity for the new college, were also present. Dutcher said that he felt this was a key meeting for the college effort.

Williams stated at the meeting, according to the Grand Rapids Press article, that the college, to succeed, might need some millionaires. He stated that he was impressed by the sincerity of the effort, and hoped that the legislature would provide the money to make it, the college, a reality. He said that he could recommend the bill but that his recommendation was no guarantee that the legislature would pass it. Seidman stated that all he wanted was an official charter, and that there would be no request for funds the first year. Having official status, the college committee could accept gifts. Later, funds would be requested in the same way other state institutions requested them.

After the February 23 meeting with Williams, on February 25 Seidman wrote Governor Williams that he was encouraged by Williams' remarks, and mentioned that he was sorry that the millionaire statement had been so over-played by the newspapers. Williams replied on February 29 that he would support legislation and that he, too, was sorry that the millionaire idea had been over-emphasized. Further movement in 1960 on making the college a reality depended completely upon the fate of House Bill 477.

The bill was originally introduced as House Bill No. 477 in the 70th Legislature of Michigan, Regular Session, by Representatives Thomas Whinery, Grand Rapids; Edward Borgman, Grand Rapids; Andrew Bolt, Grand Rapids; Charles Boyer, Manistee; Walter Nill, Muskegon; Charles Raap, Twin Lake; Harry T. Emmons, Byron Center; Lloyd Gibbs, Portland; Hans Rasmussen, Ludington;

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Ben H. Lohman, Hamilton; Clyde Cooper, White Cloud; Fred Olsen, Sheridan; Andrew Cobb, Elsie; and Martin Buth, Comstock Park. Representative Riemer Van Til, of Holland, was named as co-sponsor on March 16, 1960, on Third Reading and House passage. Arnell Engstrom, Chairman of the House Ways and Means Committee,was reported in the Grand Rapids Press on February 23, 1960, as saying: "I think it has only a very slim chance of passing this year. It would take a big capital outlay to start a new college and we don't have enough money now for our present colleges." (For complete text of the Bill, see Appendix VII.)

Here, mention must be made of events that, as they occurred, seemed to have no relationship to the Grand Rapids movement to establish a new college.

On Thursday, February 25, 1960, The Grand Rapids Press reported on a visit that eighty legislators had made to Flint. They visited the campus of the Flint Community College and the University of Michigan Flint campus. C. S. Mott, Flint philanthropist, in an address to the visitors, said that the way to get an institution of higher education is to raise money, get a building, and then call upon the legislature to do its duty and provide an operating budget. He stated that he was sure the Grand Rapids was not so different that its people of means would not help. He said the thing to do was to get started, and start small, if necessary. His remarks gave the Grand Rapids backers hope that they were on the right track, but later reference to his remarks by Representative Allison Green indicated that more local support in the Grand Rapids area might become necessary. Mott's comments may have suggested the later compromise that brought about the million dollar stipulation (page 89)

The bill was up for a brief hearing in the House Committee on Education on Tuesday, March 8. Whinery in a March 5 Grand Rapids Press story stated he expected no trouble here, since no money was requested in the bill, only a

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It was opposed by Allison Green, Vice-Chairman of the committee, who presided in the absence of Raymond C. Wurzel. Green is stated to have said in the March 9 Grand Rapids Press that the bill was not reported out because the majority felt those areas which had already raised their own money and gotten their own land should not be ignored. He referred specifically to the Tri-county area of Bay City, Saginaw, and Midland, which area had, through local taxation, gotten considerable funds and property for a community college. Green stated, too, that the present tax situation in Michigan would prevent the State from setting up a new college. Seidman upon receiving news that the bill was dead said he was not surprised. But, he stated, there was a foot in the door, and the CEFYC would continue to search for a suitable site. He said that although he did not think the bill had had a chance to pass the short 1960 session of the legislature, he still felt "they" had to know "we" were interested. Seidman pointed out in reference to the Tri-county claims of raising funds and property for a community college that Grand Rapids had been supporting the biggest outstate Junior College in the state for more than forty years.

Borgman, Buth, and Emmons had spoken in committee hearings in favor of the bill. Borgman stated that a charter would enable the Committee to get Aman Park before someone else got it. Buth pointed to the cost of education away from home, and Emmons spoke of the high cost of private school education.

On Wednesday morning, March 9, 1960, the bill was revived by the inclusion of several amendments. (For text of House amendments see Appendix VIII.) The most important of these were the conditions that before the college could receive any state charter the Board of Control must raise one million dollars

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Table IX. Time Chart of House Bill No. 477, State of Michigan, 70th Legislature, Regular Session of 1960

Introduction of House Bill 477	February 11, 1960
Placed on General Orders	March 9, 1960
Adoption of House amendments and placed on Order of Third Reading in House	March 14, 1960
Passage of bill in House	March 16, 1960
First and Second readings in Senate, referred to committee on education	March 17, 1960
Bill with education committee amendments referred to committee of the whole	March 30, 1960
Bill accepted with amendments and placed on Order of Third Reading in Senate	April 6, 1960
Bill passed in Senate	April 7, 1960 - 10:00 a. m.
Received by House and read (held over under Rule 59)	April 7, 1960 - 1:30 p. m.
Concurrence with Senate amendments by House	April 12, 1960
Approved by Governor Williams	April 26, 1960

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by means other than public taxation and must secure a suitable site. These amendments were added after two hours of debate according to the Grand Rapids Press reports. Allison Green, who had opposed the bill in Committee, is from Kingston, Tuscola County, and represents a district adjacent to the Tri-County area that was seeking its own four-year college charter. The amendment calling for the million dollars was really a compromise—Green would drop demands for a charter for his area college in exchange for the amendment. During the debate in Committee Green had said that he was tremendously impressed with the Flint Community and its fund-raising and philanthropic activity. He referred to the Flint visit made in February.

The bill reported out of Committee and had to pass the House by Wednesday, March 16, under House rules. Seidman said, "It's just what we needed to get started." Green said, "If it passes the House, the State is committed to spend 100 million dollars in the future."

According to a Grand Rapids Press article of March 10, 1960, Whinery was optimistic about passage of the bill in the House, and Williams' eventual signature. He saw at least a ten to fifteen vote margin of victory. Senator Perry Greene, of Grand Rapids, thought it might get through the Senate without trouble but might get many adverse comments. Greene is quoted as saying: "A lot of them Senators want to climb on the bandwagon and want a similar college in their own districts, but I think we can talk them out of it because they haven't done any preliminary work on it as Grand Rapids has.

"The bill's coming out at a bad time right now, when the Senators just got through looking at appropriations for higher education. I heard some of them say: 'We're going crazy on new colleges when we can't support the ones we have now.' Nevertheless, Feenstra and I will do our best to get it through and I think it will pass all right.

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"When the bill gets to the Senate it will go either to the education or appropriations committees, and neither of us is on those committees. If we were, we could give the bill a good push."

The bill did pass the House but not without opposition on the floor from Ways and Means Chairman, Arnell Engstrom, and Vice Chairman, Harry Phillips, of Port Huron, and who was, according to Bud Vestal of the Press Lansing Bureau, vitriolic in his opposition. He is reported in the Grand Rapids Press of March 17, 1960, to have said: "I have a meagre education like Henry Ford. The bill is politically good for the boys from Grand Rapids and they should vote for it. But in recent years we have taken over support of Wayne State University, and branch colleges in Flint, Oakland County, and Dearborn. Our costs are piling up. How much thinner are we going to spread the dollars? If this bill passes, I make no promises to support any more universities or anything else.

"Suppose you get Frank D. McKay to give a million. So what? I want you to know where I stand."

It was stated by various people connected with the new college that Phillips' bitter opposition rallied Democratic support for the bill. For they were eager to get Republican support for the governor's capital outlay program, according to Vestal, and were in favor of the idea of taking the colleges to where the students are rather than making the students go long distances to far-away colleges. Vestal, in the Grand Rapids Press of March 20, 1960, reported that Representatives Dominic Jacobette, of Negaunee, and Lucille McCullough, Dearborn, each of whom have small colleges in their districts and would like to see them grow rather than see Michigan State University and the University of Michigan become more gigantic, gave hearty support to the bill. Vestal stated in his review that Representative James Warner, of Ypsilanti, opposed

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it, having both the University of Michigan and Eastern Michigan University in his district. Wilfred Basset, of Jackson, eyeing a future four-year school there, voted for it. John Morris, Midland; Robert Gilbert, Saginaw; Holly Hubbell, Saginaw; and Adolph Blanchard, Bay City, of the Tri-County area, were for it also, seeing possible support in the future for their four-year plans. Vestal said that the Grand Valley State College passed the House while it, the House, was on a pork-barrel binge in which it passed seventy-nine bills of varying degrees of merit which whistled through with an average 98-2 vote. He thought there was perhaps more conviction in the college bill vote of 84-17 than in the others. This was on March 16, 1960.

If the bill had a rocky road in the House, it was due for even a harder ride in the Senate. After being referred to the Senate Education Committee, the battle began. Tri-County district leaders headed by Senator Clarence F. Graebner, of Saginaw, wanted to amend the bill to include the Tri-County proposed college. Graebner stated that the Tri-County area had the million and the site. The Tri-County college, now Delta College, is a two-year college under law. If it were included in the legislation proposed here it would become a four-year college. Two delegations appeared before the Senate Education Committee to plead their cases: a Tri-County delegation headed by Maurice Brown, Chairman of the Board of Trustees of the Tri-County Community College, and a Grand Rapids delegation headed by Seidman, including David Dutcher, Richard Gillett, and others.

Senator Arthur Dehmel, of the Senate Education Committee, stating that both sides would be heard, asked what would happen to the three private colleges in the Grand Rapids area. John B. Martin, Grand Rapids attorney and long active in state politics, stated that there were enough youngsters in the area and that there would be no ill effects on Hope, Calvin or Aquinas.

The argument centered mainly around the Tri-County attempt to attach onto the bill their bill to make their two-year college a four-year college.

Senator Hutchinson asked Lloyd Bartlett, Tri-County attorney, whether or not he had a bill before the legislature to make Tri-County a four-year college. Bartlett stated that he was told no such bill would be considered this session, so wanted to hook onto the Grand Valley bill. He stated that the Tri-County area had a square mile of property and eight million dollars raised by local taxation.

Legislative experts, according to a Grand Rapids Press report of March 23, 1960, on the debate had advised Bartlett that the Grand Valley bill was a one-purpose bill and could not be amended.

Seidman again referred to the facts of the Jamrich Report; Senator Beadle stated: "But didn't Jamrich say that a superficial survey of the situation indicates the need when he made the recommendation?" (Russell had made this statement, not Jamrich.)

Seidman again presented the enrollment statistics and then made some concessions: the people of the area would bear most of the initial burden, he had no objection to the temporary board's being appointed rather than being drawn from county boards of education. Also, he said that a four-year moratorium on state aid would be acceptable to get the bill through, according to the March 23, 1960, Grand Rapids Press. Senator Perry Greene said to the Saginaw delegation "Go get your own bill as every college and university does." (The amendments added in the Senate Education Committee are recorded in Appendix IX.)

Again, the question of what the governing board ought to be called came up, and the Senate amended the amendments of the House changing trustees to governors, to control. And here a striking variance from the Jamrich recommendations and the initial wording followed. Where both the Jamrich Report,

the original bill, and the bill as amended by the House had stated that the permanent board of control should be elected, the Senate Education Committee struck all the specifications for election of the board and the House amendments and changed them to the effect that the board members were to be appointed by the governor with the advice and consent of the Senate. This removed the control of the new college from the influences contingent at party conventions.

In an interview with Dr. Jamrich, he was asked the particulars concerning the recommendation that the Board of Control be elected and the subsequent legislative action that made the Board of Control an appointed body. Dr. Jamrich stated that he had originally recommended an appointed board, and that he now (at the time of this writing) favors an appointed board. He stated that at the time of final writing of his report on the new college, it seemed best to recommend an elected board for the new college considering the practices in Michigan at that time in the selection of the boards for major institutions of higher education and other governmental agencies. Dr. Jamrich stated also that the Board of Control of Grand Valley State College is selected from areas throughout the state since it is a state institution.

While the Senate Education Committee struck all of the House amendment which created a temporary board of control, it retained the provision for the appointed board to secure one million dollars and a site before the college would become a state institution of higher education pursuant to the act under consideration here. The responsibility of the creation of the new college still lay with the eight-county area it would serve. For, were the one million dollars not raised and the site not secured, the act would be nullified.

Further, it seems to have been the intent of the Senate to remove the members of the Board of Control from party politics by requiring that they be appointed rather than elected. Also, the elimination of the temporary board selected from

the county boards of education and the efficiency of direct appointment rather than awaiting elections seems to reflect awareness that the college was to be a state college, not to be controlled by local interests.

The Senate Education Committee amendments to the bill did three things to the House amended bill: it stated that the board would be called the Board of Control, it made the board an appointed body, and it restricted purchasing power of the board for capital outlay by requiring the consent of the legislature.

It is apparent that the Senate, as the House, did not make any provisions for a Board of Citizen Advisors. Nor did the final bill state anything about the character of the institution. The full power to determine this was left up to the Board of Control, no restrictions for decisions pertaining to administration, instruction, or other internal affairs being stated in the act; power to control funds was not specifically included in the bill.

Bills are usually reported out on Wednesdays. Since the legislature convened on Wednesday, dates for reporting out were set up on a schedule based upon weeks of Wednesdays. The vote of the Senate Education Committee on House Bill 477 was due Wednesday, March 23, 1960, according to the Grand Rapids Press of March 23. The vote was delayed. The March 29, 1960, Grand Rapids Press stated that the Education Committee was expected to take action Wednesday, March 23, the date of the hearings and the debate, but that it was delayed because not all five members were available. The Grand Rapids Press also stated that the Wednesday, March 23, vote had been delayed because of conflicts with sessions of the appropriations and labor committees, and that the deadline was now March 30. The members of the Education Committee were, at that time, Chairman Arthur Dehmel, of Unionville, Frank Beadle, of St. Clair, Frank Andrews, of Hillman, Edward Hutchinson, of Fennville, and Basil Brown, of Detroit.

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L. William Seidman, in a brief conversation in October, 1962, when these investigations into the Grand Valley history were just beginning, stated that one of the real crisis points in the work of the CEFYC was just here. He stated that when the vote for Committee approval was first called, one of the committee members was unavailable. He was nowhere to be found. Senator Hutchinson, Seidman said, exercised his prerogative to call the committee. Getting all the Education Committee members together for the vote required some astute work on the part of Lieutenant Governor Swainson, according to Seidman, and the final vote was 3-2, favorable. Voting favorably for the bill in the committee were Andrews, Hutchinson, and Brown; against, Dehmel and Beadle.

The amended bill was referred to the Committee of the Whole, and the Committee of the Whole reported favorably to the Education Committee and the bill was placed on the order of Third Reading of Bills. This was on April 6.

In connection with Senate passage of the bill, there was some work on the part of the Grand Rapids interests, and continued evidence of good will toward their friends. In March, Senator Hutchinson had written Seidman asking that he circulate petitions for him in his bid to seek the Republican nomination for Lieutenant Governor. Seidman, not being a resident of the city of Grand Rapids, referred this request to Dutcher, who, between March 19 and March 27, had satisfactorily fulfilled the request. On March 28, Seidman sent Senator Perry Greene a copy of a letter to the editor from one F. W. Neumann, of Midland, who had written his paper opposing Brown's, the Tri-County delegation chairman, views. Seidman pointed out to Greene that not all the Saginaw Valley and thumb area residents concurred with the Tri-County delegations' desires. On March 30, Seidman sent a letter to Senators Hutchinson, Andrews, Brown,

McCullough, Montgomery, Green, and Feenstra thanking them for their efforts in getting the bill moving.

On March 30, Mrs. Kistler sent a long letter to Geerlings urging his support and stating reasons why in the best interests of the area it deserved it. She also stated reasons why she supported it, and that she had no personal interest at stake. Mrs. Kistler also sent a letter to Seidman on March 30 mentioning that Van Volkinburg had gotten the State Superintendents of Schools Association to unanimously support the bill and that pressure was being put on Geerlings. On April 4, 1960, Seidman sent a letter to every Senator (Appendix X). It was signed by the chairman and vice-chairman of the Citizens' Advisory Committee.

Perry Greene stated in a newspaper report that he expected all Democrats to vote for it and that he could get another six Republicans to vote for it. It would require eighteen Senate votes in favor to pass. One key member of the Republican vote was Geerlings. An avalanche of phone calls, telegrams, and letters from the North Ottawa and Grand Rapids areas descended upon him. He stated that he wanted to be sure the one million dollar provision was in the bill—and that he had to think about it. His conservatism in spending and worry about the 100 million dollar state deficit was making the decision difficult. Hutchinson, his district neighbor, had stated that he opposed spending--but that here was a way to economize. He was convinced that education would cost less through a new college than by other means. All these reports were carried in the March 30 Grand Rapids Press.

On April 7, the question on the passage of the bill was raised and passed 27-1. The lone dissenter was Graebner, of Saginaw. Following Senate passage of the bill, Seidman sent letters of commendation and thanks to nearly everyone involved, including Lee Woodruff, of the Grand Rapids Press, who

had informed Seidman of the Tri-County plans. Geerlings wrote Seidman explaining the difficulty of his decision; Seidman answered expressing his appreciation of the difficulty of the decision. The House received the bill from the Senate on April 7. It was informed that the Senate had passed the bill; the bill was to lie over for one day under Rule 59. The bill, as amended by the Senate, passed the house 95-5 on April 12, the date to which consideration of the bill was postponed. The bill as signed by Governor Williams on April 26, 1960, sixty-four days after introduction, read as follows:

STATE OF MICHIGAN

70TH LEGISLATURE

REGULAR SESSION OF 1960

Introduced by Reps. Whinery, Borgman, Bolt, Boyer, Nill, Raap, Emmons, Gibbs, Rasmussen, Lohman, Cooper, Olsen, Cobb and Buth
Rep. Van Till named as co-sponsor

ENROLLED HOUSE BILL NO. 477

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

The People of the State of Michigan enact:

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

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

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

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

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

Sec. 4. The board shall not borrow money on its general faith and credit, nor create any liens upon its property. With the approval of the legislature the board may borrow money to be used to acquire land or to acquire or erect buildings, or to alter, equip or maintain them, to be used as dormitories, student centers, stadiums, athletic fields, gymnasiums, auditoriums and other related activities, and it shall obligate itself for the repayment thereof, together with interest thereon, solely out of the fund derived

> from rentals or other income from the use and operation of the property so acquired, or from special fees and charges required to be paid by the students deemed by it to be benefited thereby; and may pledge all or any part of the fund as security therefor.
>
> April 26, 1960

Following the passage of the bill in the legislature, McCall, of Grand Haven, wrote Williams and stated that he was pleased with the way things had gone, and that though he was a Republican and Williams a Democrat, he still found many points of agreement with Williams. Williams replied, stating that he would sign the bill and that the press usually did give him a fair shake.

Williams signed it on April 26, 1960. The pen, sent to Seidman by Vestal, is at the Grand Valley State College in the archives files. Correspondence files show no self-praise of any kind from any quarter. Two things remained for the immediate present. Getting a site and raising a million.

As an aftermath, not without a touch of humor, Senator Charles Feenstra, of Grand Rapids, reported to the people in his column in the Rockford Register, April 14, 1960. He stated that he led the fight to get the college bill approved and that he would continue to guard the interests of the people. He was already getting ready for the elections of 1962. This article was clipped and sent to Seidman. Two pencilled comments were attached, each by different indivi duals. One said: "Bill, tho't you'd like to read modest Charlie's views on the 4 year college." The other: "Bill, no need to worry. Charlie will take care of everything." He was defeated in the 1962 primary by a young Republican.

CHAPTER VI

EARLY PROBLEMS: THE BOARD OF CONTROL INTER-INSTITUTIONAL RELATIONSHIPS, THE EARLY ADMINISTRATIVE BODY

Although the two tasks - raising a million dollars and getting a site took place concurrently, the tasks were completely opposite in nature and detail. To get a million dollars, one must ask, solicit, educate, appeal, work. To get a site for a new institution of higher education one must do the opposite: sift through offers, and, without alienating the prospective donor whose offering is rejected, make a choice - and justify the choice.

Although these two tasks had to be done, to take an attitude that they had to be done first without at the same time assuming they would be done would delay the accomplishment of other tasks that also had to be done. Governor Williams would appoint a Board of Control ninety days after signing the bill. The selection of members of the Board was of extreme importance in several ways, not the least of which was the raising of the million dollars. This is not to hint that any member of the Board was "bought." Certainly, a position on the board of a new college which began, as Seidman once said, with "no assets and a million dollar deficit" was no enviable position. Rather, willingness to serve might better be construed as evidence of the quality of the first board appointed.

In the selection of the Board, as in the events which had taken place up to the signing of the bill establishing the new college, political considerations, though real, did not override other considerations. One other extremely important consideration, in addition to securing the million, and the site,

was the securing of the blessings, the cooperation, and the help of the other institutions of higher education, both public and private.

Four tasks had to be done: the million dollars and the site had to be secured; and the board had to be appointed, and favorable relations had to be established with other institutions of higher education in the state. The administrative details of building, budget, curriculum, faculty, philosophy, and campus planning also were beginning to loom, but they are not here considered as essential in this paper. The forming of the Citizens' Advisory Council, as suggested by the Jamrich Report, will, however, be reviewed.

The Board of Control. Apparently, the selection of the members of the Board of Control went through Democratic Party channels to some degree. For, although Seidman did make inquiries in different quarters, especially in the Ottawa and Muskegon county areas, final recommendations to Governor Williams went through the party organization.

A letter of May 12, 1960, from A. Robert Kleiner, a Grand Rapids attorney active in the Kent County Democratic Party organization, to Neil Staebler, Democratic State Control Committee Chairman, urges the appointment of Seidman to the Board of Control. He cites Seidman's qualifications; his education, his past work on the college, the necessity of Seidman's continuing to work for the college, the fact that Seidman's own children in all probability would not go to Grand Valley State College, (thereby precluding personal interests), and the need to raise the million dollars.

In an undated letter to Kleiner, Seidman lists his preferences for appointment to the Board of Control. Along with the names he lists their party preferences, their record of community work, and their occupations. Seidman's letter must have been written between May 12 and May 24, for on May 24,

Kleiner wrote Staebler recommending to him Seidman's recommendations in the order Seidman had furnished. In Kleiner's letter to Staebler he again mentioned the necessity of raising a million dollars.

What other correspondence took place or what other conversations and agreements were made concerning the appointments of the Board of Control members are not available. When Governor Williams, in October, 1960, announced his appointments of the nine appointees, five: Seidman, Frey, Kistler, Ott, and Stafford were on Seidman's recommended list, and are from the eight-county area. Kleiner had not mentioned Stafford to Staebler, but his name was probably added later. One other, Kenneth Robinson, a labor leader, is also from the Grand Rapids area. Three are from outside the eight-county area, Kirkpatrick, Hoobler, and Copeland. (Table X)

Governor Williams made his appointments public on October 5, 1960. The act establishing the new college became effective August 17, 1960. At that time, Williams was busy with state and national political conventions, but the governor's office indicated that he was then considering the eligible appointees and was aware of the desirability of having Seidman on the Board.

With the appointment of the Board of Control there was now an official organ to accept gifts and funds, to appoint a president, to secure a site, and to perform what duties needed to be done to make the new college more of a reality than it was. Seidman had already been engaging in correspondence with other institutional officials. The Board continued this activity.

Inter-Institution relationships and early administration. Dr. John X. Jamrich had written to Seidman that it might be wise for Seidman to get the blessing of the large university presidents. He had also suggested that it was a good idea to get the ideas on what the university attitudes were toward the new college. He suggested that Seidman make up a compact brochure on

Table X. Grand Valley State College's First Board of Control

Six-year Terms

L. William Seidman, Grand Rapids, CPA, Chairman, Citizens' Study Committee

William Kirkpatrick, Kalamazoo, President, Kalamazoo Paper Box Company

Mrs. John Kistler, Grand Haven, Chairman, Adult Education Committee of the National Federation of Women's Clubs, former president of Michigan Federation of Women's Clubs

Four-year Terms

Kenneth Robinson, Grand Rapids, Director, Region 1-D, UAW, Member of International Executive Board.

Arnold C. Ott, North Muskegon, President, Ott Chemical Company, industrial chemist since 1943, formerly with Dow Chemical, Upjohn, and Hercules Powder Co., member of Citizens' Committee

James O. Copeland, President, Security National Bank of Manistee, President, Wyoming State Bank (Kent County)

Two-year Terms

Edward Frey, Grand Rapids, President, Union Bank of Michigan, President, Grand Rapids Chamber of Commerce, Director, United States Chamber of Commerce, Director, Kent County United Fund.

Dale Stafford, Greenville, Editor and publisher, Greenville Daily News, Past President, Michigan Press Association.

Mrs. Icie Macie Hoobler, Ann Arbor, nationally recognized biochemist.

the new college and get sub-committees formed from the Citizens' Advisory Committee (page 79 and Appendix VI). In this same letter, dated January 4, 1960, Jamrich suggested that it might be a good idea to get the legislators at a meeting to let them know how the other universities felt.

Seidman had sent the Jamrich Report to Dr. Harold M. Dorr, dean of statewide education at the University of Michigan. Following this, there was some correspondence between Seidman and Dorr concerning plans for the college should it materialize. In February, Seidman visited Durwood Varner, chancellor at Michigan State University-Oakland. In a letter dated February 19, 1960, there are indications that Seidman was already trying to determine the type of institution desired. And in March, 1960, there is some correspondence with President Hillberry of Wayne State University.

Seidman had been extending invitations to various higher education representatives to meet at his home on June 2, 1960. This meeting would include not only representatives from various state institutions of higher education but also area citizens who worked on the establishment of the new college.

The June 2, 1960, meeting at Seidman's home in Ada, Michigan, did clear the air. Attending the meeting were Dorr; Everett Soop, director of extension services for the University of Michigan; Paul Miller, provost at Michigan State; Howard Neville, director of continuing education at Michigan State University; Otto Yntema, director of field services at Western Michigan University; George Kohrman, dean of Western Michigan University School of Applied Arts and Sciences; John Visser, dean of Grand Rapids Junior College; Benjamin Buikema, superintendent of schools of Grand Rapids; William Beaman, of the Grand Rapids Board of Education, and some members of the Citizens' Advisory Council. In a letter to Seidman dated April 19, 1960, Dorr acknowledged the invitation to come to Seidman's home and stated further that he was

happy that Seidman could expedite the meeting of all the minds that were apparently going to attend. He further stated that Seidman would not find his efforts wasted, and that the three institutions (University of Michigan, Michigan State University, and Western Michigan University) had an obligation to provide stronger and more unified programs of study in the Grand Rapids area. A memo in the Seidman correspondence directs his secretary to extend invitations to all those previously listed and to Van Ess, Dutcher, and Watkins. Each received a personal invitation on May 9. Dorr's invitation included a little banter. Relations were fine, at least with the University of Michigan--and seemingly with Michigan State University-Oakland--for the correspondence between Seidman and Varner is cordial and informal, including Varner's pleasure at trading a dollar-fifty lunch for a two hundred fifty-five dollar scholarship. Also invited were Representatives Martin Buth and Charles Boyer, of Manistee. Boyer said he would try to get there in a letter dated May 14. Dorr, on May 13, re-affirmed his pleasure at the possibility of the meeting. Neville, also, expressed his pleasure. Yntema replied on May 17; Soop and Miller on the 16th.

(The invitations to this meeting were sent while the legislature battled to get the bill establishing the college passed and while the correspondence concerning the board of control was carried on. Also, as early as February, some thought had been given to a site, for there was a Citizens' site committee meeting on the 29th of February. In addition, the steady round of speeches did not let up. Dutcher, Buth, Seidman, and Van Ess and also Jamrich all had speaking engagements throughout the early part of the year, according to memos in the Seidman correspondence files.)

The June 2 meeting was well documented by both the Grand Rapids Press and by letters between Seidman and Dorr. Dr. Dorr said the purpose of the meeting was "to see how we should plan our extension programs to avoid

putting any roadblocks in the way of the Grand Valley State College, and to find what this community plans to do for itself, and to clear the way for you. For example, we're thinking of starting a business administration program here. Will the new college have one? We don't want to announce a joint, souped-up business administration program and have the Grand Valley people say 'You're putting a roadblock in our way.'" Dorr, in replying to questions, said that instead of fearing the new colleges, present institutions had a great pressure from growing numbers of applicants. "Our only fear is that you won't have a good college."

Others said there would be no competition in enrollment or for funds from the new college. Dorr said that he felt that the other institutions should share some part of the state appropriations for higher education with the new college. Dr. Paul Miller, then provost at Michigan State University, stated that the goal should be one of utmost cooperation between the extension services of the three universities, University of Michigan, Michigan State University, and Western Michigan University. He, Miller, saw four paths possible for extension services: 1, a continuation of separate services; 2, a combining of the programs; 3, combining the programs in one building, each presenting the strongest offering of each university; or 4, joining in one structure on the new campus to reinforce the new college offerings, and, in turn, the college's reinforcing the extension offerings of each university. Miller indicated that he preferred the latter. He said that Michigan State University didn't want a branch. "We feel it's wise for institutions to emerge from the community to which they're responsible and out of the circumstances arising from their location." This was in reply to a question of William Beaman of the Grand Rapids Board of Education, who pressed the point of whether or not the three universities were interested in establishing a branch. His question, according

to the Grand Rapids Press reports on the meeting, was this: "Do you favor our going ahead as an independent institution? If so, will you help us and how will you do it? "

Otto Yntema of Western Michigan gave an affirmative reply, and Beaman said he was 90 per cent satisfied. Buikema said, "I feel there's a measure of apprehension that this is a threat to the University of Michigan, Michigan State University, and Western Michigan University. I think this is unfortunate and it's not our intent. We need your guidance in our problem." He further said that the local school board (Grand Rapids) was enthusiastically committed to a four-year college in the area, and that the Board had no intention of closing the Grand Rapids Junior College. He said rather that they expected the Junior College to grow.

The university educators anticipated a gradual emphasis in the extension services to primarily graduate education. But Buikema said he thought they could do things Grand Valley could not. Dorr said the extensions could offer the second, third, and fourth years if Grand Valley started out with a freshman year. He saw no need to end graduate programs for some time; in fact, he saw the Grand Valley staff doing some of the extension service graduate instruction. He said further: "You'll have a building problem and two of our institutions have experts on that; we can help plan the curriculum, and as for the staff, we can be helpful there. The University of Michigan will help you as best as it can. I see no reason those planning the new college need fear us."

Buikema reiterated the Jamrich Report recommendations, that the new college would first offer liberal arts programs, and then move into teacher education and business administration.

That there was still dissatisfaction in the minds of some is evident from a long letter Dorr wrote to Beaman. Dorr, in this letter, dated June 22, 1960,

emphatically made these points:

1. The University of Michigan welcomed a new four-year school and did not fear it.
2. The University of Michigan would assist the new college in planning programs. It would not oppose the new school nor impede its progress. This, said Dorr, was confirmed by President Hatcher.
3. The new school should not expect nor should it seek prior public endorsement by the University of Michigan or any other established educational institution. Rather, it should get the support and assistance the University of Michigan offered in preliminary planning and development of the curriculum and the staff.
4. The University of Michigan had stated its willingness to create broader educational opportunities in Grand Rapids, in Flint, and in Dearborn based upon these things: 1, educational need; 2, the ability of the University of Michigan to provide a curriculum and a staff; 3, continuing legislative support; 4, a firm invitation from responsible groups in the community; and 5, financial support from the community.
5. The invitation to establish a branch in Grand Rapids had never been withdrawn by the Grand Rapids group and the University of Michigan had never rejected it. But the proposition was never pursued vigorously, although the proposal had been discussed widely.
6. When Grand Rapids made its bid for a state-supported school, the University of Michigan considered the matter closed. Then the policy position outlined above ceased to exist: the invitation was considered withdrawn, local finance would go to the new college, legislative support would go to the new college.

7. The University of Michigan would establish no senior or branch college in Grand Rapids, nor would it expand its continuing education program to impede the progress of the new school. Therefore, there was no question of constructing any continuing education center in Grand Rapids.
8. There is a need for a central consolidated center for all programs of higher education in the Grand Rapids area.
9. If the current plans to establish the new college were not to succeed, the University of Michigan would be pleased to consider the Grand Rapids area again with respect to a branch.

Copies of this letter were sent to Buikema and Seidman. Dorr asked Seidman's reaction to the letter. Seidman had none. He replied on August 10 that the points Dorr made were all right with him. On August 30, Dorr wrote Seidman that Beaman had visited him in Ann Arbor when he, Dorr, was in the hospital, and that relations were satisfactory and that there were no misunderstandings and no imperfect relations. In the letter Dorr also congratulated Seidman on the possibilities of Seidman's becoming chairman of the Board of Control that Governor Williams was nearly ready to appoint.

The June 2 meeting was to have far reaching effects upon the early success of the college. For here the way was cleared for the new college in its initial administrative procedures. The Board of Control sought and secured assistance from the University of Michigan, Michigan State University, Western Michigan University, and Wayne State, and also Grand Rapids Junior College in early 1961. The consultants loaned by these institutions did much of the early planning and set up guides and procedures that proved valuable while the college was in its fledgling state before the Board of Control could hire its own administrators.

Seidman had been corresponding with potential administrators for Grand Valley State College; namely, Dr. Whitehouse of Albion, and Dr. Anspach, president emeritus of Central Michigan University. Seidman had been in some correspondence with Dr. Varner of Michigan State University-Oakland also, and had visited him on the Oakland campus in February. These relations did not develop into anything concrete, but the relations between the new college and other institutions were being made and strengthened with each meeting.

The planning consultants. After the appointment of the Board of Control, the minutes of their meetings shed light on inter-institutional relationships and early administration problems. The first meeting took place on October 17, 1960, in Lansing, Michigan, in the State Capital. All appointees, except Edward Frey and Dale Stafford, were present to be sworn in by Governor Williams.

The motion to appoint Seidman as chairman of the Board of Control was, according to the minutes and newspaper reports, "unanimous and enthusiastic." Robinson and Kistler were unanimously appointed secretary and treasurer, respectively.

Among other points discussed at this historic meeting was the fact of the necessity of gaining the advice and help of professional educators in Michigan. Seidman was asked by Dr. Ott to discuss his philosophy regarding the new college. Seidman made these points clear:

1. The new school had to provide the best possible education it could.
2. The new school had a responsibility to serve the youth, the citizens, and the industry of the area.
3. The board, not being tied to any precedent, faculty, alumni, or institution, had the opportunity to make independent decisions.

4. The need, however, for professional help was obvious, and the board should "be thinking about how we should go about getting ourselves a 'pro.' "

Specific action to obtain the services of a professional educator or a team of them was made in the ensuing months, and before any firm administrative group was available, several alternatives were begun and rejected.

At the second meeting of the Board of Control held November 1, 1960, at Seidman's home, it was agreed that a business manager would be needed to handle details in organizing the new school. Seidman, Robinson, and Frey were appointed as a committee to screen applicants for the full-time position. Here the idea in the minutes comes up that perhaps the new college could borrow someone from some organization. (Also, at this meeting, Frey made known that the Union Bank and Trust Company of Grand Rapids had donated office space at the corner of Pearl and Ottawa in Grand Rapids. This is in the heart of Grand Rapids. Frey is president of the Union Bank and Trust Company.)

The decisions to get professional help was more fully discussed at the November 22, 1960, Board meeting held at the Union Bank Board Room. Here reference was made to correspondence and conversations Seidman had had with Dr. William Whitehouse (at Dr. Hoobler's suggestions) and with Dr. Charles Anspach. (Anspach had been in Grand Rapids to address the Ottawa Hills High School graduating class in June. Seidman had written him in April requesting an appointment to talk with him.) Both Whitehouse and Anspach had felt that they preferred not to assume full responsibility for building a new college from scratch, it was reported in the November 22, 1960, minutes, and their letters to Seidman indicate their reasons: both were too involved with the details of their present tasks and interests.

Seidman suggested here that Michigan State University, University of Michigan, and Wayne State University be approached concerning their suggestions on people who might be loaned to get the college started. Dr. Hoobler and Mr. Kirkpatrick stated that they had spent several hours with Algo Henderson, of the University of Michigan Center for Higher Education, and that he had had some positive suggestions. The Board here arrived at a major decision: that though there was urgent need for an administrator, because the right appointment was vital to the success of the college, it would be a mistake to make the decision hastily. Thus, the motion was made and carried that a committee of the Board be empowered to approach any of the state institutions for the loan of an administrator on a temporary basis to help with some of the initial planning of the college: site, plant planning, curriculum, coordination with other schools in the area, etc. Dr. Hoobler and Mr. Kirkpatrick were appointed to do this. And the selection of a business manger was delayed until an administrator could be found.

About this time, a Dr. Chris De Young, dean emeritus of Illinois State Normal University, was retained by the Board. According to a Grand Rapids Press report of December 8, 1960, Dr. De Young offered his services to pull together the details necessary to get the new college under way. De Young, it stated in the article, was from Illinois State Normal University and had been active in educational projects in India, Pakistan, Germany, and Cambodia. He was in Grand Rapids to get married, and, according to Mrs. Eppinga, Seidman's secretary, came up and offered his services. Dr. John Tirrell, former dean of Grand Rapids Junior College, then in alumni relations at the University of Michigan, referred to De Young's presence as "dropping out of the blue" in a letter to Seidman, and considered it a stroke of luck. De Young

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was compensated for his services in later Board action. He remained through April, 1961. He was the first of the board of consultants that helped steer the college through its early days.

Before the full board of consultants who were loaned by several state universities was complete, several letters were exchanged by various Board members and the universities. Dr. Hoobler, on November 29, 1960, wrote President Hatcher asking for University of Michigan assistance in new college planning, and Seidman, on November 23, had written President Hannah of Michigan State University asking for help. On December 1, a letter from Michigan State offered the possible help of Drs. Cole Brembeck, Eldon Nonnamaker, and John Ivey. On December 12, and 13, 1960, Seidman wrote to Paul Miller, Michigan State provost, Dr. Raymond Hatch, an assistant dean in the College of Education at Michigan State University, Dorr (invitation to Algo Henderson included), and Dr. Harlan Hagman, dean of administration at Wayne State University inviting them all to dinner.

There was further correspondence and personal relations between the Board and the University, for the minutes of the December 8, 1960, meeting disclose that Dr. Hoobler had been met with enthusiastic reception from Wayne State, and though President Hatcher was out of town, it was recommended to Dr. Hoobler when she was at the University of Michigan that she speak to him personally since he, Hatcher, might wish to make a personal selection for any consultant provided by the University of Michigan. Seidman reported that in his "contacts" with President Hannah and Provost Miller he had met with similar cooperative attitudes, and that he had requested that Michigan State University loan a full-time man for six months. Miller had indicated that there would be "no strings attached" to whatever arrangement was made by Michigan State University, and that the Board could use the man as it desired.

Also, the Grand Rapids Board of Education released Dean John Visser, of Grand Rapids Junior College, and Seidman expressed the hope that he could be with the planning consultants on a half-time basis. This hope was realized.

The invitations Seidman had made were apparently for dinner at Seidman's home, for a December 14, 1960, Grand Rapids Press reports that on December 13, Hatcher, De Young, Miller, Dorr, Hagman, and Seidman met to discuss the new college. Seidman had presented a memorandum to the Board on December 8, stating what needed discussing. (Table XI) The Board had urged that there be an effort to get the planning consultants group organized as quickly as possible. The meeting at Seidman's home was the preliminary one, and the details of what was needed being spelled out here, the universities could now better release the right man.

There seems to have been some premature publicity given the loosing of assistance from the University of Michigan. Two articles in the Michigan Daily, one dated November 29, and one dated December 9, 1960, report on the Board's efforts to get the University of Michigan's assistance and a letter from President Hannah to Seidman discloses apprehension on his part that the University of Michigan was taking too prominent a part in the affairs of the new college.

The Michigan Daily, a University of Michigan newspaper, reported that when Dr. Hoobler had discussed the possibility of the University of Michigan's offering help, the question of releasing a full-time man had not been discussed. Vice president, Marvin Niehuss, dean of faculty, said he could not recall that the University had ever released a full-time man to work in another school, but wouldn't object if someone wanted to do it. The December 9 Michigan Daily reported that the University of Michigan officials were surprised to learn

Table XI. Grand Valley State College Projects for the Planning Administration

It is suggested that the college begin functioning through a planning administration group composed of representatives on loan from the University of Michigan, Michigan State, Grand Rapids Junior College, Wayne State, and other personnel available.

The following are suggested as the major projects which should be undertaken by the college's new planning administration.

(1) Faculty and curriculum. This project involves the heart of the school covering the type of education which will be given and the plans for recruitment of faculty. It will also cover cultural programs, athletic programs, and other extra-curricular activities for the school.

(2) Private fund raising. This project includes carrying to a successful conclusion the general fund campaign now under way. It involves solicitation of business, individuals, labor, and a general mail-in-your-money campaign. It should also involve the approaching of substantial foundations to finance major projects for the school.

(3) Appropriations from the state. This project involves setting up both a short and a long-range budget for operations and capital improvements. A budget must then be presented in proper form and reviewed with various state officials and legislators.

(4) Site and buildings. A study must be made recommending an appropriate site for the school, including a review of proposed sites and an independent investigation of other areas not now proposed which might be suitable. Choosing of the site should be followed by setting up a general campus plan.

(5) Integration with other colleges. This project would be set up to provide communications between colleges in the area (Calvin, Hope, Aquinas, Muskegon Junior College, and Grand Rapids Junior College) so that duplication of facilities will not be provided and so that the community can receive the best over-all educational opportunities. The committee should undoubtedly have representatives of the other major state schools.

The foregoing indicates that all projects are inter-related. The planning administration will have to correlate each project with the others. For this purpose, it is suggested that the planning administrators will have a chairman to coordinate activities designated by the board of control.

that the Grand Valley Board had decided to borrow a consultant from the University, and that although the possibility had been discussed informally, no positive assent had been given. Though Seidman, at the December 8 board meeting, had stated that he would secure the loan of consultants from the universities, Niehuss said the University of Michigan hadn't been asked. Dorr was reported as saying that there was some confusion over whether the university had committed itself to loaning someone. The article reported Algo Henderson as saying that there had been informal discussion but no decision; President Hatcher as wishing success but not having committeed the University to loaning anyone; and Hannah, of Michigan State University, as having agreed to loan a person but not full-time. The article also expressed that there was surprise that Wayne State had also been invited to participate.

On December 27, Hatcher wrote Seidman that the University of Michigan would assist in any way with its total resources. All Seidman need do was ask Dorr, and that Henderson and Lewis would also serve. Hannah's letter to Seidman was dated December 8, 1960. He asked Seidman whether there was any merit in the rumor that the University of Michigan was attempting to make Grand Valley State College a permanent branch of the University of Michigan. He stated that he had heard that the University of Michigan Regents were preparing a concrete proposal, and wanted to avoid a tug-of-war between the University of Michigan and Michigan State University which would adversely affect the college. Seidman replied on the 10th that the rumor was completely false.

The results of all the correspondence and conferring were favorable to the fortunes of the new college. As early as December 20, the Grand Rapids Press reported that a group of planning consultants would hold a session in

January and have their first recommendations prepared for the college. The educational consultants were these:

University of Michigan:
Dr. Harold M. Dorr, Dean of State-Wide Education, (chairman for University of Michigan group)
Dr. James Lewis, Vice-president of Student Affairs
Dr. Algo Henderson, Director of the Center for the Study of Higher Education

Michigan State University:
Dr. Raymond Hatch, Assistant Dean, College of Education

Wayne State University:
Dr. Harlan Hagman, Dean of Administration

Western Michigan University:
Dr. Clayton Maus, Registrar and Director of Admissions

Grand Rapids Junior College:
Dr. John Visser, Dean

Grand Valley State College:
Dr. Chris De Young, Dean emeritus, Illinois State Normal University (coordinator for the Board of Control)

(Others were loaned by all universities as they were needed for various specialized talks, e.g., site selection.)

The recommendations produced by the planning consultants were concrete. First, a letter from Hagman to Seidman on December 28 outlined some preliminary observations, which, as the new college grew, seem to have been generally followed. The salient points of his letter are these:

1. Wayne State would cooperate fully with assisting the new college. There were many able people on the Wayne staff whose assistance would be secured as needed.

2. The new college should not seek or appoint an interim president. Nor should it appoint a retired college president. A young and vigorous man who would see his future in Grand Valley State College should be gotten - possibly

an assistant dean or other doctor with administrative experience in higher education. (cf. page 110)

3. The new college should be a four-year institution of general education. A departure from traditional departmental lines seemed appropriate with an interdisciplinary approach that is flexible in which one subject supports another. It should begin with a freshman year to assist in the development of a new kind of college. New teaching devices and methods should be used widely. A large Citizens' Advisory Committee should be formed which is closely identified with the college, meets infrequently, and is not a pressure group to form policy.

A letter from Tirrell to Seidman on January 5, 1961, closely resembled Hagman's. He urged Seidman to avoid letting the professionals talk him into making the new college too conservative and traditional.

When the consultants met in a three-day planning session, their eventual recommendations were neither conservative nor startlingly different. They outlined recommendations on the character of the college, its relationships with other institutions, site selection and planning, and considerations to be noted in selecting a president. (Appendix XI) Their guidelines, as did Hagman's, follow Seidman's memo of December 8 to some degree.

At this period between October, 1960, and February, 1961, the rounds of speeches, addresses, and communications with other community and governmental groups and individuals did not cease. These speaking engagements are on record in the Seidman correspondence file: Dutcher, November 30, Grand Rapids Township and Civic Club; Buth, December 1, Schweitzer Club of Fountain Church; Seidman and Dutcher, Downtown Republicans Luncheon Club; January 6, 1961, Grand Rapids Architects League; January 11, potluck at Park Partners Group at Park Congregational Church; Seidman, Rockford

School ("at least 250 will attend"); January 19, Business Women's Co-ordinating Committee; Seidman, Holland Junior Chamber of Commerce; March 6, Seidman, Kiwanis Club; and others vaguely identified.

Also, there was correspondence being carried on with the State Department of Administration concerning a proposed budget being prepared by Mrs. Kistler to be submitted to the next legislative session; and with Dr. Alvin Eurich of the Ford Foundation for a grant. Also, Jamrich offered suggestions on fund raising and methods for approaching industry (page 177). Various groups throughout the area were also beginning to offer sites for the college. The Citizens' Council was also jelling. (Chapter VIII). The Board minutes were continuously sent to Lynn Bartlett, Superintendent of Public Instruction. He is ex officio a member of the Board.

The January 11, 12, 13 planning session. The session planned for the January 11 weekend was held concurrently with the semi-annual meeting of the Michigan Association of School Administrators of the Michigan Education Association. The Grand Valley Board invited the superintendents of the large districts of the eight-county area to a free breakfast on Friday, January 13, at 7:30 a. m. at the Pantlind Hotel. The idea of the breakfast was to let the superintendents know what was going on. Previous to the superintendents' breakfast the planning consultants had conferred according to a planned agenda. According to notes in the Seidman correspondence files, Wednesday, January 11, was spent reviewing the history of the new school up to that point, the present status, and what the role of the new college would be. A memo spells out the questions of the role: would it be a liberal arts college? What was its relation to the other institutions: the independent, those under the department of public instruction, the junior colleges? What areas of specialization might

the new college safely go into? What basic new techniques and approaches in education would it attempt? What faculty recruitment problems would have to be met? What about the site? What about athletics?

The Wednesday session was followed by dinner at Kent Country Club for the Grand Valley planners. Thursday, January 12, 1960, was spent determining the next steps to be taken in site and building and how future organization and planning might be done. Dinner Thursday was at Seidman's home. Following the Superintendents' breakfast and the drawing up of tentative plans and conclusions, the Board of Control met at 2:00 p. m. in Greenville, twenty miles northeast. After a 5:30 p. m. social hour at the Greenville Country Club, dinner was served at 6:30 p. m. there. The invitations to the social hour and dinner were sent to at least forty-five persons of any eminence in the eastern eight-county area besides the Board of Control. Invited were business, industrial, and professional leaders of Ionia, Greenville, Belding, Lake Odessa, Edmore, Sheridan, Portland; and representatives from radio, television, the United Press, the Tourist Bureau, the Detroit Free Press, the Grand Rapids Press; and to the wives of these persons. Stafford and Copeland were hosts here.

One important outcome of the Board meeting in Greenville which specifically pertains to inter-institutional relationships was the resolution that James Ver Meulen, a high official at the American Seating Company and an alumnus of Hope College in Holland, would serve as coordinator with the private colleges in the area. His appointment led to a meeting with officials of Calvin and Aquinas of Grand Rapids, and Hope of Holland. This meeting brought forth some positive statements from President Irwin Lubbers of Hope, Msgr. Arthur Bukowski of Aquinas, and Dean Henry Ryskamp of Calvin. They met February 9, 1961, at the Pantlind Hotel with the planning consultants. According to a news release dated February 9, the three institution representatives

indicated that they were fully aware of the needs of the eight-county students and expressed their good will toward the new institution. Stating that the determination of site was not of primary concern and that they would willingly cooperate with the new college efforts and planning, they expressed three points of concern: 1, that the new college would be an institution of quality; 2, that it adhere to ethical practices of faculty and student recruitment; and 3, that its programs of study not only administer to the needs of the area and state but also supplement the programs of the established colleges.

By the time of the February, 1961, meeting of the Board, the new college was fairly well organized administratively in spite of the fact that it had no official administrative officer of its own. The regular meetings of the Board produced evidence of progress in raising its million, selecting its site, securing its legislative appropriation, forming its Citizens' Council, forming various committees of citizens for various functions, firming relations with other institutions, and in changing its name.

Concluding the review on this area of the Board's affairs, the area of administration and inter-institutional relationships, at the February 10, 1961, meeting of the Board, held at Spring Lake, Philip W. Buchen was appointed legal advisor to the Board to act without compensation. At the June 9 meeting Buchen was formally approved as Vice-President for Business Affairs. His appointment is the stopping place for this study, the new college, in effect, now being officially a state institution, complete with Board, budget, site, administrator--and a host of problems the resolution of which is properly part of a different study.

Preceding the Board meeting at Spring Lake Country Club, B. P. Sherwood, of The First Security National Bank and chairman of the North Ottawa fund

drive, was host to the North Ottawa County business, professional, industrial, educational, and community leaders at a luncheon at Spring Lake Country Club. This meeting concerned itself mainly with reports on the fund drive and on site business. Reviews of details will be withheld here for later discussion of the site and fund affairs.

CHAPTER VII

THE SELECTION OF THE SITE

This account will be limited to Board of Control action in site selection. It will not weigh the relative merits of any site nor make judgments on the final decision of the Board. The intent here is not to second-guess or to cast any group in a false light. Since over twenty sites were offered by different groups, to fully describe each would be burdensome for both writer and reader. Therefore, only those which were considered seriously by the Board of Control and the Site Committee and those around which there centered controversy will be discussed here.

Furthermore, the action of the Board concerning site selection evolved into a real test of strength for the Board: there came a strong challenge of the Board's integrity, its wisdom; of the facts of the Russell Report and the Jamrich Report; and of the entire three years' work which had been done by Seidman and his group before the site was selected. The details of site selection will be reported here chronologically, and the sources will be reported with the facts. The sources are these: newspaper accounts; minutes of the Board; Seidman's files which contain letters, memos, reports, telegrams, maps, diagrams, charts; and other materials received from John Achterhoff.

The Board recognized that it had to act speedily in attaining a site to fulfill that requirement before the legislative deadline for budget considerations. In the minutes of the first meeting held in Lansing on October 17, 1960, it states that Kirkpatrick and Hoobler were suggested as best choices to work

with a site committee, since they each were not from the eight-county area and would be more objective. Jordan Popkin, secretary to Governor Williams, stated that at some point there had to be set up criteria for evaluating the site. The total Board agreed that all precautions had to be made to preclude any real estate profiteering and speculation.

