A FELLOWSHIP IN LEARNING:
KALAMAZOO COLLEGE,
1833—2008

Marlene Crandell Francis
To the teachers and students, administrators, trustees, alumni, and supporters who have, for the past 175 years, made Kalamazoo College a fellowship in learning.
PREFACE

Early in the fall of my freshman year at Kalamazoo College, my grandfather, Stewart Bates Crandell, class of 1903, wrote to me. He said that his old president, A. G. Slocum (1892-1912) used to talk about “the spirit of the institution.” My grandfather advised me, “There is such a thing and the important thing is to get into it and get it into you.” I believe that a spirit does exist at Kalamazoo College and that it can be traced throughout the history of the institution. That is what I have tried to do in this book.

President Allan Hoben (1922-35) best expressed the spirit of the institution when he called Kalamazoo College “a fellowship in learning.” He meant by this phrase a community of learners, teachers, and their students, engaged in a mutual search for truth and knowledge. This search would take place in a small, residential college in the context of a liberal Christian faith and through a challenging liberal arts curriculum. In calling Kalamazoo College a fellowship in learning, Hoben articulated values and goals that were part of the College’s beginnings and that have through the best and worst of times remained important in the College’s mission for 175 years.

Several key elements have shaped the fellowship in learning that is Kalamazoo College: its liberal Baptist heritage, its location in the community of Kalamazoo, and its goal of excellence in liberal education. The College was founded by Baptists to serve the religious and educational needs of the frontier. These Baptists believed in what Roger Williams, founder of the Baptist faith in America, called “soul liberty,” the freedom of individuals to ascertain moral truths for themselves through biblical study and education. Liberal Baptist faith in theological, political, and intellectual freedom undergirded the open-minded search for truth that very early made the College a community of learners. Its location in the city of Kalamazoo also influenced the nature of the College. Local leaders helped establish the College and have provided crucial support at key points in its history. The College has benefited the community by providing educational opportunities and cultural activities, and by engaging its students and staff members in public service to the town’s schools and government. Blessed in its early years by unusually strong academic leadership, Kalamazoo College soon acquired a reputation for educational innovation and excellence. As early as the mid-nineteenth century, Kalamazoo students and teachers were engaged in their own fellowship in learning, a mutual pursuit of excellence in knowledge and in the development of moral values and character.

In telling the story of Kalamazoo College, I have tried to highlight the roles of these elements of its history—the Baptist heritage, the local community, and the goal of excellence. I have also tried to put Kalamazoo’s story in the context of American higher education in general and in Michigan. Comparisons with Albion College, a similar small liberal arts college just 50 miles east of Kalamazoo, and references to the University of Michigan, the state’s premier educational institution, are intended to provide context. Whenever possible I have tried to introduce a sense of student and campus life, through illustrations and through
stories of individuals. In dealing with faculty, I have chosen to focus on a few rather than many; thus the reader will encounter some long-term faculty members several times in different contexts. The result, I hope, will be that readers will encounter familiar names and personalities as they move through the book, and that they will experience a sense of fellowship and community with these people who are, after all, the makers of the College’s history.

As a third generation alumna myself, I find my own family in the history of the College and I have brought that connection to this study. As an American Baptist, I share that part of the College’s heritage and can appreciate its influence over the years. As a retired college teacher and administrator, and as a trustee of Kalamazoo College (1980-98, now emerita), I bring personal experience to exploration of faculty, administrative, and governance problems. Although English was my college major and the subject that I taught, I studied the history of higher education and wrote an historical dissertation on church-related colleges in my graduate work at the University of Michigan. It is my hope that all of these perspectives inform and enrich the history of Kalamazoo College. If they also distort some aspects of the history, I take full responsibility for whatever shortcomings, injustices, or misinterpretations are the result.

No one undertakes a project like this alone. I am grateful, first of all, for the patience and forebearance of my husband, Arthur B. Francis, who encouraged me to undertake the task and supported my efforts over the years it has taken. I am grateful also to my Advisory Board of readers who reviewed and commented on the chapters as I wrote: Donald C. Flesche, professor of political science emeritus, Kalamazoo College; John Kondelik, director of libraries, Albion College; Elizabeth Sloan Smith, archivist, Kalamazoo College; and Margaret Steneck, retired lecturer in history, Residential College, the University of Michigan. Peg Steneck deserves special thanks for her always prompt, insightful, and thorough comments. Liz Smith not only read the manuscript but, also searched out data, information, and illustrations for the book.

President James F. Jones, Jr. (1996-2004) gets the credit (or blame) for my undertaking the project; he kept insisting until I said yes. Jim VanSweden, Lisa Darling, and Lynnette Gollnick created the design and provided essential support, especially toward the end of the project. Thanks also go to Richard and LaVonne Stavig, friends and mentors since he joined the English department during my sophomore year at the College; they made their home my home on many of my research visits to Kalamazoo. I am grateful also to faculty members both active and retired, and to trustees, alumni, and friends of the College who, in formal interviews and casual conversations, helped me to understand different eras of the College’s history.

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I think that how things begin influences what things become.

Frances Diebold,
Professor of Biology, 1923-1967
In the fall of 1830, a young Baptist missionary preacher rode steadily westward along the Territorial Road that crossed the peninsula known as Michigan Territory. Reverend Thomas Ward Merrill was seeking an opportunity to establish a Baptist college that could offer a thorough and Christian education to young men on the frontier. His goal was to prepare Baptist ministers to spread the gospel and establish churches throughout the territory.

The land through which Merrill rode was still untamed wilderness. His route was little more than a slightly improved Indian trail that went from Detroit to the mouth of the St. Joseph River on Lake Michigan. Houses along the trail were 40 miles apart, and Indians roamed the land. But settlers were beginning to stream in from the East, lured by inexpensive land and encouraged by the convenience of travel on the recently opened (1825) Erie Canal. Michigan was becoming a land of opportunity for settlers and a mission field for committed churchmen.¹

Merrill was not alone in his goal of establishing a college and training ministers for the West. A religious revival had swept through New England and New York in the early 1800’s, inspiring young men at colleges and seminaries to volunteer themselves for missionary service. Many, including Merrill, first thought of service abroad—Baptists were just then establishing themselves in Burma under the legendary leadership of Adoniram Judson. But Merrill and others soon saw that the West was an equally needy field. In a report from Kalamazoo to the American Baptist Home Mission Society, Reverend Jeremiah Hall described the need, “In all this region the state of religious feeling is low. The rage for speculation and wealth prevails, even among professed Christians.” Another missionary, Reverend Alonzo Wheelock, reported similar observations about Michigan, but added that settlers were eager to establish churches and schools and even “infidel” land speculators would support churches because that would enhance land values.²
Missionary zeal was not the only motivation for establishing colleges on the frontier. Education was clearly seen as necessary if the West was to be civilized. In 1787 Congress passed an ordinance that established a system of governance for the Northwest Territory and outlined a process by which parts of what was essentially a colony of the United States could become constituent members of the nation. The citizens of these new states would become equals with citizens of older, more settled and civilized states. The Ordinance of 1787 stressed the importance of education for these new citizens in the words now engraved on Angell Hall at the University of Michigan: “Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged.” Thus the religious goals of missionaries like Merrill and the educational goals of territorial government reinforced each other in the early years of settling the West.

Merrill’s Mission

Merrill came to Michigan well prepared for his mission. He was born in Maine in 1802, son of Reverend Daniel Merrill, a Congregational minister who became a Baptist in 1805 and persuaded his church to become Baptist also. Daniel Merrill was a founder of Waterville (now Colby) College, a Baptist school in Maine. Young Thomas graduated in 1825 in Waterville’s first full class and then in 1828 from one of the first classes of the Newton Theological Institute. He felt called to missionary service, but more as an educator than as a preacher. After teaching in New Hampshire for a year, Thomas Merrill started west in 1829, financing his travel by selling subscriptions to Baptist journals. On May 23, 1829, he arrived in Detroit with $7 in cash and a dream of establishing a Baptist school on the frontier.3

Merrill first settled in Ann Arbor where on November 23, 1829, he opened a Select School with the help of his brother Moses. This was apparently a primary school offering perhaps some more advanced courses. Merrill continued to work toward his goal of a school controlled by Baptists and offering “academical” and theological departments. Merrill wanted to call his school the Michigan and Huron Institute, signaling

Reverend Thomas W. Merrill

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his intent to serve the entire peninsula between those two great lakes. In July 1830 he sought a charter from the legislative council with the help of James Kingsley, representative for Washtenaw County, and Anson Brown, a prominent Baptist businessman in Ann Arbor. To assure Baptist control of the school, the charter specified that 60 percent of its trustees were to be Baptists. There was some support for the school in the council, but there were objections to the denominational requirements. Merrill's charter was denied. Instead, the council chartered the Ann Arbor Academy, which was to have local village trustees and no denominational affiliation. Merrill was offered an opportunity to head this secular academy, but “feeling that his Christian and denominational aims and hopes would thus be compromised,” he declined the offer.⁴

Several reasons have been suggested for the failure of Merrill's initial petition. Baptists were not yet strong in the territory and they may have lacked political influence. Their churches were not organized into an official association or convention, so that Merrill's petition came from Baptist individuals, not an organization. In contrast, the Methodists, somewhat larger in numbers and organized into a well-established conference, were able to charter the school that became Albion College with very little difficulty in 1835. Their charter request came with authorization from an ecclesiastical organization. Also the Methodists were not seeking to establish a college, but a “seminary” or secondary school. Merrill and the Baptists sought a denominational college. The rejection of their charter was an indication of the direction that would be taken even more forcefully by the legislature and the regents of the University of Michigan after Michigan became a state. Denominational colleges were discouraged in Michigan and denominational schools were denied the authority to grant degrees. The University of Michigan maintained a virtual monopoly on the right to grant degrees until a general college bill was passed in 1855. In contrast, other states carved out of the Northwest Territory encouraged establishment of colleges. As a result, Ohio, Indiana, and Illinois all have more small liberal arts colleges than does Michigan.

Merrill in Kalamazoo

Disappointed by the outcome of his efforts in Ann Arbor, Merrill turned to the western part of the territory, hoping to find and interest Baptists
Caleb Eldred and his family of committed Baptists moved from New York to Kalamazoo County where they became leaders in the community. Born in Vermont in 1781, Eldred had come to Michigan in 1831 from New York, where he had engaged in farming and cattle buying and had served in the state legislature. At age 50, Eldred was older and more experienced than most of the settlers on the frontier, and he brought with him a grown family. When the county began to organize itself, Eldred quickly emerged as a leader. In 1832 he was elected township supervisor at the organizational meeting of Arcadia Township and in 1833 was chosen associate justice for the first circuit court held in the area. Eldred soon joined forces with Merrill in promoting Baptist interests in the county. In February 1832 Merrill was the preacher when the first Baptist church in the county was organized in the Comstock home of Eldred’s son Stephen.

Caleb Eldred and his large family of committed Baptists provided invaluable support for the founding and early survival of the school that became Kalamazoo College. Eldred may be considered the school’s co-founder. He became a founding trustee of the school and chaired its board for 25 years. Three of his sons also served on the board; at least six of his grandchildren and many other descendants were students at the College. Historian Samuel Haskell, writing in 1864, praised Eldred’s “practical wisdom, generous liberality, and intelligent Christian citizenship” and declared that to the Eldred family’s “continuous benefactions, and accommodating helps, it is largely owing that the Institution has thus far outlived its pecuniary struggles.” Eldred was the first of a succession of community leaders, many of them Baptists, who have helped make Kalamazoo College a success.

When Merrill arrived, the recently organized Kalamazoo County was just beginning a period of growth and development. In 1829 an eccentric Yankee pioneer, Titus Bronson, had claimed land in the county where he intended to establish a town. Like most of the area’s early settlers, Bronson was an Easterner, born in Connecticut in 1788. From Connecticut he went first to Ohio where he learned about a new kind of potato called the Neshannock. Bronson became an itinerant potato grower, moving westward raising and selling potatoes until
he became known as “Potato Bronson.” Unlike most of his frontier neighbors, Bronson did not drink and he denounced those who did. Bronson hated politicians and land speculators and he was outspoken in his opinions. He dressed carelessly, talked authoritatively, and seemed always to be whittling something. He was kindhearted, generous, and honest, but some of his peculiar habits made him unpopular with his neighbors.

Bronson chose land at a crossing of the Kalamazoo River where several important Indian trails joined, including the one that became the Territorial Road. There he platted a town to which he gave his own name. In 1831 the legislative council chose Bronson's settlement as the county seat, citing its central location between Prairie Ronde and Gull Prairie and its strategic place on the river, Indian trails, and the Territorial Road. Bronson first built himself a log cabin and then established a sawmill so that many early homes and businesses could be in frame, not mere log, buildings. A trading post near the river attracted Indians who offered settlers food and furs in exchange for pots and pans, weapons, and whiskey. The Indians in this area, mostly Potawatomis, were peaceful and friendly, but settlers were still afraid when the Black Hawk War erupted farther west in 1832. Deer and other wild animals were plentiful and some were threatening; the community offered bounties on wolves in the 1830's. Most of the families moving into the county were Yankees from New York and New England who claimed land and established farms on the fertile prairies around the county. Only after the United States land office moved to Bronson in 1834 did the town itself begin to grow. In 1836, the climax of the Michigan land boom, the land office there did more business than any other in the United States. Also in 1836 the enemies of Bronson, perhaps embarrassed by his eccentricities, persuaded citizens to change the town's name to Kalamazoo.

Caleb Eldred shared Thomas Merrill's vision of a Baptist school in frontier Michigan. But in 1831 there were less than 500 Baptists in Michigan Territory and only 12 churches. Eldred and Merrill agreed to seek support from Baptists in the more prosperous and settled eastern states. Accordingly, in September 1831 Merrill appealed first to the small, recently organized
Michigan Baptist Association in Pontiac for their endorsement and then to the New York Baptist Convention for support. Contributions of $10 each from seven distinguished Baptist leaders in New York thus became the first funds raised for the school that became Kalamazoo College. While in New York, Merrill attended the organizational meeting of the American Baptist Home Mission Society and appealed to them to send missionaries to Michigan. The society appointed Merrill himself to be “missionary of the Society, for three months, to labour in Michigan Territory,” his compensation to be fixed at $50. He was the society's first appointee and this $50 was his first compensation for his missionary endeavors in Michigan.⁷

A Charter and a Location

Returning to Michigan in May 1832, Merrill joined Eldred in seeking Baptist support and leadership within the territory. They continued to call the institution the Michigan and Huron Institute and to see it as a Baptist school. But having learned from the Ann Arbor experience, they drafted a charter for the school that avoided any mention of denominational affiliation. Instead, the charter named the founding trustees who would in turn elect their successors. Practically all of the trustees named were leading Baptists in the territory, seven active Baptist laymen, seven ministers, and two whose affiliation is unknown. Merrill assumed that these strong Baptist leaders would choose as their successors persons like themselves, thus assuring Baptist influence though not formal control of the school. The charter was approved by the legislature in June 1832, but Governor George B. Porter vetoed the bill. Undaunted, Merrill spent the summer and fall preaching in nearby Prairie Ronde and in Detroit and Pontiac before again approaching the council. In January 1833 the charter bill again passed the legislative council but the governor failed to sign it. Finally, a committee consisting of Merrill and fellow founding trustees Reverend John Booth and Francis P. Browning persuaded the governor to sign the bill incorporating the Michigan and Huron Institute on April 22, 1833.⁸

Merrill had finally achieved his dream of establishing a Baptist school in Michigan Territory. He wrote, “The Michigan and Huron Institute is the school upon which I have had my eye since I came into this Territory. The one for which I drew a petition, gave it circulation, and presented it to the legislative council two years ago. For which I have petitioned thrice. For
which I took up a subscription in the City of New York, in May 1832. This institution I trust will exert a most salutary influence upon the Baptist cause, and shed an enlightening, reforming, and sanctifying influence upon the citizens of this Territory.”

Having finally won the necessary charter, Merrill and his fellow trustees faced the challenge of turning a shadow legal entity into a functioning educational institution.

The hard-won charter did not specify a location for the school. Since the board included Baptists from all around the territory, they met in a variety of places. In 1864 Baptist historian Samuel Haskell described the process: “There were long journeys over primitive roads to meetings in Clinton, Troy, Ann Arbor, Comstock, Whitmanville, and elsewhere; often resulting in a failure of the necessary quorum, and sometimes issuing in nearly a dead lock of rival contestants for the prize.” A number of villages offered bids, hoping thereby to build status, increase land values and enhance community growth. Kalamazoo County seems to have had an edge in this process, perhaps because Merrill and Eldred lived there. Prairie Ronde was considered and Comstock was an early favorite, but neither won the prize.

Finally, in fall 1835, the rapidly growing town still called Bronson pledged $2,500 for buildings and a farm of 115 acres if the school would locate there. Jeremiah Hall and his soon-to-be organized flock of Baptists were instrumental in raising the required funds. Hall was the first in a long line of pastors of First Baptist Church of Kalamazoo to contribute leadership and support to Kalamazoo College. Commissioned early in 1835 by the American Baptist Home Mission Society as missionary to Michigan, Hall chose Kalamazoo County as his field. He immediately recognized the importance of the Michigan and Huron Institute for his community and began work to locate the school there. Although he could not even afford to pay the freight to bring his household goods from Detroit, Hall borrowed $600 on the strength of pledges to purchase land for the Institute. Unfortunately, many of the pledges were not paid, largely because of the 1837 depression. Hall was nearly ruined financially. He became the founding pastor of First Baptist Church of Kalamazoo in 1836, moved to Ohio in 1843, and became president of Denison University in 1853. Hall is honored by both Denison and Kalamazoo for his early and strong leadership of Baptist collegiate education.
The property purchased for the new Institute included a farm on what was then the southern edge of the village. The Michigan and Huron Institute had been chartered as a “manual labor institution” and the farm was to provide labor opportunities for students. The manual labor plan was a common device used by new colleges in the Midwest in the early nineteenth century. The idea was that students would spend part of their time in study, part in manual labor, thus maintaining vigorous bodies while studying to improve their minds. Indigent students could earn their way through college under this system. Although theoretically logical, the manual labor plan failed almost everywhere it was tried. It did not fit the realities of labor and capital on the frontier. To provide more labor opportunities for students, the trustees of the Michigan and Huron Institute sought a grant of land from the federal government. This was the first of several attempts to seek government support for the otherwise private Institute. The attempt failed. For this and other reasons the manual labor plan failed also. Although the Institute continued for some years to refer to the manual labor plan, the program never functioned effectively at Kalamazoo.

Five years after Thomas Merrill rode west with his vision of establishing a Baptist college, the school was ready to begin operations. Persistent effort had won a charter, albeit incorporating a less extensive, less explicitly Baptist organization than desired. Sacrificial giving and hopeful pledges had raised enough funds for a start. Loyal, hard-working trustees had devoted themselves to finding support and making crucial decisions. Local citizens and supporters had offered funds and land to locate the school. The Michigan and Huron Institute could now become a functioning reality.
Life on the Michigan frontier changed rapidly during the 1830’s. More and more settlers came from the East, establishing homes and villages across the southern part of the peninsula. The growing population led to needs for community government, schools and churches, and for improvements in transportation and trade. Local communities sought status and prosperity by encouraging development of stores and businesses and by promoting themselves as sites for government offices or educational institutions. The growing community that became Kalamazoo was proud to welcome the establishment of the Michigan and Huron Institute. Local leaders promoted the Institute’s interests and local students enrolled in its classes. The Kalamazoo community both supported and benefited from the frontier academy in its midst. 

Michigan Territory was growing and developing, becoming a state in 1837. Settlers poured in, many of them Yankees from New England and New York. The population of the state multiplied seven times between 1830 and 1840. A treaty signed in Chicago in 1833 required all Indians in the territory to move west beyond the Mississippi River. They started on their long, sad trek in 1840, leaving behind more land for settlement. The state borrowed money to improve roads and transportation; stagecoaches ran regularly across the state until 1869; and railroads were constructed beginning in the 1830’s. The Michigan Central Railroad reached Kalamazoo in 1846 and Chicago in 1852. But not all was progress during this period. Disease felled many settlers, the ever-present ague and fever (now thought to be malaria) struck every settlement. Cholera epidemics in the state led to many deaths, including in 1834 those of two founding trustees of the Michigan and Huron Institute, Francis Browning in Detroit and Anson Brown in Ann Arbor. Economic troubles also came to the new state. In 1836 President Andrew Jackson issued his “Specie Circular” requiring that henceforth purchasers of government land must pay in gold or silver, not paper money. Land sales
dropped, banks closed, businesses failed, and the rapid growth of Michigan and its frontier communities like Kalamazoo suddenly stopped. The whole nation suffered a severe depression for several years.

Education on the Frontier

In spite of economic hardships and the rigors of creating homes and farms out of wilderness, settlers on the Michigan frontier valued education. They had come from eastern communities where schools and churches were essential institutions. As soon as possible, frontier communities tried to provide a schoolhouse and at least rudimentary primary education for their children. They looked to the state and to the missionary zeal of men like Merrill and Eldred for higher education. Most Protestant denominations responded. They saw the development of frontier academies as a mission to educate citizens and ministers and as a way to strengthen denominational influence in the region. In addition to Merrill and the Baptists, other denominations established schools in Michigan Territory. In 1835 the Methodists chartered a school first called Spring Arbor Seminary, then moved to Albion and called Wesleyan Seminary, and finally in 1861 Albion College. Presbyterians established short-lived Marshall College in 1838; Congregationalists started Olivet College in 1844; Free Will Baptists started an institution in 1855 that became Hillsdale College; and Wesleyan Methodists started a theological seminary that after several changes became Adrian College. Like the Baptist effort at Kalamazoo, these institutions began essentially as secondary schools, but aspired to offer collegiate and theological education to members of their own denomination and to others who desired advanced education.\(^2\)

Baptists had long been founders of colleges, establishing at least a dozen in the East and Midwest before 1836. The Institute at Kalamazoo was part of a growing desire among Baptists to educate moral and involved citizens and to prepare future ministers and missionaries to spread Baptist ideals through the West. Under Baptist polity, each church is independent, its
organization echoing the religious and intellectual freedoms treasured by individual Baptists. But recognizing that cooperation could lead to strength, Baptist churches in Michigan as elsewhere voluntarily organized themselves into regional groups called associations and, in 1836, into the statewide Michigan Baptist Convention. It is estimated that there were at this time about 2,000 Baptists in the state, organized into three associations, 54 churches, and served by only 28 ordained ministers. One of these young churches was the First Baptist Church of Kalamazoo, organized in February 1836 by 15 people led by the Reverend Jeremiah Hall. The constitution of the Michigan Baptist Convention recognized, “with peculiar pleasure,” the beginnings of the Institute at Kalamazoo, but urged that efforts be made “to establish as soon as may be, a literary institution of a higher character, having all the incorporate powers of a college.” The first officers of the convention included six of the founding trustees of the Michigan and Huron Institute. Thomas Merrill was appointed to the committee that would consider the literary institution and the need for ministerial education. The Baptists of Michigan were aware that while they did not have formal, legal control of the Kalamazoo school, they did have a strong interest in supporting its success.

The community that became home to the new educational Institute was a boomtown in the 1830’s. In 1832 a hotel, the Kalamazoo House, was built on Main Street (now Michigan Avenue) to accommodate newcomers. The land office was located nearby and attracted everyone who wished to settle in the area. By spring 1836 the town now called Kalamazoo boasted 60 frame houses and ten stores, including a drugstore and others selling furniture, dry goods, jewelry, boots, and shoes. The town had cabinet makers, blacksmiths, tailors, harness makers, six lawyers, three physicians, and two clergymen. The town’s first newspaper, still published as the Kalamazoo Gazette, was established under another name in 1835. It is the oldest newspaper in the state outside of Detroit. Churches were established, first by the Congregationalists in 1835, then the Baptists in 1836, the Episcopalians in 1837, and the Presbyterians in 1849. The town’s first schoolhouse was built in 1833 and used also as a meeting house and courthouse. More schools followed in 1837, 1846, and 1848. By 1850, there were 675 children enrolled in these primary schools. The population of the community was growing, from about 1,000 in 1840 to 2,500 in 1850, and over 6,000 in 1860.
The name of the school was changed from Michigan and Huron Institute to Kalamazoo Literary Institute.

Soon after the town changed its name, the Institute did also. Calling itself the Michigan and Huron Institute was perhaps considered too broad, too ambitious for the fledgling school. In changing its name to the Kalamazoo Literary Institute, the school honored its location and followed the example of many similar institutions. Most other frontier colleges were named for their location or else after a generous donor. In April 1836, reporting to the American Baptist Home Mission Society on the Institute’s progress, Hall raised the latter possibility: “The College possesses funds, in lands and other property, to the amount of $10,000. But $10,000 more, in cash, is wanted to put the Institution into successful operation. Is there no benevolent, philanthropic individual of wealth in the East who is willing to bless many generations in this great valley by contributing that sum and permitting the College to bear his name?” (Hall was obviously optimistic in calling the school a college.)

No generous donor came forward to give his money and his name to the school. The trustees could not expect Michigan Baptists to provide full support, because under the charter Baptists did not have full legal control. Changing the name to Kalamazoo Literary Institute honored the support of local citizens in raising the initial funds, appealed to local ambition and pride, and invited the community to identify with the school and to continue providing it with funds and local leaders.

The importance of local support was emphasized in an announcement the Institute’s executive committee placed in the January 23, 1837 Kalamazoo Gazette. The announcement expressed gratitude for local interest and donations and promised to make the Institute “what the wants of this rapidly increasing community shall require.” The committee pointed out that “additional funds are greatly needed” and they hoped that the agents (fundraisers) of the school would be “favorably received” and especially that “prompt payment” should be made on previous pledges. The executive committee stressed that one condition of locating
the school at Kalamazoo was that the citizens of the area would pay for the farm where it would be located. Subscriptions were now due and if paid by January 28 could be discounted by 5 percent. The notice was signed by Caleb Eldred, Ezekiel Ransom (treasurer), Reverend William Taylor, Reverend Jeremiah Hall, and Reverend T. W. Merrill.7

Changing the name of the school required that the legislature change the charter.8 On March 21, 1837 a bill passed amending the charter to change the school’s name to the Kalamazoo Literary Institute. Several other changes were made at this time, the most interesting being: “The said Institute and Departments shall be open to all Christian denominations and the profession of any religious faith shall not be required of those who become students.” While the original charter was essentially secular, making no mention of Christian faith or the Baptist denomination, this revision made even more explicit the Institute’s non-sectarian position. It should be remembered, however, that in practice Baptists controlled the board of trustees, most of the early teachers were Baptist clergymen, and practically every college in the country during this time expected students to attend prayers and chapel daily. Most also welcomed students from all denominations, to assure as broad an appeal and as large an enrollment as possible.

The land purchased for the new Institute was located in the area now bound by Westnedge Avenue on the west, Cedar Street on the north, and Park Street on the east. A two-story frame building was erected between Cedar and Walnut during the summer of 1836. Some classes were held that fall, taught by a Mr. Harvey. By June 1837, Merrill could report to the regional Baptist association that the school was in “successful operation,” serving 25 students, and seeking a permanent teacher to succeed Harvey. The July 29, 1837 Kalamazoo Gazette announced that the second term of the Institute would open on July 31 “for the instruction of young ladies and gentlemen in the ordinary branches of a thorough academic education…under the superintendence of Nathaniel A. Marsh, A.B., Principal.” About all that is known of Marsh is that he was a graduate of Hamilton College, New York (now Colgate).

Marsh apparently served only one term, for in fall 1837 the
The Kalamazoo Literary Institute aimed to improve the “manners, minds, and morals” of its students.

At least five different principals/teachers served the Institute before 1843.

Kalamazoo Gazette announced that Nathaniel A. Balch, A.B., would take charge for the fall term. Balch was a native of Vermont, a graduate with “high honors” from Middlebury College, and already an experienced teacher, having taught for two years at Bennington Academy in Vermont. After one successful year at Kalamazoo he became president of Marshall College. He then returned to Kalamazoo where he studied law, served as prosecuting attorney, state senator, and postmaster. He has been described as “an extraordinarily liberal and influential citizen, deeply religious, and keenly interested in the material, educational, and spiritual welfare of this community.”

The Kalamazoo Gazette announcement of October 20, 1837 described the curriculum, costs, and expectations of the Institute under Nathaniel Balch’s leadership: “Tuition for reading, orthography, English grammar, arithmetic, ancient and modern geography, elements of history, natural philosophy, rhetoric, composition, and declamation, per quarter: $4.00. For the Greek, Latin, and French languages, intellectual and moral philosophy, chemistry, botany, political economy, logic, book-keeping, natural theology, evidences of Christianity, and the higher branches of Mathematics: $5.00. A charge not exceeding two shillings a quarter for each student will be made for wood and other incidental expenses. Board will be furnished after the first of December at the boarding house, by Colonel R. Stone to such students as furnish their own beds and lights for $1.50 per week. Students wishing to enter advanced classes in College will be furnished with thorough instruction; special instruction will be imparted to such as may wish to qualify for teaching.” The announcement promised, “This Institution will afford facilities for the improvement of the manners, minds and morals of the young unsurpassed by any in this section of our country.”

In September 1838 a new principal took charge of the school. David Alden, A.B., a graduate of Brown University, brought with him from the East his fiancée, Tirzah Hart, to serve as his assistant. They offered the same curriculum as Balch and seem to have been popular and successful. Hart offered courses in painting and drawing for an extra charge of $1.50 per term. The pair was married in the presence of students and friends after one of the quarterly public examinations held in the Presbyterian Church. Unfortunately, Tirzah died of tuberculosis and David returned east after only two years at
Kalamazoo. William Dutton succeeded him in 1840 and served until 1843. Dutton was another New Englander, an 1840 Phi Beta Kappa graduate of Brown University, a capable but young and inexperienced teacher.

A Branch of the University of Michigan

In 1817, while Michigan was still only a territory, a state university was chartered under the name “Catholepistemiad of Michigan.”9 The charter provided for a state-supported university and also a completely centralized educational system to include schools, libraries, museums, and laboratories as well as common schools and colleges. The plan never became a reality, although for about 10 years a secondary school operated in Detroit under this charter. When Michigan became a state, the legislature turned again to the question of public education. In 1837 they adopted a plan for local control of libraries and schools and for a state university with three departments: law; medicine; and literature, science, and the arts. The plan provided for branches of the university to be established around the state. These were to provide training for teachers in the common schools, college preparation for students wishing to enter the university, and a “female seminary” for young ladies who sought more than a common school education. The university itself would not be open to women, but the branches were.

Communities across the state immediately clamored for a branch in their town. Branches were established in Detroit, Pontiac, Monroe, Niles, Tecumseh, White Pigeon, and Kalamazoo. Even with a successful literary Institute in town, citizens wanted the prestige of a university branch as well. Possibly, some citizens objected to the Baptist ties of the Institute’s trustees. Others viewed the Branch as competition and continued to support the Institute. The citizens of Kalamazoo provided the Branch with a two-story wooden frame building, which was erected at the northeast corner of what is now Bronson Park. The regents of the university hired George B. Eastman, a graduate of the University of Vermont, as principal for the princely salary of $1,200 per year. (It would be years before any president or professor at Kalamazoo actually received such generous compensation.) Classes opened on May 1, 1838 with nine boys meeting in the Episcopal church while the Branch building was being completed. The Kalamazoo Literary Institute continued to operate and for a year the two institutions competed for
students and support. The Institute seems to have attracted more students than the Branch, for in August 1839 the Kalamazoo Branch was temporarily suspended.\textsuperscript{10}

With the country suffering a prolonged economic depression, both the trustees of the Literary Institute and the regents of the university struggled to maintain their institutions. It seemed only logical that the two should merge. After Alden resigned, regents and trustees worked out an agreement that made Dutton principal of the Branch as well as of the Institute. The Branch building would be used for classes and the Institute building a few blocks away would become a dormitory. Governance of the merged Branch and Institute was to be shared by the university's regents and the Institute's trustees. Teachers would be nominated by the trustees and appointed and paid by the regents. The principal would make regular reports to the regents and the regents would appoint friends of the Institute to the local Board of Visitors. After the merger, Reverend Jeremiah Hall was appointed to the Board of Visitors, and when he left the state in 1843, Nathaniel Balch replaced him. Balch, former principal of the Institute, now a prominent lawyer in the community, was a faithful supporter of the Kalamazoo Literary Institute.

There were some local objections to the Baptist influence on the Branch. In 1841 some Kalamazoo citizens sent the regents a “remonstrance…against vesting trustees of the Baptist Institute…with the power of appointing the Principal of the Kalamazoo Branch.” The regents responded by informing the petitioners that “the Board of Regents have the power of all appointments still in their hands.”\textsuperscript{11}

Financial support for the merged school came (until 1846) from the regents, from modest tuition charges, from local supporters, and (probably minimally) from Michigan Baptists. Expenditures were modest. In August 1840 the regents appropriated $400 a year for the Kalamazoo Branch, increased the amount to $500 in 1841, and reduced it to $200 in 1842. Tuition was set initially at $25 per year for the Detroit branch, $15 for the others. However, in January 1838 the regents resolved that if parents or guardians could not afford tuition and the branch principal concurred on the basis of evidence, qualified students could be admitted free of charge. After 1841 when university classes began in a fine new building in Ann Arbor, the regents found that the state's resources could not support their ambitions for the main campus and their commitments to branches. Gradually the regents
withdrew support from the branches, leaving them to collapse, revert to secondary schools, or, in the sole case of Kalamazoo, become a college.

All of the branches were under supervision of the regents of the university. In November 1837 they passed an extensive set of laws and rules for the branches, covering such matters as eligibility for admission, examination procedures, vacations, use of buildings, hours of study, religious exercises, term bills and payment, dismissals, development and use of libraries, and general deportment of students. These rules reveal the regents’ expectations of students and their lifestyles. For example, study hours were to be from sunrise to breakfast, from 8 a.m. to noon, 2 p.m. until 5 p.m., and during fall and winter from 6:30 p.m. to 9:30 p.m. Every student was required to attend morning scripture and prayers every day unless specifically excused by the principal, and to attend public worship every Sunday. Any student who violated the rules of the branch was to report his errors voluntarily to the principal. Student conduct was to be “regulated by those plain rules of politeness, honor, and religion, which are binding on every free and virtuous community.” Students were to obey every requirement of their instructors and to admit officers of the institution into their rooms at any time without notice. Students who, after appropriate counseling, were found to be “incorrigibly indolent, troublesome, or vicious” would be dismissed.

The regents prescribed curriculum as well as lifestyle for students at the branches. The 1837 regulations included a list of approved textbooks and listed the courses for each year. For example, first year students studied arithmetic, geography, the history of the United States and England, and Latin
grammar. In the second year they studied more arithmetic, geography and history, read Phaedrus and Cicero in Latin, and began Greek language and readings. Third year students followed a similar program but moved on to Virgil and the Aeneid in Latin and the New Testament in Greek. The program covered three years after which students were to move on to Ann Arbor where, it was assumed, advanced classes would become available. Students at the branches had to wait until September 1841 when finally the university opened its doors to six freshmen, one sophomore, and 23 preparatory students.

In 1843 William Dutton resigned as principal of the Kalamazoo Branch/Institute, possibly because of the meager salary he received. During his tenure enrollment had risen from 21 in 1840-41 to 83 in 1841-42 and then dropped to 65 in 1842-43. To serve these students, the Branch/Institute possessed two buildings and employed one or two professors being paid very limited salaries. Thus in the early 1840’s, the school at Kalamazoo was both secular and religious, partly state funded and reporting to the university’s regents, but governed locally by a Baptist board of trustees. The Kalamazoo Literary Institute was not particularly distinctive for its time, but it had promise—it was the only Baptist educational institution in Michigan, it was located in a prosperous and growing frontier village, and it enjoyed local support from interested citizens and loyal founder/leaders Thomas Merrill and Caleb Eldred.
PART TWO

“A School of Progress” 1843-1863

We still claim, in educational matters, to belong to the School of Progress, and have endeavored to shape our plans to meet the wants of the age, and especially of the Western States.

Kalamazoo College Catalogue
1851-52
To the promising academy in the frontier village of Kalamazoo came two talented young people, both uniquely qualified to build the fledgling academy into a complete frontier college. James A. B. Stone and his wife, Lucinda Hinsdale Stone were called to Kalamazoo in 1843, he to pastor the First Baptist Church and also to be principal of the Kalamazoo Branch and Literary Institute, she to lead the female department of the school. Both were well-educated and experienced teachers, Easterners eager to make a difference in the frontier West. Together they built the foundation of the college that was to be, establishing its focus on quality, on teaching, and on a progressive, liberal education.¹

James Andrus Blinn Stone was born in 1810 in Piermont, New Hampshire. He graduated from Middlebury College with high honors in 1834 and then became principal of the Hinesburg Academy in Vermont. An excellent scholar and linguist, Stone loved the Greek and Latin classics and also studied and could teach Hebrew. He was said to have known 12 languages, including Sanskrit. In 1836 Stone entered Andover Theological Seminary where he again distinguished himself as a scholar. After graduation and a couple of years as pastor at Gloucester, Massachusetts, he was called to the Newton Theological Institution to serve as interim professor of biblical literature and interpretation. It was from this post that he was called to be both pastor and teacher in Kalamazoo.

Lucinda Hinsdale was born in 1814 in Hinesburg, Vermont, youngest child and ninth girl of a family of 12. Lucinda’s father died before she was two, leaving a widow with a large family, a business to run, and very little time
James and Lucinda Hinsdale Stone arrived in Kalamazoo in 1843.

To spend with her youngest child. A precocious reader, Lucinda took refuge and found solace in books, beginning a lifetime of study and pleasure in reading. She entered the Hinesburg Academy in 1827 and soon progressed to the courses in Latin and Greek that were to prepare young men for college. Teased and ridiculed for her academic interests, Lucinda shaded her light at night so the neighbors would not know how much she studied. Although she kept up with the young men in her classes, she could not go on with them to college. Universities and colleges were closed to women. When once she cried out, “Oh, I wish I could go to college!” everyone laughed at her and her unreasonable ambition. Remembering this incident years later, Lucinda wrote that, “This remembrance was strong incentive in working to make Kalamazoo College co-educational, and in seeking to pry open the doors of the University of Michigan to women students.”

Traveling west in 1843, James and Lucinda would probably have taken a steamer across Lake Erie, a train from Detroit to the end of the line (perhaps Marshall), and a stagecoach or covered wagon the rest of the way. They brought with them their first child, Clement Walker Stone, born May 30, 1841, and Lucinda was pregnant again. Arriving in Kalamazoo, they found a promising village with a growing population of 1,500, a Baptist Church of 59 members, and an academy enrolling (in 1842-43) 65 students. Settling into a house on what is now West Michigan Avenue, James and Lucinda could walk a block to First Baptist Church, a couple of blocks to the Branch building, and a few more to the shops located east of Burdick Street. The village streets were dust or mud, depending on the season, and there were no sidewalks. Kalamazoo was still in many ways a frontier town. Like the Yankee settlers who preceded them, the Stones found the frontier community a place of freedom and opportunity. Here they could express their ideals, they could use their talents and experience, and they could explore and develop their own visions of what education could and should be.

James began his work as principal of the combined Branch and Institute with ambitious plans for the school. As early as fall 1843 he addressed the Michigan Baptist Convention on the need for a theological
In establishing the school that became Kalamazoo College, Thomas Merrill clearly intended that the institution would be or become a full-fledged college granting baccalaureate degrees. However, the original charter in 1833 did not include the right to confer degrees. When the charter was changed in 1837 to rename the school the Kalamazoo Literary Institute, the trustees sought also “all the privileges of a college,” but the legislature denied this request. Legislators preferred to maintain the primacy of the yet to be established University of Michigan. In 1837 the regents of the university held their first meeting and began establishing the branches and planning the opening of the university in Ann Arbor. For several years, Kalamazoo’s trustees made no further attempts to enlarge the school’s privileges.3

Other denominational schools in Michigan continued to seek the right to grant degrees, but most were denied. Two exceptions occurred in 1838: Marshall College, sponsored by Presbyterians in Marshall, and St. Phillips College, sponsored by Roman Catholics in Detroit, were chartered with the right to offer degrees, but neither school survived long enough to make use of the privilege. In 1850 two other schools also achieved degree-granting rights: Michigan Central College in Spring Arbor sponsored by Free Will Baptists, and St. Marks College (Episcopal) in Grand Rapids. St. Marks survived only briefly and did not confer degrees. Michigan Central did award degrees after 1850; two B.S. degrees in 1851 and an A.B. in 1853. These degrees went to women who, at that time, would not have been admitted, much less graduated, at the University of Michigan. The fact that these four schools were chartered in pairs
and that they represented four different denominational interests and four different communities suggests that they worked together to gain the support of selected legislators who shared their interests.

