

III. THE BOOM YEARS - 1946 TO 1975

The end of World War Two marked a turning point in the history of United States colleges and universities. Enrollments surged when a wave of World War Two veterans, their expenses paid by the U.S. Government G.I. Bill, came home from the battlefields and went to college. Then the children of these veterans, known collectively as the World War Two Baby Boom, swelled college and university enrollments in the 1960s and 1970s. The result was an increase in the number of people teaching Political Science at Colorado College, and the willingness of many of these “new” teachers to seek a lifetime career teaching Political Science at the College.

The immediate Post-World-War-Two era saw a growing number of one-year and two-year appointments in Political Science. Howard Stevens did the honors from 1946 to 1948. Teaching with him were E. Lewis Curtis, 1946-1947, and Roscoe Baker, 1947-1948. J. Brinley Lewis helped with the Political Science chores in 1948-1949, as did Hal Eugene Hagen in 1949.

The most important appointment in the late 1940s, however, was **J. Douglas Mertz**, who was a 1938 graduate of Ursinus College and received a law degree from Yale Law School in 1942. He joined the faculty in a tenure track position in

1948 and mainly taught Constitutional Law. For the next quarter of a century, until the mid-1970s, Douglas Mertz presided over the most important period of growth and expansion in the history of the Political Science Department at Colorado College.

Douglas Mertz described himself as “the last of the lungers.” These were professors suffering from tuberculosis who took teaching jobs at Colorado College so they could live in Colorado Springs and take advantage of the clear and dry air at 6000 feet of elevation. “I was teaching at Dickinson Law School,” Mertz pointed out, “and the Susquehanna Valley is not compatible with arrested tuberculosis.” Douglas Mertz was the “last” of the professors with pulmonary ailments because, in the years following World War Two, tuberculosis was cured with penicillin and other “miracle drugs” rather than relocating to high altitudes.¹

At the time Mertz was hired in 1948, there was no distinct Political Science Department at Colorado College. Mertz was a member of the Department of History-Political Science and answered to the Chair of that Department, who was a Historian.

When Douglas Mertz retired from teaching after more than two decades in the classroom at Colorado College, the Department had separated from History and

¹ Oral History Interview, J. Douglas Mertz, Special Collections, Tutt Library, Colorado College, April 28, 1984, p. 1-2.

grown to six tenure-track professors, and all six of them were committed to lifetime teaching careers at Colorado College. Thus it was, during the Mertz years, that the Political Science Department became large enough to have professors teaching in specialized sub-fields. Faculty members with sub-field specialties were hired in the following order: Constitutional Law (1948), International Relations (1953), American Politics-Public Administration (1960), American Politics-American National Government (c. 1962), Comparative Government (1963), and Political Theory (1965).

Above all, Douglas Mertz was pleased with the amicable nature of the six-person Political Science Department he assembled at Colorado College. He noted that it was often said that “the Political Science Department was a club, but it was a good club! A nice club.” In addition, Mertz pointed out, the Department “seemed to have cohesive collegiality, and not a lot of infighting, the way some other departments did, and [the members] always seemed to get along very well... We respected each other.” This was true despite the fact the Department was not shaped around a particular political philosophy. “We never tried to hire somebody with the same viewpoint,” Mertz concluded.²

Throughout much of his teaching career at Colorado College, J. Douglas

² Mertz Oral History, April 28, 1984, p. 23.

Mertz served as the pre-law adviser, giving counsel to graduating seniors on the wisdom of choosing a law career and techniques for getting accepted into a reputable law school. During the years that Professor Mertz was the pre-law adviser, Colorado College sent more students to law school than any other form of post-graduate education.

In the mid-1960s, Mertz directed the Ford Independent Study Program (FISP) at Colorado College. This innovative national program permitted 26 students at Colorado College to design their own college education. Working closely with assigned faculty members, FISP students set their own schedule for attending classes, writing papers, going to outside lectures at the College, and doing laboratory work in the sciences. By running the FISP program, Professor Mertz demonstrated his willingness to experiment and innovate with the academic program at Colorado College.³

Similar to a number of previous Political Science professors at Colorado College, J. Douglas Mertz completed his service to the College as an administrator. He was named Colorado College's first legal adviser. In that capacity, he worked in the President's Office at the College handling legal problems and giving legal advice.

³ Loevy, Robert D., *Colorado College: A Place Of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), p. 162.