Early site proposals and activities. Even before the appointment of the Board in October, there had been several sites offered. As early as February, 1960, the sub-committee on sites of the Citizens' Advisory Committee approached the Grand Rapids City Commission to see what weight there was in statements made concerning the City's donating to the college Aman Park, a three hundred odd acre plot ten miles west of the city on Highway M-50. Also, the Grand Haven Tribune reported even earlier, on December 16, 1959, that the Grand Haven Mayor wanted to know whether the new college was interested in locating in Grand Haven, and if so, the city might make available a site along Lake Michigan north of Grand Haven near the Ottawa-Muskegon County line. At a February 29, 1960, meeting of the Citizens' Advisory Committee and Site Committee they expressed a preference for the Aman Park site. It met location requirements as suggested in the Jamrich Report. The Grand Haven site was spoken of as a second, or summer campus. And, though it later reversed this attitude, the Muskegon Chronicle in a March 12, 1960, fifteen-inch editorial supported the college site west of Grand Rapids.

All this occurred before the bill establishing the college had even passed the legislature. The site committee was operating under confident assumptions. This was a seventeen-member committee of area citizens who had volunteered after the Jamrich presentation on November 30, 1959, not the same as the site committee formed in 1961.

The Aman Park site raised some controversy. Mayor Stanley Davis of Grand Rapids announced on Wednesday, April 13, 1960, that he would ask the City Commission to donate the Aman Park site willed to the city by the late Jacob Aman who had requested that it be retained for park purposes. Davis said he expected no difficulty, and that the action would give the college effort a real start. The same week, a day or two later, Thomas Stafford, a Grand Rapids businessman and previously unsuccessful candidate for Mayor, stated that although he favored the new college, Aman Park was too valuable to be given over completely to college purposes. It was, he said, needed for a reservoir for Grand Rapids water supply. He stated that a lake on the campus would not be distracting. He stated that should the City Commission decide to give away the park he would initiate a referendum to get the voters' decision. Davis, according to a Detroit Free Press article of April 16, said he had no objections to a referendum and that he would present the proposal to the City Commission on Tuesday, April 19, 1960. Stafford stated that the park was worth more than 375,000 dollars, and that a suitable college site could be gotten for less than that.

Seidman's comment according to the Detroit Free Press was, "No one has decided yet where the college will be."

Davis made the suggestion before the City Commission. It was received and filed. Commissioner Robert Blandford stated that if the Commission approved, he would "deliver the title to Aman Park on a silk pillow." Commissioner Bernard Barto stated that Kent County had lots of land; Commissioner John Vanden Berg cautioned against haste; the Commission decided to wait until after May 2, 1960, when new commissioners would take office.

There may have been political implications in the Aman Park controversy. Grand Rapids mayor contests had had as a confused issue water

supplies and pipeline projects ever since the rejection of George Welsh as mayor in the late 1940's. There was some cloudiness in the statistics and figures concerning pipelines, filter plants, well drilling, reservoirs, and related problems. Prominent in one set of plans was Aman Park as a reservoir. Welsh had favored this. The facts are so obscure that no implications are made here, but Stafford did appear, in his election campaigning, to favor the Welsh programs of water supply. Conceivably, placing the college on Aman Park might interfere with long-range plans of different figures in the political picture in Grand Rapids. Z. Z. Lydens, however, an early backer of Aman Park as a site for the college, in a conversation in March, 1963, stated that since the City of Grand Rapids had begun building a filtration plant at Lake Michigan, there would never be need of such a reservoir again.

The Grand Rapids Press of May 16, 1960, reported that the Allendale Improvement Association and the East Allendale Improvement Association represented by Marinus De Young, chairman of the association and a citizen of Allendale, a small community about ten miles west of Grand Rapids and just two or three miles west of the Aman Park site, had taken options on four hundred acres of land on M-50 at the Grand River. The land sloped up sharply from the west side of the river and had three hundred buildable acres on it. The Grand Rapids Press also reported that Kenneth Welch, a Grand Rapis architect had made detailed plans which proposed that the new college be located in downtown Grand Rapids in an area to be reconstructed under urban renewal. He had detailed sketches, and plans. His plans were for a thirteen-story tower of learning which could have five more stories added. The tower would have triple parking levels which would conceal the cars. Three above ground-level decks would include a swimming pool, gardens, and recreational facilities.

The initial capacity would be 4,000 students with room to expand to facilitate 12,000 in the future. Welch cited the advantages: it would eliminate long journeys between buildings, and it was near the public library, civic auditorium, stores, transportation, and hospitals. Keith Honey, city planner, objected on these grounds: he said placing the college there would boost the cost of the downtown renewal program, and would leave no land for tax bearing buildings. Arlen Ley, a city commissioner, who is also a realtor, said that the proposal was too late; the voters had approved the renewal project on a basis different from that which would result should a college be built in the area. Twenty-three acres were committed for tax bearing purposes.

A Grand Haven Tribune editorial on August 16, 1960, also opposed the downtown Grand Rapids site and made a plea for a site near the Kent-Ottawa County line that had breathing room and would correspond with previous planning of the backers of the college.

In the August 12, 1960, Grand Rapids Press Seidman announced that a group of Marne residents had begun taking options on land there. Marne is a small community about fifteen miles west of Grand Rapids on old U. S. 16 or the new Interstate 196. The September 19, 1960, Grand Rapids Press gave details on the Marne offer of 364 acres made by the College Development Company headed by Pat Blink and Philip Despres. Also, a plot of land at the corner of East Leonard Street and the East Beltline at the northeast of corner of Grand Rapids was offered by Jason Hoenigman.

The November 10, 1960, Grand Rapids Press stated that it was disclosed at a Grand Haven Chamber of Commerce meeting by Secretary Claude Ver Duin that through an agreement made between the Spring Lake Township Board and Holiday Hills Incorporated, a real estate development organization headed by Charles Rycenga, a lumber dealer, four hundred acres could be donated to the

college with no strings attached. This land was that which the Grand Haven Mayor had referred to earlier.

On Tuesday, November 15, 1960, the Grand Rapids Press reported that Mayor Joseph Kolderman and City Manager John Kennaugh of Wyoming City were authorized to submit a proposal for the college to be located in a plot of one hundred acres known as the Picric Acid Plant property and that they would seek a release from the Kent County Road Commission for adjacent land in Linus Palmer Park to be added to the Picric Acid property. This acreage lay just south and west of Grand Rapids. This proposal was eventually negated by Kent County Road Commission action later in November. The Road Commission and the Kent County Board of Supervisors stated that the Commission would not part with any part of Palmer Park since they had invested a considerable amount of money developing it. This was reported in the Grand Rapids Press December 14, 1960.

The Board of Control had had opportunity to meet three times by November 30, 1960. In addition to the discussion at the first meeting, the November 1 and 22 meetings brought forth little action concerning the site. Seidman reported on November 1 that a Citizens' Council was being formed with David Dutcher as chairman. (cf. Chapter VIII) In addition to advising the Board of Control on the community desires and public relations capacity, the Council would assist in planning and action in site, building and name, administration, curriculum and other fields as needs arose. On November 22 Dutcher was asked to send letters to Citizens' Council members requesting them to indicate how they would like to serve and was asked to come to the next Board meeting with a site committee. The next meeting was to be held in Muskegon on December 8, 1960, preceded by a luncheon with the Muskegon County-Grand Haven members

of the Citizens' Council. This luncheon was as important as would be a social hour and dinner in Greenville on January 13 and a luncheon in Spring Lake on February 10. But it did not elicit as hearty a response in Muskegon as was given in Greenville and Spring Lake.

Present at the luncheon were Muskegon Superintendent of Schools, Richard B. Warren, and President of the Muskegon School Board, Cyrus M. Poppen. The upshot of the luncheon meeting was this: that whatever college funds were raised in Muskegon should go to the building of Muskegon Community College. The Muskegon educators pointed out that it cost the state 205 dollars per pupil in state aid funds for each junior college pupil, but 1,000 dollars per pupil for four-year state institution students. The attitude of the Muskegon educators was not one that gave the Board much hope for help from Muskegon in the fund drive.

This reception was not totally unexpected. Arnold C. Ott had written Seidman on December 6 that the Muskegon educators were wondering what effect the new four-year school would have on their junior college, and that Seidman should bring several Jamrich Reports along to help forestall objections. He stated that he thought the new college would have to be sold to the group, and that the Board would have to "play it by ear."

At the Board meeting following the luncheon, the Board approved the site committee membership and authorized the chairman to add whatever names he saw fit to add.

Meanwhile, on November 18, 1960, the Aman Park site had been increased to 400 acres. Z. Z. Lydens of the City Planning Commission of Grand Rapids, an ardent backer of the Aman Park site, had obtained commitments on the additional acreage. This was reported November 18 in the Grand Rapids Press.

Several other sites were offered in December and January: acreage on Cannonsburg Road near U. S. 131 north of Grand Rapids; two sites near Lowell, Michigan, one of them 477 acres freed by the Conservatinn Department; 461 acres in Byron Township offered by Paul Strecker, a real estate broker; two sites in Walker Township, one at Gracewil Golf Course and one out Leonard Street at the west edge of the city; and the sites at Marne, Allendale, Aman Park, and Grand Haven of 900, 770, 659, and over 600 acres respectively. All this occurred by the end of January. By February 8, 1961, four new sites were offered: one on O'Brien Road just west of Grand Rapids; one at Greenridge Country Club, two miles north of Grand Rapids on M-37; one at Ravenna, a small community twenty miles east of Muskegon; and a site in Muskegon near the Marquette Urban Renewal area. By February 22, 1961, sites in Whitehall, Rockford (900 acres) and Jenison had also been offered. Thus, by the end of February, 1961, twenty sites had been offered. (See Table XII)

The Board of Control had not been idle in the time between the Muskegon meeting and the middle of February, and their action and the announcements of the planning consultants at the January 11-13 meeting (Appendix XII) were chiefly responsible for the increase in acreage of several of the sites and the emergence of all the new site offerings.

Board of Control planning on sites. Between the December 8 meeting in Muskegon (at which time Dutcher had announced the site committee) and the Greenville meeting of January 13, (at which time the Board announced that all people and communities which offered sites would be given ample opportunity to present their proposals), the site committee had become firm. Circuit Judge Fred N. Searl of Grand Rapids and Richard M. Gillett, executive vice-president of the trust division of the Old Kent Bank and Trust Company, were

Table XII. College Sites Offered Up to February 22, 1961

1. Allendale
2. Aman Park
3. Byron - Wyoming
4. Cannonsburg Road
5. Downtown Grand Rapids
6. East Beltline - Leonard, Grand Rapids
7. Grand Haven
8. Greenridge
9. Jenison
10. Lowell (2)
11. Marne
12. Muskegon
13. O'Brien Road
14. Ravenna
15. Rockford
16. Walker - Kenowa
17. Walker - Four-mile Road
18. Whitehall
19. Wyoming - Picric Acid - Palmer Park

named co-chairmen of the thirty-six member sites and building committee. An executive site committee was composed of, besides Searl and Gillett, M. R. Bissell III of Grand Rapids, President of Bissell, Inc.; Robert P. Van Ess, accountant, of Grand Rapids, member of the CEFYC; Almon McCall, of Grand Haven, editor and co-publisher of the Grand Haven Tribune; Mayor Robert T. Visscher of Holland; and T. A. Saunders, president of the General Telephone Company of Muskegon. This committee was announced in the December 29, 1960, Grand Rapids Press. The full committee met Wednesday, January 25, 1961, and heard the report and recommendations for procedures in selecting a site which had been formulated by the executive committee. The guidelines for site proposals (Appendix XII) covered general conditions such as acreage, buildable land, access, beauty, proximity, etc., and also what information the proposals submitted for review should contain by way of description and definition.

Adrian N. Langius, Director of the Building Division of the Department of Administration of the State of Michigan, sent to Chris De Young a set of materials which outlined specific requirements for a college site on January 25, 1961. (Appendix XIIIa, b,) He included a statement of essential features such as water supply, sewage disposal, topography, soil characteristics; and desirable features such as highway access, area, community, and land cost. Included also was a preliminary rating chart which established a point rating system. At the February 19 Board meeting consultant Raymond Hatch of Michigan State University presented to the Board this report:

1. A list of all the members of the full site committee.
2. The committee's guidelines and evaluation process (Appendix XII).
3. The Building Division materials (Appendix XIIIa, b).
4. A list of the sites proposed up to this time.

5. Plans for site reviews and hearings.

The site reviews had been made February 8 and 9, and hearings took place on February 11. (Appendix XIV)

Muskegon activities. Previous to these occurences as reported in the Grand Haven Tribune, at a Muskegon city-county joint Board of Education meeting on December 28, 1960, it was resolved that the Muskegon Community College would go on a county-wide basis, that the Muskegon Community College growth did not lessen the importance of the need of Grand Valley State College, nor did the fact of Grand Valley State College lessen the importance of the need for Muskegon Community College. With this resolution passed, the way had been cleared for Muskegon to bid for the location of Grand Valley State College there. And in a special session of the Muskegon City Commission on February 6, 1961, Commissioner Henry Klevering urged that Muskegon reserve some land for the new college; and Merrill Bailey, member of the site selection committee, said that a Greater Muskegon delegation should offer a 400-acre parcel in the Marquette area in Muskegon to the College Board of Control as a proposed site in the next week, according to the Grand Rapids Press. The February 8, 1961, Muskegon Chronicle stated that the Greater Muskegon Chamber of Commerce in two special sessions threw its weight behind the proposal to lure the Grand Valley State College to Muskegon. It further stated that in both a morning executive session and an afternoon session on February 8 a resolution was drafted which would supply 640 acres of land in Muskegon Township north of Marquette Avenue and east of Harvey Street for the college site. (See Appendix XIX.)

Chris De Young had already announced the review schedule. The Muskegon review had been deferred under provisions of a time extension granted the

Muskegon Committee which proposed the site. This same time extension was granted other late entires, notably Rockford.

The Grand Rapids Press in an editorial on February 9, 1961, stated that Grand Rapids, not Muskegon, was the proper place for the new college. The total investment in the college which would be made through the years, at least twenty million dollars, was worth fighting for, the Grand Rapids Press reported Merrill Bailey as saying. The Grand Rapids Press editorial stated that the college was worth fighting for, but not, however, because it brought a twenty million dollar asset to the community. Rather, Muskegon was too far from the 70 per cent of the students who would attend. Location should be determined by who would best be served, stated the editorial.

There had been a frank statement made in the February 11, 1961, Muskegon Chronicle. It stated that leadership was lacking in Muskegon, that there had been too much casual interest in community affairs there. Only when a crisis arose did anyone come forth to fight for the community. Oblique reference was made to the Norge Plant's evacuation of Muskegon and pointed reference was made to the sudden surge of interest in Grand Valley State College. Where had Muskegon interest been previous to the near certainty that a new college would be established, was the tone of the Chronicle statement.

Further Board activities. Chris De Young clarified the process of site selection in a Grand Rapids Press article: the casual reviews would take place February 9 and 10, the hearings would be held on February 11, the reduction of site proposals would be made Monday, February 13, and the orientation for the university consultants would occur on February 14. There would be more detailed site investigations February 15 through 17, a consultants report on February 18 and then other possible reviews before the March 10 deadline. (Appendix XIV)

Before the Board's March 10 decision on which sites were to be carefully reviewed in detail, there was a flurry of activity in various quarters.

John X. Jamrich had stated concerning the Board's hearing on the sites that the site should not be located on the basis of economy, but on what was best for the students fifty or one hundred years from now.

On February 15, 1961, it was announced by Gillett in the Grand Rapids Press and in the Grand Haven Tribune that the executive committee, in consultation with experts (Table XIII) had narrowed the considered sites to five: Aman Park, Allendale, Downtown Grand Rapids, Grand Haven, and Marne. Gillett stated that these sites offered a cross section of what was wanted.

Muskegon and Rockford actions. The February 14 Grand Rapids Press reported Donald Seyferth of Muskegon, who had opposed Seidman in the early days of the college movement, (pages 63 and 225) as stating that the Muskegon citizens should not contribute anything to the new college unless they were certain it would be located in Muskegon. He said that Muskegon was not the logical place for the college, and that those who had contributed to the fund drive should request that their money be refunded. At the same meeting addressed by Seyferth, Mayor Alfred Meyers urged that Muskegon look upon the new college as a new industry, and that a "blurb" should be prepared to attract it to Muskegon.

On February 16 it was reported in the Muskegon Chronicle that the Muskegon Board of Education was unanimous in its resolution to win Grand Valley State College for Muskegon, Also, Frank Lockage, Muskegon Heights councilman, urged that Muskegon and Muskegon Heights citizens vigorously support efforts to locate Grand Valley State College in Muskegon.

A Rockford group offered 900 acres for the college on February 17, and on February 22, a Muskegon group headed by John R. Achterhoff, president of the

Table XIII. Site Consultants

William J. Johnson, associate professor of landscape architecture, University of Michigan.
Donald J. Leu, associate professor of administration and educational services, Michigan State University.
Walter T. McVickers, sites chief for State Building Division.
Ralph K. Seeley, chief, services section, State Building Division.
Douglas Sherman, assistant to the provost, Wayne State University.
T. C. Williams of Williams & Works, engineers and surveyors.

Muskegon Board of Realtors, presented its bid to the Board at a public hearing, using aerial photos, color slides, and fact sheets, it was reported in the Muskegon Chronicle. It also stated that Muskegon Township Supervisor Floyd M. Parslow lamented the fact that there was a mercenary attitude on behalf of several land owners in the township near the site being offered. When questioned whether Muskegon was attempting to fill the vacancy caused by the Norge plant's moving out of Muskegon, Harold Kammerer, secretary of the Muskegon Chamber of Commerce, replied "no" but that it probably had an effect upon the area interest in the college. Achterhoff stated that the site was worth more than two million dollars, that all public utilities were there, that the City of Muskegon would provide sewer, water, gutters, sidewalks, streets, and curbs in 160 acres of the area. Kammerer stated that he could not disclose who specifically would pay, but that it could safely be said the people of Muskegon would pay to get the college there.

Concerning the Rockford site, the Rockford Register in an editorial boosting its site, stated that, among other benefits, the "neighborhoods would be sprinkled with intellectuals."

Achterhoff, in his proposal, suggested that the eight-county area (which already included Newaygo County) should be expanded into twelve counties and include Oceana, Manistee, Lake, and Newaygo counties. He emphasized the point that all site improvements would be made at no charge to the school and that the new college would be getting a twenty-five million dollar site.

Seidman's comment according to the Chronicle of February 23 was that the Muskegon offer was worth waiting for. Gillett stated that all site proposals were now in, and that they would be evaluated by his committee and by engineering consultants. They would consider seven sites: Allendale, Marne, Aman Park, Downtown Grand Rapids; Grand Haven, and the two late entries, Muskegon and

Rockford. Their recommendations would be an important determining factor. On March 10 the executive committee would make final recommendations to the Board of Control.

Consequently, Muskegon and Rockford sites were inspected by a site team early in the week of February 27. They also re-inspected the sites in the immediate Kent County area again to see whether any others warranted detailed study.

On Wednesday, March 10, the thirty-five member site committee met in closed session to form recommendations for the Board.

(Co-incidentally members of the Board of Control appeared before the Senate Business Committee for interviews connected with Senate Advice and Consent on the Governor's appointments. The new governor, John B. Swainson, had approved former Governor Williams' appointments. One observer, it was reported in the Grand Rapids Press of March 7, 1961, had noted that of the nine Board members five were from the Grand Rapids area, and that both the site committee and the executive site committee had Kent County majorities. (See Appendix XVIIIe for the justification of the site committee selection prepared by Dutcher.)

On March 4, area architects had submitted a proposed supplement to the guidelines for site proposals. (Appendix XV) Whether or not its recommendations were important factors in site determination is not evident from any references to it in other papers.

Board site decisions--and reactions. The executive site committee made its recommendations to the Board of Control after its March 19 meeting. In its report it reviewed all the work it had done, how it arrived at its decision, and what its decisions were. (Appendix XVI) Allendale and Marne sites were

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given first preference or "A" category; Grand Haven, Muskegon, and Rockford were given second preference or "B" category. Then the reactions came. Two telegrams were sent to Seidman on March 11, 1961, one from Achterhoff reiterating the facts of the Muskegon site and one from Paul Strecker, sponsor of the Wyoming-Byron site south of Grand Rapids. Each expressed the feeling that further study of each site should be made. On March 13 Achterhoff sent another telegram petitioning that the Muskegon site be included in category "A" for further inspection by experts. Rockford, too, was heard from. Letters from the Rockford city manager, the Rockford Chamber of Commerce, the Kent County Farm Bureau, and others were less strident in the tone than the Muskegon correspondence, but did urge consideration again of the Rockford site. Letters supporting the Board's decision were also sent by various area persons and Council members.

What the correspondence did not contain the newspapers did. The Muskegon Chronicle on Saturday, March 11, summed up the Muskegon point of view: There was fiscal irresponsibility on the Board's part with the tax dollar, and there would be a petition to have the Muskegon site included in the "A" category. Merrill Bailey said that the executive site committee had recommended and the Board had just accepted the recommendations on two parcels of land which had few of the criteria that were listed as essential, and in their acceptance had ignored the 2.5 million dollar gift offered by Muskegon. Muskegon members of the site selection committee were outspoken in their comments according to the article. Paul R. Wilkinson, president of the National Lumberman's Bank, stated that the procedures adopted by the group in preparing its report for the Board were arbitrary, capricious, and whimsical, that many important factors had not been given adequate consideration, and that he protested the methods following in the consideration of sites. A. E. Nichols of the Daniels

Company of Muskegon stated that the entire process was cut and dried, and that there was only hope that the Board would weigh factors the site committee obviously failed to consider, and that the recommended sites had little or nothing to start with and had to be developed from the ground up. He took sharpest issue with the failure to take cost factors into consideration. He called the procedure a complete departure from the rating instructions.

Achterhoff was most explicit in his protest. He stated that the college was a 20,000,000 dollar investment which would derive tax support from the entire state, not Grand Rapids alone, and in ignoring the 2.5 million dollar site offer, the Board was being irresponsible. The memo prepared for evaluating sites had listed as essential adequate water supply, sewage facilities, drainage of surface water, easy access to surface transportation arteries, and proximity to a community of at least several hundred thousand to offer housing and labor and social and recreational facilities.

The Marne site was criticized because it had no water, sewer, zoning, community facilities, civic services, libraries, was near a fairground, and several streets needed closing in order to develop it. The Allendale site was criticized for having no sewers, poor access to any place except Grand Rapids, no water except the Grand River or wells, and no community services.

T. Austin Saunders explained why the point system was discarded. He said it was used only to cull out the undesirable sites, and that when the sites had been reduced to seven, the committee had relied upon the recommendations of the experts and consultants. He said it was up to the Board to consider cost factors. Harris Botruff, vice-president of Sealed Power Corporation, said he was irritated. "Yesterday's meet was a wasted day . . . What's the purpose of going through motions when the entire process is deliberately planned? We were given

a perfunctory review of each of the sites under consideration and asked to ballot our preferences. But with the ballots came a mimeographed report of the executive committee which had already recommended Marne and Allendale. (Appendix XVI) James O. McNamee, vice-president of Brunswick Manufacturing, said: "Reports of the professional consultants were closely guarded and listed as confidential. Consequently, it was not practical for any member of the site committee to make a qualified, objective judgment. I believe all members were forced to vote on the same basis I am ashamed to say I used--select the site nearest home town. Obviously on this basis, Grand Rapids wins, since the site committee is dominated by Grand Rapids residents. (Appendix XVIIIc)

Charles Rogers, Muskegon labor officer, said he was unhappy but would continue to work for the college since it would be a boon to all of western Michigan.

Kammerer said Muskegon would continue to press its case with the Board of Control, State legislature, or anywhere else in an effort to get the site.

An example of such activity is clear from a copy of a letter sent to Mr. Carlton A. Woodruff, Sr. of Muskegon Heights from Boyd K. Benedict, administrative assistant to Governor Swainson, in which he replies to Mr. Woodruff's letter of March 14. Benedict stated that the Board would make its decisions exclusive of any intervention from the Executive office, and that the Board was acting as fairly and objectively as possible with the best possible expert help.

An editorial in the Grand Haven Tribune had a different tone from the Muskegon paper. Here there was a review of what had happened, and advised that in spite of the fact that Grand Haven was an excellent spot for the campus, one must keep an eye on the big picture and look at all sides. It lauded the

Tri-Cities--Grand Haven, Ferrysburg, and Spring Lake--citizens for having done more than their share in financial support and proportionately more than all other areas. (pages 153 and 170) It cautioned against hasty action and advised a look-and-see attitude.

The budget request for the new college was coming up for legislative approval. Fourteen legislators including members of the Senate Appropriations Committee and the House Ways and Means Committee had dinner at Seidman's home on March 14. At this meeting Seidman reviewed the plans for the college and explained what had gone on up to that point. Discussion centered around pledges for the raising of the million dollars and plans for building the college. The legislators cautioned against going out and drumming up a lot of students and then asking the legislature for money to build dormitories. Seidman replied that although the college was being planned as a commuter college, no one could say how long it would remain that. The Muskegon Chronicle of the next day saw hopes for the college's being located in Muskegon dimmed. It quoted one legislator as saying: "When we are considering a long-range multi-million dollar college, the development of the initial site cost is not the determining factor. We must think of the long-range desirability of the building site."

Following the petitions for reconsideration of several sites, Seidman stated that he was happy that there was such an expression of interest in the college. This appeared in the March 16 Grand Rapids Press. He said that only if site cost were a controlling factor would Grand Haven, Rockford, or Muskegon be strongly considered.

There was further activity on Achterhoff's part. He stated in a Chronicle article of March 18 that he was irked at a television report that he had made arrangements with Arnell Engstrom, the House Ways and Means Chairman,

to have a hearing on the Muskegon site. He said he had made no such arrangement. Engstrom, in the same article, stated that neither the Ways and Means Committee nor the legislature would try to control the Board of Control's site selection, but that he would be willing to hear any objections to the manner in which the site was selected. Achterhoff stated that he had tried to work through normal channels but had been unable to get anywhere. He listed these points:

1. The Muskegon site was visited by only four of the six consultants.

2. A public hearing March 19 before the entire site committee ended abruptly when the executive committee handed out mimeographed reports (See Appendix XVI) before the entire committee could vote. This mimeographed report recommended Marne and Allendale. These recommendations were accepted by the Board later the same day.

3. Telegrams to each of the members of the Board of Control spelling out the Muskegon offer of a 2.5 million dollar site were not considered at the March 10 meeting.

4. A petition to have the Muskegon site considered as a finalist forwarded last Monday, March 13, was unanswered until a letter acknowledging receipt was received here, Friday, March 17. No date had been set when the Board would act on the petition. (Seidman's letter was dated March 15.)

On March 18, Hendrik Stafseth, engineer manager of the Ottawa County Road Commission, wrote Seidman that he was preparing a resolution which would state that the Road Commission would cooperate with the new college in providing sewer and water; and on March 21 the City of Grand Rapids was approached on supplying filtered water to either site in the "A" category.

A letter dated March 15 from Seidman to the State Building Division requested assistance in determining the ground water supply from wells and soil bearing properties in the two "A" category sites. This letter indicates

that the Board seriously considered either Marne or Allendale as the best site and wanted this information.

On March 22, 1961, Harold Van Alsburg, president of UAW Muskegon Local 113, stated that the union would make a strong fight to gain the site at Muskegon, according to the Muskegon Chronicle. The article stated that the union move was not a pressure move but that it acted because it felt that the hearings were not fair; and that letters and telegrams would be sent to the Governor and the legislature urging support of the Muskegon site. Van Alsburg's local consisted of 3,500 members. Achterhoff in a March 23 Chronicle article stated that since the rules had not been followed, the Muskegon interests would not abide by rules, but would now attempt to block budget appropriations to stop what he called the Grand Rapids steamroller. He stated that he was not attacking the Board of Control or other sites, but was carrying on a positive campaign to get a fairer hearing on the Muskegon site. Letters and wires were addressed to Swainson, Elmer Porter of the Senate Appropriations Committee, Engstrom, and other members of the legislative finance groups. Kammerer and the Chamber of Commerce and the Muskegon Board of Education joined in the effort and sent resolutions to that effect.

Keith Baker of Allendale was reported in the Grand Rapids Press on March 24 as stating that some Muskegon Heights group was trying to buy land around the Allendale site, and pointed out that their activity was distorting perspective on the worth of the land there.

In addition to the request from the Muskegon backers for a re-study, Rockford, Byron-Wyoming, and Greenridge sites backers had indicated that they wanted reconsideration. A letter from Seidman to the backers of each of these sites was sent on March 25. The letter was also sent to all Board members, to Dutcher, and to Boyd Benedict. (Appendix XVII) On the Board's

copies it was noted that a site-deciding Board meeting might be called April 6 (forinspection) and 7. (This meeting did occur April 7 and 8.) In the letter Seidman rather blandly reviewed what action concerning site decision had been taken and equally as blandly invited the petitioners to re-submit their site proposals with any new materials added to the original proposal--plus financial merits of the site.

From the early days of the CEFYC through the present time, a series of letters are on file between Seidman and Charles Boyer, Representative from Manistee. Some of them are business, some are personal. Boyer had maintained closely friendly relationships with the Grand Valley State College group. The Senate Appropriations Committee and the House Ways and Means Committee had invited both the Muskegon group and Board of Control representatives to appear for a hearing at 3:00 p.m. Wednesday, March 29, with Engstrom and other legislators. Engstrom said the meeting was requested by Muskegon delegates. He stated that he was told Seidman wanted everyone to get a fair shake. He reiterated that the legislature did not want to pick the site but did want to get the best for the money. Boyer was quoted in the Grand Rapids Press article which reported all this information on March 28:

> I am appalled at newspaper stories relative to the attitudes of some of my friends in Muskegon in connection with the new Grand Valley State College. Apparently the location has now become a chamber of commerce 'grab' rather than a matter of sound logic for the future of higher education. . . . Originally, as reported by Russell, within a 50 mile radius of Grand Rapids there will be 10,000 students. So Grand Rapids is the center of population. Not until recently a real estate dealer and others began to push for the college to be located in Muskegon. I live on the edge of Lake Michigan and have yet to see a student come out of Lake Michigan. . . . I also take with a grain of salt the 2.5 million dollar figure."

Boyer stated that the fact of a million dollars worth of improvements on the site at Muskegon should be a minor factor in the decision.

On the 29th of March, 1961, three important details are supplied by the press, by material prepared by both Seidman and Achterhoff, and by a long letter

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written to Phil Buchen, Board attorney, and to Edward Frey by David Dutcher, copies of which were sent to Seidman and Gillett. (p. 317) The details in Dutcher's letter and the press are relative to the hearings and to providing water to the "A" category sites. The details of the water situation are these.

The City of Grand Rapids had delayed replying to the request for filtered water to the site. Blandford had moved to refer the request by the Allendale Township Improvement Association to the City Service Committee. Blandford urged that they proceed with haste since Muskegon was making such a strong bid, and that Grand Rapids should consider offering free services.

Mayor Davis said that fiction should be separated from fact: that he doubted that Grand Rapids could provide free water. He said the college would service the entire eight-county area, not just Grand Rapids, and that the Muskegon effort should not be taken too seriously, since it was a private, not a public move. At the meeting where these actions took place, a Building Trades Council representative asked why the college, worth millions in labor contracts, should be located way out in Allendale or Marne and not in Grand Rapids. But no decision was made on supplying the college with water should it be located in either "A" category site.

At this meeting, the Detroit Free Press of March 29 reports, Davis said that Muskegon had dropped out of the running, that only Allendale, Marne, and Rockford were being considered, and that he, Davis, favored Marne. He was also critical of land speculation around Aman Park. Seidman corrected Davis in the Muskegon Chronicle of March 29, stating that Rockford was not a prime contender.

City elections would soon be held in Grand Rapids. Blandford's opposition in the second ward was Mrs. Evangeline Lamberts. She, in the March 30 Grand Rapids Press, is reported to have blasted Blandford's suggestion that

the city provide free services to Allendale or Marne. On March 30 the Grand Rapids Press reported that the Ottawa County Road Commission would act as county agent to provide water and sewer by a bond issue for the college if it were located in Ottawa County. Also, the OCRC would widen one of the narrow bridges across the Grand River at Eastmanville--which would serve the northwest county commuters--and later, at Lamont, said Stafseth, the spokesman for the CRC. These pledges were made before the hearings in Lansing.

The March 29 hearings in Lansing were attended by Wilkinson, Achterhoff, and Van Alsburg of Muskegon; and by Frey, Gillett, Stafford, Kistler, Dutcher, and several consultants representing Grand Valley State College. Seidman was home, ill, with virus pneumonia.

The arguments of both sides are presented in full in Appendices XVIIIa, b, c, and XIX. These details of the hearing appeared in the March 30 Grand Rapids Press:

Adrian Langius was directed by the hearing committee to prepare reports showing improvement costs on the three sites: Muskegon, Marne, and Allendale. It was also pointed out that the legislature had no authority to determine the site, but could approve or reject the budget requests of the college. Or, the legislature could change Public Act 120 and state that the decision made had to be correct since it involved eventual outlay of 50 to 60 million dollars by the state. Some of the reactions of the legislators were also reported:

> Wilfred Bassett: The Muskegon offer helps the tax payers of the state.
>
> Carroll Newton: Muskegon's offer of 2.5 million must not be passed over lightly. (He moved that Langius prepare the cost reports.)
>
> Harry Phillips and John Sobieski: We won't vote for the budget request unless Muskegon is awarded the site. Here is one place where the taxpayer gets something for free.

Langius stated that according to the preliminary point system Allendale and Marne were highly favored. Frey and Gillett stated that many of the pledges for the million dollars raised were made upon the expectation that the college would be located near Grand Rapids. Philip Buchen verified this, that around 200,000 dollars were so pledged. Achterhoff stated that Muskegon would make up whatever was lost if the site were awarded to Muskegon. Bassett asked whether Muskegon would raise a million dollars if it got the site. (Grand Rapids had raised over 900,000 dollars of the million raised.) Achterhoff said he would like the chance to try. He also stated that Muskegon would not boycott the college if the site were not awarded Muskegon. He then presented slides, photos, maps, costs, topography and services available at the Muskegon site. Muskegon, he stated, was the most college-starved town in the state, that neither Marne nor Allendale had anything to offer a college, and that Calvin and Hope services would be overlapped by the college if it were placed near Grand Rapids. Frey stated the college bothered neither Calvin nor Hope no matter where it was located. (See pages 31, 44 and 120 .)

Following the hearings, Dutcher wrote his letter in which he thoroughly, albeit passionately, lays bare the complete picture. (Appendix XX, p. 317)

Achterhoff stated according to the Muskegon Chronicle of March 30 that he was satisfied, that now Muskegon would get a fair hearing, that this was all he wanted, that the taxpayers would save money with the Muskegon site.

In the Seidman correspondence there is another letter that was not sent. It was to be sent to the legislators present at the hearing. The arguments in it are a milder and less comprehensive duplication of those in Dutcher's letter.

Seidman, in seeking factual support in addition to the facts of the Russell Report for proximity as a weighty factor in determining the site, received figures from Mauss concerning Western Muskegon students. He also received

figures from Jamrich, who cited Martorana's study for the State of Washington plans of junior college district reorganization. Martorana had also received figures from Dr. Ernest V. Hollis, Chief, Higher Education Section of the United States Office of Education.

Mauss' figures showed that thirty per cent, or 2,696, of the total number of students at Western Michigan University commuted. Of the 2,696, sixty-two per cent lived in Kalamazoo County (1,673); twenty-four per cent lived in acjacent counties (637); and fourteen per cent lived in more distant counties (386). Many of these, however, attended Saturday classes. Of the 2,696 commuting students, 1,600, or sixty per cent, were evening and graduate students.

Jamrich's quoting of Martorana's figures in a letter dated April 1 stated that over ninty per cent of the students attending all the junior colleges in the country live within a fifteen-mile radius of the college. Hollis gave figures stating that over seventy-five per cent of college commuting students come from a distance of less than thirty miles, and that a little over fifty per cent come from within fifteen miles.

Jamrich also quoted Staff Study Number 1 (9) and cited Martorana's recommended figures of twenty-five mile commuting radii for colleges in the southern part of the start and thirty-five mile radii for north-state colleges.

There is no mention in either the correspondence or in the newspapers that Seidman used these figures in any debates.

The point did arise that Muskegon had a disproportionately unfair share of members on both the executive site committee and the site committee. The explanation for the numbers of representatives from each area are stated in Appendix XVIc.

The Detroit Free Press announced that final site selection would be made April 6 or 7 (see page 152), and announced that there was still a possibility

that downtown Grand Rapids would be considered. Senator Frank Beadle stated that no appropriations would be made until the report by Langius was made.

Achterhoff was not silent. The March 31 edition of the Grand Rapids Press reports him as replying to the Ottawa County Road Commission's offer to act as agent for water and sewer services to the college. He stated that there was no such thing as free services, and that a bond payoff would eventually come. Further, he stated that Muskegon water and sewer was already paid for, and that in the case of the Marne and Allendale sites the college would still have to pay for laterals and other improvements whereas in Muskegon these million dollar improvements would be provided.

At a Knights of the Round Table luncheon in Grand Rapids the Grand Rapids Press of April 1, 1971, states that Blandford "threw his weight" behind a site west of Grand Rapids and that his opposition's, candidate Lamberts' stand, for a downtown Grand Rapids site just confused the issue. He said a proposed new filteration plant (nearing completion now, January, 1963) at M-50 and Lake Michigan could supply the college with water. (The Allendale site is directly adjacent to the Grand Rapids pipeline from Lake Michigan and the Marne site no more than eight miles distant from the pipeline.) He also stated that a figure given by Lamberts of one million dollars cost for services to the college was a figment of her imagination. Another April 1 article in the Grand Rapids Press speculated that the delay of the approval of the Board of Control in the Senate Business Committee was somehow dependent upon the selection of the site. Morris of Kalamazoo was reported here to have said that he was in no rush, that some affairs were in committee for years. Beadle stated that he thought they would be confirmed.

On April 3 Achterhoff sent a letter to Seidman in which he replied to Seidman's letter of March 25 (page 195; Appendix XVII), and herein he

reiterated the details of the Muskegon offer (Appendix XIX) and arguments why Muskegon had had an unfair appraisal and why Marne and Allendale had been over-rated. Also, a long letter by T. A. Saunders requested Seidman to clarify the statements concerning cost factors and Seidman's reply were published in the newspapers. (Appendix XXIa and b)

The final action of site investigation on the part of the Board was made on April 7 and 8. On April 6 the Senate had unanimously advised and consented to the appointments of the Board of Control; on April 5 the Grand Rapids City Commission had pledged full cooperation in providing utilities for the college.

The Muskegon Chronicle reported this on April 5. It quoted a statement made at the Grand Rapids City Commission meeting: "If Muskegon can throw million dollar figures around, we can too!"

The Board of Control took a tour of the Marne, the Allendale, and the Muskegon sites. They tentatively planned to visit Rockford, Byron-Walker, and the Walker-Four Mile Road sites. With the Board was a team of consultants: Dorr, Hagman, and Maus, and a three-member site-qualification team. They insisted on no outside company since they wanted to be able to "let their hair down."

Concerning final decision on the sites, the Muskegon Chronicle printed an article April 7, 1961, in which there was a series of questions and answers. Seidman had stated that the factor of proximity was extremely important in site selection. When asked why the communities outside the center location area were invited to sites, he replied that they had not been invited. Rather, when they had submitted their proposals, they had just been treated courteously. When asked about other factors, he stated that there were nine individuals on the Board, each of whom made his own decision. If there were any important

facts, he was sure the individual member of the Board would assert his idea. Wilkinson was here quoted as saying that he thought the rules had been re-written to Muskegon's disadvantage. Proximity once was worth twelve points. Now no one knew how many it was worth.

After having traveled to the Marne, Allendale, and Muskegon sites, the Board met Friday, April 7, 1961, until 12:30 a.m. Saturday, April 8, at a public meeting at the Grand Rapids Junior College it was announced that the Allendale site was selected. (Appendix XXII)

The reaction from Muskegon was immediate. The Grand Rapids Press of April 8 announced that Muskegon pointed out that that decision was made a full week before the projected completion of the report by the Building Division. The Muskegon site backers would call for a review by the legislature and the Governor. Ott, Board member of Muskegon, stated that he and Seidman and Stafford had favored Marne, but after a preponderance of testimony by the consultants that Allendale was the only place the college could be located with dignity, they had switched their votes. Also, he said, he flew over the Allendale site and the beauty of it could not be bought for a million dollars. "It was harder than choosing a wife," said Ott.

But the Muskegon interests were vociferous in their dissatisfaction in spite of Ott's statements that the Allendale site was the best suited to meet the needs of most people. Seidman stated in the April 9 Grand Rapids Press that all the Muskegon group could now do "is slow us down." Louis Berman, publisher of the Whitehall Forum and a member of the Citizens' Council, said: "Apparently the Muskegon residents are all set to block what they consider a railroad." Kammerer: "It doesn't seem to me to be definitely more than politics when they pick Allendale over Muskegon or Marne. I'm disgusted with the Board of Control." Frank A. De Voe, President of the Muskegon Board

of Education: "But Grand Rapids has two and-a-half colleges as it is--you sort of wonder. If it had been in Muskegon, it would have been integrated with the proposed county-wide community college. We will probably go ahead with the county-wide college now as fast as we can." Berman: "The legislature has to vote funds for the college and you can bet there will be pretty sizable appropriations, and the Legislature is up against financial troubles, as you know, and protests might block appropriations." Mayor Alfred A. Meyers: "I will be happy to aid in any last ditch fight for Muskegon. I think Grand Rapids is trying to set it in the heart of Grand Rapids but have pulled off temporarily. I think the proposed Muskegon site is terrific with the full view of the Muskegon River." Seidman's final comment in this article was: "Everyone I talk to says it's wonderful. And the Marne people were very fine in their attitude."

But an article in the Muskegon Chronicle was not so wonderful in tone. It stated that Muskegon interests would carry the fight before the Governor and the Legislature, that the decision was just a "railroad" by the Grand Rapids interests, that the proximity argument was all poppycock, that Muskegon students would object to paying three dollars a day to drive over poor roads, and that they, the Muskegon backers, would press for a review. This article also pointed out that the Board's decision came a week before the Langius report of the State Building Division was due to be completed.

A clear statement of how the Board felt was expressed by Stafford in a long editorial in his Greenville Daily News on April 10, 1961. He stated that since he did not live in a proposed site area, he could be fairly impartial. He further stated that the Grand Haven area citizens were gracious, but that the Muskegon interests were not. He stated that the Grand Haven area had contributed over 100,000 dollars to the college, but that Muskegon, the second largest population

area in the eight-county area, had contributed less than Greenville had. He said that he had favored the Marne site, the highest spot in Ottawa County, five miles closer to Greenville, on a freeway, beautiful in a massive way, with two small lakes on it. But, he said, Allendale, not being directly on a freeway, was preferred for that reason by the experts, and it cost less than Marne, which area had one landowner who refused even double what his land was appraised to be worth. Stafford further made an important point: i f the Board had wanted to move on the periphery of the eight-county area, he stated that there were better places than the Muskegon site. Furthermore, he stated that the principal promoter of the Muskegon site had 150 acres adjacent to the Muskegon site and had announced that fact to the Board--but not before the legislative hearings. He was, said Stafford, a hard seller, a doer. He did not object to this fact, but thought it poor policy to try to gain his ends so obviously in a matter that ultimately concerned the best interests of the public.

On April 8 a Grand Rapids Press story reported that the Legislature could amend its appropriations bill to include the Grand Valley budget requests if the Board could prove it had fulfilled the requirements in Public Act 120--the securing of the site and a million dollars. The Board did so. And on April 13 in a message from the Governor it stated that since these requirements had been met, appropriations for the new college would be included in legislative action.

The State Building Division report was completed by April 24, 1961. The report favored the Allendale site. (Appendix XXIII) When asked on January 8, 1963, in a telephone conversation, Ralph Seeley of the Building Division stated that the report was impartial, unbiased, and that the Division had arrived at its conclusions as fairly as it knew how.

On April 28 a 150,000 dollar appropriation was reported out of the House Ways and Means Committee and was expected to be fully approved. It was. The options on the site were exercised in May. The City of Grand Rapids confirmed its pledge to cooperate in providing utilities also in May, and with the appointment of Buchen on June 1 as Vice-President in charge of Business Affairs, this stage of establishment of Grand Valley State College was successfully completed.

The Muskegon interests apparently were not able to fulfill their threats, for the ground breaking ceremonies at the Allendale site August, 1962, predicted that the college might open its doors there in 1963.

CHAPTER VIII

THE CITIZENS' ADVISORY COUNCIL

Point four of the summary of the recommendations of the Jamrich Report (page 73) was that in addition to the Board of Control there should be a board of citizen advisors selected by the Board of Control, each with a six-year term, whose purpose was to reinforce the program of development of the college.

At the first Board of Control meeting in October, 1961, Mr. Copeland brought up the matter of the Citizens' Advisory Council. It was felt that there was a need to preserve the interest and cooperation of all the members of the Citizens' Committee (page 20) from the eight-county area who had worked so hard prior to passage of the enabling act. Here the question was raised whether or not the Citizens' Council should be divided into sub-committees for the various areas of operation. At this first meeting Seidman was empowered to prepare recommendations for such a committee. At the second Board meeting, November 1, 1960, Seidman reported that the Council was being formed, David Dutcher having been appointed chairman. The November 1 minutes define the purposes of the Council: 1, To advise the Board of Control with respect to the desires of the community in regard to the college; 2, to aid the Board of Control with planning and action in the following fields: site; building and name; administration; curriculum, finance; other needs as they develop; 3, to become informed on the activities of the college so that they can serve as a source of information for the people of the community. The Board members were requested to submit names to Seidman within the next week. The Board adopted the above statements regarding the Citizens' Council at this meeting.

At the November 22, 1960, meeting of the Board the names of the members of the Council were submitted by Dutcher. The members and the method organizing the Council were approved by the Board, and Dutcher was made chairman by Board action. Many of the members of this council had been members of the Citizens' Advisory Committee which had appointed Jamrich to carry out his study in 1959, and although most of them were from Kent County, there was adequate representation from the full eight-county area. One hundred nine were appointed with their permission and they expressed interest to serve. (The complete first Council is listed in Table XIV.)

At the November 22 meeting, Dutcher was requested to inquire from the council which committee each would like to serve on. In accordance with the purposes of the Council, it was decided to break up the large council into smaller committee groups.

This same procedure had been followed after Jamrich had presented his report in November, 1959. Then, too, letters had been sent to the Committee members asking their desires. There is no evidence in correspondence or the newspapers that indicates that the committees were either firm, or effective. Seidman said that events in 1959 moved too fast for the sub-committees then to be effective.

The site committee of the Citizens' Council was formed by the next meeting, for the selection of a site was immediately necessary. In the period between November 22 and February 10 there were modifications, resignations, and appointments to the Citizens' Council.

On February 8 and 9 the Board of Consultants met to discuss the role of the Citizens' Council. Apparently there was some lack of real understanding on the part of both the Board and the Council of what the role of the Council should be. The recommendations made by the consultants were adopted

Table XIV. The Citizens' Council of Grand Valley State College

Chairman - David E. Dutcher

Name	City
Almerigi, David	Grand Rapids, Michigan
Annulis, John J.	Grand Rapids, Michigan
Baas, Edward M.	Grand Haven, Michigan
Babcock, Nina E.	Cedar Springs, Michigan
Bailey, Merrill S.	Muskegon, Michigan
Baldwin, Ralph B.	Grand Rapids, Michigan
Bauman, Beatrice (Mrs. Melvin L.)	Grand Rapids, Michigan
Bennett, Robert	Grand Rapids, Michigan
Berman, Louis J.	Whitehall, Michigan
Berry, Hammond A.	Grand Rapids, Michigan
Bissell, M. R. III	Grand Rapids, Michigan
Blandford, Bob	Grand Rapids, Michigan
Botruff, Harris W.	Muskegon, Michigan
Brown, Arthur E.	Ionia, Michigan
Brown, Manley E.	Grand Rapids, Michigan
Bryant, Mrs. Stephen	Grand Rapids, Michigan
Buikema, Benjamin	Grand Rapids, Michigan
Busch, George A., Jr.	Grand Rapids, Michigan
Clark, Lynn H.	Rockford, Michigan
Cook, Mrs. Richard M.	Hastings, Michigan
Davis, A. F.	Grand Rapids, Michigan
Davis, Stanley J.	Grand Rapids, Michigan
De Bruyn, Robert S.	Zeeland, Michigan
de Velder, Rev. Marion	Grand Rapids, Michigan
Donovan, C. M.	Grand Rapids, Michigan
Dutcher, David E.	Grand Rapids, Michigan
Eberhard, L. V.	Grand Rapids, Michigan
Essrig, Dr. Harry	Grand Rapids, Michigan
Formsma, Jay W.	Holland, Michigan
Franklin, Jerome D.	Grand Rapids, Michigan
Gillett, Richard M.	Grand Rapids, Michigan
Goebel, Paul G.	Grand Rapids, Michigan
Grant, George W.	Greenville, Michigan
Greenawalt, Jr., H. Samuel	Grand Rapids, Michigan
Hager, Titus J.	Grand Rapids, Michigan
Hammerslag, Hugh D.	Grand Rapids, Michigan
Hekman, John H.	Grand Rapids, Michigan
Hoffman, Richard	Saugatuck, Michigan
Holcomb, Mack A.	Manistee, Michigan

Table XIV. (Continued) The Citizens' Council of Grand Valley State College

Chairman - David E. Dutcher

Name	City
Howlett, Robert G.	Grand Rapids, Michigan
Hoyle, David W.	Grand Rapids, Michigan
Hunting, David D.	Grand Rapids, Michigan
Idema, Jane H. (Mrs. Henry II)	Grand Rapids, Michigan
Johnson, Paul A.	Grand Haven, Michigan
Keeler, M. S. I	Grand Rapids, Michigan
Kelley, Harry J.	Grand Rapids, Michigan
Kindel, C. E. Ted	Grand Rapids, Michigan
Kirkwood, John V.	Grand Rapids, Michigan
LaValley, Jerome H.	Wayland, Michigan
Lawford, H. L.	Grand Rapids, Michigan
Littlefair, Duncan E.	Grand Rapids, Michigan
Mackey, Patrick E.	Grand Rapids, Michigan
Marshall, Harry D.	Grand Rapids, Michigan
Martin, Mrs. John B.	Grand Rapids, Michigan
Mayne, Joseph Q.	Grand Rapids, Michigan
McCall, Almon W.	Grand Haven, Michigan
McKee, F. William	Grand Rapids, Michigan
McNamee, J. O.	Muskegon, Michigan
Nichols, Eldon A.	Muskegon, Michigan
Nisbet, Stephen S.	Fremont, Michigan
Pew, Robert C.	Grand Rapids, Michigan
Pierce, W. B.	Grand Rapids, Michigan
Preston, Al	Grand Rapids, Michigan
Quinn, Joe	Grand Rapids, Michigan
Richardson, Robert W.	Grand Rapids, Michigan
Robertson, W. C.	Greenville, Michigan
Roe, Vidian L.	Fremont, Michigan
Rogers, Charles A.	Muskegon, Michigan
Rutherford, John	Montague, Michigan
Salter, Albert G.	Grand Rapids, Michigan
Saunders, T. A.	Muskegon, Michigan
Schwartz, H. H.	Coopersville, Michigan
Scott, Victor	Nunica, Michigan
Searl, Judge Fred N.	Grand Rapids, Michigan
Sebright, Howard N.	Wayland, Michigan
Shaw, Frances Wallin (Mrs. Robert J.)	Grandville, Michigan
Shedd, Robert W.	Grand Rapids, Michigan
Shepherd, Russell L.	Newaygo, Michigan
Sherwood, B. P., Jr.	Grand Haven, Michigan
Shoecraft, Ross W.	Fremont, Michigan

Table XIV. (Continued) The Citizens' Council of Grand Valley State College

Chairman - David E. Dutcher

Name	City
Shuster, Richard M.	Hastings, Michigan
Skiera, Gerald J.	Manistee, Michigan
Spencer, H. Wendell	Grand Rapids, Michigan
Squier, Mrs. Marc	Middleville, Michigan
Strohpaul, Aurey D.	Grand Rapids, Michigan
TenBrink, James	Muskegon, Michigan
Thorington, Raymond	Greenville, Michigan
Tubbs, Robert S.	Grand Rapids, Michigan
Van Alsburg, Harold	Muskegon, Michigan
Vannatter, Carroll H.	Grand Rapids, Michigan
Van Dellen, John	Grand Rapids, Michigan
Vander Veen, Richard	Grand Rapids, Michigan
Van Ess, Robert	Grand Rapids, Michigan
Van Peursem, George M.	Holland, Michigan
Van Volkinburg, R. M.	Grand Haven, Michigan
Verplank, Mrs. Marvin	Zeeland, Michigan
VerMeulen, James M.	Grand Rapids, Michigan
Visscher, Robert	Holland, Michigan
Warren, Richard B.	Muskegon, Michigan
Waterman, Donald F.	Grand Rapids, Michigan
Watkins, Robert G.	Grand Rapids, Michigan
Webber, Mrs. Jerome	Grand Rapids, Michigan
Weller, Kenneth J.	Holland, Michigan
Wichers, Willard C.	Holland, Michigan
Wilcox, Robert J.	Hastings, Michigan
Wilkinson, Paul R.	Muskegon, Michigan
Williams, Mrs. S. B.	Grand Rapids, Michigan
Williams, Gordon	Grand Rapids, Michigan
Williams, W. B.	Grand Rapids, Michigan
Additional information - -	
Grand Valley State College	
Dr. Chris DeYoung - Coordinator	Grand Rapids, Michigan
Board of Control	
L. William Seidman, Chairman	Grand Rapids, Michigan
James M. Copeland	Manistee, Michigan
Edward J. Frey	Grand Rapids, Michigan
William A. Kirkpatrick	Kalamazoo, Michigan

Table XIV. (Continued) The Citizens' Council of Grand Valley State College

Chairman -- David E. Dutcher

Name	City
Board of Control (Continued)	
Dr. Icie G. Macy Hoobler	Ann Arbor, Michigan
Grace Olsen Kistler	Grand Haven, Michigan
Dr. Arnold C. Ott	Muskegon, Michigan
Kenneth W. Robinson	Grand Rapids, Michigan
Dale B. Stafford	Greenville, Michigan
Lynn M. Bartlett	Superintendent Department of Public Instruction State of Michigan Lansing, Michigan

by the Board at the February 10 meeting and they formally abrogated any other adoptions concerning the Citizens' Council that were not in keeping with the consultant's recommendations. The consultants outlined the purposes of the Citizens' Council and recommended that these committees be organized: site, inter-institutional relationships, student aid, governmental relationships, educational needs, area studies, archives, and college interpretation. The consultants also detailed procedures for the committees to follow and the terms of office. (Appendix XXIV)

Dutcher had arranged to have the entire Citizens' Council meet in the Continental Room of the Pantlind Hotel on February 16. (Appendix XXV) One of the purposes was to inform them of what had evolved in the plans for the new college; another purpose was to discuss the committee areas that he expected the consultants would have identified by then (which they did identify February 8 and 9). Preliminary to this, Dutcher met with Seidman, Frey, De Young, Hatch, Visser, and Watkins for lunch on January 18 to define with these people the "jurisdiction" of the Council. He described the appointment of duties to committees as "the point of no return" and earnestly requested that serious thought be given to the matter in a letter dated January 17 confirming the luncheon meeting on the 18th.