After another abortive attempt in 1845, Stone and the Kalamazoo trustees again approached the legislature in 1853. This time a bill awarding Kalamazoo the privilege of granting degrees passed one branch of the legislature but was not considered by the other. Encouraged, Stone enlisted some of the other denominational college presidents to seek a general college bill that would open the way for all private colleges in the state to grant degrees. The issue was particularly important for Michigan Central College, which had suspended operations in Spring Arbor and needed a new charter to re-establish itself as Hillsdale College. In 1854-55 the presidents of Hillsdale, Olivet, Leoni (later Adrian), and Albion joined Stone in pressing for the general college bill. They were opposed by University of Michigan President Henry Tappan and by politicians who maintained that the strong, state-sponsored institution would be weakened and the quality of higher education diminished if many small private schools were permitted to grant degrees.

A number of differences distinguished the University of Michigan from denominational schools like the Kalamazoo Literary Institute. The university enjoyed then, as it does now, state funding and support. Until 1855 it benefited from a virtual monopoly on granting baccalaureate degrees. At first all the regents were laymen, and the university was seen as too nonsectarian if not completely secular. Many Michigan citizens preferred to send their children to church-related schools rather than to the “infidel” university. To combat this attitude, the regents hired ministers as professors and required daily chapel and Sunday church attendance of all its students. Church-related schools, including Kalamazoo, presented themselves as safely religious, offering a moral as well as a liberal education. They deplored the university’s public subsidy, secular control, and monopoly on degrees. Some more liberal educators, including several at Kalamazoo, also deplored the university’s refusal to admit and educate women. Sponsors and patrons of Michigan denominational colleges opposed the state’s plan of centralized public higher education and sought instead the development of many small local colleges to serve the diverse needs of different churches and communities.
Advocates of denominational colleges were not the only opponents of the University of Michigan. Opposition also came from farmers in the state who sought the establishment of an agricultural college. In the state constitution of 1850, land had been set aside to fund such a college, but the constitution stipulated that the school be a branch of the university. President Henry P. Tappan established an agricultural department at Ann Arbor, but farm organizations continued to press for a separate institution. They did not want the agriculture school to be subsumed in the one centralized state university. Farmers were appealing for an agricultural college at the same time that denominational colleges were working for a general college bill. The two appeals came together in February 1855 when the legislature finally established a separate agricultural college near Lansing and also passed the long-desired general college bill.

One of the problems delaying passage of the college bill was the issue of coeducation. Women were not admitted to the University of Michigan until 1870. The denominational colleges, on the other hand, welcomed women as students. Although most of these colleges maintained separate female departments, held separate graduation ceremonies, and offered ladies special courses and a somewhat limited curriculum, in practice they were essentially coeducational. Because the private colleges could not afford separate facilities, faculty, and curricula for women, they opened their classes and their opportunities to both men and women. At Kalamazoo, the Stones believed strongly in coeducation. Young women there recited with young men in some classes and took courses from college professors as well as from Lucinda and her teachers in the female department. Opponents of coeducation claimed that women lacked the physical, emotional, and intellectual ability to benefit from higher education and they believed that the university would lose status and quality if women were admitted. They opposed permitting private colleges to offer degrees to either women or men. Supporters of women’s rights and education, however, became strong advocates of the denominational colleges and their right to offer degrees. They supported the general college bill.

State politics also played a role in the eventual passage of the general college bill. In the election of 1854, the newly established Republican Party won the governor’s chair and control of both houses of the Michigan legislature. The new party was strongly anti-slavery, a sentiment already
The Kalamazoo College charter stated that its graduation requirements be "equivalent to and as thorough as" degree requirements at the University of Michigan. The name of the school was changed to Kalamazoo College in 1855.

A general college bill passed by the state legislature in 1855 gave private colleges in Michigan the right to grant degrees.

The long fight for full college rights, begun by Thomas Merrill in 1833, came finally to fruition on February 9, 1855, with passage of the general college bill. Intense debates in both houses of the legislature preceded the action, which was seen by at least one observer as the most exciting event of the session. It had been a long political process, but the way was now clear for Merrill's school to become Kalamazoo College. Kalamazoo was the first college to be chartered, followed closely by Hillsdale. Adrian was chartered in 1857, Olivet in 1859, and Albion in 1861. The new charter required (as it still does) that students should have completed "a course of studies equivalent to and as thorough as that prescribed by the Regents of the University of Michigan for candidates for degrees." It could perhaps be said that with this requirement the University of Michigan still maintains some control over private colleges in the state and thus a semblance of the monopoly it once held over higher education in Michigan.

Kalamazoo Becomes a College

With the charter change of 1855 came the final name change of the institution. The school that began with the ambitious title of Michigan and Huron Institute, and then became the more locally focused Kalamazoo Literary Institute, then the Kalamazoo Branch of the University of Michigan, finally achieved its lasting name of Kalamazoo College. It is a name revered by many, ridiculed by some, and a curiosity for others, but in spite of one or two attempts to change it, the name of Kalamazoo College has endured since 1855.

The merger of the Kalamazoo Literary Institute and the Kalamazoo Branch of the University lasted officially until branches were abandoned by the regents in 1849. Practically, however, the arrangement ended when
funding ended in 1846. Until then, James Stone had received from the regents an annual salary of $200 as principal of the Branch. (For comparison, Professor Andrew Ten Brook was earning $700 a year as professor of moral and intellectual philosophy at Ann Arbor). In 1844 the original academy building, occupied as a men's boarding house, burned, leaving only the Branch building for educational purposes. Perhaps for this reason, students continued to refer to their school as “the Old Branch.” The young men forced out of their dormitory were obliged to find lodging with families in town, an arrangement already accommodating the young women at the school.

Having come to Kalamazoo as a pastor as well as principal, Stone soon became active in Michigan Baptist circles. By 1846 he found himself chairing the state convention's executive committee on ministerial education. For 10 years he served as the voice for the educational needs of Baptists in Michigan, especially for the needs of young men called to the ministry. At First Baptist Church Kalamazoo, Stone preached for and pastored a growing flock of Baptist families settling in the community. Under his leadership, the church grew enough to require enlarging its building. During these early years of dual responsibilities, Stone earned only a pittance from the church, his traveling expenses from the trustees of the Institute, and (until 1846) his modest salary from the regents. In reviewing Stone's achievements as an educator, it is important to remember that for at least six years he was providing leadership to the local church as well as to the school.

James Stone was as ambitious for his school as its founder Thomas Merrill had been. Until his death in 1878, Merrill continued to promote the school's interests, primarily by raising money from Baptists in the state. Caleb Eldred continued to chair the board of trustees, which now included many prominent citizens of the area as well as many Baptist ministers. For example, the 1856-57 board included from Kalamazoo: Baptists John Cadman, M.D., and Allen Potter, prominent banker and later (1863) to be Kalamazoo's first mayor; and Presbyterian Colonel Frederick W. Curtenius, soldier, banker, and state senator. Stone wanted to expand the scope of instruction at the school to include preparatory, collegiate and theological education, teacher preparation, a commercial course, and even some technical training. In doing so he would need to increase enrollment, recruit good teachers, and create a campus with buildings to house these activities.
Even before the Stones arrived, and long before the general college bill authorized degrees, collegiate-level instruction was being offered in Kalamazoo. Two students are known to have begun college work at the Branch before transferring with advanced standing to the University of Michigan. There may well have been others. Fletcher Osceola Marsh entered the university as a sophomore in 1842 after a year with William Dutton at the Kalamazoo Branch. Because he intended to enter the ministry, Marsh received modest financial support from the Michigan Baptist Convention. Marsh graduated from the university in 1845, taught briefly in Michigan, then after graduation from Newton Theological Institute served many years as professor and treasurer of Denison University, a Baptist college in Granville, Ohio. After studying with Stone, Edwin Silas Dunham entered the University of Michigan as a junior. Stone had recommended him for sophomore standing, but the university faculty found him well qualified to enter the junior class. After graduating in 1846, Dunham returned to Kalamazoo for two years of theological study. He pastored Baptist churches in Michigan and served as a trustee of Kalamazoo College for 16 years (1851-67). Years later, Stone described his “mistake” in assessing Dunham’s achievements and admitted that perhaps “we builded better than we knew” in that formative period.

As a branch of the University of Michigan, Kalamazoo followed the curriculum laid down by the regents. The school year included three terms and public examinations that closed each term. The program for the end of the middle term, March 19 and 20, 1846 included for the men examinations on Thursday in grammar, arithmetic, algebra, geometry, natural philosophy and chemistry, and on Friday examinations in Latin and Greek. On Friday evening they competed in prize speaking and presented orations and a humorous “colloquial discussion” written by one of the students. Exercises for the female department included Thursday and Friday examinations in geography, grammar, arithmetic, algebra, astronomy, history, and French. On Friday evening the young women offered prize readings and compositions. The young men’s orations covered such significant topics as The Oregon Question, The Destiny of North American Indians, Peace, The Importance of the West, and Improvements of the Age. Many of the young women chose less serious topics, such as Autobiography of a Pin, Thoughts about Bells, An Old Table, The Evils of Romance, and The Pleasures of Romance. Although courses were prescribed for both the male and female departments, there
seems to have been some flexibility for individual students. Women could choose to study classical languages with the men and young men might study French with Lucinda and her young ladies.

Under the Stones’ leadership, the curriculum expanded somewhat. The 1846 term examinations had included only one class in a science, chemistry. Gradually more science courses entered the curriculum. By 1861-62 the collegiate department offered men a choice between the classical course, which concentrated on Latin, Greek and mathematics, and a scientific course that, in addition to a focus on Latin, French, and mathematics offered such practical subjects as bookkeeping, mechanics, and civil engineering. The classical course under the heading of physics included one term each of animal and vegetable physiology, natural philosophy, astronomy, chemistry, and geology. In addition to these courses, students in the scientific program studied physical geography, acoustics and optics, and mineralogy. Physics offerings in the female department included botany, natural philosophy, geology, and astronomy.6

The reputation of the school in Kalamazoo grew under the influence of the Stones. Students were attracted not just from Kalamazoo and surrounding villages, but also from other parts of Michigan and from other states. Enrollment grew from the 86 students who assembled in the fall of 1843 to an estimated 150 in the late 1840’s and reached the 400’s in the mid 1850’s. The student roster in the Kalamazoo College catalog for 1856-57 listed 30 men in the collegiate department, 163 in the preparatory department, and a total of 214 women in the female department, 97 at the collegiate level and 117 in the two-year preparatory program. Total enrollment was 407. Most of the College’s young women lived in or near Kalamazoo, but two of the collegiate-level women came from Massachusetts, two from Ohio, and one each from New York, Pennsylvania, and Illinois. Four young men came to the collegiate department from Ohio, and one each from Indiana, Wisconsin, and Minnesota.

To serve a larger enrollment, James hired more teachers, several of them part time. The catalog of 1856-57 lists nine faculty in the men’s department, including, of course, James A.B. Stone as president and professor of intellectual and moral philosophy. At least two teachers were clearly part time: A. Adams Allen, M.D., lecturer on chemistry and physiology and Nathaniel A. Balch, A.M., formerly principal of the academy, now a prominent
lawyer in town, serving the College as lecturer on political economy and international law. Two professors were especially outstanding. Daniel Putnam, A.M., professor of Latin language and literature, came to Kalamazoo in 1855. Putnam was a lifelong educator, serving in Kalamazoo as superintendent of schools and principal of the high school and later joining the faculty of the Normal School at Ypsilanti. One of his Kalamazoo students remembered reading Horace with Putnam and praised his “sense of form, of finish, of precise statement, of fine gentlemanly conduct. . . He was not then teaching psychology and pedagogy, but in his method and spirit of giving instruction in Latin literature he showed us how to teach.” Putnam later served Kalamazoo College as a trustee and briefly as acting president (1867-68).7

Edward Olney, A.M., professor of mathematics, was largely self-taught, having left school at age 13. His masters degree was honorary, at the behest of college-educated teacher colleagues. Olney came to Kalamazoo in 1855, having been superintendent of schools in Perrysburg, Ohio. He was known as a thorough and demanding professor and as one who continued learning all his life. He left Kalamazoo in 1863 for the chair of mathematics at the University of Michigan where he earned a national reputation as a teacher and author of textbooks. At Michigan Olney’s nickname was “Toughy” and his high expectations prompted the regents to call for a faculty investigation of the workload in mathematics. Olney was a trustee of Kalamazoo College 1854-55 and 1877-86; the Olney Professorship of Mathematics honors Olney’s service to the College.8 Both Olney and Putnam were lifelong Baptists and very active in Baptist churches and the state organization as well as being advocates for and supporters of Kalamazoo College.

The Stones and Their Students

Until 1850 all classes were held in the Old Branch building, which offered limited facilities for both departments. Fondly remembering studies long past, a former pupil described the building as “plain and unpretending” with “whittled pine benches, and cracked and dingy walls.” He remembered a “beggarly array of chemical apparatus. . . kept in the little closet under the stairs” but that “it was wonderful what a variety of philosophical principles could be illustrated even with that laughable looking
outfit.” The two-story frame building held one large room on the ground floor, used for the male department. Upstairs one room held Lucinda’s classes with the young women and another, smaller room was reserved for tutorials and for informal student gatherings. The downstairs room held a blackboard, quite a rare convenience for that time, and included a stage where the young men learned to present orations before their fellows and, at times, before the young women who might laugh at or cheer their efforts.

At a reunion in Kalamazoo in 1885, more than 300 of the Stones’ former pupils gathered to share memories and read letters about student life in those early years. In an historical address, A. D. P. Van Buren praised the Stones for their ability to inspire “a love of study” and to “arouse and energize their pupils” making “the hardest work agreeable.” He described incidents of college life, the Wednesday afternoon declamation and composition sessions, a debating society called the Burr Oak Club, and a student paper called The Mirror, hand-written by students and read aloud on Wednesday afternoons. Addressing his former teachers, Major W. C. Ransom suggested that they might have been “just a little bit more liberal” in enforcing rules. He recalled a student reprimanded for “sliding down the hill of science on a shingle sled” and another young man whose note to his “best girl” was intercepted by the teacher. Shy flirtations, “collations” in the third room upstairs, picnics, and celebrations in the oak grove surrounding the school engaged the students and were covered in The Mirror.

Writing from Vermont, James H. Bates remembered assembling in the schoolroom and hearing “the quick step of the alert, trim Doctor as he hurries up the middle aisle and mounts the platform. Instantly, as by a sort of intuition, he flings open the big Bible to the desired passage, and rapidly utters the texts of the day in crisp, sharp tones.” Bates studied Horace with Stone and remembered that his teacher “rose above the bare text of a classic author, interpreted his spirit, and made the language so long unused of men glow with fresh life.” O. W. Munsell wrote from Des Moines calling his student experience, “The most important years of my life.” He described all Stone’s lectures as interesting, but found his lectures about honesty, integrity, and the ambition to be a man among men and have the good-will of fellow citizens to be the best advice.” This attention to moral as well as intellectual education and to character as the foundation of a meaningful life was mentioned again and again by these students of James and Lucinda Stone.
At the reunion, both the Stones responded to the words of their students with statements that revealed their own philosophies of education. James remembered that, “I used to teach you that there are many and conflicting theories in mental science, in ethics, in political economy, in geology, and in art.” He chose to present more than one aspect of a subject. Speaking of the importance of teachers, Stone said, “To teach others is a great and responsible work, it is a permanent one, especially when we remember how much unconscious tuition there is, not laid down in the curriculum but sure to be imparted and received.” Lucinda spoke fondly of the “gay, young mischief-loving boys and girls that used to file before me into the recitation seats in the Old Branch.” Like her husband, she emphasized the importance of teaching and the responsibility of the teacher to develop the character of her students. Responding to Lucinda’s remarks, Sarah Scott Jackson assured her that, “In those school days we had the utmost faith in your knowledge on almost every subject,” and that “even the dullest of us did not hesitate to bring our thoughts to you... Somehow you had the power of divining the best there was in us, and the tact to bring it out.” As Jackson’s remarks suggest, the “unconscious tuition” of James and Lucinda Stone served to challenge their students and created a sense of family and fellowship between students and teachers.

A letter from this period describes a Spartan college life and some perennial student problems. Nathan B. Church enrolled in the middle class of the preparatory department to study classics. He was 17 when he attended Kalamazoo, having walked most of the way from the family farm near Ithaca. Writing to his family on February 20, 1858, Nathan was homesick and hungry. “I think of you all very often, and especially do I miss the cupboard. I have been boarding myself since I have been here, having lived pretty slim. Cold graham bread and a little butter and short allowance at that.” Nathan lived in the Upper College Building (occupied 1850) and paid $1.50 per 10-week quarter for his room. He had to furnish his own food, heat, light, and furniture (Nathan paid his roommate $1.00 for use of his bed, table and chair). There were several options for board: Nathan could board with a family in town for about $1.50 per week; he could find a room with a cookstove and cook for himself for about $1.00 a week; or he could try to live on cold food in his room. Room rent and tuition totaled $6.00 per quarter. Nathan knew that his family was sacrificing so that he could be in school. He hoped that they would have lots of work for him when he returned home.”
that I can make up for what I am spending.” He asked for money but only if “you can spare it as well as not.” Nathan reported that he was “pitching into grammar and geography with all my might.” Nathan Church spent one year at Kalamazoo College before returning home to farm, teach school, and to become an Army officer during the Civil War. General Nathan Church served his College as a trustee 1891-95.

The memoirs of another student, LeGrand A. Copley, tell a similar story of hard work and limited resources. A farm boy from Paola, Kansas, Copley was encouraged by relatives to come to Michigan for an education. He entered the College in 1861 with $15 and an empty bed tick that he filled with straw. During term time he worked for President Stone, earning nine cents an hour cutting wood; during school breaks he worked on his relatives’ farms. Like Church, Copley provided his own food. He remembered, “How I lived on good Irish potatoes, salt, lard and whatever I could make out of corn meal—mush, fried mush, pancakes, regular cornbread; boiled potatoes, baked potatoes, fried potatoes; about once a month a little beef or sausage and twice in the year a half-pound of butter; once a sack of apples from Grandpa Anderson—that was my fare for 40 weeks.” Copley praised his teachers, mentioning especially Olney, Lucinda Stone, with whom he studied English grammar, and Martha L. Osborn, “the most thoro drill-master I ever had” for Latin. Osborn, a widow, taught Latin and math in the preparatory department 1858-71. Copley graduated in June 1867 in a class of six men. Together they marched “with band and colors” from the College to First Baptist Church where they each made an oration; Copley’s topic was The Growth of Popular Power. Copley returned to Kansas where he enjoyed a successful career in teaching and real estate.

A student journal from 1860-61 describes daily life in that period. Lewis Amos Taft of West Barre, Ohio, entered College in the normal and English department in fall 1860. Some entries after his return for the winter term are typical.
Recitation was a widely used formal teaching method that required students to respond orally in a class to questions about assigned readings or problems or material previously presented by a teacher.

Friday, February 1, 1861. Went to chapel in the morning (8:40). Found most of the old students there. Went to Geometry; did not recite.

Saturday, February 2. Went to Rhetorical Exercises at College. Prof did not come until Chapel time. After Chapel finished unpacking my trunk.


Monday, February 4. Geometry changed from 3 p.m. to 11 a.m. Recited. Did not study much in the afternoon.

Tuesday, February 5. Recited in Geometry, 11 a.m. Recited first. Prof said we need not review, but take four problems in advance. . . Met at 4 p.m. to organize a Physiology class—lesson, first two chapters. In my room all evening.

Wednesday, February 6. Powell and Strong came in our room at noon, stayed an hour or so to bore us. . . Went to prayer meeting 6 p.m. at Chapel (good).

Like Nathan Church, Lewis Taft attended Kalamazoo for only one year before returning home to the family farm and to service in the Civil War.

As Taft’s journal indicates, religious meetings and worship were an active part of college life in the mid-nineteenth century. Chapel was held morning and evening every day, although the program was not always strictly religious; upperclassmen delivered their orations to fellow students during chapel time. Student-sponsored prayer meetings were common and every student was expected to attend church in town on Sunday unless formally excused by the president of the College. Prospective students were not required to meet any religious test, as long as they could show evidence of good moral character and eagerness to learn. They were, however, encouraged to consider seriously the claims of the Christian faith as demonstrated in the lives and teachings of their professors and fellow students. Copley was among the previously unchurched students who responded positively to the religious values of the College. In his memoir he wrote, “An important change in my life came in March 1862. I became a follower of Christ and was baptized March 16, 1862. [Two school friends]
went with me to the Jordan that morning...it was a great step for me. I was beginning to shape my own course in life.” Like many of his classmates, Copley remained an active churchman throughout his life. Other students, those who became interested in the ministry or in missionary work, organized a Society for Missionary Inquiry. Almost every year a revival swept through the College, creating religious fervor and commitment among the students.

Many nineteenth-century students were attracted to Kalamazoo College specifically because of its Baptist origins. Some examples offer a sense of how Baptists came to Kalamazoo and later provided leadership to the denomination. Rufus Lewis Perry, a former slave, was probably the first African-American student at Kalamazoo. Perry studied theology under Stone in 1860-61, was ordained by the Second Baptist Church in Ann Arbor in October 1861, and served pastorates in Ann Arbor, Mich., St. Catharines, Ontario, and Buffalo, New York, before becoming a writer and editor in Brooklyn, New York.13 A young man named Boardman Judson Boynton entered the College from Appleton, Wisconsin, attracted by its Baptist connection. At college Boardman met Nancy Cahill from Kalamazoo and they were married in 1861 after she finished school. Boynton graduated in 1860 and became a pastor in Owosso.14 Several Trowbridge cousins, stalwart Baptists, came from Delta, Ohio to attend the Baptist college. Fannie spent one year in the female collegiate course (1855-56). Her brother George graduated in 1859 and served the United States Army as a physician and surgeon during the Civil War. His cousin Luther graduated in 1860, took another year to study theology, became a prominent pastor and editor in Michigan, and served as a trustee of the College (1868-1905). During his student days Luther met Mary Elizabeth “Lizzie” Day, daughter of a Baptist minister. Mary was as gifted as Luther; she wrote a history of the Baptists in Michigan and served on the College board of trustees from 1909 to 1919. Mary Trowbridge House honors her name and work.

A wide range of ages, backgrounds, and preparation characterized students of the time and challenged their teachers to meet their varied needs. Not all students of this time were the boys and girls that Lucinda Stone described. Both Rufus Perry and Boardman Boynton were 27 years old when they graduated, and the Stone’s son James remembered being intimate friends with a schoolmate who was 30 while James was only 15. Many students were farm boys like Nathan Church and LeGrand Copley, both of whom came with
limited educational background and entered the preparatory department. It took Copley six years to earn his A.B., two in prep and four in college. Because transportation was difficult, most of the students were from the Kalamazoo area or nearby Michigan towns. Only a few committed students brought geographical diversity to the College, for example, the Trowbridge cousins and Taft from Ohio, Copley from Kansas, Boynton from Wisconsin, and Perry from Canada. Most of the students who came from a distance were attracted by the College’s Baptist connections and by its reputation for progressive and excellent liberal education.

Student life was enhanced by the formation of literary societies for men and women. In 1851, encouraged by James Stone, some young men formed the Sherwood Rhetorical Society, named for Adiel Sherwood, D.D., who gave Kalamazoo College $250 to endow prizes for “rhetorical excellence.” The Sherwoods occupied a pleasant meeting room in the College building and collected an extensive library of 400 books that they made available to all students. Copley remembered weekly Sherwood meetings where he “was always on the program in some capacity, debating, criticizing, impromptu speaking, essay reading or declamation.” A second men’s society, the Philolexian, was established in 1855, and its members also prided themselves on their library and rhetorical exercises. The Eurodelphian Society for women was established in 1856 and they, too, collected a library and held weekly meetings “useful in creating right literary and social tastes.” Society meetings usually involved speeches, debates, some music, and often a dramatic presentation. They gave students opportunities to develop stage presence and oratorical abilities and to explore topics of current or historical interest. Society activities balanced the more formal lectures and recitations experienced in the classroom.
Teaching Theology

When Thomas Merrillsought to establish a Baptist educational institution in Michigan, his goal was to educate Baptist ministers as well as local citizens. Baptist ministers were (and still are) ordained by individual Baptist churches. In theory each church could set its own standards for ordination, but in practice most Baptist churches, even in the early nineteenth century, expected their ministers to have at least a collegiate education. Until late in the century, theological training was almost the only graduate level education available in the United States. As a result, even at secular universities, many college professors were also ordained ministers.

Almost as soon as he arrived in Kalamazoo, James Stone began working to establish a theological seminary in connection with the Kalamazoo Institute. Michigan Baptists knew that, although the school had been founded by Baptists, the denomination did not control it. At the 1843 Michigan Baptist Convention, Stone reported that the terms of the school’s charter would prevent its becoming “a strictly Baptist institution.” Michigan Baptists feared that Baptist money invested in Kalamazoo might be lost to the denomination if the Institute fell into other hands. To protect Baptist interests and to cement Baptist loyalty, Stone proposed purchasing land near the Institute building and establishing a theological seminary there, in order to “secure a denominational interest in both departments.” Since the Institute building burned the next year, it is probably fortunate that the convention did not move immediately to purchase that piece of land.

In 1845 the state convention resolved to establish a seminary at Kalamazoo. Stone immediately set out to raise funds to purchase land and erect a building. Five residents of Kalamazoo gave a total of $750 to purchase property described as “an eligible lot of land containing 41 acres, well adapted to agricultural purposes and furnishing a commanding site for buildings.” The generous local donors were John P. Marsh, Samuel H. Ransom, Reverend Thomas W. Merrill, Reverend Leonard Slater, and Delia Bulkley. Soon after the land was purchased, the Michigan Central Railroad reached Kalamazoo and found that their route would cross the property now owned by the Michigan Baptist Convention. The railroad paid $500 for that privilege which means that the land bounded by Academy, Monroe, Lovell, and Michigan Avenue cost the Baptists only $250.16
In order to fund the seminary building, the trustees of the Kalamazoo Literary Institute deeded their land in the southern part of the village to the Michigan Baptist Convention. In return, the Institute would be allowed to occupy one floor of the new building or else the convention would give them $1,000 to erect their own building. The land thus surrendered later became prime commercial and residential property. Merrill was employed as agent to sell some of the land and to raise subscriptions so that a seminary building could be started. The building was to be 104 feet long, 46 feet wide, and four stories high with an attic. It was to hold student rooms, recitation rooms, a chapel, and space for a library. Construction proceeded slowly, work being done as funds became available. Each year the committee on ministerial education reported progress to the convention: in 1847 the foundation being erected and 340,000 bricks purchased; in 1848 the walls up and the building soon to be enclosed; and in 1849 some slight progress on the interior. By 1850 the committee could report the building ready for at least partial occupancy, with 12 student rooms, three recitation rooms, a chapel, and a library room completed. Eventually the building contained three sections with three separate entrances. On the first floor the chapel was in the center, flanked by three recitation rooms on each side. Upstairs were 36 sleeping rooms and 36 study rooms for students. The structure was known as the Upper College Building until 1924 when it became Williams Hall. The old structure was torn down when Hoben Hall was erected in 1937.

By the mid 1850s, life for young men in the College and Seminary was centered in the Upper College Building. They lived and studied on the upper floors, recited in the ground floor classrooms, and worshiped daily in the chapel. The new building made possible expansion of educational facilities. Gradually the College assembled a meager library, partly by appealing to Michigan Baptists to donate funds and books, partly by devoting a few tuition dollars to purchase books. The society libraries
supplemented what the College was able to collect. Lewis Taft’s journal mentions a professor bringing a skeleton into physiology class and indicates that the botany professor expected students to learn by observation as well as from the textbook. By the mid 1860’s the institution began to collect a “cabinet” of minerals and fossils, but the “apparatus” required to study science remained inadequate for many years.

Even before their building was ready, the Michigan Baptist Convention moved to establish a curriculum and leadership for the Seminary. The convention’s 1848 report outlines an initial curriculum that would cover six years, including two years of the preparatory work required for college admission, two years of a partial classical college course that would omit Latin and some mathematics but include study of Hebrew language, and two years of purely theological study, based on the program at Hamilton in New York. In 1849 the board of the convention appointed James Stone professor of biblical literature and theology and fiscal agent (meaning fundraiser) for the seminary, at an annual salary of $500 to be paid by the convention. Seminary students paid no tuition, but provided their own living expenses. Classes began in 1849. Among the first theology students were Edwin S. Dunham, an 1846 University of Michigan graduate, John B. Fisk from Waterford, New York, and Theodoric Romeyn Palmer who later taught at the Seminary and College. The earliest available catalog for the Seminary (1851-52) lists Palmer and Fisk in the sixth year, and three students in the fifth year, one from Kalamazoo, one from Indiana, and one from Illinois. The catalog proclaimed that the Kalamazoo Theological Seminary was “the only institution of its kind under the direction of the Baptists, and now in operation north of the Ohio River and west of Lake Erie.” The goal was to serve this whole area and to prepare Baptist ministers for what was still frontier territory.

By 1850 the Upper College Building was in use and occupied by both the Seminary and the Kalamazoo Literary Institute, but they were organizationally separate. Catalogs listed the Michigan Baptist Convention executive committee on ministerial education as the board in control of the Seminary, and a board of trustees in control of the Institute and the female department. Many of the ministerial students were actually taking preparatory and collegiate level courses, and most of the faculty taught in both institutions. Deprived of state support when the branch connection ended, holding classes in a Seminary building on Seminary land, the trustees
of the Kalamazoo Literary Institute decided in 1852 to offer control of its department to the board of the Baptist convention, on condition that “the Convention sustain a thorough course of Literary and Scientific instruction of not less than four years.”¹⁸ The proposal was accepted and until the 1855 general college bill and charter change, the Institute was under Baptist control and only the female department was under the supervision of the Kalamazoo Literary Institute trustees. Although the governance structure changed several times over the next 150 years, ownership of the land of the Quadrangle remained with the Michigan Baptist Convention until 1980.

Educating Women

Lucinda Hinsdale Stone had not expected to teach when she came to Michigan. She was, however, the person in Kalamazoo best qualified to teach the young women in the female department of the Institute/Branch and she soon plunged into the work she loved. Later her students remembered Stone teaching with her large yellow dog at her side and a baby on her lap, first Horatio Hackett Stone born December 7, 1843, then James Helm Stone born July 19, 1847.

The Stones met their first classes in the “Old Branch” building on the square. As enrollments grew, classes became crowded. After the young men moved up the hill to the Upper College Building, Lucinda and her young women had the Branch to themselves. There she conducted her own chapel services and, with the help of additional teachers, educated as many as 100 young women at a time. Unfortunately, the trustees of the Institute had never obtained title to the land on which the building stood. The citizens of Kalamazoo, fearing to lose control of this piece of their proposed city park, moved the Branch building in the middle of the night, leaving it in
the middle of the road. Although James Stone and the trustees tried to get it returned to the park, eventually the building was moved away and lost to the use of students. Lucinda was forced to teach her classes in the basement of the First Baptist Church for the next four or five years.\(^{19}\)

Friends of the female department of the Institute began immediately to raise funds for a new building. According to College historian Samuel Haskell, Huldah E. Thompson of New London, Connecticut, gave $1,500 to purchase the site, on the corner of South Street and Oakland Drive.\(^{20}\) Citizens of Kalamazoo raised most of the funds for the building, aided by a gift of $1,000 from trustee Caleb Van Husan of Detroit and $500 from Lucinda Stone. The new building was to be three stories high, 54 feet wide, and 86 feet deep and designed so that wings could be added at each side as the school grew. The structure was occupied in 1859 and was named Kalamazoo Hall to honor the strong support of local citizens.\(^{21}\)

In 1855, after the general college bill and the charter change created Kalamazoo College, the trustees of the school continued to maintain a female department separate from the men’s college but supervised by the same board of trustees. Some professors might teach in both units. The 1855-56 catalog of the Kalamazoo Female Seminary lists seven teachers, including Professor Daniel Putnam teaching Latin and Professor Edward Olney teaching natural philosophy and natural sciences. Lucinda Stone was principal and teacher of French; four other women taught math, English, Latin, music, and art. Fall 1855 found 74 young women in the collegiate courses and another 90 young women in the two-year preparatory program. The catalog announced, “While mental discipline and instruction in Literature and Science are the leading objects of the School, special attention is also given to the inculcation of correct moral and religious sentiments, and the formation of useful habits and cultivated manners.”

The curriculum for the female seminary differed significantly from the course of study followed by young men. In 1855 the women took four years of Latin and three years of French, but no Hebrew or Greek. They studied arithmetic, algebra, geometry, and bookkeeping, but no higher mathematics. Science included physiology, botany, chemistry, geology, and astronomy. In addition to studies in English literature, ancient and world history, Bible history and philosophy, the young women took composition, drawing, and
vocal music. Tuition was $5 per quarter for the collegiate course with extra fees for languages, drawing, and music (piano lessons were most costly at $10 per quarter plus $2 for use of the piano). Young women were awarded “Ladies Certificates” rather than degrees. The first woman to earn a baccalaureate degree from Kalamazoo College was Catherine V. Eldred, granddaughter of Caleb Eldred, in 1870. She married LeGrand Copley in 1871 and died in Kansas in 1874, soon after the birth and death of their son.

As a teacher, Lucinda Hinsdale Stone sought to inspire and require their very best from her students. Every morning she met the young women in chapel exercises that she saw as “the rising sun in whose light the pupils studied through the day. . . . In these morning exercises the wall separating sacred and secular things seemed . . . to have been broken down. . . . Here I expressed what I so deeply felt—that life was the finest of the fine arts; that it was full of days and duties which it was in our power to make sacred and joyous; that every hour might be a sacrament, and every day a true Sabbath.”

In chapel Stone read briefly from the Bible and explained the lesson, enhanced perhaps by a brief poem or reading and then by a hymn carefully selected to fit with the theme of the day. One such hymn remembered later by Lucia Eames Blount was Oliver Wendell Holmes’ poem beginning, “Lord of all being, throned afar, Thy glory beams from sun and star.” This same hymn was chosen by the faculty in 1912 as the College Hymn, to be sung at Founders Day and on other ceremonial academic occasions.

As principal of the female college, Lucinda expected always to be studying and learning, and she expected the same of her teachers. She required them to prepare afresh any lesson, regardless of how many times they had taught it. She encouraged her teachers “to be always pursuing some study outside of and beyond what they were teaching—a language, some branch of science, art, or literature, or to read some work in a foreign language.” Stone believed that, “Pupils should always feel that their teacher has in reserve better wine than is offered. They should always come to the close of a recitation with regret and surprise that the time is up.” Stone set the example for her teachers by studying with them. She gathered them in her home on Saturday evenings to read Shakespeare, Emerson, Ruskin, or poems by Holmes or the Brownings. These gatherings attracted friends not connected to the school and filled Stone’s parlors every Saturday for several years. They were a fellowship in learning for Stone and her teachers.
The Saturday gatherings led later, after the Stones left the College, to Lucinda's leadership of women's clubs, starting in Kalamazoo and spreading throughout Michigan and the Midwest. These were serious study clubs, giving mature women who had been denied a college education the opportunity to grow intellectually. Women's clubs became immensely popular in the last half of the nineteenth century. In addition to encouraging these clubs, Stone undertook to teach young women through travel abroad. She took eight group trips to places as exotic as Turkey, Egypt, and the Holy Land, as well as to more common destinations in Europe. These were extensive and serious journeys, usually lasting more than a year and involving study beforehand, and lectures and readings at each destination. Study abroad with Stone was as educational and enlightening as study abroad became 100 years later for new generations of Kalamazoo College students.

By 1860 Kalamazoo College was a fully established educational institution with a growing reputation for quality liberal education. It consisted of three organizationally distinct parts, a female seminary and the College itself, both under control of a board of trustees, and a theological seminary controlled and supported by the Michigan Baptist Convention. The three units shared two substantial buildings, Kalamazoo Hall to house the women's program and the Upper College Building on the hill, owned by Michigan Baptists and housing both the Seminary and the College. Support for these three units came from modest tuition charges, the local community, and from Baptists in Michigan and elsewhere. In three decades Thomas Merrill's vision of a Baptist theological and collegiate institution in the frontier West had come to fruition in a set of institutions that became the foundation of Kalamazoo College.
Even as buildings went up and the level of education rose, clouds began to gather over the College on the hill. Conservative Kalamazoo Baptists and townspeople criticized James and Lucinda Stone for their liberal views and teaching. The theological seminary so bravely started by Michigan Baptists proved more costly than they could or would support. The rise of the Republican Party and the election of Abraham Lincoln moved the country relentlessly toward Civil War, disrupting both the College and the community. Enrollments that had risen through the 1840’s and early 1850’s began to drop. Finances, always tight, became precarious as support dwindled and the College fell into debt. Finally, in November 1863, the Stones both resigned their positions at the College, precipitating a massive exodus of loyal students and some faculty and trustees. The progress enjoyed by the College since 1843 came abruptly to a halt.¹

According to Kalamazoo historian Willis F. Dunbar, by 1860 Kalamazoo was no longer an isolated frontier village. “It had come out of the wilderness and had many contacts with the outside world. Regular postal service, the telegraph, plank roads, and a railroad broke down the isolation of the community. Two newspapers provided the people with knowledge of what was going on in the state, the nation, and the world.”² Kalamazoo was becoming a settled community with more substantial buildings going up around the square. At First Baptist Church a new, rather conservative pastor, Reverend Samuel Haskell, arrived in 1852 and prompted the congregation to begin building the solid edifice that still, after numerous changes and additions, houses the church. In December 1858 the new Kalamazoo Union School was occupied, consolidating much of the community’s public education in a modern three-story brick building with
spacious grounds located near the site of the future Central High School. The new school offered Kalamazoo for the first time public, high school level education and as a result contributed to the decline in enrollment at the College. Local students now had a free, public option for the preparatory courses previously available only at the College.

Liberal Culture and Politics

The growing community of Kalamazoo and its college were ideally situated to benefit from the popular traveling lecturers of the times. Lucinda Stone recalled, “There was a great drift toward and through Kalamazoo in the decade of ’40 to ’50 and up to the time of the Civil War. It was on the direct route of western travel, and we were visited by the most noted lecturers in the United States in those days. Our house on the hill...was par excellence the hotel whose latch-string was always out to men and women in the lecture field of those days. We were openly anti-slavery in thought and acknowledged woman suffragists, as were the majority of those who filled the lecture platform of those days, and toward the private hotel on the hill people of this kind drifted.” The presence of such illustrious visitors attracted like-minded students and townspeople to lively gatherings in the Stones’ parlors.

One of the most memorable of these visiting lecturers was Ralph Waldo Emerson, who lectured “On Manners” in the local Fireman’s Hall on February 14, 1860, and recorded the event in his journal: “At Kalamazoo a good visit, and made intimate acquaintance with a college wherein I found many personal friends, though unknown to me, and one Emerson was an established authority.” Emerson’s comment reflected his visit to one of James Stone’s classes where a student presented a paper on Emerson’s views of Plato, little suspecting that the stranger sitting in the back of the room was the famous philosopher himself. Other visiting lecturers included such luminaries as William Lloyd Garrison, Elizabeth Cady Stanton, and Wendell Phillips who spoke twice, on the arts and on the human rights of both men and women.

Lucinda Stone was criticized in town for her eclectic taste in reading. The Atlantic Monthly was seen in her parlor, questionable because “current literature of this nature was not considered the proper thing for a teacher.” She required her students to memorize some of Byron’s poetry, but, “Was not
Byron an infidel?” She recommended that students read *Ivanhoe*, a dangerous choice because it was a novel. Lucinda read and loved the Bronte sisters’ novels, the poetry of Tennyson and of the Brownings, and the essays of Ruskin, in other words, the work and ideas of modern writers and thinkers. By keeping up with current ideas, she aroused the suspicion of some more narrow-minded members of the community.

Coeducation was another controversial topic that led to some criticism of the Stones. From their arrival in Kalamazoo, both James and Lucinda made it clear that they believed in coeducation. However, to observe the proprieties required by the times, the men’s and women’s departments of the school were organized as separate units. In practice, of course, women and men did take classes together, although the curricula differed somewhat and upon completion women were awarded certificates, not degrees. Coeducation became a state issue when women started applying for admission to the University of Michigan. The Stones were instrumental in arguing that because the university statute made “all persons resident of this State” eligible for admission, women should be admitted. By the late 1860’s public sentiment had moved enough to gain legislative support and finally, in January 1870, the regents resolved to admit women to the university. The Stones were gratified when Madelon Stockwell, daughter of an Albion professor and a former student of Lucinda, was the first woman admitted to the university.6 At Kalamazoo, the male and female departments continued to be described as separate organizations and their faculty and students listed separately until the 1868-69 catalog. Then in 1870 Kalamazoo College began awarding baccalaureate degrees to its young women graduates as well as to men, ending the final difference between the two.