Mertz's most important accomplishment as full-time legal adviser was to prevent Colorado Technical College, a for-profit vocational institution, from locating its campus in the old Plaza Hotel building on North Tejon Street immediately adjacent to the Colorado College campus. Mertz orchestrated the College's presentation to the Colorado Springs City Council, emphasizing that having Colorado Tech so close by would greatly complicate parking and campus facility usage at Colorado College. The City Council voted 6 to 1 to deny Colorado Tech the necessary zoning variance. Colorado College subsequently acquired the Plaza Hotel for its own uses, renaming it Spencer Center.⁴

Douglas Mertz often pointed out that his most important task as the College's legal adviser was to practice "preventive law." He explained that "the mark of success is ... you don't involve your college in litigation." As legal consultant, counselor Mertz guided the College through the student unrest of the 1970s and a number of difficult tenure situations involving the College's increasingly diverse faculty.⁵

Professor Mertz's spouse, Charlotte Mertz, was a leading member of the Faculty Wives Club at Colorado College. During the 1950s and 1960s, the Faculty

⁴ Loevy, pp. 248-249.

⁵ Mertz Oral History, April 28, 1984, p. 29.

Wives Club organized the more formal aspects of faculty social life at the College. Charlotte Mertz also was famous for her breakfast picnics, held in the backyard of the Mertz home, on the day before June Commencement. Political Science graduating seniors and their families were treated to great food and a selection of backyard games, such as badminton.

Douglas Mertz's final contribution to Colorado College was to chair the committee that hired Gresham Riley as President of the College. Riley replaced Lloyd Worner as President on July 1, 1981. The following year, Mertz stepped down as the College legal officer and went into retirement. He passed away in 2003 in Colorado Springs.

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In 1953, Professor Mertz hired **Fred Sonderrmann** to teach International Relations at Colorado College. For the first time in its history, the Political Science Department had two tenure-track professors teaching at the same time. For the first time, the Department really could be called a fully-functioning Political Science department.

Fred Sonderrmann was born to a Jewish family in Horn, Germany, in 1923. He and his family escaped to the United States in 1939 to avoid Nazi persecution. A military veteran of the Pacific theater in World War Two, Sonderrmann received

his B.A. from Butler University in 1949 and his Ph.D. in International Relations from Yale University in 1953.

At the time he was finishing his graduate studies at Yale, Fred Sondermann stopped by the office of his mentor, Samuel Flagg Bemis, a renowned scholar of Diplomatic History at Yale. In the office with Professor Bemis was Phinney Baxter, the President of Williams College in Massachusetts. Sondermann asked Professor Bemis if he should accept a job offer from Colorado College. “I just want to know what kind of a place it is,” Sondermann said. “Is it a dead-end place, or what?” Fred Sondermann was concerned he would never get a better job if he began his professorial career at Colorado College.

After he asked his question, Fred Sondermann later recounted, Samuel Flagg Bemis and Phinney Baxter “were absolutely convulsed with laughter.” Sondermann was left standing there wondering what was going on. “After they had calmed down a little bit,” Sondermann said, “it turned out that both of them had started their teaching careers at Colorado College. In fact that’s where their friendship and their acquaintance came from. And they strongly urged me to [go] to Colorado College.”⁶

Upon joining the faculty at Colorado College, Fred Sondermann quickly

⁶ Sondermann Oral History, February 7, 1978, pp 2-3.

gained a reputation as a great classroom teacher and a veritable font of new ideas for exciting new academic programs at the College. Sondermann moved in and out of administrative tasks but never relinquished his primary role as a teaching professor. He served a while as an assistant in the Dean's office at the College, mainly working on special projects. From 1962 to 1965, he was Director of the College's Summer Session.

One of Sondermann's most enduring contributions was to conceive, plan, and direct the week long "Symposium," which was held for a number of years in the 1960s in January prior to the beginning of second semester. This seven-day intellectual feast, the only academic event taking place at the College that week, included lectures, panel discussions, films, and dramatic presentations, all centered on a single topic. Professor Sondermann revealed the great depth of his intellectual interests by directing symposiums on such varied subjects as the *American Presidency*, *Urban America*, and *World War Two*.

Years later, Fred Sondermann recalled that the symposiums he directed were filled with major intellectual events that caught the temper of the times. A particular highlight was the *Symposium on the American Presidency* held in January of 1968, when the Vietnam War was raging and Lyndon B. Johnson was President of the United States. Sondermann said:

“Rowland Evans, Jr., the [syndicated newspaper] columnist, spoke on the presidency in Armstrong Hall. I remember it. And he spoke about what was called ‘the credibility gap’ and then he paused, rather dramatically, I thought, and said, ‘What that means is the President lies.’ And I remember it was almost like a shock wave. I don’t think I ever heard anyone say anything quite as bluntly about anyone else.”