There was some concern over how important the political affiliation of the members of the Citizens' Council was, for Dutcher sought advice from VanderVeen and Robert G. Howlett, Kent County Republican Party Chairman, in a letter dated January 24. He wondered whether the February 16 meeting was the time and place to seek information from the Council members regarding their acquaintance with, extent of acquaintance with, and circumstances surrounding their acquaintance with state officials, senators, or legislators.

The question card that requested the information also asked political preference. There is no indication that the information was or was not sought.

A letter dated March 21, 1961, from Dutcher to Seidman indicates that the Citizens' Advisory Council had been broken up into its committees and that he was aware of the Board decision to place one member each of the Board as an ex officio member of each committee. Further, each committee chairman would let Seidman know what his committee had planned.

By the end of March the organization of the Citizens' Council was well structured, the duties and responsibilities were fairly well outlined, and the lines of communication were opened. Whether or not the Council would be effective would depend entirely upon what it had to do and how real the assigned tasks were. Two of the committees did meet early in 1961 and did make recommendations: the Inter-Institutional Relationship Committee on April 27, and the Educational Needs Committee on June 21. Beyond that point, time goes beyond the establishment of the college, and goes into administrative problems, policy decisions, budgets, hiring, building, and other details, not to be treated in this dissertation. In February, 1963, Dutcher stated that the Council was still active and was organized to fulfill duties requiring attention.

CHAPTER IX

THE MILLION DOLLAR FUND DRIVE

The newspapers often revealed more on fund drive activities than does the correspondence or the minutes of the Board. The activities pertaining to the fund raising that occurred between Board meetings are summarily recorded in Board minutes, but are more detailed in newspaper accounts.

The unreliability of many newspaper accounts is common knowledge. This unreliability is often not the reporters fault. Limitations on space, improper interpretation of significant events, bias, intentional slanting, second-hand reports, and application of the "cut-off rule" by the copy-readers and make-up men are often responsible for distorted news. Ken Mac Crorie in "The Process of News Reporting" (19-112) amply demonstrates how a story emerges as a misrepresentation or a partial recording of essential fact.

In the case of the recording of the fund drive, however, the various accounts recorded in different area newspapers agree essentially with each other and with the summary accounts of the Board minutes. And an inspection of the ledger at Grand Valley State College and a totaling of selected pledge amounts reveal almost exact correspondence with newspaper accounts of the fund drive: amounts pledged, area quotas and responses, labor contributions, capital and foundation contributions, and other items.

Mr. Charles Moore, of the Grand Rapids Press, was the reporter covering the Grand Valley State College activities. Mrs. Augusta Eppinga, Seidman's secretary, stated that Moore's newspaper accounts were as reliable and often more complete than hers, and that his knowledge of details of the establishment

of the new college equalled the knowledge of most of the other participants.

Thus, the facts as recorded here are gathered from a combination of Board minutes, newspaper accounts, from information supplied by Mr. Edward Frey, chairman of the fund drive, and from ledgers and records at Grand Valley State College.

The fund drive was not an isolated thing. It was inter-related with other essential activities--especially with the selection of the site. The problem suggested on page [78] was a real one, and was raised by Mrs. Kistler at the first meeting.

Preliminary fund-raising activities. Following the signing of the College Bill on April 26, 1960, Seidman's correspondence indicates there was an immediate concern with the raising of the million and the securing of the site.

Probably the first amount received towards the essential of raising a million dollars was a 50 thousand dollar gift from the Grand Rapids Foundation. Of the 7,500 dollars that had been advanced to finance the Jamrich study, a balance of 2,000 dollars had been returned on April 8, 1960. Seidman wrote a letter to the Grand Rapids Foundation in which he stated the usual benefits that would obtain with the establishment of the college and requested 50,000 dollars on behalf of the Citizens' Advisory Committeee

On September 13, 1960, the Grand Rapids Press reported that the Grand Rapids Foundation had pledged 50,000 dollars. This gift was contingent upon the one million being raised within three years from July 1, 1960. The Grand Rapids Press also announced that 200,000 dollars had been pledged by several firms whose names would be revealed after the Board was named.

Concerning the 50,000 dollar gift, on September 15, 1960, Dorr wrote Seidman a warm letter congratulating him on the 50,000 dollar gift by the

Foundation, and said that since the Board had not yet been appointed Seidman had better hide it, since there was no one to officially accept it. Seidman replied to Dorr not to worry, it was locked up safely.

Seidman and other principals had not been idle during the summer. The August 12 Grand Rapids Press reports on their activities presenting the news of the college to business and cultural groups. Now the aim was not to establish legislative sanction; this had been secured. Now the aim was to continue community awareness so the forthcoming fund drive could be a success. Seidman stated in this article that the groundwork for the fund drive would be laid as soon as the Board of Control was appointed.

At the October 5 Board meeting, the minutes record that there was some concern over whether the million dollars must be on hand in pledges or in cash before the stipulation was fulfilled, or whether part of it could be used for current costs. Mr. Jordan Popkin, Governor Williams' secretary, was requested to obtain a ruling on this before the next meeting. He had previously volunteered to get advice from the attorney general.

Seidman, at the first meeting, stressed the urgency of the need for professional assistance in raising the million dollars. He stated that he had gotten in touch with about fifteen of the major companies and had suggested amounts of contributions. Many of the prospective contributors, he said, wished to earmark funds.

At this meeting, Mrs. Kistler brought up the point that the selection of the site might have some bearing on the contributions. Her point was prophetic. (See pages 135 and 148)

On October 7, 1960, Seidman is reported to have stated that tentative pledges had reached 250,000 dollars and that only the surface of the potential had been scratched. He stated that getting the million dollars was not a serious

consideration, that PTA's, private citizens, and labor unions had been approached only slightly. The October 13, 1960, Grand Rapids Press, however, carried a report that Seidman stated that haste was essential in getting both site and the million because the 1961 State Senate would have to confirm the Board. Here he announced that a sub-committee would be formed to raise the rest of the million beyond the quarter million already pledged.

"We are the only college to start with no assets and a million dollar debt," he stated here. He expected the members of the Citizens' Advisory groups from all eight counties to help.

Mrs. Kistler suggested in a letter dated October 18, 1960, that the PTA's work to help raise the funds. No details were suggested. Obviously, the PTA's would have to run more than a few phenomenal penny carnivals to raise a million dollars.

The Board had to have some moneys to operate. At the second meeting, held November 1, 1960, at Seidman's home, he announced that an anonymous donor had agreed to contribute 10,000 dollars so the Board would have operating funds. At this meeting it was announced that Mr. Edward Frey had been appointed finance chairman with Stafford and Ott as his assistants. Frey stated that this committee would raise as much money as possible locally and allocate to various communities some part of the total to be raised.

At this Board meeting Robinson outlined his plans for soliciting labor. He said that he would seek to get contributions on a local-union basis rather than on an individual basis, and that he would suggest an amount equivalent to one dollar per member. Robinson stated that UAW International would pledge a sizable amount if matched by the eight-county area, and that it was the opinion of the UAW International that the State Council should also make a contribution.

The Grand Rapids Press stated concerning this that Walter Reuther would give a five figure fund if it were matched locally, and that Robinson hoped to get one dollar each from 80 to 100 thousand members of the AFL-CIO.

At this meeting it was decided not to employ a fund raising firm to assist in raising the million dollars, and it was resolved that the finance committee proceed with the raising of the million dollars to provide capital funds for the college and set forth at the next meeting their plan for raising the amount.

The November 4, 1960, Grand Rapids Press quoted Frey as saying that in order to get the million dollar fund drive properly started off substantial assistance from business and industry would be needed. He announced that the first meeting of the fund drive workers would be held in a few weeks.

The fund campaign methods. Between the November 1 and the November 22 Board meetings, a meeting kicking off the fund drive was held at the University Club on Monday, November 21. Here the benefits that would accrue to the community were again stressed as were the facts of the Russell and Jamrich studies; and the announcement that the site had been capitalized at 250,000 dollars was made, thereby raising the amount needed to 1,250,000 dollars.

Seidman reiterated the statement he had so often made: nowhere could the community get so much for so little. He also cautioned that if the site and the million were not gotten, the new college would not be realized.

The November 22 Board minutes reveal further details of how the fund drive was to be conducted.

Within a week the initial "contacts" would be made, but previous to any personal calls, information materials would be sent to prospective contributors. (Appendices VI, XXVIa and b) The drive would be run in phases, the initial

phase being a solicitation of major corporations in Kent County. Following this, major corporations in the eight-county area would be solicited. Then, a general fund drive would be held.

An additional committee was formed for the raising of funds outside Kent County. Mr. Copeland was asked to establish the fund raising program in the counties outsideof Kent County. He recommended that a meeting be arranged with what he termed "the Flint people" who had done such an outstanding job on the college there.

Seidman stated that he was in the process of corresponding with various foundations such as Kellogg and Upjohn. Robinson reported that he was in the process of assembling an up-to-date list of officers in the AFL-CIO affiliated locals in the eight-county area. He said that he intended to call a union leadership meeting, (which occurred January 30) with Seidman and as many as possible of the other Board members present. Here he would outline what had been done, what was being attempted, educate the leaders with the problem, and get them to adopt a resolution pledging a sum which amounted to one dollar per union member in the eight-county area, not donated directly by individuals, but paid from local union treasuries. Robinson indicated that there was a great advantage in getting leadership endorsement, since it would then become an official AFL-CIO program. Robinson foresaw about 100,000 dollars coming through this approach according to newspaper accounts.

A separate approach was to be made to the Building Trades and Teamsters groups.

In response to questions and misunderstandings which had arisen, Frey announced in the Grand Rapids Press of November 30, 1960, that the new college was not part of any other institution, but that it was a separate state-supported institution.

The Muskegon reaction. The Board met in Muskegon for the December 8 meeting. This was the first of three meetings outside of Kent County. The reception here was not as enthusiastic as it would be at Greenville and Spring Lake. According to the Muskegon Chronicle of December 9, 1960, Muskegon Superintendent of Schools, Richard B. Warren, and County Superintendent, Cyrus M. Poppen, were lukewarm towards the new college. They stated that the local community college was less expensive to operate and was needed there first because of rising enrollments and demands for an expanded curriculum. There had been failures in efforts to get greater operating funds for the Muskegon Community College. Ott, however, stated that the need for the new college was greater and more far reaching than the local need. He said it went beyond just Muskegon needs, and said he saw no conflict between the two. But the Muskegon educators when apprised of the fund drive and of the appeals that would be made asserted that Muskegon funds should go to the Community College efforts.

Amounts of contributions made indicate that proportionately little money came from Muskegon for the college fund drive. Outside of moneys pledged by labor unions, some money pledged by a Muskegon County teachers' group, and other relatively light contributions, the Muskegon area did not pledge any more than one per cent of the total pledged. Muskegon County has about twenty per cent of the eight-county population. Conversely, the Grand Haven-North Ottawa County area, with about ten per cent of the eight-county population, pledged just about ten per cent of the total pledged. Kent County, with about half of the total eight-county population, pledged about ninety per cent of the total pledged. These statements are based upon the pledge ledger which is a record of amounts pledged and amounts collected, and upon 1960 census reports of population.

Further board reports. The opening meeting with the Muskegon County citizens was followed by Board business. Frey announced that 335,000 dollars were in or pledged, and that local banks (Grand Rapids) had pledged over 100,000 dollars. He said that there were several firms who were awaiting their board meetings to confirm tentative pledges.

Frey stated that the method of mailing information previous to the actual personal call, and the careful and deliberate explanation to the contributor of the tremendous benefits a new college will bring to the community was bringing results. Copeland agreed that the same plan would be followed in the out-county area.

Robinson questioned whether the pledges were uncommitted money. Seidman affirmed that they were, but said no earmarked moneys or contribution in the form of a building, a library, or a site would be rejected.

Further discussion centered on the wisdom of establishing a Founders Program whereby a limited number of individuals could contribute a specified minimum amount or more. It was felt that should such a program be begun, it should be carefully coordinated with the existing fund raising program lest there be annoyance created in contributors being called upon twice.

Copeland, who had raised the above proposal, wondered about accepting contributions offered by several individuals. Here, too, it was agreed that close watch was necessary lest a contributor be solicited twice.

A send-in-your-money campaign to reach those who would not be solicited was postponed. Further, the offers of several service clubs, the Junior League, and others to assist in the fund drive were referred to Chris De Young to work out.

In a conversation with Frey in January, 1963, he stated that the success of the fund drive was the result of a careful and thorough education of the

prospective contributor. He said the fund drive in Kent County was conducted by relatively few people, no more than twenty-five, and that care was taken that the workers were all articulate and of such socio-economic status that they would be well received by the prospective contributor. The initial phase, Frey said, was aimed at the top. He said the committee figured out what the corporation or foundation might be expected to give and then in personal, serious, planned interviews solicited that amount.

Frey stated that the social and economic benefits the new college would bring to the community were discussed with the prospective contributor. How the new college would be expanding its educational program to fit community and industry needs was also discussed. The intention was to create the idea that it would be poor practice not to pledge a fair amount. Frey said that the Grand Haven, Holland, Zeeland, and other communities that wished to ran their own campaigns in their own ways, some following the Grand Rapids pattern, others following United Fund drive patterns.

On December 27, the Grand Haven Tribune announced that a drive headed by B. P. Sherwood, president of the First Security Bank and Trust Company, was aiming at an 80,000 dollar goal. It was announced that this drive was to be set up along the lines of a United Fund campaign. Sub-committees to solicit in the North-Ottawa communities of Grand Haven, Coopersville, Ferrysburg, Spring Lake were set up. Sherwood said the goal was based upon bank deposits and area population. The final date for completing this drive was set at February 1, 1961.

Seidman, announced that Zeeland, too, was organizing a drive. He said also that he would meet with the Muskegon School Superintendents January 9 to again discuss greater Muskegon participation. The rally at Greenville to take place January 13 was also announced here. (page 120)

This drive was occurring at the same time the sites were being offered, and at the time preliminary and continuing relations were established with the other universities. A budget was being prepared also, and the Citizens' Advisory Council was being shaped. The offices were now located in space donated by Union Bank and Trust Company.

The progress of the fund drive. In a nineteen-column inch story on January 2, 1961, with a four-inch by five-inch picture of Frey and Minor S. Keeler III, a local industrialist, depositing funds, it was announced that 430,000 dollars had been pledged or received from twenty-seven firms or foundations, and that action was still pending in many places called upon. (Grand Rapids Press)

Frey said: "It takes a good deal of time and explanation and understanding of the unusual program and the tremendous values the college will bring. This is an opportunity of a lifetime. For the one million invested here will return millions and millions invested by the state in the future. It is a big bargain in education."

He continued: "It was amazing that this college was created under very chaotic conditions in the last legislative session, including a financial crisis and a political stalemate. When the legislature did this, it faced up to the fact that it would be supporting the college financially in years ahead."

In the same article Seidman stated that he hoped to have the million raised by March, and that within a year the Board expected to have the site, a president, first appropriations from the legislature, and plans completed for going into operation. This was in January, 1961.

The January 7 Grand Rapids Press in an editorial urged the community to continue to give funds. Only 570,000 more was needed, it stated. "Let's do it," it urged.

Seidman and Mrs. Kistler met with educators in Muskegon at the Black Angus on January 9, 1961, to discuss the need for the new college. Mrs. Kistler spoke to the group. A possible single package fund drive which would include funds for the Muskegon Community College was explored at the meeting.

The Muskegon City and County Boards of Education had resolved that both Grand Valley and Muskegon Community College were essential (see page 133) on December 28, 1960. This, apparently, opened the door for the Board to present the package proposal. And Dean Visser of Grand Rapids Junior College, at the January 11 Grand Rapids meeting (see page 119) affirmed that there was no conflict between the junior colleges and the new college. Buikema confirmed this, but added that a good look at the exact role of the junior college was necessary.

All the area newspapers reported that success in gaining Muskegon support was hoped for by the Board since the Community College funds were to be included. Evidence shows this to be a futile hope. Details on what came of this possibility are vague. Considering the total amount of money forthcoming from Muskegon and the attitude concerning the site-funds relationship, apparently nothing evolved.

At the January 13 meeting in Greenville (see page 120), it was reported that 570,000 dollars had been pledged by forty-three firms or foundations and that more than sixty others had been called upon and each had indicated that a contribution would be made. The Board of Control minutes and newspapers further report that Robinson announced that the labor drive would commence on January 30 at a meeting at AFL-CIO headquarters in Grand Rapids.

Further plans for individual collections were held in abeyance until the first stage was completed. McCall had stated that he would run a full-page appeal in his paper in which a coupon could be clipped. His proposal was held off until major contributors had been called upon.

Copeland, calling it a high-level, soft-sell campaign, predicted that the goal would be met by March 1. By January 20, 1961, it was announced in the Grand Rapids Press that 600,000 dollars were pledged.

Seidman, following through on his report that he would call upon foundations to secure money for a planning session, had written the Ford Foundation for funds for this purpose. A letter dated January 30, 1961, from Lester Nelson of the Ford Foundation states that the Ford Foundation did not grant funds for planning, but as soon as the college had developed further, the Foundation would entertain further requests. Seidman's reply did not conceal his disappointment, but indicated that he would probably later have occasion to call again. In January, 1963, he stated that Ford Foundation funds had been received and were being used for capital expenditures.

Labor and special gifts fund drives. The last week in January and the first week in February were important weeks for the success of the fund drive. For on January 30, Robinson opened the labor contribution drive and on Wednesday morning at 7:30 a. m. at a breakfast meeting at the Y.W.C.A. John X. Jamrich spoke and launched a special gifts campaign with a goal of 150,000 dollars. Jamrich had maintained his interest in Grand Valley State College, as is evidenced by a letter to Seidman dated January 5, 1961, in which he had suggested that industry might pledge amounts over an extended period, rather than for only a year.

The labor meeting was attended by around a hundred leaders of labor locals from Grand Rapids, Allegan, Holland, Muskegon, Greenville, and Kalamazoo.

In addition, David Almerigi, president of the Building Trades organization, and Pat Mackey, secretary-treasurer of the Teamsters Union, were there. The stated aim was to raise 100,000 dollars for the college. As a start, UAW-CIO local 113 of Continental Motors, Muskegon, gave 3,500 dollars. It was affirmed here that Walter Reuther, UAW-CIO International President, had promised 25,000 dollars in funds to match that amount raised by the UAW-CIO locals. The leaders of the UAW-CIO locals unanimously endorsed the proposed plans to have an amount equal to the average membership of the preceding twelve years in the area UAW-CIO locals at one dollar per member contributed to the college. And Almerigi and Mackey said they, too, would seek to gain contributions. Almerigi said he would seek at least 1,000 dollars from the 2,500 Building Trades membership. Mackey said that he would report results of discussions with the Teamsters members in the near future, and that he had to secure their approval. These facts were reported in the January 31, 1961, Grand Rapids Press.

The Board minutes contain Robinson's statement concerning the meeting. The optimistic estimate of 100,000 dollars reported earlier was modified here: he said that he hoped to get 50,000 dollars from UAW-CIO locals plus 25,000 dollars in matching funds from UAW-CIO International plus contributions from the Building Trades members. A representative from the Grand Haven area unions reported at the February 10 Board meeting that there were plans there to raise contributions similar to the Grand Rapids area contributions plus pledges from individual members of two dollars per year for three years.

The meeting on February 3 at the Y.M.C.A. addressed by Jamrich launched a special gifts campaign with a goal of 150,000 dollars. This began the second phase of industry and foundation solicitations. The first phase which

was to call upon sixty-five major firms and foundations was nearing completion with over 600,000 dollars pledged. This second phase followed the recommendations in Jamrich's January 5 letter. Over one hundred firms or individuals would be called upon to contribute over a three-year period. Herbert Boshoven and Oliver Robinson, Grand Rapids bankers, chaired the three-week drive.

At the Spring Lake Board meeting on February 19, 1961, it was reported that the Grand Haven drive had raised 70,000 to 75,000 pledge dollars, and Sherwood said he hoped to hit 100,000 dollars. And on February 27, it was announced in the Grand Rapids Press that the Holland-Zeeland area drive was commencing under Robert Sligh, executive vice-president of the Sligh-Lowry Furniture Company, and Robert Den Herder, vice-president of the First Michigan National Bank and Trust Company of Zeeland. Their goals were to raise 45,000 dollars in Holland and 15,000 dollars in Zeeland between March 15 and 29. They stated they were realistic in their expectations since Hope College is located in Holland. Most of the people in the area are either of Reformed or Christian Reformed Church membership and these churches greatly support Hope College and Calvin College respectively.

On February 28 Seidman announced a "Buck-a-Brick" campaign. In this part of the drive, individuals could go to any bank in the eight-county area and contribute a dollar. The contributor would receive some symbol or token designating him an honorary builder. Mrs. Eppinga stated that the "Buck-a-Brick" campaign was not a success, the cost of publicity and associated public relations materials amounting to nearly as much as the amount contributed.

Between March 1 and April 1, 1961, several appeals were made for funds by both Frey and newspaper editorials. The Board wanted its budget

approved in the legislature. The dealine for inclusion of the budget in the legislative appropriations was April 1, 1961.

A Grand Rapids Press editorial of March 19, 1961, summed up the situation. It stated that there were ten critical days ahead for Grand Valley State College. It stated that 928,000 dollars had been pledged. A site was needed, and at least 250,000 dollars would be needed for that. Thus, 322,000 dollars were still needed. It stated that the large firms had all responded splendidly; the small concerns had been niggardly; and only 13,000 dollars had been raised by the "Buck-a-Brick" campaign, which was not gratifying. The editorial pointed out that those who stood to benefit most supported the college least. To fail to raise the necessary funds meant a delay in reaping the benefits of a new college.

Most of the contributions of labor were listed in the newspapers by the amount different locals gave. By March 9, 1961, Robinson reported that labor contributions of the eight-county area exceeded 21,000 dollars. By April 14 they had exceeded 30,000 dollars, and on that date a check from UAW-CIO International for 25,000 dollars was received in matching funds as promised.

By March 9, the North-Ottawa fund drive had reached 91,541 dollars, and the Holland-Zeeland drive had been started, using the procedures Frey had used in Grand Rapids.

Individual group contributions were listed in the newspapers, among which was 13,985 dollars contributed by the Kent County Medical Society which put the drive over the top of one million dollars, according to the Grand Rapids Press. Other contributions continued to comein after April 1, 1960. The largest amount was a 150,000 dollar grant by the Grand Rapids Foundation

on April 10. This amount plus the 50,000 dollars given earlier was eight times larger than any amount before given by the Foundation to anyone else. This 200,000 dollars matched an amount of 200,000 dollars that had been donated anonymously.

A spokesman for the Foundation said that the Foundation made the grant because of a strong belief in education and that the new college was an asset to the entire area. It would increase the earning power of area citizens, eventually contributing to the development of new products, bring new business to the area, and contribute generally to the growth of the area. Also, he stated that the University of Michigan and Michigan State University were growing too large and were too far from Ludington and Manistee. Also, he stated that the state was big enough and wealthy enough to accommodate a new college.

Other sizable pledges that had been made previously included Keeler Brass, 30,000 dollars; Lear, 25,000 dollars; Seidman Foundation, 50,000 dollars. Gerber Baby Foods of Fremont and Sperry and Hutchinson of New York also made sizable pledges.

Communications were slipping. James Brock of UPI wrote Seidman a tart letter complaining that the United Press wasn't notified of the 150,000 dollar Foundation grant and of the details of the site selection which had occurred on April 8. Seidman replied that as far as he knew all the news media continuously had been kept informed of events as they occurred.

The results of the efforts. On April 11, Senator Frank Beadle stated according to the Grand Rapids Press that the Grand Valley State College appropriations had been reinstated in the budget. Twenty-four members of the State Senate Appropriations Committee and of the House Ways and Means Committee had met at Seidman's home on March 14. The meeting was called

to acquaint them with progress on the site acquisition and on the attainment of the million dollars. Governor Swainson had requested 250,000 dollars for the new college in his budget message in January. On June 2 the appropriations for higher education recommended by the legislature were approved by Governor Swainson. They included 150,000 dollars for the new college.

So Grand Valley State College was officially a state institution. The Board had been confirmed on April 6 and of the total cost of establishment, the state had contributed 150,000 dollars, the community over 1,300,000 dollars. The time and effort expended by those who had worked for it could not be measured in dollar amounts. But the anticipated returns would, it was believed, far exceed all that was spent. The fund campaign was continued into June until enough was received to purchase whatever land was needed for the site. The million dollars were used consequently for capital outlay.

Thus, at this time, June, 1961, the college was a reality. It had the site (see Chapter IX), it had achieved some status and recognition (see Chapter VIII), it had funds, and it had absolute state sanction in the Board's approval and allocation of funds. Further problems in finance are not the purpose of this study.

In most of the literature on raising the million dollars the name of Richard Gillett does not appear very often. Seidman, however, when commenting upon the facts of the raising of the million dollars could not emphasize strongly enough the value of Gillett's work in the fund drive. "He just went out and got twenty-five of the best fund raisers in the community and went to work," he said. But one of the members of the CEFYC said this: "That's the kind of guy Seidman was. Imagine getting Dick Gillett to do all that work."

As a point of interest, the appropriations of other selected institutions of higher education in Michigan for the year 1961-1962 as approved by Governor

Swainson, Enrolled Senate Bill 1095, 71st Regular Session, 1961, are here listed:

University of Michigan	$ 35,376,647
Michigan State University	29,677,219
Wayne State University	15,582,125
Western Michigan University	5,085,975
Ferris Institute	2,089,940
All Junior Colleges	4,382,490
Grand Valley State College	150,000

Obviously, Grand Valley State College had a long way to go before achieving the distinction of being a major state institution of higher education, but the beginning seemed firmly established.

CHAPTER X

ON NAMING THE COLLEGE

Representative Thomas Whinery, sponsor of House Bill 477, in a letter to the writer dated November 12, 1962, stated that the name Grand Valley State College was supplied by Representative Andrew Bolt after the bill was drafted.

As early as January, 1959, correspondence between Seidman and Senator Edward Hutchinson shows that there was some concern over what a new college should be named, should it ever materialize. Hutchinson had expressed concern over the name at the January 7, 1959, meeting (page 54). This was before the Jamrich study had been authorized. Seidman had suggested the names Kent State and Michigan College. Hutchinson had not been favorable to either. In February, 1959, a notation in the Seidman correspondence bears these names: Michigan College at Grand Rapids, Kenowa College, Muskenowa College, Kenmont, Kentville, Kentwood, and Walker College.

The name that Bolt is said to have supplied stuck. At the first Board meeting mention was made that a coordinated publicity approach should be made to place the new college before the public. The possibility of an essay contest to be held among area students to get a new name was suggested. This was to be related to the need for a legislative amendment to Public Act 120 to add the word "State" to the name Grand Valley.

The November 1, 1960, minutes report that there was apparently widespread dissatisfaction with the name "Grand Valley," its being considered too bucolic and provincial according to notations in the correspondence files and some

newspaper reports. Seidman reported at the meeting that the area schools would be willing to sponsor a contest for a new name, and that the press and radio were willing to cooperate. Stafford suggested a prize of one hundred dollars or a one-year's tuition scholarship. Stafford was authorized to get the contest under way, and the Board assumed approval would have to be gotten from the legislature.

Stafford worked with the publicity and information services provided by Aurey Strohpaul and Max Henkel of the West Michigan Tourist Bureau who had said they would handle publicity for the college. He reported at the November 22 and December 8 meetings that he was getting the contest under way. He was urged at the December 8 Board meeting to proceed rapidly, since the college was getting such a tremendous amount of publicity, and the name "Grand Valley" was being used. The December 20, 1960, newspapers announced that the name contest was under way, and that a four-year tuition scholarship would be awarded the winner or a recipient of his choice.

On January 13, Stafford announced that he had received about 2,500 suggested names for the college, and that he would have a report at the next meeting.

At the February 10 meeting Stafford submitted a list of all the names that had been submitted. (Appendix XXVII) The Board still felt, as the minutes indicate, that the new name would need to be approved by legislative amendment. It resolved at this meeting to 1, review the contest entries and get an informal sampling of opinion from prospective students and others; and 2, each Board member would select ten names in order of preference to be sent to the Chairman no later than March 10.

This was done. And at the March 10 meeting the Board, being cognizant of the fact that since Grand Valley College and Grand Valley State College were the two names most often selected by the board from the large list, a winner

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be declared. The reasoning behind the Board's decision is stated in a letter of recommendation from Seidman sent to the Board preceding the meeting. In it he states that since there was no prevailing preference for any particular new name, and since the deadline to enact new bills in the legislature was March 17, and since action to change the name in the legislature might appear premature since neither the site nor the million dollars had yet been secured, and since to insure passage of an amendment changing the name might invite other individuals to pass amendments to the original act, it might be best to add only the word "State" to the name and allow usage rather than legislative action to effect the change.

Seven persons had suggested the name "Grand Valley State College" in the contest. The winner was determined by lot. He was Frederic H. Brack, 20, of Grandville, Michigan. He assigned the scholarship to his sister, Mirianne Lovins, 7, a second grade student at Grandville West Elementary School.

CHAPTER XI

SOME OPINIONS--MILD TO STRONG

The establishment and organization of the college did not come about without some extended comment from various individuals in the eight-county area. Two such comments were in direct opposition to the establishment of a new college, and two were concerned with what direction the planning for the new college was to take.

The Seyferth pamphlet. In a twenty-two-page booklet dated March, 1961, published in Muskegon, entitled Civic Affairs Review, James R. Seyferth, editor, several statements concerning the new college are made and pages of statistics are presented.

The first statement is this that any discussion concerning the new college ought to have as one of its principle points of departure the Michigan tax situation especially as it relates to higher education. It stated that Michigan spent 1,097,200,000 dollars for all purposes in the fiscal year 1959-1960. Of this amount, 440,300,000 dollars were spent for education, more than was spent for any other single function of government, divided as follows: public school education: 334,700,000 dollars; higher education (including community colleges); 100,600,000 dollars; and other education: 500,000 dollars.

The expenditures of the state were traced from 1950-51 to 1959-60. An increase of 65.9 per cent in 1959-60 over 1950-51 for all expenditures was noted. There was, however, the pamphlet stated, an increase of 114.4 per cent in expenditures for education. Figuring the depreciation of the dollar and the population increase there was a per capita constant dollar increase of 44.1

per cent in expenditures for education in the nine-year period; a per capita constant dollar increase of 11.5 per cent in all expenditures. It stated further that there was a 159.9 per cent increase in spending for higher education; a 74.7 per cent per capita constant dollar increase in expenditures for higher education in the nine-year period. The pamphlet stated further that the per capital constant dollar percentage increase in expenditures were 4.5 and 6.5 times as great for education and higher education as they were for other purposes.

Comparisons were made of expenditures per capita and per 1,000 dollars of personal income between Michigan and seven "competitor" states, as they were termed: Illinds, Indiana, New Jersey, New York, Ohio, Pennsylvania, and Wisconsin. In expenditures per 1,000 dollars of personal income, Michigan ranked first with 131 dollars. The median was 113 dollars. Michigan ranked second in expenditures per capita, 288 dollars, 29 dollars above the median of 259 dollars.

In expenditures for education based upon per capita basis and on a per 1,000 dollars of personal income, Michigan also ranked first, with expenditures of 116 dollars, 25 dollars above the median of 91 dollars, and 53 dollars, 14 dollars above the median of 39 dollars, respectively.

In expenditures for higher education, the pamphlet also ranked Michigan first when compared with seven states: expenditures per capita were 26.08 dollars, 13.10 above the median of 12.98 dollars; and per 1,000 dollars of personal income expenditures were 6.72 dollars above the median of 5.15 dollars or 11.87 dollars.

State and local government employment for higher education also ranked first when compared with the seven states. Employment per 10,000 of population in 1957 was 25.9 in Michigan. The median was 11.9.

The income of institutions of higher education was also figured: Michigan institutions of higher education received 11.33 dollars per capita, ranking first, 155.8 per cent or 6.90 dollars above the median of 4.43 dollars.

Concerning per gross student expenditures in 1957 excluding special programs, agricultural experimental programs, extension work, capital outlay, and community college aid, Michigan was compared with Ohio. Ohio spent 48,851,000 dollars--obtained from state appropriations of 38,182,000 dollars and student fees of 10,668,000 dollars. Michigan spent 109,035,000 dollars from state appropriations of 87,174,000 dollars and 21,861,000 dollars in student fees. Ohio receives twenty-two per cent from student fees, Michigan twenty per cent. Ohio enrollment in 1957 was 61,500; Michigan enrollment in 1957 was 91,500 in higher education. The per student expenditures from state appropriations in Ohio were 618 dollars; in Michigan 953 dollars; from student fees in Ohio, 172 dollars; in Michigan 239 dollars, with the exclusions listed above. Ohio spent 790 dollars per student; Michigan spent 1,192 dollars per student in higher education excluding the programs listed above.

The pamphlet also measured the relationships between students who come into the state for their higher education and those who leave for the same purpose.

The figures given showed that Michigan in 1958 led all seven states with a net inmigration of 11,170 students. From a total of 112,426 total enrollment in Michigan colleges, 97,397 were in-state resident enrollees, and 15,029 were out-state resident enrollees. There were 3,859 Michigan residents in out-of-state colleges. Of the seven states, only Indiana, Ohio, and Wisconsin in addition to Michigan had more out-state residents enrolled in their colleges than in-state residents enrolled out-of-state, and that the next highest inmigration was in Indiana, 5,192, about 6,000 fewer than the Michigan net inmigration.

The pamphlet further stated that one out of four students who enrolled as freshmen failed to enroll the seoond year.

Another table showed the percentages of total number of students enrolled in public four-year institutions of higher education, the amount spent by private institutions of higher education, and the percentage of total students enrolled in graduate and professional schools. In Michigan in 1958, 77.5 per cent were enrolled in public four-year institutions, highest of the eight states, the median being 45.6 per cent. In Michigan, private college expenditure per capita was 3.24 dollars in 1955, lowest in the eight states, the median being 10.19 dollars. In Michigan, of the total enrolled in graduate and professional schools in 1955, 94.3 per cent were enrolled in public institutions, the highest percentage of the eight states, the median being 42.2 per cent.

The net investment of dollars in physical plants of private institutions of higher education in 1955 in Michigan was compared with that of the other seven states: the investment in Michigan, 65,416,000 dollars, was lower than the investment in any of the seven others, with the exception of Wisconsin, 64,634,000 dollars. The median was 184,356,000 dollars. But the Michigan figure, according to the pamphlet, was only 14 per cent of the total net investment of both private and public institutions of higher education. The Wisconsin investment was 37 per cent of total investment. The median percentage was 56 per cent.

The pamphlet went on to review certain aspects of the Russell Report, listed the Board of Control of the new college, and listed seven of the proposed sites. A map of the eight-county area showed county populations, and maps of Michigan showed the locations of four-year colleges and two-year accredited institutions in the state. Circles of about fifty-mile radii were drawn to show how the Kent, Ottawa, and Muskegon area were unserviced by existing four-year institutions.

The conclusions drawn from the maps were that the Russell Report was correct in stating that if a new college should exist, it should be located west of Grand Rapids, and that benefits from a college would go beyond just the educational benefits. Construction and maintenance of a twenty to thirty million dollar plant, millions of dollars in salaries, and thousands of dollars for services and supplies would aid the economy of the area. Furthermore, the college would provide a stabilizing effect by reason of the economic benefits and the interests it would draw.

Yet, there were two and a half pages of conclusions that negated the idea of a new college, conclusions based upon the statistics offered.

1. In the past ten years and after allowing for population growth and inflation, net total expenditures for the State of Michigan for other than education have increased 11 per cent. All educational expenses have increased 44 per cent. Higher education expenses have increased 75 per cent.

2. In relation to the income of the people, and in comparison with seven of its leading competitor states, more money is spent in Michigan than in any other state for state and local government services, 16 per cent more than the median; more money is spent in Michigan than in any other state for public higher education, 130 per cent more than the median.

The reason given was that there were fewer private institutions of higher education in Michigan. It stated that for every dollar spent in Ohio, 150 dollars were spent for public higher education in Michigan.

3. On a per capita basis, state and local government funds provided in Michigan in support of public higher education are two-and-a-half times those provided in the median spent by competitive states.

It was emphasized that for every one Michigan student who gets his education outside the state, four come in. It costs 953 dollars for the student who comes in from the outside; only a small amount of the cost of his education

is paid by tuition; most of the cost is borne by the state.

4. If there were a new college, all the above will be pronounced, no matter where it is located. Thus, the question is not where it should be but whether it should exist at all, not only from the standpoint of costs but from the standpoint of what is in the best interests of education.

5. Public education depends upon government and taxes. Taxes depend on the economy and strength of an area and its people. Economic strength is not created by governmental expenditures. If this were so, Michigan would be the strongest state economically; but it is not compared with its competitors. The Michigan economy is weak, it states. Government and education do not create economic strength but depend upon it. Common sense says that no new college should be created.

6. So, the pamphlet continued, Grand Valley State College is not the best means whereby to provide education for the people if it is measured against the criterion of economic strength. More time, effort, facilities, classrooms, laboratories, and educational resources are being spent on students who drop out of existing colleges than Grand Valley State College will provide for in 1975; there are more current drop outs than will enroll in Grand Valley in 1975. Also, more students come into Michigan for their education now than will be provided for by Grand Valley State College in 1975.

The recommendations were these:

1. The curriculum of secondary schools should be strengthened and entrance criteria should be changed so that the drop outs would be screened before they enter. Also, out-of-state enrollments should be limited to the number that leave Michigan to go to other states for higher education. Should these recommendations be followed, the pamphlet asserts, Michigan could have the equivalent of two Grand Valleys in existing resources.

2. There is a need to more efficiently use existing facilities. Grand Valley only adds to the existing problems.

3. The above does not mean that the author would always oppose a new college. But he opposes it until present facilities are fully utilized and efficiently operated so that the strength of efficiency will generate greater strength. (51-19/)

It is not the purpose to refute or support Seyferth's arguments. His pamphlet appeared at the time when the battle for the site was at high pitch, and Muskegon was in a position of possibly losing its bid. Also, Donald Seyferth's statements that Muskegon should donate no funds unless the college was certain to be located in Muskegon (page 135) and his letter to Seidman (pages 63 and 225) indicate that he may have been motivated by a strong spirit of concern over the welfare of his own community, even at the expense of other communities. James Seyferth's pamphlet is more philosophically oriented; yet both approaches discourage the new college establishment.

The Mrs. Siegel W. Judd letter. After Jamrich had presented his report on November 30, 1959, Seidman had distributed copies to the members of the Citizens' Advisory Committee and had asked that each one review it and make his suggestions and recommendations. Seidman had asked that the comments be returned to him by January 22. Mrs. Judd's comments are dated April 25, and were accompanied by four pages of excerpts from both the Jamrich and Russell Reports to support her contentions. The complete text of her letter and the support follow.

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April 25, 1960

From:
Mrs. Siegel W. Judd
747 San Jose Drive, S.E.
Grand Rapids, Michigan

To:
Mr. William Seidman, Chairman,
Citizens' Committee to Study the Need for a Four-Year
College in Allegan, Barry, Ionia, Kent, Montcalm,
Muskegon, Newaygo, and Ottawa Counties,
400 Peoples National Bank Building
Grand Rapids, Michigan

Dear Mr. Seidman:

You requested that the members of this committee review Dr. Jamrich's report on the higher education needs of this eight-county area and send their comments to you by January 22. I regret that my comments come so late. It has taken some time for the far-reaching implications of the educational philosophy underlying this report to percolate into my understanding.

This report recommends the establishment of a new tax-supported, four-year college for this eight-county area. As I interpret its reasoning, together with that of Dr. John Dale Russell's "Survey on Higher Education in Michigan" prepared for the Legislature in 1958, from which the Jamrich report stems, the recommendation for the new college is based on the following assumption:

> That the taxpayers of Michigan are obligated to provide a post-high school education for every young person who wants it, regardless of his ability to absorb it.

I am writing to say that I can not accept a proposal for a new college resting on this principle. My objections to this principle are as follows:

1. It will, of necessity, degrade the quality of educational standards in our institution of higher learning.

2. It will not, therefore, benefit society but will, on the contrary, intensify the present social trends toward mediocrity both in intellectual standards, in moral standards of work and responsibility, in sense of purpose.

3. It will work an injustice to the earnest, able student who seriously wants the best possible education.

4. It will further intensify the wasteful competition among our present tax-supported institutions of higher education by adding to, rather than

solving, all their existing problems of unlimited size, admission standards, educational function, quality of program, and finance.

5. It will create a bottomless pit for tax funds under a tax system that is an antique, inequitable patchwork quite inadequate to cope with such an obligation.

There are those who will dispute my interpretation of the Russell and Jamrich reports, since no where in them is the underlying assumption described in the exact terms as I have stated them above. However, a careful analysis of both reports, what they say and what they leave unsaid, drives me to this conclusion.

In questioning the wisdom of their proposed policy, I recognize that I am pushing against the current in the main stream of public thinking about higher education. May I, therefore, ask you to bear with me while I explain my concern more fully than is ordinarily appropriate for a letter?

About a century ago we decided in America that the taxpayer should provide education for every child through the eighth grade. Then we extended this into the secondary school. Today in many areas of the State we have assumed the tax support for two more years of education in the Junior (or Community) Colleges, though attendance is voluntary. We have, all of this time, also supported four and six-year colleges and universities for those who were interested and able to take advantage of them.

What, then, is new about the proposal for a four-year college in the Grand Rapids area? The facts in the two surveys indicate that within the next fifteen years, due to population increase plus an increase in the percentage of those of college age who will want to go to college, there will not be room in our present institutions to accommodate them.

The words, "want to go to college," provide the key to the philosophy of higher education underlying these two reports. We have to decide, as taxpayers, how far we shall go in fulfilling the desires of this growing population. Dr. Russell's and Dr. Jamrich's answer is that we fulfill them 100%. We must, they propose, provide the opportunity for a post-high school education for every young person who wants one, regardless of his ability to benefit by it.

I am enclosing a somewhat fuller analysis of these two reports on this point. The following quotations, however, give the gist of it:

> Russell: (pp. 128-130) "Any limitation which may be set (on the enrollment of any one institution) should be administered in such a way that NO RESIDENT OF MICHIGAN IS DENIED THE OPPORTUNITY to attend a conveniently located institution that offers an instructional program SUITED TO HIS NEEDS AND ABILITIES."
>
> Jamrich: (p. 126) "Not only MUST the provisions be made for the increasing numbers of youth seeking higher educational

opportunity, but these opportunities MUST be provided SO THAT THEY ARE APPROPRIATE TO THE ABILITIES AND INTERESTS OF THE STUDENTS SEEKING THE EDUCATION. In other words, post-high school education programs, if they are to meet the needs of our youth, should be DIVERSE ENOUGH TO PROVIDE CURRICULA APPROPRIATE TO THE ABILITIES AND INTERESTS OF THE STUDENTS."

This point of view represents a direct reversal of traditional concepts of higher education. Instead of requiring that the applicant measure up to the ability required to benefit by the educational program of the institution, we must provide a program keyed down to the level of ability and interest of any person who wants to go to college. To a considerable extent these statements in the Russell and Jamrich reports merely recognize a situation which has been creeping up on us for some time. But we find this viewpoint here openly espoused as a basic policy for tax-supported higher education in our State.

If these reports represent the concepts of higher education accepted by the leaders of our institutions of higher education and by the public, then there appears to be a time-lag in public thinking about higher education as compared with the thinking about elementary and secondary education that is emerging today.

On the elementary and secondary level we are waking up from the narcotic effects of what was first known as "progressive education"; that is, the concept that a child should be asked to learn only what he is "interested" in learning and that he should be "helped" along so that he would never experience failure.

Today we are beginning to insist that the child learn to read, write and think clearly and that he study English, math, science, languages, whether he is "interested" or not. We are beginning to see the waste in holding our more gifted children back for the slower learners. We are, further, beginning to demand that our teachers be, themselves, educated persons, required to prepare themselves in subject matter as well as in teaching techniques.

But on the college level - if we accept these reports - we are still in the dark ages of "progressivism." We must provide every boy and girl from the ages of 18 to 21 with a place to go to school four years more. (Jaques Barzun, Dean and Provost of Columbia University, remarks that we used to speak of the "college man and woman.") But we must not expect too much of him. We must offer him courses on the level of his ability - whatever that may be. They must be courses that will meet his "interests." And if he has trouble adjusting to "college life," we must "help" and coddle and push and pull him along until he achieves a B.A. degree. (See Russell, p. 29.)

This concept assumes there is some magic in the B.A. degree - just as we once thought there was some magic in "progressive education." To be sure, a degree is an open door into the professional schools, but deans of professional schools are complaining that even applicants with native intelligence have not yet learned to read or write or reason.

It is true also that a degree is required now for a job in a number of occupations - but business, too, may be discovering that under our present standards of education, it is no guarantee of ability. A degree is required to teach school - but when it comes from a college of lax entrance requirements with courses "suited to the ability and interest of the student," it is no guarantee of the kind of teacher our new standards for elementary and secondary education will call for.

Dr. Jamrich claims that the new public philosophy about higher education is that it produces "generalized social values." Apparently we have a vague notion that the more of our population who carry the magic badge of a B. A. degree - or who even can say they "attended college," the better our citizenry will be. This, we will find - after we have spent millions of tax dollars - is a hoax on society if the degree represents nothing more than four years of courses that give the student no concepts of serious work, of the nature of intellectual attainment, or of a purpose in life.

But the damage lies not alone in our failure to get our money's worth in a competent, responsible citizenry. The damage lies also in the injustice we will have done to our truly qualified young people who have a high order of ability and an urge for learning. These are short-changed by the demeaning of the programs of our institutions of higher learning to meet the "ability and interest" of those less able or willing to absorb them.

The damage lies further in wasting the years and the talents and the money of those young people who would have profited more by a type of special technical training or by an earlier start in learning on the job.

What are the causes and cures for this dilemma in which we find ourselves with respect to higher education in our State? I would like to mention two causes: first, in society itself an acceptance of less than the best as being "a satisfactory level," (to quote Dr. Jamrich, p. 98) - our age is coming to be known as the "Age of Mediocrity;" second, and more specifically, the competition among our ten State-controlled institutions both for students and for appropriations without any philosophy, plan or pattern in the State as a whole with respect to size, quality or function each institution should serve.

As to the first cause, the general attitude of society, I would not presume to know the cure, but one might suggest that it will be a boot-strap operation - and one strap may have to be a strengthening of our education system from top to bottom.

On the question of the destructive competition among our institutions of higher learning - which discourages limitation on size, keeps admission requirements low and the number of easy courses (and their costs) high - I would suggest a study of Russell's recommendation for a coordinating governmental agency with legal status and authority.

The taxpayers of Michigan pay practically all the capital costs and 75% to 80% of the operating costs of our State-supported institutions of higher education, according to the Russell and Jamrich reports. Dr. Russell states (pp. 168-69) that his proposed program (providing higher education

for all who want it) will amount in 1975 to $187,000,000 in annual operating costs - as compared with $70,000,000 in 1956; plus an annual expenditure for the next 20 years in capital outlay of $39,000,000.

Dr. Russell found the leaders of our institutions of higher education "reluctant to discuss the State's ability to finance this program," believing that this is the business of the government and the citizens. They did, however, express the attitude that "as more people use the educational facilities... more favorable attitudes by the public toward taxes for higher education can be expected."

Dr. Russell admitted that the present tax system "is strained beyond its limits" and that there is "need for a 'break-through' in inventive thinking for a new kind of tax."

Dr. James B. Conant would agree with Dr. Russell about the condition of our tax system. In his book, "The Child, the Parent and the State," he calls for a "radical revision of the tax structure of the states'... indicates that the demand for federal aid grows out of the failure of state legislatures to put their own financial houses in order.

Does it make sense that we should launch into a program of unlimited expansion of our State facilities for higher education - beginning with a new college in the Grand Rapids area - before we face up to the realities of our State tax system?

Should we not, then, before accepting a program of expansion based only on population growth and the percentage of young people wanting to go to college, ask ourselves such questions as these:

1. Why should we guarantee this opportunity to our young people? Is it, as so many critics of our colleges indicate today, to give them "social status," (Jaques Barzun says the college degree has become the "last remaining mark of class distinction."); to give them a chance to find a mate; the privilege of prolonging irresponsible adolescence; to keep them off the labor market a little longer? Or do we want to provide our country with citizens of solid intellectual attainment from which our community and our nation should expect to benefit?

2. If the purpose of providing opportunity for higher education for our youth is to educate them, can this be done in institutions of unwieldy size on a mass basis with student bodies diluted with persons unable or unwilling to take advantage of a truly educational program?

3. More particularly, can we educate - not merely "train" - teachers for our elementary and secondary schools in institutions lacking high entrance requirements - consequently lacking high quality program?

4. Should we not attempt to solve the following problems before launching so deeply into expenditure for new institutions that we can't turn back? For example:

a. Should we not insist upon the implementation of the Russell recommendation for some form of coordinated planning by or for our various State-supported institutions of higher learning?

b. Should we not demand higher standards of admission to all present tax-supported institutions, reserving post-high school education as a privilege - not a right - for those who want to learn and who have earned the privilege through achievement?

c. Should we not first tackle the reform of our State tax system, as Dr. Russell suggests, before we start spending money we are presently unable to collect?

It is easy to accept the proposal for a new four-year college in our Grand Rapids area - if we don't look at it in relation to the proposed program for the State as a whole. We all approve of education. We like our young people. We like to have them near home - at considerably less cost. We aren't against the economic advantage we hope a student body of 10,000 may bring to our community.