Although they remained active in First Baptist Church until 1863, both Stones held religious convictions that were liberal for Baptists of this period. Both came from conservative New England Congregational backgrounds, but education and life experience led them to a more open understanding of the Christian faith. Although he was attending a Congregational seminary, James joined the Baptist church in Andover, Massachusetts, believing that Baptist doctrine more nearly accorded with scripture.7 As a child, Lucinda...
had been terrorized by a deacon who convinced her that her father was in hell because of his unorthodox beliefs. Lucinda rejected this cruel doctrine and grew to believe instead in a God whose love embraced all men and women. She told her students that all men were brothers and that, “God's sun shines and his rain falls everywhere, and the more we shall grow into his likeness (and by this I do not mean any mere Sunday religiousness, but a daily, joyous, continued intercourse with the Father of Light, who is truth, and whose field of work is the world), the more we shall be like Him in our ways of doing good and blessing others.”

Lucinda is known to have at least once condoned students dancing, an activity forbidden by local Baptist elders. A former student summarized the impact of the Stones' beliefs on others: “Their influence was always for the widest interpretation and the broadest charity for all mankind.” The Stones believed in and practiced the freedom of conscience that Baptists have long called “soul liberty.”

Liberal attitudes characterized the Stones' political positions and social contacts. They were especially well known for their strong stands on abolitionism. They welcomed anti-slavery activists to their home, including ex-slaves Frederick Douglass who visited and lectured twice, and Sojourner Truth whose home in Battle Creek was a frequent stop for Lucinda. During the 1850's slavery became an increasingly divisive issue in the country and in Michigan. Political meetings attracted hundreds of people and political speeches were fully reported in newspapers that were often highly partisan. Increased enforcement of the Fugitive Slave Bill and the Dred Scott Decision (1856) supporting it led to active defiance of law in the North and to corresponding outrage in the South. Michigan citizens broke the law by participating in the so-called Underground Railroad by which escaped slaves were spirited from station to station on their way to freedom in Canada.

For many Protestant Christians, slavery became a religious issue that divided churches and denominations. Northerners interpreted certain Bible passages as anti-slavery, while Southerners used other passages to “prove” that God intended some men to be slaves. In 1845 the Baptists split into the anti-slavery Northern Baptist Convention and the pro-slavery Southern Baptist Convention, a division that has never been healed. Kalamazoo area Baptists very early took a stand against slavery. At the organizational meeting of the Kalamazoo River Baptist Association in May 1841, chaired by Reverend Jeremiah Hall, the group declared itself against “the dreadful sin of American
slavery.” They resolved, “That we advise the churches of this Association not to receive into their fellowship, any individual coming from a slave-holding State, unless he disavows the principle and practice of slavery.”

Baptists were not alone among Kalamazoo citizens in their anti-slavery position. The Kalamazoo Telegraph, edited by George A. Fitch, an early student of James Stone, was a strong force leading its readers to oppose slavery.

As strong abolitionists, the Stones were deeply interested in the political process. James played a major role in the development of the Michigan Republican Party. Both national parties, the Whigs and the Democrats, were split on the subject of slavery. In April 1854, George Fitch editorialized in the Telegraph that young men in Michigan, regardless of party, should meet “to advise and consult together and to adopt... plans for future action.” On June 21, 1854, young men calling themselves “Free Democrats” met in the Kalamazoo County Courthouse to consider a merger with anti-slavery Whigs. Subsequently a steering committee met at the Stones’ home to plan a meeting that was held on July 6 in Jackson. Several thousand people attended the Jackson meeting, forcing the group to move to an oak grove at the edge of the village. At this meeting “under the oaks,” the Michigan Republican Party was born. In the state elections that fall, the party won every race. By 1856, a national Republican Party was organized and competing in elections throughout the North. The stage was set for major confrontations to come.

College and Community in the Civil War

The community of Kalamazoo and its College were primed for the coming conflict. Public interest in political issues was high and the local newspapers (Gazette for Democrats and Telegraph for Republicans) kept both sides informed and inflamed. On March 4, 1861, Abraham Lincoln was inaugurated as president of the United States, although already seven of those states had formed themselves into the Confederacy. On April 12, 1861, southern forces fired on Fort Sumter and two days later the fort surrendered. President Lincoln called for 75,000 troops and Kalamazoo citizens and students responded. Two student accounts describe the excitement that gripped the College in spring 1861.

Describing his experience of that spring, John Robinson wrote: “I can
well remember the day I enlisted. A lot of us students were gathered on a lawn near the College building excitedly discussing the clash between the North and South. Through a path in a small piece of wooded land where Lovell Street now lies, the shrill notes of fife and clash of drums could be heard. Finally Chuck Waterbury appeared heading a small parade. He was enlisting sergeant and urged us to join the army. We didn't hesitate long, and before noon four-fifths of that crowd of students had signed to serve their country. I don't think anyone could ever say the Kalamazoo boys didn't do their part."

The excitement that permeated the College and the resulting effect on students can be seen in a series of entries in the journal of Lewis Amos Taft (1839-1868), a freshman in 1860-61.

Saturday, April 20  Rhetoric was spirited. . . . Went down town . . . Light Guards training. Several of the boys (10) enlisted under Dwight May as captain. . . . EXCITEMENT HERE ALL DAY.

Sunday, April 21  Spirit of boys rising. Prayer meeting after Chapel (good). Baptist Church, S. Haskell preached. More boys made up their minds to enlist.

Monday, April 22  A good many more boys enlisted (25 in all) and I thought pretty seriously of it. . . . [At chapel] Profs O, P, & H. made speeches—feel bad about the boys going. Botany 5 boys and 5 girls present. No Physiology nor Surveying. Executive Committee met. Prof. Anderson spoke at evening Chapel. Thought boys had acted without thinking. [Note: the professors were Edward Olney, professor of mathematics, Theodoric R. Palmer, professor of Latin, and Liberty E. Holden, professor of rhetoric. Edward C. Anderson was professor of Greek.]

Tuesday, April 23  Professor Anderson led in Chapel, 23 students, 24 in all. . . . Went down town. Saw boys that have enlisted. Looked pretty sober. [With 223 students enrolled in all departments in 1860-61, attendance of only 23 in chapel was highly significant.]

Friday, April 26  News came that Captain May's company was accepted. Looks doubtful about the school going on.
On April 30, Taft received a letter from his family asking him to come home. With reluctant permission from his professors, he left the College and did not return. After working for a while on the family farm, Taft enlisted in summer 1862 and served with the 85th Ohio Regiment. He died in 1868 at age 29, leaving a legacy of $2,520 to Kalamazoo College.  

Most of the Kalamazoo College men who enlisted served in Michigan units, particularly in the 2nd, 6th, 24th, and 26th Michigan Infantry Regiments or the 1st and 11th Cavalry. One or more of these units fought in most of the major engagements of the war, including first and second Bull Run, Fredericksburg, Vicksburg, Chancellorsville, and Gettysburg. Between 75 and 100 college-related men served, including two of the Stones' three sons. At least two of the school's theology graduates served in the army. Jesse S. Boyden (1856) of Flint was a chaplain with the 10th Michigan Infantry. Professor Theodoric R. B. Palmer, an 1852 graduate of the Theological Seminary and an ordained Baptist minister, was commissioned captain of Company C of the 13th Michigan Infantry Regiment and rose to the rank of Lieutenant Colonel (1863-65) before returning to a career as pastor, professor, and missionary in Illinois, Indiana, Ohio, and Colorado. Julia Wheelock, one of Lucinda's students (1858-60), left her teaching job near Adrian to serve as a nurse with the Michigan Soldiers Relief Association in the Washington, D. C., area. While there she was visited by James Stone, and she helped him win a furlough for his sick son, Clement Stone. Wheelock kept a journal of her wartime experiences, including an account of a visit to a nearby camp where she found several college friends and schoolmates and learned of the deaths of several others.

A marble plaque now located in the street entryway of Mandelle Hall commemorates the Kalamazoo College men who died in the war. The plaque
reads, “God and Country: In Memory of the Students and Graduates of this
College, Who Fell in the War for Liberty and Union, 1861-1865. They died,
that the Nation Might Live.” Seventeen names are listed, all but two of them
from Michigan towns. At least four of these honored dead enlisted together
on May 10, 1861, all joining the 2nd Michigan Infantry Regiment. Corporal
Corydon S. Burge, described by Wheelock as “the Christian boy,” was killed in
action at Fair Oaks, Virginia, on May 31, 1862, age 24. Charles John Porter
enlisted as sergeant at age 20, and then resigned in 1864 to accept a
commission in a Colored Regiment; he was accidentally shot at Paris,
Kentucky, in December 1864. William J. Woodward enlisted as corporal at
age 23, rose to lieutenant, and was mortally wounded at second Bull Run,
dying in September 1862.

Richard Herrick Eldred, grandson of College co-founder Caleb
Eldred, was commissioned second lieutenant in Company K, 2nd Michigan
Infantry; he died of disease in March 1862 at Georgetown, age 25. Eldred was
remembered by Wheelock as “the gifted, the pride of his class,” and by James
Stone as an “erect, commanding form. . . of whom we were all so proud.”
Eldred’s body was returned to Michigan where members of his class, the
juniors of Kalamazoo College, served as pallbearers. His funeral was held at
First Baptist Church of Kalamazoo and James Stone was one of the speakers.
At least two of Richard Eldred’s cousins, also former students at the College,
served in the war, Eugene Melville Eldred and Octavius Wellington Eldred,
both in Company F of the 3rd Michigan Cavalry. If, in fact, 100 men from the
College served, 17 percent of them were killed or died of disease, about the
same percentage as for the state of Michigan. The Kalamazoo men
volunteered early and served hazardous duty in their zeal to save the union.

The men and women left behind in Kalamazoo did their part to
support the war effort. The two local newspapers kept everyone well informed.
Telegraph wires brought news of battles and word of local soldier deaths. The
students still at college often chose war-related topics for their orations and
declarations. In 1862 the Gazette reported that the Philolexian Lyceum’s
exhibition included such topics as “The Claims of the Age on the Young Men
of America,” and “True Men” while the Sherwood Rhetorical Contest included
“Responsibility of the American People” and “An Appeal to the Patriotism of
South Carolina.” Both Stones worked to support the soldiers and the war.
Lucinda organized the local Ladies’ Soldiers’ Relief Society that often met in her
home to prepare supplies for Michigan soldiers. James served on committees in support of the war and presided at some recruitment meetings. The community did its part and suffered its losses. By the end of the war, the Village of Kalamazoo counted 698 local men dead, wounded, or disabled.

The Civil War put stress on Kalamazoo College and its finances. As the young men enlisted, enrollment dropped, going from 227 in 1861-62 to 194 in 1862-63, 152 in 1863-64, and 112 in 1864-65. Reviewing the Kalamazoo commencement examinations and exercises of 1862, the Gazette noted that there were no senior class examinations “in consequence of the enlistment of so many students in the army.” Most of the students who did remain were women taking classes in Lucinda’s female department. Of the 112 students enrolled in 1864-65 only 10 were males, leaving most of the student rooms in the Upper College Building vacant. College finances, never strong, suffered during the war. Fewer students meant less tuition and room rent; pledges made to the College before the war went unpaid because of inflation; Baptist churches suffered declining contributions and gave less to the College; and the panic of 1857 left many supporters unable to help the institution. The College debt grew. Then, in the midst of the war, came the Stones’ resignations, an event far more devastating to the College than the Civil War or any other event in its history.

The Stones Resign

On November 5, 1863, James A. B. Stone and Lucinda Hinsdale Stone submitted their resignations, he from the presidency of Kalamazoo College, she from her position as principal of the female department. Their resignations came as a complete surprise to their students and to most of the trustees, but they came as the culmination of a series of changes and problems that had been building for several years. Perhaps foremost was the financial state of the institution, which had accumulated by summer 1863 a debt of $26,000. Another question was the mission of the institution—James’ visions for the school went far beyond the imaginations and means of the trustees and supporters. The relationship between the College and the Baptist denomination was another issue, with pressure coming from some churches and individuals who wished to tie the College more closely to its Baptist origins. Finally, there were personal issues involved, jealousies and mistrust among some trustees and Baptist leaders who seemed either to dislike and
disagree with the Stones’ liberal view of education or perhaps to covet their power and influence in the College and community.

Even before the Civil War disrupted the progress of the College, some changes and issues suggested potential problems. After reaching highs around 400 in 1856-58, enrollment dropped dramatically in 1858-59 to only 269. It continued to drop (253 in 1859-60, 223 in 1860-61), perhaps influenced by rising admission standards or by the opening of the new high school in town or the 1857 depression. While many Kalamazoo citizens seemed to support the abolitionism espoused by the Stones and the Baptist college, there were others who disagreed and sought to avoid confrontation by leaving slavery in the South untouched. Still others mistrusted education for women, especially the kind of liberal ideas taught by Lucinda in the female department. The behavior of some college students during the hotly contested 1856 election aroused the enmity of the local Democratic paper, the Gazette, and led to attacks on the Baptists and their college. Apparently a band of students, after casting their own votes, loudly and publicly insulted presidential candidate James Buchanan and local Senator Charles E. Stuart. The Gazette editor blamed the “baneful influence exerted on local political and religious interests by the various institutions under Baptist control,” naming especially the preaching of Samuel Haskell and the teaching of James Stone as sources of this “outrageous” behavior. Strong feelings on social, political, and educational issues were beginning to weaken what had been broad community support of the local college.

By 1863 the financial situation of the College was becoming precarious. According to nineteenth-century historian Samuel Haskell, during the first 20 years of the College, “No effort was made to endow the institution, or was any debt suffered to accrue from its operation.”18 The College survived because expenses were kept low, Baptists and local contributors provided modest support and students, and for a short time the state of Michigan supported the school as a branch of the university. In 1853 the first attempts were made to raise an endowment.19 The Michigan Baptist Convention proposed to endow two theology professorships by raising $20,000 from Baptist churches and their most prosperous members. At the same time, the trustees proposed to endow three $10,000 professorships by selling 300 scholarships at $100 each. These scholarships were to provide the holder free tuition for one student for 25 years. Such scholarships were sold on similar

Charles Edward Stuart (1810-1887) practiced law in Kalamazoo and represented Michigan in the United States Senate from 1853-59.
In 1850 Kalamazoo College appealed to Michigan Baptists and other friends to donate books for a library.

College tuition was $4 per 10-week quarter in 1855-56.

In 1850 Kalamazoo College appealed to Michigan Baptists and other friends to donate books for a library.

Every year the College struggled to balance income and expenses. Even when enrollment was high, tuition income was modest. The 1855-56 catalog lists College costs per ten-week quarter as:

<table>
<thead>
<tr>
<th>Department</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Department</td>
<td>$4.00</td>
</tr>
<tr>
<td>Preparatory Department</td>
<td>$3-4.00</td>
</tr>
<tr>
<td>Room Rent</td>
<td>1.50</td>
</tr>
<tr>
<td>Incidentals</td>
<td>.50</td>
</tr>
</tbody>
</table>

The room rent belonged to the Michigan Baptist Convention, which still owned the College building; the College reaped only tuition and incidental fees. Theology students were not charged tuition and the convention tried to provide help with their living expenses. Every year the convention solicited funds from Baptist churches to help support indigent ministerial students, but response was often minimal. For example, in 1858 the Jackson church collected $8, Kalamazoo gave $12.92, Ann Arbor $2.21, and the Kalamazoo Association $6. The convention was able to support only one beneficiary that year, while many others remained in need.

To raise funds for the College, “agents” were hired, usually ministers who visited Baptist churches, association meetings, and individuals, often with modest results. For example, in January 1854, S. W. Pattison reported 18 donations totaling $104 ranging from one gift of $50 to four of $1, five of $2, four of $5, and others at similar modest amounts. The College accepted gifts in kind as well as cash. In winter 1850 James Stone traveled east to solicit help collecting a library and returned with $1,240.61 in books and money. Expenses at the College and Seminary were kept as low as possible, but with two buildings and a campus to maintain, faculty and agents to pay, and interest due on institutional indebtedness, expenses rose. Stone was paid—when he received his salary—by the Michigan Baptist Convention, which also appointed and engaged to support one or two theology professors. Lucinda received no salary and had only the tuition from women students with which...
to pay her teachers. A prospectus for the female department in 1857-58 listed 10 teachers with total salaries of $2,730, but some of those teachers were part time, several were women (paid less than men in comparable roles), and two were professors in the College and not on the female department payroll. In spite of efforts to raise funds and to keep expenses low, the College fell steadily into debt.21

President Stone seems to have been a better educator than he was a financial manager or administrator. He was a beloved teacher, a good preacher, an excellent scholar, and an educational visionary with a dream for the future of Kalamazoo College. In spite of mounting debts and financial uncertainty, in December 1857 Stone sent a “memorial” to the trustees of the College outlining his plan for the future of the institution. He believed that even if funding was not immediately available, the plan should be placed before the public in order to attract support and to affirm the school’s commitment to a broad education for Michigan’s youth. The president envisioned six departments, as many as 30 teachers, and an endowment ultimately of $250,000. The six departments would be:

- Preparatory Department or Gymnasium, to prepare both men and women for college work
- College Proper offering the usual college course to about 100 young men
- Female College to offer young women an appropriate four-year course
- Academy of Fine Arts to offer music, drawing, and painting as demand indicated, teachers to be paid solely from tuition
- Normal School to offer a two-year course focused on the art and business of teaching
- Polytechnic School to offer a “partial course” (not a degree) in technical and commercial subjects. Higher tuition would be charged for this program.

Presenting his vision to the trustees, Stone stated the goal as, “A College where all, without distinction of sex or rank, can be fully and liberally educated for the great responsibilities of life—of such a life as is worthy of the age and of the country in which we live.” Stone’s plan was thoughtful and thorough and carefully laid out, and his vision would certainly have met the needs of many Michigan students. It could have been the “School of Progress” envisioned in the 1851-52 catalog. But Stone’s plan was financially unrealistic.
President Stone proposed raising money from the citizens of Michigan, county by county, but the College’s trustees chose to turn to Baptist sources instead.

When the trustees of Kalamazoo College met in summer 1863, they found themselves facing a financial crisis. Interest on the College debt of $26,000 required the entire annual income of the school, leaving nothing to pay salaries and other expenses. Ever the optimist, Stone proposed turning to citizens of Michigan to provide an endowment of $100,000, after which tuition would be made free to students from counties participating at a given level ($20,000 for Kalamazoo, $10,000 for other counties). Stone thought that this plan “would make the College the educational glory of the state.” The trustees demurred and chose instead to seek $30,000 toward a proposed goal of $100,000 by going directly to Baptist churches and associations with specific donor goals. Kalamazoo was asked to raise $6,000 but after several months of effort only $2,000 came from the Kalamazoo church and very little more from anywhere else in the state. At the November 4, 1863, meeting of the board several reports and resolutions clearly suggested that new leadership was needed to rescue the College from its situation. The Stones resigned the next day.

While money was a major issue, it is clear also that certain elements in the Baptist denomination wanted to tie the College more closely to the Baptists. It is significant that James proposed raising money by counties while the trustees chose to go to churches. Funding from churches would help connect the College more firmly to the denomination. Lucinda underscored this difference when she wrote: “Much of the trouble which caused his resignation from the presidency of Kalamazoo College arose out of his insisting upon an open, rather than a purely Baptist corporation for the College. He wanted Kalamazoo College to be an educational institution, not merely a Baptist college. As such he wanted it to take hold of the people of the city and state, and be a moral and intellectual force.”

One of the issues upsetting Baptist supporters of the school was the decline and demise of the Theological Seminary, the only part of the institution over which Michigan Baptists had complete control. There may have been a feeling that James Stone was not supportive enough of that program. However, a review of the Seminary’s brief history reveals that it was...
never really strong enough to survive long. Although Thomas Merrill’s initial vision had been to establish both a college and a seminary, he knew that the college must come first. Like Merrill, James Stone saw the need to train Baptist ministers for Michigan, and he took the initiative to establish a seminary at Kalamazoo. As early as 1843 Stone proposed that the Michigan Baptist Convention purchase property and begin planning for ministerial education. He suggested that locating a seminary adjacent to the fledgling College at Kalamazoo would “secure a denominational interest in both departments.”

By 1846 the land that became the Kalamazoo College Quadrangle had been purchased for a theological seminary. By 1849 the Upper College Building was under construction and at least one student was enrolled in theological study. Very little attempt was made to endow the Seminary, donations instead going to purchase the land, construct the building, and support students preparing for ministry. Both funding and enrollment failed to meet the expectations of Stone and the Michigan Baptist Convention. By 1850 there were 11 students scattered among six levels of coursework, with several others taking college work at the University of Michigan. Circulars were sent to churches and individuals in Illinois, Indiana, and Ohio seeking support and trying to recruit students. Each year the committee on ministerial education reported to the Michigan Baptist Convention on enrollments and finances and pleaded for more young men to be called to ministry and to study in the Seminary. This committee functioned as the board in control of the Seminary.

The program suffered because many of the young men who felt called to ministry were academically unprepared for the level of work required. The first two theology students graduated in 1851, but many more were enrolled in preparatory or college-level courses. Records of enrollment and graduates are unclear, but it appears that 1854-55 was the peak year with 14 students enrolled in theology. Five men graduated at the eleventh anniversary celebration of the Seminary in 1861, including the ex-slave Rufus Lewis Perry and two future trustees of the College, Howard B. Taft and Luther H. Trowbridge. These were the last graduates of the Seminary for several years, as there were no theology students or courses reported during and immediately after the Civil War. An abortive attempt was made to restore the program in 1866-68 but it did not succeed. Four theology students graduated
in 1868 and one in 1869. After that year, the Michigan Baptist Convention chose to support individual ministerial students at the College and in seminaries outside the state.\footnote{25}

The decline of the Kalamazoo Theological Seminary was a disappointment to Stone and the Baptists of Michigan. A lack of money and students kept the Seminary marginal, although all involved felt a great need for more and better prepared ministers for Baptist churches in Michigan. The fact that these churches and their associations could not or would not support the Seminary suggests that their means were limited and that the Seminary at Kalamazoo was not a priority for them. There may also have been a feeling in the state that the College was not religious enough or Baptist enough to support a seminary. There may well have been suspicion about the Stones’ liberal culture and theology. Although religious activity was an essential part of every day at the College, it was not more important than academic work and intellectual inquiry. Samuel Haskell’s 1864 history of the College is particularly interesting on the question of religion. He reported frequent revivals and conversions, stating that “nearly every year witnessed the cloud of God’s saving and consecrating presence.” But Haskell also reported, “There have been years in which great darkness and coldness have reigned in the Institution” and he suggested that this had been especially true in most recent years. As pastor of the Kalamazoo church, chair of the Michigan Baptist Convention’s committee on ministerial education, and as a trustee of Kalamazoo College, Haskell had great influence and a major role in the Stones’ departure from the institution.

The sudden resignation of the Stones caused great grief to themselves personally, to their students, to the College and community, and to the local Baptist church. Later Lucinda described her experience and feelings as she led her students in their last chapel together and at the end announced that she had resigned her position at the College. “I could hardly utter the words, for I felt that my own heart was breaking. . . . I felt as if paralyzed; and when, on leaving the chapel, my pupils crowded weeping around me, and threw their arms around my neck. . . . I could not return their embraces by a word or a movement. I felt as if it were death creeping over me.”\footnote{26} Students in both the male and female departments were shocked and angry over the resignations and over ugly rumors that soon began to spread. They petitioned the trustees to reinstate the Stones and, if their petition failed, to grant the students
honorable dismissal from the College. Roughly 75 percent of the students did leave and with them went some of the faculty and trustees. A few students returned in the fall, but many others transferred and graduated elsewhere.\textsuperscript{27}

Two years of turmoil in the College, church, and town followed the Stones’ resignations. It is a complex story that has been told in depth by other historians and by Lucinda herself.\textsuperscript{28} First she opened a private school for young women in her own home, hoping thereby to make a living and to continue the career she loved. Naturally many of the young women who had been her students flocked to join her there. With men at war and women withdrawing to attend Stone’s school, the survival of Kalamazoo College was threatened. Professor Edward Anderson, serving as president pro tem, sought to negotiate with the Stones, offering first to reinstate Lucinda if she would discontinue her own school and then offering to let James return as professor of theology but not as president. After both offers were refused, new troubles surfaced for the Stones.

In March 1864 James was tried on charges of immorality by a committee of members of the First Baptist Church of Kalamazoo. The charges were that he had engaged in immoral behavior with young women students and that he had fathered and was supporting an illegitimate child in Canada. As a result of “evidence” that included a supposed deathbed confession of a young woman
to her new husband and a letter that was clearly a forgery, Stone was “denied the hand of fellowship,” that is, dismissed from membership in the church. There was no evidence for the Canadian charge, and later Stone won an almost $8,000 settlement against Professor Edward Anderson for making this charge. (It is doubtful that Stone was able to collect this sum. The Baptist church commissioned Anderson as a missionary and he left the country.) Two other civil trials against prominent Baptist church members also resulted in absolving Stone of the charges of immoral behavior.

The controversy dragged on with committees and counter committees, trials and retrials, resolutions and reprimands. Stone denied all charges and fought the process by which he was tried. At stake was not just an individual’s church membership, but the reputation and potential disgrace of a former pastor of the church and a leader of the community. At stake also was a process of church discipline that Stone and his supporters saw as corrupted by bias and personal antagonisms. Eventually the controversy split the First Baptist Church, with 58 members, including some prominent leaders, both the Stones, and founding pastor Jeremiah Hall leaving to found a new Tabernacle Baptist Church. Opinion in town was divided and the bitterness was felt even several generations later. Kalamazoo College entered a long period of low enrollment and uncertain finances. For at least 30 years it ceased to be the “School of Progress” envisioned by the Stones.

Historians of the College have puzzled over the excessively vindictive nature of the charges against President Stone. The Stones had, after all, resigned their positions at the College. Why, then, the attempt to destroy his reputation and their place in the community? Lucinda herself believed that Samuel Haskell was behind the charges, aided by Edward Anderson and by some conservative leaders of the church and College. She suggested that Haskell hoped to become president of the College himself. A reading of the impassioned ending of Haskell’s 1864 history calling for the College to become “God’s school” seems to confirm that impression. The authors of the College’s centennial history suggested that Haskell feared Stone would replace him as minister of the church and that Anderson wanted to destroy Lucinda’s school and vindicate the trustees’ criticism of the Stones. Others have suggested that Lucinda’s liberal feminist attitudes were a cause, because they threatened a male-dominated church and college. The fact that, contrary to Baptist policy and previous practice, Haskell refused to count women’s votes
when the church rendered its verdict on Stone supports this interpretation. Whether James was actually guilty of anything at all remains unclear, although the centennial historians and others have suggested that he might have been a little indiscreet in gestures of affection toward some female students. Whatever the truth of the matter, and whatever their reasons for action, the enemies of the Stones ended by damaging the church, the College, and the town more than they hurt James and Lucinda Stone.

The Stones survived their ordeal and remained well known and respected to the end of their lives. They lived in Detroit, St. Clair, and later again in Kalamazoo and they traveled a great deal. James served at various times as editor of the Kalamazoo *Telegraph* and as Kalamazoo’s postmaster. He lectured and wrote for publication and was for a time president of the Michigan Publisher’s Association. After his death in 1888, the *Gazette* expressed “deep regret, for he was universally loved and respected here.” Lucinda became famous for her travel schools, her role in women’s clubs, her advocacy of women’s rights, and her essays published in newspapers and journals. In 1890, Lucinda Hinsdale Stone, the woman who cried because she could not go to college, received an honorary Ph.D. from the University of Michigan for her service to the education of women. In a sense, the voices of the Stones are still heard at Kalamazoo College, for two of the bells in Stetson Chapel tower are named for James and Lucinda Stone.

The Stone legacy has remained and is visible at Kalamazoo College in the twenty-first century. The Stones’ insistence on quality education for women as well as for men can be seen in the bright faces of young women who graduate from the College and become physicians, lawyers, social workers, professors, and even ministers. The Stones’ liberal progressive views
are evident in the broad, rich curriculum taught by a well-qualified, highly diverse faculty. The College's study abroad program echoes both the Stones' interests in languages and her experience taking students abroad. The personal integrity and moral character for which both James and Lucinda were known and admired remains an important element in the College's mission. The Stones' commitment to close interaction between students and their teachers became in later years the College's vision of a fellowship in learning. In 1859 students of Kalamazoo College gave President Stone a gold-headed walking stick. In 1986 Webster Jones, the Stone's great-grandson, gave that stick to the College. It serves now as the College's mace in formal academic processions, a reminder of James and Lucinda, two founding leaders who set Kalamazoo College on the path to academic excellence and progressive liberal education.
It has fallen to us to serve in the darkest hours that Kalamazoo College ever will know.

*Kendall Brooks,*
*President, 1868-1887*
For 30 years after James and Lucinda Stone resigned, Kalamazoo College struggled to survive as an institution and to provide the kind of education envisioned by its founders. Again and again the College's situation seemed desperate—enrollments low, finances weak, and facilities and equipment inadequate or in need of repair. At every crisis, friends of the College rallied to raise funds and encourage the school to continue. Finally, in 1885, the board of trustees, faced once again with a financial crisis, voted to close the College if the situation could not be remedied promptly. One more time, friends of the College, especially the citizens of Kalamazoo, provided the funds necessary to continue. At about the same time, some changes were made in the College charter giving Michigan Baptists more control of the College. With local and Baptist support affirmed, Kalamazoo College survived this final crisis and was positioned to succeed and grow.¹

While Kalamazoo College struggled, other colleges and universities were prospering. American higher education changed significantly after the Civil War. The growing United States economy made possible the founding and expansion of agricultural and technical colleges and promoted interest in practical and scientific education. Both public and private universities were modifying their curricula, introducing choice at the undergraduate level and offering research opportunities for faculty and graduate students. Enrollment grew at these institutions, quickly outpacing small colleges that clung to the old classical curriculum. At the same time, many communities were establishing high schools that could prepare students for university work. Small colleges and their preparatory departments were squeezed between the increasingly effective public high schools and the attractive opportunities offered by the growing universities.

In Michigan the Morrill Act supported the development of the Michigan Agricultural College established near Lansing in 1857. The
University of Michigan, led by presidents Henry P. Tappan (1852-63) and James B. Angell (1871-1909), introduced electives for undergraduates, began to hire Ph.D. trained faculty, and improved its library and research facilities. Michigan awarded its first two Ph.D. degrees in 1876. Some smaller Michigan colleges also expanded, offering music and art programs, adding some science and even some commercial courses. At Albion juniors and seniors were able to select their own courses after 1883-84. By the late 1880’s, in addition to liberal arts degrees, Albion was offering diploma’s in music, painting, and commercial (business) subjects, as well as maintaining a preparatory department. In 1886 Albion enrolled a total of 365 students and its president was proposing to make the school a university. In contrast, Kalamazoo in 1886 enrolled 144 students, only 48 of them at the college level.

Kalamazoo College lagged behind the progress enjoyed by its competitors. For 30 years the College moved from crisis to crisis, broken by brief intervals of recovery and hope. Finances were the major source of difficulty. Year after year, agents went out to Baptist churches and individuals seeking support. A major countrywide depression (1873-78) limited their success for those years. A few generous trustees and local leaders kept the College going, but the institution was not able to secure an endowment to assure its survival and provide funding for significant progress. Leadership changes exacerbated the financial problems. The College had four presidents and two interim presidents between 1863 and 1892. One promising president left after only three years, another died in office in his first year. Another president resigned after four years, perhaps prompted by what amounted to a student strike. During the one long presidential administration in this period, the College survived but without making the creative changes that were bringing success to other institutions.

A Brief Recovery

In 1864, faced with a $26,000 debt, the resignations of the College’s popular leaders, and the departure of many students and some faculty, the trustees of Kalamazoo College took courage and faced the unpromising future. They appointed a new finance committee to address the financial crisis and they selected the most outstanding educator in Michigan to become the College’s new president. John Milton Gregory came to the College from the office of Superintendent of Public Instruction for the State of Michigan, an
office to which he had been elected three times (1859-64) and to which he could have been easily re-elected. Instead, he chose to accept the challenge of leading Kalamazoo College in its time of crisis and need.

Gregory brought to Kalamazoo a rich background of experience in education and in ministry. Born in Sand Lake, New York, in 1822, Gregory was a sickly youth and, partly for this reason, he was allowed to attend school rather than work in the family tannery. Gregory graduated from Union College in 1846, studied law briefly, then was ordained in the Baptist ministry on December 23, 1847. He pastored churches in New York and Ohio and served as interim minister in Ann Arbor while he was state superintendent. He organized a classical school in Detroit in 1852, served as the first president of the State Teacher's Association, and in collaboration with President E. O. Haven of the University of Michigan and Professor A. S. Welch of the Ypsilanti Normal School he established and edited the Michigan Journal of Education. As state superintendent, Gregory advocated public school libraries, teacher preparation, a strong public school system from kindergarten through university, and the importance of moral and religious education. His contributions to education were recognized in 1866 when Madison University awarded him the honorary L.L.D.

Having served on the College's board of trustees since 1857, Gregory knew well the situation he would be facing as president of Kalamazoo College. He accepted the office on two conditions: that the College debt be erased and that he should be elected president of the board as well as of the College. With great effort and sacrificial giving, the immediate financial crisis was resolved during the summer of 1864. Assisted by Baptist pastors and other friends of the College, the president traveled all over the state, visiting churches and communities and inspiring previously reluctant donors to support Kalamazoo College. By summer's end, $30,000 had been raised or promised, enough to cover the College debt and the coming year's expenses. Most gifts were modest, and every possible source was canvassed, including alumni. With the Civil War reaching its climax in Virginia, a soldier/student sent his response in a telegram, “In the trenches before Richmond, fifty dollars.”
To underscore the dissension still prevalent in the community, many local supporters of the College, loyal to the Stones, ostentatiously stayed away from Gregory’s installation. In his September 1864 inaugural address, “The Right and Duty of Christianity to Educate,” Gregory recognized the Stones’ contributions in the past, praised the Baptist support received that summer, and predicted “a new and grander era” in the future of Kalamazoo College. Gregory’s address emphasized the unique role of the Christian college, going beyond the secular role of the state to offer students moral as well as intellectual development. He maintained that it was the duty of faith to seek truth and that it was the duty of Christians to support their colleges. The inaugural address was published and widely disseminated across Michigan, earning the president and Kalamazoo College fresh renown and a positive response.

As president, Gregory was forced to rebuild Kalamazoo College as a viable institution. Enrollment was low (only 10 men in fall 1864, two sophomores and eight freshmen), several faculty had resigned, and financial support remained a perennial problem. With the Civil War ending and the College reputation improving, enrollment rose significantly in fall 1865 to a total of 216, including 38 college men, 105 men in the preparatory department, and 73 women. Gregory hired two excellent new professors, Reverend George Willard, M.A., (later a distinguished regent of the University of Michigan) to teach Latin, and Reverend H. L. Wayland (son of former Brown University president Francis Wayland and, like his father, a fine scholar) to teach Greek. The citizens of Kalamazoo came again to the support of their college, promising in a mass meeting to raise $15,000 to endow a professorship. By January 1865 the College could report assets over $112,000, including $40,000 in the building and grounds owned by the Michigan Baptist Convention and $33,000 in money, notes, and “reliable subscriptions.”

Unfortunately, in 1867, just as the College was beginning to thrive, new misfortunes hit. Financially, the College suffered when a previously productive subscription of $15,000 failed and when the generous bequest of Judge P. M. Smith was lost through a legal technicality. Also, some of the “reliable subscriptions” that were to erase old debt proved to be uncollectible. As a result, the College incurred a $1,600 operating deficit in 1866-67. Even more significant than the financial situation was the loss of leadership when
Gregory resigned in April 1867. He left partly because his salary was in arrears and he had a large family to support, but also because of the new challenges offered him. Gregory became the founding regent (president) of the land-grant school that became the University of Illinois. There he served 13 years (1867-1880), organizing the initial classes, promoting an elective system of coursework, and encouraging research. Gregory died in 1898 and is buried on the campus in Champaign-Urbana.

The Struggle Continues

To meet the leadership crisis, Kalamazoo’s trustees appointed Professor Daniel Putnam to fulfill the duties of the presidency. Putnam, a Dartmouth graduate, had served intermittently on the College faculty since 1854, while also serving the Kalamazoo community as superintendent of schools and (after 1858) principal of the high school. He was also a trustee of Kalamazoo College (1866-72 and 1879-1907). In 1868 Putnam resigned and joined the faculty of the Ypsilanti Normal School (later Eastern Michigan University) where he served successfully for over 30 years.

When Putnam resigned, the trustees selected Professor Silas Bailey to serve as acting president. Bailey came to the College in 1866 after a successful career as a pastor, teacher, and college president, first at Granville (later Denison) and then at Franklin College. Bailey was appointed and paid by the Michigan Baptist Convention to teach theology at Kalamazoo, but because the Seminary was essentially dormant, most of his teaching was in the College. These two distinguished acting presidents were beloved teachers as well as administrators during this interim period.

In October 1869, Reverend Kendall Brooks, D.D., became president of Kalamazoo College. Born in Roxbury, Massachusetts, in 1821, Brooks was a graduate of Brown University (1841) and of Newton Theological Institute (1845). Brooks came to Kalamazoo with experience as a Baptist pastor in Maine and Massachusetts, college teacher at Waterville (later Colby), and as editor of the National Baptist. Classically educated as a generalist, Brooks was known for his expertise in mathematics, but he also taught history, literature,
political and mental science, and the moral philosophy course traditionally taught by the president. Known as “a man of clear intellect, remarkable ability as an instructor, and fine Christian spirit,” Brooks was for the students of Kalamazoo College professor and pastor as well as president. He served the College faithfully for 19 difficult years.

The problems facing Brooks had been outlined in detail by Acting President Putnam in March 1868. Reporting to the board of trustees, Putnam first addressed the needs of the female department, which had faltered under interim leadership since Lucinda Stone’s resignation. Putnam suggested that trustees appoint a permanent lady principal to bring long-term leadership to the program, provide a well supervised boarding hall for the young ladies, and if possible give them exclusive use of Kalamazoo Hall which was becoming the classroom building for both men and women. A second problem described by Putnam was a question of college mission or character, that is, who should it serve and how, as a preparatory school or as a college. Finally and most important, Putnam discussed the College’s dire financial situation and the inconsistencies of plan and policy for which he held trustees, including himself, responsible.

Brooks and his faculty addressed the issue of the female department by abandoning the fiction of separation between male and female programs. While men and women had long recited together in selected courses, their faculties, courses, and students had always been listed separately in college catalogs. The 1868-69 catalog, Brooks’ first, changed that. Female faculty were listed with (but after) their male colleagues. Female students were listed with their classes (senior, junior, etc.) but after the male students. Male teachers were listed with degrees and called professors; female teachers were listed without degrees as teachers of French and Latin, drawing and painting, and music. All were listed with prefixes indicating marital status. Miss Hannah P. Dodge was listed as principal of the ladies department, suggesting that a sense of separation still existed, to be changed gradually over the years. The last “ladies certificate” was awarded in 1869. Beginning in 1870 young women earned the same degrees and took the same academic programs as the young men.

It took 20 years to solve the problem of a boarding hall for young women. In 1859, when Kalamazoo Hall was built for the female students, the
plan included residential wings to be added as enrollment and funds permitted. These wings were never built. Meanwhile female students lived with families in “approved” boarding houses in town. Male students lived in the Upper College Building on the hill. President Gregory in 1867, Acting President Putnam in 1868, and the executive committee of the trustees in 1872 and years following all recognized the need for a hall where young women could live under the supervision of a female teacher and be assured of a safe, comfortable, and properly chaperoned residence. Every year the trustees discussed the issue, but annual operating expenses took precedence over a new building.

Finally in 1883 Michigan’s Baptist women took on the challenge. They organized a Ladies Hall Association and began raising funds for the building. They worked through churches and Baptist associations, setting goals according to the prosperity of the churches and appointing a lady to oversee the effort in each association. By June 1884 the site was selected (the current site of Mandelle Hall) and a cornerstone was laid. Building progressed slowly as funds became available. Finally in October 1887 the Ladies Hall Association turned over to the College a completed building costing about $7,000. It could accommodate up to 30 women and was the only new building at the College until after the turn of the century.