“What happened to the students,” Sondermann went on, “and all the rest of us as well, was a questioning of American institutions.... I found it much more difficult, for my own part, to teach *American Government* or *American Foreign Policy*, etc., than I had before. And I think my students recognized this, and they also found it much more difficult. I think it was healthy. I think we had been much too uncritical and unquestioning of American institutions.”⁷

Fred Sondermann turned his unease with American institutions in January of 1968 into concrete political action. The following April, Sondermann became the head of the McCarthy For President campaign in the Colorado Springs area. Eugene McCarthy, a Democratic U.S. Senator from Minnesota, was running for the Democratic nomination for President on an anti-Vietnam War platform.⁸

⁷ Sondermann Oral History, February 7, 1978, p. 18.

⁸ “Sondermann Now Heading McCarthy Group,” *Colorado Springs Gazette Telegraph*, April 17, 1968.

Every four years, to correspond with U.S. presidential elections, the Political Science Department at Colorado College sponsors the *Sondermann Memorial Symposium on the U.S. Presidency*, a set of speeches and panel discussions on presidential elections and the presidential office.

Fred Sondermann was a publishing scholar as well as a great teacher. He co-authored a well-known text book, *Theory And Practice Of International Relations*. He joined a number of other international relations scholars in organizing the International Studies Association. For a number of years, Sondermann edited the organization's journal - *International Studies Quarterly*. He taught graduate students in Political Science at the Denver University Graduate School Of International Studies.

A student of local politics as well as International Relations, Fred Sondermann ran for the Colorado Springs City Council in 1973 and was elected. He pursued an environmentally-sensitive course as a City Council member, but he also strongly supported public financing of community cultural facilities such as the symphony orchestra and the fine arts museum. In honor of Sondermann's many contributions to Colorado Springs, a new 77-acre city park was named Sondermann Park.⁹

⁹ Loevy, pp. 263-265.

Perhaps Fred Sondermann's greatest contribution was to chair the faculty committee that first suggested the major revision of the College curriculum that resulted in the Colorado College Block Plan. In the spring of 1968, Sondermann's committee discussed the Centennial of the College, which would occur six years later in 1974. The idea was expressed in the committee discussions that, instead of just holding a party to commemorate 100 years of existence, the College should undertake a major review of the entire academic and social program.

The task fell to Professor Sondermann to present this idea to Lloyd Worner, the President of the College at that time. Worner recalled Sondermann telling him: "Look. Wouldn't it be great at the Centennial, instead of having a bunch of distinguished speakers, and talking about the great things of the College, and its past, and the traditional thing, wouldn't it be good if we could be off and running about what we are doing as we go into the 21st Century."

President Worner acted quickly on Fred Sondermann's suggestion. The following day, Worner appointed a faculty member to work full-time at developing an appropriate future program for the College. Sondermann was impressed with the quickness with which President Worner acted on his somewhat radical idea. Sondermann later remarked: "You know, this is a great place. One of the things you learn around here is don't open your mouth and suggest something, because it

may be acted on the next day.”¹⁰

In 1970, the Danforth Foundation selected Fred Sondermann for the Harbison Award, a national prize recognizing outstanding college teaching. Sondermann repeatedly said receiving the Harbison was the high point of his academic career. “I think teaching has given me the most intense satisfaction,” Sondermann recalled later, “and being at a teaching institution has therefore been very rewarding.”¹¹

Professor Sondermann was famous for being a great raconteur. He possessed a seemingly inexhaustible supply of funny and interesting stories, and he loved telling jokes. He also enjoyed parlor games, such as charades, which he would organize and supervise with great delight at Department social events.

Fred Sondermann’s spouse, Marian Sondermann, shared his interest in local politics. She was elected to a local School Board in Colorado Springs. In her later years, she taught Political Science courses at Pike’s Peak Community College and Colorado University in Colorado Springs (CUCS).

Early in 1978, Professor Sondermann was diagnosed with terminal cancer. The following fall, the Political Science faculty organized a combined reception

¹⁰Loevy, pp. 164-165. Worner Oral History, February 5, 1985, p. 141.