But as citizens of Michigan we are at a cross-roads on higher education policy of far-reaching implications. Our decision now will have a long-term effect on (a) the welfare of our young people, (b) the quality of our institutions of higher learning, (c) the financial burden on the taxpayer, both in number of dollars and in what he will get for his dollar.

It behooves us to give serious thought now to all three aspects of this proposed policy of higher education which we are on the brink of putting into action.

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I appreciate the work and the interest that you and your colleagues have put into this matter - I am sure in a sincere concern for the public interest. I regret, however, that for the reasons stated at the beginning of my letter, I must disagree with you on the support for a new college prior to action in the other directions I have suggested and a rethinking of the proposed philosophy as a basis for our State-wide system of higher education.

I am certain, therefore, that you will wish me to resign from your committee, since it is now committed to such a college, and I hereby do so.

Very earnestly yours,

/s/ Dorothy L. Judd

Mrs. Siegel W. Judd

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From:
Mrs. Siegel W. Judd

ASPECTS OF THE RUSSELL AND JAMRICH REPORTS WHICH CONFIRM MY CONTENTION THAT THE PROPOSED NEW COLLEGE FOR THE GRAND RAPIDS AREA IS BASED ON THE PRINCIPLE THAT THE TAXPAYERS OF MICHIGAN MUST PROVIDE POST-HIGH SCHOOL EDUCATION FOR ALL YOUNG PEOPLE WHO DESIRE IT, REGARDLESS OF THEIR ABILITY

Russell, John Dale, "Higher Education in Michigan," Final Report of a Survey made for the State Legislature, September, 1958.

Jamrich, John X., "A New College," a report to the Legislative and Citizens Committees on the Eight-County Study of Higher Education Needs in Allegan, Barry, Ionia, Kent, Montcalm, Muskegon, Newaygo, and Ottawa Counties.

I. STANDARDS OF ADMISSION

Nowhere in either report is there a recommendation that the problem of the crowding of our colleges and universities be handled at least in part by selecting applicants on the basis of their ability and interests on standards higher than those prevailing at present.

A. The Russell Report (pp. 128-130)

Dr. Russell explored this matter with the heads of our state-controlled colleges and universities. All but one of these believed that "it would not only be unwise to try to keep young people from continuing their education beyond the high school, but it would be impossible to administer any plan that would have limitation of total college attendance as an objective."

He next inquired about the wisdom of limitation of enrollment for any one institution ("not their own" - he significantly inserts). Here the attitude most often expressed was, "Let nature take its course."

Believing, himself, that an institution "may get too large for the best educational service and for the most efficient operation," he suggests (deep in the text), that the Legislature handle the problem "by setting a ceiling on the number of students on which appropriation would be based." He does not, however, make this one of his final recommendations.

He discusses the selective basis for entrance required by the University of Michigan - and the fact that "it has become one of the outstanding educational institutions of the country and of the world." Then he

A. Russell Report (continued)

adds: "As long as other opportunities are available in Michigan for the students who do not qualify for entrance in the University of Michigan, the idea of selective enrollment at the freshman level is defensible." (p. 144)

(The implication here is clear: selective enrollment on the basis of ability for the rest of our institutions of higher learning would not be " defensible." The citizen should note, incidentally, that several of these "other institutions" which take students unable to make the U. of M. "train teachers for our elementary and secondary schools.)

His conclusion is that the increasing demand for post-high school education be handled by establishing new colleges:

"Any limitation which may be set (for enrollment at any one institution) should be administered in such a way that no resident of Michigan is denied the opportunity to attend a conveniently located institution that offers an instructional program suited to his needs and abilities." (pp. 128-30)

B. The Jamrich Report

Dr. Jamrich in proposing a new 4-year college for the Grand Rapids area, follows the same basic educational philosophy. He arrives at the projected enrollment for such a college in the years 1965-1975 on data about population growth, growth of the 18-21 year old age group, the rising % of high school graduates now attending college, and a spot survey of the desires of parents and students now in high school.

In one table he matches the ranking of these same students in their high school grades with their expressed desires about a post-high school education. He notes that about 75% of those wanting to go to college fall in the top 60% of their high school class academic rank and hence he concludes: (pp. 97-98)

"The fact that such a proportion of those intending to go on to college AT THIS LEVEL OF MEASURED ABILITY (top 60%) would indicate that it is very sound to give consideration to the large percentage of area youth indicating their intention to go on to college..... The expressed interest of attending a local college, if one were established, comes from students AT SATISFACTORY LEVELS OF ABILITY."

To help us evaluate just how "satisfactory" this top 60% level is as a standard for college entrance, we may note that a recent freshman class at the University of Michigan (with its selective admission) was composed as follows: (1959-60 catalogue)

B. The Jamrich Report (continued)

48% of the class came from the upper 19% of their high school class.
20% " " " " " " second 10% " " " " "
18% " " " " " " third 10% " " " " "

86% " " " " " " upper 30% " " " " "

We should note further that Jamrich does not say that entrance to the new college should be confined to the top 60%. Nor does he substantiate his reasoning that the top 60% is a "satisfactory level of ability" for benefiting by a college education. He simply uses the figure as a guide for arriving at projected enrollment.

II. QUALITY OF THE HIGHER EDUCATIONAL PROGRAM

Both Dr. Russell and Dr. Jamrich plead for high quality in the education provided by our State schools of higher education (Recommendation #11). Dr. Russell asks for "appropriations at a level that will permit the maintaining of high quality programs." And Dr. Jamrich says, (a little less certainly) "A general principal might be that in the State of Michigan all of our colleges and universities must be provided with adequate support in order that they may maintain undergraduate programs of equally high quality." (page 127)

Neither attacks the problem of how to provide an educational program of high quality for a student body admitted without regard to assurance of its ability or interest to benefit by such a program. In this day of shortage of able teachers, one may question whether any amount of money can attract good teachers to an institution with an unresponsive study body.

The validity of the plea for a high quality program must be set up against the statements of both men that the college must be suited to the ability and interest of the student - without establishing any minimum standard for measuring ability and interest.

III. BASIC PRINCIPLE

In his introduction Dr. Jamrich states as justification for requiring tax support for higher education:

> "Higher education brings with it GENERALIZED SOCIAL VALUES and should THEREFORE BE SUPPORTED TO THE LARGEST POSSIBLE DEGREE BY ALL OF SOCIETY." (Introduction)

Until we know what he means by "generalized social values" we can not determine whether we wish to spend our tax money for this purpose. Like the terms, "high quality program" and "satisfactory levels of ability," it is not concrete or specific. We must be sure, to quote Jacques Barzun, Dean and Provost of Columbia University, "that the familiar sound of words does not produce the illusion of meaning."

> In summarizing his report Dr. Jamrich states: "This assumes, of course, that there is general agreement on the BASIC PRINCIPLE THAT EDUCATIONAL OPPORTUNITY SHOULD BE PROVIDED FOR A MAXIMUM NUMBER OF OUR CITIZENS." (p. 126)
>
> Dr. Jamrich does not define "maximum number" directly, but one is forced to conclude that he means all who want to go to college without regard to ability or interest, since he repeatedly states - as did Dr. Russell - that the colleges must be "suited to the abilities and interests of the students."

Mrs. Augusta Eppinga, Seidman's secretary brought Mrs. Judd's comments to the attention of the writer in the fall of 1962. She stated that Mrs. Judd's comments were well taken by Seidman and the CEFYC, but in the busy weeks of the first Board meetings, the search for administrative help, the site controversy, and the necessity of securing the million dollars, this comment of Mrs. Judd was left unanswered. Also, Mrs. Judd had released her letter to all news media without previously consulting with Seidman or others. This caused some dismay in the CEFYC. It is far too early to make any judgment now whether Mrs. Judd's fears that Grand Valley State College would compound mediocrity were well founded. The catalog for the 1963 school year emphasizes liberal arts education; on page eleven the entrance requirements are these: "The minimum requirements for regular admission to the college are the completion of an approved program of studies at an accredited high school and the recommendation of the high school principal. The high school program should include three years of English, three years of mathematics, science, or a combination of both, and three years of social studies. No foreign languages are required, but preference may be given to students with foreign language proficiency.

"Applicants who do not meet these minimum requirements should arrange to take the scholastic aptitude test offered by the College Entrance Examination Board no later than March, 1963.

"The college reserves the right to waive the usual entrance requirements in special circumstances."

Further interest in higher education throughout the state on the part of Mrs. Judd is documented in the minutes of the Constitutional Convention of Michigan in 1961. The proposals with which she was concerned--the boards of control for state institutions of higher education--do not bear directly upon the establishment of Grand Valley State College, and are, therefore, not here reviewed.

The Grand Valley citizens for a better college proposal. Although the statements made by a group called the Grand Valley Citizens for a Better College came in July and August, 1961, a date beyond the historical scope of this paper, their comments, in a way, support the comments made by Mrs. Judd; however, they seem to have been made in a different spirit from hers.

The comments of this group were sent to all the news media, to each member of the Board of Control, and to each member of the Citizens' Advisory Committee, with a letter attached. (They appeared in the July 2, 1961, edition of the Grand Rapids Press.) The attached letter stated that the committee should set up admissions standards, that there should be no frill courses in the new college, that mediocrity was not wanted, that a "college degree" and an "education" were not synonymous with "learning," that marginal students should not be admitted, and that academic standards should be kept at a high level. The comments indicted the Jamrich and Russell Reports for their implications of suiting the educational offerings to fit the abilities and interests of the students instead of selecting students whose interests and abilities were suited to the curriculum. The letter urged that the Citizens' Council appoint a new president who agreed with the above policies.

Apart from the above comments appearing in the letter to the Citizens' Committee, the essence of the release to the news media and the Board follows:

1. The new college should be dedicated to liberal education, for it had the duty to supply reason and conscience in the social order to the body of educated persons it would furnish to society.

2. The college should affirm that the end of a liberal education is achieved when the student is brought to an understanding of enduring truths which govern man's being: the principles of self-control and the dignity of man.

3. The end above should be sought through intellectual discipline exacting in its character which regards knowledge as an end in itself and infinitely more valuable than simple utilitarian skills.

4. The college should emphasize classical literature, moral philosophy, language, history, pure sciences, logic, rhetoric, and religious knowledge. It should avoid vague survey courses, general education, and similar substitutes which provide passing acquaintance with a large body of knowledge but no understanding of it.

5. The college should avoid vocationalism.

6. There should be a minimum of electives. There should be a recognition of hierarchy in higher learning. The undergraduate often does not know how to wisely choose alternatives.

7. The student body should be kept small.

8. The student who attends just for extra-curricular benefits should be discouraged. There should be an emphasis upon the benefits of personal relationships and a respect for individuality.

9. Commercialized programs of athletics which tend to weaken the quality of education should be avoided.

10. The above principles should be maintained in admission policies. Anyone who could not or would not benefit from them should be refused admission.

The group wanted the Board of Control to approve the above. The proposals were signed by about thirty men.

On September 15, 1961, Seidman and members of the Board of Control met with representatives of the Better Citizens' Group at the Morton Hotel according to the Grand Rapids Press of September 16. Seidman stated that concern for what the students wanted did not necessarily mean that the college would provide only what they want. Spokesmen for the group affirmed that they felt that education for the masses was wrong. Seidman asked whether they wanted education only for the top 10 per cent. The spokesmen said they would not want to fix a figure. Steven Vander Wiele, a professor of English at Calvin College, and a member of the group, stated that there should be an emphasis upon the humanities. The group wanted the students to come up to standards and opposed any college that created a curriculum to fit the abilities of the students.

Richard M. Shuster, attorney, of Hastings, Michigan, a member of the Citizens' Committee, sent a letter to Seidman. Seidman stated that he could find no better refutation of the Alexander proposals. In his letter Shuster makes these points:

1. The theory of knowledge for the sake of knowledge is false. Knowledge must be useful and applicable to produce either products or thought.

2. It is selfish to admit only those who can pass tests or who have proven themselves. What about those who in spite of ability got poor grades or a poor high school education or those who were weakly motivated in high school? It is far better to decide after a year of college whether they are fit to be in college.

3. The salaries of even the most anti-pragmatic professors are paid for by those with utilitarian skills.

4. The fact that some college survey courses are poor and the fact that there are abuses by students in these types of courses does not mean that all survey courses are no good.

5. An ivory-tower college is not desirable. The college does not exist for the faculty.

The Eldersveld letter. Dr. A. M. Eldersveld, then assistant dean at Grand Rapids Junior College, prepared a nine-page statement in August, 1961. It outlined five questions that needed answering in planning for the college, and needed answering in this order: (1) For whom will college education be provided? (2) What curricular offerings shall make up this college education? (3) How shall these curricula be taught? (4) Who shall teach? (5) What type physical plant shall be constructed? Eldersveld stated that he was concerned since the newspaper reports on the progress of the college had been full of information on construction and administrative appointments but empty of any information on the questions listed above. He felt that before buildings should be planned, there should be some kind of idea of for what and for whom they were planned. He then offered possible potential enrollment figures for the new college when it opened and the kinds of curricula students might want, based upon Grand Rapids Junior College statistics, his assumption being that a good share of those who would have attended Junior College would seek admittance to the new college when it opened.

Eldersveld also made suggestions on new teaching techniques, such as were later proposed at a conference in October, and raised the question of how the school year would be divided.

In the fall of 1961, Dr. Eldersveld told the writer, who was then an instructor at Grand Rapids Junior College, that he had written such an article for publication in the Grand Rapids Press. He said that he had offered the article to Seidman for Seidman's scrutiny. He mentioned at this time that he had withheld the article and had not submitted it. A copy of a letter from Seidman to Eldersveld suggests why the article was not printed in the Press. The letter, dated September 5, 1961, asks that Eldersveld consider not submitting the article to the newspapers. The letter also states, however, that should Eldersveld desire to publish the article, he should feel free to do so. The article was never submitted. Later events which are revealed in the Grand Rapids Press, in the Seidman correspondence files, in the Board minutes, and in other materials show that all the facts suggested by Mrs. Judd, by the Grand Valley Citizens for a Better College, and by Eldersveld were studied, discussed, and considered by the Board and by the administration of the new college as they undertook to shape its character. Eldersveld said later that he became aware that there was planning being done in the areas with which he was concerned and that he felt that his article was not as necessary as he thought it was when he wrote it. For example, the minutes of a meeting which took place in October, 1961, are in the Seidman files. This meeting was called to formulate plans to develop the campus and to determine how to meet the high expectations of incoming freshmen.

These points were made: The curricular core would be liberal arts, not professional courses. There would be a central learning center where study, research, and discussions would be augmented by visual aids. Outstanding visiting professors would conduct all-college courses for students and faculty. The faculty would have at hand the use of the latest educational devices and methods. The incoming students should not be frustrated, it was felt. The college should be a quality

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college. Participating in this meeting were Dr. James Albertson, executive assistant to the president, Ball State University; Dr. Larry Barrett, dean, Kalamazoo College; Dr. David Henderson, executive dean, Chatham College; Dr. Armand Hunter, director, division of broadcasting services, Michigan State University; Dr. Dan O'Dowd, dean, Michigan State University-Oakland; and Dr. Allan Pfinster, visiting professor, center for study of higher education, University of Michigan. The meeting was chaired by Dr. John Visser, dean, Grand Rapids Junior College, on loan to Grand Valley State College as a planning consultant.

Further evidence of concern over the character of the college is found in the copies of application to the Ford Foundation for grants. One long proposal dated May, 1961, is entitled "A Proposal for Planning Curriculum and Building Needs of New Four-Year State College in Michigan" with a sub-title "Academic Excellence with Maximum Efficiency in the Twenty-First Century." The proposal describes the unique opportunity at Grand Valley to do something really different. The proposal seeks to bring together national leaders in a series of planning conferences to shape the destiny of the new college, these conferences to be held at intervals throughout the coming months.

And, memos, letters, statements by Seidman, and minutes of the Board all testify that the quality of education offered at the new college was of utmost concern. No appointment, from president to clerical help, was made without considering what effect would be made upon the desired high quality of the character of the new college.

It is not the purpose here to record activity of this nature. These examples are offered as indications that the same thorough planning continued after the establishment of the college as had occurred in the establishment stages.

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CHAPTER XII

INTERVIEWS WITH THE CEFYC

It was felt that whatever conclusions reached may have been formuled in some instances through hunches and speculative guesses. To both verify the conclusions and to identify certain points in the events that had occurred and had been recorded, the members of the CEFYC were interviewed. Each was asked the same set of questions (Table XV). One, James Idema, had moved to Denver, Colorado. He was mailed the questions. Each of the CEFYC members was mailed the interview questions previous to the interview. Each was willing to take the time to discuss the questions and most were still enthusiastic about the college, even though the CEFYC function had ceased to exist for over two years. Two, Watkins and Dutcher, were still active in the new college work, Dutcher as chairman of the Citizens' Advisory Council, and Watkins who as a member of this group was organizing "college nights" in various communities. Of course, Seidman, as chairman of the Board of Control, was still deeply involved. Also, Bennett stated that he was at the time of the interview concerned with the lack of vocational education in Grand Rapids. He, as a manufacturing executive, felt that the community needed more technological-vocational education at the secondary level. His interests and work in education apparently continued.

The members of the CEFYC are successful men. Seidman's history is recorded in Table XVI. Van Ess is a public accountant and was at the inception of the CEFYC president of the University of Michigan Alumni Club. David Dutcher, an attorney, is with a prominent Grand Rapids law firm, and

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Table XV. Interview Schedule with CEFYC

1. In the establishment of any institution of such magnitude as GVSC, there are certain periods of crisis. Can you identify those periods that you feel were crucial to the successful outcome of the plans to establish the new college? Date, nature of crisis, circumstances surrounding crisis.

2. Can you list in chronological order the highlights of the chronology of the establishment of the new college? Begin in October, 1958, and June, 1961.

3. This relates to number 1. What were the four or five hurdles of greatest magnitude in order of magnitude.

4. This also relates to number 1. What are the four or five reasons, in order on importance, why GVSC is today a reality. These reasons may be events, people, relationships, anything.

5. It seems that the CEFYC was composed of dedicated, capable, enthusiastic, respected, energetic young men. Without their coordinated efforts and without the strong leadership provided by the chairman, their plans and dreams might well have failed. Specifically, can you identify any factors that made the efforts of this committee succeed where several other groups with similar aims failed?

6. How would you rank the factors of opposition to the establishment of the new college if there were any that were identifiable, then or now. These factors may be real, imagined, vocal, silent, organized, unorganized, overt, covert.

7. In your opinion, howimportant was community support? I do not mean here the support of organized groups that did sign resolutions supporting the effort. I mean here the support of the bulk of the people, the majority whose opinions are rarely heard, seldom offered, often ignored. Did you once or do you now have any guess on how effective or necessary the support of these people was in your efforts?

8. Why did you, personally, take an interest in this venture?

9. Would you name ten people who you think were especially important in the success of the effort. (include legislators, officials, etc.)

10. Do you think the Grand Valley State College story would be a good public school lesson on how a democracy works?

11. Do you feel that there are some events that had better not be resurrected? (I do not have anything in mind; I just wonder whether you have. You need not mention what it is if you do have anything in mind.)

12. When did you personally feel that the college would, in fact, exist?

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Table XVI. L. William Seidman Biography

EDUCATION:	East Grand Rapids High School Dartmouth College - A. B. 1943 Harvard Law School - L. L. B. 1948 University of Michigan Business School - M.B.A. 1949
U. S. NAVY:	Lt., U. S. Naval Reserve (Destroyers) 1942-46 Bronze Star
ORGANIZATIONS:	Phi Beta Kappa (Dartmouth) Beta Theta Pi (Dartmouth) Beta Gamma Sigma (University of Michigan) Beta Alpha Psi (Michigan State Univ. - Honorary) Lincoln's Inn (Harvard) Michigan Bar Association American Bar Association American Institute of Accountants (Member, Committee on Federal Taxation) Michigan Assn. of Certified Public Accountants (Member, Federal Taxation Committee)
CIVIC:	Board member: Blodgett Memorial Hospital Youth Commonwealth for Boys (Chairman) Grand Rapids Council on World Affairs Grand Rapids Art Gallery Chairman, Citizens' Advisory Committee re 4-year college for Grand Rapids area
SPEAKING AND WRITING:	Speaker - Controllers Institute, Florida Estate Planning Council, Texas Tax Institute, Michigan Bar Association, Young Presidents Organization, Tax Executives Institute, Michigan CPAs, etc. Lecturer - Practicing Law Institute, New York, N. Y., Wagner College, Staton Island, N. Y., etc. Articles - The Tax Magazine, Insurance Law Journal Commercial & Financial Chronicle, University of Michigan Business Review, Banking Law Journal Member of faculty of Michigan State University Extension Service (teaches an "investment" course at Grand Rapids)
EXTRA-CURRICULAR:	University Club, Peninsular Club, Kent Country Club, Kentree Polo Club, Macatawa Yacht Club, Thornapple Slopes, Inc. Enjoys skiing in the winter and plays polo in summer.
OCCUPATION:	Partner in Seidman & Seidman.

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was voted young man of the year by the Grand Rapids Chamber of Commerce in 1961. Robert G. Watkins is president of States Associates, an insurance group. He has a law degree from Northwestern University and his firm specializes in insurance counseling for large business and industrial groups. F. William McKee, attorney, is City Attorney for Grand Rapids. His wife is on theBoard of Governors of Wayne State University. She, too, is an attorney. Robert Bennett, Jr., vice president in charge of manufacturing for Stow-Davis Furniture Company, is an engineering graduate from the University of Michigan. Martin Buth, who operates a highly successful dairy farm, is also a state representative. James Idema, at the time of this writing, is with the Denver Post. Harry Lawford is Southern District Manager for the Michigan Bell Telephone Company. He was president of the Michigan State University Alumni Association at the time of his work with the CEFYC and stated that he maintained an avid interest in Michigan State University affairs. Richard VanderVeen, attorney, is active in politics, and is with a successful Grand Rapids law office. These men are all around middle-age; several were under forty when they began their activities with the CEFYC. They seemed articulate, educated, good listeners, and demonstrated a concern over the community in which they lived.

There was almost unanimous agreement in replying to question one that resolving the separation of interests by the two alumni groups was most essential. If the two groups who each wanted a branch could not be gotten together, the effort of the CEFYC would not succeed. Thus, the presidents of the two groups, Van Ess and Lawford, were asked to serve on the CEFYC. Seidman was not partial to either group. There was agreement, too, that the legislative actions were crucial to the success--the sanctioning of the Jamrich study, the passage of House Bill 477, and the appropriation made in April, 1961. They pointed most specifically, however, to gaining sanction for the Jamrich study. There was

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also agreement that the site controversy was crucial in that the Muskegon interests attempted to block appropriations.

There were other crisis points identified. Several stated that the fund drive success was a crisis point. Two stated that the support of the community was crucial. Only one pointed towards the necessity of getting Calvin College, Aquinas College and Hope College support. He stated that these college presidents, when approached, gave approval, and that they foresaw that their colleges could hardly provide for students from their own denominations or faiths.

Identifying exact crucial points in time was not easy for most of the men interviewed. Those who had worked with the legislature, however, pointed to the narrow time margin with which both the Jamrich study sanction and House Bill 477 were released from committees. Any further delay on each of these would have killed the bill or resolution. These were points at which success would be continued or delayed--even stopped entirely. They all felt that the bad financial condition of the State of Michigan made the legislative approval all the more remarkable.

The chronology, question two, follows almost exactly the arrangement of the study itself. The hurdles, question three, identify with the crisis points.

There was unanimous agreement that the one reason for the success of the venture was the leadership of L. William Seidman. The interviewees stated that without Seidman the effort would not have succeeded. They were positive in this belief.

Initially, one member said, events were not carefully planned. No one knew how events would emerge. Seidman knew, he said, that if they were to succeed, they had to get the conflicting forces in existence to join, or at least, to not oppose. So, he said, the CEFYC went on ahead, and while other groups conflicted, they proceeded. He thought Seidman's skill in avoiding headon

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conflict with others and his skill in winning them to their cause was the essential factor.

There was also considerable agreement that the open lines of communication and the role of the newspapers was an important ingredient of success. Full press coverage of meetings and events was noted as being significant.

Also, the fact that the CEFYC was made up of people who were representative of different factors of influence was of extreme importance for the success of the venture. The alumni groups were represented; manufacturing interests were represented; the Chamber of Commerce was represented; both political parties were represented; the Rotary was represented; and in the larger Citizens' group there was representation from all possible influence areas.

Another reason for success which all those interviewed agreed upon was the practice of continuous presentation of the facts to any group, no matter how small. Watkins stated that many times a member of the CEFYC would find himself addressing a group of ten ladies in someone's living room, presenting the facts of the Jamrich Report while balancing a cup of tea on one knee, holding a cookie in one hand, and keeping a sheaf of statistics intact on the other knee.

There was also agreement that the lack of opposition on the part of the people of the community was extremely important. Had they opposed it, the area legislators would not have favored it. Concerning the area legislators, two active participants in the opposition party stated that one reason the area legislators acted is precisely because had they not done work in the legislature for the establishment of the college, they risked defeat in the next election. And since the cause of the new college was favored by the community, the incumbents were compelled to take positive action. One of the campaign statements of the opposition to the incumbents is always "they never do anything for the area they represent."

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Time was a factor, an important one. The interviewees stated that an important reason was that most of the CEFYC had the time to do what they had to do. The nature of their occupations, they stated, gave them this time.

Other factors mentioned were these: their willingness to spend personal money to pay for their expenses; the kinds of wives who would not inhibit their activities; Seidman's ability to get people to do hard work for no pay; personal satisfaction of working for the college; and the approach to the problem: identification of the need, analysis of the need, presentation of the need, plan for solution of the need. Several members emphasized the fact that they had an expert's report, the facts of which were not easily controverted. Political relationships with the legislature and the governor were also cited as important by several. They stated that there was a good relationship with the legislators who were Republican and also good relationships with the Democratic governor. VanderVeen and McKee were strong Democrats. Seidman was bi-partisan, having supported VanderVeen in his bid for Congress and having run on Romney's Republican slate in 1962.

Two persons interviewed placed considerable importance upon the role of labor and its support and the support of the Wayne County Democrats. Had these opposed it, they said it would never have gotten through the legislature.

In responding the question six, ranking the factors of opposition, there were scant replies. The only real opposing force seems to have been the Muskegon force that emerged over the site selection. One stated, however, that there was also little cooperation in getting figures for the Jamrich study from the Muskegon area. Others referring to Muskegon, cited the work of Dr. Arnold Ott. He, they said, was of tremendous help in getting what cooperation there was from Muskegon.

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There were conflicting replies to the question of how important community support was. All agreed that it was necessary. Yet, all agreed that active support from people was not really essential--that the leaders were important. Yet, the real work, it was agreed, was done by a relatively small group. There was agreement that without the incessant educating activity of speeches and meetings the effort might have failed. There was agreement that all the organizations' support was essential.

This paradox was resolved by most in two ways. They stated that without community approval, the legislators would not have introduced the bill, and if it were introduced, would not have supported it. Furthermore, they said that lack of community opposition was a sort of favorable negative support. They did not state that they thought the community apathetic; rather, they felt that lack of opposition did signify approval of what was being done.

The reasons each gave for participating were candid and varied. Each felt he was involved because he chose to, and the more he became involved, the harder he worked. Several realized they were first asked to participate because of their sphere of influence; Van Ess, president of the University of Michigan alumni; Lawford, influential in the Rotary and president of Michigan State University alumni; Dutcher, past president of the Junior Chamber of Commerce; McKee, active in Democratic politics. Yet, not one denied that his interest and involvement and work was probably more important than his sphere of influence. Van Ess stated that he never before enjoyed such hard work for no pay.

The same names emerge as important to the success of the venture when the CEFYC were asked to name important people. Outside Seidman and the other members of the CEFYC, several people were singled out as having been especially influential. Richard Gillett, who

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was influential in the raising of the million, is singled out by all. Representative Charles Boyer was identified as a man of respect and stature whose support was vital in the legislature. The work of Jamrich was repeatedly mentioned. Arnold Ott's influence made Muskegon less a strumbling block than it was. The Grand Haven group, McCall, Van Volkenburg, Sherwood, and Kistler are mentioned. Frey is given credit for chairing the fund drive. Stafford, of Greenville, is hailed. Watkins' suburban and eight-county contracts with his business interests was extremely important. He had personal friends in many eight-county towns. David Dutcher's work with the Citizens' Council is referred to. Robert Howlett, who was Kent County Republican Party Chairman, is also mentioned as being the stimulus to gain a response from the area legislators. Robert Pew, of the Citizens' Advisory Committee is mentioned by one as being of such socio-economic status that he could easily gain high level capital personnel support. Philip Buchen, an extremely successful attorney and businessman, lent close support to the effort. Also, Mrs. Nancy Bryant, who kept archives, was mentioned as were Governors Williams and Swainson, Raymond Hatch, and several legislators.

What seems significant is that the same people emerge as being influential. There is unsolicited agreement that the same people were responsible for most of the success-not at the exclusion of others, but that the results depended upon the leadership given by these people.

There was unequivocal agreement that the process of establishing Grand Valley State College was in the finest ideal Democratic tradition; that nothing even quasi-legal was done, and that if the story were translated, it could be sent to all parts of the globe as an example of Democracy in action. And apart from a fear on the part of some that a recollection of disagreements caused by the site controversy might be unwise, no one expressed any reservations over

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Most of those interviewed felt the college was a reality when the legislature appropriated its first budget request. Two said they felt assured of its success when House Bill 477 was passed. One felt it was a reality when the million dollars were raised, and said the Grand Rapids Foundation grant of 200,000 dollars was the capping event. He stated that the Grand Rapids Foundation seemed to be a key factor, since Foundation funds had also financed the Jamrich study.

The conclusions and implicants that follow are based upon the historical fact, upon the interviews, and upon inductions made from an involvement in the total process.

CHAPTER XIII

CONCLUSIONS

The sequence of events and activities that made the new college a reality was not the result of any magic although some of those interviewed shook their heads in wonder as they reflected upon the things that they had done. This chapter will attempt to identify the factors that made their efforts successful and will suggest that is implied for others faced with a similar problem of community significance. For although the establishment of Grand Valley State College is a unique occurrence, the conditions that brought success to the efforts of those involved seem not to be unique.

R. W. Gerard, (44-134 to 146) in an investigation into what is the best way to prepare qualified men for creative social science research, made certain conclusions after investigating how present institutions of higher learning were developed. Apart from the discussion of the best way to prepare qualified men, the analysis of the nature of the growth of institutions is pertinent here.

Gerard states that people who lead in the establishment of innovations are usually young, uncommitted people who operate in times of social unrest. Should their efforts succeed and the innovations they suggest be accepted and institutionalized, sets of formal rules and requirements are necessary to regulate the numbers of people who are attracted to the new institution.

Gerard states that new organizations of higher education are successful if the following conditions prevail: 1, a social need exists; 2, a state of social stress and transition is current; 3, there is personal leadership; 4, sufficient funds are ready; 5, there is adequate content in the field for which the

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institution exists--students, subjects, materials, etc.; and 6, there exists a personal interest on the part of the community leaders.

Factors that inhibit success in establishment of a new organization established to dispense higher education are these: 1, a conservative or reactionary community; 2, interference of vested interests with selfish motives; 3, inability to see or foresee changing goals; 4, inability to efficiently reorganize subject matter fields; 5, perennial conflict between teaching and research.

Factors that allow consolidation and enable maintenance and growth are these: the prestige of the bakcers of the institution, accreditation and support by other established agencies, and the recognition and power of the trustees and other officials. Conversely, Gerard states that deteriorating factors are success itself, increasing size, creeping routinization, control by special interest groups, and the victory of conservative routine over creative imagination.

Two other studies in leadership, one by J. F. Thaden and one by T. N. Whitehead, identify characteristics of leaders. Whitehead discusses also the phenomenon of change as it is brought about by the leader.

Thaden (51) studied the characteristics of leaders using those found in Who's Who as his population. He concluded that prominent "leaders are predominantly men; middle-aged or older, college-education, engaged chiefly in professional services, working in larger metropolitan centers, and are very much joined with their fellow men in a multiplicity of diversified types of organizations. Leaders are social contact makers. They have adapted themselves to a wide range of social relations. They are less isolated and less individualistic than the average layman."

Whitehead (41-72, 73) who discusses leadership in a free society analyzes the steps leading to a technical advance. He states that the following steps and socio-psychological phenomena obtain in change situations:

1. The leader shares with the group a profound loyalty to the technical procedures by which they carry on their "way of life."

2. He is trusted as one with skill and as a guardian of social customs.

3. He, being one with intelligence, obtains unusual insight into casual relations in his procedures, and he begins to reflect.

4. He continues in his traditional procedures not because of society's sanctions, but because he "sees why." He has shifted ground unnoticed by himself and by the group.

5. Sooner or later, he stumbles upon a new way. His way is accepted. The group follows the leader because he, to them, is the right man.

Personal characteristics of the CEFYC and others. The personal characteristics of the members of the CEFYC bear some similarity to those characteristics identified by Thaden (51). His conclusions that leaders are predominantly middle-aged or older, who are college-educated, engaged chiefly in professional services, work in larger metropolitan centers, and are often joined with their fellow men in diversified types of organizations, (with the exception that many were below middle-age) is borne out in this study of the establishment of Grand Valley State College. It is also verified here that they are social contact makers, and that they adapt themselves to a wide range of social relations.

The facts of Seidman's activities are partially set forth in Table XVII. At the present time, January, 1963, he is engaged in additional activities that go beyond those connected with the new college: the establishment of a new television station; the opening of a branch office of the firm, Seidman & Seidman, in Switzerland; the duties connected with serving on the advisory board of Governor George Romney, recently elected to that post, and other activities.

Whitehead's statements concerning the leader: that he shares the group's loyalty to the procedures by which they carry on their way of life, is also demonstrated by the manner in which the CEFYC operated.

Their activities and the methods by which they gained their admitted end, the establishment of the new college, could serve as an object lesson in democratic procedures. There is no demonstrable action they took that was quasi-legal or questionable. They operated within the framework of legal, social, and moral consent. Friendships were earned, not bought. Although Seidman himself is wealthy, the fact of his wealth was not in itself the determining factor that made the CEFYC successful. True, he invested his personal money into the effort, but the investment of money is dimunitive compared with the investment of time, talent, energy, and physical effort.

The statements of Whitehead that the leader is trusted as one with skill and is a guardian of social customers; is intelligent and gains insight into things; and that his actions, based upon insights, are followed by others because of their faith in him are also demonstrable in this study.

For the initial ambivalence, and groping for procedure evident on the part of CEFYC in late 1958 and very early in 1959 soon disappears. That there was confidence in both means and ends is clear from the decisive tone of letters and memos in the correspondence files of 1959 and continuing years studied here. That there was support for Seidman's leadership is also evident from the close cooperation and firm support given Seidman by his close associates and by the county-wide committees.

Seidman stated that he was not in his field at all when he began, being educated in law and being a certified public accountant. To engage in activities that would involve him in this ambiguous area, education, where experts themselves are in disagreement, was not an involvement that a prudent man would

blithely step into. The nature of leadership is such that it often transcends expertness in a specialty.

Seidman and the members of the CEFYC displayed such desirable qualities as enthusiasm, integrity, decisiveness, intelligence, and faith in their beliefs. Their activities were governed by a sense of direction, and their correspondence displays friendliness towards their fellow men.

Those things that are hazardous to leadership as are mentioned by Ordway Tead (34-214) such as love of power, emotional instability (sullenness, anger, despair, moroseness), obsessive fears, inferiority feelings, tendency to rationalize, sexual frustrations and maladjustments, and sadistic tendencies are not evident in the facts studied here. Rather, the principals of the establishment of Grand Valley State College seem to have had more than the average man's share of intelligence, dependability, altruism, socio-economic status, and ability to cope with problems as they arose. These qualities are the same as those Stogdill (33-56, 57) identifies with the leader. Seidman and his cohorts seem also to have been blessed with qualities of initiative, persistence, self-confidence, altertness, and insight into problem situations. They displayed a desire to co-operate with others, and the variety sources of letters that were sent to the CEFYC indicate they were popular with other people in the community.

This study also supports the statements of Gerard. In the eight-county area the social need was established by the Jamrich and Russell Reports. There was a potential state of stress; certainly more than just potential in the minds of the leaders and in the minds of whomever they could reach with the facts of the two surveys. Other studies in population and social problems by Philip Hauser, J. F. Thaden, and David Goldberg (7, 36 and 6) indicate that the problems brought on by a booming population growth will have to be met by an educated

and articulate citizenry. There was no lack of personal leadership and funds were made available. What Gerard refers to as content seemed certain: students would appear and materials for them would be provided should the new college succeed. The personal interest of the community was generated by the CEFYC and their associates; all the ingredients that Gerard sees as essential to the success of a new institution seem to have been present.

Community characteristics and inhibiting factors. Certain factors which are generally recognized as inhibiting the success of a new public venture were also present: a conservative or reactionary community and interference by vested interests with selfish motives. Seidman stated that the CEFYC did not pray for divine help, but they did have a faith in the mixture of human will approved by a mystic force: their theme songs were "High Hopes" and "Somebody Up There Loves Me." Both Seidman and Buchen stated that they had done research on the establishment of new institutions of higher education in the United States, and that they had been able to find no new college that had been established as Grand Valley State College had been established within a quarter of a century. There had been branch colleges and several municipal colleges, scores of community-junior colleges, many private colleges converted into state-supported colleges, but no new institutions such as this one. And this occurred in a community that has been labeled the stereotype of the arch-conservative, arch-reactionary community. Their success refuted the gloomy prophecies of local seers and seem to belie the statements made by those who had pointed to the inhibiting factor of a conservative or reactionary community.

Grand Rapids, Kent County, Ottawa County, and a good share of Allegan, Muskegon, and Newaygo counties have a substantial population of conservative Dutch. These districts are traditionally Republican. That they are reactionary may or may not be true.

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If the community is conservative and a bit reactionary, there must be an explanation why the conservative element did not inhibit the establishment of the new college. One ventures to state that the apparent advantages of having a college close to home may have been important to the conservative people and that it seemed good business to even the most conservative Hollander, with only a mute few exceptions. Even Geerlings, the foe of government spending in Lansing, was won over. It made good sense to Hutchinson to spend money for a new college to get a bargain in education (page 96). And the organizations which endorsed the new college resolutions (Tables V and VI) are not traditionally favorable to governmental spending.

The position of the Grand Rapids Chamber of Commerce was, for example, in direct contrast to the position of the Chamber of Commerce of the United States. In the February 1, 1963, Michigan Education Journal (47-412) Ladd Plumley, United States Chamber of Commerce president, is quoted as stating that the so-called shorgage of college and university facilities " exists only in the minds of those who wish to see the Federal government take over the responsibility for managing and financing higher education." Plumley also states that academic facilities are adequate for immediate enrollment increases of 300,000 to 400,000 students. Yet the Grand Rapids Chamber of Commerce supported the resolution calling for the establishment of the new college and sponsored the first meeting called on January 7, 1959, which kicked off the successful venture. Frey, as president of the Grand Rapids Chamber of Commerce, is representative of the kinds of people who backed the new college. The activities and behavior of the Grand Rapids Chamber of Commerce do not support any statements that the community's conservatism inhibited the establishment of the new college.

It was good business for Grand Rapids in more ways than one. The initial economic benefits of building contracts were obvious, and other benefits that come from having a college in the area are not tangible but real. Furthermore, the state would bear the burden of supporting the college in years hence.

There are indications that the conservatives in the community are becoming moderate in their views. Charles Feenstra, a conservative, was defeated by a young Republican moderate in the last state elections, and Perry Greene, who retired, was replaced by another young Republican moderate. Another indication of modern thought invading the community is this: the Holland School Board has just within the past two years completed a high school that was built to accommodate a radically new curriculum, a curriculum that breaks away from established, traditional scheduling and methods. This is not an indication of backward thinking. The essential features of the new school were the subject of two recent articles appearing in The Nation's Schools. (43,45)

Probably more important as an inhibiting force was the element that had selfish interests as motives for objecting to the new college. One identifiable person was Donald Seyferth, who vigorously opposed the new college for various reasons, not the least of which was its not being located in Muskegon. For though it may well have been allegiance to conservatist ideals that prompted his opposition, his letters and his speeches indicate that he sought to keep Muskegon money in Muskegon for Muskegon (pages 63 and 135) James Seyferth's pamphlet (53) also indicates this philosophy, here advocating keeping Michigan money in Michigan for Michigan.

And there seems to be little doubt from the Muskegon Chronicle articles (pages 133 and 135), from Stafford's editorial (pages 153, 154) and from Achterhoff's and Kammerer's statements (pages 137, 141) that the college was wanted in Muskegon because it would be economically good for

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Muskegon. The Grand Rapids Building Trades Council expressed this same attitude when the Allendale site was nearly decided upon: they saw no reason why it should not be in Grand Rapids, perhaps eying fat building contracts.

Thus, it seems that more vigorous opinions came from those who saw personal wants threatened, either for a self or for a community, than from the "conservative community" as a whole.

But the existence of poverty in the presence of what could become a beneficent opulence did loom large. Not real poverty, and not real beneficence, but what was in the relationship to each other a have and have-not relationship. The college would bring to whatever community in which it located a measure of wealth.

There was the possibility of state expenditures of millions of dollars over an extended period. The building and services expenditures alone tempted many to offer sites. The real estate development in the community would realize someone a profit. The college planners took precautions against adverse zoning and planned carefully to forestall any "carnival" atmosphere along roads leading to the college.

In fact, in one letter, mention is made of the difference between the approaches to Michigan State University from the west on Grand River and the east on Grand River, suggesting that the establishment of a jumble of odd lots of hamburger stands and trailer courts be forestalled by adequate zoning and planning. But, whether there be hamburger stands or split level homes, there will be profits. And none of the communities were of splendor and opulence. Thus, in the face of the prospect of opulence where there had been no opulence, the land development companes were formed as the college became more and more a reality. That there was no more struggle over the site than there was is some evidence that there was no subterfuge involved in the part

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of the Board of Control in the site selection as was suggested by the Muskegon site backers (Chapter VII). It also indicates again that facts based upon intelligent and authoritative investigation are hard to refute when they are used as the rationale for decision. The Muskegon interests did refute the facts that had been used in the selection of the site; but the overwhelming weight of the facts gotten from the university and other speciality experts was too much to be dispelled by a new set of facts gathered by what Stafford identified as "selfish" interests. The CEFYC and the Board of Control had never conducted any of their activities in such a way that any selfish interests on the part of any could be attributed to any of their actions. Achterhoff, however, the leader of the Muskegon fight to gain the college, admittedly had real estate near the proposed Muskegon site; others had said that the new college should be viewed as a new industry--the Muskegon Chronicle used the words lure and win when reporting on Muskegon site backer's activities. This type of attitude was never apparent from CEFYC activities. In fact, the total of the time spent by each and the personal funds spent might make one wonder just why they did it anyway.

Socio-economic and prestige factors. Gerard also reviews factors which allow consolidation and growth, among which are prestige of the backers of the institution, accreditation and support by other established agencies, and the recognition and power of the trustees and other individuals.

That the members of the CEFYC and the Citizens' Advisory Committee were not without prestige is apparent from an examination of the occupations of these citizens. On the CEFYC were three attorneys, two accountants (one a CPA with a law degree), two insurance company representatives, one industrial vice-president, one commercial utility executive, and one farm owner who was also a state representative. All these occupations rank high on the socio-economic

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index scales in Reiss (25-238, and 263 to 275). The members of the Citizens' Advisory Committee also rank high on socio-economic status indices. Of the 110 members of the Citizens' Committee there were three physicians, two architects, five bankers, eight attorneys and judges, four clergymen, a chemist, five bankers, two accountants, ten local public officials, twenty salaried managers, owners, and proprietors, four retail trade managers and proprietors, five editors, and reports, and others of occupations that have status. In nearly all class-status indices occupation and source of income are of prime importance. The names of most of the members of the Citizens' Committee are not uncommonly found in the newspapers; in fact, several are of considerably more prominence than any of the CEFYC members.

A classification that differs from socio-economic rating scales but nevertheless classifies occupations into broad categories is found in Krout (16-392 to 396). Krout says: "Perhaps the most significant evidence of the cultural patterning of social roles comes from the field of occupational activity. Occupation means a goal-seeking activity. And occupational roles serve to differentiate the group's membership and also tend to account for social stratification. In America one can find no less than eighteen occupational groupings which may be subsumed under six major 'class' headings representing cultural strata." These cultural strata, Krout says, are social status levels determined by freedom and frequency of association and general similarity of cultural values. The eighteen occupational groupings and the six major "classes" Krout identifies as follows:

1. Multimillionaire or supercapitalist
   (international banker or stockbroker)
2. Millionaire industrialist
   (large scale manufacturer)

3.

Class

4.

5.

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3. Political executive

(governor, congressman, judge, mayor, etc.)

Class II The upper status "middle" group

4. Business executive

(Superintendent, bank president, vice-president, cashier, etc.)

5. Small manufacturer

(engaged in specialty manufacturing)

6. Independent or semi-dependent professional

(lecturer, soloist, doctor, lawyer, writer, actor, etc.)

7. Dependent professional

(engineer, teacher, research man, reporter, musician, pharmacist, etc.)

Class III The lower status "middle" group

8. Middle-class merchant

(jobber, store owner, etc.)

9. Farm owner or large-size farm operator

Class IV The upper status "working" group

10. WPA (professional and skilled workers)

11. Petty political or business jobholder

(inspector, clerk, mailman, bookeeper, etc.)

12. Artisan or skilled craftsman

13. NYA (high school and college worker)

Class V The lower status "working" group

14. Unskilled laborer

(farm hand, hod-carrier, logger, etc.)

15. Sharecropper

16. PWA (construction) worker

Class VI The economically dependent (status-less) group

17. The unemployed

18. The relief population

Krout has listed, in addition to the above major positive status classes, a seventh, negative status group, consisting of culturally unapproved "vocational" groups.

19. The (acknowledged) shyster lawyer

20. The (acknowledged) medical quack

21. The (acknowledged) loan shark

22. The gambler

23. The taxi dancer

24. The drug-peddler

25. The vice-promoter

26. The prostitute

27. The institutional inmate

Of the CEFYC members, none could be classed lower than Class II of Krout's classifications, the dairy farmer of Class III also belonging in Class I by virtue of his being a state legislator. Of the Citizens' Groups, none of of those in Table VII, page 49, fall below Class II, and of those in Table VIII and Table XIV, where occupations are not listed, investigation bears out that fewer than five per cent fall below Class II.

Furthermore, the prestige of the studies indicating the need for a new college was an important factor. When a study is performed by experts who carry with them their university status, the average citizen is hardly apt to challenge the statistics--nor one of some community standing or wealth or position. Modern man is not too far removed from the time of the witch doctor who with some mumbo-jumbo could terrify or sooth, depending upon his purposes. The

January 7, 1959, and the November 30, 1959, meetings at which the studies were "translated" by the CEFYC into a plea for action by the legislature and the community were successful. The success was not accidental, nor would the meetings have been planned had Seidman and his committee not been fairly sure that the prestige of the sponsors (in the first instance the Grand Rapids Chamber of Commerce, and in the second instance, the Citizens' Committee) and the prestige of the reports themselves would tend to compel the legislators, the educators, the newspapers, the businessmen and other citizens to endorse their efforts.

Opposition and leadership commitment. Whether or not one agrees with the expressions of Seyferth and of Judd, one must recognize that although Seyferth may have been motivated by reactionary views and a sort of selfishness for his community and his state; it took courage and conviction to defy the "sacrosanct" Russell and Jamrich Reports. His figures and statements do indicate that there is some need for concern when the numbers of students who do not return after their initial year at college is greater than the number who will attend any new college by 1970. Also, Judd's interpretation of the philosophy underlying the Russell Report and the Jamrich Report is that of an analytical mind. It took considerable courage on her part to make her assertions opposing the next college. Her letter indicates another thing: she took seriously the request to tender her opinions concerning the Jamrich Report in writing, a request made by Seidman on November 30, 1959.

Gerard's first principle is that people who lead in the establishment of innovations are usually young, uncommitted people. It could be added here, that if they start out uncommitted, they soon become committed. The CEFYC became committed. Their title establishes that. Community unconcern worked

favorably for them at first; one might say, that continuous total community unconcern works favorably for any cause in America if the backers of the cause can successfully gain their end outside of total community sanction such as an election in which a high percentage of registered voters vote. When concern arrives, it is often too late. The Muskegon apathy referred to on page 134 is an example of that. Cynics state that any cause can succeed if the leaders can work when not too many know what is happening. This does not imply that the CEFYC were clouding their activity; rather, they sought community interest. The fact that there was not more opposition similar to Mrs. Judd's is striking evidence of lack of community thought and speculation on what all was implied in the advocation of a new college.

Thus, the question arrives, did Seidman and the CEFYC really want frank comment and discussion, or, were they looking for total approbation from those to whom they gave the Jamrich Report after the November 30, 1959, meeting? Gerard states that leaders usually begin uncommitted. But, as shown by the activities of the CEFYC, they become committed. And, becoming committed, will they tolerate dissension? Mrs. Judd resigned, apparently feeling she could not honestly work for something she did not believe in. Gerard states that should these uncommitted people succeed and should the innovations they suggest be accepted, sets of formal rules and requirements are necessary to regulate the numbers of people who are attracted to the new institution. At the time of the Jamrich presentation on November 30, 1959, was the innovation, the new institution, a reality in the minds of CEFYC? If so, were the rules and regulations "set" already so that dissension would destroy the institution? There is no absolute evidence that there was any intolerance on the part of the CEFYC of new ideas or suggestions. Any blatant opposition was fought against with the weapons of logic and facts. But when the basic facts were questioned, there was

no fight. Logicians say, always question first the premises; that often destroys the argument. But what does one do when the holder of the premise will not do battle over it and when the majority support the premise? Mrs. Judd resigned.

Inter-institutional relationships. Gerard states that the new institution tends to be strengthened by accreditation and support of other institutions. The new college, although it has not yet received accreditation (and may not until it is well under way), has received recognition and support of other major institutions of higher education. This support and recognition was sought early and received. How was this support and recognition attained? Was it given through good will and benevolence on the part of the others, or was it given in the hope that there might accrue some benefit to the others. All correspondence and information indicate that the major universities gave aid out of a spirit of responsibility and professional ethics. Yet, there are hints--Hannah's concern that the University of Michigan was seeking to gain control (page 116), Terrill's statements (page 17), and the article in the Michigan Daily (page 114) --that the CEFYC or the Board of Control may have played its advantages. It was a newly formed institution. If any of the other institutions of higher education offered aid, the new college would gain, certainly, but so would the institution offering assistance. It was a sort of institutional ploy, higher-educational institution-one-upmanship. And Grand Valley State College benefited from the game. Seidman stated in a conversation that the CEFYC was able to function so well in achieving its purpose because while the University of Michigan and Michigan State University groups each wondered what the other might do next, they, the CEFYC, went ahead with the plans to establish a new college, not entering any interinstitutional battle; rather, they found that by

giving the large institutions a voice in the planning of the new college, the large institutions felt less threatened by the fact of the establishment of the new college.

Voluntary enterprise as an American phenomenon. One might think of Eduard Lindeman's paraphrase of Alexis de Toqueville's statements about voluntary enterprise (18). De Toqueville, upon returning to France, in lectures to his French students, would tell them this:

> The Americans are a peculiar people. If in a local community a citizen becomes aware of a human need which is not being met, he thereupon discusses the situation with his neighbors. Suddenly a committee comes into existence. This committee thereupon begins to operate on behalf of the need. And mirable visu, a new community function is established. In the meantime, these citizens have performed this act without a single reference to any bureaucracy or to any official agency.

Later, says Lindeman, de Toqueville developed this observation to the status of a democratic principle which again, liberally interpreted, emerged as follows: "'The health of a democratic society may be measured by the quality of services performed by its citizen volunteers. ...' "

Operative characteristics of volunteer groups. Lindeman, speaking of volunteer activities, cites certain principles that must be stated if the volunteer organization is to succeed: (a) The precise functions and operations which volunteers will be asked to perform, (b) the classification of the varieties of volunteer service described as job analysis, (c) the personality and equipment for these various forms of volunteer service, and (d) the appropriate placement of volunteers with respect to their capacities, inclinations, and their individual talent.