The mission or purpose of Kalamazoo College remained essentially unchanged during Brooks’ presidency. The College continued to serve the local constituency and the Baptists in Michigan. It retained the classical curriculum with only slight modifications over the years. It also retained the preparatory department that had been questioned by Acting President Putnam and by President Gregory before him. The president and faculty might prefer the status of a purely collegiate institution, but in practice enrollments were
higher in the preparatory courses. In 1868-69, College enrollment reached a high of 83, while the preparatory department enrolled 97. College enrollments reached a low of 17 in 1875-76 while the preparatory department enrolled 143. College enrollment went up to 77 in 1881-82 with preparatory enrollment at 165. The numbers went up and down, but the preparatory department was always larger. Students still needed coursework to prepare for college-level work. The College still needed those lower-level enrollments in order to justify and support its faculty.

In his 1868 report to the trustees, Acting President Putnam had chastised the board for starting noble fundraising schemes and then changing or abandoning them. He specifically mentioned the Children’s Professorship intended to raise money from Baptist Sunday school children to support the president’s salary, and the Kalamazoo Professorship promised by local citizens. Both plans had been abandoned after a promising start. Putnam saw only three options for trustees to pursue: reduce the size and expenses (already minimal) of the College, hire faculty willing to work for whatever salary the income of the College would cover, or move forward with a full staff and commit the board to raising the $100,000 endowment necessary to support it. During the Brooks presidency all three options were tried, but the perennial financial crisis continued.

Many efforts were made to address the College’s financial problems. Expenses were kept low, averaging about $8,000 per year for almost 30 years. Even so, income failed to cover expenses, and deficits grew. The faculty was kept small and some part-time instructors were hired. Professor’s salaries were reduced with the promise that, if income warranted, the difference would be restored at the end of the year. Even these reduced salaries were sometimes in arrears. Periodically the trustees hired agents to raise funds, primarily by appealing to Baptist churches. Several able men undertook the task, but soon became discouraged. Funds raised ostensibly
for endowment often went to pay immediate expenses. To meet operating
deficits the trustees borrowed from the Michigan Baptist Convention and from
banks and individuals. They also sold or mortgaged property owned by the
College, even mortgaging the Kalamazoo Hall property.

As president of Kalamazoo College, Brooks was a fine scholar and
teacher and a leader among Michigan Baptists, but he was not a strong
fundraiser. On campus Brooks taught two or three courses, acted as dean,
registrar, and student advisor, and served as president of the board of trustees
and of the College. Off campus he was the spokesman for the College and for
Christian higher education in Kalamazoo and among Michigan Baptists. He
chaired the Convention's Committee on Ministerial Education for 10 years,
served as Convention president twice and as treasurer for
six years. Mary Clark Barnes, a student and then briefly a
faculty member in the 1870's, called Brooks “a pivotal
personality” in the history of Kalamazoo College. She
remembered especially his “poise and serenity” in times of
crisis, his sense of humor and his empathy with young
people, and his whole hearted commitment to students
and to the College. Although greatly beloved by his
students and respected by Baptist colleagues, Brooks did
not inspire great generosity among potential supporters of
the College nor did he attract large numbers of students.
Brooks was patient and persistent through 19 years of
almost constant crisis, but he was not charismatic or
imaginative enough to lead Kalamazoo College out of its limited financial
situation.

The trustees of this period seem to have at times lacked vision and
commitment. They appointed committees, passed resolutions, hired agents to
raise endowment, but they never seemed able to face directly the financial needs
of the College. Although at this time the charter did not require that trustees be
Baptists, in fact a majority were Baptist ministers. Many were very able men,
but most Baptist churches were small (in 1872 only 66 had more than 100
members, 151 had less than 50), and as a result these trustees were neither able
to give nor to raise significant funds for the College. Often a trustee meeting
had to be adjourned for lack of a quorum. (At a special meeting in Jackson in
July 1879, several trustees waited all day for enough colleagues to join them for
Membership of the board of trustees began to change during the 1880's. Gradually Baptist laymen succeeded retiring Baptist ministers until in 1887 the balance tipped to a majority of laymen. Most of these men were successful bankers or businessmen, acquainted with finance and able to make generous donations. Some important additions to the board during this period were Charles C. Bowen (1876-1901), Detroit businessman; A. J. Fox (1888-1905), successful lumberman and trustee also of Vassar College and of the University of Rochester; J. E. Howard (1881-1912), treasurer of the Pere Marquette Railroad and for 25 years treasurer of Kalamazoo's board; D. A. Waterman (1880-1890), auditor of the Michigan Central Railroad; and Schuyler Grant, prominent Detroit banker. These trustees were all leading Baptist laymen, active in their churches as well as successful in business. They brought a new level of commitment and financial expertise to the board of the College.

There seems to have been some question about accounting practices at the College during this period. In October 1878 the board voted to return $2,520 to the Taft trust and to appropriate $190 to be considered as income to the fund. Apparently they had spent Lewis Taft's bequest for endowed scholarships on operating expenses instead. In October 1881 the board authorized the treasurer to open a new set of books. In June 1885 the trustees found that the records were so “imperfect” that they could not be sure how much money the College had received in error from a joint fundraising effort with the Fenton Seminary. Later in the decade trustee Schuyler Grant made a thorough analysis of over 20 years of College accounts (1864-1886). The resulting financial history was “a clear and most satisfactory explanation of endowment diminution, and relieved the old-time board of any charge of recklessness.”

In assessing the College's finances, the trustees and administration never considered raising income by raising tuition. Throughout this period, tuition remained at $8.50 per term, plus a one-time matriculation fee of $5.00, plus modest charges for room and board and necessities such as laundry, fuel and light, books, furniture, and extra lessons such as music or painting. The
1891-92 College catalog estimates that a young man would spend $40.50 per 12-week term ($124.50 for a three-term academic year) for tuition, room rent, and boarding at Ladies Hall. Most small colleges at this time charged similarly low fees; Albion charged only a $5 “incidentals fee” and no formal tuition at all. At Kalamazoo even its very low tuition was sometimes not paid, in spite of admonitions in the catalog that, “All bills must be paid in advance.” Civil War veterans and students preparing for the ministry paid no tuition, and the College steward (usually a faculty member) was forced to try to collect unpaid tuition from some of the others. Even if every student had paid full tuition, income from students and interest from the modest endowment never matched the expenses of the College.

In 1884, suffering from poor health, President Brooks was granted a year’s leave of absence. Reverend Theodore Nelson, L.L.D., a trustee of the College, served as acting president. In 1885 Brooks submitted his resignation, but was persuaded to remain until a successor was appointed. Turned down by their first choice, the trustees elected Reverend Monson A. Willcox, D.D., of Oswego, New York, to succeed Brooks as president. Willcox was a graduate of Colgate and had studied theology at Newton and Union seminaries. He accepted the office under several conditions, including a salary of $2,500, half of his moving expenses, a voice in appointment of professors and teachers (usually selected and hired by the trustees), and control over student discipline (previously handled primarily by faculty). 10

Inaugurated during the Michigan Baptist Convention held at Kalamazoo in October 1887, Willcox began his term with great promise. At this same meeting, Ladies Hall was turned over to the College and $1,000 was added to the Olney Professorship in Mathematics. Pledges from trustees and other friends of the College were covering annual expenses so the College could operate without deficits. In June 1888 the trustees instructed Willcox to spend his Sundays in churches, promoting Baptist support for the College. In spite of a strong start, Willcox’s presidency was not a success. He seems to have alienated students with new and strictly enforced rules and regulations. Some popular professors were dismissed or resigned. In winter 1890 a student prank, taken too seriously by faculty and president, created unrest on
In 1885 trustees voted to close the College until “financial condition shall justify reopening.” A group of male students had abducted two young male instructors, and left them bound in a cornfield just west of Monroe Street. Intended as a joke, the incident was magnified out of proportion with a formal trial by the faculty that led to the dismissal of 21 young men and to the departure of more than 40 other students in protest. Enrollment dropped precipitously, from 108 in winter 1890 to 36 that spring and 62 in the fall. The affair was widely publicized in state newspapers and antagonized many of the College’s supporters. No longer able to be an effective leader for the College, Willcox resigned in spring 1891.

In May 1891 Reverend Theodore Nelson, L.L.D., became president of Kalamazoo College. The only alumnus ever to become president, Nelson was born and raised in Michigan. He enlisted in the Union Army in 1862 and rose to the rank of captain. Soon after leaving the Army he was ordained in the Baptist ministry. After ordination he attended Kalamazoo College as a war veteran, graduating in 1872 at age 31. He was promptly elected to the College’s board of trustees (1873-90). His pastorates were all in Michigan and he also served as a professor at the Ypsilanti Normal School and at Alma College and he was appointed State Superintendent of Public Instruction (1885-87). Nelson’s term as acting president of Kalamazoo College had been very successful, and it is a mystery why he was not chosen to succeed Brooks in 1885. Widely known and respected in Michigan, Nelson brought healing to the College and its Baptist constituency. Unfortunately, after only a few months in office, Nelson fell ill; he died of cancer in May 1892.

Crisis and Resolution

By 1892 Kalamazoo College had overcome a series of financial crises. The worst of these came in 1885 when, at a meeting in Jackson on April 24 the trustees voted to close the College. Facing an operating deficit over $7,000 and with no clear prospect of payment, the trustees resolved to terminate all employees and suspend operations until the College’s “financial condition shall justify reopening.” Once more friends of the College rallied to its support. Faced with losing their local college, Kalamazoo’s citizens raised funds for their “Kalamazoo Professorship.” Baptist churches took up special collections for the College, Baptist individuals gave generously (C. C. Bowen
who had proposed the closure gave $5,000), the estates of three long-term trustees added $9,000, and the alumni association collected over $5,000.13 (Ironically, 1885 was the year that 300 alumni from the Stones’ era gathered in Kalamazoo to honor their teachers and to celebrate their own loyalty to the College.) By July 30, 1885 the total of new permanent funds had passed $50,000 and, meeting again, the trustees agreed that the College should reopen for the fall term with staff and program intact.

The still ambiguous relationship between the College and the Baptist denomination contributed to Kalamazoo’s financial difficulties. Because the College charter did not permit formal Baptist control of the institution, many Michigan Baptists were reluctant to give it generous support. For years after the Civil War, some Baptists in the state called for more direct control of the College by the denomination. In October 1884 the Michigan Baptist Convention voted to explore the process by which the College could be placed under Baptist control. The trustees, meeting at the same time, appointed a committee to study the legislation required to change the terms of the charter. After two years of study and negotiation, the convention agreed in 1886 to transfer its property (the Quad and the Upper College Building) to the College trustees if four conditions were met: the College to provide free tuition to certain (pre-ministerial) beneficiaries of the convention; the charter to be changed to make the College “distinctly Baptist” [by which they seemed to mean under denominational control]; the property to be used only for education and never to be mortgaged; and the convention to establish a chair of religion and to appoint the professor.

By 1891 the four conditions were met and the transfer completed. In 1887 the charter was amended to require that the president of the College and the president of the board and at least three quarters of trustees must be members of regular Baptist churches. Some ministerial students were receiving tuition and some living expenses, the total cost to the College not to exceed $300 per year. In 1891 the last condition was fulfilled when the convention appointed Reverend Samuel Haskell, D.D., professor of Bible instruction. These changes culminated 20 years of effort by some conservative Michigan Baptists to gain control over the board of trustees and to that extent at least over the College itself. Their efforts, however, did not change the generally progressive stance of the College. The College property was transferred to the trustees not by sale, but by a 999-year lease that

By July 30, 1885, enough money had been raised to persuade the trustees to keep the College open.

In 1891 the Michigan Baptist convention transferred the land that constitutes the quad to the College’s board of trustees on a 999-year lease.
continued in effect until terminated by mutual consent in 1980. Only then did the College actually own the land that constitutes the Quad and that had been purchased by Baptists in 1843 for the net sum of $250.

Covering the operating budget remained a serious challenge. In 1887 a relatively new trustee, S. George Cook, proposed raising $5,000 per year for five years to help cover annual expenses and to give the College time to raise enough endowment to assure financial stability. Cook, an 1871 graduate of Kalamazoo and a successful lumberman in Minneapolis, himself pledged $4,000. Other trustees, friends of the College, and several strong Baptist churches together pledged enough to reach the $25,000 goal.14

As the end of the five-year pledge program neared, the trustees met in Detroit to consider the financial future of the College.15 After lengthy discussion, trustee Schuyler Grant rose and proposed raising $100,000 for the endowment, the income to replace the annual $5,000 pledges. Grant promised to raise one third of the amount in Detroit’s Woodward Avenue Church if others would pledge their support as well. Meeting again the next morning, the trustees committed themselves to the task. With support from the American Baptist Educational Society (funded by J. D. Rockefeller), the $100,000 goal was reached by March 1, 1892. The success of this effort resolved at last the financial crisis that had threatened the survival of the College.
In spite of financial crises and leadership changes, Kalamazoo College continued to offer students the educational experiences typical of a small nineteenth-century college. The curriculum remained focused on a classical education, but gradually students were offered a few choices in coursework and program. The faculty was small, but most of its members were generalists and could be called upon to teach almost every subject offered. Facilities were just adequate, but in a small college neither faculty nor students expected luxury. Students in both college and preparatory departments enjoyed an active campus life. Academics remained the center of college days, but students also found ways to express their interests in music, athletics, literary activities, and social life. College life at Kalamazoo began to reflect the changing campus mores of the late nineteenth century.¹

Many members of the Kalamazoo community continued to support the College. The city grew significantly in population and wealth after the Civil War.² In two decades population doubled, making Kalamazoo the biggest village in the country until, with a population over 16,000, it adopted a city charter in 1884. Railroads provided increasingly easy transportation to nearby towns and to Detroit and Chicago; as many as 42 passenger trains a day came through Kalamazoo. A number of manufacturing plants provided wealth for their founders and jobs
for workers. The Kalamazoo Paper Company, established in 1866, doubled its output in 1879 and again in 1885. The city became known for manufacturing (carts, buggies, and farm machinery) and for growing celery. Some names familiar to later generations of Kalamazoo College supporters became prominent. The Gilmore Brothers Department Store opened in 1881. The Upjohn Pill and Granule Company began operations in 1885. The city acquired a telephone system in 1881 and electricity in 1886. Successful business and professional men began building large handsome Victorian homes near campus, among them the Francis B. Stockbridge mansion later purchased by the College and now the site of Stowe Tennis Stadium.

Academics

After the Civil War, the traditional classical curriculum yielded gradually to demands for more choice, more modern and practical subjects, more science and history, and less Latin and Greek. At Kalamazoo College these kinds of changes occurred, but slowly. As early as the mid 1850’s, President James Stone had introduced a program called the English or Scientific Course that permitted students to avoid classical languages in favor of studies in history, mathematics, English language and literature, and a limited amount of science (astronomy, chemistry, zoology, botany, and geology, all introduced briefly during the fourth year). This program was clearly given less status than the classics (it was described after the college and preparatory curricula in the 1854-55 catalog) and it is not clear what degree was awarded its graduates. The first formal B.S. degree was granted in 1867, but even then the program included very little science. The first two B.S. graduates became lawyers.

Constrained by low enrollments, a large preparatory department, and a small, classically trained faculty, presidents after Stone held to the classics as long as possible. Gradually more options were offered and some choices were allowed within programs. In 1868, when President Brooks combined the men’s and women’s departments, he also added a third program option, the Latin-Scientific leading to a Bachelor of Philosophy (B.Ph.) degree. This sequence omitted Greek but included everything else in the classical curriculum. Mathematics, long a staple of the curriculum, could now be omitted in any of these programs after the first term of the sophomore year. Brooks dropped the special Normal Class introduced by President Gregory
and expanded the preparatory program to three years. In 1868, for the first time, courses in United States history, government, and literature appeared in the catalog, a significant shift from previous emphasis on ancient history, languages, and literature.

By 1891-92 students could choose between the Classical Course earning a B.A.; the Greek-Scientific Course leading to a B.Ph. and offering Greek and German but not Latin; the Latin-Scientific Course, also a B.Ph., requiring four terms of Latin, three of German, and more English, math, and science; and the English-Scientific Course leading to the B.S. and omitting classical languages but requiring French and German and offering science and math. In every program the first two years of study were prescribed, with some overlap between them. Every student took three courses each term, plus “rhetoricals” which included written compositions and oral recitations or declamations. Freshmen were drilled in oration for the annual spring prize competitions. Every student in the three upper classes delivered one chapel oration each term. These were speeches, not sermons, and they were thoroughly critiqued by the faculty.

Most courses were still required, but some choice was offered students during the junior and senior years. Juniors in all four degree programs took Physics and English Literature first term, Logic second term, Geology and New Testament third term. Every senior took Psychology (a relatively new course) first term, Moral Philosophy second term, and Political Economy and History third term. Most also took Natural Theology and Evidences of Christianity. Choices such as
English History and Literature, Surveying, and Astronomy or Bible History were offered to fill out a three-course schedule. The College recognized that some students would not wish to spend the time to earn a degree. These students were permitted to take any courses for which they were qualified and they were classified as “partial” or “elective” students. Five students, four of them from Kalamazoo, were so classified in the 1891-92 catalog.

Admission practices changed and standards rose during the 1870’s and 1880’s. Before the Civil War, students were admitted to the College after completing the preparatory program or by examination. Entrance examinations were offered at the beginning of each term when prospective students were quizzed over the contents of specific texts on required subjects. Applicants for admission were required to provide “satisfactory testimonials of good moral character.” As more towns established high schools, academic standards rose, especially after 1870 when the University of Michigan provided incentive for improvement by inspecting and approving local high schools. In 1881 Kalamazoo’s trustees voted to admit without examination students who had graduated from one of these approved schools. By 1891-92 students applying for the classical course were required to have mastered Olney’s Algebra and his Elementary Geometry, four books of Caesar, six orations of Cicero, a grounding in Greek, history, geography, and English grammar and rhetoric.

During most of the nineteenth century, student achievements were measured by the use of public examinations at the end of each term. These examinations seem to have consisted of a series of questions based on required texts and the recitation of answers from those texts. The process rewarded memory and poise under stress, useful skills for many careers, but it did not encourage independent thought or knowledge. Some record of student work was kept by the faculty but not consistently through this period. The 1855-56 catalog announced that reports of the “attendance, conduct, and recitations of each student” were kept by professors and collected into a permanent record available for inspection of trustees or others. By 1890 faculty records listed each student and his courses each term and recorded grades as follows:

- 90-100 Excellent (E)
- 80-90 Good (G)
- 70-80 Fair (F)
Below Fair came Failed (Fd) and Deferred (D). This record did not specifically include attendance and conduct, which were recorded separately, but which may well have affected the student’s course grade.

Only a limited number of young people were attracted to a college education that was considered neither necessary nor practical at this time. In 1880 fewer than 3 percent of Americans aged 18 to 21 attended college. While education was considered important for a minister, many men were ordained in the Baptist ministry without a degree (for example, President Theodore Nelson). Many young men prepared for law and medicine by “reading” and working with successful practitioners. When the University of Michigan opened a medical department in 1850 and a law department in 1859, these were brief but rigorous programs, two six-month terms in each. Academic preparation for professional careers was just beginning to be available and expected. As a small college with a limited curriculum, Kalamazoo sought students among Baptists and in nearby communities, urging upon them the broadening experience of a liberal education in a safely moral environment. The 1887-88 catalog promised “profit or delight” in “the charms of language and literature, the mysteries of mathematics, the kaleidoscope of science, the panorama of history, and the problems of philosophy.” Education at Kalamazoo was offered to prospective students as an investment in “a better and a loftier manhood.”

Faculty and Facilities

Kalamazoo’s nineteenth-century faculty was limited, averaging about four professors assisted by varying numbers of instructors, many of them part time. Salaries were low and were sometimes reduced or in arrears. The College budget usually called for an annual salary of $1,200 for a professor, but this was reduced to $1,000 or even $800 at times. The workload was heavy. In 1891-92, when the College offered four degree sequences, there were eight faculty serving 40 college students and 125 students in the now four-year preparatory department. With total enrollment of 165, the student-faculty ratio was 20 to one. Faculty spent an average of 18.7 hours per week in the classroom plus supervising student rhetoricals, orations, and
compositions. Often if a professorship was vacant, colleagues divided the courses among themselves. There were very few specialists on the faculty and very few courses so specialized that they could not be taught by every professor at the College.

Many faculty members were also ministers with graduate work in theology and experience in the pastorate as well as in teaching. Reverend Samuel Brooks, D.D., brother of President Brooks, is an example. Educated at Brown University and Newton Theological Institute, he served several pastorates in Massachusetts and taught Hebrew briefly before coming to Kalamazoo in 1869. He served the College faithfully for 37 years, first teaching science, then Latin, and also at times serving as librarian or as steward (essentially business manager). While employed at the College, Samuel Brooks also served on the board of trustees (1869-1885) and was the board's secretary for many years.

Toward the end of this period a few more specifically trained faculty were hired. Jabez Montgomery, hired in 1883 to teach natural science, was the College's first Ph.D. professor. He had taught science and math and directed an astronomical observatory at a Baptist college in Canada before enrolling in the two-year Ph.D. program in science at the University of Michigan. At Kalamazoo, Montgomery was an active leader of the faculty (he chaired the Ladies Hall Building Committee), but in 1889 the trustees chose not to renew his appointment. Montgomery completed his career teaching chemistry and astronomy at Ann Arbor High School.

Several well-qualified young teachers joined Kalamazoo's faculty in the 1870's and 1880's, but quickly moved on to better opportunities elsewhere. Wooster W. Beman came to Kalamazoo as an instructor immediately after earning his B.A. at the University of Michigan in 1870. Beman taught Greek at Kalamazoo for one year and then returned to Ann Arbor where he became an assistant in mathematics and then succeeded Edward Olney as chair of the department when Olney died in 1887. Beman remained active at Kalamazoo College as a trustee (1886-1922). William Carey Morey served Kalamazoo as professor of history and instructor in English literature for one
year (1871-72) before moving on to become a professor at the University of Rochester and author of many widely used textbooks in ancient history. Also in 1871-72 William A. Stott joined the faculty for one year as instructor in mathematics and natural history. He later became president of Franklin College. Attracting such outstanding young teachers to Kalamazoo College was an achievement; losing them so promptly to other positions was a consequence of the College’s financial situation and a misfortune for the institution.

Only limited facilities and equipment were available to Kalamazoo’s nineteenth-century faculty and students. Classes were held in Kalamazoo Hall, built in 1859 for the Female Collegiate Institute, but by the 1870s was the center of activity for both sexes. The hall held the president’s office and 10 recitation rooms on the first and second floors and a chapel and a room for the Eurodelphian Society on the third floor. Science equipment in the building was negligible even by nineteenth-century standards. In 1878 the state Board of Visitors urged more teaching in the sciences; in 1886 the state’s visitors pointed out that, “In several departments, notably the chemical and philosophic, there is a lack of apparatus and appliances that seriously interferes with the work attempted.”

A very modest collection of books constituted the nineteenth-century College library. During the 1860’s Professor Daniel Putnam served as librarian and the $5 matriculation fee was used to purchase books. Periodically Michigan Baptists were asked to contribute books or funds for the library. In 1883 the library contained only 4,000 volumes; in 1887 the College was bequeathed the 1,000-volume library of Professor Edward Olney. As late as 1892 the collection still lacked a card catalog. The three literary societies supplemented the College holdings with their own collections that at times, especially early in this period, contained more volumes and better selections than did the College library. Kalamazoo’s trustees were aware of these needs
and periodically explored plans for a new classroom and library building, but they lacked funding to make any improvements.

After Ladies Hall was occupied in 1887, both male and female students lived on the hill and walked down to Kalamazoo Hall for classes. The Upper College Building, built in the 1850’s for the now defunct Seminary, had become primarily a dormitory for men. It also held the College library and rooms for the Sherwood and Philolexian Societies and the Young Men’s Christian Association (YMCA). Young men paid $4 or $5 per term for accommodations that included a study and adjoining bedroom. They furnished their own fuel and lights and in some cases also their furniture. One of the professors made the room assignments.

Before Ladies Hall opened and offered boarding privileges, young men living in the dormitory made their own eating arrangements. Some boarded with families in town, but to save money others banded together to provide for themselves. E. A. Balch ’88, later a professor of history at the College, remembered the cooking club to which he belonged in the 1880’s. It was an active group of future leaders. George Taft ’86 was club steward; he became a Baptist minister, president of a seminary, and was honored with a D.D. from the College. George’s brother, Miner C. Taft ’85, was responsible for cooking breakfast and gained a reputation as an excellent baker. After graduation, Miner studied civil engineering at the University of Michigan and served many years as Kalamazoo’s city engineer; he was a trustee of the College from 1912 to 1918. Balch, a junior member of the club, was assigned to saw, split, and carry wood for the cookstove and to wash dishes. His mother supplied the butter for the club. Other club members included L. H. Stewart who studied medicine at Michigan, practiced in Kalamazoo, and served as a College trustee from 1911 to 1940; Lewis E. Martin ’88, who became a Baptist missionary; and W. W. DesAutels ’90, another Baptist clergyman. DesAutels was one of the men dismissed over the 1890 student prank. His dismissal was rescinded by trustees and his degree finally awarded in 1918.

Ladies Hall offered more modern and comfortable accommodations for the young women. The building featured steam heat, “appropriate” furnishings, and the novelty of a telephone connected to the city service. Ladies Hall housed up to 30 young women in rooms accommodating two students. Occupants paid $.75 or $1.00 per week for rooms plus $2.50 per
week for board. A student willing to help with the “domestic duties” of the hall for an hour a day could earn a 50-cent reduction in the price of her board. According to the 1887-88 College catalog, “Young women are not required to room in the Hall, but its appointments are so convenient and its administration so elevated and homelike that it affords a natural and attractive home.” Of 143 students listed in this catalog, 45 were women, 21 of them from Kalamazoo and probably living at home. The other 24 were not required to live in Ladies Hall but were certainly encouraged to do so, partly to make the hall financially successful for the College, but also to maintain some oversight over women’s lives. Apparently that oversight was less onerous than the strict rules being adopted at other colleges. An editorial in the October 1889 Index indicated that Ladies Hall was not to be a reform school or convent, but neither would it be a clubhouse. “Only such rules were adopted as were clearly necessary for the order of the house.” Ladies Hall was managed by Professor Samuel Brooks and his wife Elizabeth and supervised by a resident teacher or matron. Young men could board there and enjoy the company of young women at meals. Elizabeth Brooks required them to change tables every two weeks, assuring that all could get acquainted but not too intimately. The 1891-92 College catalog commended the “regularity and punctuality of the Hall life, the cheerful freedom within safe limits, the atmosphere of refinement and culture, the unobtrusive but real religious influence” as being “in the highest interests” of students resident in Ladies Hall.

**Student Life**

Kalamazoo’s nineteenth-century students, although perhaps aware of some of the problems facing their college, still managed to earn their degrees and enjoy their college life. Many came from family farms or small towns near Kalamazoo. They were accustomed to hard work and modest accommodations. Many were the first in their family to attend college. For them, education was a privilege and college social and cultural activities a new experience. Most students worked to earn their way, taking jobs on campus or in town or teaching school during the winter term. To encourage impecunious students, the 1891-92 College catalog indicated that at Kalamazoo there was “little temptation” to indulge in “extravagance in dress” and it emphasized that the College sought “to place the best advantages within the reach of all.” Tuition was kept low, $8.50 per term for many years.
The latter half of the nineteenth-century saw the beginnings of formally organized student involvement in campus activities such as athletics, music, school publications, special interest clubs, and social events. These kinds of activities had always interested Kalamazoo’s students, but had usually been more spontaneous than organized. In the 1850’s students at the “Old Branch” (see chapter 3) played ball in the oak grove that is now Bronson Park; they shared school news and sly gossip in the handwritten Mirror which was read aloud on Wednesday afternoons; and they enjoyed lemonade and cookies in room number three or picnics on the grounds. Kalamazoo students in the late nineteenth century organized baseball and football teams, wrote and published the Index, and planned social events such as the Washington’s Birthday formal banquet.

At colleges around the country and at Kalamazoo, athletics became increasingly important during the 1870’s and 1880’s, for student health as well as for recreation. Students staged field days among themselves on campus and these led later to some intercollegiate contests. During the 1870’s Kalamazoo’s students organized an athletic association that in 1879 sponsored the school’s first field day, an event featuring football and baseball games and some track events. By 1880 it was customary for students to organize a baseball team each year and a football team as well if enough men could be recruited. In the 1870’s young women participated in lawn tennis and croquet. Their first formal athletic contest came in 1892 when the College’s lawn tennis association sponsored separate championships for men and women. Also in 1892 the athletic association held a two-day field day of events including a three-legged race, an egg race, a tug of war between the Sherwood and Philo societies, and a baseball game...
against Albion (Albion won 8-0). Initially the faculty opposed athletic activities, but by 1891-92 the College catalog stated, “The faculty encourage the students to use the grounds of the College freely for various outdoor games. At the same time proficiency in such games to the detriment of scholarship and mental culture receives no approval.” As athletic activities grew in importance, this faculty attitude prevailed. At Kalamazoo sports were encouraged and celebrated but never at the expense of academic achievement.

Athletic events were not the only intercollegiate competition for nineteenth-century colleges in Michigan. The literary societies’ emphasis on debate and oratory led to creation of the Inter-Society Oratorical Contest of Michigan Colleges in the 1870’s. These contests involved specific societies from colleges like Albion, Hillsdale, Olivet, and Adrian. Members of the Sherwood Society represented Kalamazoo. Trainloads of students, faculty, and even the president attended these contests. A newspaper account of the triumphant return of Kalamazoo’s contestants in February 1879 reveals the importance of these events. The afternoon train was met by “a goodly delegation of students, members of the faculty, and friends” who welcomed the winners home. President Kendall Brooks received them as they walked “along the line of students who stood with uncovered heads” to a waiting carriage while the band played “See, the Conquering Hero Comes.” A parade led by the Knights Templar Band included the carriage followed by faculty, students, and friends of the College on foot. As the procession moved along toward Brooks’ home on Lovell Street, church bells pealed and steam whistles blew and local citizens lined the streets to cheer. More cheers greeted the contestants at their destination, where about 100 people enjoyed a hearty supper prepared by Cynthia Brooks and some of her friends. The evening ended with toasts and speeches and music. The news article called it a “Grand Celebration” of an event that demonstrated “the reputation that Kalamazoo has so well earned for general culture and her college for thorough training.”

Music lessons had long been available for Kalamazoo College students, although not for degree credit. As early as 1855 faculty encouraged interested students to form a choir to sing during chapel. The literary societies usually included music in their programs, perhaps a guitar solo or a vocal duet. The first formal music organization seems to have been a College orchestra of 21 members established to perform at commencement in 1881. It existed for only one year, under direction of a part-time music
professor. In 1888 the faculty approved organization of a Glee Club that then had an intermittent existence until 1906 when it became a permanent part of the institution. The 1891-92 catalog advertised a department of music offering certificates of achievement to graduating students who attained sufficient skill in piano or voice. A college choir was open to students “advanced in general musical knowledge.”

Student publications normally chronicled the events of student campus life. In fall 1877 a group of students organized themselves to establish a school paper that they called the Index. The paper was financed by advertisements and subscriptions; in 1890 when the Index was published
monthly the charge was 10 cents per copy or 75 cents for the academic year. With only a couple of interruptions, the Index has been reflecting student interests and opinions for almost 130 years. Some stories from early Indexes offer a sense of campus life in the nineteenth century.

An editorial in the April 1886 Index voiced a familiar complaint. “There seems to be something peculiar about the balmy air of spring. Nearly all are tired of studying, and it is only by extra exertion that we overcome nature, and apply ourselves to our tasks. . . . the continual hum arum [sic] of study, study, study, is becoming monotonous, and we desire a change.” The change proposed was organization of athletics, specifically a baseball team and possibly a football or lacrosse team (football was a spring sport at this time). The editorial writer did not seek “high attainments in athletic art” but felt that students had not been giving enough attention to sports.

As always, romances generated interest on campus. The societies often celebrated the marriage of a member by placing a notice in the Index. The January 6, 1886 Index included a pair of announcements: The Euros reported that former member Miss Frances Matteson “has deemed it fitting to form a new society with a Sherwood” and the Sherwoods reported that their respected brother and former president C. S. Lester “adds one more to the number that have deemed it their highly exalted privilege to assume the responsibilities and enjoy the pleasures of the matrimonial tie.” Frances Matteson and Clement Schofield Lester were married in December 1885 before about 100 guests at the home of her parents in Lansing. Lester was working at
the time in the office of the State Superintendent of Public Instruction (Theodore Nelson), but he was also a theology student. He was ordained in the Baptist ministry in August 1886 and served churches in Michigan and Indiana. Lester served as a trustee of Kalamazoo College (1894-1900).

The Index reported on the activities of Kalamazoo’s literary societies. The Sherwoods and Philos for men, the Euros for women organized weekly meetings and often combined for social activities. Students developed leadership abilities as officers, they practiced elocutionary skills in speeches and debates, they performed in dramatic sketches and musical ensembles, and they researched topics of interest in the societies’ extensive libraries. The societies were financed by modest student dues and their activities were completely student-managed and financially self-sufficient. An editorial in the November 1878 Index stressed the value of debate in society meetings, the “wide range of subjects” covered, the “strength of mind [and] keen perception” developed by participants and, most important, “the power to think on one’s feet, and to appear self-possessed before an audience.”

During the 1880’s the societies jointly hosted a “college social” at the beginning of each term. The February 7, 1881, Index reported on that term’s event which filled the hall of the Philolexian Society. The first hour was “diligently employed in social intercourse,” then after a prayer the literary exercises began, a series of four speeches focused on society activities. Most “highly appreciated” was “an illustrated paper” by one of the Sherwoods, containing “many good ‘hits’ on recent college experiences,” a talent for
“picking up things,” and “skill in caricature.” It was the humorous hit of the evening. The program included songs by the Philo quartet and ended with more “social” and “confections.”

In February 1889 the three societies together sponsored an elaborate event that became, for many decades, the premier social occasion of the college year. The first Washington's Banquet was held February 22, 1889, in the parlors of the First Baptist Church and involved an elaborate multi-course meal, music by the recently formed Glee Club, and speeches and toasts by students and by President Willcox, Professor Montgomery, and others. About 120 students, faculty, and friends of the College enjoyed the event, which lasted until well past midnight.

Less formal events also helped fill the social calendar of the College. President and Mrs. Brooks frequently hosted “Reading Circle Evenings” in their home, inviting faculty and students to share informal discussion of books and ideas. A senior student chose the topic and the readings and asked classmates to read selected passages for discussion. The evening usually began and ended with music also provided by students.

Religious study and worship remained a significant element of campus life for Kalamazoo’s nineteenth-century students. The College continued to offer daily chapel and to expect students to attend faithfully. Students were also expected to select a local church and to attend worship every Sunday. Chapel services varied, sometimes featuring the declamations of advanced students or announcements and discussion of campus concerns. College-sponsored evening prayers ended after 1867, but student groups such as the YMCA and YWCA offered regular student-led prayer meetings that attracted a number of students. In addition there was an annual Day of Prayer for Colleges, celebrated in January at colleges around the country. At Kalamazoo classes were cancelled, students and professors led several prayer meetings, and the president preached in chapel. Many young men who entered the College to prepare themselves for the Baptist ministry became campus leaders and influenced the nature of college life. In these ways the religious values of the College’s Baptist founders continued to shape the institution and influence the lives of its faculty and students.

As Kalamazoo College neared the twentieth century, its battle for
survival seemed to have been won. Finances, while not strong, were stable thanks to increased endowment and to the commitment of trustees, Baptists, and local supporters. Enrollment remained low but students were relatively well satisfied with their college experience. The faculty, often overworked and underpaid, offered a solid if not exciting education. The State Board of Visitors, reporting in 1878, summarized the status that prevailed during the last quarter of the century. At Kalamazoo they were “impressed with the earnestness and thoroughness of both teachers and pupils.” They found that “nothing is attempted that is not done thoroughly.” Most important, the visitors especially applauded the “spirit of friendly sympathy and hearty goodwill” they saw between students and teachers at Kalamazoo College.
It is not too much to say that every year should witness a marked advance in the work of Kalamazoo College.
Arthur Gaylord Slocum became the sixth president of Kalamazoo College in fall 1892.

G. Slocum, President of Kalamazoo College from 1892 to 1912, maintained in his office a motto that said, “Keeping everlastingly at it, brings success.” Although the writer who quoted this motto in the May 1909 Index applied it to athletics, the motto could well describe the presidency of Arthur Gaylord Slocum, L.L.D. With patience and persistence, Slocum led the college through 20 years of slow but steady development. Under his leadership the College budget and endowment grew, facilities and campus were improved, and, after dropping the preparatory department, Kalamazoo College became solely and effectively a well-respected collegiate institution.¹

When President Theodore Nelson died in May 1892, Kalamazoo’s board of trustees assembled promptly on May 14, 1892, for a special meeting in Detroit. They reviewed the nomination of Slocum received from former trustee H. L. Morehouse, now secretary of the American Baptist Home Mission Society, a nomination strongly supported by trustee A. J. Fox. A committee of trustees, professors Daniel Putnam from Ypsilanti and Wooster W. Beman from Ann Arbor, went to New York to interview Slocum. The board moved quickly on their positive recommendation, and on June 14, 1892, Slocum was unanimously elected to be the sixth president of Kalamazoo College. He assumed office in fall 1892.

Slocum came to Michigan from New York, where he had been born and raised and educated, and where he had enjoyed a successful career as a teacher and school administrator. Born on a farm in Steuben, New York, on October 10, 1847, Slocum was educated in the local school and academy. He entered the University of Rochester in 1869 but was forced to drop out for lack of
funds. After serving as teacher and principal of schools in Scottsville, New York, Slocum returned to Rochester and earned his A.B. in 1874 at age 27. After a year as principal of the Riverside Collegiate Institute, Slocum became Superintendent of Schools and Principal of the Free Academy in Corning, New York. While there he received the A.M. (1877) and L.L.D. (1892) from the University of Rochester. He was active in state teachers’ and superintendents’ associations, presenting papers and providing leadership in the field. His experience in educational administration made him an attractive candidate for the presidency of Kalamazoo College. Slocum came to Michigan with his wife Mary, son Arthur Jr., and daughter Maizie, both of whom graduated from Kalamazoo College.²

Buildings and Finances

When he took office in fall 1892, Slocum found Kalamazoo College in promising but still uncertain circumstances. Enrollment was up and the $100,000 added to the endowment in March 1892 offered at least temporary relief from financial distress. But many problems remained. Writing years later, the president described the situation: “Many things demanded attention. The recitation building was old, the library was practically worthless, scientific appliances were poor and inadequate, the income was not sufficient to meet current expenses, and there was small recognition of the College in the city and throughout the State. To remedy these conditions was no easy task.”³

The most immediate need was for new classroom and library facilities. As early as October 1892 the minutes of the Michigan Baptist Convention recorded discussion of the need for a new building to provide “additional and better class and lecture rooms,” and to somehow “be secured during the coming year.” It was hoped that some “great-hearted man” would come forth with the funds to erect and furnish the needed building, but no one stepped up to the challenge. Slocum took the issue of campus improvements to the board of trustees at practically every meeting. The board recognized the need and encouraged the president to campaign for the necessary funds. A financial depression in 1893-94 and the Spanish-American War in 1898 slowed this effort, but for several years Slocum traveled all over the state speaking in churches and at Baptist association meetings to raise funds for the College. Finally, at the June 19, 1900, trustee meeting, board
chair C. C. Bowen made a new challenge offer of $50,000 for the endowment on condition that the board raise another $50,000 for the new building. This offer galvanized the board into taking action. They selected the site, on the hill about 50 feet south and west of the Upper College Building (about where the campus drive curves around Hicks Center). It took two more years to raise the funds and construct the building, but in June 1902 the College was able to dedicate an excellent new facility. The building was named Bowen Hall in honor of Charles Clark Bowen, long-time chair of the board and generous benefactor of the College.

Described at the time as “one of the finest college buildings in the country,” Bowen Hall gave Kalamazoo College for the first time adequate administrative, classroom, lecture, and, perhaps most important, laboratory space for the quality instruction that had always been the College’s goal. The basement held chemical, physical, and electrical laboratories and several small labs for student/faculty research in chemistry. The first floor held administrative offices, a science lecture hall, biology laboratory, and classrooms. The second floor contained more classrooms, faculty offices and studies, and a library room. The third floor included a large auditorium for chapel and rooms for the YMCA and YWCA, and a kitchen. Bowen Hall soon became the center of academic life and remained important to generations of K students until its age, new fire prevention regulations, and the need for enlarged dining and student center space led to its demolition in the late 1960’s.

Bowen Hall made possible the consolidation and improvement of the library. The 1902-03 catalog described the library room as “large, well
In 1904 Dr. H.L. Stetson collected and organized the College’s books into what was K’s first “modern” library. The library occupied a large room on the second floor of Bowen Hall.