¹¹ Sondermann Oral History, February 7, 1978, p. 25.

and tribute in his honor. A crowd of more than 200 persons, many of them from the Colorado Springs community as well as the College, gathered in Gates Common Room atop Palmer Hall to laud Sondermann's many accomplishments and contributions. Following a standing ovation, Professor Sondermann came to the podium and said: "Nothing at this College has ever equaled this moment. You have touched me deeply."¹²

Fred Sondermann died in the late fall of 1978 after completing a quarter-century of teaching at Colorado College. Throughout the 1950s and 1960s, he joined with Doug Mertz in expanding and strengthening the Political Science Department at Colorado College.

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In 1960, Colorado College hired a third tenure-track Political Science professor. **Glenn Brooks** was a native of Kerrville, Texas, a small central Texas city northwest of San Antonio. He earned his B.A. and M.A. degrees at the University of Texas in Austin and his Ph.D. in Political Science from Johns Hopkins University in Baltimore. His doctoral dissertation, a study of the annual conference of state governors in the United States, was published under the title *When Governors Convene*.

¹² Loevy, p. 264.

A student of Public Administration, Brooks participated at Johns Hopkins in a major scholarly study of college and university management practices throughout the United States. The study, “The Managerial Revolution In Higher Education,” was published by the Johns Hopkins Press. Glenn Brooks thus came to Colorado College with a solid grounding in educational theory and operations.

Brooks was a strong supporter of the core ideas of liberal arts education. He developed a philosophy that called for returning to the “fundamentals” of a classical education. He once described himself as “a generalist looking for a place to generalize.” He believed that human beings focused too strongly on “immediate and transient” things at the expense of coming to understand “the enduring things.”¹³

When Fred Sondermann suggested a major review of the College’s program for the College Centennial, President Worner turned naturally to Glenn Brooks to do the job. For this study of the curriculum and social life at Colorado College, Glenn Brooks decided to have the entire College community function as “a Committee Of The Whole.” Standing faculty committees and existing student organizations were given the job of gathering data and proposing new educational ideas. The underlying question repeatedly asked was a very positive one: “What

¹³ Shelley Mueller, “The Private Policies Of Dr. Glenn Brooks,” *Colorado College Catalyst*, September 19, 1975, p. 3.

do you need to do a better job?”¹⁴

The end result of Professor Brooks’s efforts was the Colorado College Block Plan, a unique college calendar that has students take, and faculty teach, only one course at a time. The academic year was broken up into nine separate “Blocks.” After a short period of experimentation, it was decided finally that each Block would be three-and-one-half weeks long. An important component of the Block Plan was an upper limit of 25-students in each course. The Block Plan was adopted by the Colorado College faculty by a vote of 72 to 53.

The Political Science Department was a strong supporter of Glenn Brooks and the proposed Block Plan. Because it was the portion of the College curriculum he knew best, Brooks decided to draw up the first department teaching schedule, using the Block Plan model, with his own Political Science Department. Brooks and his Political Science colleagues met in the windowless Department seminar room in the lower level of Palmer Hall. The chalk board on the west wall of the room had been divided into nine equal sections, each one representing one of the nine Blocks. With no previous discussion about how they might do it, the Political Science professors began, one-by-one, to put their courses into the various Blocks.

After a great deal of friendly negotiation, and moving courses around from

¹⁴ For a complete discussion of the development of the Block Plan at Colorado College by Professor Glenn Brooks, see Loevy, pp. 164-178.

one Block to another, the Political Science Department came up with the first workable department teaching schedule under the Block Plan. At the end of the meeting, Glenn Brooks looked at the schedule laid out in messy fashion on the chalk board and exclaimed: “That’s amazing. That’s beautiful. It really will work!”¹⁵

Most of the members of the Political Science Department lined up solidly behind Glenn Brooks and strongly advocated the proposed Block Plan to their colleagues in other disciplines. In fact, it can conceivably be argued that the Political Science Department is the “Block Plan Department” at Colorado College. Three things contribute strongly to this idea. (1) Fred Sondermann played a key role in generating and selling the idea for the Block Plan study. (2) Glenn Brooks made a vital contribution as the author of the Block Plan. (3) More than most other academic departments at the College, the Political Science Department strongly supported the Block Plan.¹⁶

After the Block Plan was adopted, the members of the Political Science Department went to work to adapt their courses and adjust their teaching styles to

¹⁵ Recollection of the author.