What Lindeman is saying in essence is that the duties must be identified and that the personnel by proper division of labor must do what they best can do.

The CEFYC did admirably work on this principle: where county-wide funds had to be solicited, Grand Rapids Chamber of Commerce President Frey did not chair that particular effort; it was done by Copeland, another banker, who had his interests outside of Grand Rapids. When Board of Control appointments needed to be made, members who had been active in the Democratic Party were utilized. Watkins, it is reported, had excellent liaison with suburban groups; Buth, with legislative groups; Idema was adept at public relations work. The examples are numerous.

Further, the legal details were anticipated, especially in the early days of the Board activities. The service of Philip Buchen was of utmost value. He counseled concerning land options, and, after appointment in June, 1961, found it necessary to clarify the exact powers of the Board as stated in Public Act 120 when matters of expenditures of money came up. In addition, the services performed by the Board members themselves after their appointments matched to a great degree their experience and their ability, as is evident in the relations established in Ann Arbor and at Wayne State by Dr. Hoobler; and the program planned by Robinson to get the funds contributed by labor based not on worker voluntary contribution but based rather on contributions from local treasuries.

Implications for others. What then are the implications here? What can be found in this history that is valuable for other communities who seek to establish a public college?

Certainly the principles of Whitehead (41), Gerard (44), Lindeman (18), and Thaden (51) are borne out here. But, it might be well to establish a pattern that seems to have emerged in the Grand Valley State College history.

Establishing the need. To begin with, the need must be felt and the facts of the need must be established. These facts can best be established by

acknowledged experts who have legal sanction for their work. It is very difficult for anyone to refute authority that has both legal and status validity.

Implementation of the facts. But the facts themselves are of little use, unless they are implemented. To expect the collectors of facts to implement the facts is to expect what rarely occurs. The gap between research and management, between research and teaching, between experimental developmental laboratories and manufacturing exists. In nearly every instance the doers do not do research; they act upon the facts of the research. Whenever Seidman needed further facts to substantiate the activities of the CEFYC, he called upon known resource people: Varner for costs of education, Jamrich and others for commuting figures, Buchen for legal opinions, State Building Division for test borings, and others for other facts.

But the implementers themselves must be articulate, educated, and intelligent also; for theirs is the task of interpreting the facts and translating them into action.

The conditions of implementation. This task of translating the facts into action to meet the need is a complex affair that entails several separate conditions. These conditions, however, are interrelated. They can be called, inexactly, the legal condition, the temporal condition, the fiscal condition, the moral condition, the personnel condition, the education condition, and group size. Each of these conditions is related to the other; one cannot be discussed apart from its interrelationship with and interpenetration of the other conditions.

The legal condition is made up of individuals and legislative acts, past and present. Within legal condition the volunteer committee seeks to meet a need. To secure legal sanction, the individuals who are responsible for that must be "courted" to a degree. This "courting" may require some obsequious attention.

But, a moral condition prohibits that this be done beyond reasonable pragmatic necessity, and not to any point of the practical and necessary ends completely justifying a moral means. The practice of the CEFYC was to depend upon their personal relationship and their ability to educate those responsible to provide legal sanction, thereby transcending any necessity of excess friendship formations that might later demand repayment of some kind.

This legal sanction is secured further by personal relations with others in the community who also are in positions to assist in attaining legal sanctions, and these personal relations involve educating those others.

Therefore, a program of education is necessary. This educational program requires that the articulate and educated volunteer committee carry on activities almost continuously, activities that are carried on with community organizations. These organizations are found in business, industry, educational institutions, and governmental institutions; social, fraternal, service, or other organizations usually are comprised of individuals connected with the above; and they, too, are included in the continuous education program whose end is the securing of legal sanction necessary for the establishment of the new institution.

Of course, these tasks cannot be performed unless there is both money and time available. Therefore, the volunteer committee that seeks to resolve the need should be composed of individuals who have the time to spare and of at least a few individuals who can afford to invest personal funds when necessary.

This says something about the character of the personnel involved in the volunteer committee. They are usually community minded, unselfish, energetic, idealistic, responsible, physically well and mentally alert, successful in their own personal work, and probably have a fairly high idea of their own capabilities. They are not accustomed to expect failure.

Lines of communication must be kept open and the information passed along must be accurate. Also, information must not be withheld. If activities are kept open, are democratic, are fair, are legal, are honest, and if information on them is kept available, failure should not arrive because of the disillusionment of uninformed participants.

One might say, also, concerning these points that the limited size of the CEFYC was a factor in its successes. Their planning and discussion sessions could be both informal and intensive. It was not too difficult for each to be present when meetings were called since the number of participants was limited and it was pre-arranged that each would hold Friday noon open for the purpose of meeting. Annulis dropped out of the CEFYC mainly because he could not meet at noon, according to Seidman.

This limited size allowed for informality, true; yet the chairman still exerted his leadership and gave direction to the meeting. A great deal of information could be exchanged at the small CEFYC meetings. There are three reasons for this: the members came to know each other well and did not have to stand on ceremony or hesitate because of any danger of being misunderstood without having a chance to clear up the misunderstanding; the members were committed to one goal and had faith in each other's commitment; and the danger that the purposes of the meetings might be diverted by small talk was avoid by the ability of the chairman to keep to the business at hand.

One of the dangers of the small planning group such as the CEFYC is this: they know where they are going before anyone else does, and willy-nilly, they may fail to disseminate the information they possess to other necessary factors in the community. This unintentional failure to bring others up-to-date on plans and developments often may result in the feeling on the part of necessary

community support factors that they have been disfranchised, that their right to know has not been allowed. This occurrence is totally unintentional on the part of the small group, but is often unavoidable when a select and privileged clique moves slower in their information distribution than in their action and in their planning, and where their size enables them to move comparatively fast. Fortunately, the CEFYC did not keep scret any of their plans; in fact, Seidman stated that just the opposite was their stated and avowed practice. They made public every move they made so there could come no accusations from any quarter that the group was cultivating special interests of selfish motives. The CEFYC established the practice early to openly publicize their aims and their activities. Until the Board of Control met in closed executive session, (which is acceptable practice in both public and private institutions) there is no activity which is recorded in personal correspondence files that is not also recorded in the newspapers, with the exception of some personal correspondence pertaining to details that had no direct bearing on plans or activities concerning the new college. Thus, an investigation of how the new college was established reveals that secrecy is not a desirable characteristic of planning groups if they seek ultimate public approval and ultimate legal sanction in a democratic society.

Not that there might not have been some human feelings that what was accomplished was private property, not to be shared with late-comers who were neither asked nor wanted. But if these human feelings were present, they were not acted upon. Continuously, rather, anyone who offered advice or who joined the effort was welcomed, and if he continued to lend aid and support, he was given a place in the effort with a job to do. Should his interest develop as a selfish one, the very unselfish nature of the total effort soon made selfish participation impossible. Those individuals who reaped economic benefit from the new college establishment reaped it not because they participated with that end in mind, economic benefit. Many would profit in real estate, building

contracts, architectural fees; however, those who would profit were not involved in the total planning to establish the new college. They profited as they expected to when they went into their business or profession, and as they are obliged to in a capitalistic society. If they do not profit, they do not contribute to the perpetuation of the society based upon a profit motive. The profit motive, however, was not the motive of those who worked to begin a new college. There is no evidence in any historical fact to indicate differently.

Therefore, since personal economic benefit was not a motive of any of the CEFYC and others, there was no compulsion to buy favors from any of the legislature. The idea that sanction must be purchased to be attained is not necessarily true. If legal sanction is bought, further success then often depends upon further purchase. If success is gained without its being purchased, then further success will not have to be purchased. Money spent for attaining success is spent for the cost of the process, not for the cost of what individuals are involved in the process. If Seidman had legislators and educators at his home and the cost of entertaining them was borne by him, it was a price paid for the process, not a price paid to anyone. These were the conditions under which education of the participants could best be achieved and where the conditions of building personal relations could best be achieved. And personal relations and friendship are achieved best by open communication lines.

The support of the press is essential. This support is best gained at the top. The press in the entire eight-county area supported the CEFYC. The editors of the various newspapers were invited to the January 7, 1959, meeting. They knew what was going on. Knowing, they wrote intelligently. They were kept informed. Again, the condition of education and inter-personal relations was met.

An extremely important part of the personal condition is the response given to others. As was stated on page [78], Seidman correspondence shows complete regard for others. This inter-personal relationship is essential for success. For nothing is as deterrent to success as adverse public opinion, whatever it may be.

Complete apathy is better than partial opposition. What happened in this history is this: there was favorable opinion in influential quarters and no opposition on the part of any vocal large group of citizens. They stood most to benefit. The two statements of opposition came from quarters who did not have the supporting conditions necessary for their opposition to succeed. Seyferth's was partially in opposition to even those who opposed the college being located anywhere but Muskegon; Judd's was the voice of one crying in the wilderness, a valid voice perhaps, but a voice crying in the face of well-organized and well-supported other voices.

Other factors. The factors that inhibit success are also legal, moral, financial, pragmatic, personal, educational, and temporal. Obviously a breakdown in any one of these conditions when it is working favorably will inhibit success. But, more important, is the breakdown of forces and conditions that are not local, yet are related to the local conditions.

For example, the local community is yet a part of the state and a part of the nation. All the resolve and desire in the local community cannot overcome the opposition of overwhelming state-wide forces if the support of these state-wide forces is necessary. And should state-wide support be gained and should Federal approval be necessary, if Federal approval is not gained, the state-wide desires are not fulfilled. Thus, when Concurrent Resolution Number 28 was held up on the Senate Committee by Morris (pages 64, 65), all the local desire

could have been to no avail had he chosen to continue to oppose the resolution. The same principle is true for other legislative activity.

Here the education and articulation of the volunteer committee, Seidman, and local backers was of extreme importance. It took knowldge of legislative procedure, knowledge of the legislative structure, knowledge of where support might be gained and lost, knowledge of when to speak and when not to--and what to say--were vital. There is no substitute for these attributes.

The statement "you have to get the community behind you" is tossed about, especially in times when a community need is discussed and ways to get it fulfilled are tossed about. But evidence here seems to show that it is naive to think this alone is the formula for success. All the "community" contributed toward the new college in time and money was negligible compared with the effort of the CEFYC. Fewer than 10 per cent of the large Citizens' Committee and others nominally associated with the establishment of the new college really worked.

The statement "get your key people involved" is also bandied about. This is nonsense as it stands alone. What if they want to appear to be "involved" but won't get "involved"? If they are key people, they must become willing to spend their own time and money, if necessary, to bring success. It would be possible to identify scores of "key people" in the eight-county area who contributed nothing to the new college effort. None of the CEFYC prior to 1958 would be considered top-level "key people." True, each is of high occupational status, but, when considered in relation to others of that status in the area, their names have not traditionally emerged. There are more on the large Citizens' Committees. But those on the large Citizens' Committees did not do the bulk of the work--with a few exceptions, of course. The flux of membership of the "establishment" in the eight-county area has, no doubt, increased

in the period between 1958 and 1961, for the young men of the CEFYC through their work have created for themselves respect and eminence and a place in that "establishment."

And the legislators of the area also have had, it seems, an opportunity to test their effectiveness in supporting local legislation. Since the facts of the establishment of Grand Valley State College, Feenstra has been deposed and Greene has retired. Greene, by virtue of tenure and membership on committees was able to effect considerable good. Feenstra's work seems negligible. Thomas Whinery's work in introducing the legislation speaks for itself. Yet, it seems here that there was far more effective change wrought by the people outside the legislature than by the people in the legislature. Correspondence, communication and relations were not limited to only those representing the eight-county area. Rather, legislators from districts throughout the state were often written to. Perhaps effort was unnecessary with lawmakers in the eight-county area. Perhaps their work with their colleagues will never be known. The fact that there was often direct communication between Seidman and the members of the legislature--and with the governor and with the administrative officers--indicates that more was needed besides reliance upon area legislators.

The most important factor in his history was the nature of the individuals who banded together to fulfill a need and the way they went about it. A flat statement of a few hundred words won't do to explain how it works. Nothing is that simple.

And, finally, this must be said: In the appeals for funds, in the proposals accompanying the requests for funds from foundations, in the letters sent to candidates for president, and in other literature explaining the nature of Grand Valley State College, the uniqueness of the new institution is emphasized. It is unique in this respect: it is tied to no existing institution, to no existing alumni

body, to no existing set of traditions, to no established methodology, to no sets of prejudices accompanying tradition, to no political party, to no local selfish interests, to no single community group with any common interest other than the good fortune of the new college. This uniqueness of the new institution was not accidental. When the CEFYC struck out for an independent institution, they set the pattern that the new college was to take. Their choice was based upon good reasons. Whether they will have made a choice that runs counter to choices that will be made by most other states in meeting their higher education needs is yet to be seen. At the time of this writing, the University of Michigan is making a strong effort to establish a branch in the tri-county area by taking over Delta College, a two-year community college in the Midland-Bay-Saginaw counties area near Midland. Establishing this college was the source of the debate that held up House Bill 477 as reported on page 89 . Apparently, the recommendations of Russell that helped the CEFYC make their decision to go independent have not been fully accepted by others who are in positions to make decisions for or against independent new colleges.

Thus, though Grand Valley State College is not a bell-whether, the manner of its establishment can be an interesting and significant precedent for those who must also make the decision whether through community initiative, work, support, and partial control (by the support and interest of its Citizens' Advisory Council) is the best way to establish a new college; or whether the establishment of branches of large, centralized state institutions is preferable.

The success of Grand Valley State College will bear watching. For there is at present no other college in the land quite like it. It is state-supported, community-centered, independent, controlled by its own state-sanctioned Board of Control, tied to no special interest group, and has been established in the post-war world to meet needs that were not well identified before the fifties

except by visionaries that were seldom heard. Whether Seidman and his group were apt visionaries will have to be seen.

The enrollment for the first class in the fall of 1963 is estimated at 250 students. This is not a great bite out of theestimated increase of 7,400 students over the previous year's enrollment in Michigan institutions of higher education. Apparently, the new college was established none too soon. Whether the enrollment projections for the next ten years are accurate will determine whether the college grows as expected. Seidman, in a conversation in Febriary, 1963, stated that there would probably be an enrollment ratio in the United States of around 80 per cent in the not-too-distant future.

At the January 7, 1959, meeting, Seidman stated facetiously that his only interest was being coach of the football team. There is no team and no record yet. Preliminary scouting reports, however, seem to indicate that once they get started, they should mark up a good record.

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Appendix I. A COLLEGE FOR THE WESTERN MICHIGAN AREA-- THE NEEDS AND POTENTIAL

Harold W. Rockwell, Chairman
Committee For a Four-Year College For Western Michigan

For the past several years a number of people in this area have been concerned about the growing number of young people who are in need of higher education. We were aware of the fact that the existing publicly supported 4-year institutions were not going to be able to handle appreciably more students than they now have enrolled. For this reason, in 1957 a group of us appeared before the State Board of Agriculture to ask their consideration of a western Michigan branch. At that time the State Board of Agriculture appeared interested in our problem, but pointed out that the legislature had recently appropriated a sum of money for a comprehensive study of the entire problem of higher education for the whole State of Michigan.

For this reason, nothing more was done by our group until February of 1958, when, with the information we had picked up from the Legislative Committee studies, we again appeared in front of the State Board of Agriculture and asked that they consider a branch for western Michigan.

In addition, we asked that the State Board of Agriculture make available for the establishment of this branch college the 100-acre tract immediately west of Grand Rapids, owned by Michigan State University, and now known as the Graham Experimental Station. We were pleased when the Governing Board of Michigan State University took action on our request that same day by adopting a resolution stating that the 100-acre tract would be made available for this purpose if the legislature approved the establishment of this college and if there was sufficient interest on the part of the people of this area.

Of the more than 40 persons who attended this meeting with the State Board, people from Kent, Ottawa, and Muskegon all spoke on the proposal. This group represented business, industry, agriculture, labor, and education.

Dr. Hannah's response to our group was that our job now was (1) to determine how widespread the interest was in this proposal, (2) to determine the attitude of the state legislature toward a branch, and (3) to establish a committee to recommend a curriculum and to carry out liaisons with the two existing junior colleges within the eight-county area. I am appearing here this afternoon on the first part of our assignment--that of attempting to determine the degree of interest in this area. Because you gentlemen are the local leaders who are instrumental in moulding public impressions and reactions, we appreciate this opportunity to appear before you. A talk such as I am giving this afternoon is being repeated time and time again in front of other groups, both in our county and in the surrounding seven counties, who are interested in this project.

I would like to divide my story into three parts--the first of which is to point out the need for higher education facilities in this area. In 1956-57 there were 66,586 graduating seniors from high schools, and, at the same time, there were 115,203 freshmen in these same schools--an increase of approximately 75 percent. In the eight-county area with which we are primarily concerned, according to the latest available figures, the college-age population

is approximately 37,000, and it is estimated that it will reach 75,000 by 1970. Presently 18 percent of the state-wide college-age population is attending publicly supported institutions. The average for our eight-county area is only 13 percent. We feel that the principal reason for this failure on the part of our area to measure up to the state average is the fact that we are in a low income area, and the total cost of room and board for students to attend college away from home makes a college education virtually impossible for many youngsters. If we intend to do nothing more than to remain at 71 percent of the state average, there will still be 13,000 prospective students in this eight-county area in a very few years.

We intend to take the necessary steps to come up to the state average. Interestingly, the Department of Labor has recently announced that although the national work force will increase in future years, the need for unskilled workers will actually decline. It is estimated that the demand for professional and technical personnel will increase by more than one-third, and the need for executive and managerial personnel will increase about 22 percent. We sum this up by saying that while our work force will be larger, the facilities for training the people for the jobs that will be available do not exist at this time. The cost of attending school away from home, and the limitations of our existing publicly supported institutions in regards to how much larger they can grow make it imperative that additional publicly supported degree-granting institutions be created with the least possible delay.

Point two of our proposal is that a branch should be established within this eight-county area. The Legislative Study Committee on higher education points out that this is one of the two biggest population areas not now served within our state. If you will look at the map that I am holding here, the areas I have noted with the small circles indicate the location of existing publicly supported degree-granting institutions. The large circle indicates an area 30 miles in radius around Grand Rapids which, at the present time, is not serviced by any publicly supported institution. We feel this graphically explains the points brought out in the legislative study report. We are recommending Grand Rapids as the location instead of Muskegon or Ottawa counties because it is in the center of this area and can, therefore, serve effectively a larger number of people. We also feel that Grand Rapids is the more logical location to serve this area because, as I have mentioned earlier, the State Board of Agriculture has been kind enough to commit a 100-acre land start to our project.

Why do we recommend that this be a branch of an existing publicly supported degree-granting institution? First, because we feel that as a branch of an existing institution the recognition and accreditation which will be so important to the graduating seniors will be immediate. Secondly, by having it a branch it can make use of an already well-qualified staff and faculty, and a branch can offer immediately a much broader curriculum than would be possible in a beginning institution. Another important fact is that a big-name school, known throughout the world, will be in a better position to attract the high caliber of faculty which you and I will want to educate the young people of our area.

Appendix I. (Continued) A COLLEGE FOR THE WESTERN MICHIGAN AREA-THE NEEDS AND POTENTIAL

The last point of our proposal is that this should be a branch of Michigan State University rather than any other state-supported institution. The reasons for this are (1) the proximity of Michigan State University to Grand Rapids which will mean economies in both time and money, and also in the close relationships of one school to another, (2) Michigan State University has a long and historic relationship to the varied interests in this area and has been working with education, agriculture, homemakers, youth, business, industry, and organized labor through its extensive field programs, and (3) the very hard economic fact that Michigan State University owns and is willing to make available a valuable 100-acre tract which could be the beginning of a campus development.

Let me summarize what I have wanted to get across to this group.

First of all, the increasing numbers of youngsters in Michigan make it imperative that additional facilities for higher education be provided.

Our present institutions are about as large as they should be.

The percentage of our college-age population attending publicly supported colleges and universities from this geographical region is sharply below that of the average for the state, and it naturally follows that this area is, therefore, being penalized.

The primary reason for this is the fact that we do not have easily accessible to our youngsters a publicly supported degree-granting institution so that they may live at home and get a college education.

Itis our belief that there is a genuine need for the establishment of a degree-granting publicly supported institution in the Grand Rapids area and that it should be a branch of an existing university.

For a variety of reasons--particularly because of the availability of a valuable 100-acre campus site--we believe that the interests of this area could best be served by having this established as a branch of Michigan State University.

We hope that the members of this group are interested in our project, and we would appreciate receiving letters from the members and a resolution from your group expressing your interest in establishing a branch of Michigan State University to serve this eight-county area.

Appendix II. A FOUR-YEAR COLLEGE FOR THE GRAND RAPIDS AREA

Fifteen Questions and Answers

1. Q. What indications are there that the Grand Rapids area needs a a four-year, state-supported, degree-granting institution?

   A. There is much evidence to support the claim that the Grand Rapids area genuinely needs such an institution. The case is made clear when we examine the following figures taken from the study of higher education needs in Michigan being conducted by a special committee of the Michigan Legislature:

Table 1. College-age Population of Each Michigan County, Number of Students from Each County Attending Michigan Institutions of Higher Education in 1955-56, and Percentage That Students from each County Attending College in Michigan are of College-age Population of the Respective Counties

County	College-age Population (1955)	(4-Year) No. & % Attending State-Controlled Institutions		No. & % Attending College in Michigan Colleges	
		Number	Percent	Number	Percent
Allegan	2,882	370	12.8	485	16.8
Barry	1,691	239	14.1	267	15.8
Ionia	2,301	332	14.4	394	17.1
Kent	15,287	2,088	13.7	4,481	29.3
Montcalm	1,994	272	13.6	327	16.4
Muskegon	7,146	739	10.3	1,548	21.7
Newaygo	1,510	146	9.7	196	13.0
Ottawa	4,326	566	13.1	1,250	28.9
	37,137	4,752	12.8	8,948	24.1
State Average			17.9		29.3

This shows that the youth of this area, not now served by a four-year, degree-granting, publicly-supported college, is being deprived of the educational opportunity afforded the young men and women of other regions of the State.

As a result, only 24.1 percent of the youth of this area go on to Michigan colleges, while 29.3 percent of this group go to college when we look at the state as a whole. In other words, about 20 percent fewer students from this area now go on to college than is true for the state.

The only valid reason advanced for this is the lack of such a college within close proximity to our homes.

2. Q. If such a college were established, what would be the effect on existing colleges in the area, such as Grand Rapids Junior College, Muskegon Community College, Hope College, Calvin College, and Aquinas College?

   A. The specific answer to this question, like many others in connection with this development, must be worked out by all the parties and institutions involved so that the total interests of the area are best served. It is possible, for example, to begin with the junior and senior years only, which would serve to supplement the junior colleges in the area. Relationships with private and parochial schools could undoubtedly be worked out to the satisfaction of all institutions and in a way which would actually be beneficial to the existing institutions.

3. Q. What kinds of training would be available at such a college?

   A. Again, the citizens of the area could determine the general direction of the program. If the new college is a branch of an existing university, it would have a much more varied curriculum from which to draw than would an independent institution. General and informal discussions to date have suggested that this area's needs could best be served by a program based on liberal arts, but with special emphasis upon engineering, teacher education, and possibly business administration and agriculture.

4. Q. What amount of money would be needed to start this college?

   A. The budget needs would fall into two categories - buildings and operations. The initial buildings could be provided for from $2 million to $4 million, and the operating budget required would vary with the enrollment. It could be expected that about $800 per student would be required during the first year, and approximately the same for the second year.

5. Q. Where would these funds come from?

   A. While it would be exciting to have some individual or corporation contribute several million dollars in support of this new college, it is probably not realistic to expect this in our area. Since,

however, this is a legitimate public need in an area already too-long slighted, it is reasonable to expect that the legislature will provide the funds needed when the community shows its interest.

6. Q. What economic benefits would the Western Michigan area have as a result of the location of a collegiate institution here?

A. The economic benefits, in a very direct way, would be considerable. It is estimated that the communities of Ann Arbor and East Lansing each have between $60 million and $70 million brought into local circulation annually from their respective institutions. In addition to this gain, there is the added attraction this provides to industry seeking a new location, as well as residents seeking out a home community.

More importantly, however, is the great advantage this would provide for our young men and women and their parents. Today it costs about $1,500 per year to attend Michigan State University or the University of Michigan. If a good-four college could be located within commuting distance, it would reduce this cost to not more than $500 per student per year. This not only means dollar savings for parents, it is--literally--the difference between a college education and no college education for many.

7. Q. What cultural advantages would the area enjoy from its presence?

A. The very presence of the faculty of a large four-year college would add significantly to the cultural resources of the community. Beyond this, an institution such as the one under consideration would obviously attract acoomplished students who, in turn, would be a source of talent for music, the arts, drama, and in many other areas. Finally, this type institution would be the focal point for professional artists from this country and from the world.

8. Q. How would such a college be administered?

A. The precise administrative organization of a four-year college in this area must be determined by the citizens of the area in cooperation with the Legislature and possibly other universities. If the institution is to be an independent college, it would, in all likelikhood, be governed by an independent board of trustees and would be a part of the total state-wide system of higher education. If, on the other hand, it is to be a branch of an existing university, then it would be administered locally by a president who, in turn, would be responsible to the governing board of the parent institution. If the branch idea developed, there would undoubtedly be a local advisory group to reflect the needs and the thinking of the area being served.

Appendix II. (Continued) A FOUR-YEAR COLLEGE FOR THE GRAND RAPIDS AREA

9. Q. Have branch colleges or universities been tried before? With what kind of results?

A. Branch colleges or universities are fairly common throughout the country. Perhaps the most notable such organization is in the State of California where the University of California at Berkeley now has several major branch oolleges including the University of California at Los Angeles. Here in Michigan, the University of Michigan has a branch located in Flint and another being developed in Dearborn. Michigan State University has under construction a major branch to serve the Oakland and Macomb County areas. In those states where the branch approach has been developed, it has generally been considered successful.

10. Q. What does the Survey of Higher Education in Michigan being conducted by the Michigan Legislature say about the needs for higher education in Western Michigan?

A. The Survey of Higher Education in Michigan (commonly known as the Russell Report) states:

> "A superficial review of the Michigan situation leads to the conclusion that the most likely location for another state-controlled college is Grand Rapids. This city has a flourishing community college, which should continue to render its effective service when and if a state college is also established in or near the city. Three theological seminaries are also located in Grand Rapids, but a state college would in no way duplicate the service of those institutions. Two church-related colleges of Liberal Arts are also located in Grand Rapids. Leaders in both these Liberal Arts colleges have assured the directors of the survey that the location of a state college in Grand Rapids would not affect those institutions adversely.
>
> "Grand Rapids is the second largest city in the State, only Detroit having a larger population. Grand Rapids is sufficiently distant from other state institutions so that there would be no objectionable overlapping of services in the new area if a new state college were located there.
>
> "A second area that seems to offer some potential as a location for another state college is the Saginaw region."

It should be noted that in the preliminary study, Saginaw was indicated as the No. 1 prospect for a new state school. This has now been changed to make Grand Rapids first, as the foregoing quotation illustrates.

Appendix II. (Continued) A FOUR-YEAR COLLEGE FOR THE GRAND RAPIDS AREA

11. Q. What effect does locating a college in the community have on attendance by area students?

A. The Legislative Study of Higher Education in Michigan reveals that the percentage of college-age youngsters actually attending college in a county where a college is located is double the percentage attending from a county without a college and that, in general there is a close relationship between the location of a college and the percentage of students who attend college.

12. Q. What locations are available for conveniently locating such an institution?

A. It would seem logical that the location of a four-year publicly-supported institution in this area would be on the west side of Grand Rapids so that it would be easily accessible to the students of Kent, Muskegon, and Ottawa Counties.

13. Q. When could this college be ready to open its doors to students?

A. Working as fast as seems feasible at this time, it is probable that the doors could be opened for entering students for this new college by the fall of 1961. Even with this haste, hundreds of youngsters in this area will have been denied a college education before it is possible to provide the facilities here for our young men and women.

14. Q. What is the situation at other state institutions regarding admissions?

A. The enrollment at the University of Michigan is now approximately twenty-three thousand students, and at Michigan State University it is approximately twenty thousand students. Rapid growth is occurring at all colleges and universities, and the inevitable result is a firm and noticeable rejection of increasingly large numbers of applications for admission. It has been publicly announced that Michigan State University is rejecting approximately 50 percent of all the students who apply, and it may be assumed that the University of Michigan is rejecting a similar percentage. The percentage of rejections will obviously be higher in the years ahead when the great influx of students now in our high schools begins to swamp the admissions offices of our existing colleges and universities.

15. Q. What can you do to see that a college is brought to your area?

A. Primarily, you can volunteer to assist the Committee for a Four-Year College for Western Michigan. Study committees will need to be appointed and many problems resolved. You may also assist by contacting all the members of the Legislature from this area and expressing your strong desire for having a college brought to Western Michigan to serve our youngsters.

Appendix III. Is A New Degree-Granting College Needed in The Grand Rapids Area?

1. The Survey of Higher Education in Michigan, in Staff Study No. 2, page 53, states:

> "Both sets of data in Table 7 confirm the wisdom of setting up facilities of degree-granting level at each of the three locations where branches of the State universities are to be established (or are already established). Of the three other locations studied, Saginaw seems to offer somewhat the best potentiality of service to a large number of students, and Grand Rapids also seems to afford the possibility of developing a degree-granting institution that would serve a fairly large population group."

2. Further evidence of this need is found in the data from page 10, Table 1, of Staff Study No. 2. This information shows clearly that the eight counties involved have a substantially lower percentage of college-age youngsters attending state supported four-year institutions than does the state as a whole. This means that the young men and women in these eight counties are not finding it possible to acquire a college education to the same extent as are the youngsters in the other counties of the state. Furthermore, this study indicates that even when privately supported and community college enrollments are included, the average attending college in this eight-county area is still sharply below the state average.

3. The overwhelming need for a publicly supported four-year college program to serve this area can be more clearly recognized when we note that there are currently more than 65,000 young men and women living within a 28-mile radius of the proposed site for a new college. (It should be pointed out that this calculation is based upon a college age bracket of 18 to 24 as compared to the more restricted age bracket used in the legislative study.) It is estimated that this figure shall jump to 103,000 in 1970. Stated differently, it can be seen that within an easy commuting distance of this proposed college there is a staggering potential of college-age youngsters, and that this will increase by more than 50% during the next 12 years.

4. There seem to be three alternatives for the people of Michigan in providing a solution for the problems of higher education:

(a) The existing institutions shall grow to what may be an unmanageable size—possibly as many as 50,000 students at some of our larger state institutions;

(b) New degree-granting colleges must be created in strategic areas of the state, or

(c) Increasingly large numbers of qualified young men and women from our Michigan homes shall be denied an opportunity for a college education.

Appendix III. (Continued) Is A New Degree-Granting College Needed in The Grand Rapids Area?

It would seem clear that the only reasonable and workable alternative is the establishment of new four-year colleges in some of the more populous areas of the state. Certainly, the Grand Rapids area should rank high on any such list.

5. Recognizing the overwhelming need for the immediate establishment of a degree-granting college in this area, the next question revolves around the issue of an independent versus a branch-type development. There are obvious advantages to both approaches. It seems, however, that the greatest gain to the area can come from the establishment of a branch of an existing university for these reasons:

(a) The status and prestige of an existing university can give an immediate and lasting advantage to this kind of development.

(b) The administrative technique and know-how can be readily transferred from an existing university to a branch development, and hence avoid many of the errors which would accompany a completely independent establishment.

(c) A branch of an existing university could make available a much wider curriculum, either through the new branch or on a "loan" basis from the central university. An independent college would necessarily begin on a modest basis and with a highly restricted curriculum. It would be many years, if ever, before such an independent college could offer a curriculum beyond the general education or liberal arts program.

6. On the belief that a four-year college is genuinely needed in this area and that the area's needs could best be served through a branch of an existing university, it is proposed, further, that the area and the state would benefit by having this a branch of Michigan State University for these reasons:

(a) The fact that Michigan State University, itself, is but 65 miles from the proposed site would effect substantial economies in the creation and operation of such a branch and would make possible a close relationship between the central university and the branch.

(b) Michigan State University has for more than 40 years been working in cooperation with the many interest groups in this area, and the relationship is a cordial and understanding one. This University is held in the highest regard by agricultural, business, labor, and educational leaders, and by establishing a branch to serve the area could provide a central focus for its many programs already serving the people in these eight counties.

(c) The widely diversified programs of Michigan State University more nearly coincide with the needs and interests of the residents of these eight counties than any other single university.

(d) The philosophy of Michigan State University--that of making education work to help solve the problems of people--is one recognized

and appreciated by the people of this area, and it could be expected that much enthusiasm and support would follow the establishment of a branch of this University.

(e) While the fact that the Governing Board of Michigan State University has agreed to make available an ideally located 100-acre site for this development should not be the final determining factor, it is, nevertheless, a real and tangible point of beginning. Since this site is available and since it is located in a position to serve the larger population centers of the counties involved, it would seem reasonable that this offer should be accepted at the earliest possible date and that plans for developing a suitable program should move without delay.

Appendix IV. Seidman's Letter to the Legislature Urging Support of a New College

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Dear Mr. _____,

It is with considerable pride that I can inform you, on behalf of the Committee to Establish a 4-Year College, that many of your colleagues in the Legislature have endorsed our efforts with their enthusiastic support. They have done so both by personal contact and by signing statements to this effect following our meeting in Grand Rapids on January 7.

It would be gratifying to have the support of our entire eight-county representation in Lansing for this project which we feel is so vital for our area.

Will you join hands with us and work for the recommendations of the Legislative Study Committee which clearly indicate the needs for establishment of a state-supported, four-year college in this area? As you have read in the newspapers, hundreds of your constituents have pledged their support to our cause. We will welcome an indication of your support as quickly as possible in order that we may give your comment appropriate publicity.

I am looking forward to your response in the near future.

Yours very truly,

L. William Seidman,
Chairman

Appendix V. Announcement of Citizens' Committee Officers and November 30 Meeting

October , 1959

To the Members of the Citizens Advisory Committee
to assist the special Legislative Committee in
their study for the need of a four-year college
in the Grand Rapids area:

The Committee of the Michigan Legislature (Representatives Whinery, Boyer, and Nill, and Senators Greene, Feenstra and Lane) wishes to thank you for your willingness to serve on the Advisory Committee. The Legislative Committee has appointed the following as temporary officers of the Citizens Advisory Committee:

Chairman	-	L. Wm. Seidman	
Vice Chairmen	-	David Dutcher	Kent
		Richard Lindland	Muskegon
		Wendell Miles	Ottawa
		Ross Shoecraft	Newaygo
		Mrs. Richard M. Cook	Barry
		Dale Stafford	Montcalm
		James W. Pettapiece	Allegan
Secretary	-	Mrs. John Kistler	
Treasurer	-	Robert P. Van Ess	

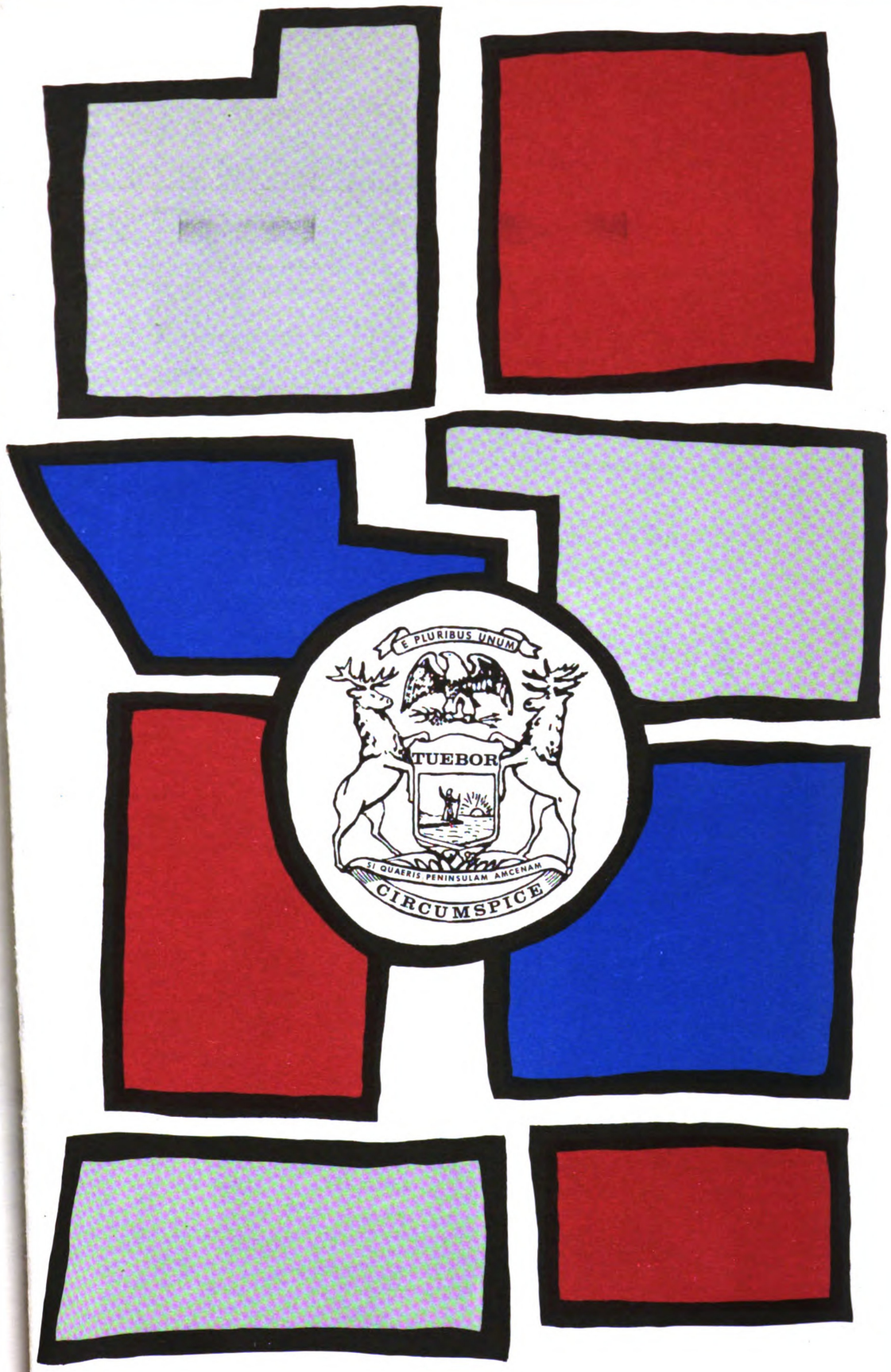
At our first meeting opportunity will be given to elect permanent officers.

As you know, the Michigan legislature authorized a study of this area with the purpose of determining the need for a four-year state-supported college in the area, and for determining how such a school should be started if such need is established. The study is being financed by the Grand Rapids Foundation, and Dr. John Jamrich has been at work since June on the project. The legislative action called for this citizens committee to provide counsel with regard to any recommendations for legislation.

Thus our basic function will be to individually review Dr. Jamrich's rough draft and each submit his comments and recommendations to the Legislative Committee for its consideration. It is expected that it will be necessary to have only two meetings of the Committee as a whole.

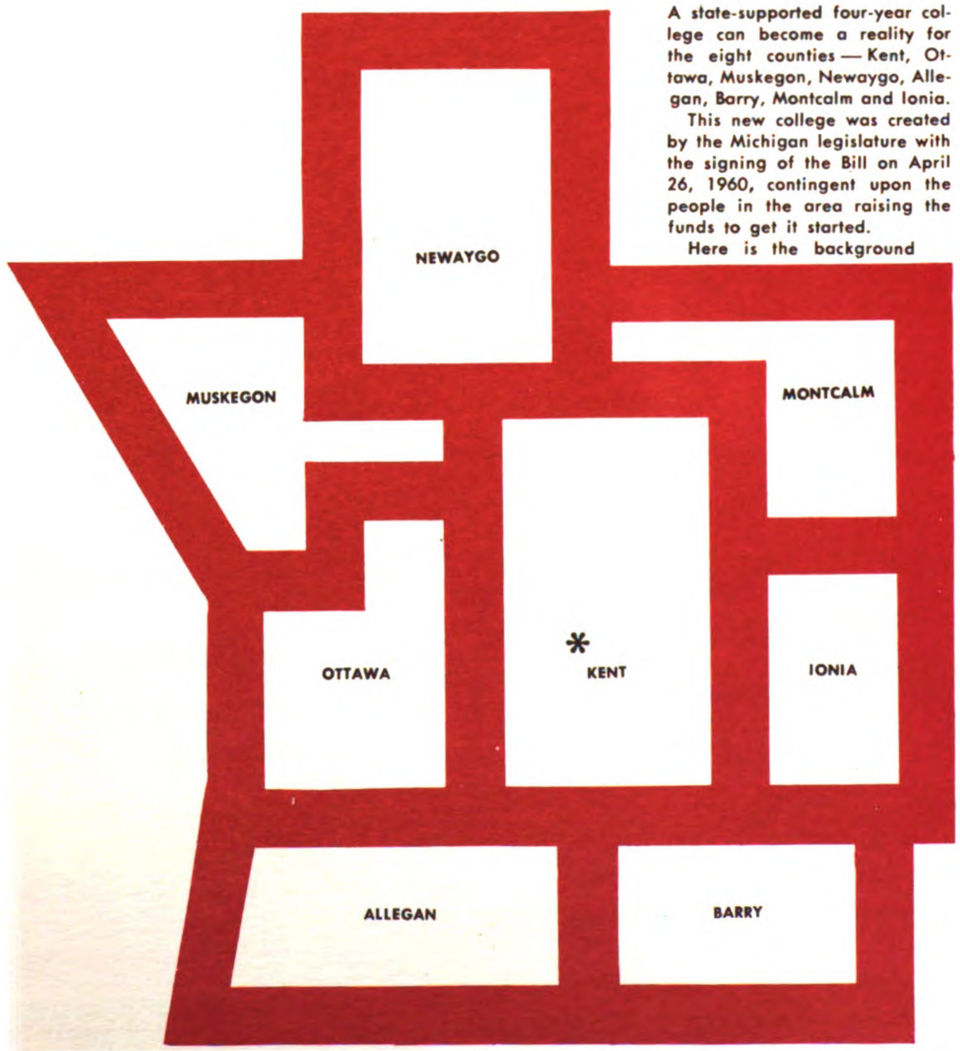
Your temporary chairman would like to call our first meeting for November 30, at 8:00 p. m. at the Peninsular Club. Dr. Jamrich will report to us on the progress of the study at this time. After his talk we will have a general discussion and freshments will be served.

Any suggestions with respect to the operation of the committee will be most welcome.



THE ESTABLISHMENT OF A FOUR-YEAR COLLEGE IN THE EIGHT COUNTY AREA

*THE ESTABLISHMENT OF A FOUR-YEAR COLLEGE IN THE EIGHT COUNTY AREA

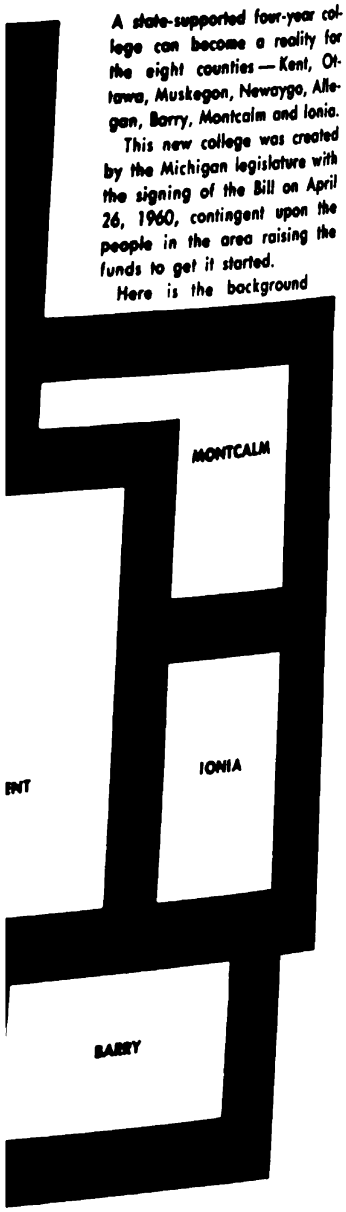


A state-supported four-year college can become a reality for the eight counties — Kent, Ottawa, Muskegon, Newaygo, Allegan, Barry, Montcalm and Ionia.

This new college was created by the Michigan legislature with the signing of the Bill on April 26, 1960, contingent upon the people in the area raising the funds to get it started.

Here is the background

*THE BLISHMENT OF A FOUR-YEAR COLLEGE IN THE IT COUNTY AREA



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This new college was created by the Michigan legislature with the signing of the Bill on April 26, 1960, contingent upon the people in the area raising the funds to get it started.

Here is the background

In an eight-county area, with Kent as its center, a rapidly increasing number of our qualified young citizens are being denied the opportunity for higher education. The percentage of our college-age population attending publicly supported colleges and universities from this geographical region is sharply below that of the average for the State, and it naturally follows that this area is, therefore, being penalized. This will continue to be the case until facilities for higher education are made available to them.

Because of this problem, the Committee for the Establishment of a Four-Year College in this area met first in the fall of 1958. It was organized on a temporary basis to ponder a recently published report by the Michigan Legislative Study Committee on Higher Education, prepared by Dr. John D. Russell, Director of the Survey. Here are some excerpts from the Russell Report, from the section dealing with Planning for Future Development:

"Observation would indicate that the two largest universities in Michigan are probably now nearing the point where further expansions would not be in the best interest of the entire State program or of the institutions themselves."

* * *

"After weighing the pros and cons of the question . . . the Director of the Survey has reached the conclusion that the encouragement of the development of additional branches of existing State educational institutions in Michigan would be unwise . . . In a case in which the need for a degree-granting program is clearly manifest, the State should establish a new college under State control rather than allow or encourage one of the existing institutions to establish a branch."

* * *

"It is just as economical to build one or more completely new institutions as it would be to make expansions of corresponding size in the existing institutions, . . . In fact, it may be more economical, in terms of the total social cost of college attendance, to develop one or more properly located new institutions, because many students will attend who live at home and thus will not require dormitory facilities and will not be put to the cash outlay for board and room that would be required if these same students have to leave home to attend one of the existing institutions."

* * *

"Perhaps the most important reason of all for suggesting the creation of one or more additional colleges is that . . . a much larger proportion of the college-age population will attend if an institution is located close to their homes, than if the potential students must travel some distance to attend."

* * *

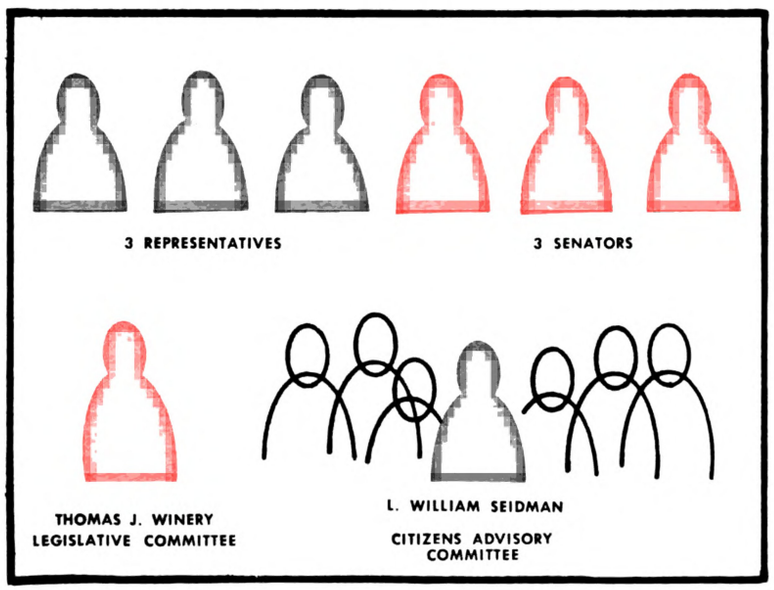
"The principal qualification for the location of a new State college should be a concentration of population that is not now adequately served by existing institutions, publicly or privately controlled. . . . A superficial review of the Michigan situation leads to the conclusion that the most likely location for another State-controlled college is Grand Rapids. This city has a flourishing community

college, which should continue to render its effective service when and if a State college is also established in or near the city. . . . Grand Rapids is the second largest city in the State, only Detroit having a larger population. Grand Rapids is sufficiently distant from other State institutions, so there would be no objectionable overlapping of services in the new area if a new State college were located there."

* * *

The small group of citizens met to consider the findings of the Russell Report and to discuss the problem of providing adequately for higher education needs of the young people of this area. As a result of their efforts, more than 100 prominent citizens, representing business and industry, the professions, education, the churches, labor and veterans groups, enthusiastically endorsed a resolution which urged the Legislature "to act promptly in pursuing this recommendation" of its study committee. Sixteen Grand Rapids service clubs and other organizations also endorsed the effort. The daily newspapers and weeklies throughout the area devoted columns of news and editorial space to the new college cause. On January 9, 1959, all legislators representing the eight counties, plus school and college people and newspaper editors, attended a dinner meeting in Grand Rapids which, in effect, "kicked off" the major phase of the new college project.

In March 1959, the Grand Rapids Foundation made a $7,500 grant for the purpose of financing a study of higher education needs in this area, conditional upon the State legislature's authorization. In June, 1959 the legislature passed a resolution creating a committee of three representatives (Thomas J. Whinery, Charles A. Boyer, and Walter H. Nill) and three senators (Perry W. Greene, Charles R. Feenstra, and Garland B. Lane) to make the study. The legislative committee, headed by Representative Whinery, was authorized to appoint an advisory committee to assist them. L. William Seidman was named chairman of a Citizens Advisory Committee, which included some 50 members from Kent and 30 more from Ottawa, Muskegon,



Newaygo, Montcalm, Ionia, Allegan and Barry counties. To direct the study, the committee appointed Dr. John X. Jamrich, Director of the Center for the Study of Higher Education at Michigan State University. Dr. Jamrich has been close to the original group at the outset and was assistant to Dr. Russell in the first statewide legislative study.

More than 70 tables of statistics supporting Dr. Jamrich's conclusions appear in the report (a summary of which is appended hereto). The tables deal with population trends, estimates and projections; business and economic indexes; geographical distribution of college student potential; present and projected enrollment in existing colleges, and educational aspirations of high school youth and the intentions of their parents in this regard.

In an address presenting his report to the citizens committee on November 30, 1959, Dr. Jamrich revealed startlingly convincing data in support of his final recommendation that a four-year, state-supported, degree granting college be established in the Grand Rapids area.

Discussing estimates of college enrollment, Dr. Jamrich said:

"The projections made in this study would indicate that, compared with 1957, the number of college enrollees from the eight-county area will have doubled by 1970, and by 1975, the number will be two-and-one-half times as large as in 1957."

And with existing conditions, he said, *"by 1965 there may be 6,000 young people in the eight-county area seeking a higher education for whom there will not be a facility available".*

In a series of recommendations and conclusions, Dr. Jamrich suggests that "specifically, the realization of such a college should be a fact by 1965." He said further:

"It seems reasonable to estimate the enrollments for the new college at 2,500 for 1965; 5,000 for 1970, and 8,000 to 10,000 by 1975."

The new college should be organized as an educational unit, he pointed out, under state control and with state support but with its own board of trustees. As for location, Dr. Jamrich has this to say:

"It is the recommendation of the study that the new college be located so that it will provide the needed services to a maximum number of youths and adults. It is recommended that the new college be located just west of the city of Grand Rapids."

* * * *

The new college will "come alive" when the area raises a million dollars and provides a site. At that time, the State will undertake the support of the school. The amount contributed by the area will be but a small part of the total to be spent. The contribution from the community will mean —

(1) More and better educational opportunities for our area's citizens, young and old.
(2) Educational opportunities at a lower cost both to our citizens and to the State.
(3) Economic benefit by providing a "new business" of the largest and steadiest type.
(4) A new resource for industry in the area, both in people and facilities.
(5) Cultural benefits associated with a fine state college.
(6) Attracting good school people to the community with many varied talents.