Bowen Hall was not the only campus improvement needed during Slocum’s administration. Two perennial problems during this time were the condition of Mirror Lake and the increasing deterioration of Kalamazoo Hall. Mirror Lake was essentially a pond at the foot of campus hill between the College and the Michigan Central Railroad tracks. Fed by Arcadia Creek, it became sluggish and stagnant. As early as 1892 the state board of visitors reported that the pond was “a serious menace to health” and should either be filled in or else a stronger stream run through it. The trustees discussed the problem every year but postponed action for lack of funds. In 1907 the board referred the problem to its buildings and grounds committee; in 1909 they agreed to fill in the lake when they could afford to do so. The situation remained a problem until 1917 when the railroad dammed Arcadia Creek to assure adequate supply of water to Mirror Lake.

Built in 1859, Kalamazoo Hall had seen hard use as the College’s
central academic building for many years. In 1901 heavy storm damage required that the building’s tower be taken down and other repairs made. After Bowen was occupied in 1902, Kalamazoo Hall was used only for the preparatory department and for the Eurodelphian Society. The building continued to deteriorate, leading the trustees in 1907 to consider abandoning it and finally in 1911 the city to condemn it and order the building torn down. Early in the next administration Kalamazoo Hall was razed and the land was sold.

Housing accommodations for both men and women also became issues during Slocum’s administration. College-level enrollment rose steadily for a decade, reaching a high of 196 in 1906-07 (109 men, 87 women). Students were not required to live on campus, but many from out of town preferred to do so. The men’s dormitory (Upper College Building) had provided adequate housing when built during the 1850’s. By the turn of the century, its age and lack of conveniences became a handicap. Young men were still expected to furnish their own fuel and lights and in some cases furniture. Periodically some repairs were made to the building. In 1901 Slocum was able to report to trustees that major improvements, including “well-equipped water closets,” had been made in the dormitory. Meanwhile young women housed in modern (1887) Ladies Hall began outgrowing their space. At its June 18, 1907 meeting the board of trustees was asked to consider expansion of Ladies Hall to accommodate increased enrollment. Plans were drawn, but ultimately it became clear that a whole new building would be needed. Unfortunately, that project was delayed for many years, until Mary Trowbridge House was built in 1925.

An interesting change in the governance of the College took place in June 1898 when the board of trustees elected its first female member. Mary Hopkins Shillito had earned a B.Ph. in 1893 and an A.M. in 1896 from Kalamazoo College. Since 1893 she had served as secretary and treasurer of the
Kalamazoo College Alumni Association. Shillito’s election to the board was almost certainly due to a board resolution in June 1892 asking that the Alumni Association and the Michigan Baptist State Convention each nominate three persons to be voted on as trustees at the board’s annual meeting. The goal was to generate “more general interest” in the College among these two groups. While it is not clear how the process worked, the plan was followed for a number of years. The June 1922 trustee minutes list two nominees from each group, including Paul Stetson, son of H. L. Stetson, nominated by the alumni. Shillito remained an active member of the board of trustees until 1925, and she was joined by four other women during her term. Florence Grant (1922-48) was an alumni association nominee, Isabella Bennett Kurtz (1902-31) was an 1896 graduate of the College and served as secretary-treasurer of the Chicago Association of Kalamazoo College Alumni and Students, and Cornelia Fox (1905-09) and Mary E. D. Trowbridge (1909-19), both active Baptist women, were elected after the deaths of their trustee husbands.4

During Slocum’s presidency a number of successful Baptist laymen joined the board of trustees. Only a few will be described here. Hutson B. Colman (1892-1921), an 1877 graduate of Kalamazoo College, was an educator, state senator, postmaster, and successful banker in Kalamazoo. He chaired the executive committee of the board during the crucial transition period between the Slocum and Stetson presidencies. Fred M. Hodge (1896-1932) taught Latin at Kalamazoo College for a year after his graduation in 1880. He was president of the Kalamazoo Paper Company and active in the community. The house he built in 1927 is now the residence of the College’s president. H. Clair Jackson (1901-56) earned a B.Ph. from Kalamazoo College in 1896 and became a successful attorney and then prosecutor in Kalamazoo. He served for a while as chair of the executive committee of the board. Ransom E. Olds (1909-50) was founder and president of the Reo Motor Company in Flint and the donor of the science building built in the 1920’s. Men like these brought strong, progressive leadership to Kalamazoo College well into the twentieth century.5

Although the $100,000 added to the endowment in 1892 offered respite from the financial crises of the 1880’s, it did not solve the College’s annual budget needs. Each year the board of trustees was forced to address the shortfall between income and expenditures. Even before Bowen was built,
Slocum started urging the board to raise another $100,000 for the endowment. He realized that the long-term solution to annual budget deficits could only be increased income from a larger endowment. In June 1907 Slocum reported to the trustees that the General Education Board (GEB) was prepared to offer Kalamazoo College a challenge grant of $25,000 toward a new $100,000 addition to the endowment. The trustees accepted the challenge but struggled to meet it. After four years, facing a July 1, 1911, deadline, the trustees learned that still only $54,670.20 of the required $75,000 had been subscribed. Professor H. L. Stetson was placed in charge of a special effort to appeal yet again to Michigan Baptist churches and individuals. At a special June 28, 1911, meeting of trustees, $9,000 remained to be pledged. The trustees resolved to “personally pledge themselves for such portion of said $9,000 as may be unpledged on the night of June 30, 1911.” With this pledge the challenge was met and the $25,000 conditional grant assured. The new funds brought the College’s total endowment over $540,000, a great achievement for that time.

College Life

Slocum soon made a place for himself on campus and among Michigan Baptists. A report at the October 1895 meeting of the Baptist convention described the “loyal good will of the students” toward their president who was already known throughout Michigan as “a popular speaker, a tireless worker, and a Christian gentleman” and known in the College as “an able and attractive instructor, a kind friend, a wise adviser, and a successful president, the man for the place.” Similar sentiments were echoed at the end of Slocum’s presidency by a student writing in the October 1911 Index: “As the years passed and we came to know him better we found that under that calm, and at times stern appearance, was the heart of one who held the welfare of the College first and his own interests last.”

During Slocum’s presidency enrollment went up and the balance shifted from largely preparatory to, after 1908, entirely college-level students. Campus life reflected the increased numbers and accommodated a variety of interests. Academic work, of course, remained paramount, but extracurricular opportunities, then as now, tempted students to overextend themselves. The November 1905 Index sounded a familiar theme: “Ours is a ‘high pressure’ college and we are proud of it, but it is an important matter to
know just how much work can be profitably undertaken. There is danger of spreading oneself out so thin as not to count in any place.” Another writer in the same issue of the Index described the pressures of student life. “We are busy. We have three classes or possibly four each day. We go to prayer meeting Monday night, volunteer meeting Tuesday, YM or YWCA meeting Wednesday, literary society Friday. There are Prohibition Club meetings, occasionally, Sunday afternoon meetings, committee meetings at all hours. We practice football until we are physically and mentally unfit for study. We rush, rush, rush all day long and scarcely take time to eat and sleep.” The writer also mentioned the importance of class spirit and the resulting “endless round of parties.” Without the heavy emphasis on religious activities, the same story could be seen in a twenty-first century Index.

College life, especially for young women, included learning about and adhering to certain social expectations. During the early years of Ladies Hall (1887-1910 or 11), young women lived under supervision of a preceptress and a matron and steward. The preceptress was typically an unmarried female faculty member whose room and board at Ladies Hall was part of her compensation. Most of these young faculty women stayed only briefly, moving on for better positions, more education, or married life. The matrons were typically widows who also stayed only a few years, until Minnie Wheaton was appointed in 1903. Widow of Reverend Archibald Wheaton, trustee (1901-03), Minnie remained matron and a beloved fixture at the Hall for 22 years, until Mary Trowbridge House opened in 1925. Wheaton’s rules for Ladies Hall included domestic matters (study hours 7:30 p.m. to 9:30 p.m. every evening, no running on the stairs, and the “preparation of fudges” forbidden for health reasons) and social conduct and responsibilities, especially toward young men (don’t “indulge in conversation with young gentlemen in the corridors of Bowen Hall,” don’t accept an escort on the way home from classes or church, do remind young gentlemen that the Hall closes at 10 p.m.).

Rules like these failed to curtail the usual romances of college years, as evidenced by the “Local and Personal” column of the monthly Index. Nor did
they limit the fun of college life for young women living in the Hall. Excerpts from the diary of Doris Powell Rice ’20 published in the May 1944 *Kalumni News* contain stories of parties, hayrides, the freshman/sophomore tug-of-war at Mirror Lake, and, in spite of the rules, making fudge in Ladies Hall. The November 3, 1916 entry describes fudge “in the chafing dish cooking in the closet when Mrs. Wheaton came up to tell us good-night. Of course we were in bed with the lights off and the candy really didn’t smell at all.” Later, two girls were sitting on the floor stirring the fudge when “in walked Mrs. Wheaton and, after a little lecture, walked off with the fudge. This morning there was another lecture, after which our fudge was returned to us. When it was recooked it was wonderful and we gave Mrs. Wheaton two nice pieces.”

The literary societies remained important throughout Slocum’s presidency. Increased enrollment led to the founding of two new societies, the Century Forum for men in 1900 and Kappa Pi for women in 1906. The April 1900 *Index* reported that 24 college men had petitioned for dismissal from the Sherwoods and Philos in order to form a new society. They had support from their former societies and from faculty. The new society would offer men a third option and thus keep all three groups at a manageable size. The Century Forum name was chosen because the society was established at the turn of the century.

The Kappa Pi Society was organized in 1906 to accommodate the increasing numbers of young women enrolling at the College. Fourteen young women withdrew from the one existing women’s society, the Euros, to establish the new society. From their beginnings the Kappas were an enterprising group. They canvassed friends and families to acquire furnishings for their room in Kalamazoo Hall. They painted the floor of their room and borrowed chairs from a funeral parlor. For 15 years they held rummage sales and recitals, sold sandwiches, and published a cookbook in order to raise money for a piano. This instrument became their prize possession and contributed significantly to their meetings.

An historian of the Kappas told the story of the piano in the February 1951 Kalamazoo College *Alumnus*: “At the close of the regular literary meetings to which their brother society was invited, the Kappas held a short prayer meeting. Anyone who wished to was invited to stay; almost everyone did because, we are told, these meetings were converted into dancing parties.
which were forbidden. [This would have been during the early 20's.] A freshman girl was posted at the door as guard; if she saw a faculty member approaching, she would give the high sign, the dancing would cease, and all voices would join loudly in a hymn."

Alert to student interests and needs, Slocum was a strong supporter of college athletics. Kalamazoo College began serious contention in intercollegiate athletics during his presidency. The MIAA (Michigan Intercollegiate Athletic Association), now the oldest continuing intercollegiate athletic association in the nation, was organized in 1888 by Albion, Hillsdale, Olivet, and the Michigan Agricultural College (MAC, now Michigan State University). Kalamazoo joined in 1896, after several years of competing unsuccessfully against other colleges. Kalamazoo's football and baseball teams promptly became winners; in 1897, 1898, and 1899 both teams won the league championships. At first these teams were student led and student organized; Kalamazoo's first coach was Charles Hall, a former player who volunteered his services (1897-1900) to help the football team. Uniforms for all sports were rudimentary; football players wore little padding and no helmets in games that could be dangerously violent. Football was a game of brute strength, involving plays called the flying wedge, the center rush, and the turtleback. Enthusiasm for football was so high that on Thanksgiving Day, 1898, the fans and president of MAC hired a special train to bring them to Kalamazoo for a game, only to lose 17-0. The College faculty soon took an interest, forming a faculty athletic committee in 1895. Its members or the president represented Kalamazoo at the several conference meetings that set rules for games and student eligibility (for example, no professionals allowed; no one to play under an assumed name; only bona fide, at least half-time, students to represent the school).
Although athletic interest was strong, facilities for sports were limited. In June 1892 the student athletic association asked trustees for permission to raise $5,000 for a gymnasium, but their request was referred to a committee and apparently died there. At their June 1903 meeting the trustees agreed to survey the rear end of the campus for a possible athletic field if it could be done cheaply, but a year later they learned that the plan would be “impracticable” and the scheme was dropped. College teams played on city or rented fields or marked off grounds on the lower campus. The athletic association raised money by charging for games or for special athletic “fairs,” but funds were always scarce. In June 1906 the association appealed to the trustees for a track and for help paying their indebtedness. The track was denied but after this year the trustees annually appropriated modest sums for athletic activities. In 1911 the trustees authorized an athletic fee to be collected annually from every student.

Profiles of some students whose college experiences spanned Slocum’s years at Kalamazoo College suggest the variety and interests of students during those years. Grant Martin Hudson earned the A.B. degree from Kalamazoo in 1894. As a student, Hudson was active in the Sherwoods, the YMCA, and the Prohibition Club. After three years as a Baptist pastor, he entered politics, serving in the Michigan State Legislature 1905-1909 and later as a United States Congressman from the 6th Michigan District (1923-31). Grant Hudson was an active and involved trustee of Kalamazoo College from 1917 to 1953.

Stewart Bates Crandell ’03 was perhaps typical of many young men who prepared for the ministry at Kalamazoo College. After working for a couple of years he entered Kalamazoo College in 1898 in the classical course. As a pre-ministerial student, he received financial aid from the Michigan Baptist Convention (for example, in winter 1900, $8.50 for tuition and $5.00 for room rent), and he also worked on campus as a janitor. He played football and was a founding member of the Century Forum. After graduation at age 27 he was ordained (Dr. H. L. Stetson preached the ordination sermon), and then he
earned the B.D. at Rochester Theological Seminary. Reverend Crandell served churches in New York, Michigan, and Ohio. He was awarded the honorary D.D. from Kalamazoo College at the centennial celebrations in 1933.

Two young women who graduated in 1896 enjoyed careers in Kalamazoo. Frances “Fannie” Barrett earned the B.S. at Kalamazoo and then earned a medical degree at the University of Michigan in 1899. A Kalamazoo girl, she served as senior class president and entertained her class at her home. With her medical degree she returned home to work at the Michigan Asylum and later as physician for the Kalamazoo Public Schools. She was an active alumna and served on the commencement banquet committee in 1905.

Pauline La Tourette also earned a B.S. at Kalamazoo. In 1897 she was awarded a B.S. from the University of Chicago and in 1898 an M.A. from Kalamazoo. She studied music at conservatories in Chicago and Detroit and became head of vocal music and an instructor in the preparatory department at Kalamazoo College. According to a note in the November 1896 Index, La Tourette was successful in building “a very promising chorus class” with about 30 singers preparing to give a public recital soon. La Tourette was a noted soprano invited to sing at conventions and before the state legislature. She died in 1901 at the age of 28.

Maynard Owen Williams ’10 was the son of George A. Williams, professor of Greek at Kalamazoo College from 1902 to 1918. As a student, young Williams was an outstanding athlete, an active member of the Sherwoods, editor of the Index, member and manager of the Glee Club, and a talented writer, winning several story contests. Williams was awarded the first K football letter, which he proudly wore on the MacMillan/Byrd Expedition to the Arctic in 1925. After graduation, Williams was a missionary teacher in Lebanon and in China. He then became a foreign correspondent. In 1919 he became field correspondent for the National Geographic Magazine, a career that took him all over the world until his retirement in 1953. Wherever he went, Williams stayed in touch with his alma mater, writing back to cheer on the teams or the Glee Club or to comment on developments at the College. In 1930 Kalamazoo College awarded Williams an honorary degree, and in 1936 trustees elected him to the board. The Maynard Owen Williams Memorial Fund contributes to the foreign study program at the College.
Curricula and Courses

When Slocum began his presidency, Kalamazoo College was still largely a preparatory school; in 1892 students in the preparatory department outnumbered those at the college level three to one. Both departments offered primarily the traditional classical curriculum. Slocum was able to move the College away from pre-collegiate education and toward a strong liberal arts program. He strengthened the quality of the faculty and of the courses offered. For several years Kalamazoo College was “affiliated” with the University of Chicago in ways intended to improve academic quality and reward outstanding students. Although Slocum himself was conservative about curricular changes, his faculty gradually moved toward the modernization of the curriculum that occurred in the next administration.

A faculty that had been staffed by classically educated generalists began to become more specialized around the turn of the century. Slocum hired several well-trained professors who became long-term leaders of the College. Most prominent of these was Dr. H. L. Stetson who succeeded to the presidency in 1912. Stetson came to Kalamazoo in fall 1900 to teach psychology and pedagogy. He soon became librarian as well and he played an important role in fundraising. Clarke Benedict Williams joined the faculty in 1894 as professor of mathematics. A graduate of Princeton, Williams had taught there before spending two years in Germany (1892-94) studying at the Universities of Goettingen and Leipzig. Williams added a number of advanced math courses to strengthen that department; later he served Kalamazoo as Dean (1913-23). Three other important long-term faculty were Mark Bailey, M.A., hired in 1906 to teach Latin but soon specializing in the increasingly popular Spanish courses; Justin Homer Bacon, M.A., a Brown graduate who had studied in France, to teach German and to focus on French; and William Emilius Praeger, M.S., who came in 1905 to teach biology and geology but soon confined his work to biology. Praeger was joined in the next administration by a chemist and a physicist to begin the development of Kalamazoo’s strength in science.
Changes in enrollment made a significant difference to Kalamazoo’s curriculum. Although for at least 50 years presidents and faculty had wanted to focus on collegiate education, the preparatory department had always been larger than the College. This situation changed dramatically in the 1890’s. In 1892-93 preparatory students numbered 161 and college students 55, in 1894-95 the numbers were 87 and 68, and in 1895-96 the balance tipped and college students became the majority (68-104). Although the preparatory department survived until 1908, its importance was greatly diminished. Michigan high schools were filling the needs once met by the preparatory departments of small colleges. At Albion the preparatory department was phased out after 1913; by 1930 all the preparatory departments in Michigan colleges were closed. Those few students whose high school programs lacked one or two requirements (usually Greek or higher mathematics) could be admitted to college on condition that they make up the missing work. Maintaining some preparatory courses until 1908 met the needs of those students at Kalamazoo.

Freed from the responsibility of teaching younger students and pre-college courses, Kalamazoo’s faculty could focus its attention on the curriculum and students. In 1892-93, three degrees were offered, all with somewhat limited electives: the Classical course focusing on Latin and Greek led to the B.A.; the Latin-Scientific course emphasizing Latin and science, not Greek, led to the B.Ph.; the Scientific course requiring science and math and only modern languages led to the B.S. Students took three courses each term plus the still required rhetoricals and orations. Students who wished to deviate from the standard three-course schedule petitioned the faculty who took up each request individually. Some faculty meetings resulted in a list of 15 or 20 students given permission to take four courses instead of three; in a few cases, when the faculty could not decide, the petition was referred to a committee or to the president. Many faculty hours were devoted to assessing and adjusting the workloads of individual students.

Meeting weekly as a committee of the whole, Kalamazoo’s faculty oversaw every aspect of college life: student academic schedules and progress, athletic eligibility, team schedules, social events, and literary society activities. Frequently faculty were asked to excuse students from classes in order to make a train for off-campus commitments such as the Glee Club tour or an oratorical contest. The faculty handled all disciplinary problems and as a
group voted on the status of students in academic trouble. Cases were handled individually and could generate extensive discussion in faculty meetings. All these issues were in addition to traditional faculty focus on matters of curriculum. Some changes were made in the arrangement and presentation of coursework. In 1894 the College’s courses were organized into rational departments (for example, instead of listing Greek separately it was combined with other languages into a department of language and literature). In 1906 a faculty committee restated courses and requirements in terms of hours (a term hour being defined as one class hour per week through a 12-week term) and required at least 185 hours for the bachelors degree. Most courses met four or five hours each week. A standard student term load was at least 14 and no more than 17 hours. Of course some students began petitioning to take 20 hours or even more.

Students in any of the three degree programs could also prepare themselves for teaching. The “normal” course offered off and on during the nineteenth century became a three-course sequence in pedagogy at the turn of the century. Students took this sequence during their senior year and only with the approval of the faculty, who met early in the fall to review applicants. Students who successfully completed the sequence and who “gave evidence to the faculty of ability to teach” were granted the state’s teaching certificate when they graduated. The 1904 opening of Western State Normal School in Kalamazoo did not create serious competition for Kalamazoo College, since Western at this time offered only a two-year teacher certification program, not a degree. Western’s first fall-term classes were held in old Kalamazoo Hall, largely vacant since Bowen Hall was occupied.

In 1896 Kalamazoo College became “affiliated” with the University of Chicago, which had open in 1892 under Baptist auspices and with support from Baptist philanthropist John D. Rockefeller. The affiliation relationship was an experimental program intended to offer “mutual advantage” to the two institutions. Chicago’s President William Rainey Harper apparently saw schools like Kalamazoo as “feeders” for Chicago’s upper-level and graduate courses. He wanted Chicago to concentrate on junior and senior courses and graduate work and he believed that small colleges should focus on preparatory and beginning college work. Under the affiliation proposal a college agreed to model its curriculum and general regulations after those of Chicago’s undergraduate colleges, to use University of Chicago examinations in its
Faculty and trustees wanted to modernize the College's curriculum, but President Slocum resisted change. The affiliation program never fulfilled its goals; the university failed to control the colleges and their programs and the colleges did not gain the prestige and support that they may have expected.\(^\text{13}\)

For Kalamazoo the affiliation with Chicago meant that, among other things, the College's faculty and courses would be endorsed by the university, Kalamazoo graduates could earn a Chicago degree by taking 12 weeks of tuition-free coursework, the top Kalamazoo graduate would be awarded a Chicago degree without additional coursework, and three one-year fellowships would be awarded to Kalamazoo graduates for graduate study at Chicago. For several years Kalamazoo's faculty met to award the Chicago degree and fellowships at commencement, but they soon became dubious about the arrangement. A faculty resolution in November 1900 favored withdrawing from the affiliation if current students' rights could be protected. Nothing was done until June 1907 when the trustees voted to refer to President Slocum the discontinuance of the University of Chicago conferring degrees on Kalamazoo's graduates. The 1907-08 College catalog omitted any reference to the affiliation with Chicago and the relationship ended. It would seem that some K students benefited from the Chicago affiliation, especially from its graduate fellowships, and that the College itself achieved some recognition. However, Kalamazoo's faculty and curriculum did not materially benefit and some felt that the program devalued the College's degree.

Kalamazoo College never considered dropping its four-year degree programs and Chicago and other fast-growing universities did not succeed in changing the role of America's small liberal arts colleges.

Toward the end of Slocum's presidency, faculty began to agitate for significant changes in Kalamazoo's degree programs. As early as June 1908 the faculty voted to revise the curriculum with the goal of discontinuing the B.Ph. and also the B.S. until more rigorous science could be required. The vote was unanimous except that Slocum “expressly requested” that his negative vote be recorded. The matter was dropped for a while, but faculty
concerns grew. Other colleges were modernizing their curricula and attracting more students. Kalamazoo’s enrollment was dropping, down to 160 in 1909-10. In June 1910 the faculty turned to the trustees, proposing to eliminate the B.Ph. and award the B.A. to all graduates, or, if continuing the B.S. degree, upgrade its science requirements. On December 5, 1910, the faculty resolved to adopt the “major” system, completely changing the heretofore sacrosanct classical B.A. degree. The minutes record that, “After some remarks by the president it was moved by Dr. Stetson and seconded that all motions and resolutions relative to the above matters be indefinitely laid on the table.” A committee chaired by Slocum considered changes in courses. Their report included three points: postpone curriculum revision until the current crucial endowment campaign is settled; retain the current committee for future action; and inform the trustees that this is a temporary measure.

At its June 20, 1911, annual meeting, the board of trustees appointed a committee of three to confer with faculty concerning revision of the curriculum for 1912-13. With the endowment campaign in its final stages, the trustees were ready to support the faculty’s desire to modernize the curriculum. Slocum was still opposed to curricular change and he was also clearly exhausted by four years of strenuous fundraising. At its own initiative, the board voted to grant the president a one-year leave of absence with full pay. Slocum accepted the opportunity for travel and rest. During his leave, Slocum’s health failed and in April 1912, unable to return, he resigned the presidency. He had, as his motto said, “kept everlastingly at it” for 20 years.
In June 1911, when President Slocum was granted leave of absence, the board of trustees appointed Professor Herbert Lee Stetson dean and acting president. After Slocum resigned, Stetson was elected as the seventh president of Kalamazoo College. Even as acting president, Stetson took charge and began making changes. He led the faculty through a complete change of Kalamazoo’s curriculum and academic calendar. He engaged the College’s students in a weekly “open forum” and he encouraged them to create Kalamazoo’s first student government organization. Stetson pressed the trustees to plan for growth and expansion of campus and enrollment. He wanted Kalamazoo to be a strong and excellent liberal arts college. Years later he summarized his approach: “We could not attempt to do everything, but what we attempted must be as well done as possible.”

Born on October 16, 1847, in Greene, Maine, Stetson was only a few days younger than Slocum. Unlike Slocum, Stetson spent his early career in the Baptist ministry. After two years at Colby College, he went west to become a pastor. Ordained by the Baptist church in Griggsville, Illinois, in 1871, Stetson served there and in other Illinois towns while attending the Baptist Union Theological Seminary. He earned his Bachelor of Divinity (B.D.) degree in 1878. He was awarded a second B.D. by the University of Chicago in 1900. During a 10-year pastorate at Logansport, Indiana, Stetson edited a Baptist journal and served as a trustee of the University of Indiana. He helped found the Baptist Ministers Aid Society in 1885 and was its first president. The society maintained a home in Fenton, Michigan, and this involvement gave Stetson opportunity to know and work with Michigan Baptist leaders. In 1888 he was called to Des
Moines, Iowa, where he served the Baptist church and then became president of Des Moines College. His scholarship was recognized when he was invited to lecture on psychology and religion at the University of Chicago in summer 1902, 1904, and 1907. Franklin College awarded him honorary M.A. (1886) and D.D. (1889), and Des Moines honored him with the L.L.D. in 1901. When he came to Kalamazoo in 1900 to teach psychology and pedagogy, Stetson brought with him his wife Mary Clifford Stetson and their four children, Bertha, Lillian, Paul, and Elizabeth.

A New Curriculum

It is a truism in academic circles that changing the curriculum is harder than moving a cemetery. Anyone who ever served on a curriculum committee will marvel at the remarkable speed with which Acting President/Dean Stetson and the Kalamazoo faculty and trustees made sweeping changes in the College’s curriculum during summer 1911. At commencement in June, the school was on a quarter-system calendar, offered three highly prescriptive classically oriented degree programs, and expected students to take three five-hour courses every term. When school started in September, the College was on a two-semester calendar, offered everyone the B.A. degree (with the B.S. an option for students in science), required only a few specific courses, but expected students to select a major and two minor subjects on which to concentrate. In one summer of work Kalamazoo’s faculty had moved K’s calendar and curriculum into the twentieth century.

Stetson called a special meeting of the faculty on July 25, 1911 and appointed a new curriculum committee consisting of himself as chair and Clarke B. Williams, Mark Bailey, and Justin H. Bacon. Only Bailey was a holdover from the previous committee. The faculty approved a new registration form proposed by Stetson; they made the History of Philosophy course elective instead of required; they substituted classroom work in public speaking for the long-standing chapel orations requirement; they proposed changing to a semester system and to a four-hour instead of five-hour basis for fundamental courses. The changes introduced choice into the curriculum and did away with the rigidity of the traditional classical curriculum. Most other American colleges and universities had made or were making similar changes. Kalamazoo was catching up with the times. The new curriculum committee worked out the details to everyone’s satisfaction. The September 11, 1911,
The 1911 curriculum change included dropping the requirement that every junior and senior do a chapel oration.

Freed from the rigid requirements of the classical curriculum, many students chose to major in science, math, history, or English.

The faculty minutes read: “The report of the committee on curriculum was accepted and adopted. Adjourned.”

With minor adjustments over the years, the curriculum planned and adopted during summer 1911 served the College and its students for the next 50 years. The 1911-12 catalog outlined the general plan. To graduate a student would need 122 semester hours of coursework, some required and some elective. The requirements included several specific courses: two years of English courses, a freshman physiology and hygiene course, and a senior apologetics course. Seniors would still be required to prepare a graduation oration. Other graduation requirements included two years of college work in foreign languages, a “usable familiarity” with French or German, one year’s work in history, and one year (at least eight hours) of laboratory science. Every student was to complete one major (at least 20 hours in one department taken over six semesters) and two minors (14 hours in one department distributed through four semesters). Students who earned at least 60 hours of credit, including the major and one minor, in science or math could be recommended for the B.S. degree. All others received the B.A.

The new curriculum had a positive effect on the College. Enrollment rose immediately, from 187 in 1911-12 to 235 in 1912-13 and it continued to rise during Stetson’s presidency, reaching 364 in 1921-22, his last year. The new science requirements for the B.S. gave that degree integrity and respectability. Dropping the less prestigious and less rigorous B.Ph. degree led to higher admissions and academic standards. In February 1914 the faculty approved a grading system that made 60 a passing mark (D) and reserved “A” for “high honor” (only a few granted). While at first some students had difficulty adjusting to the changes and higher classroom expectations, most managed to settle into the new program.

The January 1914 Kalamazoo College Bulletin reported that the new curriculum was proving to be “even more satisfactory” than expected. Both faculty and students were taking more responsibility and working harder than they had under the requirements of the classical curriculum. Given the opportunity to choose, many students were majoring in history or English or the sciences. Improved science facilities, especially in chemistry, meant that more advanced courses could be offered. The July 1914 Bulletin reported that 14 of the 36 baccalaureate graduates in June had majored in either math or
science (seven in math, five in chemistry, and two in biology). Six students majored in history, five in English, five in Latin, and none in Greek. Five graduates had won scholarships for advanced work, two in chemistry (one at Yale and one at Kansas), two in math at the University of Chicago, and one in physics at Clark University. In June 1917 Stetson announced to the trustees that the Upjohn Company had established a research fellowship in chemistry for a graduating senior recommended by the department. The student would do research in the Upjohn laboratory supervised by its head, Dr. Frederick Heyl, and could earn an M.S. from the College. Stetson called the fellowship “a very fine recognition of our work in chemistry.” It was the beginning of an important relationship between the College, the company, and Heyl.

With curriculum change came also changes in Kalamazoo’s faculty. Two men left the College in June 1911. Arthur B. Chaffee, D.D., professor of history since 1907, resigned at the request of the trustees. He was replaced by Ernest Alanson Balch, Ph.D., an 1888 graduate of Kalamazoo with an A.M. (1889) from the University of Michigan and a Ph.D. (1898) from the University of Chicago. Balch came with experience teaching Greek and history at both the high school and college level. Stillman G. Jenks, B.S., M.S., professor of chemistry and physics and secretary of the faculty, retired to his peach farm near Holland. He was replaced by Lemuel Fish Smith, M.S., who served as professor of chemistry until 1944. Smith earned his A.B. at William Jewell College in 1897 and his M.S. from the University of Chicago in 1911; he brought experience teaching chemistry and physics at high schools and at a state normal school in Missouri. Both of these new men brought more specialized knowledge and professional background to the College than their predecessors had offered. They were part of a growing trend in the early twentieth century for professionalization...
of the faculty. They joined several progressive members of the faculty, particularly professors C. B. Williams (math), Mark A. Bailey (Latin and Spanish), and William E. Praeger (biology) to form the nucleus of Stetson’s teaching staff. Praeger and Smith began building science departments that became prominent during the 1920’s.

Meeting Student Needs

As acting president, Stetson moved quickly to address long-standing student needs for better accommodations, a gymnasium, improved social life, and more involvement in campus communication and governance. He hoped that addressing these issues would make the College more attractive to students and lead to increased enrollments. By April 1912 the board of trustees had sold now abandoned and derelict Kalamazoo Hall for $25,000. Of this sum they appropriated $12,000 for the current expense fund and $13,000 for improvements to the men’s dormitory and for construction of a gymnasium.

Over the next two years, the men’s dormitory, built in the 1850’s, was completely renovated and refurnished. A report in the October 1912 minutes of the Michigan Baptist Convention described the extensive work. Where once there had been three entrances, now there was only one. Rooms and hallways had been rearranged and the building made completely modern. Young men who had lighted their rooms with kerosene lamps and heated them with coal stoves could now enjoy “gas and electricity for light, steam heat, hot and cold water, and baths on each floor, with substantial and uniform furniture in all the rooms.” The men’s dormitory required attention again in the spring of 1916 when fire destroyed the top floor of the building. As Stetson reported to the board on
June 20, 1916, the fire started in the attic during the night of March 17, 1916, probably from defective wiring. Because of the prompt and efficient work of the city fire department, only the fourth and third floors were damaged by fire, but the rest of the building suffered from smoke and water. The students escaped without injury, but they lost almost all of their possessions. Even so, none of the students left the College and school was interrupted for only a few days. Supporters of the College donated money and clothes to help the students and insurance paid the cost of reconstructing the dormitory as a three-story building.

In 1912 when the dormitory was refurbished, a gymnasium was also built. A substantial brick building, 108 by 60 feet, the gym was located about where Anderson Athletic Center is now and included showers, lockers, offices, a basketball court, and a meeting room. The new gymnasium made possible increasing physical activity for both men and women. It was part of an effort to enhance the health of the students. In December 1912 the faculty voted to require all students living in the dormitories to take a certain amount of supervised gymnasium work as part of their regular curriculum. Frances Haskell, granddaughter of former trustee and faculty member Samuel Haskell, was hired in 1912 to be physical director for women. A 1912 graduate of the Chicago School of Physical Education, Haskell resigned in 1916 to take a full-time position at Western State Normal School. She was succeeded by her sister Edith, a graduate of Western’s physical culture department. At Kalamazoo Edith worked four hours a week and earned $450 annually. The Haskell sisters initiated formal physical education for women at Kalamazoo College.

Like his predecessor, Stetson was a strong supporter of athletics. At first the faculty decided not to permit intercollegiate basketball, preferring to reserve the new gym for more general use by all students, but within a week that vote was changed and four games were approved for winter 1913. In 1914 Kalamazoo’s basketball team began a string of MIAA championships (three of them shared) that lasted 10 years. These teams had
coaches, first Edwin Mather (1911-16) whose title was physical director and lab assistant, and then Ralph Young (1916-22) who coached football, basketball, baseball, and track and who was made a member of the faculty as professor of physical education. Ralph Young left Kalamazoo in 1922 to become a highly successful athletic director and coach at Michigan State University.

Early records on women’s athletic activity, especially on intercollegiate competition, were not well kept. It seems clear, however, that in tennis at least, the MIAA pioneered women’s intercollegiate competition. The women’s tennis tournament at the MIAA field day of 1896 was “almost certainly the first to take place under the auspices of an organized athletic conference.” Until 1925 the league tennis championship was computed on a coed basis; men’s team winners plus women’s team winners determined the overall champion. Kalamazoo’s women won prominence in this sport during Stetson’s presidency. K’s most outstanding player was Clair (Payne) Wight who won the MIAA singles title four times (1913-16), a feat matched in the MIAA only by K’s Rosemary “Posy” (Luther) DeHoog (1957-60).

Athletic fields and facilities during this period were barely adequate. Located at the bottom of the hill east of the railroad tracks, the playing fields and track offered limited space and less than ideal conditions for intercollegiate competition. A memorable demonstration of Stetson’s commitment to sports came in spring 1913 when the baseball field was in poor condition, and funds were not available to repair it. The president declared a half-holiday and recruited college men to level off the field. Telling this story, Dean C. B. Williams recalled, “Dr. Stetson, in shirt sleeves and a workingman’s outfit that included an old straw hat and with a hoe and rake in his hand was one of the first persons on the field.”

Champs! The 1915 women’s basketball team
Stetson took great pleasure in the achievements of Kalamazoo's students. His reports to the trustees always included notice of team wins, Glee Club tours, and oratorical contests. In June 1914 he reported that at the annual MIAA field day Kalamazoo won “three championships out of a possible four, three pennants out of a possible four, 12 gold medals out of 25, and three silver medals.” The basketball team also won the championship that year. In 1915 Kalamazoo won the league title in football, basketball, baseball, and tennis, and in 1921-22 they added the track title, winning in all five league sports that year. Stetson's June 1916 report included praise for the Glee Club's successful tour, calling the group “best in the state,” and for the debate teams that won both of their contests. This report also mentioned that the Index was now a weekly rather than a monthly publication and that the newly organized student senate promised to be “of considerable benefit” to the institution.

Athletic enthusiasm and intercollegiate competition led to increased emphasis on school spirit, expressed in cheers and colors and songs. In 1906 the faculty, prompted by Princeton graduate C. B. Williams, proposed Princeton's colors of orange and black for Kalamazoo. The board of trustees adopted these as the school's official colors at their June 1912 meeting. Also in 1912 the faculty began celebrating Founders Day (April 22) and chose a hymn, “Lord of All Being,” to be sung on this and other formal occasions. In 1908 student fans began using the College's favorite cheer:

*Brek-ki-ki-kex, ko-ex, ko-ex
Brek-ki-ki-kex, ko-ex, ko-ex
Whoa-up! Whoa-up!
Parabaloo! Parabaloo!
Kalamazoo, Kazoo! Kazoo!

The fight song, “Hail to Kazoo” was written and composed by 1909 graduates A. G. Walton and D. R. Belcher. The words for the alma mater were written by R. F. Holden ’07, with music by Willis F. Dunbar ’24. In 1925 the Index began using the nickname Hornets, perhaps inspired by the school colors. School spirit became important everywhere during this period, prompting most colleges to choose their own distinctive colors and names. In 1919, responding to the school's athletes, Albion's students voted to change the school colors from pink and green to the more aggressive purple and gold. In 1933 Albion President Seaton suggested calling teams the “Britons” instead of the previously used nickname of “Methodists.” At Michigan State University the Aggies became Spartans in 1926.
In addressing student needs and interests, Stetson particularly encouraged the development of a healthy spiritual life. The fall 1914 College Bulletin described the religious life and activities on campus in detail. First, of course, was chapel, held every morning except Sunday from 9 a.m. to 9:15 a.m. Attendance was required and the purpose was “not only to instruct the students in matters of practical religion but also to give all opportunity each day for public worship.” Faculty members as well as the president gave brief talks and led in worship. The curriculum included five courses on the Bible or allied topics. Two electives taught by Stetson—Life and Times of Jesus, and History of Prophecy—were “largely attended.” In addition the president taught Christian Apologetics, a three-hour course required of seniors. The YMCA and YWCA were strong, active student organizations, offering Bible study, devotional meetings, and public service opportunities. The “Y” men held weekly meetings at the City Rescue Mission; the “Y” women visited the detention home on Sunday afternoons and with the city nurse visited shut-ins in the community.

Of 230 students enrolled, 140 were involved in one or more of the “Y” activities. A student volunteer band, a unit of the nation-wide Student Volunteer Movement, met on Saturday mornings for devotions and study related to missions. At least six students served as pastors of small churches in nearby villages. In addition, Stetson conducted a monthly Sunday afternoon vespers service that was open to the public and usually involved a local church choir.

Two major social issues engaged the support of Kalamazoo students and faculty during this period. The fight for women’s rights, long part of the College’s history, led many students to support the cause of women’s suffrage. Prompted, perhaps, by the many new roles undertaken by women during wartime, public sentiment finally turned to endorse the Nineteenth Amendment in 1920. The temperance movement had also been important to many Kalamazoo College faculty and students since the Stones’ era. In 1916 Michigan voted to go dry, the culmination of years of effort by the Anti-Saloon League and the United Dry Campaign of Michigan. Both groups were led by Kalamazoo graduate and trustee Grant Hudson. During an intensive effort in summer 1916, Kalamazoo faculty and students traveled the state making
speeches for the cause. An Index editorial in November 1916 praised the College’s effort that showed “the same old loyalty to the cause of civic righteousness that has characterized it in the years past.” The editorial concluded, “When a great moral issue is up and volunteer help is needed, when public service needs to be rendered, Kalamazoo responds to the call with alacrity.”

“More social life” seems to be a perennial cry of Kalamazoo College students. An editor in the October 1911 Index saw hope for improvement that fall, reporting that an Index campaign for improved social affairs in the spring had led to formation of a central social committee, which, however, “the powers that were” [President Slocum] refused to permit to operate. The editor reported, “Under the changed conditions here at Kazoo,” the committee was again in operation. The changed conditions were described in the same Index issue as a brighter outlook, a “heartiness of spirit,” and “abundance of interest” on campus that fall. The source of that spirit was apparently Stetson’s leadership.