¹⁶ All members of the Political Science Department voted for the Block Plan, except for Douglas Mertz, whose vote is unknown. Mertz joined with a group of other faculty members outside Political Science in an effort to devise a new academic calendar that would be less radical than the Block Plan, but the details of this alternate plan could not be worked out and it was dropped. Loevy, p. 172. Mertz Oral History, April 28, 1984, pp. 26-27.

the new academic calendar. “As far as our Department was concerned,” Douglas Mertz later pointed out, “this was great. All those nice professors I had there made those adjustments very quickly and very easily, and again, worked together doing it.”¹⁷

Similar to so many other Political Science professors in the history of Colorado College, Glenn Brooks completed his service as an administrator. From 1979 to 1987, he served as Dean of the College. His deanship provided him the opportunity to tinker with and further perfect the Block Plan. In an effort to lighten the work load for both faculty and students, the academic year was reduced from nine Blocks to eight Blocks. Also under Dean Brooks, in a major curricular move not related to the Block Plan, students at Colorado College were required to take courses in non-Western subjects as well as the traditional Western materials.

The Political Science Department responded to the new Western/non-Western requirements by creating the course *The Western Political Tradition*. This Two-Block course, customarily taught by one professor but sometimes taught by two, met the Western requirement but also served as a general introduction to the study of Political Science. The first Block was devoted to reading the great political philosophers, such as Plato, Machiavelli, Hobbes, Locke, etc. The second

¹⁷ Mertz Oral History, April 28, 1984, p. 27.

Block dealt with more contemporary political issues.

The adoption of the Block Plan resulted in a unique social and academic tradition in the Political Science Department at Colorado College. At the suggestion of Fred Sondermann, the Department members gathered for lunch on the last day of the Block. The job of hosting the lunch and providing the food rotated through the members of the Department, although occasionally these lunches would be held at a local restaurant. Members of the Department would read papers at these lunches, or discuss current political or academic issues, or conduct Department business. By the early 2000s, these “End-Of-Block Lunches” had become a 30-year tradition in the Department. They were regarded with great warmth and affection by Department members.

Glenn Brooks retired from the College faculty in 1996. His departure from the Political Science Department was celebrated with a dinner for Department members and spouses at La Petite Maison restaurant in west Colorado Springs.

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In the early 1960s, a fourth tenure-track position was added to the Political Science Department at Colorado College. **Rudolph Gomez** signed on to teach American Politics with a particular emphasis on State and Local Government. Gomez was an authority on Colorado. With co-author Curtis W. Martin, he

published *Colorado Government And Politics*, a text book on Colorado state and local government which was widely-used in colleges and universities throughout the state. The book was published in three editions.

There was high mobility for college and university professors in the 1960s. It was relatively easy for Political Scientists to move from one job to another, advancing both their academic rank and salary with each move. In 1968, Rudolph Gomez left Colorado College to teach at the University of Denver. He eventually became a dean at the University of Texas at El Paso.

Gomez was replaced by **Robert D. Loevy**, who was a graduate of Williams College and earned his Ph.D. at Johns Hopkins in Baltimore. During the summer of 1969, Loevy taught a Summer Session course at Colorado College designed to serve as a precursor of the Block Plan, which was scheduled to take effect College-wide in the fall of 1970. The course, entitled *The Urban Studies Institute*, had three professors, including Loevy, each of whom taught a separate two-to-three week “Block.” This pre-test of the Block Plan was a success, and *The Urban Studies Institute* became a staple of the Summer Session, being repeated every summer through 1981.¹⁸

In the spring of 1970, opposition to United States military intervention in the

¹⁸ Loevy, p. 171.

Vietnam War was rampant on college and university campuses throughout the nation. The situation worsened considerably when, during a violent anti-war demonstration at Kent State University in Ohio, four young demonstrators were shot and killed by the Ohio National Guard. Students at Colorado College, following a national trend, demanded that they be allowed to work for an early end to the Vietnam War by getting course credit for working in the Fall 1970 elections for the U.S. Senate and the U.S. House of Representatives.

The Political Science faculty at Colorado College responded with a One-Block course to be entitled *Political Campaigning*. Under the course, suggested by and to be taught by Professor Loevy, students could work full-time for three-and-one-half weeks in an election campaign of the student's choosing. It was assumed most students taking the course would be working in behalf of congressional candidates opposed to the Vietnam War, but those who wished to work for candidates supporting the war were also welcome to enroll. The new course, scheduled for any Block the student might select, demonstrated the flexibility of the Block Plan, slated to take effect in the fall of 1970. For three-and-a-half weeks, a student could go anywhere in the nation to get the practical experience of working in an election campaign and not have to worry about missing other classes, as would be the case under the semester system.