A Report to the Legislative and Citizens Committees on the Eight-County Study of Higher Education Needs in Allegan, Barry, Ionia, Kent, Montcalm, Muskegon, Newaygo, and Ottawa Counties.

by
John X. Jamrich
Director of the Survey

A NEW COLLEGE

Center for the Study of Higher Education
Michigan State University
East Lansing, Michigan
December 1959

This study has summarized and analyzed certain data on selected factors which are thought to be relevant in making a judgment regarding the need for additional facilities for higher education in the eight-county area consisting of the following counties:

Allegan, Barry, Ionia, Kent, Montcalm, Muskegon, Newaygo, and Ottawa. Certain of these data are also presented for the state of Michigan as a whole.

Appendix VI. Booklet Prepared For Distribution to Designate New College Progress

POPULATION

Data presented in this study on population trends indicate that the general population increase for the state of Michigan will be about 29.9 percent between 1957 and 1970, and about 28.0 percent for the eight counties as a group. It is clear, however, that the rate of population increase in the individual counties in this group will vary considerably from only 10.7 percent in Ionia county to about 36.8 percent in Ottawa county.

Projections of college-age youth (18-21 year olds) were made for 1965, 1970, and for 1975. Such projections were made for the state of Michigan and for the eight-county area. The projections used in this study were made by using recorded births and applying existing insurance survival tables.

For the state of Michigan, these estimates yield projections of 520,705 college-age youth for 1965; 595,222 by 1970; and 709,259 by 1975. For the eight-county area these projections are 55,837 for 1965; 63,314 for 1970; and 72,500 for 1975.

COLLEGE ENROLLMENTS

The most direct method of making estimates of college enrollments for the state of Michigan or for the eight-county area is to make some estimate of the percentage that college enrollments will be of the college-age youth at any given time. For example, in 1957, the total college enrollments in the state of Michigan were 39.4 percent of the total college-age population in the state. One might make several assumptions regarding this percentage. The most conservative, and probably the most unrealistic, assumption is that this percentage will not increase. Another assumption, and probably the more accurate, is that the percentage will increase at some rate similar to the increases of the past, and that at some later date it may well reach a plateau.

Using the above two assumptions, one obtains two estimates of college enrollments for the state: 205,157 and 228,589 for 1965; 234,517 and 267,849 for 1970; and 279,464 and 319,185 for 1975. For 1970 and 1975, the second of the two figures assumes that the percentage that college enrollments are of college-age youth will plateau at 45.0 percent.

For the eight-county area, assuming that either 30 percent or 40 percent of the college-age youth will attend, the following projections are obtained: 16,751 and 22,334 for 1965; 18,996 and 25,328 for 1970; and 21,750 and 29,000 for 1975.

In summary, the projections made in this study would indidate that, compared with 1957, the number of college enrollees from the eight-county area will have doubled by 1970 and by 1975 the number will be two-and-one-half times as large as in 1957.

RECOMMENDATIONS AND CONCLUSIONS

On the basis of the data gathered and analyzed for this study, and consideration of some of the principles cited previously, the following recommendations and additional conclusions are made:

additional facility

1 There exists the need for additional facility to provide educational programs beyond the *high school* in this area.

2 Although the need appears to be apparent for a variety of programs and institutions, first priority consideration should be given to the implementation of plans for the establishment of a new, *four year,* degree-granting college in this eight-county area. Specifically, the realization of such a college should be a fact by 1965. It seems reasonable to estimate the enrollments for the new college at 2,500 for 1965; 5,000 for 1970; and 8,000 to 10,000 by 1975.

The other alternative to this recommendation was briefly presented in body of this report. Also suggested for consideration was the possibility of establishing a new, degree-granting, state-supported college in this area with only the junior and senior years of college on its campus. This suggestion carries with it the necessity of extending present *junior college* facilities in Grand Rapids and Muskegon, and establishing new ones in other cities of the eight-county area.

degree-granting

3 The new college should be organized as an educational unit, under state control and *with state support,* with its own board of trustees. It is suggested that there be at least nine members on the board, with terms of office so rotated as to provide maximum continuity of office.

a fact by

4 There should be established, in addition to the Board of Trustees of the college, a Board of Citizen Advisors, in order that maximum assurance can be given to the successful development of the institution. The members of this Board should be selected by the elected Board of Trustees, with a term of office at least six years in length.

5 It is recommended that tuition charges at the new college be comparable to the changes in our other state-controlled colleges.

6 It is recommended that the educational program of the new college be developed with a strong undergraduate, *liberal arts emphasis.* In addition, the program should offer work in carefully identified majors in liberal arts, science, mathematics, languages, fine arts, teaching, business administration, engineering, and international programs. It is further recommended that the development of the curriculum of the new college be carried out with full advice and support of the educational leaders of the state's colleges and universities.

The Director of the Study is making the suggestion that, in the interest of an adequate and effective program of higher education, the three state universities now offering extension programs in this area give consideration to the establishment of a cooperative, continuing education center. Such a center, which might actually be located on a campus with the new college, would provide graduate and adult education programs for this area.

enrollments

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the principles cited previously, the
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s now offering extension pro-
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center. Such a center, which
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7 It is recommended that the development of the new college should provide a particular emphasis on general, cultural programs available to the entire area being served.

Citizen Advisors

8 It is recommended that at least *400* acres of land be provided for the college. The recommendation is also made that a classroom and administration building be completed by 1965. Also included here should be a library facility. Then, by 1968 and 1970 additional plans to be added would include a student center, an auditorium and fine arts center, and physical education and athletic facilities. It is strongly recommended that consideration of building plans be given a sufficient amount of time, and that educational and architectural planners be involved at every stage of the planning.

9 It is the recommendation of the study that the new college be located so that it will provide the needed services to a maximum number of youth and adults. It is recommended that the new college be located just west of the city of Grand Rapids.

Junior colleges

10 The establishment of the proposed new college will have implications for the educational programs of the local colleges, especially the junior and community colleges in Grand Rapids and Muskegon. It is the recommendation of this study that the program of Grand Rapids Junior College be re-aligned to conform more closely with the objectives and purposes generally associated with community colleges. Its program, and that of Muskegon Community College, should add facilities to provide for the technical-terminal program needs indicated in the data of this survey by students and parents. Not to be overlooked, however, is the continuing need for the provision of certain general education programs to accompany the technical-terminal programs.

400 acres of land

11 Therefore, it is recommended that the area of service of Grand Rapids Junior College should be extended to include several additional school districts. This will provide a broader base of financial support and a broader area of service.

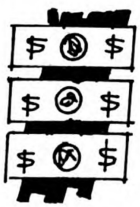
auditorium

12 It is further recommended that Grand Rapids Junior College be then re-established under a separate board of control, with an elected membership from the area of its financial support.

13 Finally, it is recommended that the Legislative and Citizens Committees now proceed to develop detailed plans for the New College in the eight-county area.

liberal majors

New College plans



tuition

west of the city

College-Age Population of Each County, Number of Students from Each County Attending Michigan Institutions of Higher Education in 1955-56, and Percentage That Students from Each County Attending College in Michigan Are of College-Age Population.

County	College-Age Population (1955)	(4-Year) No. & % Attending State-Controlled Institutions		No. & % Attending Colleges in Michigan Colleges	
		Number	Percent	Number	Percent
Allegan	2,882	370	12.8	485	16.8
Barry	1,691	239	14.1	267	15.8
Ionia	2,301	332	14.4	394	17.1
Kent	15,287	2,088	13.7	4,481	29.3
Montcalm	1,994	272	13.6	327	16.4
Muskegon	7,146	739	10.3	1,548	21.7
Newaygo	1,510	146	9.7	196	13.0
Ottawa	4,326	566	13.1	1,250	28.9
	37,137	4,752	12.8	8,948	24.1
State Average			17.9		29.3

College Enrollments and Projections of College Enrollees for Michigan (As Percentages of College-Age).

	1940	1950	1955	1957	1965[1]		1965[2]	
					(a)	(b)	(c)	(d)
College-Age in Michigan	339,441	351,356	329,135	347,882	494,476	494,476	520,705	520,705
College Enrollments in Michigan Colleges and Universities	52,815	94,723	119,833	137,504	194,824	217,075	205,157	228,589
Percent of College-Age	15.6	27.0	36.4	39.4	39.4	43.9	39.4	43.9

	1970[1]		1970[2]		1975[1]	1975[2]
	(a)	(b)	(c)	(d)	(a)	(b)
College-Age in Michigan	624,995	624,995	595,222	595,222	709,300	709,300
College Enrollments in Michigan Colleges and Universities	246,232	281,247	234,517	267,849	279,464	319,185
Percent of College-Age	39.4	45.0	39.4	45.0	39.4	45.0

[1]The lower of two college-age estimates.
[2]The higher of two college-age estimates.

College Enrollments and Projections of College Enrollees for the Eight-County Area (As Percentages of College-Age Population).

	1955	1965				1970	1970	1975	1975
		(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
College-Age	37,137	55,837	55,837	55,837	55,837	63,320	63,320	72,500	72,500
College Enrollees in Michigan Colleges and Universities	9,842	14,797	16,751	19,542	22,334	18,996	25,328	21,750	29,000
Percent of College-Age	26.5	26.5	30.0	35.0	40.0	30.0	40.0	30.0	40.0

Each County Attending
hat Students from Each
Population.

No. & % Attending Colleges in Michigan Colleges	
Number	Percent
485	16.8
267	15.8
394	17.1
,481	29.3
327	16.4
,548	21.7
196	13.0
,250	28.9
,948	24.1
	29.3

ichigan

	1965[2]	
	(c)	(d)
76	520,705	520,705
75	205,157	228,589
9	39.4	43.9

	1975[1]	1975[2]
	(a)	(b)
	709,300	709,300
	279,464	319,185
	39.4	45.0

County Area

	1975
	(c)
	72,500
	21,750
	30.0

Comparison of Projected Enrollments from the Eight-County Area and the Levels of Anticipated Service by Presently Existing Institutions in Michigan, 1965

(1) Institution	(2) Projected Enrollments for 1965	Percent Increase Over 1957	Percent That 8-Co. Enroll. Were of Total State Enroll. in 1955	(3) 1955 Percentage of This Total Enrollment	(4) Projected Enrollment from 8-County	(5) Excess of Column (4) Over Column (3)
State Controlled Institution	130,025	40	6.1	7,931		
23 Privately-Controlled Institutions	45,150	56	7.7	3,476	21,000	6,000
14 Community Colleges	26,674	40	12.6	3,360		
Total	201,849	40.1	7.21	14,760		

10th and 12th Grade Pupils' Certainty of Attending a New Four-Year, State-Supported College

Certainty of Attending New College	Grade in High School				Total	
	10th Grade		12th Grade			
	No.	%	No.	%	No.	%
Very Certain to Attend	410	8.63	349	11.86	759	9.87
Probably Attend	1,003	21.12	572	19.44	1,575	20.48
Uncertain	1,782	37.53	982	33.39	2,764	35.94
Probably Not Attend	737	15.52	528	17.95	1,265	16.45
Certain Not to Attend	640	13.47	417	14.17	1,057	13.74
No Response	176	3.70	93	3.16	269	2.71
Total	4,748	99.97	2,941	99.97	7,689	99.19

Appendix VII. Michigan 70th Legislature Regular Session of 1960
House Bill No. 477

February 22, Introduced by Reps. Whinery, Borgman, Bolt, Boyer, Nill, Raap, Emmons, Gibbs, Rasmussen, Lohman, Cooper, Olsen, Cobb and Buth, ordered printed and referred to the Committee on Education.

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

THE PEOPLE OF THE STATE OF MICHIGAN
ENACT:

Page 1

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

Sec. 2. There is hereby established a "board of trustees," to consist

Page 2

of 9 members to be elected in the general November election of 1960, 3 of whom shall hold office for a period of 2 years, 3 for 4 years, and 3 for 6 years. At every regular general November election thereafter, there shall be elected 2 members whose term of office shall be for 6 years. Nominations for said membership shall be made at a party convention and of the nominations first made, the term of years of each nomination shall be stated.

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

Appendix VII. (Continued) Michigan 70th Legislature Regular Session of 1960
House Bill No. 477

A majority of the members of the board shall form a quorum for the transaction of business. The board by majority vote of its membership may enact rules, by-laws and regulations for the conduct of its business

Page 3

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

Sec. 4. The board shall not borrow money on its general faith and credit, nor create any liens upon its property. The board, however, may borrow money to be used to acquire land or to acquire or erect buildings, or to alter, equip or maintain them, to be used as dormitories, student

Page 4

centers, stadiums, athletic fields, gymnasiums, auditoriums and other related activities, and it shall obligate itself for the repayment thereof, together with interest thereon, solely out of the fund derived from rentals or other income fromthe use and operation of the property so acquired, or from special fees and charges required to be paid by the students deemed by it to be benefited thereby; and may pledge all or any part of the fund as security therefor.

Sec. 5. The board shall determine the location of the college, which shall be within the 8 county area named in this act, giving preference to a location in or near the city of Grand Rapids.

Sec. 6. The board shall be deemed a state agency, and as such shall have the right to acquire property as provided under the provisions of Act No. 149 of the Public Acts of 1911, as amended, being sections 213.21 to 213.41 of the Compiled Laws of 1948.

Appendix VIII. House Education Committee Amendments to House Bill 477

House Bill No. 477, entitled

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

The Committee recommended the adoption of the following amendments thereto, and the passage of the bill when so amended.

1. Amend page 1, line 7, by striking out "trustees" and inserting "governors."

2. Amend page 1, line 8, by striking out "trustees" and inserting "governors."

3. Amend page 1, line 11, by striking out "trustees" and inserting "governors."

4. Amend page 2, line 1, by striking out "general November" and inserting "spring," and by striking out "1960" and inserting "1961."

5. Amend page 2, line 4, by striking out "2" and inserting "3."

6. Amend page 2, after line 7, by inserting a section 2a to read as follows:

"Sec. 2a. There is hereby established a temporary board of governors of 8 members consisting of 1 person to be selected from each county board of education from the 8 county area involved. The temporary board of governors shall be responsible for the selection of and securing of a suitable site for the location of the Grand Valley College and shall raise the sum of not less than $1,000,000.00, by means other than public taxation, which amount shall be deemed the minimum amount of assets required, in addition to the site, to become a state institution of higher education pursuant to the provisions of this act. The temporary board of governors may accept gifts, legacies or bequests of property and shall have the power to hold and dispose of property in trust. The temporary board of governors shall designate 1 or more state or national banks or trust companies as the fiscal agent of funds coming into its possession under the provisions of this act. The state board of education shall be vested with the powers of and the duty to state in writing that the temporary board of governors has: (1) selected and secured an adequate site, and (2) has received and holds property in trust of the minimum sum of $1,000,000.00, as required by this section. Upon the filing of these findings the remaining sections of this act to be in full force and effect and the machinery for the selection of the board of governors as provided in this section shall be effective as of the subsequent spring election. Upon the establishment of the board of governors and at the time of the meeting of the first board of governors the temporary board of governors shall be deemed to be dissolved and its power and duties terminated."

Appendix VIII. (Continued) House Education Committee Amendments to House Bill 477

7. Amend page 4, after line 7, by striking out all of section 5 and renumbering the remaining section.

The question being on the adoption of the proposed amendments made by the Committee.

The amendments were adopted and the bill was placed on the order of Third Reading of Bills.

March 14

Appendix IX. Senate Education Committee Amendments to House Bill 477

House Bill No. 477, entitled

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

The following are the amendments recommended by the committee:

1. Amend page 1, lines 7, 8, and 11 after "board of" by striking (House amendment) "governors," and inserting "control."

2. Amend page 2, after "of 9 members to be" in line 1, by striking the balance of line 1 and all of lines 2, 3, 4, 5, 6, and 7, and inserting "appointed by the governor with the advice and consent of the Senate for terms of 6 years, except of the members first appointed 3 shall serve for 2 years, 3 for 4 years, and 3 for 6 years."

3. Amend page 2, line 8, after "Sec. 3." by striking the balance of the line and "after the election," in line 9.

4. Amend page 2, after line 7, by striking (House amendment) all of section 2a.

5. Amend page 2, after line 18, by inserting "The board of control shall be responsible for the selection and acquisition of a suitable site for the location of the Grand Valley College and shall raise the sum of $1,000,000 by a method other than taxation, which amount shall be deemed the minimum amount of assets required in addition to the site, to become a state institution of higher education pursuant to the provisions of this act."

6. Amend page 3, line 19, after "property," by striking out "The" and inserting "With the approval of the legislature the."

7. Amend page 3, line 19, after "board" by striking out the comma and "however,".

8. Amend page 4, by striking out lines 11, 12, 13, and 14.

ARTHUR DEHMEL,
Chairman.

The report was accepted.

The bill and the amendments recommended by the committee were referred to the Committee of the Whole.

March 30

Appendix X. Letter Urging Legislative Support of House Bill 477

Gentlemen:

We are writing you with respect to House Bill No. 477, providing for a new state college in the eight-county area surrounding Grand Rapids.

The proposal for such a school is the result of years of study by the Michigan Legislative Study Committee on Higher Education. That committee's final report (Russell Report, 1958) pointed convincingly to a need for additional facilities for higher education in Michigan, and indicated that the most likely location for another state-controlled college is Grand Rapids (page 141).

This report was followed by a study by Dr. John Jamrich, Dr. Russell's former assistant, under the provisions of House Concurrent Resolution No. 28 (1959). Dr. Jamrich's study revealed a real need for a school in the Grand Rapids area, and indicated that by 1965, there may be 6,000 students in this area seeking a higher education for whom there will not be a facility available (page 82). The report concluded that a college should be started in this area promptly.

Both studies indicate that this type of new school is the most economical way for the State to meet its rising higher education needs, since most of its students would be living at home. Also, it will make it possible for many to go to college who would otherwise not be able to attend. (See Russell Report, page 140; Jamrich report, page 122.)

The Bill as submitted provides that the area must provide $1,000,000 in funds, and a site, in order to establish the college. We accept this challenge. The need for the school is so great that we feel confident the community will respond generously. We ask your support of this measure.

Sincerely,

Appendix XI. General Guide Lines Suggested by Educational Consultants January 11, 12, 13, 1961

To: The Board of Control, Grand Valley College

From: Committee of Consultants

Regarding: Preliminary Report

The Committee of Consultants designated by the several state universities, in response to yourinvitation of recent date, met in Grand Rapids Wednesday, Thursday and Friday, January 11-13, 1961. In its sessions the Committee reviewed many of the problems which will arise in the establishment and organization of an institution of higher education and discussed several topics which, in its opinion, will require early consideration. The Committee is pleased to present for your consideration a tentative and preliminary report.

PART I

THE GENERAL CHARACTER OF THE COLLEGE

(1) There is a definite need for additional facilities in the eight-county area to provide educational programs beyond the high school. Projected college enrollment studies in the Jamrich report indicate that complete utilization of all the facilities of existing institutions cannot take care of the growing number of qualified college students in the area.

(2) The proposed college should be an undergraduate degree-granting institution.

(3) The initial program should emphasize the liberal arts in its broad context, leading to specialities appropriate to the needs of the area and state.

(4) In its planning the college should recognize its obligations both to the area and the state.

(5) The college should direct its efforts to providing well-balanced, quality programs in the letters, arts, and sciences for academically able students who may profit from higher education. The programs may be preliminary to more advanced study in graduate and professional areas.

(6) The new college should be designed to meet the needs of both commuting and residential students.

(7) Consideration should be given to organizing an educational program which emphasizes broad areas rather than departmentalized specializations.

(8) The institution should plan for a total four-year college program and for the accommodation of graduates of community colleges.

Appendix XI. (Continued) General Guide Lines Suggested by Educational Consultants - January 11, 12, 13, 1961

PART II

INTER-INSTITUTIONAL RELATIONSHIPS

Consideration has been given to inter-institutional relationships and the Committee recommends:

(1) That, to explore more adequately relations with the four-year private colleges in the eight-county area, the Board authorize an invitation to those colleges, as a group, to designate a representative to the Committee of Consultants.

(2) That the Board consider the following policy statement with reference to two-year colleges.

> That in the planning of its educational program, the Grand Valley College should recognize the emerging role of the community college in the pattern of higher education in the State of Michigan and should encourage such institutions to continue their generally accepted functions, such as:
>
> a. The offering of academic curriculums for students planning to transfer to various four-year colleges and universities.
>
> b. The offering of business and technical curriculums for students planning to enter a vocation of their choice.
>
> c. The offering of guidance and counseling services to all students including those who have not decided on a specific educational or vocational goal.
>
> d. The offering of an evening college program for working students and adults.
>
> e. The offering of a broad range of adult education programs in response to community needs.
>
> Specifically, the Grand Valley College should cooperate closely with the two community colleges located in its immediate vicinity to avoid unnecessary duplication of program offerings.

(3) That those institutions currently offering adult education and extension services in the eight-county area should be invited to: reformulate their programs and policies in conformity with those which will be developed locally, lend support to emerging local programs, and thereafter, join local institutions in the planning and development of cooperative and coordinated programs of advanced study and adult education.

Appendix XI. (Continued) General Guide Lines Suggested by Educational Consultants - January 11, 12, 13, 1961

PART III

SITE SELECTION AND PLANNING

The Committee of Consultants was informed of the several sites which have been represented as suitable and available. The committee took time to become informed of their location, but believed it inadvisable at this time to become involved in a comparison of their merits. Instead, the discussion was directed toward the development of criteria which should govern exploratory surveys of available sites. The Committee of Consultants, therefore, suggests:

(1) That the Board adopt the following criteria:

A. Physical Characteristics

1. Amount of usable land
2. Adaptability of shape, contour, and orientation to needs
3. Elevation and drainage
4. Character of soil

B. Environment

1. Cleanliness and quietness of surroundings, general attractiveness, etc.
2. Freedom from hazards
3. Coordination with nearby favorable public facilities
4. Zoning

C. Accessibility

1. Safety and convenience of approach
2. Centrality in contributing area
3. Convenience for oommunity use

D. Services

1. Drinking water
2. Water pressure
3. Sewage facilities
4. Fire service

Appendix XI. (Continued) General Guide Lines Suggested by Educational Consultants - January 11, 12, 13, 1961

E. Costs

(2) That the Board authorize a preliminary survey and evaluation of the several sites which have been proposed.

(3) That the Board request the "Site Committee" to schedule a meeting to coincide with the availability of the proposed evaluation report.

(4) Although the committee does not desire to make specific recommendations at this time, yet preliminary conclusions indicate:

a. That a proper site should consist of not less than approximately 600 acres including a compact block of 200-300 acres of "buildable land."

b. That the site should be in the proximity of the projected center of population of the eight-county area as determined from known trends.

c. That careful attention should be given to the developing pattern of land transportation in the general area.

d. That inquiries should be made concerning community planning and community development as well as to neighborhood characteristics, such as residential, industrial, recreational, etc., the location of objectionable features such as railroads, airports, patterns of air travel, etc.

e. That accessibility of public utilities and services such as water, sewage, electricity, gas, public transportation, etc., should be reviewed.

f. That some but not overpowering attention should be given to natural beauties and future possible site development.

g. That a natural boundary on one or two sides is a real asset and that care should be taken to avoid, as far as possible, future instrusions, such as highway and street extensions, etc., into the campus area.

h. That attention be given to the availability of extramural, cultural, health and recreational facilities and the possibilities for the development of such supporting facilities and services

PART IV

PRELIMINARY QUESTIONS THAT SHOULD BE ANSWERED LOOKING TOWARD THE SELECTION OF A PRESIDENT

The committee will give further consideration to the question of procedures and criteria to be used in the selection of a president and will submit its

Appendix XI. (Continued) General Guide Lines Suggested by Educational Consultants - January 11, 12, 13, 1961

recommendations presently. However, it recommends that the Board give consideration now to a number of questions that need answers in order to develop specifications for the position:

(1) Will the college presently have other high echelon officers, such as an academic dean, a business officer, and a public relations director?

(2) Is there a man already identified that would be the most logical choice?

(3) To what extent will political considerations be a factor in the choice of a president?

(4) To what extent will local background or compatability with local background be an important or essential qualification?

(5) Among broad qualifications that relate to such things as academic status, educational leadership, public relations skills, administrative competence, is there an order of priority of consideration? For example, is leadership in creating the educational program primary, or will the president be expected to devote large effort to raising money other than by legislative appropriations?

(6) Should the president have special talents for working well with the Board, staff, and faculty?

(7) What consideration should be given to the feelings and attitudes of candidates toward such things as liberal education (in either its narrowest sense or in a broad one), specialized education, community college programs, religion, and athletics?

(8) What salary range should be made available?

(9) What other prerequisites and fringe benefits should be included in compensation, or for the convenience of the office?

(10) Is there a preferred age range?

(11) Will the role of the wife be important?

COMMITTEE OF CONSULTANTS

Chris A. De Young - Grand Valley College
Harold M. Dorr - University of Michigan
Harlan Hagman - Wayne State University
Raymond N. Hatch - Michigan State University
Algo D. Henderson - University of Michigan
James A. Lewis - University of Michigan
Clayton J. Maus - Western Michigan University
John E. Visser - Grand Rapids Junior College

Appendix XII. Guidelines for Site Proposals

In the interest of insuring an adequate review of all possible sites for Grand Valley College, the following guidelines have been adopted by the Site Selection Committee. It should be recognized that there must be some flexibility in all suggested factors, but these should be kept to a minimum if the site is to receive favorable consideration.

GENERAL CONDITIONS

It is the intent to recommend a site or sites which have the following characteristics:

1. An area of 640 acres or more of which about 300 acres will be "buildable"land. The latter should be in one compact block of the total acreage.

2. The site should be approximately square.

3. Access to the site by public highway is of primary importance but such access should not divide the site.

4. Sites should have natural boundaries on one or more sides.

5. Access to utilities will be of prime importance. Particular attention will be given to sewerage treatment possibilities, and to sources of water.

6. Current and projected possibilities for surface water drainage.

7. The natural beauty of the site.

8. Sufficiently removed from undesirable neighborhood characteristics such as - (excessive traffic, slum housing, city dump, etc.)

9. The site should be in the proximity of the projected center of population (eight-county area) as determined from known trends.

Note: A deficiency in one of the above guidelines will not, in itself, exclude a site from consideration.

CONTENT OF PROPOSAL

Proposals for consideration may include extensive supporting data, but for purposes of the initial review the following elements represent a desirable minimum:

1. A sketch of the site which would be drawn to a scale of at least 4" = one mile. The sketch should indicate:

   a. Section(s), town, range and township(s)

Appendix XII. (Continued) Guidelines for Site Proposals

b. Public road pattern (also projected if known)

c. Railroads

d. Streams or lakes

e. Wooded area

f. Existing residential area

g. Existing industrial and/or business area

2. A brief description of possible water sources, sewerage treatment considerations, and natural gas supply.

3. A brief description of the number of individual land owners, and the acreage now under option. (Options are desirable but if they are not readily available at the time of the initial review, the proposal should be submitted. Option must be obtained, however, prior to final consideration.)

4. Include the specific cost of the site or estimated cost if the exact amount is unknown.

Appendix XIIIa. State Building Division Criteria for Site Selection-- Investigation of Sites For a Four Year College

Department of Administration . . . . . January 25, 1961

Adrian N. Langius, Director . . . . . Building Division

This is an examination of the criteria which should guide, and in fact govern, the selection of a site for a four year college. It will be shown that it is not sufficient that a site possess a number of outstanding advantages but, rather, it must be endowed first with certain ESSENTIAL FEATURES in order to receive any consideration whatever. There must be an assured adequate supply of water. There must be means of sewage disposal. Topography must be such as to promote the drainage of surface water. Soil conditions must be favorable to the support of building foundations, lawns and other plantings.

While the fulfillment of these essential features is necessary if the institution is to function at all, the site should possess certain other DESIRABLE FEATURES, no less important, if the institution is to function economically and serve completely the purposes for which is founded. If the proposed college is to be primarily a commuting type institution, rather than a residence type institution, there should be easy access to the major transportation arteries. All approaches to the institution should be considered from the viewpoint of safety. There should be a community having a population large enough to offer housing accommodations for the staff, social and recreational inducements and to insure a labor supply.

There are many other desirable features which should be considered in making a final selection of the site but they do not have the same sort of effect on the functioning of the institution, nor do they affect costs to the same degree. They are subject to compromise. The lack of one may be offset largely by exceptional features of another.

ESSENTIAL FEATURES

Water Supply: The underground water supply in many localities of the lower peninsula has reached the point where present demands are draining this resource at about the same rate as it recovers. All large communities near the shores of the Great Lakes are now using lake water. Many inland communities are using the water from rivers. At Ypsilanti State Hospital the State has been forced to spend over a million dollars in developing the water supply. It is obvious, therefore, that before a site is actually selected there must be obtained official authority to draw from an existing municipal water supply or positive proof of underground sources as determined by drilling of test wells.

Sewage Disposal: There must be a means of sewage disposal either a) by treatment and thence into a stream of sufficient flow or b) into an existing sewerage system. The high initial cost of a treatment plant together with the problem of perpetual operation and maintenance should be compared with the costs of connecting to an adequate existing municipal system. In any

Appendix XIIIa. (Continued) State Building Division Criteria for Site Selection--Investigation of Sites For a Four Year College

event, before a site is actually acquired there must be official authority to dispose of effluent at an existing plant or a stream of certain minimum flow into which effluent from a disposal plant could be discharged.

Topography: The terrain must lend itself to the rapid runoff of surface water resulting from storms or melting snow while at the same time providing suitable sites for buildings, parking, recreational areas and other requirements of the institution. Due consideration must be given to topographic characteristics to insure that some apparent asset of a site will not be invalidated by the high cost of utility construction requiring sewage lift stations and water pumping equipment.

Soil Characteristics: There have been many instances, in private as well as public developments, where assumed soil conditions have resulted in unexpected and excessively high construction costs. Before a site is finally selected the soil bearing capacity and the quality and abundance of topsoil should be subjected to some tests to establish, in a general way, the fitness of both surface and subsoil for the intended purpose.

DESIRABLE FEATURES

Highway Access: There must be convenient access to major highways along lines of approach free from traffic hazards. Careful consideration should be given not only to existing highways but to all proposed patterns of future highway developments.

Land Areas and Dimensions: The institution will attract, at once, all sorts of commercial and residential developments which will eventually prohibit expansion. The land area requirements must therefore be established on the basis of ultimate, not present, needs. The shape of the land area for an educational institution, as compared with other types of institutions, must be such as to permit expansion in several directions. Walking time, or distance, from building to building or other facility, is limited. Obviously, a long narrow site, even of requisite acreage, will not be acceptable. There must be sufficient land to provide insulation from surrounding land uses with some attention to natural barriers.

Community: No institution can function without personnel; any institution can be maintained more effectively in direct proportion to the amount and diversification of the labor available. That availability is in turn directly proportionate to the size, nearness and accessibility of a community. Housing, social, business and recreational benefits will accrue to the institution from the proximity of a rather large community. On the basis of experience at existing institutions it appears that the community should have a population of at least several thousand.

Appendix XIIIa. (Continued) State Building Division Criteria for Site Selection - Investigation of Sites For a Four Year College

Other Desirable Features: There can be listed:

Freedom from nuisances, noise, odor, smoke, swamps, other
Favorable zoning regulations
Availability of fire fighting equipment
Availability of electric service

Most of these, and many others like postal and telephone service, are automatically provided by the requirement of proximity to a sizable community.

Land Cost: As a guard against premature enthusiasm for a particular site because of its apparent low cost, consideration must be given, and cost analysis made, of the relationship between the investment for land and the cost of providing the essentials that have been briefly discussed above. It can readily be shown that a site costing $200.00 per acre would actually be more expensive than one of the same size at $1,000.00 per acre if the cost of any of the essentials become excessive.

There follows a preliminary rating chart on which an arbitrary weight has been suggested for several of the desirable and essential requirements of a site. Although the weights attached to each requirement are arbitrary, and can be adjusted if deemed advisable, -- in any event the effect on each rating will be similar. It may well happen after all ratings are completed that further analysis among the high ones, and the appearance of intangible qualities not subject to arithmetic classification, will reveal that one is outstanding. As a preliminary step the rating will tend to narrow the field of selection by revealing at once the gross deficiences in many sites investigated.

Appendix XIIIb. State Building Division Criteria For Site Selection-- Preliminary Rating Chart

Site Located In Section _____, T _____, R_____, _____Township

		SUGGESTED VALUE	RATED VALUE
1.	Size of site available - 600 acres min. . . . . (Subtract 1 point for each 50A less than 600)	18 . . .	_____
2.	Least dimension of site - 5000' min. . . . . (Subtract 1 point for each 500' less than 5000')	15 . . .	_____
3.	Cost of Land . . . . . (Subtract 1 point for each 5.00 per acre over 250.00)	15 . . .	_____
4.	Distance from nearest point of site to trunk line highway. (Subtract 1 point for each 1/2 mile)	12 . . .	_____
5.	Safety of approach from trunk line highway. . . . . (Subtract 1 point for railroad crossing, obstructed view, etc.)	6 . . .	_____
6.	Condition of present road to site . . . . . (Subtract 1 point if poor pavement; 2 points if unpaved	6 . . .	_____
7.	Distance to nearest city of 5000 population. . . . . (Subtract 1 point for each mile over 5)	8 . . .	_____
8.	Distance from nearest fire station . . . . . (Subtract 1 point for each two miles)	5 . . .	_____
9.	Freedom of site from nuisances, noise, odor, swamps, other . . . . . (Subtract 1 point for each)	5 . . .	_____
10.	Character of surroundings - as estimated . . . . . (Subtract 1 point each for industrial or commercial developments, or other undesirable characteristics)	5 . . .	_____
11.	Distance to fuel gas main . . . . . (Subtract 1 point for each 1/2 mile)	3 . . .	_____
12.	Distance to electric power service . . . . . (Subtract 1 point for each 1/2 mile)	2 . . .	_____
		100	
	RATING		_____
I.	Water Supply . . . . . Distance to nearest 8" or larger municipal main _____. (in feet) Subtract 1 point for each 500 ft. up to maximum of 10,000 ft. If more than 10,000 feet assume wells will be required and score this item 10.	30 . . .	_____
II.	Sewage Disposal . . . . . Distance to nearest 18" or larger municipal sanitary sewer _____. (in feet).	30 . . .	_____

Appendix XIIIb. (Continued) State Building Division Criteria For Site Selection--
Preliminary Rating Chart

Subtract 1 point for each 500' up to max. of 10,000 ft.
If distance is more than 10,000 ft. assume treatment
plant will be required and rate this item 10 provided
there is a good flowing stream within one mile of site.
If no stream score item 0.

III. Topography . . . . . 20 . . . _____
Area of usable land - score 15 for 300 A or more.
(Subtract 1 point for each 10 acres less than 300)
Drainage - score this part of topography as one of
following:
Gently rolling - good drainage (5)
Steep slopes - rapid drainage (3)
Flat - slow drainage (1)

IV. Soil Characteristics . . . . . 20 . . . _____
Bearing capacity - score this part of soil 15 if
there are schools, commercial or other large struc-
tures nearby on similar sites. If no evidence to
base determination of soil bearing capacity, score
this part of soil 10
Topsoil - score this 5 if 8'' or more topsoil.
(Subtract 1 point for each inch less than 8)

100

RATING . . . . . _____

REMARKS

RATING PREPARED BY _____ DATE _____
INFORMATION SOURCES

Appendix XIV. Plans For Site Review and Hearings

GRAND VALLEY STATE COLLEGE

February 1, 1961

Adjustments have been made in the preferred schedule that may create a problem for some groups. It is hoped, however, that all individuals and groups will find it possible to adhere to the proposed time assignments. If the time assignments cause a serious problem you are invited to call the office, GL 1-1588 - Ext. 250, and an attempt will be made to adjust the schedule.

All site committee members, with an availability form on file, have been assigned to one review. If other members have free time on February 8 and 9 they are invited to furnish the College office with this information for possible assignment.

This schedule and two other documents are being mailed to all members of the Site Committee and to a representative of each site. The two documents are entitled Investigation of Sites For a Four Year College and Preliminary Rating Chart - For Casual Reviews. The form is for the general information of all people involved. The latter is to be used by the reviewers in arriving at a general evaluation of the proposed site. It should be kept in mind that the suggested values are relative and are included to assist the reviewer in obtaining a general evaluation of the site. It is expected that the reviewer will bring the evaluation sheet to the hearing or mail it to the College office in time for the hearing.

Arrangements are being made for a projector which will be used to project the sketches of the site at the time of the presentation on February 11, 1961.

Evaluation blanks will be placed in the hands of all Site Committee members on February 11. These will be completed at the termination of each hearing and filed with the chairman of the committee.

The success of the review schedule depends on the ability of all individuals to meet time schedules and adjust to unexpected situations. Those of us at the College office think that we have such people assigned to the task. Good luck!

Raymond N. Hatch
Consultant

Appendix XIV. (Continued) Plans for Site Review and Hearings

GRAND VALLEY STATE COLLEGE

February 1, 1961

Plans have been completed for the Site Reviews and for the initial hearings. Numbers have been assigned to identify the sites. The reviews and hearings have been scheduled as follows:

I. (Allendale)
Date of Review - February 8, 2 P.M.

Reviewers:
Robert Visscher, of Holland, Michigan
B. P. Sherwood, Jr., of Grand Haven, Michigan
Host for Review:
Keith Baker, of Allendale, Michigan
Local arrangements for Review:
Mr. Baker will provide transportation over the site. The reviewers will meet him at the Flint Michigan Bank and Trust Co., Allendale, on the hour scheduled for the review.

The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 2:00 P.M., February 11, 1961.

II. (Wyoming-Byron)
Date of Review - February 9, 2:00 P.M.

Reviewers:
Hammond A. Berry, of Grand Rapids, Michigan
Charles A. Rogers, of Muskegon, Michigan
Host for Review:
Paul Strecker, of Grand Rapids, Michigan
Local Arrangements for Review:
The host will provide transportation over the site. The reviewers will meet Mr. Strecker at the corner of Wilson Ave., S.W. and 64th St. on the hour scheduled for the review.
The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 1:00 P.M., February 11, 1961.

IV. (AMAN PARK)
Date of Review: February 8, 2:00 P.M.

Reviewers:
Manley E. Brown, of Grand Rapids, Michigan
John Van Dellen, of Grand Rapids, Michigan
Host for Review:
Howard Stanton, of Grand Rapids, Michigan
Local Arrangements for Review:
Mr. Stanton will provide transportation over the site. The reviewers

Appendix XIV. (Continued) Plans for Site Review and Hearings

will meet him at Stanton's Plaza Apparel Shop, Standale Plaza on the hour scheduled for the review.

The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 3:00 P. M. on February 11, 1961.

V (Marne)

Date of Review: February 9, 10:00 A. M.

Reviewers:
M. S. Keeler II, of Grand Rapids, Michigan
Al Preston, of Grand Rapids, Michigan

Host for Review:
Jerry Hammond, Marne Business Men's Club, Marne, Michigan

Local arrangements for review:
Mr. Hammond will provide transportation over the site. The reviewers will meet him at Hammond and Hansen Enterprises, next to the Coopersville Bank Building in Marne, Michigan.

The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 3:30 P. M. on February 11, 1961.

VI (O'Brien Road)

Date of Review: February 8, 10:00 A. M.

Reviewers:
Jerome D. Franklin, of Grand Rapids, Michigan
Richard Hoffman, of Saugatuck, Michigan

Host for the Review:
Mrs. E. L. Green, of Grand Rapids, Michigan

Local arrangements for Review:
The host will provide transportation over the site. The reviewers will meet the host at 3450 O'Brien Road, S. W., Grand Rapids, on the hour scheduled for the review.

The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 10:00 A. M. February 11, 1961.

VII (Grand Haven)

Date of Review: Feburary 9, 2:00 P. M.

Reviewers:
Robert Bennett, of Grand Rapids, Michigan
M. R. Bissell III, of Grand Rapids, Michigan

Host for Review:
Claude Ver Duin, Chamber of Commerce, Grand Haven, Michigan.

Local arrangements for Review:
Mr. Van Duin will provide transportation over the site. The reviewers will meet their host at the Chamber of Commerce office in Grand Haven, which is across the street from Schuler's.

Appendix XIV. (Continued) Plans for Site Review and Hearings

The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 10:30 A. M. on February 11, 1961.

IX (Greenridge)

Date of Review - February 8, 2:00 P. M.

Reviewers:
R. M. Van Volkinburg, of Grand Haven, Michigan
Mrs. Robert Shaw, of Grandville, Michigan
Host for Review:
Richard De Boer, of Grand Rapids, Michigan
Local arrangements for Review:
Mr. De Boer will provide transportation over the site. The reviewers will meet him at the Meijer's Super Market Restaurant, West Leonard and Walker Road on the hour scheduled for the review.
The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 9:00 A. M. on February 11, 1961.

X and XIV (Kenowa and Four Mile Road)
Date of Review: February 9, 9:00 A. M.

Reviewers:
Merrill S. Bailey, of Muskegon, Michigan
Robert S. Tubbs, of Grand Rapids, Michigan
Robert Van Ess, of Grand Rapids, Michigan
Hosts for the Review:
Dave Hansen, of Marne, Michigan
Gerald H. Fisher, of Grand Rapids, Michigan
Local arrangements for Reviews:
The hosts will provide transportation over the sites. The reviewers will meet the hosts at the Walker Township Hall on the hour scheduled for the reviews.

The hearing will be held in the Commons, (Ground Floor) of the Grand Rapids Junior College at 1:30 P. M. February 11, 1961.

XI (Lowell)
Date of Review: February 9, 1961, 2:00 P. M.

Reviewers:
Robert De Bruyn, of Zeeland, Michigan
David Almerigi, of Grand Rapids, Michigan
Host for Review:
B. C. Olson, of Lowell, Michigan
Local arrangements for Review:
Mr. Olson will provide transportation over the site. The reviewers will meet him at the City Hall in Lowell on the hour scheduled for the review.

Appendix XIV. (Continued) Plans for Site Review and Hearings

The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 11:00 A. M. February 11, 1961.

XII (Ravenna)

Date of Review: February 8, 2:00 P. M.

Reviewers:

Arthur E. Brown, of Ionia, Michigan
Stanley J. Davis, of Grand Rapids, Michigan

Host for Review:

Ira Daggett, of Muskegon, Michigan

Local arrangements for Review:

Mr. Daggett will provide transportation over the site. The reviewers will meet the host at the Security First Bank, Ravenna on the hour scheduled for the review.

The hearing will be held in the Commons (Ground Floor) of the Grand Rapids Junior College at 8:30 A. M. on February 11, 1961.

Appendix XV. Architects Supplement to Guidelines For Site Proposal

BY

Area Architects

College Committee

Donnally Palmer, Grand Rapids
Co-Chairman
Bernard DeVries, Muskegon
Co-Chairman
John Knapp, Grand Rapids
James Nachtegall, Grand Rapids
Edgar Firant, Grand Rapids
Roger Stroop, Holland
Michael Koeteles, Grand Haven

Appendix XV. Architects Supplement to Guidelines For Site Proposal

March 4, 1963

To: Site and Building Committee
of Grand Valley College

Prepared by: Area Architect's
College Committee

It is our intent to assist your committee by supplementing the work which has already been completed. In analyzing the present and future needs of a college in this area, we recommend that additional criteria be considered:

1. We sincerely believe that, if at all possible, the schools within the college, the curriculum, and the goals of the college--present and future--should be established before final site determination. However we continue on the assumption this is impractical.

> "The physical plan and form should be the logical outgrowth of the programs and educational goals and methods." Also, the locale of the college will become its exterior environment. (As one example, the urban college will accept a reasonsibility for a certain serviceability to the city that nurtures it. The rural college, properly buffered, will owe its serviceability entirely to society in general. Either is appropriate but must be considered as it affects the resulting college.)

2. Because the curriculum is not established, the site should be appropriate for as great a diversity of curriculums as possible. The site should not be selected to favor any particular program or schools.

3. Seek the largest site possible within reason, other factors being fairly equal.

> If it is legally possible, retain a peripheral belt of leased land and recreation land for zoning control, college income, and as a land bank for future expansion.

4. Provide seemingly excessive recreation and athletic area.

> Because youth is energetic, because increasing leisure makes a worthy study program, and because this part of the state is short recreation land, seek a site naturally suited to the greatest diversity and quantity of recreation and athletics. Consider requesting that the States Park Department acquire adjacent lands if a rural site is selected.

Appendix XV. (Continued) Architects Supplement to Guidelines For Site Proposal

5. Attempt to locate the college in a network of major roads leading to the eight counties and near one or more freeways.

> Locating the school relative to routes of transportation is of equal or greater importance than locating it on or near the exact center of student population. The school should also have a reasonable relationship to public transportation, i.e., railroads, bus terminals, and airports.

6. Give prime importance to the possibility of providing adequate utilities including sewer and water.

> It is unlikely that facilities, as existing, will be adequate for the future needs of the school.

7. Consider availability of professional part-time instruction assistance, labor force, student employment, fire protection, hospital services, etc., but the greatest effort should be made from the beginning to avoid becoming a burden upon the institutions, traffic system and social life of an established municipality.

8. Much consideration should be given to off-hour student and faculty social and recreational activities, entertainment and part-time employment.

9. The site should be favored by the local authorities to such a degree that they all work with the college to set controls, zoning, traffic patterns, etc., to the complete satisfaction of the college directors and planners.

10. The neighboring community should have a satisfactory background and future.

11. Consider the site, as it exists, for natural beauty, mobility and "buildability."

> A site that requires major contour changes for pedestrian and auto traffic or for "buildability" may lose its natural beauty. Steep slopes, although attractive, are problems to mobility and construction while gentle slopes can be an asset. (As an example, a gentle slope may permit exit from two building levels making multi-story construction without elevators possible.) Also, a site with building areas of varying levels of plateaus can result in a greater feeling of openness, spaciousness, and beauty.

12. Consider the possibility of using "buildable" land in more than one area on the same site.

Appendix XV. (Continued) Architects Supplement to Guidelines For Site Proposal

(For example, the sewage treatment, the laundry and utilities, or athletics should be divided from the class areas by a ravine or an "unbuildable" soil condition.)

13. Consider the living part of the landscape in terms of the seasons; in terms of today and ten years hence; and according to appropriateness to beauty, shelter, shade, maintenance, durability, and building locations.

As one example, consider the difference between maple (shade, color), elm (diseased), cottonwoods (nuisance), and pine trees (evergreen).

14. In conclusion, envision the site in its entirety in all dimensions including total plan and in its completed state.

Envision the site after proper clearing and trimming with open vistas, planting screens, lawns, buildings, screened parking, nature reserves, streams and pools, recreation areas, and natural (if available) athletic bowls. In this light, judge its potential.

Appendix XVI. Report By Executive Group of Site Selection Committee of Citizens' Council

To the Board of Control of Grand Valley College:

The work of this committee developed in accordance with the general criteria for site selection which were endorsed in principle by the board of control at its meeting of January 13, 1961. The committee expanded the material and developed a document entitled, "Guidelines for Site Proposals", which was first distributed January 26th to all known groups or individuals interested in presenting site proposals. A total of sixteen proposals were filed with the committee in response to the suggestions contained therein.

The committee developed a four-step process by which it hoped to carry out its function. The steps were predicated on the following principles:

1. The ultimate goal is to find the best site available, consistent with the 8-county-areawide objectives of the college.

2. All site proposals offered should be heard in a public hearing.

3. Every possible effort should be made to obtain all relevant information and evaluate it in an objective manner.

Based on these principles the committee evaluated the sites by means of the following process:

1. Two or more committee members visited each site proposed and prepared a personal evaluation in accordance with a site check-list.

2. Public hearings were held on February 11th and 22nd for all proposals. The hearings were before the entire site committee, and each member then submitted an evaluation of the proposals.

3. The executive group reviewed the evaluations of the committee members and identified those sites which seemed most closely to meet the stipulations of the guidelines and which received favorable endorsement by the committee members. Data on all sites were reviewed with a group of six professional consultants, and seven of the sites were referred to such consultants for detailed study.

4. The professional consultants applied the general conditions set forth in the above-mentioned "Guidelines for Site Proposals." In addition, they studied the sites in accordance with generally accepted criteria for site selection, and they presented the committee with a confidential report.

This report has been prepared by the executive group of the site committee and is based on all of the information obtained from the process noted above. Also, committee members completed preferential site ballots which will be filed with the board.

Appendix XVI. (Continued) Report By Executive Group of Site Selection Committee of Citizens' Council

Following is a description of the sites investigated which in the opinion of the executive group of the committee have priority over all the others. These sites have been divided into two categories. Category "A" contains the two sites which are closest to the projected population center of the 8-county area and which are readily accessible, with no substantial differences in distances, to residents of Muskegon, Grand Haven, Holland, and Grand Rapids. Category "B" contains three sites which are at the perimeter of the 8-county area or away from the projected population center and which are not equally accessible to residents of the largest communities in the service area of the college.

Category "A"

Allendale Site - approximately 980 acres, bounded on the east by the Grand River, on the north by highway M-50, on the west by 48th Street, and on the south by Pierce Street.

Marne Site - approximately 1,387 acres, bounded on the north by old highway U. S. 16, on the west by 32nd Street, on the south by Johnson Street, and on the east by 24th Avenue.

Category "B"

Grand Haven Site - approximately 800 acres with a 1500-foot frontage on Lake Michigan, bounded on the east by 180th Avenue and partly on the north by Hickory Street.

Muskegon Site - approximately 800 acres bounded on the north by the Muskegon River, on the west by highway U. S. 31, on the south by Marquette Avenue and on the east by Sheridan Drive.

Rockford Site - approximately 900 acres, bounded on the north by 11-mile Road, on the east by Shaner Avenue, on the South by 10-mile Road, and on the west by Courtland Drive.

It is the opinion of the executive group that, based on all factors, a site in Category "A" should be given primary consideration by the board, and that a site in Category "B" should be considered only if the board regards initial cost or other special factors as controlling.

Based on the foregoing, the executive group of the committee makes the following recommendations to the board:

1. That the board shall select as a site for the college either the proposed Allendale site or the proposed Marne site, provided that, if neither of such sites shall satisfy the board as to the conditions specified below, a further investigation shall be made to find a site which is suitable.

Appendix XVI. (Continued) Report By Executive Group of Site Selection Committee of Citizens' Council

2. That the board before making any selection shall satisfy itself:

(a) That all parcels within the selected site are under legally binding options in recordable form for sufficient periods from persons capable of conveying good and marketable title in fee to the respective parcels free of objectionable easements or public rights-of-way.

(b) That the respective options will lend themselves to a program of buying initially less than the full site, but one adequate to meet the requirements of a suitable site as contemplated by the legislature in the act establishing the college, and the balance at a later time to assure room for future development of the college to its maximum needs.

(c) That the total cost to the board of acquiring the selected site, or an adequate initial part of it, is within its financial capabilities, having due regard for the time within which legislative requirements to qualify for appropriations should be met, and that this cost represents a fair price consistent with the public interest.

(d) That use and development of the areas around and near-by the site will be so controlled as to provide an environment which is consistent with the character of the site use by the college, and which serves the best interests of the college faculty, staff, and student body.

After the initial vote on acceptance of this report was passed by a majority of the executive group, the adoption of the report was made unanimous.

Submitted March 10, 1961.

Richard M. Gillett of Grand Rapids - Co-Chairman
Hon. Fred N. Searl of Grand Rapids - Co-Chairman
M. R. Bissell III of Walker Township (absent at date of adoption)
Alman W. McCall of Grand Haven
T. A. Saunders of Muskegon
Robert Van Ess of Grand Rapids (absent at date of adoption)
Hon. Robert Visscher of Holland

Appendix XVII. Seidman's Letter Asking For Final Site Proposals

C
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GRAND VALLEY STATE COLLEGE
28 Pearl Street, N.W.
Grand Rapids 2, Michigan

GL 1-1588 - Ext. 250

March 26, 1960

The board of control has now received several petitions by sponsors of proposed sites for the college requesting further consideration of their sites by the board or by its special committee appointed to implement the recommendations of the executive group of the site selection committee of the citizens' council.

The sites proposed have already gone through an extensive review process which was set forth in the report by the executive group of the site selection committee. This process included (i) examination and evaluation of each site by two or more members of the committee, (ii) public hearings on each site by two or more members of the committee, (iii) studies and evaluations by the executive group and (iv) studies and evaluations by professional consultants. The board also conferred with the professional consultants and reviewed the preferential ballots and comments made by members of the site committee and other information furnished to the board.