On October 16 students and faculty celebrated Stetson’s sixty-fourth birthday with gifts of a Bible, a scrapbook, and a bouquet of roses. The Index reporter wrote that “far greater than the value of the gifts was the spirit of loyalty, appreciation and sympathy which prompted the giving of them.” The students especially valued Stetson’s “fresh, humorous outlook on life; his ability to keep up to the times; and last of all his sympathetic understanding of student life.”

The students may not have been so optimistic later that fall when the faculty’s committee on social functions made its report. At a November 13, 1911, meeting the faculty adopted the following rules: all College social functions should close by 10:30 p.m.; no social plans should be made by any organization until the faculty committee had been consulted; and no student should attend more than one social function per week (regular meetings of existing college organizations were an exception). These rules may have caused initial consternation, but they did not seriously impair campus life. The March 1912 Index reported, among other events, the second senior party of the year, a senior girls party, a senior/junior Valentine’s party, a freshman leap-year party, and the twenty-
fourth annual Washington’s Banquet, held at the American Hotel and involving 130 guests, an elegant meal, and the usual array of toasts and speeches.

Perhaps related to the social rules adopted by the faculty, in 1912-13 the College appointed its first dean of women. Bertha Hussey had been on the faculty since 1907, teaching Latin and English and serving as preceptress of Ladies Hall. Her appointment as dean coincided with promotion from instructor to assistant professor and it is not clear if it involved significantly increased responsibilities. Hussey continued to live at Ladies Hall and oversee the social lives of young women there. Wheaton continued to serve as matron. Young women from out of town were encouraged but not required to live at Ladies Hall. It is not clear if the dean of women had any responsibility for students living off campus at this time. There was no designated dean of men but there would usually be one or two young male instructors living in the dormitory. They may have been expected to exercise some unofficial influence on dormitory life.

The literary societies and music groups continued to play active and essential roles in college life. Increased enrollment led to formation of a new third society for women, Alpha Sigma Delta, in 1920. A joint committee of Euros and Kappas organized the new group, composed initially of nine Euros and six Kappas, all volunteers. During summer 1920 the new Alpha Sigs furnished their room on the third floor of Bowen Hall and they soon became known as one of the most active and enthusiastic groups on campus. Music groups were also important during this period. The Gaynor Club for young women and the Glee Club for men traveled extensively during winter and spring, capping their activities with gala home concerts. They usually performed in high schools or churches and provided many small towns in
Michigan with very welcome entertainment. For example, the 1920 Boiling Pot details the Glee Club’s nine-day tour covering Cedar Springs, Reed City, Cadillac, Harbor Springs, Petoskey, East Jordan (a Saturday concert and Easter morning and evening services at the Presbyterian Church), Traverse City, Grand Rapids, and finally a return to Kalamazoo at 2 a.m. These tours not only entertained audiences, they also promoted Kalamazoo College among supporters, alumni, and future students in towns around the state.

Ruth Scott Chenery ’24 described her fond memories of Kalamazoo College and Stetson in the April 1979 K Magazine. She remembered Agnes Powell, dean of women (1921-25), who “was fair but strict. She always knew when we went into town without a hat and gloves.” Chenery found biology professor William Praeger (1905-34) to be a charming southern gentleman who, when cutting up frogs made her ill, “would pick me up and put me on the sofa in the lounge. Soon my frogs were cut up by Joe Schensul ’20, and life smelled better.” Exams made Ruth nervous her freshman year. “During one exam I burst out crying and ran from the room—almost into the arms of President Stetson, who said, ‘Miss Scott, what ails you?’ After sobbing my heart out he pulled out a beautiful white handkerchief and said, ‘Blow your nose and wipe your eyes and go back and do the best you can.’” The Washington Banquet was the most exciting social event of the year, “held at the Park American Hotel, downtown. We met in the upper hall to descend long marble stairs—I remember how pretty the girls looked in evening dress and the boys in dark suits.” Chenery especially remembered the peach taffeta dress and the jade green ostrich fan she wore at the dance. For students like Chenery in the early 20’s, their faculty were respected and honored friends who counseled as well as taught, often invited them for Sunday night supper, and who “knew us all by name and loved us all.”
A unit of the Student Army Training Corps was established at Kalamazoo College in August 1918.

The College in Wartime

College life all over the country was disrupted after April 6, 1917, when the United States declared war on Germany. In May Congress enacted a Selective Service Act that required young men 21 to 30 to register for the draft (changed in 1918 to include ages 18 to 45). The immediate effect at Kalamazoo was a burst of patriotic fervor that for a while made college work seem unimportant. Twenty-eight students volunteered immediately for military service, and another 14 left college to do farm work. By fall 1917, 111 students had enlisted, in spite of calls from President Woodrow Wilson and others to enroll as many students in college as possible in order to prepare future leaders for the war effort.

Students still in college joined students in service to do their part. Young women organized Red Cross classes and the student body raised over $2,200 for the YMCA War Fund. In fall 1917 the faculty voted to discontinue intercollegiate athletics for the spring term and to substitute military drill for male students. Inter-class games would provide opportunity for competitive sports. By spring 1918, 146 students or alumni were in service, half of them as commissioned officers. College students and faculty were providing some form of recreation or entertainment for the troops at Camp Custer near Battle Creek almost every week. By the end of the war, 259 Kalamazoo alumni, students and former students, and three faculty members had served. Nine men died in service: Paul Butler, George Evans, Simon Estes, Harold Hobbs, Stillman V. Jenks, Raymond Nelson, Robert Pearce, Dana Post, J. Howard Pyle, and Joseph Westnedge. Both Edith and Frances Haskell served with the Red Cross in France and with the United States Medical Corps reconstruction aid program after the war ended. Professor E. A. Balch took a year's leave from the College to serve in France with the YMCA. His letters to the Index gave students a picture of soldiers and civilians at the front.

In August 1918 the War Department authorized establishing a unit of
the Student Army Training Corps (SATC) at Kalamazoo College. Under this program, young men were inducted into service, paid as privates, and sent to the college where they lived in barracks under military discipline and attended classes. With only three weeks notice, the men's dormitory and the gymnasium were turned into barracks and a wooden mess hall was hastily built between Ladies Hall and Bowen Hall. Under a curriculum approved by military authorities, English and philosophy professors taught “War Issues,” a Latin professor taught accounting, a Greek professor taught “Military English,” and an economics professor taught “Military Law.” The SATC unit included 122 young men, some who were already college students, others recruited from among recent high school graduates. Led by three army officers and a clerk, the young soldiers wore uniforms and marched to class and to chapel. The goal was to prepare them to become officers in the shortest possible time. Although the program required enormous adjustments, Stetson was able to report to trustees in June 1919 that government inspectors had declared Kalamazoo's SATC “a model unit.”

One of the SATC students was Harold B. Wilcox ’22, who with his brother Monroe discovered that he could enroll at Kalamazoo College at government expense. Equipped with uniforms and wooden guns (regular Army rifles were scarce), the young men drilled and marched and attended classes and required study hall for 16 or 18 hours a day. Wilcox remembered, “These were rather difficult circumstances for a good academic program, but so far as I could determine, the professors were understanding and didn’t make too great a demand on the men students in the classroom.” When the armistice brought an abrupt end to the SATC program, Stetson met with the men to encourage them to remain in college. Harold and his brother “talked it over and decided that we were going to stay in college even if we had to go hungry part of the time.” The two young men did stay and graduate. Harold Wilcox earned his way through college by barbering hair in the dormitory, waiting on tables in Ladies Hall, working on the grounds, and serving as a chapel monitor. He also joined the Sherwood Literary Society, sang in the Glee Club, and in 1921 set the school record in the two-mile run, a record that lasted 46 years. Coming from a large family with limited resources, Wilcox was able to start his college career because of the wartime SATC opportunity.

The work of the College and the SATC was interrupted by the
influenza epidemic in October 1918. Local hospitals were overwhelmed and a number of local citizens died. At the height of the epidemic, churches were closed and all large gatherings banned in the city. When Professor E. A. MacEwan died suddenly in December 1918, his funeral was held at home and limited to only a few mourners. College students stood outside and sang a hymn to honor their professor. With churches closed, Kalamazoo College held Sunday morning services in Bowen Hall, but only those living on campus were permitted to attend. In spite of bans on gatherings, the health department allowed classes to continue at the College because, as the December 1918 Index reported, every K student had “taken care of his physical self and kept away from crowds where the disease could be present.” When some SATC men fell ill, the third floor of the dormitory was converted into a hospital and sick young soldiers were cared for by a specially hired nurse supervised by Kalamazoo College trustee L. H. Stewart, M.D. In contrast to the SATC unit at Western Michigan Normal School which lost two SATC men and several regular students, not a single Kalamazoo College soldier or student died.

The SATC unit was demobilized on December 15, 1918. Suddenly, young men who had expected to remain in service and in college had no way to continue in school. College enrollment might drop precipitously. Kalamazoo citizens rallied to donate scholarship funds and to offer jobs to help keep the SATC men in school. The December 5, 1918, Index applauded these efforts and declared, “The man who wants to remain here will be provided with ample opportunity to work and defray his expenses.” This help assured that every man who wanted to stay was able to continue in school. In addition, former students returned to the College as soon as discharged from service. Stetson told trustees in June 1919, “Nothing has happened since I came to the College that pleases me as much as this large return of our men, because it shows the hold which the institution has on its students.” By fall 1919 enrollment was 293 and in fall 1920 it went over 300. Kalamazoo College was back on the path to growth and development.

Expansion and Endowment

Throughout his presidency, Stetson pressed the board of trustees to plan consciously for the growth of the College. Stetson believed in planning and he believed in the “limitless possibilities” of Kalamazoo College. As he
told the board in June 1917, businessmen “do not trust to chance or live in a haphazard way from year to year, but they make the best plans they are able to form, and then proceed systematically to execute them.” Stetson wanted the trustees to plan as effectively for the College as they did for their businesses. When he became president, Stetson told the trustees that the College had just enough endowment to stand still. Stetson refused to stand still. He urged the trustees to raise more endowment and to plan for more students, more faculty, and more buildings.

In June 1914 an anonymous donor offered Kalamazoo $50,000 for the endowment, conditioned on the College raising another $50,000. By December 1915 the challenge was met, helped by funds from trustees, the General Education Board, a $1,000 from the graduating class, and $10,000 from the Kalamazoo community. In June 1917 Stetson again approached the trustees about the need for more endowment and more buildings, specifically a library, chapel, two science buildings, and dormitory accommodations for women. In support of his requests, the president invoked standards being set by two educational organizations, the North Central Association of Secondary Schools and Colleges (NCA) and the Association of American Colleges (AAC). Stetson cited the standards of the NCA for faculty and equipment, namely that faculty should teach no more than 15 hours per week, that no class should be larger than 30 students, and that a college should have adequate library and laboratory facilities. Stetson warned that Kalamazoo College was “on the edge” of these standards and could risk losing NCA recognition. Under AAC standards, Stetson figured that Kalamazoo should have an annual income of $65,000 and a physical plant worth over $325,000, not including land. Clearly the president wanted Kalamazoo to become “a college of first rank” under the widely recognized standards of regional and national educational organizations.
Efforts to increase the endowment continued relentlessly throughout this period. Great hope was raised in 1919 when the Northern Baptist Convention announced a major drive to raise $100 million for Baptist missions and programs. Called the New World Movement, this campaign allocated $30 million for education; Kalamazoo College was promised one million dollars. Kalamazoo faculty, students, and trustees joined the effort, led in Michigan by trustee Grant M. Hudson. Unfortunately, response was far less than anticipated; nationwide, pledges totaled just over half of the goal and Kalamazoo received very little from the campaign. Meanwhile, some decisions and plans had been made in anticipation of campaign results. Postwar inflation made increasing the salaries of Kalamazoo’s notoriously underpaid faculty essential. Stetson stressed to trustees the importance of hiring and retaining good faculty in order to provide the quality education that was the College’s goal. Salaries that had been raised 10 percent before the war were raised significantly afterwards. In May 1920 the trustee finance committee proposed raises: C. B. Williams (math and dean) and L. F. Smith (chemistry) up $1,300 to $4,000, President Stetson’s salary raised $1,700 to $5,000. Most of the other professors earned $3,600; professor and coach Ralph Young earned $3,000.

During Stetson’s presidency the faculty expanded to meet the demands created by the new curriculum and increased enrollment. Reporting to the trustees in June 1920, Stetson announced that freshman enrollment had gone over 100 for the first time in history and that total enrollment for 1919-20 was 294. With 85 students enrolled in freshman math, Dean C. B. Williams needed an assistant so that he could attend to other classes and responsibilities. Similar problems occurred in French, English, and history. Between 1911-12, the year of Slocum’s leave, and 1921-22, Stetson’s last year as president, the faculty almost doubled in size, from 13 to 24 members. The 1911-12 faculty list included nine professors, three instructors (all women) and Edwin Mather, physical director. The 1921-22 list included 11 professors, eight assistant professors (including several women) and five instructors (four women, one man).

Faculty opportunities were beginning to open for women to become more than short-term instructors, but very few women were able to take advantage of them at Kalamazoo. Even women appointed as assistant professors seemed to stay only a couple of years. For example, Dean Bertha
Hussey, promoted to assistant professor 1912-13, took leave of absence in 1914-15 and did not return. Alida Degeler, Ph.D., assistant professor of German and French stayed only two years (1920-22). It is likely that many of these women left the College when they married. Assistant professor Agnes Grennell (1913-17) was married in June 1917 and left the College, to return in 1921 and 1923-24 as instructor Agnes Grennell Goss, probably on short-term appointments to fill temporary needs. Only one woman hired during this period stayed. Lefa Taylor Worth, M.A., was hired as instructor in English in 1919, the year that her husband, Mark Lane Worth, instructor in physics, died. Lefa was promoted to assistant professor in 1923 and remained at that rank for 16 years, retiring as a well-loved teacher in 1939. Worth was apparently the first long-term female professor. She paved the way for other women to come later and stay on the faculty of Kalamazoo College.

In spite of disappointment over the New World Movement, Stetson continued to plan change and growth for Kalamazoo College. A December 1919 College Bulletin outlined an ambitious five-year plan for the College. Recent growth of enrollment required more buildings and more teachers. The bulletin cited chemistry as an example with 103 students and lab facilities for half that many. A new women's dormitory was essential; young women were enrolling elsewhere because they could not be accommodated in Ladies Hall. Projecting a potential enrollment of 500 students, Stetson listed a total of 37 new faculty positions needed at annual salaries of at least $3,000. To support the College at this level, additional endowment of at least $4,788,000 would be required. Stetson projected that to fulfill the College's potential and to be a first class liberal arts college, Kalamazoo College should raise at least $6 million.

In June 1919 Stetson submitted his resignation, to be effective whenever a successor was appointed. He asked to remain as professor of education or in whatever capacity the new leader preferred. The trustees did not hurry their search for a new president. It was three years before a successor, Dr. Allan Hoben, was identified. Meanwhile Stetson continued to move the College forward and to press for expansion of campus and facilities for more faculty and students. Kalamazoo's historian Willis F. Dunbar called Stetson, "one of the most beloved presidents in the College's history." Dunbar cited especially the "extraordinarily able" faculty that Stetson assembled, the College's success in athletics, and the increase in endowment funds. To these achievements should be added the modernization of the
curriculum, the attention to student comfort and involvement, and the very positive relationships developed among and between administration, faculty, and students. These all prepared the way for the next administration’s focus on the College as a “fellowship in learning.”

President Herbert Lee Stetson remained active and involved at Kalamazoo College as long as he lived. Named president emeritus and chaplain in 1922, he continued to teach courses in education and psychology. Pauline Byrd Johnson ’26 took many of these courses from Stetson and remembered him as “a wonderful man . . . a brilliant man . . . beautifully educated.” She learned from him “much about seeing the good in people.”

Stetson also taught courses in religion and Bible that remained popular electives for many students. Stetson Chapel, completed in 1932, honors Stetson’s service to the College and his commitment to Christian higher education. At his death on January 18, 1935, at age 88, Stetson was remembered with love as the “Grand Old Man of Kalamazoo College.”
Stetson Chapel, Mandelle Library, and Olds Science Hall in the mid 1930’s
The aim of Kalamazoo College in the courses offered, as in all contacts between faculty and students, is to create and maintain a genuine fellowship in learning.
In September 1922, Allan Hoben, Ph.D., became the eighth president of Kalamazoo College. He brought to this office a background in ministry and teaching and a vision for the future of the College. Hoben’s vision came to be expressed in his phrase “a fellowship in learning” and under his leadership it shaped not only the mission of the College but also the campus itself. The sense of community envisioned in fellowship had always been an important element in Kalamazoo’s mission. Hoben articulated that vision and made it central to the life of the College. A remarkable building program embodied Hoben’s vision and transformed the campus, creating the quadrangle that remains the heart of the College to this day.1

Hoben was born in September 1874 in Canada and grew up there and in Maine. He graduated from the University of New Brunswick at age 16 as valedictorian and “best all-round athlete.” Feeling called to the ministry, he earned the B.D. from Newton Theological Institution and then, uncertain of his own theology and readiness for the pastorate, he accepted a fellowship at the University of Chicago. His Ph.D. in New Testament and sociology was awarded in 1901. He served as pastor of an interdenominational church in Wisconsin and then briefly as the founding director of the Baptist Student Guild at the University of Michigan. In 1908 he joined the faculty of the University of Chicago as associate professor of practical theology; and there he became active in social agencies including Jane Addams’ Hull House. His work put into practice the social gospel ideas becoming prominent among protestant Christians during this time. During World War I, Hoben served as director of YMCA work with the 5th Division of the AEF. Returning from war, he left Chicago to become chair of sociology at...
Carleton College. Hoben came to the presidency of Kalamazoo College at age 48 with his wife Jessie and their five children: Lindsay, Frances, Edmond, John, and Elizabeth. He came “resolved to put everything I had into the venture and feeling that I should rather die than fail.”

Early in his presidency, Hoben described his intentions for Kalamazoo College. He wrote: “We do not want a college here that is as good as any one of a hundred similar schools. We intend to have a small college that is better than any of them. Our only hope lies in producing something of superior worth and it must be different from the general run. Where others surrender to the mechanics of education, we will not; where others hand out a commodity like slot machines, we will deal with personalities; where others do a certain amount of work for a stipend, we will do all we can with a devotion beyond any trade union rules; where others meet a class and retreat from all student contact, we will set up our homes in the center of student life and live with them for our mutual good.”

Homes on Campus

Hoben believed that his vision of a small intimate college could be accomplished within the parameters of the property known as the old or upper campus. This belief went against the advice of the educational experts consulted by President Stetson, all of whom had agreed that in order to grow and develop, Kalamazoo College needed more space. Persuaded by this advice and encouraged by the promise of $1 million from the Baptist New World Movement, Kalamazoo’s trustees had purchased property and drawn plans for a new main campus near Main Street. The failure of the New World Movement meant that funds would not be available for an extensive new campus. Yet in 1922 the old College was crowded; new buildings were needed to house women students and to meet classroom and laboratory requirements. At Hoben’s first trustee meeting, November 10, 1922, the board agreed to focus college development on the old campus and to sell the newly acquired property. He began to implement his vision by planning the campus that became the Quad and by beginning at once to build the homes on campus that would bring faculty and students together in close community.

The first home that Hoben built was his own. As early as March 1923, Hoben proposed to the trustees that he build, at his own expense, a
house on college land at the corner of campus bounded by Academy and Monroe Streets. The house was completed during 1924, in time for the Hobens to entertain trustees there in January 1925. In June 1925 Hoben reported to trustees that he had spent about $16,500 on the home that was designed “to serve the College socially and educationally.” Already the seniors had been entertained at Sunday breakfast, trustees and prominent friends of the College had been invited to visit, and students were being encouraged to meet in the president’s study. Hoben reported that this corner of campus was now “improved, protected, and useful.”

The second home Hoben built on campus was Mary Trowbridge House, the long-needed, long-awaited new dormitory for women. As they had in the 1880’s when Ladies Hall was built, Michigan Baptist women again responded to the need for housing women on campus. A committee chaired by Florence Grant, a trustee of the College, began work in 1921, setting goals for each Baptist Association in the state and patiently raising about $100,000 of the $132,000 needed. Hoben suggested that a number of small cottages or lodges housing about 30 women each would be more conducive to an intimate atmosphere than would one large building necessarily requiring “mass methods” and “bothersome rules” made to control the “less mature or more unruly students.” However, the larger building was preferred by the trustees and the Baptist women, perhaps because it would be less expensive to build and maintain. The dormitory was named for Mary E. D. Trowbridge, former student, Baptist leader, College trustee, and generous donor. It housed 84 young women in two-person rooms and included a spacious lounge and sunroom near the entrance and a game room and large dining room on the lower level. All resident students boarded in the dining room which accommodated 150 young men and women served by student waiters. The building was occupied in fall 1925 and was expanded in 1939 and 1957.

The third building project Hoben undertook was actually a set of seven “seminary homes” for faculty. Even before his own home was built,
Hoben proposed to trustees that land be made available for faculty homes on campus. Hoben saw these homes as an essential element in the educational program he was developing at Kalamazoo. They were to be gathering places for students and faculty to learn together in a seminar setting, as well as homes for a community of faculty families committed to the College. The homes were designed by prominent Kalamazoo architect Harold Young and most included living and dining rooms and kitchen, four small bedrooms, and one and one-half baths. In 1926 the College built the first four homes along Lovell Street as an investment of endowment funds. By May 1927 all four were occupied by faculty members and their families at a monthly rental of $60 to $65. In summer 1930 three more homes were built along Monroe Street. Together the seven homes created a ring of small red brick houses at the southwest corner of campus, all connected with walls and walks and looking inward at the College Grove and outward toward the Kalamazoo community. The homes were available only to Kalamazoo faculty who were expected to hold seminars and student gatherings in the pleasant living rooms. Many a student over the years has enjoyed deep discussions at “faculty firesides” held in these homes.

Around the Quad

The decision to build on the Quad was crucial to the development of Hoben’s vision for Kalamazoo. A series of buildings on the hillside, close together and consistent in style, would create the intimate setting that Hoben believed would encourage the community of learners, young and old, who made up the fellowship in learning. Hoben turned his attention to the task of planning and funding the academic buildings needed for the College of the future.

There was much work to be done. Because the trustees had considered moving the College, little had been done to maintain the old campus and its buildings. On his first visit to the College in early 1922, Hoben had found that “the buildings, consisting of the gymnasium, men’s dormitory, Ladies Hall, and
Bowen Hall, were not very impressive. The men’s dormitory was pretty much run down and disgustingly dirty. A large coal pile disguised the main entrance to Bowen Hall. The grounds were unkempt. A stench arose from ‘Mirror Lake,’ and there was a ridge of rubbish running from the gymnasium to the railway tracks.” The grounds and facilities would require major changes to meet Hoben’s goal of a college better than any others.⁶

Having abandoned the expansion plans for the Main Street properties, the College needed a new plan for development of the old campus. Florence Robinson, a former student and a professional landscape architect, volunteered to plan the landscaping around Mary Trowbridge House. Robinson’s plans grew to include a scheme for the whole campus, both landscaping and buildings. In June 1926 Hoben described the plan to trustees as “a rather compact Quadrangle, well balanced as between the north and south sides. The library would stand on the present site of Wheaton Lodge [formerly Ladies Hall] with the science building to the east. West of Bowen would be a new dormitory for men and beyond that a commons. Overtopping all would be the chapel on the high knoll facing east.” With the exception of the location of a men’s dormitory, Robinson’s plan shaped the Quadrangle as it developed and remains today.

During his first year in office, Hoben began to address some of the physical needs of the campus. Most helpful was construction of a small, one-story wooden building known as Bowen Annex. The building contained three good classrooms and two much-needed faculty offices. It freed space in Bowen for an additional biology laboratory and a library reading room. In addition campus drives and grounds were improved and a few changes made in the men’s dormitory. By fall 1925 the coal pile was gone, Mirror Lake finally filled in, and the fourth floor of the men’s dormitory reconstructed and furnished to accommodate more students.

In April 1926 Hoben presented the trustees with a list of centennial objectives to be completed for the one-hundredth anniversary in 1933. The list of goals projected an extensive building program that would create the campus of the future.

1. Library and Liberal Arts Building $250,000
2. Improvement of campus and athletic field 10,000
In addition to these physical improvements, Hoben hoped to add $100,000 to the student aid fund and $500,000 to the general endowment. The trustees approved these goals and undertook to raise the funds required.

By 1926 Trowbridge was occupied, the president’s house completed and in use, and the first faculty homes were started. In addition, in 1925 friends and students of Professor William Praeger had contributed funds for a greenhouse to be attached to Bowen Hall and to honor Praeger and facilitate his work. The next major project was a new science building. The physics and chemistry departments had long been crowded into inadequate quarters in the basement of Bowen Hall. Yet professors L. F. Smith, L. T. E. Thompson, and later A. B. Stowe and J. W. Hornbeck had managed to attract and train many successful students.

Hoben appointed Smith and Hornbeck as a committee to plan an appropriate building. Trustee Ransom E. Olds, founder and chair of the Reo Motor Company, was persuaded to give the $130,000 needed for the building. Additional funds from friends, alumni, and the building contractor provided lab tables and equipment. When dedicated in June 1928, the R. E. Olds Science Building was considered the best small college science facility in the country.

The next major building project was the library. When Hoben came to the College in 1922, the library contained only 16,000 volumes and was
considered “undeveloped.” It was housed in two large rooms on the second floor of Bowen Hall. Encouraged by board chair Claude M. Harmon, Mary Senter Mandelle of New London, Connecticut, left a generous bequest for a library at Kalamazoo College. In accordance with Florence Robinson’s plan, Wheaton Lodge (formerly Ladies Hall) was torn down to make room for Mandelle Library (now Mandelle Administration Building). Librarian and political science professor Robert Cornell planned the building, guided by Hoben’s desire that it be “a gem architecturally but at the same time inviting, cozy, personal, and almost domestic especially in its interior impression.” The completed building cost $178,000 and included a large paneled reading room (now the Olmsted Room), which contained the reference collection, large oak study tables, and an inviting fireplace graced by a portrait of Mandelle. The building also held a lecture room, offices for faculty and the president, seminar rooms, a boardroom, and an informal club reading room. Dedicated in November 1930, Mandelle served as the library until April 1967 when it was replaced by the Upjohn Library.7

The next building project was the enlargement of the College gymnasium. By 1922 the gymnasium, built in 1911, was inadequate in every way. Hoben raised the issue in 1924, telling trustees that the building lacked adequate facilities and was so small that the College had to rent the Kalamazoo Armory for $50 for every major basketball game, in order to accommodate teams and spectators. Believing that more adequate gymnasium facilities and equipment would benefit athletes and promote the health of all students, Hoben proposed using part of the Tredway bequest of $50,000 received in 1924 to remodel the gym. Although delayed for several years for financial reasons, the newly remodeled and renamed Arthur C. Tredway Gymnasium was finally opened in fall 1930. It provided space and equipment for both men’s and women’s physical education activities and included a standard basketball court and seating for 1,000 spectators.
The final major achievement of Hoben’s building program was the chapel, erected in 1932 and named for his predecessor, Herbert L. Stetson, the “grand old man” of Kalamazoo College. Hoben had long stressed the importance of a chapel appropriate to the college’s Christian heritage and its commitment to moral and religious education. In November 1928 he told trustees that “a college of our type needs above everything else literally, practically, morally and imperatively a Chapel. . . . There is nothing so formative, important and central in the education which we aspire to give.” Hoben went on to describe the adverse conditions under which chapel services were being held five days a week with 400 people crowded into the large room on the top floor of Bowen Hall “in conflict with railway trains, loose chairs, squeaking stairs; bereft of daylight and without ventilation. No beauty of a churchly character, no music suited to worship, none of the imperceptible charm of the religious mood is present in the setting.” Hoben had hoped that the board of managers of the Northern Baptist Convention would fund the chapel, but that group offered only 10 percent of the total cost. The rest of the projected $125,000 total would need to be raised from friends and supporters of the College. The beginning of the depression slowed pledging, but finally in 1931 construction began with some cash on hand and more borrowed against pledges. The completed chapel, designed as a New England meeting house with an Italianate tower, was dedicated with great festivities on Founders Day, April 22, 1932. The chapel was designed to seat about 750 people and has been for over 75 years the site of major college events and of concerts, lectures, weddings, and regular chapel services, long required, later voluntary. Architecturally, visually, and symbolically Stetson Chapel is the heart of the Kalamazoo College campus.

The Rise of Science

One of the most important developments during the Hoben administration was the growing prominence and excellence of the College’s science programs. This improvement began
during the mid 1920's, even before the construction of Olds Science Hall in 1928. The growing excellence of Kalamazoo's science departments was demonstrated in depth by R. H. Knapp and H. B. Goodrich in their study *The Origins of American Scientists* (1952). Covering the 1924-34 period, this study placed Kalamazoo College third among 50 top-ranking institutions in the percentage of graduates earning the Ph.D. in science or mathematics.⁸

Knapp and Goodrich attributed Kalamazoo's success in science to several factors. A major element was the nature and quality of the College's students, described as “a particularly earnest and highly motivated group, of superior ability.” Equally important was the ability, preparation, and commitment of a cadre of devoted teachers. The excellent facilities in Olds Science Hall assisted the development of the chemistry and physics departments. The College's relationship with local industries, especially the Upjohn Company and some of the paper companies, also helped stimulate interest and opportunities in the sciences.

Before Olds Hall was built, all of the sciences shared cramped quarters in Bowen Hall. Chemistry and physics occupied laboratories and offices in the basement and shared the first floor lecture room with biology. Also on the first floor was the biology laboratory and on the second floor one classroom and office for mathematics. In Olds Hall physics and chemistry enjoyed four floors of well-equipped laboratories, offices, and storerooms and shared a large, modern lecture room. The College's science facilities were enhanced by relationships with local industries. Some students found part-time jobs or research opportunities in the laboratories of the several large paper companies.
Although the study included women, women studied and excelled in science at Kalamazoo College. The Upjohn Company offered a fellowship and several scholarships to science students at Kalamazoo College.

In their study of Kalamazoo's strength in science, Knapp and Goodrich emphasized the intelligence, ambition, and seriousness of the College's students. The study found that many of Kalamazoo's science students came from "lower-middle-class and lower-class families and [were] particularly earnest and ambitious," supporting a theory that "socio-economic status and general cultural background" were related to "the propensity to pursue scientific careers." The Kalamazoo students listed in the Knapp and Goodrich report were all men, and all graduated between 1896 and 1938 and earned Ph.D.'s or Sc.D.'s between 1899 and 1942. The study did not include M.D. or D.D.S. degrees or doctorates in fields outside science that might have been more open to women at this time. The majority of the doctorates (30 of 50) were earned by chemistry majors.

Most of the Ph.D. scientists in this study seem to have pursued academic careers. Four of them taught at Kalamazoo College: Allen B. Stowe (chemistry, 1928-57), Laurence E. Strong (chemistry, 1946-52), Thomas O. Walton (math, 1921-60), and Louis T. E. Thompson (physics, 1919-25). Others enjoyed distinguished careers elsewhere, for example: Ralph W. McKee, Ph.D. in biochemistry from St. Louis University, one of five co-discoverers of vitamin K, taught at Harvard and then at U.C.L.A. and was a trustee of Kalamazoo College (1975-85); Burton L. Baker, Ph.D. in anatomy from Columbia University College of Physicians and Surgeons, professor of anatomy at the University of Michigan Medical School, honorary Sc.D. from Kalamazoo College; and John C. Ayers, Ph.D. in zoology from Duke University, professor of Oceanography and Director of Great Lakes Research Institute, University of Michigan. Although women were not listed in the Knapp and Goodrich study, several female scientists from Kalamazoo achieved significant careers. Two examples are: Viola Versa Cole who graduated magna cum laude in 1927 and won the Upjohn fellowship in chemistry. She earned a Ph.D. in biochemistry and an M.D., both at the University of Chicago, and she...
taught pharmacology first at Women’s Medical College of Pennsylvania and then at Indiana University. Mildred Doster, a 1930 graduate, earned her M.D. and M.S.P.H. at the University of Michigan and enjoyed a career in public health in Denver, Colorado, and in Iowa. At K she played tennis and served as a lab assistant; at Michigan she was one of only 10 women in a medical school class of 100. Both of these women credited the teaching and encouragement of biology professor Frances Diebold as inspiration for their success.

Mathematics as a subject has a long history at Kalamazoo, going back to Edward Olney (1855-1863). Mathematics, (or at least arithmetic, algebra, and geometry), was part of the curriculum from the beginning of the institution. The modern history of the department began in 1894 with the arrival of Clarke Benedict Williams, fresh from two years of study in Germany. Professor (and later, Dean) Williams served the College 29 years, reorganizing and updating the math curriculum and teaching most of the courses himself. In gratitude, the trustees granted Williams a yearlong sabbatical, 1923-24. At the beginning of a round-the-world tour, on September 1, 1923, Williams and his wife were killed in a massive earthquake in Yokohama, Japan. The men’s dormitory was renamed Williams Hall in his honor. Williams’ assistant, Thomas O. Walton, a 1914 Kalamazoo graduate with a Ph.D. from the University of Michigan, took over the department and with the help of a few short-term instructors taught all the courses in an expanding curriculum until his retirement in 1960. Knapp and Goodrich described Walton as “a particularly effective teacher” who offered “very thorough mathematical training” for students pursuing majors in the sciences. During the years 1922-29, 25 students majored in math, 13 of them women preparing for teaching careers.

The physics department was established by Louis T. E. Thompson, a 1914 graduate of Kalamazoo with a Ph.D. from Clark University. Thompson returned to Kalamazoo as professor of physics in 1919 and chaired that department until 1925, with intervals away doing research, primarily on ballistics for the federal government. His successor at Kalamazoo was John Wesley Hornbeck, whose Ph.D. was from the University of Illinois and who came in 1924 from 12 years of teaching at Carleton College. Hornbeck came
with the understanding that new science facilities would be built and he was heavily involved in planning Olds Hall. Under his leadership physics began to attract more students, about four majors a year in the 1930’s, and to become more demanding. Hornbeck increased the number of physics courses offered and made the physics major particularly challenging with a heavy load of mathematics and chemistry required in addition to at least 20 credits of physics. Many physics majors did independent research in the laboratories or worked for honors or served as undergraduate lab assistants.

Chemistry is the science department with the longest and most successful history at Kalamazoo College. Its active development began with the arrival of Professor Lemuel Fish Smith, M.S., in 1911. Knapp and Goodrich described Smith as “an extraordinary organizer and an extraordinary teacher, who almost alone established the tradition of science training at Kalamazoo.” Smith cultivated close relationships with local companies, especially Upjohn, and graduate schools, especially Brown University. He seems to have inspired commitment from his students who, in 1920, established a chemistry club that met regularly to hear from local scientists or to discuss issues in the field. The founding president of that club, Allen B. Stowe, returned to Kalamazoo in 1928 with a doctorate from Clark University and technical expertise to balance Smith’s organizational and teaching skills. Benefiting from the excellent facilities in Olds Science Hall, the support of nearby scientific industries, and the stimulation of bright, ambitious students, Smith and Stowe created one of the top chemistry departments in the country. During the 1920’s and 1930’s they sent a steady stream of chemistry majors into graduate schools and successful careers in science.

When chemistry and physics moved to Olds Hall, the biology department was left behind in Bowen. Although handicapped by limited space and equipment and unable to attract the support of industry, the biology department began in the late 1920’s and 1930’s to enlist more majors and to train some very able scientists. The founder of the department, W. E. Praeger, came to Kalamazoo in 1905, an
enthusiastic naturalist and a popular teacher. In 1923 he was joined in the department by Frances Diebold whose focus was zoology and whose training included laboratory work. Knapp and Goodrich maintained that “the superior effectiveness of this department in the training of modern biologists stems almost entirely from the influence of this remarkable and dedicated woman.” Diebold, known fondly by her students as “Dieb,” modernized the biology curriculum and introduced courses in anatomy and embryology and extensive laboratory work including micro-techniques. Although she never earned a doctorate, “Dieb” returned every summer to the University of Wisconsin where she upgraded her skills and prepared herself to teach additional courses. Her graduate coursework was chosen to benefit the College rather than to advance her own career. After Praeger retired, Diebold carried a very heavy teaching load, assisted at times by a short-term instructor and always by junior or senior students as lab assistants. For several years she appointed an especially able and interested student to teach the ornithology course made popular by Praeger. Many generations of biology majors remember fondly “Dieb’s” weekly seminars, their informal atmosphere, challenging discussions, and the exotic refreshments students sometimes brought (snails for a snack on Tuesday afternoon). In seminar, as lab assistants, or by teaching others, Diebold’s students enjoyed the sense of community, of fellowship in learning, envisioned by Allan Hoben.

Academic Achievements and Standards

President Hoben’s goal of making Kalamazoo College better than any other small college involved far more than buildings and facilities and strong science departments. His vision of excellence extended to the quality and qualifications of both faculty and students. Under President Stetson the College had made the basic shift from generalist to specialist faculty members. Hoben took specialization one step further by requiring that after 1926 all faculty members must have at least a master’s degree in their special subject. Stetson had tightened admissions requirements and encouraged raising academic standards for students. Hoben continued and extended higher
Students applying to Kalamazoo College in the 1920’s were required to show evidence of “good moral character” as well as successful academic background.

In 1922 students applying for admission to Kalamazoo College were required to appear in person at the president’s office and to bring “satisfactory evidence of good moral character” and a certificate of work done at an approved secondary school. They were required to have completed at least three years of English, two of a foreign language (Latin recommended), two of mathematics (algebra and geometry), and one each of science and history. The 1924 catalog warned that “idlers and drifters need not apply,” and applicants whose credentials failed to meet requirements were rejected. Once admitted, Kalamazoo students were required to complete a major and two minors, meet certain course requirements such as rhetoric (including public speaking), a laboratory science, a year of history, two years of physical education, and a “usable familiarity” with either French, German, or Spanish. In 1924 the faculty voted to require for graduation (in addition to 120 credits) 120 honor points. In this system an A, B, and C converted to three points, two points, and one point, respectively. Students with less than a “C” average after two years were customarily dismissed from College. Under this system, student academic achievements rose to meet the expectations of the faculty.

To recognize superior work and to make coursework more flexible and personal, the College instituted a system of honors and individualized courses. In general, honors were awarded for a grade point average of 2.5 and high honors for 2.75. Juniors and seniors with averages above 2.0 were designated as scholars and so listed in the catalog and at commencement. These students could, with faculty permission, take honors courses in their major field. Designed to promote intensive, independent study, honors courses were essentially individualized courses involving one-on-one meetings with an instructor, oral or written reports on the work completed, and usually a senior year comprehensive examination both oral and written and conducted by a committee of professors. Honors courses gave students and teachers the ultimate experience of fellowship in learning envisioned by Hoben.

In June 1931 Mary Elizabeth (Smith) Good graduated with a perfect academic record, A’s in every course. She was the first student in the 98-year history of the College to graduate *summa cum laude* (Marion Dunsmore came
close in 1920; he had one B). Smith majored in mathematics and English, later studied political science at Northwestern University, French at the Sorbonne, and earned the M.A. in English at the University of Michigan. Her career was in high school teaching and administration. The second person to graduate *summa cum laude* was Victor Raymond Ells, 1935; he earned an M.S. at Brown, a Ph.D. at Rochester and enjoyed a career as a research chemist in the pharmaceutical industry in New York. At Kalamazoo women seem to have been more successful students than men during the 1930’s. Almost every year, a higher percentage of women than men earned the scholar designation. Generally men outnumbered women roughly three to two during the 1920’s and 1930’s and they could expect better career opportunities, but coeds competed very successfully in the classroom.

Several changes during this period served to broaden the College’s curriculum. Fully committed to a liberal arts education, Hoben nevertheless understood the importance of meeting the needs of a new generation of students. By 1933 the catalog listed 17 departments, including new programs in art, music, physical education, political science, sociology, and economics and business administration. For a brief time the College offered a four-year program in religious education, marketed especially to Baptist churches and associations in nearby states. Also briefly, Kalamazoo offered courses in transportation and in 1923-27 a program of evening courses aimed at local friends of the College. Beginning in 1926 the College recognized student (and parent) interest in careers by listing in the catalog suggested courses in preparation for business, the diplomatic service, engineering, law, medicine, social work, and others. Under “Suggested Courses for Women” the 1928-29 catalog listed areas such
as Bible, biology, chemistry of foods and nutrition, ethics, child and adolescent psychology, religious education, and sociology. The lists were intended to encourage career-minded young men and marriage-minded young women to stay in college for the full four-year course. The women’s course list demonstrated the period’s paternalistic attitude toward women and ignored the fact that the women were often more successful students than the men.\textsuperscript{10}

Academic improvements led to the recognition of Kalamazoo College as a high quality educational institution. In November 1928 the Association of American Universities added Kalamazoo to its approved list of colleges: in 1931 the American Association of University Women made Kalamazoo’s women graduates eligible for membership. Both of these honors attested to the growing reputation of Kalamazoo College for academic excellence. While Kalamazoo College celebrated its academic excellence, it also sought broader, nobler goals for its graduates, who were expected to develop Christian character through a Christian liberal arts education. Hoben expressed these goals in the “Ritual of Recognition for New Students,” written in 1927 and used with modifications at the beginning of almost every school year since. Hoben’s ritual began with an expression of his vision for the College.