Political Campaigning proved so popular that it was made a permanent part of the Political Science curriculum at Colorado College. A companion course, *Governmental Participation*, was created to enable students to go anywhere in the United States, but particularly to Washington, D.C., to work in a government office.¹⁹

In the fall of 1970, at the suggestion of Glenn Brooks, Professor Loevy arranged for Colorado College students to attend the Washington Semester at American University in Washington, D.C. This program permitted Colorado College students to spend one semester, fall or spring, taking classes at American University and working in internships in government offices in the national capital. Over the more than 30 years that Loevy advised the program, Colorado College became one of the leading institutions in terms of numbers of students participating in the Washington Semester.²⁰

In 1999, Professor Loevy was selected to write the 125th anniversary history of the College. The book was entitled *Colorado College: A Place Of Learning, 1874-1999*.

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¹⁹ Loevy, pp. 186-187.

²⁰ Loevy, pp. 192-193.

David Finley joined the Political Science Department in 1963. He received his B.S. degree from the United States Military Academy at West Point in 1955. He met his military commitment in Europe, serving in a U.S. Army missile battalion. He garnered a Ph.D. degree from Stanford University in 1966. From 1980 to 1984, he served as the A.E. and Ethel Irene Carlton Professor at Colorado College.

Professor Finley, the fifth tenure-track Political Scientist at Colorado College, was an expert on Eastern Europe, the Soviet Union, and mainland China. He traveled extensively with his family in both countries. When the week-long January Symposium took up the issue of *World War Two*, David Finley played the role of spokesperson for the Soviet Union concerning that great conflict.

The late 1960s were a period of student unrest and turmoil at colleges and universities throughout the United States. During this tumultuous period, David Finley served as chair of the Committee on Student Rights and Responsibilities at Colorado College. The Committee delved into the difficult question of which aspects of student life should be governed by the students rather than the College administration. The committee successfully resolved the major issues of student governance at Colorado College and thus avoided the conflict and rancor that erupted at a number of other campuses.

In 1987, upon the resignation of Glenn Brooks as Dean of the College, David Finley was named as his replacement. The Political Science Department thus had produced two consecutive academic deans of Colorado College.

The most formidable task facing Dean Finley was implementation of the Eight Block Year, which had been adopted at the end of the Brooks deanship. The biggest problem was giving students enough opportunity to get 32 units of credit (required for graduation) in four years. Three major reforms were adopted under Finley's leadership: (1) Students could earn ½ unit of credit by taking a Half-Block course in early January. (2) Students could take one Summer Session course for free, thus picking up one additional unit of credit. This free course became known as the Summer Session *Wild Card*. (3) Students could take *Extended Format Courses*, which met in late afternoon classes over an entire semester and earned ½ unit of credit.

Another hallmark of David Finley's time as Dean was a renewed emphasis on undergraduate teaching as the major mission of Colorado College. "I fought hard against there ever being a 'publish or perish' ethic for the Colorado College faculty," Dean Finley emphasized. "I kept research and writing in a supporting role and clearly defined teaching as the 'primary mission' of the College. The goal was to encourage scholarship on the part of our faculty, but only as a way of

building our reputation as a ‘teaching’ institution.”²¹

Dean Finley had to handle student protests which called for the College trustees to “divest” of any investments in corporations that did business in South Africa, a nation that practiced official racial segregation. The controversy was never resolved to the satisfaction of both sides. “By the late 1980s,” Dean Finley noted, “relationships between the protesting students and the Board of Trustees over South African divestment were rubbed raw.”²²

David Finley’s spouse, Judith Reid Finley, was the daughter of Juan Reid, a longtime Colorado College Dean of Men. She was a 1958 graduate of the College. Judy Finley conducted a series of oral history interviews with leading Colorado College personages that were transcribed and filed in Special Collections in Tutt Library.

In 1992, David Finley stepped down as Dean and returned to classroom teaching. He found his subject specialty, Eastern Europe and the Soviet Union, had changed completely during his years as Dean. In 1989, the Berlin Wall had been torn down, thus freeing Eastern Europe from Soviet control. In 1991, the Soviet Union had broken up into Russia and a number of other independent

²¹ Loevy, p. 385.

²² Loevy, p. 401.

nations. All past lecture notes in this field were suddenly out of date, as were all the older books.

Finley retired from the College faculty in 1999. His departure was celebrated with an all-College reception at Stewart House and the traditional presentation of a Colorado College wooden chair.

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In 1965, **Timothy Fuller** was hired to teach Political Theory at Colorado College. His newly-created position was the sixth tenure-track professorship in Political Science. There was a strong opinion in the Political Science Department at the time that six was an ideal number of full-time positions for the Department. If the Political Science faculty were allowed to grow any larger, it might become unwieldy and cantankerous, similar to some departments in large universities that were famous for their internal power struggles and deep philosophical disagreements.