The board had as early as January 13, 1961 adopted certain criteria proposed by its educational consultants which included the physical characteristics to provide a buildable site, and a protected area of not less than 600 acres; an environment which is clean, quiet, attractive and otherwise favorable to a college atmosphere; accessibility which meets the tests of nearness to the projected population center of the 8-county area and safety and convenience of approach; availability of services; and costs.

The board carefully balanced all factors and arrived at an unanimous decision to endorse the recommendations made to it by the executive group of the site selection committee, which had the effect of reducing to two the sites under present consideration by the board's special committee for investigating whether such sites can meet satisfactorily certain conditions specified in the report.

The final decision by the board on the site selection remains to be made, and before action is taken the board will give thorough consideration to your petition. In order that this consideration will be given with all material facts before the board, I suggest that you prepare and submit in support of your petition: (1) Any material bearing on the merits of your site which you believe has not been presented to the board to date. (2) Any material which you believe tends to show how your site meets all the various criteria adopted by the board which may not have been already furnished through the review process, (3) Detailed analysis of any financial proposal conditioned on the selection of your

Appendix XVII. (Continued) Seidman's Letter Asking For Final Site Proposals

site. This material should be submitted in writing by April 3, with enough copies to permit my sending one to each of the 10 board members.

Your interest and helpful cooperation in aiding the board to reach a decision which will serve the best interests and areawide objectives of the college will be much appreciated.

Sincerely yours,

/s/ L. Wm. Seidman

L. Wm. Seidman
Chairman of the Board of Control

Appendix XVIIIa. Arguments Presented Before Legislature Hearings on Site

TO THE HONORABLE MEMBERS OF
THE CAPITAL OUTLAY COMMITTEE
MICHIGAN STATE LEGISLATURE
LANSING, MICHIGAN

We greatly appreciate this opportunity to present to your Committee, our views on the problem of selecting an appropriate site for Grand Valley College and on certain financial and economic aspects of this matter as they will effect the State of Michigan, now and in future years.

For the record, it should be pointed out that a nine-member College Board of Control (as yet unconfirmed by the Senate) appointed a Citizens Council of approximately 100 members from which was chosen a "Site Selection Committee" of 36 members to consider and evaluate proposed college sites in the light of standards and criteria established by a professional consultant designated by the Board. Seven sites deemed worthy of further consideration were examined by a staff of six disinterested experts which reported privately to a so-called Executive Group consisting of seven members of the Site Selection Committee. At this point, all restrictions were apparently lifted and a report was prepared by the Executive Group recommending that the Board of Control choose between two sites, known as the Marne and Allendale Sites. Both are situated a few miles West of Grand Rapids. We feel these sites had previously failed to qualify in relation to established standards and criteria. A second category of three sites, including the University Park Site at Muskegon, apparently had met all tests except proximity to Grand Rapids. These sites were included in the report of the Executive Group for consideration only if neither Marne nor Allendale was obtainable, or in the event that initial cost was deemed to be an important factor.

At a meeting of the full Site Selection Committee on March 10, 1961, the staff of experts gave brief verbal reports on thei r examination of sites and, following a short question and answer period, mimeographed copies of the Executive Group's report recommending the Marne and Allendale sites, were distributed among the site committee members present, along with printed ballots listing the names of the seven sites ostensibly under consideration. When objections were raised concerning the contents of the Executive Group's Report, the meeting was summarily adjourned and members were instructed to hand in their ballots and clear the room. No opportunity was afforded for possible amendment of the Executive Group's report and it was submitted to the College Board of Control, at a public meeting, later the same day.

Because of the sequence of events just related it seems important to inquire into the validity of certain assumptions on which future decisions, with respect to Grand Valley College, may be predicated.

1. That a lack of state-supported facilities for higher education exists in Western Michigan, as compared to the facilities available elsewhere in the

Appendix XVIIIa. (Continued) Arguments Presented Before Legislature Hearings on Site

lower peninsula, is readily apparent. The question of whether or not the establishement of a four-year college in this area, at this time, is appropriate, appears to have been answered by the Grand Valley Act of 1960.

2. That the College's service area should be the eight counties of Allegan, Barry, Ionia, Kent, Ottawa, Montcalm, Muskegon and Newaygo, can be seriously questioned. Large portions of Kent County, as well as most of the area embraced in the five counties adjoining it on the North, East and South are well within the normal service areas of existing, state-supported, four-year colleges, while Oceana, Mason and Manistee counties, like Muskegon and Ottawa counties, are operating largely in a vacuum in so far as higher education facilities are concerned.

3. It is logical of course for this College to start as a commuter college. It is important for it to continue as such if large capital outlays for student housing and other facilities, as well as increased operating costs, are to be avoided. This, in turn, necessitates locating it in the area of greatest need of higher education facilities, both presently and prospectively, and at a point readily accessible by principal highways.

4. Locating Grand Valley College at, or near, the present center of population in its prescribed service area, means locating it in or near the City of Grand Rapids where it would greatly infringe upon the service areas of existing state-supported, four-year institutions now located in Grand Rapids thereby inhibiting the highly desirable growth and expansion of these colleges.

Furthermore, the Grand Rapids oriented sites at Allendale and Marne, consist of raw land far removed from all required municipal facilities and services and are not readily accessible to residents in the Western Michigan area most in need of college facilities. Large expenditures of State funds would be required to qualify either site for the use proposed and subsequent costs for maintenance and essential services would be unreasonably high. Additional access highways would become necessary.

It is predicted by experts on population trends that, over the longer term, population in the Western Michigan counties bordering on Lake Michigan will expand at a rapid rate while inland counties remain static or decline. The increasing importance of an adequate water supply and low-cost water transportation, together with a more equiable climate and the availability of year-around recreation facilities, assure the growth of the area adjacent to Lake Michigan with an inevitable shift in the population center and an ever-increasing need for higher education facilities in what is now incorrectly considered the peripheral area.

It has been indicated that Grand Valley College should be situated in an area already endowed with a high degree of culture. The cultural advantages of Muskegon are well known and compare favorably with those of most Michigan

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communities. The Hackley Art Gallery and Hackley Auditorium are long-established and famous institutions. The new L. C. Walker Center, accomodating more than 7500 people, adds to the attraction of West Shore Symphony and Civic Theatre. An excellent public library and a museum are located here. The Marne and Allendale communities, each with a population of less than 300, are lacking in cultural advantages.

5. It would be fallacious to expect broad and enthusiastic financial support from those communities which will not have ready access to Grand Valley College facilities and which will not share in the economic benefits and other fringe advantages accruing to the community in which the college will be located.

The required initial financial support will inevitably come principally from the community closest to the college site. There are impelling reasons to believe that a high percentage of the fund pledges made to date are conditioned upon the selection of a site satisfactory to the donors.

6. The proposition that site development costs are not an important consideration in site selection overlooks the fact that tax monies being collected throughout the state are to be spent to benefit a particular area and that to the greatest extend possible the area benefited should carry the financial burden.

7. Sociologists are the first to admit that conclusions which they reach after detailed surveys and studies are in large measure predicated on informed guesses. Clearly, theirs is not an exact science. Therefore there appears to be nothing sacred or awe-inspiring about the frequently mentioned reports which have served as the basis for Grand Valley College decisions up to the present time. Continued reliances on the conclusions in these reports in the establishment of Grand Valley College could prove to be a costly mistake and a great disservice to the people of our State.

It is readily conceded that initial site development cost is but one of a number of important considerations in selecting a site for Grand Valley College. Therefore we have subjected the University Park site at Muskegon to critical analysis from every standpoint. We believe that it is the ideal site for Grand Valley College for thefollowing reasons:

It is strategically situated to serve the area in greatest need of four-year college facilities at the present time.

The need for higher education facilities in this area will increase rapidly as population expands in the immediate vicinity and in nearby counties bordering on Lake Michigan.

The site is located at the point of convergence of main highways, traversing all parts of the service area.

The factors mentioned will insure the college continuing as a commuter college for a prolonged period.

The service area will not overlap the service areas of existing state-supported, four-year colleges and the college will not compete with private

four-year schools which in the absence of competition will undoubtedly become increasingly important factors in the field of higher education.

The surrounding area provides the utmost in recreational facilities for faculty and administrative staff as well as ideal living conditions. Proximity to Lake Michigan and to inland lakes and state parks permits maximum enjoyment of boating, bathing, fishing, picnicking, camping, skiing, etc. Excellent golf courses and a modern airport are nearby.

Proximity to Muskegon provides the maximum in cultural advantages as well as adequate churches, hospitals and other important requirements.

All of the advantages of a metropolitan community may be enjoyed by faculty and staff while residing within easy access of the campus in accordance with custom.

The availability, at the site, of all needed facilities and services will serve to keep operational and maintenance costs at an absolute minimum, a highly important consideration from the standpoint of taxpayers.

After reviewing the numerous advantages of the Muskegon site it is our conclusion that it is the logical location for the college in any event. When due consideration is given to the fact that acceptance of this site, on the terms proposed, will save the State of Michigan millions of dollars in initial capital outlay as well as permit important operating economies in the years ahead, we believe that it must inevitably be chosen.

Respectfully submitted,

MUSKEGON GRAND VALLEY
COLLEGE COMMITTEE

March 29, 1961

Appendix XVIIIb. Arguments Presented Before Legislature Hearings On Site - - Resume: Need and Location of Grand Valley State College

I. The Need

a. General: The establishment of the need for a new degree-granting institution in this area is based on considerations of (1) population increase, (2) increase in the number of college-age, (3) increase in the percentage of the college-age who will seek education beyond the high school, (4) increasing percentage of parents who have plans and desires to send their children to college and post-high school education, (5) increasing social demands and the recognition of the good of such demands for additional education beyond the high school, both in technical terminal programs as well as in degree programs, (6) the recognition that present facilities, even with planned expansion, will not provide all of the needed facilities, (7) the recognition that if educational opportunity is to be made available to our youth, the colleges must be located throughout the state so that programs, especially undergraduate, will be readily available to them.

1. The population of the eight-county area is estimated to move from 786,000 in 1957 to about 900,000 in 1965, and to over 1,000,000 by 1970.

2. One of the major contributing factors to this population increase will be the rising or at least continuing high birth rate.

3. The high birth rate of the past 15 years brings with it sharp increases in the college-age (18-21) from a level of about 37,000 in 1957 to about 55,000 in 1965.

4. One important point to keep in mind is that these increases are occurring throughout the state of Michigan.

5. The impact of the high birth rate of the past 15 years is already evident in the elementary and high school. The 12th grade enrollments in the eight-county area are expected to move from 7,900 in 1958 to over 9,000 in 1965 and almost 12,000 in 1970. One basis for this estimate lies in the fact that kindergarten enrollments rose, in the 8-county area, from 10,000 in 1950 to over 17,000 in 1958.

b. The Immediacy of the Need

1. The immediacy of the need and the reality of it may be surmised from a consideration of the expressed certainty of 10th and 12th grade students and their parents toward college attendance. Table A-8, page 145, shows that of the 10th and 12th grade students surveyed, 18% look toward some post-high school technical and terminal education, 43% are looking to college work with at least the undergraduate degree. This is about 61% of the 10th and 12th grade students. These data are substantiated by the responses of their parents. Of the parents, 21% expect their children to go on to

Appendix XVIIIb. (Continued) Arguments Presented Before Legislature Hearings On Site--Resume: Need and Location of Grand Valley State College

technical-terminal programs, while 54% of them expect their children to go on to at least the undergraduate degree.

2. The implications of these data for the establishment of Grand Valley State College are further underscored when these high percentages of aspiration are compared with the relatively low percentages of actual attendance from the 8-county area. In the 8-county area, the college enrollments are about 24% of the college age; for the state as a whole, it is about 30%. For Barry county it is 15%; for Kent county it is 29% and for Muskegon county it is about 22%. These percentages compare with a 46% for the 7 counties which have a state-controlled institution in their area, and with a 33% for the counties which have any type of college in their borders. The point is, if the eight-county area wishes to fulfill the expectations of its youth and their parents at the indicated level, it will have to provide the facilities.

3. The question may be asked: Will the 10th and 12th grade students of the 8-county area attend a college if one is established in this area? The answer was very clearly in the affirmative! Of the 8,000 students surveyed, slightly over 30% said that they were "very certain" or "probably" to attend a new four-year, state supported college if one were established in this area, and only 13% said that they would "definitely" not attend.

   Responses of parents to the same question gives support to the conclusions one must draw from the above. About 49% of the parentssaid that their children would attend a new college if it were established in this area! Only 2% said that they were certain that their children would not attend! Such evidence cannot be ignored!

4. The immediacy of the formal establishment of the college is urgent from another point of view. It is evident, one would assume, that the citizens will make a genuine effort to have the college established. The point must be made that, if this is to be done and the college is to be in operation by 1964 or 1965, the committment and planning must be a reality now. It is very important to note that the building of a new college, if it is to serve our society adequately, is not simply a matter of replicating some present facility. The building of a new college involves, or should involve, very careful program developments, staff procurements, and physical plant construction. Experience in other instances would indicate that a period of three to four years is required to develop a significant educational institution.

Appendix XVIIIb. (Continued) Arguments Presented Before Legislature Hearings On Site--Resume: Need and Location of Grand Valley State College

II. The Site

a. The fundamental principle in the selection of a site must be that the maximum number of potential college enrollees will be served most readily. Simply put, this means that the college must be located so that the greatest number of the youth of the area will have access to the institution with minimum time and distance of travel. In addition, the site should provide for and meet some basic criteria of a good building location.

b. Figure 2 has been developed to show the theoretical location so that the distance and time are a minimum for the maximum number of college enrollees. The letter "D" locates the simple center of gravity using straight lines for distances between points and not taking into account the length of time it would take to travel the distances depending on the roads. The letters "D-T" locate the distance-time center of gravity. This takes into account not only distance but also the time it would take to travel on the present highway system. The latter point is located just northwest of the city, near the site.

III. Miscl.

Table 33, page 79, shows a calculation of projected enrollments for 1965 and the comparison of these projections with the projected levels of service with all institutions in Michigan. The calculation shows an excess of about 6,000 by 1965.

The question may be raised as to why the existing institutions cannot absorb this excess. At their present level of planning, which includes almost doubling their enrollments by 1965-70, and the increasing numbers and percentages of college-age youth wanting to attend, the doubling of enrollments in the existing college is not enough. Furthermore, there is the need to provide educational opportunity on a geographically distributed basis.

Figure 1 indicates that between 1955 and 1961, one large university in the state has not changed substantially the percentage that its enrollment comes from the 8-county area. The calculations of page 79 were based on the assumption that there would be little change in the percentage by 1965-70. This figure tends to lend support to that assumption.

Appendix XVIIIc. Arguments Presented Before Legislature Hearings On Site

(3) $\frac{360,574 \text{ (Kent Population)}}{607,886 \text{ (3 County Population)}} = \text{'s } \frac{3}{5}$

Therefore, if it were to be a 5-man site committee, 3 should be from Kent County; but since they wanted a 7-man executive committee, obviously Kent is entitled to at least 4 memberships, because 4/7ths is less than 3/5ths to which they are entitled. (i. e. 3/5ths is 60%, but 4/7ths is only 57%.)

Question: Why are 20 of 36-man Site Committee from Kent County and only 7 from Muskegon and 6 from Ottawa?

1. We had about 110 people in the Citizens Council and asked them which of 4 committees they preferred. A very large group picked the Site Committee, so that it was impossible to use them all and leave enough for other committee work.

2. The Site Committee was formed with major emphasis on having qualified people serve, and giving preference to their first choices wherever possible, and very little attention was given to the question of what exact %'s each county were "entitled to." Since Muskegon has raised this question, however, the figures below bear out the fairness of the area representation.

3. Muskegon has 150,000 of the 800,000 people involved, or 3/16ths, and with a 36-man site committee, 3/16 x 36 = 7; and Muskegon has 7 people on Site Committee.

4. Ottawa has 100,000 of the 800,000 people involved, or 1/8ths, and with a 36-man site committee, 1/8 x 36 = 4-1/2; and Ottawa has 6 people on Site Committee.

5. Kent County has 360,000 of the 800,000 people involved or 9/20ths, and with a 36-man site committee, 9/20 x 36 = 16; and Kent has 20 people on Site Committee.

However: Only 1 first choice to be on this committee was indicated by the members from Montcalm, Ionia, and Barry, and since they are East of Grand Rapids, their interests would be represented by Grand Rapids. So Kent, Montcalm, Barry and Ionia Counties have 470,391 out of 800,000 people involved, or 3/5ths; and with a 36-man site committee, 3/5 x 36 = 21; and Kent, Montcalm, Ionia and Barry Counties have 21 on Site Committee.

Conclusions:

(1) Muskegon had their exact full share of membership on 36-man site committee-they were entitled to 7, and they had 7.

(2) Kent, with Ionia, Barry and Montcalm, had their exact full share of membership on 36-man site committee-they were entitled to 21 and they had 21.

Appendix XVIIIc. Arguments Presented Before Legislature Hearings On Site--

1960 Census Figures: - 8 County Area

Kent County	360,574
Muskegon County	148,950
Ottawa County	98,362
3-County Total	607,886

Kent, Muskegon & Ottawa Counties	607,886
Allegan County	57,406
Ionia County	42,849
Montcalm County	35,380
Barry County	31,588
Newaygo County	23,941
8-County Total	799,050

Statistics:

(1) 76% of all people in 8-County area live in Kent, Muskegon, and Ottawa Counties.

(2) 19% of all people in 8-County area live in Muskegon County.

Statistics covering 3 largest Counties (Kent, Muskegon & Ottawa):

(1) 24% of all people in these 3 counties live in Muskegon County.

(2) 16% of all people in these 3 counties live in Ottawa County.

(3) 60% of all people in these 3 counties live in Kent County.

Question: Why are 4 of 7 on Site Executive Committee from Kent County?

(1) Mr. Seidman and others felt a group of 7 was as large as would be workable.

(2) Since 76% of all people in 8 counties live in Kent, Ottawa, and Muskegon, and since no other one county had anywhere near 1/7th of the 799,050 total population, the 7-man Site Executive Committee was chosen from only Kent, Muskegon and Ottawa Counties (i. e. 1/7th of 799,000 is 114,000, and next largest is Allegan with only 57,0000 people.)

Appendix XIX. Muskegon Site Proposal

Muskegon Grand Valley College Committee

LETTER DATED APRIL 3, 1961

and

ADDITIONAL SITE INFORMATION

C
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March 2, 1961

Dr. Raymond Hatch, Coordinating Consultant
Grand Valley College
% Old Kent Bank and Trust Company
Grand Rapids, Michigan

Dear Dr. Hatch:

On behalf of the Muskegon Grand Valley College Committee I should like to express appreciation for your including University Park as a site for technical review.

In addition to the oral representations made at the time of the site review and at other times, we wish to state that we are quite sure that there is no flaw in the University Park site which we cannot take care of to your complete satisfaction. In the event that details covering these points are needed in your determination, please do not hesitate to refer to the following:

John R. Achterhoff, Chairman Pro Tem, Muskegon Grand Valley College Committee (PA-26675)
George F. Liddle, Muskegon Cary Manager (PO-63111)
William P. Wilson, Development Coordinator (PR-33204)

Very cordially yours,

William P. Wilson, Director
Department of Urban Renewal

cc: Don Leu
Wm. Johnson
Walter McVicker
Ralph Seeley
Douglas Sherman
Ted Williams
Dick Gillett
Bill Seidman
John Achterhoff
George Liddle

Appendix XIX. (Continued) Muskegon Site Proposal

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MUSKEGON GRAND VALLEY COLLEGE COMMITTEE
Muskegon, Michigan

April 3, 1961

Board of Control
Grand Valley State College
28 Pearl Street, N. W.
Grand Rapids 2, Michigan

Gentlemen:

We are in receipt of your letter of March 27, 1961 which apparently is your reply to our petition, dated March 13, 1961, to be interviewed by the Board's special three-man committee on Site selection.

We again petition your body to be included in Category "A," in order that we may be interviewed by the three Grand Rapids Special Committeemen, Mr. Frey, Mr. Gillette and Attorney Ghukin.

With respect to additional material bearing on the merits of the Muskegon University Park Site, we would like to emphasize that up until now we have not yet been heard or interviewed at any time by the entire Board of Control. With the extreme importance the four-year college has to Western Michigan and the substantial financial expenditure this development will ultimately cost the entire State of Michigan, we believe your Board should make a special effort to examine thoroughly the brochure we previously sent each of you and then grant us the privilege to personally appear before the entire Board of Control for the first time to further explain our exceptional financial and physical package. We sincerely believe you owe this to yourselves as well as to the taxpayers of the State of Michigan as a whole, not just the Eight County Area.

We believe that an honest appraisal by your Site Committee has indicated that according to the prescribed Guidelines and Point System recommended by your Dr. Hatch, in charge of Consultants' reports, the Muskegon site already shows the highest number of apoints allotted to any site proposed to date. This information was verified as evidence in a public hearing before the Capitol Outlays Committee of the Legislature in Lansing, March 29, 1961. Mr. Languis' conservative appraisal, even though he admitted he had never seen Muskegon's site and didn't realize it was rolling ground and was bounded by Muskegon River, gave our site twenty more points than Marne, Michigan.

The Muskegon Planning Commission's impartial appraisal of our site, according to the point system, arrived at a much higher figure than did Mr. Languis, probably because Mr. Languis and two of the six Consultants never got around to visiting the Muskegon site to see its real beauty and advantages.

Appendix XIX. (Continued) Muskegon Site Proposal

It is also our opinion, based on real facts, that the Consultants' methods for arriving at an equal number of points for the Allendale site should be made public. We feel that credit was given to Allendale for sewer and water availability, with sixty points, by mistake, because it is public information that it is not now available at all and that Allendale has, as recently as this past week, made applications to the City of Grand Rapids for this service and was not granted the privilege, and that the City of Grand Rapids has estimated that cost to be around three and one-half million dollars.

Allendale has also asked the Ottawa Road Commission for a County system of sewer and water, which if granted would cost the College and State millions of dollars by use of a Revenue Bond issue that would have to be paid by the users (the College) in excessive service rates.

On March 2, 1961, our Mr. Wilson wrote a letter to Dr. Hatch and his consultants suggesting that anything the Muskegon site lacked could be remedied and made to meet your requirements to full satisfaction. A copy of this letter is enclosed. To date no answer has been received to the March 2, 1961 letter, which would appear to mean that our site meets all your requirements as the best site. It is noted that at the meeting of March 10, 1961, three adverse factors were cited as relevant to University Park. These were: (1) a slight noise, (2) many buildings which would have to be removed, and (3) that regrading would be necessary to eliminate a land fill area. You are reminded accordingly that the latter two items are definitely a part of the on-site improvement proposal. Regarding the surroundings of the site, any misconception regarding industrial infringements should be dispelled. Except for the plant cited below, there is no industrial zoning within a mile of the site in any direction and a good deal farther in most directions. The Continental Motors plant a mile away on Getty Avenue is the only existing industry. This will be separated from the site by a limited access highway.

We are also attaching a copy of the currently published sewer and water rates for the City of Muskegon who would furnish these services. The College, no doubt, will eventually qualify for maximum use of services as a single customer, which will give them the minimum rates shown.

Enclosed please find copy of letter with attached schedule detailing cost of building and operating a fire station, which will not be necessary to be spent on the Muskegon site, only because it already is available.

Appendix XIX. (Continued) Muskegon Site Proposal

Board of Control
April 3, 1961
Page -3-

The financial package Muskegon is offering is now well known but bears repeating for your seriour consideration.

Entire Site (acquisition cost) (no cost to College or State. Funds provided by Local business, professional, service, and manufacturing contributions - No Local or State taxes involved.)	$1,500,000
On-Site Improvement Package (to be furnished by City of Muskegon according to schedule attached hereto, with approximate distribution figures subject to your College Campus Planners' approval)	1,000,000

In addition to the above financial package, the Muskegon Committee can assure your Board of Control that they will make up any shrinkage of funds necessary to develop the one million dollar Charter Qualifying Fund in case some of the existing pledges should default because of the site being in Muskegon rather than in or just outside Grand Rapids. This will expedite the Board of Control's efforts to get the college program off the ground immediately.

By choosing the Muskegon site, the physical reality of a four-year college in Western Michigan can be realized at least twelve months sooner than any of the other sites yet submitted.

The Muskegon site will save the taxpayers of Michigan several millions of dollars and allow students to enroll at the lowest possible cost at the earliest possible date.

MUSKEGON GRAND VALLEY COLLEGE
COMMITTEE

Appendix XIX. (Continued) Muskegon Site Proposal

CITY OF MUSKEGON
SEWER RATE SCHEDULE

The Commission may classify the users of the system according to the quantity of water used and charge such rates to users of each class as it may deem reasonable. Such class of rates may be hereby fixed as follows:

Quarterly charges:

A-Readiness to serve charges:

Size of Meter	Gross	Net
5/8" Meter	$ 1.11	$ 1.00
3/4"	1.39	1.25
1"	1.67	1.50
1-1/4"	2.22	2.00
1-1/2"	3.33	3.00
2"	5.55	5.00
3"	9.99	9.00
4"	16.66	15.00
6"	27.77	25.00
8"	38.88	35.00
10"	50.00	45.00
12"	61.11	55.00

Where sewage guagings are made, the Commission shall determine the equivalent size meter to base the charge.

B-Usage charge - Gross

First 50,000 cubic feet	9.0¢ per 100 cubic feet
Next 50,000 cubic feet	7.5¢ per 100 cubic feet
Next 50,000 cubic feet	6.0¢ per 100 cubic feet
Over 150,000 cubic feet	4.5¢ per 100 cubic feet

Charges A and B shall be added together.
The minimum bill shall be $2.78 Gross - $2.50 Net.
Charges shall be gross with 10% discount if paid by the 15th of the month.

Appendix XIX. (Continued) Muskegon Site Proposal

CITY OF MUSKEGON WATER RATES ADOPTED DEC. 18, 1945

The rates for services furnished by said system shall be levied upon each lot or parcel of land, building, or premises within the corporate limits of the City of Muskegon having any connection with said system, on the basis of the quantity of water used thereon or therein as the same is measured by the city water meter there in use. The City Commission may classify the users of water according to the quantity of water used and charge such rates to users of each class as it may deem advisable. Such class of rates may be hereby fixed as follows:

For the first 50,000 cubic feet used quarterly, 18¢ per 100 cubic feet used.

For the second 50,000 cubic feet used quarterly, 15¢ per 100 cubic feet used.

For the third 50,000 cubic feet used quarterly, 12¢ per 100 cubic feet used.

For the next 150,000 cubic feet used quarterly, 9¢ per 100 cubic feet used.

For the next 200,000 cubic feet used quarterly, 8¢ per 100 cubic feet used.

For all over 500,000 cubic feet used quarterly, 7¢ per 100 cubic feet used.

Usage allowance, gross minimum bills, discounts and net minimum bills based on the size of water meter used are as follows:

Meter Size	Cu. Ft. Allowance	Gross Min. Bill	Discounts	Net Min. Bill
5/8"	1,850	3.33	.33	3.00
3/4"	2,280	4.11	.41	3.70
1"	3,090	5.56	.56	5.00
1-1/4"	4,630	8.34	.84	7.50
1-1/2"	6,170	11.10	1.10	10.00
2"	9,250	16.65	1.65	15.00
3"	15,430	27.78	2.78	25.00
4"	25,920	46.66	4.66	42.00
6"	46,300	83.34	8.34	75.00
8"	55,200	97.78	9.78	88.00
10"	64,060	111.11	11.11	100.00
12"	83,260	139.90	13.90	126.00

Appendix XIX. (Continued) Muskegon Site Proposal

C
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P
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March 6, 1961

Grand Valley College Technical Committee
% Dr. Raymond Hatch
28 Pearl Street
Grand Rapids, Michigan

Gentlemen:

Re: Cost of Construction and Operation
of Fire Service

Attached hereto is tabulation of estimated cost of constructing and equipping a new fire station ($135,000 minimum) and of operation ($100,000 annually). The latter figure includes $7,000 annually for hydrant rental which assumes that the water supply under pressure is available at the scene of the fire.

This information was obtained to ascertain how far from the City the Muskegon site for Grand Valley College could economically be located. It is felt, however, that such information is relevant in connection with the choosing of a site where urban services are not available.

If there is any other information of a technical nature which we can furnish you, please do not hesitate to call.

Very cordially yours,

William P. Wilson, Director
Department of Urban Renewal

gn
Enclosure

cc: Board of Control

Appendix XIX. (Continued) Muskegon Site Proposal

UNIVERSITY PARK
Muskegon, Michigan

On-Site Improvements

(A Part of the $2,500,000 Package Proposal)

All figures below are estimates, and are presented here to suggest the allocation of site improvement funds. Actual expenditures must comply with an actual campus development plan prepared by Planners under the instructions of the Board of Control. As a basis of estimation, construction specifications of the City of Muskegon are assumed. In the following schedule, all sanitary sewer and water line estimates provide for individual building service laterals to the property line.

Clearance		
Structures	$15,000	
Grading	65,000	$ 80,000
Sanitary Sewer Intercepter (1-1/4 mile, with individual service connections) (Inside site boundaries)		100,000
Other Site Improvements		
Sanitary laterals (1/2 mile of 12" plus 7/8 mile of 10")		80,000
Water laterals (2-1/2 miles of 12" line plus ten hydrants)		45,000
Storm drains (2-1/2 miles, with inlets and manholes)		40,000
Street paving (2 miles 24' plus 2/3 mile 48' plus 1360 paved parking spaces)		350,000
Campus Walkways (2-2/3 miles)		
Street trees (1,000 trees)		50,000
Fire alarm system		5,000
Planning, Engineering and Contingencies		250,000
Total		$ 1,000,000

April 3, 1961

Appendix XIX (Continued) Muskegon Site Proposal

COST OF CONSTRUCTION AND EQUIPMENT

CLASS 6 CITY - CHIEF IN CHARGE OF DEPARTMENT

Fire Station	$ 55,000
Land	6,000
2 Pumpers (35 foot ladders)	45,000
Hose - 6000 feet	8,000
Hose, small equipment	2,000
Alarm System (25 boxes at $600 ea.)	15,000
Chief's car	2,000
Radio Equipment for all Units	2,000
Initial cost	$135,000

COST OF OPERATION

BUDGET		ALTERNATE BUDGET	
Chief's Salary	$ 6,300	Chief's Salary	$ 6,300
23 Full time men (63 hour work week)	115,000	11 Full time men	55,000
Insurance	150	5 Sleepers	4,000
Lights	400	10 Volunteers	1,000
Water	75	Insurance	150
Gas	700	Lights	400
Hydrant Rental	7,000	Water	75
Laundry	200	Gas	700
Professional Conferences and Training	250	Hydrant Rental	7,000
Fire Prevention Bureau	150	Laundry	200
Telephone	600	Professional Conferences and Training	250
Bedding and Uniforms	500	Fire Prevention Bureau	150
Hose	500	Telephone	600
Oil and Gas	400	Bedding and Uniforms	500
Misc. Supplies	600	Hose	500
Minor Equipment	1,000	Oil and Gas	400
Building Maintenance	500	Misc. Supplies	600
Equipment Maintenance	750	Minor Equipment	1,000
Alarm System	1,000	Building Maintenance	500
		Equipment Maintenance	750
		Alarm System	1,000
Total Budget	$136,075	Total Budget	$81,075

Appendix XX. Dutcher's Letter Presenting Board of Control Position on Site Selection

March 29, 1961

MEMO TO: Mr. Edward J. Frey
Mr. Philip Buchen

Dear Ed. & Phil:

For many months my wife and I have planned a New Orleans vacation and our reservations are for March 31st through April 9th. Therefore I am putting down in writing certain ideas which I had to-night (March 29) following Achterhoff's arguments at the Capitol today.

These ideas are set forth with a heavy heart, after seeing this attack upon the unselfish work donated by so many good citizens of our 8 county area. They are of course my personal ideas and observations and are not those of the Citizens' Council.

THE MAIN ATTACK SEEMS TO BE (COST TO THE STATE)

The main road block in the legislature would look like this: either the Marne or Allendale site will cost the State considerably more money to develope than Muskegon, and the Committees in the House and the Senate are concerned with finance. Achterhoff has been meeting privately with these individual legislators (he confirmed this to me after the meeting) and has been selling them on his cost advantages. Achterhoff claims that he can save the State $2,500,000.00 over "costs" to the State involved at the Marne site, and more at Allendale.

What should be done?

First, The scope of the inquiry by the 3 man special committee of the Board of Control should be expanded, it seems to me, to solutions in this field. (or perhaps another group should be appointed to assist). Perhaps the consultants should be brought back into the picture to give work and time to this question. Their reports did not consider the question of cost but left the question of cost to the Board of Control, as you know. This fact is found on the first page of their confidential report.

In addition, this committee, or another committee, will have to "verify" all the claims being made for the Muskegon site. I suggest this because the Board's original vehicle for such inquiry (the Site Committee and its executive group) have submitted their report, and the only current operating group is this 3 man group. As a public body, your counsel should advise you whether special authorization for this expanded activity is needed from the Board of Control.

Second, here are a few "cost" ideas and arguments that may prove of assistance to you, which have occurred to me this evening:

Appendix XX. (Continued) Dutcher's Letter Presenting Board of Control Position on Site Selection

(a) No. 120 of the Public Acts of 1960 states:

"The Board of Control shall be responsible for the selection and acquisition of a suitable site..."

Ask counsel whether this delegation of authority could be revoked as a practical matter b y the Legislature's refusing to authorize funds until the site they thought "suitable" had been picked.

(b) Even if it does cost the Legislature an extra two and one-half million to put the site here instead of in Muskegon, haven't the Legislators committed themselves to serve the 8 county area (which the Muskegon admittedly fails to do)? Section 1 of Act 120 specifically states that it shall be located in one of these 8 counties. The intent of the Legislature was to serve the three-quarters of a million people in all 8 counties by this college. This was emphasized by the legislators as well as the citizens at every legislative hearing last year, and in all the material furnished to the legislature by the citizens. The legislation followed Dr. Jamrich's report to the Legislative Committee, and Jamrich's studies and condlusions were all based on serving the 8 county area.

Obviously the Jamrich and Russell conclusions would not have called for a college here at all had there only been 350,000 rather than 800,000 people involved. Yet, this is about all the commuting area that a Muskegon site would serve. The Saginaw-Bay City-Midland triangle no doubt exceeds 350,000 population and would have received the nod as to the next college, if one was awarded at all.

(c) Assume that all students outside the 30 mile practical commuting radius moved into dormitories and lived on the campus, necessitating expensive dormitories, athletic plants and other improvements. (I say "assume" because obviously they will not-as their folks have been unable and will continue to be unable to furnish that extra $1,000.00 per year per student to give them a college education: since its too far to commute, they lose out.) How much extra per student served will that cost the State? (have Jamrich answer this if he can)

(d) Assume that all students from the 8 county area will drive to Muskegon each day to college (which studies showed they would not-how much extra does that cost the family?

(e) Placing it in Muskegon would mean that in 1965 _____ students in Kent, Ionia, Barry and Greenville Counties would be missing a college education, who would have gotten it if centrally located. Try to measure the cost of this mistake against Muskegon's allegedly two and one-half million dollar additional saving to the State (have Jamrich supply accurate figure here).

Appendix XX (Continued) Dutcher's Letter Presenting Board of Control Position on Site Selection

(f) We have a mandate from the legislature to find a college site that would serve all 8 counties so that most could get a college education at the least cost. Studies place this 8 miles from a large city, namely Grand Rapids. To obtain this objective-which was to save the State money in the long run-we can't move a major city out there and save the "installation cost" of which Achterhoff so proudly boasts. We pay a little more at the beginning and save the State millions of dollars in the long run. Let's not be penny wise and pound foolish here.

(g) Assume Muskegon's site actually saves the State two and one-half million dollars. What kind of a "bargain" is this at the loss of thousands of college educations in the 8 county area? We already have these "bargains"! Too far north at Ferris, too far south at Western Michigan, too far east at Lansing. Kent County has 360,000 of the 800,000 involved, or nearly one-half. Muskegon has 150,000 or only 20%. Lets serve all 8 counties and not just two or three of them. Lets give our children throughout the 8 counties a fair shake.

GENERAL OBSERVATIONS.

1. Achterhoff admits owning most of a corporation which has 150 acres across from the proposed Muskegon site with 2,550 feet frontage right across the street. The value of his land, if the site went there, would increase tremendously, no doubt. (an appraisal from a realtor could give you an accurate figure here if wished). Therefore, as public servants we have been put on notice that his claims must be viewed skeptically and most carefully for accuracy. The public interest of all people in the 8 counties area is at stake.

2. The legislature delegated authority to the Board of Control to pick a "suitable site". The Board of Control called on the expert talent from all the State Universities, and many of the leading citizens from the 8 County area, including Muskegon. The selection was made with care and after all 15 proponents were given a fair hearing. Thousands of hours were used, and resort was made to the exhaustive State supported and impartial Russell and Jamrich studies of higher education.

Now a real estate promoter rallies only a segment of his community to make their own study which conflicts with the result of all the above. He indicates that his study is more thorough, more knowledgable, and has the people's interest more at heart.

This is the choice offered the Legislature at this time. Quite a contract!

3. When you present this to the legislative committees, I suggest the following:

First, request your University consultants and Jamrich to agree, after study, as to a number of miles that is the practical commuting distance as shown by experience here in the State of Michigan today. This would be somewhere between 20 and 35 miles from the college. These figures are

Appendix XX. (Continued) Dutcher's Letter Presenting Board of Control Position on Site Selection

available at each University I am sure. Then draw circles with this as the radius around both the Muskegon site and the Allendale-Marne sites, and see what portion of the 8 county area is included in each circle. You will see that 45% of the Muskegon circle includes Lake Michigan and as representative Boyer said, he has never seen a college student come out of the lake as yet.

4. It is as simple as this: Marne and Allendale sites serve the Muskegon students, as well as the rest of the 8 counties. The Muskegon site serves Muskegon County, part of Ottawa County, and the students at Marne and Allendale, and but a few sparsely populated areas north of Muskegon, and east of Muskegon, and leaves all the rest of the 8 county area without a college.

5. For the first time in the history of Michigan a thoroughly impartial study was made of higher education by the legislature of Michigan. No real estate promotors made this study, experts from outside the State of Michigan came in and hundreds of thousands of dollars were spent to do an adequate job. These studies reflected this 8 county area needing the next 4 year college because three-quarters of a million people live here and there was no State supported 4 year college here. Now, at the last minute before the funds are given the college to commence operations, arises a new report from a special interest group in opposition to the impartial reports. The Achterhoff group without studying higher education at all, having made no studies that would even begin to hold a candle to the depth and extent of studies going on since 1955, states that these studies are not "sacred" and proceeds to tell the legislature that their "studies" should be relied upon.

6. For a highly questionable "two and one half million dollar saving;" is Muskegon going to be permitted to buy this site at the expense of the loss of college educations to thousands of our young students in this 8 county area?

7. There are no doubt some sites far superior to the Muskegon site that could offer equally as much as what they are offering. Traverse City, the Upper Peninsula, and Petoskey would be beautiful places for colleges and no doubt the cities involved could provide the same funds that are being offered by Muskegon to "buy" the site. The only trouble is the students' can't quite get there to school to commute, and they can't get to Muskegon either. I guess it narrows down to whether we are trying to educate children who previously have had no chance to go to college or are we trying to find a site where it would be the cheapest for the State to erect its 10th 4 year State supported school.

8. I wonder how the legislative committees would like to be a "super-site committee" and hear the complete presentations of the other 14 areas involved. They gave their time to Muskegon and to be completely fair they should hear the other 14 presentations also. Our good legislators might realize how ludicrous it was for them to spend their time listening to this

Appendix XX. (Continued) Dutcher's Letter Presenting Board of Control Position on Site Selection

glowing presentation of advantages if they receive 14 additional requests for them to listen to 14 more glowing presentations.

9. Why is it urgent that the legislature not postpone action on this request for one year? Obviously it will be impossible to start the college in the fall of 1963, but will at least delay it until the fall of 1964. This will cost a college education to be somewhere around 1000 students who this afternoon are working on their programs in their school rooms in the 10th grade throughout this 8 county area. If Dr. Jamrich were given some time to make further studies of the figures, he could arrive at approximately how many children this would be. If you wish this information, you should of course contact him so he may study same.

What possible steps could be of value in addition? (I list these only to provoke further thought by those who will be making the decisions as to what to do next)

1. Give Muskegon a verbal hearing by the Board of Control as well as a written hearing (this would further indicate to the legislature that the Board of Control had given every consideration to Muskegon to which it was entitled).

2. Present our rebuttal to Muskegon in person to all these legislators involved and perhaps in writing in advance of the hearings: Achterhoff has been contacting them in person and by writing.

3. See if the Marne or Allendale proposals cannot be made to match the Muskegon proposal in the on-site improvement offers, either by having Grand Haven, Grand Rapids and Holland offer to split the cost of these on-site improvements, thereby matching Muskegon's offer or having anyone or a number of such cities offer to go it alone. Mayor Davis was quoted in the Press on March 29th as saying that he did not think Muskegon's challenge was too serious, therefore the Grand Rapids City Commission delayed action in offering to supply water in Allendale. In my opinion, this matter is most urgent if we intend to get any legislation this spring.

4. Have the university consultants on site meet and supply some of the answers and arguments referred to above and give other advice to the Board of Control on this cost problem. Expand their assignments so that they have to answer cost questions, so we have that plus what Gus Langius will be reporting on from the State buildings division direct to the legislative committees.

5. Robert Howlett and Richard VanderVeen have accepted responsibility for working in the contacts with the legislators' field as to this college, and they are both quite well informed on the subject. Perhaps they could be of help in the weeks ahead. Both are on the Citizens Committee.

Appendix XX. (Continued) Dutcher's Letter Presenting Board of Control Position on Site Selection

Rebuttal to Achterhoff and Wilkinson's statements and legislature

I personally feel that these two gentlemen were responsible for many easily refutable statements in their extensive presentation to the Legislative Committee. These legislators are more or less "cold" to the entire history and background of the true facts as they have been developing, and therefore these statements must be corrected. These key legislators have a great deal of information which they must assimilate each year, and they can only spend so much time on any one thing. They gave their time to listen to the Achterhoff presentation, and have assimilated this information and no doubt think it is correct unless we combat it with facts. I think these statements could be refuted.

Error No. 1: Achterhoff can't see why it makes any difference whether the college is at Muskegon or Marne because it takes students from Marne no longer to drive to Muskegon than it does for students from Muskegon to drive to Marne. This remarkable piece of logic is a classic and gives a real insight into the man's lack of desire to educate all of our qualified young people. The obvious answer is that there are no students at Marne! The students live anywhere from 6 to 40 miles east of Marne so "their commuting"trip to Muskegon would have to be extended from 40 to 75 miles and obviously most cannot and will not drive that distance, so they lose their college education (which this college was created to provide).

Error No. 2. He calls Muskegon the most starved 4 year college area in the State. Drawing our 30 mile commuting circle, I would agree that the half of it that extends out into Lake Michigan is starved but it deserves to be so. Regarding the half that is on dry land, Muskegon County has 148,000 residents and the 30 mile circle will put up a little piece of Ottawa County and a few other small counties but very few living students are actually included, comparatively. Kent County has 360,000 people without a State supported college and with only two parocial schools, with half of the students at Calvin coming out of the state, and I am not sure how many from Aquinas coming out of the State. These students in the numbers desired could not go to these parochial schools even if they wanted to. When we say college starved area, we are talking about number of students, not just a piece of real estate. The college starved area is the 8 county area, centering just west of Grand Rapids, in terms of thousands and thousands of students.

Error No. 3. Achterhoff implies that giving a million and a half dollars worth of land to the State is a financial benefit that budget conscious legislators should not easily pass up. First of all, we have no substantiation of the land being worth this amount. But even if the land were worth twenty million dollars, the legislature should still refuse a gift without blinking an eye if the land is located so that young people of this 8 county area cannot be educated there. Let them accept the gift and put a mental institution there, if needed, or a wild life of refuge there, if needed, but certainly not a 4 year institution of higher education that will not serve the young people.

Appendix XX. (Continued) Dutcher's Letter Presenting Board of Control Position on Site Selection

Error No. 4. Wilkinson said that large portions of Kent County are well within the service areas of existing State supported colleges and locating it herewould greatly infringe upon the existing service areas of those existing State supported colleges. The answer can be obtained to this statement simply by requesting figures from Western, Michigan State, and Ferris Institute as to how few students from Kent County commute to those schools each day. These figures should be made available inasmuch as this argument has been made and this argument must be refuted.

Error No. 5. Wilkinson stated that locating this 4 year State supported school near Grand Rapids would inhibit the growth of our existing private two parochial colleges. Statements from the Presidents of these institutions, past and present, should explode this.

Error No. 6. Wilkinson stated there was nothing sacred about the Russell and Jamrich reports. To my knowledge, no one yet has shown where either report was in error in any material fact, and the legislature has benefited tremendously over the past few years from the information gathered in those reports. If some private interest disagrees with a thorough and impartial report, there is no doubt nothing "sacred" about the report insofar as that private interest is concerned. But as far as the interest of the State of Michigan and the interest of this 8 County area is concerned, there is something very "sacred" about these reports. They are the first impartial reports on higher education in Michigan in its history, in a period extending over 130 years.

Error No. 7. Wilkinson claims that the Muskegon area is strategically located to service some area without being too definite what area. No doubt it is strategically located to service the Muskegon people, but I know not what else.

In closing, if you feel that my presence is required here on college matters during this 10 day period that I will be on vacation, I will consider cancelling my reservations. No other hearings have been scheduled during this period that I know of, and no one has requested me to be present at any meetings. I have spent about 5 hours putting together my thoughts on this subject as reflected to you above so that it would perhaps stimulate some thinking in a way that I could not do even if present. I could always fly back to Grand Rapids if you felt it necessary.

Very truly yours,

David E. Dutcher

DED:ef
cc: L. William Seidman
cc: Richard Gillett

Note: The facts and figures underlined in red are my estimates and should be substantiated before using.

Appendix XXIa. Correspondence between T. A. Saunders and Seidman On Cost Factors

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GENERAL
TELEPHONE COMPANY OF AMERICA

860 Terrace St., Muskegon, Michigan

OFFICE OF THE PRESIDENT ...
T. A. SAUNDERS

April 3, 1961

Mr. William Seidman
Seidman & Seidman
28 Pearl Avenue, N. W
Grand Rapids, Michigan

Dear Mr. Seidman:

At the final meeting of the Executive Committee, Site Selection for the Grand Valley College, our instructions were that costs were not be considered in our recommendation. It was further stated that the Board of Control would evaluate cost factors in making the final selection.

The members of the Executive Committee were not given the point scale ratings of the sites, but were advised that the scales no longer applied. The Consultants further advised us that cost of water and sewer facilities were estimated to be about the same, whether the facilities had to be developed on the site or were furnished by a municipality. This was completely contradictory to previous advice that the availability of these services was an important factor in site selection.

I am sure you agree that the conflicting statements currently being made public with regard to these services raise serious doubt about the validity of the information given to the Executive Committee at the time its final report was prepared. If the information was not valid, my position would possibly have been different.

I feel that a frank statement from you is in order to clarify this issue and would be helpful to the public and, particularly, to those members of the site committee who attempted to serve in an objective manner. As you know, I have not identified myself with the group who have sponsored the proposed Muskegon site. However, it is still my strong opinion that the

Appendix XXIa. (Continued) Correspondence between T. A. Saunders and Seidman On Cost Factors

Board of Control, in its final decision, should give primary consideration to all cost factors and especially to water and sewer availability.

Copies of this letter are being made available to Muskegon news media.

Sincerely,

/s/ T. A. Saunders

T. A. Saunders
Executive Committee
Site Selection
Grand Valley College

TAS:emb

Appendix XXIb. Correspondence between T. A. Saunders and Seidman On Cost Factors

C
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P
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April 6, 1961

Mr. T. A. Saunders, President
General Telephone Company
860 Terrace Street
Muskegon, Michigan

Dear Mr. Saunders:

This is to acknowledge your letter of April 3, 1961, and to express my appreciation for your thoughtfulness in bringing this information to our schedule. It is quite obvious that the conflicting reports which have been circulated throughout the area tend to place the executive group of the Site committee in a rather uncomfortable position. This is unfortunate, and I therefore welcome the opportunity to put the record straight relative to your assignment, the information which you were furnished, and the report which you prepared. Permit me to do this in a categorical manner.

1. The Board of Control made a special effort to designate the executive group of the Site Committee as the group to prepare a report to the Board of Control based on the best information available.

2. The Site Selection Committee and the executive group were not expected to give consideration to the cost factor since this is a matter that the Board of Control must determine in relationship to all factors. The Board expected your group to evaluate the other considerations and in light of these suggest the most appropriate site.

3. The professional consultants reported to your group and to the Board of Control that the long-range cost to provide a water supply and sewage treatment on any site is not significantly more than furnished by a municipality.

4. The rating scale that was used by the committee members as a general guide was not intended to be used as some have claimed. The form was prepared by the Division of Building, Michigan Department of Administration, and it was their suggestion that the factor weight be used only as a general guide. The Board did not expect the committee to submit a report, which in any way would reflect the numerical evaluation based on a general rating scale. The Board itself determined that the factor of location near the center of population in the eight-county area should be a large factor in its determination.

Appendix XXIb. (Continued) Correspondence between T. A. Saunders and Seidman On Cost Factors

It is our hope that this letter may be made available to the Muskegon news media since it is grossly unfair to have any reflection cast on the outstanding work of the executive group of the Site Selection Committee. The statesmanship of this group in treating all proposals in a fair and equitable manner will be remembered and appreciated long after the flush of disappointment and accusation has died away. We of the Board of Control sincerely appreciate what you have done for the welfare of our youth in the years ahead. Thanks!

Sincerely,

L. Wm. Seidman, Chairman
Board of Control
Grand Valley College

Appendix XXII. Board Action On Site Selection

RESOLVED,

1) The board recognizes and affirms its responsibility under act No. 120 of the Public Acts of 1960 to select and acquire a suitable site for the location of Grand Valley College;

2) The board takes cognizance of the intent and objectives of the legislature from the terms of the act calling for a college in the designated 8-county area and from the reports which led to the adoption by the legislature of the act, namely:

(a) The Final Report of the Survey of Higher Education In Michigan submitted by John Dale Russell to the legislature in 1958 which states in part: "A superficial review of the situation leads to the conclusion that the most likely location for another state-controlled college is Grand Rapids. Grand Rapids is sufficiently distant from other state institutions, so there would be no objectionable overlapping of services in the new area if a new state college were located there."

(b) The Report to the Legislative and Citizens Committees on the Eight-County Study of Higher Education Needs in Allegan, Barry, Ionia, Kent, Montcalm, Muskegon, Newaygo and Ottawa Counties by John X. Jamrich, dated December, 1959, which states in part: "It is the recommendation of the study that the new college be located so that it will provide the needed services to a maximum number of youth and adult. It is recommended that the new college be located just west of the city of Grand Rapids."

3) The board believes that a full and fair investigation of the site proposals submitted has been made according to the principles endorsed by this board on January 13, 1961, according to procedures followed by the executive group of the site selection committee of the citizens' council as set forth in its report accepted and endorsed by this board on March 19, 1961, and on the basis of information subsequently submitted to this board by proponents of various sites, by the board's special committee on site selection, and by its professional consultants and on the basis of information obtained through certain site-reviews made by a majority of the members of this board.

4) The board finds from such investigation that the site to be known as the Grand River side which is located in Allendale Township, Ottawa County, Michigan, about eight miles west of the Grand Rapids city limits, and which is bounded on the north by highway M-50, on the west by a line going south from highway M-50 along the west one-eighth line of section 30, town 7 north, range 13 west, 2,640 feet to the east and west one-quarter line of said section, thence west 300 feet, and thence south 2,640 feet to the south section line of said section; and bounded on the south by

Appendix XXII. (Continued) Board Action On Site Selection

Pierce Street and by the line of such street extended east to Grand River, also being the south section lines of sections 29 and 30, both in town 7 north, range 13 west and bounded on the east by the west bank of the Grand River; and which site contains approximately 740.5 acres,

(a) is ideally situated to serve the maximum number of number of persons within the 8-county area who live outside the commuting-distance service area of other state institutions of higher education.

(b) is in all respects suitable as a site for the college and reasonably satisfies the conditions previously specified by the board and does satisfy such conditions to a greater extent and in a better manner than does the other centrally located site.