“Kalamazoo College is a Fellowship in Learning. It is not land and buildings. These are but the shell of a congenial group life that has persisted for almost a century. Out of interplay with minds both past and present and in friendly contact with faculty members, the student evolves his best self and therefore his charter of service to mankind.” From this experience of fellowship and self-discovery, Kalamazoo College would send its graduates “out into the ‘wide, wide world’ possessing something of the likeness and life of their Alma Mater—the scholar’s spirit dedicated to human welfare.” This vision of a fellowship in learning, expressed in the welcoming ritual and in the daily lives of students and teachers, would continue to shape Kalamazoo College under Hoben’s leadership and for many years into the future.
CHAPTER TEN

A Fellowship in Learning

Allan Hoben’s administration (1922-35) is remembered as crucial in the development of Kalamazoo College. The goal of a fellowship in learning shaped Hoben’s decisions—about facilities, faculty, community relations, and student admissions and activities. His vision of fellowship became Kalamazoo’s claim to distinctiveness, its special niche in the world of small liberal arts colleges. Unfortunately, Hoben’s presidency was cut short by his untimely death from cancer in 1935; his last years were limited by illness and by increasing financial difficulties brought on by the worldwide depression. Even so, Hoben’s theme of a fellowship in learning remains as a vision of what Kalamazoo College was in Hoben’s time and of what it still aspires to be.

Teachers and Their Students

Hoben’s vision of the College as a fellowship in learning involved teachers and students engaged in learning together. The teacher was acknowledged to be a more experienced learner, but the student was expected to participate fully and to raise questions and share in discussion. Campus life was to reflect this relationship, with teachers and students mutually engaged outside class in social and intellectual activities. The intimacy of the College—buildings around the Quad, both students and faculty living on campus, small classes, and independent study—all offered many opportunities for fellowship on campus.

In hiring faculty, Hoben sought well-prepared teachers willing to commit themselves to his vision for the College. Some of the faculty hired by Hoben remained for several decades and influenced the College’s development into the 1940’s and 1950’s. Science faculty were described in chapter nine;
several others will be mentioned here. In 1928 Charles T. Goodsell, M.A.,
came to Kalamazoo to teach history. A long-time friend from
YMCA days, Goodsell served during Hoben’s illness as vice
president (1933-35) and after Hoben’s death as acting president.
Marion H. Dunsmore graduated from Kalamazoo College in 1920
and went on to earn M.A. and B.D. degrees from the Pacific School
of Religion and the Ph.D. from the University of Chicago. He
joined K’s faculty in 1929 and served the College for 35 years,
teaching at first biblical literature and religious education, then
religion courses and, as needed, Latin or Greek. He served
periodically as dean of the chapel and toward the end of his career
as registrar and he wrote entertaining minutes of faculty meetings
for many years. Also joining the faculty in 1929 was Virginia Elizabeth Earl,
who, with the exception of Frances Diebold, was the longest-serving woman
faculty member hired by Hoben. A native of Kalamazoo, Earl attended
Kalamazoo College for two years (1924-26) before transferring to the
University of Michigan where she earned her B.A. and M.A. Earl traveled in
France before returning to Kalamazoo College where she taught French for 23
years. Generations of students trekked to the second floor of Bowen Hall to
fulfill, with Earl’s help, the requirement to achieve fluency in a foreign
language.

The faculty
homes in the College
Grove served their
purpose well for several
long-term faculty
members hired by
Hoben.² Luike John
Hemmes joined the
faculty in 1925 to teach
German, philosophy,
and psychology.
Educated in Germany
and at Rochester (B.D. and A.M.) and the University of Chicago (Ph.D.),
Hemmes served the College for 33 years, retiring to emeritus status in 1958.
As soon as the second set of faculty homes were built along Monroe Street,
Hemmes and his wife “Gibbie” moved into number 223, where they remained
27 years. In their home, two of the small second-floor bedrooms were made into one large seminar room. There, with students seated around a large table, Hemmes held his advanced courses and seminars in philosophy.

Another faculty home with long-term occupants was the house at the corner of Lovell and Monroe known as College Grove #8 or 1338 W. Lovell Street. Physics professor John W. Hornbeck and his wife Frances moved into this home when it was newly built in 1927 and they remained for 23 years. Frances Hornbeck, M.A., served as dean of women 1933-37. In her reports to the president she described entertaining senior women at breakfast as well as hosting many of her husband's students in their home. College Grove #4 (1316 W. Lovell) had a more varied beginning. Coach Chester S. Barnard lived there first (1927-29) and then for a year it was occupied by three or four male students. Then the Charles T. Goodsell family moved in and made it their home through his years as professor of history and acting president.

For these families and many others, living in the Grove Houses created a college neighborhood. The children played together in the woods, the men built a horseshoe pitch and enjoyed spirited competitions there, and the women exchanged visits and recipes and looked after each other if someone was sick. Many Grove House families took in students who helped with chores and baby-sitting in return for room and board. Every family entertained students. Barbara Goodsell Clark remembers that when her father was advisor to the freshman class, the Goodsells entertained the whole class in groups of 15 or 20 for Sunday evening buffet supper and singing and discussion. Professor Goodsell played the piano by ear and with vigor, and the whole family joined in the singing. Such evenings gave students and teachers opportunities to share ideas and get to know one another as individuals outside the classroom.

The career of Willis F. Dunbar at Kalamazoo College illustrates what faculty work could be like during this period. A 1924 graduate of the College,
Dunbar taught high school history before joining the College faculty in 1928 as instructor in history and director of musical organizations. In his first year of college teaching, he led the Glee Club, organized a College orchestra, and revived and reorganized the band. At the same time Dunbar was pursuing graduate study at the University of Michigan, earning his M.A. in 1931 and his Ph.D. in 1939. He served as dean and as dean of men on several occasions. He was co-author with Charles Goodsell of the 1933 Centennial History of Kalamazoo College. For many years (1932-45), the Dunbar family lived on campus, at College Grove #2.

Kalamazoo’s faculty accepted broad responsibilities during the 1920s and 1930s. Many carried heavy teaching loads; for example, in fall 1924 L. F. Smith taught six chemistry courses, spending 16 hours a week in class or laboratory, training 118 students; T. O. Walton taught three math courses to 86 students, spending 16 hours a week in class; and E. B. Harper taught three sociology courses, spending 11 hours a week in class with a total of 102 students. In addition to teaching, faculty members advised students in a program initiated by Hoben, who urged them to know their advisees well and to counsel them on social, vocational, and personal issues as well as academic matters. Faculty members were expected to attend chapel regularly, if not daily, and most were called on to speak at least once a year. Of course all faculty members served on committees. The faculty as a whole met every other Monday to address academic and discipline problems. They discussed and approved each student request for an honors course, the list of graduates recommended for teaching certificates, any case of dismissal for misconduct or academic failure.

Hoben encouraged faculty to be involved in outside activities, especially local and church-related work. For example, Professor L. F. Smith was an active Baptist, president of the Michigan Baptist convention in 1933-34; Professor J. H. Bacon was superintendent of the Sunday School at First Baptist Church; business manager Frank B. Bachelor served a term on the city commission; and Professor E. B. Harper became administrator of the county relief organization. Hoben himself became the founding president of the Kalamazoo Civic Players. His interest in live theater encouraged the Drama Club to increase its activity and improve its quality under direction of Mildred Tanis (1922-33) who, according to Frances Diebold, “really made the drama department. . . . Wonderful drama was put on during her service here.”

In addition to a heavy teaching schedule, faculty members advised students on personal as well as academic questions, served on faculty committees, and spoke in chapel at least once a year.
typical year, the Drama Club did a series of one-act plays, a spring play and the senior play at commencement. After the Civic Auditorium was built in 1931, the College’s senior class play was performed there each June. In religious, civic, and cultural activities, Hoben and his faculty were involved and provided leadership in both the College and local community.

The fellowship in learning included faculty and student social life and extracurricular activities as well as close relationships in academic endeavors. Faculty members routinely chaperoned student social events, both on campus and off. Several course-related clubs also promoted out-of-class relationships between students and faculty, for example the Chemistry Club, Spanish Club, and an International Relations Club that brought prominent speakers to campus to address major issues. A number of all-college events brought the campus community together, particularly the all-school picnics held annually at Gull Lake. The men at Williams Hall invited male faculty members to periodic open houses and to luncheon discussions sponsored by the YMCA. Student organizations sponsored many campus events to which faculty were invited as audience or participants: for example, May Fete pageant on the Quad, Washington’s Banquet, a fall football banquet, and the annual Christmas Carol Service featuring Hoben as reader and a volunteer choir of young women. The Women’s League sponsored the event as the women students’ holiday gift to the College community.

Faculty members traveled with student groups that performed around Michigan, offering popular entertainment and at the same time creating interest in Kalamazoo among alumni, church supporters, and potential students. Willis Dunbar traveled with the Glee Club, a select group of young men that performed concerts in high schools and churches around the state. The Gaynor Club, a musical organization even older than the Glee Club,
involved a group of 16 talented young women who gave concerts in Kalamazoo and around Michigan during spring break. Their director and the dean of women chaperoned their travels. Forensic teams also traveled with faculty coaches to compete with other colleges in the region and, in alternate years, nationally. At Kalamazoo College men and women debaters regularly earned honors, winning for the College the Michigan Alpha chapter of Pi Kappa Delta, national honorary forensic fraternity. In these kinds of activities, faculty and students traveled and worked together to represent their college in the community.

The six literary societies remained important to college life in the 1920's and 1930's. Membership was seen as an opportunity to make friends and develop social and leadership skills. The deans of men and women attempted to supervise the bidding and initiation activities of societies, which had begun to imitate the fraternities and sororities at larger schools. When “rushing” of freshmen began to disrupt the opening days of college, the process was moved to the second semester and activities limited. For women, pledging involved a series of silly and embarrassing stunts. For men, the initiation process was more involved and sometimes included potentially dangerous pranks. College officials attempted to restrain this kind of exuberance, as they did also with the traditional rivalry between freshmen and sophomores. Eventually freshman initiation evolved into the freshmen wearing green beanies (“pots”) and participating in a college-sanctioned games day pitting them against sophomores in football and other sports.

Athletics remained a significant part of college life for men and women during the 1920's and 1930's. Although he had himself been a college athlete, Hoben was less enthusiastic than his predecessor about intercollegiate athletics. He refused to offer special financial aid or academic consideration to athletes, and spoke against colleges becoming “independent athletic clubs” and engaging in “professionalized
Hoben stressed physical education and sports for both men and women as essential to the College’s goal of making students physically as well as intellectually and morally healthy and successful graduates. The 1927-28 college catalog outlines the program for this period. All freshmen and sophomores were required to take physical education courses at least three times a week. Men could transfer to a sports team if eligible and their program also offered a series of courses that led to a special certificate for athletic coaching. Women had a variety of options, indoors and out, including games like tennis, field hockey, and basketball, and activities like dancing, hiking, and swimming lessons at the YWCA pool in downtown Kalamazoo. Women were required to purchase regulation gymnasium costumes, white middy tops, black bloomers, black cotton stockings, and black gym shoes. The men were taught by coach and Assistant Professor C. S. Barnard, the women at this time by Arelisle Quimby, instructor and director of physical education for women and also dean of women (1927-33).

After long-time and successful coach Ralph Young left Kalamazoo in 1923 to become athletic director and coach at Michigan State, Hoben hired Chester S. Barnard as athletic director, teacher, and coach of seven men’s sports. Educated at Teachers College Springfield, Missouri, and at Northwestern University, with graduate study at Wisconsin, Barnard brought four years of college coaching experience to his position at Kalamazoo. During his tenure (1925-42), Kalamazoo College won 27 MIAA championships, seven in basketball, seven in outdoor track, five in cross country, four in football, three in indoor track, and one each in baseball and golf. He was greatly esteemed by his students and by faculty and coaching colleagues. In 1931 chemistry professor Allen B. Stowe became tennis coach and began Kalamazoo’s long reign as MIAA champions.
Women athletes during this period suffered under a ban against intercollegiate competition. Because a national conference in 1923 had codified opposition to women's sports competition, the MIAA ended women's competitions in 1926. The new code was based on a Victorian view of womanhood that saw competition and athletic activity as contrary to women's nature and detrimental to their health. Thus for several decades physical activity for Kalamazoo College women focused on individual health and recreation, not on games and intercollegiate competition.

Residential life was an essential element in the concept of a fellowship in learning. After Trowbridge was built in 1925, dormitories could accommodate 84 women and 88 men. Stockbridge Hall housed any overflow. It was occupied by women before 1925 and by men from 1925-29. All out-of-town students were required to live and board on campus, up to the capacity of the facilities. This rule reflected Hoben's commitment to fellowship on campus and also the desire to make the facilities financially viable. A few students secured permission to earn their room and board as live-in help in local homes. Most Kalamazoo students came from Michigan, a large proportion of them from the city of Kalamazoo. For example, Hoben reported to trustees in November 1929 that of 402 students, 358 were from Michigan, 173 of them (43 percent) from Kalamazoo. Kalamazoo College welcomed bright, ambitious local students who would, in many cases, become leaders in the community. Efforts were made to include local students (“townies”) in as many campus activities as possible, especially in parties, clubs, and the literary societies. The College also attempted, with limited success, to diversify the geographical origins of students.

In theory, students committed to the fellowship in learning were expected to be mature, independent, and ethical individuals. In practice, they were seen to be potential pranksters vulnerable to the temptations of college life everywhere. Kalamazoo's rules and regulations were typical of the times when colleges expected to act in loco parentis to assure the safety and moral behavior of students. The College appointed a dean of men and a dean of women who were usually also faculty members to oversee student life, especially in the residence halls, and also to offer advice on college and personal questions. In some cases students helped set and enforce the rules, but ultimately the deans were responsible.
Expectations for women were more strict than for men, reflecting a double standard for behavior. Before Trowbridge was occupied, Dean of Women Agnes Powell supervised women living in Ladies and Stockbridge Halls (Dean Powell herself lived in Ladies Hall; Eugenia Dunsmore, librarian, lived at Stockbridge). In fall 1921 Powell reported to the president that she had organized a house council that adopted rules for both dormitories and she had developed similar regulations for women living outside of the College but not with their own families. Powell reported that 31 young women were working for room and board and she had personally visited and had entertained at tea the mistresses of these homes and the mothers of town students. In these meetings she sought and received cooperation from the women and their students in following regulations. Oversight followed women when they moved to Trowbridge in 1925. In a June 1935 report to the president, Dean Frances Hornbeck praised the Trowbridge House Council, “where difficult situations were handled by the girls with rare tact.” During the 1930’s and for many years thereafter, Trowbridge women lived under rules that required them to “sign out” if going off campus, to maintain quiet hours except around meal times, to keep radios turned low at all times, and to be in at certain hours (10:30 p.m. Monday through Thursday and Sunday; 11:30 p.m. Friday; and 12:30 p.m. Saturday). Smoking was not allowed, prompting some women to ask for a smoking room in the dorm. The dean reported that she averaged about 50 student conferences a week, advising college women on academic, social, personal, and economic problems. In addition, Hornbeck had responsibility for social events on campus and she oversaw the work assignments of 54 young women working on campus or in homes to pay for their education.

Willis Dunbar faced similar responsibilities and problems as dean of men (1932-38). As he reported to the president in May 1934, in addition to teaching 13 hours and directing the Glee Club and the band, he maintained office hours in Williams Hall and made an effort to know all of the College men, even visiting some in their rooms for informal conferences. Dunbar advised men “about almost every conceivable subject,” including finances, personal appearance, emotional issues, and how to study. The dean helped organize events in the dormitory such as a weekly Thursday night “sing,” outside speakers, and two all-male banquets. He reported that it was
impossible to prevent smoking, but that problems of horseplay, thievery, property damage, and gambling were down (the latter perhaps because money was scarce). Dunbar also reported less evidence of drinking in the dormitory than previously, perhaps because, with Prohibition ended, “drinking has ceased to be naughty,” although it was still clearly against the College’s rules. The majority of male students were working, some more hours than they should, in order to remain in school. Even so, Dunbar reported that morale was high among the young men at Kalamazoo in 1934.

The nature of the student body helped make a fellowship in learning possible at Kalamazoo College. Most students were, as Knapp and Goodrich described them, able, earnest, ambitious, and “comparatively lacking in cosmopolitanism.” Most were middle class, Midwestern Protestants, and many of them were Baptists. Hoben's June 1928 report to trustees listed 111 Baptists, 65 Methodists, 61 Presbyterians, with 18 Catholics, eight Jews, a Unitarian, a Spiritualist, and only 11 students indicating “no preference.” While the College welcomed diversity, its Baptist heritage remained important to many of its students. During the 1920’s the image of campus life depicted in movies and in the novels of F. Scott Fitzgerald was popular across the country. At Kalamazoo, a modified version of this lifestyle could be seen in fashions and hair styles (especially among women), in social activities, especially dances, and among a few young men who managed to acquire raccoon coats and automobiles. In general, however, even in the 1920’s and certainly during the depression years of the 1930’s, most Kalamazoo students were conscientious and anxious to improve themselves personally and their prospects professionally.

College and Community in the Depression

The last half of Hoben’s presidency was seriously affected by the depression that began with the market crash in October 1929. The depression
did not slow Kalamazoo's building program—Tredway Gymnasium was expanded, Mandelle Library was finished in 1930, and Stetson Chapel completed in 1932. But the College's finances suffered as the depression deepened. Income from endowment dropped precipitously and the College's supporters in town and among Baptists were unable to make up the difference. All members of the College community struggled to keep going; students worked to earn expenses, faculty accepted pay cuts and ever heavier workloads, and trustees whose own businesses were in trouble took time to meet often to address the College's situation.

The depth of the depression came in 1932 and 1933. Nationally millions were unemployed and many families were destitute. In Kalamazoo, 3,218 families received aid in 1932, more than one in five of the city's population of 54,786 (1930 census). Relief took 32 percent of the city budget that year. The year 1933 was even more difficult, with all Michigan banks closed by order of the governor and later all national banks closed by President Franklin D. Roosevelt. Cash was scarce and with banks closed the city was forced to pay its employees in scrip. In 1933 a county commission took over responsibility for local relief, hiring Dr. Ernest B. Harper, professor of sociology at Kalamazoo College, as administrator. Harper oversaw many of the federal and state programs for direct and work-related relief. Work projects included removing the city's streetcar tracks to make way for modern buses, developing several public parks, and constructing a new county building, Western's stadium and playing fields, and a new post office on Michigan Avenue. In 1934 K College joined with the city government to create the Bureau of Municipal Research, a benefit for both city and students. Under direction of city manager Edward Rutz and political science professor Robert
Cornell, senior students researched city problems related to political, social, and financial issues. Created in the midst of the depression, the Bureau was first among the many practical educational experiences for which K has become known. Fortunately for Kalamazoo, the local paper industry and the Kalamazoo Stove Company kept busy and the Upjohn Company grew rapidly (sales rose from $6,917,000 in 1929 to $19,376,000 in 1941). Although times were hard, Kalamazoo fared better than most small cities during the depression.

During the decade before the depression, Kalamazoo College experienced progress on many fronts. Under Hoben’s leadership and with help from local civic leaders and the Baptist state convention, the College completed a drive that added $600,000 to the endowment. In 1928 Mary Senter Mandelle died, leaving the College $350,000 for a library and another $850,000, largely for the endowment. At the time it was the most generous gift received by Kalamazoo College. New buildings and campus improvements enhanced the College’s physical assets. In June 1930 the trustees voted to offer long-term faculty a sabbatical program and a retirement pension, prompting a formal resolution of appreciation from the faculty. Kalamazoo College began attracting more and better-prepared students. Enrollment reached 419 in 1929-30, and the College was looking forward to a projected enrollment of 500. In 1930 the future looked very positive for Kalamazoo College.

Almost immediately, the College began to feel the effect of the depression on income from the endowment. A significant proportion of the endowment was invested in real estate, specifically in mortgages on improved property, much of it in Detroit. Once considered a safe source of steady revenue, these investments were especially hard hit by the depression. With so many
people unemployed and businesses and banks failing, some mortgages fell into default. The College was reluctant to foreclose on these—the process was expensive and left the College responsible for taxes and upkeep on property it could not use. The loss of endowment income created a $10,000 deficit in the 1930-31 operating budget, in spite of economies that cut $20,000 from the projected $252,000 of expenditures. In 1931 the College began what became several years of severe budget cuts.

In order to reduce expenditures, the College reluctantly began cutting the instructional budget. This meant cutting both faculty positions and salaries. Although the trustees authorized salary cuts up to 40 percent of a teacher's contracted salary, the actual cuts ranged from 5 percent at first to finally 25 percent during the 1931-35 period. Rent on the Grove Houses was reduced at the same time. Hoben and the trustees tried to reward and protect individuals whenever possible. For example, both Frances Diebold and Marion Dunsmore were promoted to associate professor, but without a change in salary. When the trustees decided to close the Spanish department, Hoben offered long-term Professor Mark Bailey a one-year sabbatical at half pay, thus retaining his faculty status until he became eligible for a retirement pension. Some faculty members were placed temporarily on half time and others were hired part time. For example, Kathryn Hodgman was placed on half time teaching art but also paid modestly for painting a portrait of Dr. Stetson; Frances Hall was hired as part-time dramatic coach for $200 and tuition for her brother. By such means the College was able to produce balanced budgets in 1933 and 1934 and maintain the viability of the institution in the depths of the depression.

Students as well as faculty struggled during the depression. Tuition had risen steadily during the 1920's, from $45 per semester in 1922-23 to $85 in 1931-32. By 1935 students were being assessed $100 per semester, including library fee of $5 and activities fee of $10. Board cost $90 and rooms ranged from $35 to $63, depending on location. Enrollment fell from a high of 419 in 1929-30 to 304 in fall 1935 as more and more students found it difficult to afford college. Many students needed and received student aid and tuition discounts (44 percent of students in 1935), and many students worked part time as well. The College did all it could to help students find work and aid to stay in school.
To provide added support for the College, and especially for its women students, Hoben established the Women’s Council in 1924. Trustee Florence Grant chaired this group that began with 15 Michigan women interested in the College. At its November 8, 1924, meeting, the trustees authorized the council to “assist the President of the College in any way whatever, but especially in connection with the interests and activities of the women.” The group’s first project was decorating and furnishing the public rooms of Mary Trowbridge House. In 1927-28 the council raised just over $2,000 for the salary of a women’s physical education teacher. The council raised a loan fund for women that reached $500 by 1933 when it came under the jurisdiction of the dean of women. The council also provided the carpet for Stetson Chapel. Individual council members entertained women students in their homes and also served as hostesses at some formal events. The Women’s Council’s main purpose, however, was and remains assisting the president in special projects to benefit the College and especially its women students.11

The finances of the College were complicated by diminished support from its Baptist constituency. Even before the depression, Baptist support dropped, partly because of structural changes in the denomination, partly because of theological issues. From its founding years, Kalamazoo College had turned to Michigan Baptist churches for help in time of need, and support was usually forthcoming, although often more from Baptist individuals than from churches. In the early 1920’s, denominational organization changed so that funds were channeled through national offices where Kalamazoo had to compete for help with other Baptist colleges and missions. In June 1927 Hoben reported to trustees that the denomination’s national board of education, which had promised $3,000 for the 1926-27 budget but given only $1,800, had recently adopted a policy of not providing financial help for operating expenses. Hoben promptly asked the board of education to help fund the chapel, but obtained only a modest amount from that source.
Theological differences also affected Baptist support for Kalamazoo College during the 1920’s. Baptists, along with most other mainline denominations, were torn by controversy between liberal and fundamentalist beliefs about God and the Bible. Many Michigan Baptist churches were conservative while the College has traditionally been liberal. In November 1923 Hoben described his own policies to the trustees. He maintained that the College “should remain true to its history and tradition as a Christian College” and that the College should “strengthen the bonds which bind [it] to the religious group that founded it.” However, the president placed “no premium” on sectarianism and he insisted that “purely educational considerations” belonged solely to the administration and faculty. Hoben and many of the faculty were committed believers, active in local churches and in the Baptist tradition of “soul liberty,” the right of individuals to read and interpret the Bible for themselves.

Conservative Baptists questioned both the theological and social positions of the College. Both complaints occurred in a letter from a Detroit Baptist pastor responding to an appeal for names of prospective students from his church. He refused to commend Kalamazoo College to his young people because of what he called the College’s “ultra-liberal emphasis and Unitarian preference, together with the dancing on campus, in questionable clubs and hotels.” Dr. Stetson, to whom the letter was addressed, replied by inviting the pastor to visit campus, talk with faculty and students, and see for himself the nature of the institution. Stetson acknowledged that, while he himself had never danced, “young people will dance” and it was better for them to dance on campus, under close supervision, than to visit dance halls in town. Other conservative Michigan Baptists also criticized the College for allowing dances and for the liberal views of some professors and some invited speakers. Such criticism probably cost the College some support, but Kalamazoo refused to bend its principles and thereby risk its independence and academic integrity.

Honoring the Fellowship

In October 1933 Kalamazoo College celebrated the one-hundredth anniversary of its founding. Two days of festivities included, on Friday a centennial convocation with academic procession of delegates from 75 colleges and universities, an historical pageant on the Quad, reunion dinners for societies, and an evening fellowship session in Stetson Chapel. Saturday
started with an alumni chapel service followed by an all-college rally and sing, alumni academic sessions with faculty speakers, a football game in the afternoon, and a centennial banquet in the evening. Hoben, although gravely ill, was able to attend the celebrations and to receive an honorary L.L.D. in recognition of his contributions to the College.

The centennial celebrations focused on Christian higher education as exemplified in the history of Kalamazoo College, from its founding and development by Thomas Merrill, Caleb Eldred, and James and Lucinda Stone, through the dark days after the Civil War, the more promising years under A. G. Slocum and H. L. Stetson around the turn of the century, and to the fellowship in learning developed by Allan Hoben. Hoben himself, writing at the end of the *Centennial History*, summarized the history of the College to that point: “In looking over a record, so splendid in moral devotion, we do not try to assess more of merit here or there, to one administration or to another. In fact one spirit animates the whole; some planting, others reaping, and all striving to have the College do its part in the work of the Kingdom of God.”

By 1933, Hoben could celebrate the achievement of most of his centennial goals for the College, in spite of the depression and his own growing disability. Standing before Williams Hall at the foot of the Quad, he could see the results of his building program—Olds Science Hall, Mandelle Library, Stetson Chapel, and beyond them Mary Trowbridge House, seven faculty houses in College Grove, and his own home on the far corner. In addition, in spite of hard times, Hoben could rejoice in the growth of Kalamazoo’s endowment, from $500,000 in 1922 to almost $2,000,000 during his presidency. Most important, he could see his vision of a fellowship in learning coming true in the shape of the campus and in the lives of its students and teachers.
A student tribute in the May 3, 1935, Index described what Hoben meant to his students. The writer called Hoben “a great man” and remembered his “tremendous energy” and his interest in “everybody and everything” at the College. Hoben was known for his “unfailing enthusiasm and optimism” and for his love of the College, calling his home there “the north west corner of paradise.” Even students who often skipped chapel turned up on Tuesday mornings when Hoben spoke and where he could, in his own words, “storm and slash about verbally. . .for our mutual amusement; or better still. . .surprise myself and help you inwardly by some great, vital truth.” Hoben interviewed personally every student who enrolled in the College and he remained their friend through four years. He called Kalamazoo College his only hobby.

Faculty as well as students honored Hoben for his leadership and his vision of fellowship on campus. In reminiscences years later, biology teacher Frances Diebold evoked a sense of the Hoben years at Kalamazoo College. Hired in 1923 as assistant to W. S. Praeger, Diebold was attracted to the College by Hoben’s idea of a fellowship in learning. She remembered “this idea of a community of scholars young and old appealed to me.” At first she thought that the College and town were “provincial,” full of “funny ideas,” including “this crazy chapel every day.” Later she realized how important chapel was, for the ideas expressed there and for the opportunity to bring the student body together. She saw that, for Hoben, chapel was “a central place for communication,” where ideas could be shared and “discussed by the whole community; for him, that was what he conceived of as Kalamazoo College.” Miss Dieb, as she was fondly called, remembered Hoben as “a very magnetic person” and very persuasive; at his request she twice took on responsibilities outside her field, directing physical education activities for
women 1924-25 and teaching both child psychology and adolescent psychology 1929-32. Reflecting on the history of the College, Diebold said, “I always think of Dr. Hoben’s administration as sort of bringing up to date, or modernizing, Dr. Stone’s administration.”

The winter and spring of 1935 brought an end to the Hoben era at Kalamazoo College. In January Herbert L. Stetson died at age 88, the “grand old man” revered for his leadership of the College and his commitment to quality and to a moral Christian education. On April 29, 1935, Allan Hoben died of cancer in the home he had built on campus. He had remained faithful to his commitment to give the College his best and to make it, if possible, better than any other small liberal arts college. The Quadrangle at the heart of the campus and the vision of education as a fellowship in learning are Hoben’s legacy to the future of Kalamazoo College.
The road ahead is not routine. It calls for careful travel. But among us none would want to turn back even if we could. We are committed to the maintenance and promotion of a fine Christian Liberal Arts College.

Paul Lamont Thompson,
President, 1938-1948
The period immediately following President Allen Hoben’s death in 1935 was marked by administrative changes, financial problems, and student/faculty uncertainty and unrest. Professor Charles T. Goodsell served successfully as acting president in 1935-36, but his year was followed by the short, unsuccessful presidency of Stewart Grant Cole (1936-38). Both students and faculty reacted negatively to the administrative style and direction of Cole’s presidency, which ended with a faculty letter of protest and a student strike over the dismissal of a popular professor. The campus settled down and the college’s situation improved with the election of Paul Lamont Thompson as president in 1938.¹

As Hoben’s health began to fail, his friend and long-term colleague Charles Goodsell took on increasing administrative responsibilities. In 1933 he was appointed vice president of the College, and after Hoben’s death in April 1935 he was named acting president. Hoben and Goodsell had been good friends since World War I when they had served together in France with the YMCA. The two men shared similar views about higher education and they worked together closely and compatibly.

Goodsell was born in 1886, a dozen years after Allan Hoben. He earned his B.A. in 1909 from the University of Rochester, his B.D. in 1912 from Rochester Theological Seminary, and his M.A. from the University of Chicago in 1924. An ordained Baptist minister, Goodsell served churches in Nevada, Washington, Illinois, and Indiana. In 1928 Hoben called him from his pastorate in Lafayette, Indiana, to chair the department of history at Kalamazoo College. As he took on more responsibility, Goodsell consulted regularly with Hoben to
Assure continuity of goals and direction. Goodsell strongly supported the vision of Kalamazoo College as a fellowship in learning.

The College in 1935

Hoben’s death marked the end of an era, but not the end of the sense of community and fellowship that he inspired. Under Goodsell’s leadership, Kalamazoo College maintained its focus on an excellent and personalized liberal arts education for a maximum of 400 students. At a June 1935 meeting the faculty formally endorsed a “Statement of Aims and Objectives” that described the College as a fellowship in learning that sought, “through the development of individual talents to inspire young men and women to rich, purposeful, and constructive living.” The statement declared Kalamazoo’s commitment to excellence in the liberal arts and sciences, to religious and moral values in education, to the physical health and social graces of students, to preparation for successful careers and/or advanced study, and to graduating individuals who would possess “the scholar’s spirit dedicated to human welfare.”

By fall 1935 the Kalamazoo campus included five academic buildings, two student residence halls, seven faculty homes and a president’s house, a newly remodeled gymnasium, and some modest athletic fields. Three buildings were less than 10 years old: Mandelle Library, Stetson Chapel, and Olds Science Hall. The College’s greatest need was for a new men’s dormitory. Williams Hall, built in the 1850’s, remodeled many times, was an outdated, Spartan accommodation unsuitable for twentieth-century students. Depression finances had prevented replacing the old building.

The problem of funding a new men’s dormitory was suddenly solved on November 8, 1935. At a meeting of the board, trustee Enos A. DeWaters

On November 8, 1935, Enos A. DeWaters surprised the board of trustees by suddenly offering to fund a badly needed new men’s dormitory, Hoben Hall.
passed to chair Claude Harmon a brief note written on the back of an envelope. The note simply said, “If you think it will be of any advantage to announce Mrs. DeWaters’ and my decision to give a men’s dormitory, furnished, if such can be done for $150,000, it will be O.K. with us to announce it.” Both Enos and Sarah Allis DeWaters were graduates of Kalamazoo College, he in 1899, she in 1900. After graduation, Enos taught briefly and then studied engineering at the University of Michigan. He enjoyed a successful career as chief engineer of the Buick Motor Company in Flint, Michigan. DeWaters served 45 years on the Kalamazoo board of trustees (1915-60), eight years as its chair (1938-46). Announcement of the DeWaters gift was joyously welcomed by the whole College community. That afternoon the school band played as students cheered; that evening the faculty shared a celebratory dinner. Ground was broken in April 1936 and the building was dedicated on January 20, 1937. It was named Hoben Hall.

Kalamazoo College programs in 1935 were consistent with the goals expressed by the faculty in June. The curriculum remained as developed during Hoben’s presidency (see chapter nine), and academic standards were enforced. The one change in 1935-36 was the establishment of a full-fledged music department. The College maintained a number of programs to serve or entertain both students and the community. The Bureau of Municipal Research, only a year old, was providing the city with student researchers and useful information. College musical organizations were giving students performance opportunities and the city popular entertainments. Athletics provided good exercise, good fun, and some winning teams. In June 1936 Dean of Men Willis F. Dunbar reported that 38 percent of men had participated in intramural or inter-society sports that school year, in addition to men involved in varsity or freshman football, basketball, track, tennis, or golf teams. Under leadership of coach Chester Barnard, Kalamazoo won the MIAA championships in golf and track in 1935-36. In spring 1936, led by coach and chemistry professor Allen B. Stowe, Kalamazoo began its endless, unbroken string of MIAA tennis championships.³

Most of the faculty in 1935-36 were long-term members committed to the College and to the fellowship in learning. Of the 27 full-time faculty members, 18 had been hired by President Hoben. The leadership team under Acting President Goodsell included H. H. Severn, dean of the college since 1923; Willis Dunbar, dean of men (1932-38); and Frances Hornbeck, dean of
women (1933-37). Hornbeck, assisted by Dunbar, was responsible for social activities at the College. The faculty met regularly, usually to discuss student problems and requests. A curriculum committee met, as such committees inevitably do, to wrangle over modest adjustments in courses and requirements. During 1935-36 a salary cut of 20 percent was still in effect and many teachers were carrying heavy workloads. Faculty morale was high, however, with close friendships among neighbors in the College Grove, spirited faculty horseshoe matches, tennis and volleyball games, and monthly faculty parties. Faculty members honored Goodsell's leadership by petitioning the trustees to award him an honorary degree, which they did in June 1936.

Among students at Kalamazoo in the mid 1930's, morale was high and life was full. Dunbar's June 1936 report described a “fine esprit de corps” but a heavy schedule among students who sought to balance study, athletics, music or drama or forensics, and, for some, too many hours of outside work needed to pay for their education. All but 15 men in the College belonged to a society and the women's societies were equally well subscribed and active. The usual social activities kept everyone busy: the women's Christmas Carol Service in December; the Washington Banquet in February; the May Fete pageant in the spring; society meetings, contests and parties; formal and informal dances; various club meetings; and regular publication of the College paper, the Index. There was no Boiling Pot, the college annual, in 1936, a decision made by the faculty for financial reasons. Dunbar felt that a larger student body was needed to maintain the full and varied program offered by and for Kalamazoo's students. Enrollment in 1935-36 was 311, down from a high of 419 in 1929-30, largely a consequence of the depression. Most of the College's 311 students (183 men, 128 women) came from Michigan (264) with modest numbers from Illinois, Wisconsin, Indiana, and New York, and one each from California, Connecticut, Iowa, Maine, Massachusetts, New Hampshire, Ohio, Pennsylvania, and Hiroshima, Japan. New students were initiated into the spirit of the community at the opening chapel service in the fall. They were welcomed in the formal “Ritual for Recognition of New Students” written in 1927 by President Hoben and beginning “Kalamazoo College is a Fellowship in Learning.”

Two student-related incidents marred the spring of 1935. In March four male students, perhaps celebrating an early spring evening, set off a stick
of dynamite in front of Trowbridge. Excited young women were aroused from sleep or study, gallant young men rushed to the rescue from Williams Hall, and a dozen windows were broken. Investigation showed the incident to be more of an overdone prank than a protest of any kind; the students involved were appropriately punished by Dunbar. In April 1935 someone, probably a student, raised a crude red flag on the pole on the roof of Bowen Hall. The Kalamazoo Gazette reported the story, and it even appeared in the New York Times. Because the depression and recent events in Russia had generated fear of communism throughout the country, this incident could have created problems for the College. It happened, however, on a day when students were scheduled to vote on their political preference. The results showed that 97 percent of the students preferred either the Republican or Democratic party (the former leading by a large margin). Only three students preferred the Communist party and two of those indicated a willingness to defend their country in time of war. The local newspapers and the College treated the flag incident as a prank and it was soon forgotten. Either of these incidents badly handled could have become major public relations problems for the College.

During the mid 1930’s, Kalamazoo’s financial problems were ably handled by long-term business manager Frank B. Bachelor, D.D., (1922-46) and by a committed group of trustees. Although the College managed to avoid operating deficits throughout the depression (primarily by cutting salaries), the financial situation remained precarious. Endowment and endowment income had dropped, the endowment from $1,842,604 in 1931 to $1,221,131 in 1934 and endowment income from a high of $97,654 in 1930 to a low in 1934 of $35,239. Because fundraising was difficult during these years, the College's financial viability depended almost entirely on income from tuition and the endowment. The board of trustees monitored the situation closely. Board membership was primarily local (14 of 24 members lived in Kalamazoo), but leadership was more geographically balanced. The executive and finance committees of the board frequently met together, meetings led by board chair Claude Harmon (1919-38) and involving 13 trustees, five from Detroit, six from Kalamazoo, and one each from Flint and Jackson. Harmon was a successful real estate and mortgage broker in Detroit. He monitored the College's property holdings in that city, holdings that had declined in value and income, adding to the College's financial problems. Declining
enrollments brought less tuition income (and many of those 311 students in 1935-36 were on scholarships), adding to Kalamazoo's tight finances.

In the June 4, 1936 Index, Acting President Goodsell summarized the 1935-36 school year. In spite of lingering effects of the economic depression, Goodsell wrote of “optimism and cheer” and of “satisfaction” and “progress.” He praised the “scholarship, leadership and cooperation” of the students and he mentioned accomplishments of the year: the DeWaters gift of a men's dormitory, the establishment of a department of music under full-time leadership of Henry Overley, and the prospect of the Hoben Memorial Organ to be installed in Stetson Chapel during the summer. Goodsell called these steps “indications of the new day which is surely dawning for Kalamazoo College.” He concluded by saying that, “The very air of the campus is charged with expectancy. Hope and cheer abound, and we are depending upon our great College family for support and encouragement.”

A Brief Presidency

Although it was clearly Hoben's hope that Goodsell would succeed him as president of Kalamazoo College, the trustees chose to look elsewhere for leadership. In fact, only once has Kalamazoo chosen an inside candidate for president, Herbert Lee Stetson in 1912. After Hoben's death, trustee Harry C. Howard chaired a search committee that considered at least 27 prospects. After the position was offered to a promising candidate who declined, the board on June 13, 1936 elected Stewart Grant Cole to be the ninth president of Kalamazoo College.

Born in Brockville, Ontario, in 1892, Cole began his teaching career at age 18 “out West” in one-room schools. He returned east to earn B.A. and B.Th. degrees at McMaster University in Ontario. He continued his studies at the University of Chicago where he earned the M.A., B.D., and Ph.D. While a student there he was ordained in the Baptist ministry and served a church in Morris, Illinois. He taught religious education briefly at Carleton College and then in 1924 became
professor of psychology and philosophy of religion at Crozer Theological Seminary. He left Crozer to become president of Kalamazoo College. Cole was 44 years of age when he came with his wife Nina and their children Bremner Grant, seven, and Margaret Louise, six, to live in the president’s house on Kalamazoo’s campus.