Timothy Fuller graduated from Kenyon College in 1961. He did his graduate work at Johns Hopkins University. He began teaching at Colorado College while completing his doctoral dissertation. In 1971, Fuller returned to Johns Hopkins to take his oral examination on his completed dissertation, thus meeting the final requirement for the Ph.D. When Fuller returned to Colorado

Springs, he found the entire Department and their spouses waiting to welcome him home at the Colorado Springs airport. The fact that Fuller had passed his orals “with Distinction” added to the festive nature of the occasion.

Timothy Fuller played an active role in intellectual and scholarly life at Colorado College. He was one of a group of professors who founded *Renaissance Culture*, a Three-Block course for entering students that mixed Greek and Roman thought with modern thought and sought to unify study in the Humanities, the Social Sciences, and the Natural Sciences. Timothy Fuller also was instrumental in creating a combined major in the College curriculum named Classics/History/Politics. In the fall of 1974, upon the 100th anniversary of the founding of Colorado College, Professor Fuller organized a Centennial Symposium on the topic, *The Liberal Arts Education: Today and Tomorrow*.

Timothy Fuller edited a book of essays on the life and career of J. Glenn Gray, a renowned Professor of Philosophy at Colorado College. In 1981, Fuller wrote *This Glorious and Transcendent Place*, which described the architectural significance and interpreted the stained glass windows in Shove Chapel at Colorado College. Fuller chaired the faculty committee that developed the Half-Block course as a way for students to earn additional academic credit under the Eight-Block Year.

Timothy Fuller's principal academic interest was in the political theory of British scholar Michael Oakeshott. Fuller became the editor of the Oakeshott papers, publishing four books of Oakeshott's papers and essays with Yale University Press. Fuller also prepared new editions of several of Michael Oakeshott's previously published books.

In 1983, Professor Fuller was granted an honorary L.H.D. degree by his alma mater, Kenyon College.

The best indication of Timothy Fuller's commitment to liberal education occurred one time when he was giving a talk to some Colorado College alumni on the distinctive character of the College and its high academic standards. At the end of the talk, an administrator at the College approached Fuller and said sarcastically: "You really believe all that liberal arts [propaganda], don't you?" Professor Fuller replied, in great sincerity, that he "really" did. The administrator subsequently made an apology to Fuller for speaking so cavalierly about something as essential to the College as the liberal arts perspective.²³

Timothy Fuller was appointed Dean of Colorado College in 1992. He succeeded David Finley, of the Political Science Department, who in turn had succeeded Glenn Brooks, also from Political Science. Colorado College thus had

²³ Loevy, p. 423.

three Political Science professors in a row serve as Dean. There were some raised eyebrows, and much conversation, about one academic department at the College having three deans in a row, but there were no formal complaints or objections.

Professor Fuller came to the deanship at a time of transition in Colorado College history. The College President, Gresham Riley, had just left office. The College was temporarily being governed by Acting President Michael Grace of the Music Department. Timothy Fuller worked with Michael Grace to provide a stable and smooth-running campus environment in which a new President could be hired. The following year, 1993, the College inaugurated its first woman President, Kathryn Mohrman.

Timothy Fuller served as Dean of Colorado College from 1992 to 1999. During his tenure, the College academic program was changed to permit a student to take a double major, such as French/History or Physics/Philosophy. Although he supported the double major for those students who desired it, Dean Fuller emphasized that the College was not urging students to double major. It remained the case that concentrating in a single major field while taking a wide variety of courses across the entire College curriculum was the preferred liberal arts alternative.²⁴

²⁴ Julie Gordon, "Double Major A Go," *Colorado College Catalyst*, September 16, 1994, p. 2.

Other academic changes during Fuller's years as Dean included the adoption of the First Year Experience academic program for entering students. Under this plan, first year students took "first year students only" courses during their first blocks at Colorado College. Other innovations under Dean Fuller included: (1) the adoption of a foreign language requirement at the College; (2) creation of a Teaching And Learning Center (TLC) to facilitate research and knowledge-sharing about innovative ways to teach college classes; and (3) institution of external reviews for academic departments at the College, with leading teachers and scholars from other colleges and universities coming to Colorado College to critique departmental performance and policies.

When College President Kathryn Mohrman went on a one-semester sabbatical to China, Timothy Fuller served as Acting President of Colorado College during her absence.