5) The board selects the above-described site as the location for the college established by said act of the legislature and authorizes the acquisition thereof for an aggregate price of not more than $300,000, and such acquisition shall be made from available funds which are in excess of $1,000,000 in funds, property, and pledges or subscriptions raised by a method other than taxation.

6) The board authorizes the chairman and treasurer or secretary of the board to carry out this resolution in accordance with applicable legal requirements and subject to such conditions as any two of such officers may in their discretion determine shall be met, including further confirmation in the report for the capital outlays joint committee of the legislature by the director of the building division of the department of administration as to the suitability of the selected site.

Appendix XXIII. Building Division Comparison of Sites

A COMPARISON OF THE SITES AT ALLENDALE, MARNE AND MUSKEGON FOR A 10,000 STUDENT COLLEGE

G R A N D V A L L E Y C O L L E G E

Department of Administration
BUILDING DIVISION
A. N. Langius, Director
April 24, 1961

A COMPARISON OF THE SITES AT ALLENDALE, MARNE, AND MUSKEGON FOR A 10,000 STUDENT COLLEGE

This is a report of a study made by the Building Division, Department of Administration, of the estimated on-site construction and cost of utilities and grounds for a 640 acre - 10,000 student campus. The directive which caused this study to be made was proposed by Representative Carroll C. Newton on Wednesday, March 29, 1961, at a joint Senate Finance and House Ways and Means Committees hearing of the method used by the Board of Control in selecting the sites which were then under consideration for the proposed Grand Valley College in West Central Michigan. Although a 33-man Site Committee and the Board had considered many sites, it is understood that the intent of the directive was to compile for the joint committee a comparison of the construction and cost of on-site utilities and grounds at only three locations - Allendale, Marne, and Muskegon. The study made it necessary for the Building Division to:

1) Visit each site.
2) Assume the kind and area of the buildings and other structures required for the proposed college.
3) Establish a diagrammatic site plan for the assumed institution on an optimum site.
4) Compare the estimated construction and cost at the optimum site with those at the three locations under consideration.
5) Verify the original ratings by the Building Division of the **ESSENTIAL** and **DESIRABLE** features of each site.

1) A visual inspection of each site was made on April 3, 1961. Each was viewed particularly from the standpoint of two essential features (Topography and Soil Characteristics) because the joint hearing on March 29 revealed official assurance by Ottawa County and verbal assurance by Muskegon that the two other essential features (Water Supply and Sewage Disposal) would be met at no cost. The visual inspection was followed by an examination of the pertinent aerial photographs and topographic information. The inspection and examinations of pertinent information, which of necessity had to be cursory because of the limited time, indicated that a 10,000 student college could be constructed on any of the sites. It was found, however, that certain features at one site would result in higher and certain lower in construction and maintenance costs than at the optimum or other sites. These differences in estimated costs for items of on-site construction are shown in the tabulation under Item 4.

2) It is assumed for the purpose of comparison that the proposed college will have an enrollment of 10,000 Full Time Equivalent students, and that the curriculum and operation, for all practical purposes, will be the same and require similar facilities as other State colleges. If an average square feet of gross building area per student is applied to the student population proposed for the Grand Valley College, approximately 2,100,000 square feet of gross building area will be required. The average used was from a recent study by the Building Division of existing State educational institutions. It includes only those buildings required for the fulfillment of the primary purpose of the institution consisting of instructional buildings, library, auditorium, administration, heating plant, shops, etc. Another 1,900,000 square feet will be required for housing, food service, intercollegiate athletics, etc.

There follows a list of the buildings and other structures and the estimated areas which would constitute a physical plant for a college of 10,000 F.T.E. students.

Building or Structure	Gross Square Feet
Auditorium and Theater	150,000
Library	200,000
Union Building	150,000
Home Management House	5,000
Classrooms, Laboratories and Faculty Offices	1,200,000
Administration Building	70,000
Married Student Apartments	480,000
President's Residence	5,000
Health Service	25,000
Men's and Women's Residence Halls	1,440,000
Heating Plant	15,000
Shops and Storage	90,000
Laboratory School	100,000
Research Laboratory	60,000
Chapel	10,000
Faculty, Student and Visitor Parking	--
Intercollegiate Athletics	--
Total	4,000,000

3) Attached (Appendix A) is a copy of a diagrammatic site plan for the assumed ultimate physical plant. The entire development requires 640 acres, approximately 160 acres of which is devoted to the 2,100,000 square feet of buildings required for the fulfillment of the primary purpose of the institution. The remainder is for housing, food service, intercollegiate athletics, etc. The plan indicates diagrammatically also the 5 miles of roads, 10 miles of curbs, 10 miles of walks and 6,600 parking spaces which will be required for the ultimate development. It is estimated in addition that the buildings and the site construction will be served by approximately 5 miles of heating and electrical distribution lines, 6 miles of water mains for both domestic use and fire protection and 10 miles of sanitary and storm sewers. The total estimated cost of such a physical plant is $75,000,000, much of which could be constructed with funds obtained from gifts, grants or self-liquidating bonds. The location of the buildings and structures and the estimate of the required utilities will vary somewhat depending on the local conditions of the selected site.

4) In order to compare the on-site costs at the three sites - Allendale, Marne, and Muskegon - it is necessary to consider the differences in topography, soil, natural drainage, etc., which will affect the construction of utilities and grounds. A brief description of each site, from this standpoint, follows:

Allendale - Located in Ottawa County along the west bank of the Grand River, south of M-50 about 8 miles west of Grand Rapids. The site rises about 75 feet above the river to a gently sloping area which is broken by two ravines. The site is drained either into the river by way of the ravines, or to the northwest into Ottawa Creek. Storm drains will be relatively small and short because of natural drainage extending into building area. Clay loam soil will require the use of underdrains for roads, and a sand cushion for walks but will lessen cost of lawn and planting construction and maintenance. Gradual slopes should result in minimum size sanitary sewers with little or no pumping required. Most excavations will not require shoring.

Marne - Located in Ottawa County, west of the Village of Marne, south of expressway I-96, about 6 miles west of Grand Rapids. Site is rolling with drainage in all directions. Several pockets could result in extra cost for sewage pumping. As at Allendale, clay loam soil will require the use of underdrains for roads, and a sand cushion for walks but will lessen cost of lawn and planting construction and maintenance.

Muskegon - Located in Muskegon County, at east boundary of City of Muskegon along US-31 and south of the Muskegon River. The north 200 acres of the site is in the swamp flats of the Muskegon River. The southerly 600 acres is separated from the flats by a steep bank. The area is relatively flat with gentle slopes to Four Mile Creek which flows west through the site and would serve as the outlet for storm sewers from most of the buildable area. Soil is all sand which will eliminate need for underdrains for roads but will require extensive and expensive conditioning and irrigation to develop and maintain lawns and plantings. Excavations for utilities, especially the deeper ones, will require sheet piling or handling additional earth because of caving sides.

There follows a tabulation which lists the 10 major items of on-site utilities and grounds construction required for a 10,000 F.T.E. student campus and comparative costs at an optimum site and at Allendale, Marne and Muskegon.

Item	Optimum	Allendale	Marne	Muskegon
1) Heating Distribution . . .	$2,000,000	$2,100,000	$2,100,000	$2,000,000
2) Water Distribution	375,000	375,000	375,000	300,000
3) Sanitary Sewers	250,000	250,000	300,000	275,000
4) Storm Sewers	750,000	600,000	650,000	800,000
5) Electrical Distribution . .	650,000	700,000	700,000	650,000
6) Sidewalks	150,000	170,000	170,000	150,000
7) Roads and Parking	675,000	750,000	725,000	675,000
8) Soil Conditioning	-0-	-0-	-0-	675,000
9) Planting and Seeding. . . .	225,000	300,000	275,000	345,000
10) Site Irrigation	-0-	-0-	-0-	230,000
Total Estimated Cost. . . .	$5,075,000	$5,245,000	$5,295,000	$6,100,000

It should be noted that no site plan has been prepared for any particular site since time would not permit, but that construction required was established for the optimum site and equal amounts of each item have been assumed for the three sites with costs adjusted up or down because of topography, drainage, soil, etc.

The total cost of on-site utilities and grounds construction at the optimum site is estimated at $5,075,000. This is exceeded at Allendale by $170,000, at Marne by $220,000, and at Muskegon by $1,025,000.

Analysis of cost comparison will reveal only minor cost differences between the various sites on all items except numbers 8 and 10 (Soil Conditioning and Site Irrigation) which are required at Muskegon since the soil is all sand. The State has had previous experience at institutions with sandy soil, and we have learned, at considerable expense, that only proper soil conditioning and irrigation will produce satisfactory lawns and plantings.

5) The most universally used method for comparison is to evaluate the actual characteristics against an optimum by use of a rating chart. Such rating charts have been prepared and used by the Building Division for evaluating sites for several new State institutions. A similar rating chart (Appendix B) was prepared by the Division for use by members of the Site Committee appointed by the Board of Control to assist in evaluating the proposed sites for the Grand Valley College. The chart presents two groups of features for analysis. The total of the optimum values for each group is 100.

The first group of twelve features are DESIRABLE and are important if the college is to function economically and serve completely the purposes for which it is founded. Some, such as size and shape of the site, distances to trunk line highway and center of service population and natural beauty are very important. Others, such as condition of access roads and distances to fire station and electric power are of lesser importance because they can generally be corrected and are so valued. The second group consists of four features all of which are ESSENTIAL and a site totally lacking any one of these should not be considered. These features are (1) adequate water supply, (2) satisfactory sewage disposal, (3) topography that will permit economical building construction and promote surface water drainage and (4) soil conditions favorable for building foundations, lawns, and planting.

There follows a compilation of the ratings of the three sites covered by this report.

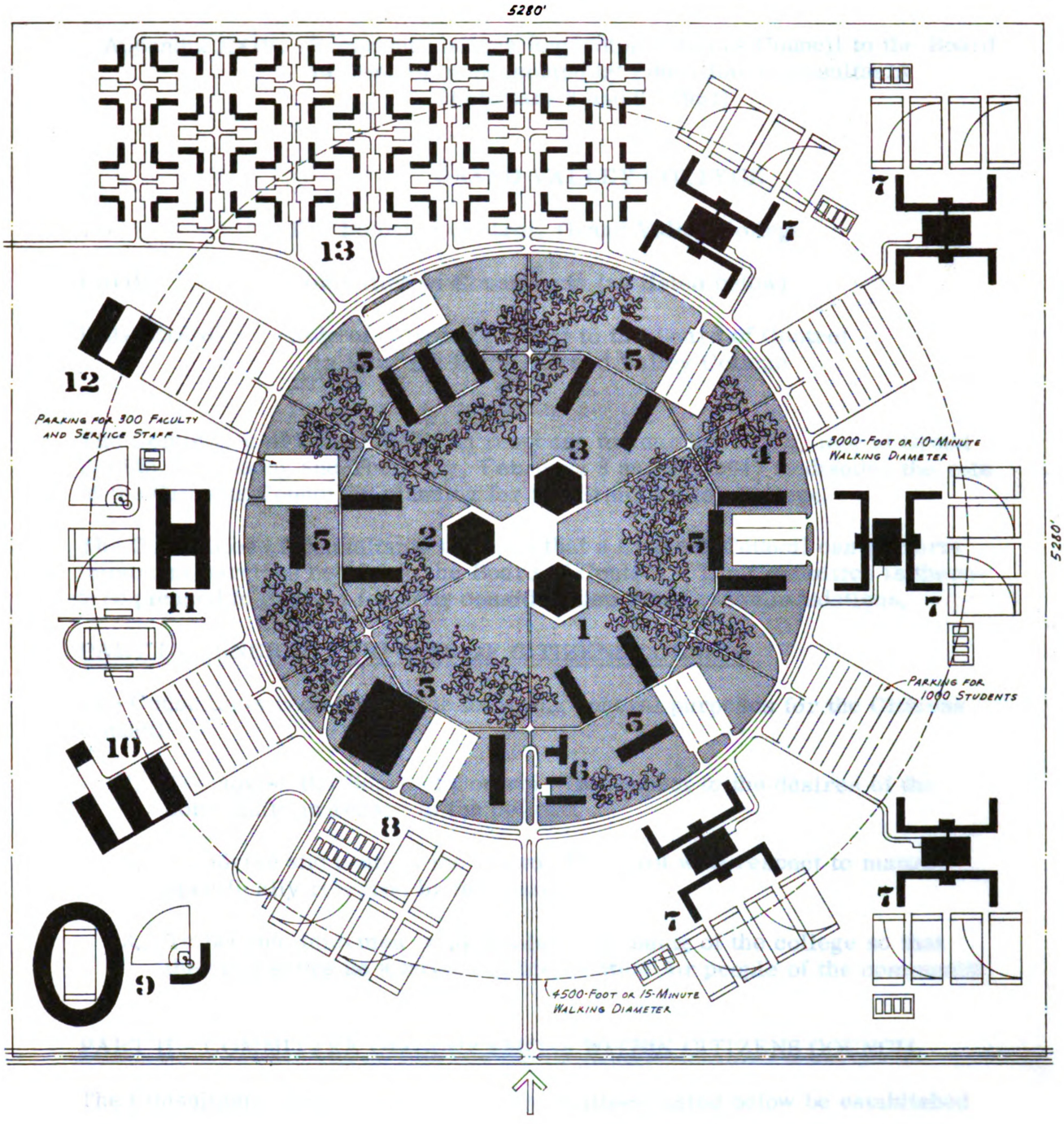
Desirable Features	Optimum Value	Allen-dale	Marne	Muske-gon
1. Size of site available	18	18	18	18
2. Least dimension of site	15	15	13	15
3. Distance to trunk line highway	12	12	9	12
4. Distance to population center	12	10	10	0
5. Natural beauty of site	11	11	9	8
6. Safety of approach from main highway	6	6	6	6
7. Condition of present road to site	6	6	6	6
8. Distance from nearest fire station	5	3	4	5
9. Freedom of site from nuisances	5	5	5	3
10. Character of surroundings	5	5	4	4
11. Distance to fuel gas main	3	2	2	3
12. Distance to electric power	2	2	2	2
Totals for DESIRABLE FEATURES	100	95	88	82
Essential Features				
1. Water supply	30	30	30*	30
2. Sewage disposal	30	30*	30*	30
3. Topography	20	18	20	16
4. Soil characteristics	20	20	20	15
Totals for ESSENTIAL FEATURES	100	98	100	91
TOTAL RATINGS	200	193	188	173

*Original Rating 10

The original ratings by the Building Division totaled 173 for Allendale and Muskegon and 148 for Marne. A subsequent resolution by Ottawa County to provide water and sewer service to the sites in that county increased the rating for the Allendale site by 20 and the Marne site by 40.

Although each of the sites is excellent and possesses all of the essential features to an acceptable degree and most of the desirable ones, the Allendale site with a rating of 193 is the nearest to the optimum. The Marne site is less desirable, principally because of its access to the trunk line highway and because it is less than a mile in width. Muskegon rates the lowest for two principal reasons: Its distance to the center of population to be served and its extremely sandy soil.

Department of Administration
Building Division
A. N. Langius, Director
April 24, 1961



1	AUDITORIUM AND THEATER (1,500 AND 500 SEATS)	150,000 GROSS SQUARE FEET
2	LIBRARY (10 NET SQUARE FEET PER STUDENT)	200,000
3	UNION BUILDING (7½ NET SQUARE FEET PER STUDENT)	150,000
4	HOME MANAGEMENT HOUSE	5,000
5	CLASSROOMS, LABORATORIES AND FACULTY OFFICES (60 NET SQUARE FEET PER STUDENT)	1,200,000
6	ADMINISTRATION BUILDING (3 ½ NET SQUARE FEET PER STUDENT)	70,000
	CHAPEL	10,000
	PRESIDENT'S RESIDENCE	5,000
	HEALTH SERVICE	25,000
7	MEN'S AND WOMEN'S RESIDENCE HALLS (60 PER CENT OR 6000 AT 240 GROSS SQUARE FEET EACH)	1,440,000
8	PLAYING FIELDS FOR INSTRUCTIONAL ATHLETICS	
9	INTERCOLLEGIATE ATHLETICS	
10	HEATING PLANT	15,000
	SHOPS AND STORAGE (4½ NET SQUARE FEET PER STUDENT)	90,000
11	LABORATORY SCHOOL	100,000
12	RESEARCH LABORATORY	60,000
13	MARRIED STUDENT APARTMENTS (8 PER CENT OR 800 AT 600 GROSS SQUARE FEET EACH)	480,000
	TOTAL	4,000,000 GROSS SQUARE FEET

DEPARTMENT OF ADMINISTRATION
BUILDING DIVISION
ADRIAN N. LANGIUS, DIRECTOR

0 400 800 FEET

APRIL 1961

DIAGRAMMATIC SITE PLAN FOR A COLLEGE OF 10,000 F.T.E. STUDENTS
GRAND VALLEY COLLEGE

Appendix XXIV. Recommendations Regarding Citizens Council to the Board of Control as Suggested by Educational Consultants (February 8 and 9, 1961)

GRAND VALLEY COLLEGE

TO: The Board of Control, Grand Valley College

FROM: Committee of Consultants (as listed below)

REGARDING: Role of Citizens Council to the Board of Control in Planning for the Grand Valley College

The Committee of Consultants, in response to your invitation, met in Grand Rapids Wednesday and Thursday, February 8 and 9, 1961, to discuss the role of the Citizens Council in planning for the Grand Valley College.

The Committee of Consultants believes that a Citizens Council can perform important services helpful to the Board of Control. The Committee is therefore pleased to present for your consideration these recommendations.

PART I - GENERAL PURPOSES OF CITIZENS COUNCIL

The Consultants recommend the following general purposes for the Citizens Council:

1. To advise the Board of Control with respect to the desires of the community in regard to the college.

2. To advise and counsel the Board of Control with respect to matters specifically referred by the Board.

3. To become informed on preliminary planning of the college so that they can serve as a source of information for people of the community.

PART II - COMMITTEE ORGANIZATIONS WITHIN CITIZENS COUNCIL

The Consultants recommend that the committees listed below be established, that the Board of Control appoint a chairman of each, that each committee select its own vice-chairman and secretary, and that the Board of Control name at least one of its members to serve as member ex-officio of each such committee.

A. SITE SELECTION COMMITTEE:

The Site Selection Committee shall offer advice and counsel to the Board of Control with respect to:

1. General nature of the site to be selected.

Appendix XXIV. (Continued) Recommendations Regarding Citizens Council to the Board of Control as Suggested by Educational Consultants (February 8 and 9, 1961)

2. Committee members' evaluations on proffered sites.

3. Community articulation.

4. Concepts of site development.

B. INTER-INSTITUTIONAL RELATIONSHIPS COMMITTEE:

The Inter-institutional Relationships Committee shall offer advice and counsel to the Board of Control with respect to maintaining liasion and achieving co-operation with:

1. Area community colleges.

2. Area non-public colleges.

3. Area public school districts, such as coordination of counseling services, surveying resources available to the college, coordination of programs, and dissemination of facts re expected large flow of students.

4. Other colleges and state universities (with special reference to graduate and professional functions).

C. STUDENT AID COMMITTEE:

The Student Aid Committee shall offer advice and counsel to the Board of Control with respect to:

1. Locally supported student loan, aid and work programs.

2. Housing for non-commuting students.

D. GOVERNMENTAL RELATIONSHIPS COMMITTEE:

The Governmental Relationships Committee shall offer advice and counsel to the Board of Control with respect to:

1. Zoning and land use problems in the area of campus.

2. Health problems in the area of the campus, including research on available health services, sewage, drainage and water supply provisions.

3. Security problems of the campus, including research on available law protection agencies.

4. Fire protection problems of the campus, including research as to fire and other emergency services available.

Appendix XXIV. (Continued) Recommendations Regarding Citizens Council to the Board of Control as Suggested by Educational Consultants (February 8 and 9, 1961)

5. Access and closure problems of the campus, including research on present and future roads and highways and their maintenance.

E. EDUCATIONAL NEEDS COMMITTEE:

The Educational Needs Committee shall offer advice and counsel to the Board of Control with respect to future area needs for:

1. Professions legal, medical, nursing, ministry, etc.)
2. Industrial management personnel.
3. Distributive and service personnel.
4. Scientific and technical personnel.
5. Additional specialized personnel.

F. AREA STUDIES COMMITTEE:

The Area Studies Committee shall offer advice and counsel to the Board of Control with respect to amplification and updating of existing area studies as follows:

1. Verification of expressed responses of high school students to go to college. See Jamrich Report.
2. Verification of response of high school students re education (vocational) goals.
3. Determination of need for future studies.

G. ARCHIVES COMMITTEE:

The Archives Committee shall offer services, advice and counsel to the Board of Control with respect to:

1. Recommendations as to format and content of records of the development of this college.
2. Services to prepare and preserve records of college developments to date, and services to keep the same current.

H. COLLEGE INTERPRETATION COMMITTEE:

The College Interpretation Committee shall provide communications for the Board of Control as follows:

Appendix XXIV. (Continued) Recommendations Regarding Citizens Council to the Board of Control as Suggested by Educational Consultants (February 8 and 9, 1961)

1. Contacts with area service clubs, church groups, women's organizations, and professional organizations.

2. Contacts with any community discussion groups planning programs involving this college.

PART III - PROCEDURES FOR COMMITTEES OF CITIZENS COUNCIL

The Consultants recommend the following procedures for the committees of the Citizens Council:

1. That each appointed committee choose a vice-chairman and a secretary.

2. That each committee keep a written record of its proceedings.

3. That committee meetings be held at the call of the chairman or on direction of the Board of Control.

4. That each committee submit its report or reports through the chairman, directly to the Board of Control.

5. That written progress reports be furnished to the Board of Control at the request of such Board or at the request of the Chairman of the Citizens' Council.

PART IV - TERMS OF COUNCIL, ITS COMMITTEES, AND COMMITTEE OFFICERS

The Consultants recommend that the terms of all council members, committee members, and officers of committees shall automatically expire on December 31, 1961, except as renewed by the Board of Control, and that their respective functions shall terminate on December 31, 1961; further, it is recommended that any such committees and such renewal appointments shall automatically terminate as of the end of the next succeeding calendar year, unless again so renewed.

COMMITTEE OF CONSULTANTS (Participating)

Chris A. De Young - Grand Valley College
Harold M. Dorr - University of Michigan
Harlan L Hagman - Wayne State University
Raymond N. Hatch - Michigan State University
John E. Visser - Grand Rapids Junior College
Clayton J. Maus - Western Michigan University
Herbert H. Wood - University of Michigan

Appendix XXV. Citizens' Council Program Plans

GRAND VALLEY COLLEGE
28 Pearl Street, N. W.
Grand Rapids 2, Michigan

C
O
P
Y

January 21, 1961

In re: Citizens' Council to
Board of Control

Dear Citizens' Council Member:

We have scheduled an important meeting of the entire Citizens' Council of the Grand Valley College for Thursday, February 16, 1961. The meeting will be in the Continental Room of the Pantlind Hotel in Grand Rapids and will commence at 8 P. M. Refreshments will be served.

The program will include the following:

(1) Up-to-date report from the new planning Administration Staff of the Grand Valley College by Chris De Young. (Preliminary studies were completed just a few days ago.)

(2) Resume of the November, December, January and February meetings of Grand Valley's Board of Control.

(3) Progress report on Fund Drive from Mr. Richard Gillett.

(4) Report on Site and Buildings' Committee's steps to date.

(5) Remarks by L. William Seidman (Chairman of Board of Control) on "What's ahead for the college".

As you know, the Finance Committee of the Citizens Council has been active for some time, and the Site and Buildings Committee thereof is now commencing its functions. However, the majority of our Citizens' Council (whose membership now consists of 109 persons) have not yet been appointed to specific committees. We are awaiting recommendations from the newly appointed Planning Administration Staff to the Board of Control as to what additional areas could be usefully served by our Citizens' Council members in this advisory capacity. It is hoped that these recommendations will be completed in time for Board action at their February 10 meeting. If same occurs, these suggested committee areas will be discussed at our forthcoming meeting on February 16.

I am enclosing herewith a roster of our Citizens' Council and Board of Control for your permanent reference purposes.

We hope that you will be able to attend this first meeting of the entire Citizens' Council.

Best wishes,
/s/ David E. Dutcher
David E. Dutcher
Chairman Citizens' Council

216 Federal Square Bldg.
Grand Rapids, Michigan

Appendix XXVIa. Educational Materials Used to Solicit Funds

NEW COLLEGE HIGHLIGHTS

You probably have heard of the establishment of a new state college in Western Michigan. This is an exciting new development which provides great benefit to the area and also presents a challenge. I thought you would like to know some of its history and future plans. The new college was created by the Michigan Legislature by the signing of a bill on April 26, 1960.

The college is the outgrowth of the first long-range planning for higher education in the State of Michigan. The Michigan Legislative Study Committee on Higher Education, sponsored by the Michigan Legislature and the Kellogg Foundation, published its findings, prepared under the direction of Dr. John D. Russell, director of the survey, in 1958.

In connection with planning for future development of higher education, these important conclusions were reached:

1. The state had need for a new four-year degree-granting college.
2. Such college should be independent of other schools in the state.
3. It would be more economical to establish a new school than to continue to try to enlarge most of the existing institutions.
4. The most likely place for establishing such new college would be in the eight-county area with Kent as a center.

Subsequently, in House Concurrent Resolution 28, passed in June 1959, the Legislature created a Study Committee to follow up on the Russell Report. This committee appointed Dr. John X. Jamrich, Director of the Center for Higher Education at Michigan State University, to make a detailed study of the need and type of education necessary in the area. Dr. Jamrich's report approved by the Study Committee, presented these main conclusions:

1. There is an unquestioned need for a new four-year degree-granting college in this eight-county area.
2. The college should be developed with a strong undergraduate Liberal Arts emphasis.
3. It is recommended that the college acquire at least 400 acres of land.
4. It is recommended that the new college be located in an area somewhere just west of the City of Grand Rapids.

Based on these recommendations, the Michigan Legislature passed a bill in its 1959 session providing the charter for the new school, contingent however, on the communities raising from non-tax sources $1,000,000, and providing a site for the new school. The Legislative debate reveals that the purpose of this provision was to make sure that the area itself felt strongly enough about the need for this school to provide initial capital funds to get it under way.

The need to provide better educational opportunities for children in the area is unquestioned. Dr. Jamrich's report reveals, "By 1965 there may be

Appendix XXVIa. (Continued) Educational Materials Used to Solicit Funds

NEW COLLEGE HIGHLIGHTS

6,000 young people in the eight-county area seeking a higher education, from whom there will not be a facility available."

His report shows estimated enrollments for the new college will be 2,500 for 1965, 5,000 in 1970, and 8,000 to 10,000 by 1975. Reports also have shown that the percentage of youth now attending college from the eight-county area is approximately 15% less than for the state as a whole, and 30% less than the Detroit area. This is obviously the result of the lack of facilities available here. Further, this need can be fulfilled more economically through the creation of a new school here than in any other way.

Beyond this, what will the new school mean to the area?

It will mean highly-talented young people will be brought into the community to participate both as citizens and as experts in their particular fields. It will provide a source for industry, both for facilities, brains, and trained manpower, which has clearly not been available to the extent necessary in this area. One has only to look at industrial developments around other educational centers to see the attractiveness of this type of facility to business. In the new world of computers, wonder drugs, and rockets, this trend has barely begun.

This new institution will bring to the economy of our area a "new business" with tremendous economic, social, and cultural benefits. It is doubtful that any new business established in the community in the next ten years will bring the amount of spending power to the area which will ultimately be represented by this institution. Every type of business will be benefited.

A college of the type envisioned also brings with it many cultural benefits, including music, art, lectures, athletics, and other attractions that will make the whole area a better place to live. One industry has already commented that such a new college will go "a long way toward meeting our problem of attracting people from some of the more glamorous areas to live in West Michigan."

What kind of college will develop?

This will depend largely upon the people of the community, and the care and support which they give its growth.

The college has a number of substantial advantages to begin with. Unlike all other colleges in the area, it will have an independent charter similar to that given to Wayne State University, Michigan State University, and the University of Michigan. It will not be under the Department of Public Instruction as are all other state institutions.

Further, its Board is appointed by the Governor, with the consent of the Senate, rather than elected. Board members are appointed for a six-year term.

Appendix XXVIa. (Continued) Educational Materials Used to Solicit Funds

NEW COLLEGE HIGHLIGHTS

This should help to keep the college out of "partisan politics." The present Board of Control has indicated their desire to build a college of which all the people can be proud because of its standards and service to the area, of which it will be an integral part.

All of the benefits of this new college will be possible only if the communities get together to raise the $1,250,000 necessary to provide the capital funds and the new site. Incidentally, it has been predicted that by the time this college attains its full status, most of this eight-county area will actually be integrated into one economic community.

This is an unusual Fund Drive:

1. It is a one-time requirement. Raising this amount will get the new college underway. These are capital funds only.

2. It must reach its goal in order to create the college.

3. It must succeed rapidly - by the end of March 1961 at the latest - in order that the college may go to the 1961 session of the Legislature in order to obtain operating funds for planning for the next year. In other words, if the funds are not raised in time, the whole year is lost.

Certainly, in no other campaign for funds in the area could it ever be said that so many benefits can be gained by putting the campaign over swiftly, as there is in this unusual situation.

All of the funds raised will be used for capital improvements or endowments.

A volunteer will call on you in the near future to discuss the new college with you. We sincerely hope you give this matter full consideration and your whole-hearted support.

Sincerely,

L. Wm. Seidman, Chairman
Board of Control

Appendix XXVIb. Educational Material Used to Solicit Funds

Grand Rapids and Western Michigan will have its own four-year state college, ready for students in 1963.

As a result of hard work by interested citizens of an eight-county area - Muskegon, Newaygo, Montcalm, Ottawa, Kent, Ionia, Allegan and Barry - and their state legislators, a bill was passed by the legislature and signed by Governor Williams on April 26, 1960, authorizing the establishment of a new college in the West Michigan area.

Now the work begins. The bill of authorization stipulated that the new college would become a reality only when a proper site and $1,000,000 were raised by the area itself. The fund drive that is under way is a most unusual one. It is a one-time proposition. The money raised, to be used for capital improvements and endowments, is necessary to get the college started. And the drive must reach its goal. In this case, 98% of the amount will not build 98% of a college. Furthermore, it must be raised by March of 1961 in order that the college can go to the spring session of the legislature to obtain operating funds for the next year.

If you wonder why the legislature decided on this do-it-yourself approach to the financing of the college, its purpose is revealed in the debate concerning the bill. It wanted to make sure that the area involved felt strongly enough about the need for the college to provide initial funds to get it under way. Of course, the benefits to the area are apparent. Not only would a college bring in a large and steady new business, but also it would bring talented people to West Michigan as a source for industry, for facilities, brains, and trained manpower.

The need for a new four-year college was established as a result of a survey published in 1958 by the Michigan Legislative Study Committee on Higher Education, sponsored by the Michigan Legislature and the Kellogg Foundation, prepared by Dr. John D. Russell, director of the survey. Four main recommendations were made: The state had need for a new, four-year degree-granting college, such college should be independent of other educational institutions in the state, it would be more economical to establish a new school then to enlarge the existing ones, and the most likely place for such a college would be in the eight-county area with Grand Rapids as a center.

After the Russell Report was made public, a citizens' committee was organized in the area to discuss its implications. In March, 1959, a $7,500 grant was made by the Grand Rapids Foundation to finance a further study of the educational needs of this part of the state. This report prepared by Dr. John X. Jamrich recognized that there will be a rapidly increasing population of college age in the next decades, and that the existing state colleges and universities would be physically unable to accommodate them. It also noted that a greater percentage of eligible students would go on to college if there were one near enough to their homes so that they could commute to classes and save living expenses by continuing to live at home.

Appendix XXVIb. (Continued) Educational Material Used to Solicit Funds

The College recommended by the survey would be a liberal arts college, with adult and graduate programs provided by extension services of the University of Michigan and of Michigan State University.

In due time the legislature passed the bill establishing the college, and a Board of Control was named by Governor Williams on October 5.

Members of the board are:

L. William Seidman, Chairman. Mr. Seidman is a partner in the accounting firm of Seidman & Seidman, and a member of the Committee on Federal Taxation of the American Institute of Certified Public Accountants. He was chairman of the Citizens Advisory Committee which assisted the Michigan Legislative Committee in its study of the need for a college in this area. He is a graduate of Dartmouth College (A. B.), Harvard Law School (L. L. B.), and the University of Michigan (M. B. A.)

Edward J. Frey, President of the Union Bank and Trust Company, and of the Greater Grand Rapids Chamber of Commerce. He is also a director of the United States Chamber of Commerce, and a member of the Executive Council of the American Bankers Association. Mr. Frey is a graduate of the University of Michigan, and of the School of Banking of Rutgers University.

Dale Stafford, publisher of the Greenville Daily News, and former editor of the Detroit Free Press. He was the Republican candidate for Michigan State University Board of Trustees four years ago, and is currently the incoming president of the Inland News Association. Mr. Stafford is a graduate of Michigan State University.

Mrs. John J. Kistler of Grand Haven, who was secretary of the Citizens Advisory Committee. She is a past officer of the Michigan State Federation of Women's Clubs, Ottawa County Red Cross, and Grand Haven PTA Association, and was recently chairman of the Michigan Council of Women's State Organizations. She is a graduate of the University of Kansas (A. B. - Journalism) and Columbia University (M. A. - English).

Mr. William A. Kirkpatrick, President and Treasurer of the Kalamazoo Paper Box Company. Mr. Kirkpatrick is Vice-Chairman of the Industry Advisory Board of the School of Paper Technology at Western Michigan University, and has served as a member of the board of directors of Goodwill Industries, Inc., of Southwestern Michigan. He is a graduate of Massachusetts Institute of Technology (Chemical Eng.)

Mr. James Copeland of Greenville. Mr. Copeland is President and Director of the Wyoming State Bank and of Security National Bank of Manistee. He is Chairman of the Board of Equity Financial Corporation, and a graduate of Albion College.

Dr. Arnold C. Ott of Muskegon, President of Ott Chemical Company. Dr. Ott received his Ph. D. in Chemistry from Michigan State University, and holds authorship on 50 domestic and foreign patents and technical publications.

Appendix XXVIb. (Continued) Educational Material Used to Solicit Funds

Mr. Kenneth Robinson of Grand Rapids, Director of Region 1-D (out-state Michigan area) of the International Union, United Auto Workers, and a member of the Education Committee of the International Executive Board of UAW. Served on Grand Rapids Community Chest Board for a number of years and is presently a member of the National Budget Committee of the National Community Chest and Councils. Mr. Robinson recently served as a member of the Michigan Tax Study Citizens Advisory Committee.

Dr. Icie Macy Hoobler, research chemist of Ann Arbor; presently Consultant for The Merrill-Palmer Institute of Detroit. Dr. Hoobler is a graduate of Central College for Women (A. B.); University of Chicago (B. S.); University of Colorado (M. A.); and Yale University (Ph. D.)

In its first meetings the board named Seidman as its chairman, appointed Frey as chairman of the finance committee, with Ott and Stafford as members, and expressed dissatisfaction with the name "Grand Valley College," which has been the informal title of the new college. Stafford was named to conduct a contest for a new name in which students in the area would suggest names, and the winner, selected by the board, would be offered a year's tuition or a cash prize.

The board of control also approved a plan to name a 100-member Citizens Council from the eight-county area to advise the board with respect to the desires of the community in regard to the college; to aid the Board of Control with respect to planning and action in the following fields: site, building and name, administrative, curriculum, finance, and other fields as the need develops, and to become informed on the activities of the college so that they can serve as a source of information for people of the community.

One of the major decisions to be made in the next few months is the location of the college. The survey recommended that a 400-acre site should be provided. So far, at least six parcels of land have been suggested or offered. City-owned Aman Park, in Ottawa County 10 miles west of Grand Rapids, was first mentioned. This is a 325-acre park given to the city 34 years ago by Jacob Aman as a wilderness park, but which has its main use now as a camp site for physically handicapped children. The camp occupies only three acres of the wooded land, and the rest is undeveloped and unused, with the exception of a small tract which the city uses as a tree nursery.

The most controversial idea - and all of the proposed sites have their advocates and detractors - was put forward by Kenneth Welch, local architect, who advanced the idea of constructing a "skyscraper college" on the north-east side of the 40-acre area in downtown Grand Rapids which is to be razed in a massive urban renewal project, and which will contain a new city hall, county building, and other governmental buildings. The Tower of Learning planned by Welch would be patterned after the University of Pittsburgh, and would include three parking levels, a central 13-story building which would later be expanded to 18 stories, and three above-ground-level decks, with the top one to include a swimming pool, gardens and recreational facilities.

Appendix XXVIb. (Continued) Educational Material Used to Solicit Funds

Two groups of men in Allendale have optioned a 400-acre tract of land along the Grand River, just ten miles from Capau Square. This land is rolling woodland, with a sizeable section of flat farmland on a bluff overlooking the river.

A group of Marne community leaders have optioned the highest land in Ottawa County, two farms, twelve or thirteen miles from downtown Grand Rapids, and offered it to the college as a site. Both the Allendale and Marne properties would have a price tag on them, the former $91,000 and the latter $150,000, although part of the money would be raised by the two communities.

Another possibility is the tract at the corner of Leonard and East Beltline, N. E., owned by Jason Honigman of Detroit, and once the proposed "Homestyle Center" location.

The city of Grand Haven has offered to make available a large section of duneland north of the channel connecting Grand River with Lake Michigan and including choice property on the big lake. The advantages for at least the summer session are easily seen.

Enthusiasm for the four-year college in the whole eight-county section is heartfelt. Once the money is raised and the site and name chosen, work can begin on the construction, and by 1963 classes will begin. To the 6,000 or so young people in the area who have no other facilities available, the new college will be of the greatest importance. To Grand Rapids and West Michigan the opportunity to have a college of its own is of almost equal importance. Not only will it being many cultural benefits, such as music, art, lectures and athletics, but it will make the whole area a better place to live.

All of the money raised will be used for capital improvements or endowments, and contributions will be deductible for federal income tax purposes. It is expected that the fund drive will receive full consideration and the whole-hearted support of the community.

Appendix XXVII. Names Proposed For the New College

A

Abikmmo College
Algonkian College
Algonquin College
All County College
Alnewgo College
Alvin C. York College
Amandale College
Ambassador College
American Youth College
Amon Western College
Annex College
Apex College
Apollo College
Apple Blossum College
Aqualand College
Arlington College
Arrow College
10 Arthur H. Vandenberg College
Arthur Vandenberg Memorial College
2 Athena College

B

Ball Valley College
Bamiko College
Bankomm College
Banokimm College
Beautivalley College
Beaver College
Beacon College
Beltline College
Bestaround College
2 Big Lake College
Bikmanon College
Bimmokan College
Binammonk College
Binokam College
Bi-State College
Blendon Mounds
Blendon Valley
2 Bokammin College
Bokmain College
3 Bonakimm College
Bonamik College
Bonammik College
Bon Mikam College
Briarwood College
Bridge College
2 Bright Future College
Brightmoro College
2 Bright Purpose College
Bright Tomorrow College
Brit-R-Vri College
Bykemi College
Byron Grand College
Byron Kent College
Blendon Mounds
Blendon Valley

C

Cadillac College
Campaubella College
Campau College
Candid College
Carving Dale College
Cass College
Centennial College
Central Countries College
Central Grand College
Central Great Lakes College
2 Central Michigan College
Central Region College
Central Valley College
Central Western College
Central West Michigan College
Cherry Capital State College
Child College
6 Chippewa College
Chippewa State College
Civic Center College
Clover Leaf College
Cogito College
Colleague College
College by the Lake
College of Eastern Lake Michigan
College of Grand Valley
College of Lakes
College of Learning
College of Old North West
College of Opportunity
College of Progressive Education
2 College of the Dunes
College of the Grand

The numeral indicates the number of times this name was suggested if more than once.

Appendix XXVII. (Continued) Names Proposed For the New College

College of the Grand Valley
College of the Great Lakes
College of the Lakes
College of the New Frontier
College of the Peninsula
College of the Water-Wonderland
College Toward Better Living
College of Western Michigan
College of West Michigan
Comimban College
Cominban College
Comituin College
3 Community College
Community Grandour College
Comstock College
Concord College
Concord State College
Co-operative Communities College
County College
County Eight College
County Octet Grand Valley Michigan College
County West College
Cresent College
Culter College

D

Damascen College
Dawn College
Delphian College
Denison College
Desamus College
2 Dexter College
Dikewood College
Downside College
Dream Fulfilled College
Dune College
Dunes Area College
Dunes College
2 Dunes State College
Dwiftwood College
Dwight College
3 Dwight D. Eisenhower State College
Dwight Institute

E

Easel Ford College
Eastern Grand College
East Shore State College
Egypt Valley College
2 Eight County College
4 Eisenhower College
Eisenhower State College
Electa College
2 Elmhurst State College
Elmic College
Elucdate College
Enterprise College
Erasmus College
Eureka College
Evergreen College
Explorer College

F

Fairview College
2 Faith College
Fertile Valley College
2 Ford College
Forest Hills College
Fortress of Learning College
Fountain College
4 Freedom College
2 Fruit Belt College
Fruitland Center College
Fruitland College
2 Fruit Ridge College
Furniture City College
Furnwood College
Future College
Future Halls of Michigan College
Fields College

G

Gerald Ford College
Gramich College
Gramuskand College
Granbiankom College
Grand Acres College
Grandale College
3 Grand Central College
2 Grand College
Grandell College
Grand Hopewell
Grandley College
Grand Heights College
2 Grand Kent College

Appendix XXVII. (Continued) Names Proposed For the New College

Grandland College
Grand Letterman College
Grand Lodge College
Grand Michigan College
Grand Northern College
Grand Opportunity College
Grandridge College
Grand Rapids Campeau College
Grand Rapids Civic Center College
Grand Rapids College
Grand Rapids Scholars Pride College
4 Grand Rapids State College
Grand Rapids United
Grand Rapids Western
Grand River Area College
2 Grand River College
Grand River State College
2 Grand River Valley College
Grand Seaway College
2 Grand State College
Grand Trinity College
Grandue College
Grand University
Grandview College
Grandview Heights College
3 Grand Western College
3 Grandwood College
Grand Val College
3 Grand Vale College
Grand Valle College
8 Grand Valley College
Grand Valley College for Advanced Studies
Grand Valley Community College
2 Grand Valley Cultural Center
Grand Valley Institute of Learning
Grand Valley Investment College
5 Grand Valley Senior College
5 Grand Valley State College
Grand Valley United College
6 Grand View College
Grand View Community College
Grandville State College
Granvue College
Grand Rapids Hall of Learning
19 Great Lakes College
Great Lakes College of Michigan
Great Lakes Province College
4 Great Lakes State College
Green Acres
Green Pastures College
Greenridge College
Green Vale College
3 Green Valley College
Greenville College
Greenville State College

H

Hallmark College
Harmony College
Havenwood College
Heart of Michigan College
Hearld College
Henry Ford College
Heritage State College
Hiawatha College
3 Hiawatha State College
Hillmount Heights College
2 Hillsdale College
Hillwood College
Holmes College
HomeAcres State College
Hopewell College
Hopewell Heights
Hopewell Mounds

I

Ikonibim College
Imperial College
Indian Hills State College
3 Indian Trails College
Indian Trails State College
Intercity State College
2 Inter-County College
Interlake College
Inter-Lakes College
Inter-State College
Iuebor State College

J

Jefferson Memorial College
Jerry Ford's City College

K

Kabimmon College
2 Kammbion College
Kammiban College

Appendix XXVII. (Continued) Names Proposed For the New College

Kamobin College
2 Kanibomin
Kanoic College
Kanowa College
Kentawa College
Kenailgo College
Kengonoawa College
Ken-Ike College
4 Kennedy College
Kennsington College
Kenolakes
5 Kenowa College
Kenowa Shores College
Ken-Ta-Wa-Gon College
13 Kent College
Kent College of Art
Kent Community College
Kent County Institute of Liberal Arts
Kentegon College
Kent Hills State College
Kentigan College
Kentley College
Kentmeadow College
Kentmontowa College
Kent Mounds
Kenttawa College
6 Kent State College
Kentway College
4 Kent Wood College
Kenwillson College
Keomeban College
Keystone College
Key Streams College
Kim-Ban-O-College
4 Kimboman College
Kim-Bo-Man State College
Kimmoban College
Kimmonab State College
Knickerbocker College
Komabmin College
Koman College
Kombanim College
Kombimna College
14 Ko-mi-ban College
Komikan College
Kommbani College
Kom-mi-ban College
Kommina College
Kommitbo
Komobian College

L

Lafayette College
La Grande College
Lakecrest State College
16 Lakeland College
3 Lakeland State College
10 Lake Michigan College
Lake Michigan Seaway College
Lake Michigan Shires College
3 Lake Michigan State College
Lake Region College
2 Lake Shore College
Lake Shore of Michigan College
Lakeshores College
3 Lake State College
Lakeview State College
Lakewood College
Lamont College
Lamont Valley College
Lamound College
2 Land of Lakes College
3 Land O' Lakes College
Laureldale College
Learning for Life College
2 Liberty College
Liberal Arts College
Lotus College
2 Louis Campau College
Lowell State College
Lower Central College
Lower Michigan College
2 Lower Michigan Peninsula College
Lower Peninsula College

M

Mackinac Bridge State College
Mackinac State College
Mankibom College
Marquette Circle College
Marquette College
Maytanno College
Memory College
Memory Lakes College
Metropolis College
Michigama College
Michigan Campau College
Michigan Grandeur College
Michigan Grand State College

Appendix XXVII. (Continued) Names Proposed For the New College

Michigan Grand Valley South West College
Michigan Grand Valley State College
Michigan Hills College
Michigan Hyphenate College
Michigan Institute of Technology
Michigan Kommiban College
Michigan Lakeland College
Michigan Mounds College
Michigan Normal College
Michigan Pines College
Michigan State College
Michigan West Central College
Michigan Woodland College
Michigauma State College
Michigram College
Michi-grand College
Michigrand State College
Michi-Grand Valley College
Michocta County College
5 Mid Michigan College
4 Mid-State College
2 Midwest College
Midwest counties College
2 Mid-Western Michigan College
Midwestern of Michigan College
2 Midwestern State College
Midwest Michigan College
Midwest Shore College of Michigan
2 Midwest State College
Milestone College
Monkimba College
Mok' Minaba College
Montcalm College
Montcalm State College
Montkentowa College
Morsac College

N

Namanayok College
Newbarry College
Newcalm College
Newcome College
New Era College
New Frontier College
New Grand College
2 Nicolet College
Nimkoba College
Nobleaim College
North Central College
Northfield College
North Calley College
North Western College
Nowledge College

O

OBin Kam College
Octa County College
Octa County Valley College
Octad County Academy
5 Octagon College
Octagon County College
Octako College
Octakounti College
Octandria College
Octavalent College
3 Octavia College
Octavia State College
Octavia County College
Octavia Valley
Octavian College
Octavian County College
Octavis College
Octavo College
Octet College
Octoco College
Octo College
Octo Conte College
2 Octo County College
Octogen State College
Octonary College
2 Octuple College
Ommibank College
Orbit College
Osborn College
3 Ottawa College
Ottawa Kent College
Ottawa State College
O-Wash-To-Nong

P

Pallas Athene College
Paradise Gates College
Paul Bunyan State College
2 Peace College
Peacevale College

Appendix XXVII. (Continued) Names Proposed For the New College

Peave Valley College
7 Peninsula College
3 Peninsula State College
2 Peninsular College
Peninsular Haven College
4 Peninsular State College
Penisulum Amoenam College
Pennacle College
Picturesque Halls College
Pines College
Pineoak College
Pine State College
Pine Tree College
Pinne Hills College
Pioneer College
Pleasant Valley College
Polaris College
2 Pottowatomi College
Prince-Madonna College
Progress College

Q

Quin Lakes College

R

Ramona College
Rampart College
Rapid River College
Rapidstate College
Rapids Eight County Valley College
Rapids Grove College
Rapids State College
Rapidsville College
2 Rapid Valley College
Regality College
Resortland College
Ridgeview College
2 River Bend College
Riverdale College
Rivers Lakes College
3 River Valley College
3 River View College
Roben State College
Robin College
2 Robinson College

S

Samuel Rayburn College
Scholars Valley College
Scenic Portal College
Scenic Rapids Educational College
Scenic View College
Seaway College
Seaway State College
Seidman Achievement College
Seidman College
Shawnessee College
Shawnessee Valley College
Shemnecon College
South Central College
Southern College
8 Southern Michigan College
2 South Western College
Southwestern College of Michigan
10 Southwestern Michigan College
Southwestern Michigan State College
Southwestern State College
South West Lake Shore College
Sparta State College
Sportsland College
Spren Valley College
2 Stafford Valley College
Standale College
Stannyoma College
State College of Grand River
State College of Grand Valley
State College of Michigan
State College of the Dunes
Statesman College
Stator College
Sterling Price College
Summit College
Sun Sat College

T

2 Tanmayno College
Tanomyan College
Tanyamon College
The Circle College
The Pines College
Theta College
The Wonderland College
Thornapple State College
Thousand Lakes College
Timber Lane College
Titan College
Tranquil Acres College
Tri-County College
Trinity College

Appendix XXVII. (Continued) Names Proposed For the New College

2 Tri-River College
Tri CValley College

U

Unico College
Union College
Union Valley College
United College
United College of Grand Valley, Michigan
United Counties College
United Grand Valley College
United Grand Valley College of Michigan
United State College
Unity College
Unity Michigan College
Utopia College.

V

Vade Mecum College
Vale Vista College
Valendale College
Valhall College
Valley Central College
Valley College
ValleyGrand College
Valley Grandeu College
Valley Haven College
Valley Hills College
Valleyland College
Valley Lee College
Valley Occidental College
Valley College
Valley of The Grand College
2 Valley Rapids College
Valley State College
3 Valley-View College
Vandenburg-Brown College
44 Vandenberg College
Vandenburg Institute of Progress
2 Vandenburg Memorial College
7 Vandenberg State College
Vanguard College
Van Wast College
Vari Lands College
Ventage College
Ventura College
Vera Cruz College
Veritas College
Village Green College
Visser College
Vista College
Vista Vale College
Washtenong College
Wastwood College
Water Front College
9 Waterland College
2 Waterland State College
10 Water Wonderland College
3 Water Wonderland State College
Weldwood College
Wemco College
Wemeico College
West Berlin College
Westburg College
4 West Central College
West Central College of Michigan
West Central State College
West Central Community College
3 West Central Michigan College
West Coast of Michigan College
Westdale College
Westeight College
Western Bammokin College
Western College of Michigan
Western Counties College
Western Grand College
Western Lake College
Western Michigan Bommanik College
10 Western Michigan College
Western Michigan Grand College
Western Rapids College
Western Reformed College
Western Reserve College
Western Shore College
Western State College
Western Valley College
Western Wolverine College
Western Woodland College
Westgrand College
West Grand College of Michigan
West Grandeur College
Westgrand State College
West Grand State College
West Grand Valley College
West Haven College
West Lake Central College
West Michigan Co-Ed College
6 West Michigan College

Appendix XXVII. (Continued) Names Proposed For the New College

West Michigan Community College
4 West Michigan State College
West Michigan University
West Michigrand College
West Mittenland College
West Covecounty College
West Peninsula College
West Penninsular College
West Port College
West Sands College
4 West Shore College
2 Westate College
4 West State College
West Stone State College
2 Westvale College
West Vale College of Michigan
West Valley College
West Valley of Michigan College
Westward Grand College
2 West Wolverine State College
West Wonderland College
West Wood College
Whispering Pines College
White Pines State College
White Pines University
White Rose College
Whitesan College
Wilkenson College
8 Williams College
2 Williams State College
Willow Lane College
Winter Wonderland College
Wolverine Central College
31 Wolverine College
Wolverine Institute
59 Wolverine State College
Wolverine State University
Wolverine Valley College
Wolverine Wonderland College
23 Wonderland College
3 Wonderland State College
Wonderland Temple College
2 Wonderland Valley College
Wondervale College
Wonder Waters College
Wood Haven College
Wood Institute of Grand Rapids
Woodland Area College
Woodland Center College
Woodland Central College
23 Woodland College
Woodland's Grand Valley State College
3 Woodland State College
2 Woodland Valley College
2 Woodland Western College
Woodside College

X - Y - Z

Yanamont College
Yuma College

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