When he stepped down from the deanship, Timothy Fuller was appointed the first Lloyd Edson Worner Distinguished Service Professor at Colorado College. This named professorship, with some time off from teaching as well as designated funds for research and travel, had been created in memory of Lloyd Edson Worner, President of the College from 1963 to 1981. Fuller returned to teaching his Political Theory classes and his scholarly research and writing.

Timothy Fuller's successor as Dean was Professor Richard Storey from the Biology Department. The twenty-year period, from 1979 to 1999, when the Dean at Colorado College was a member of the Political Science Department, had come to an end. The three political scientists - Glenn Brooks, David Finley, and Timothy Fuller - had accomplished much as deans of Colorado College, but perhaps their greatest collective achievement was facilitating the evolution of the Block Plan with such refinements as the Eight-Block Year and Half-Block courses.

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In the early 1970s, the Political Science Department gave into the pressure of increasing enrollments and added two tenure-track positions. The first was filled by **Robert D. Lee**, who came on board in 1971 to teach Comparative Government with an emphasis on the Middle East. He also had an interest in the role of the Islamic religion in the Arab world.

Robert Lee was a graduate of Carleton College in Northfield, Minnesota. He received his Ph.D. from Columbia University in New York City in 1972. With his hiring, Colorado College had a "faculty couple." Robert Lee's spouse, Susan Ashley, held a tenure-track position in the History Department.

In the 1990s, Robert Lee took on a quasi-administrative role at Colorado College by becoming the Director of the Crown-Tapper Teaching And Learning

Center. He relocated to the basement of Tutt Library to supervise a program which informed faculty about innovative new developments in college and university teaching. In that capacity, Professor Lee brought a number of distinguished experts on teaching and learning to lecture and conduct workshops at the College.

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The second new Political Science faculty member hired in a tenure-track position in the early 1970s was **Rodolfo de la Garza**. He was a Hispanic-American who had grown up in Arizona and graduated from the University of Arizona at Tucson in 1964. He earned his Ph.D. at the University of Arizona in 1972. At Colorado College he taught courses in minority politics. He was particularly interested in the problems of and political prospects for the Hispanic community in the United States.

Professor de la Garza only taught part time in the Political Science Department. He also served as an assistant in the Dean's office at Colorado College. Among his duties was the supervision and encouragement of minority students at the College. He took on that role at a time when colleges and universities throughout the United States were beginning to actively seek more minority students, faculty, and administrators.

Rodolfo de la Garza left the Political Science Department in 1980 for the

University of Texas at Austin. He subsequently moved to Columbia University in New York City.

With the hiring of Robert Lee and Rodolfo de la Garza, the Political Science Department expanded from six tenure-track positions to eight. These two additions, because they were both in Comparative Government, rearranged the previous balance in the Department between Americanists (Mertz, Brooks, Loevy) and International-Comparative (Sondermann, Finley) and Theory (Fuller). The addition of two more tenure-track positions in Comparative Government (Lee, de la Garza) put a total of four professors (Sondermann, Finley, Lee, de la Garza) in the International-Comparative area. This gave the Department something of a “tilt” toward International Relations and Comparative Government.

In the mid-1970s, Colorado College joined many other prestige colleges and universities in capping its student enrollment. The progressive increases in the size of the student body that characterized the 1950s and 1960s came to an end. The top enrollment at Colorado College was set at approximately 1,900 students.

When the College enrollment stabilized, so did the number of tenure-track positions in Political Science. Eight was the quasi-official number of tenure-track political scientists at Colorado College from the mid-1970s onward. When additional teachers were required, they were recruited as visiting professors or

brought into teach a One-Block course under the Block Plan.

Before Rodolfo de la Garza departed for the University of Texas, he helped to recruit his successor, **Christine Sierra**, who had a Ph.D. from Stanford and, similar to de la Garza, specialized in Hispanic studies. Christine Sierra was one of the first Hispanic women in the United States to receive a Ph.D. in Political Science. After a number of years teaching at Colorado College, she took a position at the University of New Mexico in Albuquerque.

Christine Sierra was succeeded by **Damien Fernandez**. His special interest was Cuban-American relations. Because his family members were in Florida, he left Colorado College to continue his academic career in Florida.

Juan Lindau was hired in 1989 to replace Damien Fernandez. A Mexican national with legal resident alien status, Juan Lindau earned his B.A. from New College in 1977 and his Ph.D. from Harvard University in 1987. His major areas of teaching and research were Latin America and Inter-American relations. For a number of summers, he co-taught a course in North American Studies that had students spend part of the summer in Canada and then, under Juan Lindau's direction, the remainder of the summer in Mexico.