As president, Cole wanted to make Kalamazoo College a more “progressive” institution. Soon after his arrival, he met with groups of trustees to ascertain their views and to assess the status of the College. In a September 4, 1936, letter to board chair Claude Harmon, the president stated that “efficiency and harmony” would be goals of his administration. Early signs were promising. Fall 1936 enrollment was up from the previous year and the dormitories were full. At the new president’s first board meeting, October 16, 1936, the trustees agreed to restore 5 percent of the faculty's contracted salaries. At the September 21, 1936, faculty meeting, Cole suggested that the faculty hold seminars and conduct studies to “discover new frontiers for the future.” He encouraged faculty members to revisit the basic goals of the College. For several months the faculty met regularly to give papers and share ideas about current educational practice, a refreshing change from their usual meetings about student discipline and academic problems. Cole shared comparative data from the North Central Association of Schools and Colleges to help faculty and trustees assess Kalamazoo’s needs. He also initiated a trustee endowment committee to review the status of the College’s resources and to explore fundraising opportunities.

Several factors combined to derail Cole’s positive start. He seems to have been handicapped by an overbearing personality and an unwillingness to consider opposing viewpoints. Professor of English and historian of the College Arnold Mulder (1929-53) described Cole as “holding with perhaps too rigid an insistency to the conviction that facing up to opposition generates strength, he may have been deficient in the virtue of mental and social flexibility required in the administration of a modern college.” Faculty were soon unhappy with the president’s handling of the seminars, finding his manner arrogant and condescending. Students also soon found that the new president was less open and informative than they had hoped. A March 19, 1937, editorial in the Index criticized Cole’s recent “fireside chat” in chapel, an informal and entertaining talk that left students wondering about its meaning. “They wanted something to bite into concerning College policies, but did not
get them.” A sense of uncertainty began to spread through the campus community.

As part of his desire for efficiency, Cole very early sought changes in the administrative team. In September 1936 Cole corresponded with trustees about replacing business manager Frank Bachelor, but the trustees resisted that change. In January 1937 Dean of Women Frances Hornbeck announced her resignation, a decision she had reached before Cole’s arrival. In April 1937 Cole announced the retirement a year early of Dean of the College H. H. Severn and the appointment of his successor, Dr. Sherwood Gates of Hendrix College, Arkansas. Apparently there were questions and rumors about the early retirement that Severn tried to dispel in an April 23, 1937, Index interview. He assured the student interviewer that he had “no quarrel with the administration and [was] enthusiastically awaiting the successful outcome of Cole’s progressive policy.” Severn said that he was voluntarily “making room for a younger man” by retiring early. Also that spring, Dean of Men Willis Dunbar was awarded a sabbatical for 1937-38 to complete his doctoral studies at the University of Michigan. Thus, with the exception of Bachelor, who remained in the business office until 1946, the familiar faces from President Hoben’s leadership team would all be gone by fall 1937. Such complete and rapid administrative change left both faculty and students unsettled and uneasy.

The general feeling of uncertainty and unrest erupted into active protest in December 1937 when the president informed a popular economics professor, Dr. Carey K. Ganong, that his contract would not be renewed for another year. Ganong had chaired the economics department since 1934 and had been a successful teacher and colleague. Like Cole, he had been born in Canada and educated there, at Acadia University (B.A.), the University of Toronto (M.A.), and then at the University of Wisconsin (Ph.D.). Unlike Cole, who had become a United States citizen, Ganong had remained Canadian. His citizenship and his teaching methods were the reasons given for his dismissal. Ganong insisted that the president announce his dismissal and the reasons for it in a full faculty meeting. That evening Ganong addressed a gathering of students, and the next morning students went on strike. The
main entrance to Bowen Hall was blocked and classes were suspended, although professors who wished access to their offices were permitted to enter through a back door. Hoben Hall lounge became strike headquarters. The protest lasted two days and ended only after a lengthy meeting of trustees, student leaders, and Ganong and Cole. The president’s dismissal of Ganong was withdrawn pending investigation and decision by the board of trustees. Classes resumed as everyone awaited the trustees’ action.9

Students were not alone in their protest. On December 17, 1937, 27 faculty members signed a letter addressed to Cole, telling the president that a “grave and rather general feeling of unrest and uncertainty . . . exists among us and makes it impossible to work effectively and happily.” The letter asked Cole to endorse the principles of academic tenure adopted by the American Association of University Professors (AAUP) and the American Association of Colleges (AAC).

The outcome of the Ganong incident was inevitable. After several months delay, on April 6, 1938, the board of trustees held a special meeting and accepted the resignations of Cole and of the two deans he had hired. Ganong’s contract was not renewed. In the remaining months of the academic year, members of the college community sought to heal the wounds created by the strike. In May 1938 Trustee Bernard L. Johnson, chair of the new presidential search committee, addressed the students in chapel to inform them about the search process. The students responded by circulating a petition that read in part, “We believe that a cooperative spirit is essential throughout the College Body and we, the Students, shall continue to bend all our efforts toward making Kalamazoo College a bigger and better Fellowship in Learning.”10
A Beginning and An Ending

The board of trustees wasted no time finding a successor to Cole. A trustee search committee was appointed in April and by May 13, 1938, their chair, Bernard L. Johnson, was in a position to describe for the Index the qualities desired in a leader: “high educational standing. . .tested administrative ability. . .friendly diplomatic attitude.” Most important was “a leader who knows how to emphasize the strong and unique points of Kalamazoo College, and quietly to rectify its weaknesses.” The trustees soon found the person they were seeking and on June 11, 1938, they elected Paul Lamont Thompson, L.L.D., to be the tenth president of Kalamazoo College.

Thompson came to Kalamazoo with a reputation as a business administrator. Born in Boone County, Indiana in September 1889, Thompson was educated at Emmanuel Missionary College, the University of Colorado, and the University of Nebraska. In 1933 he earned the B.D. at Rochester Divinity School. Before coming to Kalamazoo, Thompson held several significant educational leadership positions, as principal of Southwestern Junior College, as president of Union College in Lincoln, Nebraska, and as president of Shurtleff College in Alton, Illinois. Shurtleff, the oldest college west of the Allegheny Mountains, had been founded by Baptists in 1827 and was in some difficulty when Thompson took over (after recovering somewhat Shurtleff closed in 1960). Thompson was 49 years old and a well-seasoned administrator when he came to Kalamazoo in summer 1938 with his wife Ruth and two sons, Lamont, a student at Colgate Rochester Divinity School, and Edward who enrolled at Western’s State High School.
Thompson’s early years as president of Kalamazoo College seem to have been very successful. The June 17, 1939, minutes of the board of trustees expressed trustee satisfaction with the new president: “a rising vote of thanks was then extended to Dr. Thompson for the very fine work he has done during the past year.” Also in June 1939 Willis Dunbar, now dean of the College, reported to the board “vast improvement in the morale of the faculty and the student body.” Enrollment was going up, financial problems were being addressed, and the College seemed poised for a positive future.

Students in 1938, 1939, and 1940 were true to their commitment to cooperate and work with faculty and administration. They were encouraged by the growth in enrollment, from 366 in 1938 to 371 in 1939, 391 in 1940 and 427 in 1941, the highest to that point in the history of the College. Student quality was rising with enrollment; in June 1941 Dunbar reported that tests showed the aptitude of K’s freshmen had improved every year since 1937. Student activities prospered with more students available to participate. A joint student-faculty committee oversaw the social program.

In an essay years later, Robert Dewey offered a glimpse of campus life in the early 1940’s. Dewey entered Kalamazoo College in 1940, a third generation K student from a small town in Kansas. He joined the Century Forum Society, sang in the choir, and met his future bride at the College. He remembered Friday coffee hours in Hoben lounge, drinking tea or coffee “served in china cups and saucers from gleaming silver services by faculty wives.” For dinner at Welles men were required to wear jacket and tie, and students “sat obediently to be served family style by white jacketed waiters… [W]e were learning things which fought the rude, intemperate, self-indulgent instincts of the untutored, things in some way related to the preservation of civilized life.” Not all student life was sedate, however. Dewey made forbidden visits to Bucklin’s Tavern, enjoyed serenading the women at Trowbridge, and, with half a dozen buddies, painted the Albion College campus black and orange before a big football game. Most of all, Dewey
remembered a sense of community on campus, experienced in classes, in required chapel services, and in casual encounters on the Quad. There “one often met Dr. Thompson, the President, on the walks between the buildings. His generous, open smile fell upon this or that uncertain boy or girl, expressed appreciation for a solo sung in chapel, or a prize awarded at Honor’s Day Convocation. . . . It wasn’t exactly a family. Or was it?”

Young women at K continued to live under more stringent rules than did their male classmates. All women from outside Kalamazoo were required to live in Mary Trowbridge House. Residents “signed out” when they left campus and they were required to be in by certain hours (see chapter 10 for details). Although most women obeyed these rules most of the time, tales are told of sneaking in through a window or a side door after the dorm was locked. While men could smoke anywhere in Williams Hall, women were forbidden to smoke in Trowbridge until fall 1937 when a smoking lounge was established in the dorm. Rules against dancing that had prevailed into the 1920’s had also been relaxed so that by the mid 1930’s couples could enjoy dancing in the Trowbridge sunroom after dinner.

Increased enrollment made acute the need for additional student housing and dining facilities. In 1939 a new wing to accommodate 40 women was added to Mary Trowbridge House, with a new motto over its entrance, “The end of learning is gracious living.” Even more important and welcome was the building of Welles Hall, designed as a student commons and social center. Funding came from the estate of Frank R. Welles of Paris, France. Welles, a friend of President Slocum, had been sending generous gifts for the library for over 40 years. His bequest of almost $100,000 and the building it helped fund completed the Quadrangle envisioned by President Hoben.

Welles Hall was occupied in January 1940 and soon became the site of an interesting artistic endeavor. Under a
Carnegie Foundation grant, Philip Evergood, a nationally known painter, was appointed resident artist and engaged to paint a large mural on the east wall of the Welles dining room. Evergood’s purpose was not only to create a work of art, but also to engage students in the whole process of planning and executing the project. The mural, called “The Bridge of Life,” depicts scenes from the Kalamazoo community and from college life. These are connected by a bridge under construction, symbolizing the ongoing work of connecting science and beauty with farming and industry. Considered to be one of the social realist artists of the 1930’s and 1940’s, Philip Evergood combined expressionistic, Gothic, and a child-like drawing style in his work. Evergood took students with him as he explored Kalamazoo’s factories and celery fields and made sketches for the mural. Some students served as models and others assisted in the painting that was done on Belgian linen stuck to the wall. “The Bridge of Life” took two years to complete (1940-42) and remains a prominent feature of Welles Hall.12

Starting in the late 1930’s, the College’s financial situation improved, but slowly. In November 1940 President Thompson returned to a fundraising plan first proposed in 1937 at the end of Cole’s presidency. The goal was to raise the endowment to $5 million, representing $10,000 per student with a projected student body of 500. Knowing that this goal would take several years, Thompson proposed to raise $50,000 annually for current expenses while also seeking to increase the endowment. The annual effort soon became known as the improvement fund, designated for operating expenses and urgently needed minor improvements. This effort became an enormously important fundraising plan that evolved within a decade into the College’s annual fund.

The formal relationship between Kalamazoo College and the Baptist denomination changed slightly in 1941. The charter was revised to reduce
certain Baptist requirements of the board of trustees. The chairman of the board would no longer be required to be Baptist and only a majority, rather than the former two-thirds, of trustees were required to be “members in good standing of regular Baptist churches.” The president was still required to be Baptist. These changes gave the board and its leadership some flexibility. They did not, however, mean that the College was less committed to offering a moral and religious education. Chapel was still held four days a week and attendance was still required of students and expected of faculty. In addition, a “Religious Emphasis Week” was held in 1941, the first of a long series that involved special lectures and class meetings and voluntary counseling sessions with nationally prominent religious leaders and educators. The Northern Baptist Board of Education underwrote some of the cost of these special events that continued into the 1950’s.13

Kalamazoo College was assisted in addressing the religious needs of its students by the efforts of local churches. In the mid 1930’s, four downtown churches—First Baptist, First Methodist, First Presbyterian, and First Congregational—established the Inter-church Student Council to work with college students, including students from Western State Teachers College. For 10 years (1935-45) Dr. H. Lewis Batts, Sr., a Baptist minister, served as full-time director of this program. Though not a member of the staff, Batts served on K’s religious affairs committee and held regular office hours on campus. Under his leadership, as many as 200 students gathered every Sunday evening at one of the sponsoring churches for worship, discussion, and social events. In addition, the local churches offered special Sunday school classes for college students, some taught by K College faculty. Most of Kalamazoo’s students at this time were Protestant Christians, and a large number were regular participants in these church programs. The College encouraged students from other denominations and faiths to participate in their own programs. Early every fall a chapel hour was left open and clergy from every denomination were invited to campus to meet with their own students. It was assumed that students needed and wanted religious instruction and activities.14

Chapel occurred four days a week in the 1930’s.
When classes began in fall 1941, Kalamazoo College students and faculty gathered with the season’s usual optimistic expectations for a happy and productive academic year. Although war clouds were gathering abroad and some young men had already left school to volunteer or be drafted for military service, enrollment was still over 400 and well balanced between men and women. Classes began as usual and with them all the activities of fall—football games and dances, society meetings and parties, and new and renewed friendships. Then on November 25, 1941, the campus community was shocked by the sudden death of Professor Charles T. Goodsell. As college chaplain, Goodsell was conducting the chapel service and just beginning his talk when he faltered and then slumped to the floor, victim of a massive heart attack. Professor Henry Overley at the organ immediately started the postlude and 400 stunned students and faculty filed somberly out of Stetson Chapel. A student editorial in the next Index expressed some of the College community’s reaction, calling Goodsell “our faithful friend” and the “incarnation of the faith and friendship of our college.” This student writer expressed the feeling of the campus community that Goodsell’s death meant not alone the loss of a beloved professor and campus leader, but also the loss of an important link to the Hoben ideal of a fellowship in learning.
Although Paul Lamont Thompson's presidency of Kalamazoo College began before World War II and continued after it, wartime dominated his years in office (1938-48). His presidency was also affected by a serious illness that kept him away from campus between October 1942 and September 1943, and limited his effectiveness after that. Under wartime conditions, enrollment, especially of men, dropped, the calendar and curriculum were modified, and student life became more serious. Some progress was made, however, in funding and facilities, as the College sought to maintain the momentum of Thompson's early years.¹

The War Years

Less than two weeks after Professor Charles Goodsell's dramatic death shocked the College community, the Japanese attack on Pearl Harbor plunged the United States into World War II. Kalamazoo College was a somber place that Sunday, December 7, 1941, as students learned about the attack and realized what it meant. At supper that night, one young man told his neighbor, “I’m eating, but the food tastes like sawdust.” Selective Service had been in effect since September 1940 and some young men had already left school to enlist or to answer the draft. Now everyone on campus, women as well as men, would feel the effects of war on their college and the country.

As soon as war was declared, Kalamazoo's faculty and administration began planning their response to the emergency. On December 27, 1941, a special meeting of faculty authorized appointment of a Committee on the
Academic Program and the War. At a January 10 meeting the faculty committee proposed a number of changes in schedule and curriculum designed to help young men complete as much schooling as possible before entering military service. Plans included an optional three-year program to allow students to graduate early, a proposed summer session, and a system by which students leaving college during the semester could receive partial credit and tuition refunds based on the time and coursework completed. All men would be required to take physical education classes, and social and athletic events would be confined as much as possible to weekends.

Campus life changed gradually during winter and spring 1942. Societies still pledged new members and held their usual parties and dances, athletic teams continued to meet and sometimes defeat MIAA opponents, and the Index and Boiling Pot were planned and published. But spring vacation was shortened in order to compress the school year, and some events, such as May Fete, were curtailed to make them less time consuming and expensive. In April students were sobered by the College’s first war casualty. Lieutenant Joe Martin, a popular football player, had left school to become a navy pilot. He was lost when the ship taking him to Java was bombed and sunk by Japanese planes.²

Unrest surfaced among the student body in spring 1942, perhaps related to wartime emotions but primarily reflecting unhappiness with the administration. Both students and faculty believed that some of President Thompson’s decisions were arbitrary and unfair. Popular coach Chet Barnard suddenly resigned (students believed he was fired); Willis Dunbar, at odds with the president on several issues, relinquished his role as dean of the college; and students heard rumors that long-term chemistry professor L. F. Smith was being pushed to retire. Students expressed their feelings in a series of pranks that were described in a March 20, 1942, Index editorial. On different occasions students had turned thousands of library books around, they had blocked the entrance to Bowen Hall with snow, and, worst of all, someone had painted crude swastikas on the chapel doors. A May 8, 1942, Index editorial called on student leaders to meet with administration to discuss and address student concerns. In May 1942 the board of trustees responded to campus unrest by expressing confidence in Thompson and his administration. It was about this time that Thompson began to suffer double vision and debilitating headaches that seriously impaired his ability to lead the
College. He was granted leave of absence in October 1942 and in May 1943 he underwent brain surgery at the Mayo Clinic in Rochester, Minnesota. He returned to limited duty at the College in September 1943. Unfortunately, although Thompson remained president for another five years, he never fully recovered his effectiveness as the College's leader. Dean Edward Hinckley handled most of the wartime changes while the president became a somewhat remote figure to most of the campus.

Wartime emergencies led to many changes at Kalamazoo College during the 1942-43 school year. Everyone's life was affected when rationing began—first tires, then gasoline (three to four gallons per week), then food, and even shoes (three pair per person per year). In October 1942 an air raid siren was installed on the Quad and shelters were designated in buildings. At government request, the Thanksgiving holiday was shortened to one day and Christmas vacation lengthened so that trains would not be full of college students when soldiers took holiday leave. Also at government request, some courses of military value were added to the curriculum: meteorology, map reading, navigation, and the history of the Far East. Most of the College's traditional activities continued, but many were modified, for example, fewer activities at homecoming, and the three women's societies' annual spring formals combined into one event.

Overall enrollment started strong in fall 1942, but during the year 75 male students left college to enter the armed forces. Their departures led to significant turnover in student leadership. In March 1943 senate president Bob Braithwaite left for the Army, to be replaced by John Sarno, who served only one week before he too was called up and a third man, Bill Herman, took office. When Index editor Baird McLain reported for duty with the Army Air Corps, he was replaced by associate editor Virginia Taylor, the first of many women who stepped up when the men left. Faculty members as well as students joined the war effort. Professor of speech Lyman Judson left in October to join the Navy; his wife handled some of his courses until she too left to join her husband on the west coast. Mary Barnes, reference librarian, left to join the WAVES, economics professor Richards Osborn took leave to work for the Detroit Ordnance District, and Robert Nulf, the new coach, left in May 1943 for Navy officer training. Replacements were found for the faculty losses, but not for the students. Enrollment of regular male students dropped precipitously for the following year.
During summer 1943 Kalamazoo College offered its first ever summer session. Scheduled to run from June through August, the special session was intended to help young men complete some college work before they became subject to the draft. Also during summer 1943 an Army Specialized Training unit (ASTP) came to the College (see next section). When students returned to campus in fall 1943 they found Trowbridge crowded with young women, Hoben full of army cadets, and only a few young civilian men enrolled and living in private homes in the city. There were 13 new professors on the faculty, some replacements and others hired specially for the ASTP courses.

College life in 1943-44 was different for everyone at Kalamazoo. Boarding students turned in ration books to Katherine Lees, College dietitian, who somehow juggled the different requirements and regulations for soldiers and civilians (the soldiers got more meat and real butter). Because civilians and soldiers ate separately, six meals a day were served in Welles, all cafeteria style. Students missed having served meals as they carried their trays and scraped their own dishes. Women’s societies maintained their regular activities, but the men’s societies, reduced to a total of only 17 members, voted to combine their efforts through a men’s union. Homecoming was cancelled (alumni travel limited, no football team); Washington’s Birthday was celebrated with a dance but no banquet; the complex meal schedule at Welles meant that all parties were held in Tredway Gymnasium or in the hastily remodeled auditorium on the third floor of Bowen.

Intercollegiate athletics were sharply curtailed during the war. After 1942, the MIAA cancelled all formal league play for the duration. Although some games were played against nearby schools, there were no MIAA championships or records in 1943, ’44, and ’45. It was impossible for colleges like Kalamazoo to muster a football team, but several managed to compete in other sports. Kalamazoo achieved some fame by fielding what was called the shortest basketball team in the country (average height 5 foot, 8 inches). Intramural contests in a number of sports (basketball, volleyball, tennis and
badminton, and others) were held between societies, between classes and, in 1943-44, between civilians and cadets and between cadet teams. Since the 1926 ban on women's intercollegiate competition (see chapter 10), women's sports were primarily local. Without male competition, the Women's Athletic Association (WAA) became especially active during the war years. Membership in the organization had to be earned by participation; it took 150 points to be eligible to join, 1,000 points to earn a letter. Officers of the WAA included nine managers of specific sports, including archery, swimming, hiking and winter sports, golf and ping-pong, volleyball, riding, basketball and fieldball, tennis, and badminton. In addition to managing and promoting women's sports, the WAA sponsored several all-college parties each semester and held a welcoming party for freshman women.4

Two major changes in the athletic program of the College occurred during the war years. The National Junior Boys' Tennis Championship, sponsored by the United States Lawn Tennis Association, came to Kalamazoo College in the summer of 1943. The Western Junior and Boys Tennis Championships had been held on K's campus since 1941. The two events were held during two different weeks and they brought outstanding players and their parents and coaches and many sports writers to campus. Participants lodged in the dormitories and ate in Welles Hall. In 1945 the College and members of the community raised $50,000 to build Stowe Tennis Stadium on the site of the old Stockbridge mansion at West Main and Carmel. The College continues to host the Nationals every summer, a tribute to “Doc” Stowe’s efforts and to the College’s commitment to and record in the sport.5

Kalamazoo’s athletic facilities had long been inadequate for the College’s growing needs. In January 1944 the trustees arranged to purchase a 22-acre site known as the “north nine” of the Arcadia Golf Course. The purchase was made possible by gifts from local industries and individuals. The old field near the railroad tracks was deeded to the city for a future park. At commencement in 1944 President Thompson announced that a $50,000 gift from trustee and Mrs. William R. Angell would make possible an early
start on the new field. The gift recognized the service of their son, Lieutenant Chester M. Angell, a bomber pilot killed in action over Sardinia in March 1944. The name Angell Field honors his memory.

Kalamazoo's enrollment during 1943 and 1944 included several young Japanese-Americans (Nisei). Under federal orders, these young men from the West Coast had been interned with their families soon after Pearl Harbor. The Northern Baptist Home Mission Society intervened on their behalf, provided full scholarships, and arranged for the young men to enroll at Kalamazoo. The NBHMS program was headed by Royal Fisher, a 1906 graduate of K and former missionary to Japan; under Fisher's leadership Baptist Nisei clergy and students were found places in Midwestern Baptist churches and colleges. Two of K's Nisei students were members of the College's celebrated “midget” basketball team. Thomas Sugihara played guard on the team, was elected an officer of his class and president of Hobein his senior year, and once, somewhat reluctantly, spoke in chapel on the topic of discrimination. Sugihara majored in science and graduated in absentia in 1945, having been drafted in April. After the war he earned a doctorate and enjoyed a research career in California. Paul Hiyama also played guard on the basketball team and led an especially successful intramural football team (the College boasted four six-man football teams, representing 60 percent of male enrollment in fall 1944). After only two years on campus (1943-45), Hiyama entered the Army where he served after V-J Day as an interpreter in Japan. He returned to Kalamazoo, graduated in 1949, and became an Episcopal priest. He is proud that all three of his children graduated from K. Although neither Sugihara nor Hiyama had ever heard of Kalamazoo before enrolling at the College, and although they were sometimes isolated and lonely so far away from friends and family, both men were able to make friends and achieve excellent educations under difficult circumstances. More than 50 years after his graduation, Reverend Paul Hiyama could say, “I couldn't have picked a better college for myself.”
Women reigned on campus in 1944-45. Enrollment that year was 219 women and 64 men. Many key offices, formerly held almost always by men, went to women. For example, the editor of the Index, an elected position, was Marian (Hall) Starbuck, and her staff was almost exclusively female (Sugihara was sports editor). The Boiling Pot editor, chosen by the faculty-student publications committee, was Dorothy Jean (Conner) Christensen and her staff included only three men (sports editor and two photographers). Most class offices, including president, went to women, but the students still elected a man, Ed Lincoln, president of the senate. With so many women on campus, Mary Trowbridge House was full, even the so-called beau parlors having been turned into student rooms. For the first time ever, women lived in Hoben Hall. Forty-seven freshman women were housed in the north wing while about 30 men lived on the south side. A wall on the second and third floors separated the two units. The Hoben women lived by Trowbridge rules and had their own housemother to monitor comings and goings. Separated from their sisters up the hill in Trowbridge, these freshman women became an especially close group. In the evenings after dinner, men and women residents mingled happily in the Hoben lounge, often enjoying a “sing” around the piano. “I’ve Got a Gal in Kalamazoo” was a favorite song that year.8

With the Army cadets gone and only a few civilian men on campus, social life was limited. Fortunately for Kalamazoo’s young women, some of the men enrolled in the Navy V-12 program at Western found their way across the tracks and became popular guests at campus parties. Again in 1944 homecoming was cancelled, but during the year there were both formal and informal dances to attend, the traditional all-school picnics, the annual Christmas Carol Service followed by hot chocolate at Trowbridge, a Washington’s Birthday dance (no banquet in 1945). With few men on
On May 8, 1945, the entire campus celebrated V-E Day, the surrender of Germany in Europe.

Members of the Army Specialized Training Program with Kalamazoo College coeds

On May 8, 1945, the entire campus, the Gaynor Club, a women’s singing group, was reactivated to perform at May Fete and at a few nearby churches (First Baptist Battle Creek, Fountain Street Church in Grand Rapids). The Index was sent to former students in the military and carried a weekly letter addressed to servicemen and covering campus news and word of fellow soldiers visiting campus or writing from abroad. On May 8, 1945, the entire campus celebrated V-E Day, the beginning of the end of warfare. Students and faculty first gathered in Bowen auditorium at 8 a.m. to hear President Harry Truman’s proclamation over radio; then at 9 a.m. they attended a special chapel service featuring music, prayers, and brief talks by two students and a faculty member. The day ended with games and refreshments at Tredway gymnasium in the evening. The celebration was deeply felt but subdued in recognition of sacrifices made and more to come.

Soldiers on Campus

In August 1943 war became a daily presence on Kalamazoo’s campus with uniformed men living in Hoben, eating in Welles, and marching to and from classes in Bowen and Olds. The Army Specialized Training Program (ASTP) brought to Kalamazoo 225 young men from 38 states and a variety of backgrounds. All had high school diplomas, some had college experience and all had been screened for academic aptitude. They were assigned to Kalamazoo College for nine months of training in pre-engineering studies.9

College life for the army cadets was far more regimented than that enjoyed by civilian students.10 Hoben Hall had been furnished with bunk beds so that three or four men were housed in rooms intended for two. The young soldiers were awakened before 6 a.m. to begin a day full of classes, military drill, physical education, and compulsory study hours. Each week they took 24 hours of class and were required to spend 24 hours in supervised study, plus six hours of physical training and five hours of military instruction. Their 59-hour work week left Sunday free and included two hours of leisure after supper before 8 p.m. to 10:30 p.m. study hall. Lights were out at 10:30 p.m. except for those who wished to remain in the study hall until 11:30 p.m.
The curriculum for Army cadets included physics, mathematics, chemistry, engineering drawing, English, history, and geography. The program was divided into three 12-week terms, each followed by one week of leave. The College adapted its own vacation schedule to the military calendar, in order to assure its faculty a break. The Army supplied course syllabi and gave a series of objective examinations at the end of each term. Cadets who, in the opinion of the unit commandant and the dean, had failed to achieve satisfactory grades were separated from the program. Thus the 225 who began the program were reduced to 179 when it ended.

Several of Kalamazoo’s faculty taught special ASTP courses. Professor L. F. Smith taught the chemistry, with a recent Kalamazoo graduate as full-time assistant and five students as lab assistants. Professors Arnold Mulder and Milton Simpson taught English, Willis F. Dunbar taught history, T. O. Walton taught math, and J. W. Hornbeck and H. N. Maxwell taught physics, with four student lab assistants and several special ASTP faculty. Nine full-time and several part-time instructors were added to the faculty to cover some of the Army courses. Cadets marched into class, stood when the instructor entered, sat on command, and generally paid attention to their work. Some were eager and well prepared; others were less capable or less committed. The faculty learned from coping with Army educational methods and requirements and also from dealing with students from diverse backgrounds expressing a variety of viewpoints not usually heard on Kalamazoo’s campus. Having soldiers on campus proved to be a broadening experience for everyone involved.

In spite of their heavy schedule, many Army cadets participated in traditional activities. Army regulations prohibited trainees from participating in intercollegiate competition, but the cadets formed intramural teams in football and basketball and competed among themselves also in swimming and ping-pong. Cadets who could sing added their voices to the choir, cadets interested in writing joined staffs of the Index and Boiling Pot, several others served on student committees such as social affairs and religious affairs. At least one cadet spoke in chapel, another wrote a weekly column for the Index, and a
third played the organ in chapel and gave a well-received recital. In their few leisure hours cadets gathered with coeds in Welles lounge to share a coke or listen to the jukebox there. As a group, the Army trainees sponsored two successful dances, one relatively informal but the other an acclaimed formal military ball. The entire campus was sorry when the ASTP program was cut short at participating colleges all over the country. In March 1944, faculty and students gathered before Hoben Hall to watch the unit form up and march away.

Having soldiers on campus for eight months proved beneficial for Kalamazoo College in many ways. The cadets’ presence balanced the ratio between male and female students and made possible a reasonable social life on campus. Their participation helped maintain some traditions and organizations and contributed to student morale. Although the intent was to break even financially, some monetary benefit occurred through Army support. Because the Army paid for the cadets’ accommodations, the College gained some return from Hoben Hall, which would otherwise have been underutilized. Also because the Army paid for instruction, part of the salaries of professors involved was paid by the military. Most important was the effect on morale. As Dean Edward Hinckley reported to the trustees in June 1944, “The presence of an Army Unit on the campus gave everyone connected with the College the feeling of making a definite contribution to the war effort in a field where the College was particularly well fitted to serve.”

It is almost impossible to tabulate the numbers of Kalamazoo College men and women who participated in one way or another in World War II. The entire nation was involved and so was the entire College. Women as well as men, faculty as well as students, alumni, and former students all served either at home or in the military. The cost was high, in lives changed as well as lives lost. At the end of the war, on October 19, 1946, Kalamazoo College honored its war dead with a special memorial chapel service and the dedication of Angell Field. The list of honored dead included 19 who had attended as ASTP cadets and 13 regular Kalamazoo students: Edward Czernecki, Richard Desens, Harold Garrison, Jack Graves, Glenn B. Haynes, Joseph Martin, Kendall Sagendorf, Kenneth Schweitzer, Walter Smith, Duane Waldo, Richard Wearne, Walter Williams, and Ernest Wood.
Postwar Challenges

The end of World War II brought more change to Kalamazoo College, as returning veterans swelled enrollments, facilities and faculty were pressed to meet increased needs, and the College’s trustees dealt with difficult financial issues. Postwar changes called into question the size and mission of the College and led to a renewed commitment to Kalamazoo as a small, Christian liberal arts college, a fellowship in learning.

As early as 1945, veterans began returning to campus to complete degrees interrupted by military service. The largest enrollment came in 1946-47 when 700 men and women crowded the campus. Many of the veterans came with wives and some had children, prompting the College to provide housing, called the hutments, first on the athletic field near the railroad tracks and then a second group near Angell Field. The young families occupying these quarters brought shared experiences and serious purpose to their own little communities in the hutments. Marian (Hall) and Charles “Bud” Starbuck were among the first residents of the hutments. They had met at Kalamazoo as freshmen in fall 1941 and were married in September 1946 when Bud returned from duty with the Marines in the Pacific. As newlyweds they began housekeeping in one of the hutments at the foot of the hill near Arcadia Creek. Marian Starbuck ’45 did social work for the Juvenile Court while Bud walked up the hill to classes at the College. Marian remembers: “We were all in the same boat—men, now older, going to college, women working or in a few cases home with small children, and nobody had much money.” The G.I. Bill covered Bud’s tuition, books, and supplies and a modest monthly stipend. After graduation from Kalamazoo and from law school at the University of Michigan, the Starbucks returned to Kalamazoo where they became active alumni and supporters of the College.

Single veterans returned to life in Hoben Hall, older and far more experienced than the recent high school graduates sharing the dormitory. Men and boys learned to adjust to each other and to postwar campus life. Veterans and youngsters were expected to abide by the rules of the College, including a dress code, a ban on alcohol and on gambling, and some restrictions on where and when they could smoke (in the dorm—yes; on the Quad—no; in class—if the professor agrees). James Morrell ’53 found himself as a 19-year-old sophomore supervising a floor of veterans in Hoben Hall. He
called them together for the usual meeting about campus rules and expectations. The veterans listened and then they told Jim what they would do. They would dress for dinner as required; having fought through the mud of Europe and the jungles of the Pacific, they liked the idea of dressing up a little. They would not engage in pranks and horseplay in the dorm. But they were accustomed to a drink before dinner and they would continue to enjoy a drink, but quietly in their rooms. With this accommodation, all the residents on the floor enjoyed a peaceful year together.

Gradually college life assumed traditional patterns. Intercollegiate varsity sports returned in 1946 when the MIAA resumed competition. In 1946 and 1947 Kalamazoo's football team under returned coach Bob Nulf shared the championship with Hillsdale College. During the war, K's tennis tradition had been upheld by a women's team coached by Stowe. In 1946, after a three-year hiatus, Kalamazoo resumed its annual championship in MIAA men's tennis. With a varsity football team on campus, the homecoming schedule returned to its traditional pattern of game, banquet, dance, and the reunions of loyal alumni. The men's societies welcomed their returning veteran members and strengthened their numbers and activities. With Welles Hall returned to formal dining and with food more plentiful, the Washington's Birthday celebration again included a banquet as well as a formal dance. Students welcomed the return of social activities that had been limited by wartime conditions.

The 1946-47 school year saw the beginning of a long musical tradition at Kalamazoo College. Professor Henry Overley organized the first Bach Festival, an event that has grown and become one of the College's major contributions to culture in the city. Always involving both College and community personnel and resources, the Bach Festival is part of a long tradition of collaboration between the College and the town. The first Bach Festival was a three-day event including an organ recital, a concert of Bach
choruses by the Central High School A Cappella Choir, a brass quintet playing Bach chorales from Stetson tower, and a major work, the “St. Matthew Passion,” sung by a chorus of 125 town and College singers aided by five nationally-known soloists. The Bach Festival has expanded over the years to include other composers and other major works, but it remains an important feature of musical life at the College and in the community.¹²

Increased enrollment led trustees and administration to consider adding facilities on campus. Angell Field began to take shape, but slowly, as materials and funds became available. Stowe Tennis Stadium (1945-46) was added to the athletic facilities. More urgent was the need for student housing, especially for men. Harmon Hall was constructed in 1947 to accommodate 125 men. It was funded by the sale of properties in Detroit that were part of the College's endowment. This decision came to haunt the College later. Other needs remained unmet for a decade or more, including more and better science facilities, especially for biology, more housing for women, more classrooms, and a fine arts building to house larger departments in art, theater, and music.

College finances were affected by wartime inflation. Prices of basic necessities rose and many essential supplies became scarce. Faculty and staff sought increases in the always modest salaries that the College was able to pay. With increased costs the trustees were obliged to raise tuition and fees, from the all-inclusive $337.50 per semester for resident students in 1941-42 to $462 in 1947-48. In May 1946 a student committee addressed trustees to protest increasing costs, to no avail. At the same meeting President Thompson warned trustees that they might have to pay as much as $6,000 per year in order to hire and retain the quality of faculty the College required. Efforts were made to balance the operating budget, but the endowment, and as a result endowment income, continued to shrink. The College was forced to rely on raising tuition, the annual improvement fund drive, and careful economies to remain financially viable.
Kalamazoo’s faculty did gain a major benefit during the war years. Traditionally the trustees had handled faculty retirements on an individual basis, awarding a continued partial salary to a few long-term faculty (for example, when Dean H. H. Severn retired in 1937 after 18 years of service, he was granted $150 per month, reduced in 1940 to $100). Pensions were funded out of the operating budget. As early as 1943, President Thompson asked trustees to study a pension plan; in 1944 the board adopted a private pension plan; and in 1945 Kalamazoo dropped its own plan and joined the Teachers Insurance and Annuity Association (TIAA), the plan being used by more and more colleges and universities. The College also offered a very modest life insurance benefit. Faculty salaries remained low, however. In 1948-49 the highest paid professors were Allen B. Stowe (chemistry, 20 years on faculty) and John W. Hornbeck (physics, 23 years), both at $5,050 on a 10-month basis.¹³

Wartime uncertainty and challenges led some to question the mission and future of Kalamazoo College. In November 1943, returning from his leave of absence, President Thompson shared with trustees his analysis of the essential philosophies and objectives of the College. He believed that future growth should be “vertical, not horizontal.” He suggested that Kalamazoo aim to increase its prestige rather than its size, building a superior plant and an excellent faculty to serve 500 carefully selected students. Thompson also believed that Kalamazoo’s Christian heritage was essential to the mission of the College. At a February 4, 1946, faculty meeting he stressed that the College must maintain “the essentially Christian nature of its genius and tradition. [It should] preserve especially the spiritual atmosphere and a vital Christian organization in order to meet its responsibility in the post-war world.” Daily chapel services were maintained throughout the war years, with the president or a faculty member speaking on Tuesday, a musical program organized by Professor Henry Overley on Thursday, student or guest speakers Monday and Wednesday, and a student-run assembly on Friday. In later years alumni, even some who might otherwise have skipped chapel, spoke appreciatively of Thompson’s thoughtful weekly chapel talks. To maintain and encourage spiritual life on the campus after the war, in 1946 Thompson hired the College’s first director of chapel. Reverend Roland Pickhardt assumed that role and also taught some speech courses.
In June 1948, after 10 years of service, President Paul Lamont Thompson resigned his office. The circumstances surrounding his resignation are unclear. Professor Arnold Mulder, in his 1958 history of the College, indicated that there was unrest and dissatisfaction on campus and even "a modified student strike." Close study of the Index, the Boiling Pot, and spring 1948 issues of the Kalamazoo Gazette reveals no evidence of a student strike. However, correspondence and the minutes of trustee meetings make it clear that the trustees welcomed, encouraged, and possibly even orchestrated Thompson's resignation. They seemed to feel that stronger leadership was needed. The trustees also requested the resignation of Dean of the College Leishman A. Peacock (1947-48) who had replaced Dean Hinckley, and accepted the resignation of Dean of Women Birdena Donaldson (1938-48). All three departing administrators were granted a one-year extension of salary.

When Thompson resigned in June 1948, Kalamazoo College was clearly a troubled institution. Finances were a primary concern. For years the College had been invading its endowment in order to pay operating expenses and to finance facilities, especially the new men's dormitory. Board chair George Ferguson became more and more concerned toward the end of Thompson's presidency, insisting on more frequent executive committee meetings and on referring problems to a newly organized administrative committee of the board. He and the board began taking a larger role in administration of the College. There seems also to have been dissension among the faculty as finances tightened and departments and individuals competed for scarce resources. Rumors and misunderstandings about the administration and questions about who was really in charge created morale problems among faculty and staff and even reached students. The situation was complicated by involvement of local alumni and friends of the College who had their own ideas about the priorities of the College. Clearly stronger leadership was needed to bring all these interests together. Thus as the war and postwar years came to an end, the board of trustees of Kalamazoo College found itself facing a series of difficult problems. To address these problems, the trustees sought new leadership that could take the College into the 1950's.
When President Paul Lamont Thompson resigned in June 1948, the Kalamazoo College board of trustees sought first to appoint an interim administrative team and then to seek a new president who could lead the College into the next decade. Unfortunately, the new president, John Scott Everton, proved unable to handle the problems facing the College. Although many students enjoyed a positive and productive experience during the early 1950’s, the institution itself suffered from financial difficulties, faculty dissension, and some student unrest. An incident of student vandalism in 1952 brought the Everton presidency to an early end. Then new leadership in the board of trustees brought changes in governance and policy that prepared the College for a more positive future.¹

Before Everton arrived, chemistry professor Allen B. Stowe was appointed to chair a committee that would lead the College during the interim. Members included Business Manager Harold T. Smith and Interim Dean and Registrar Everett R. Shober. Stowe immediately asked the faculty to authorize a faculty senate to advise the administrative committee on all academic matters. The senate included all full professors plus the administrative committee.² They met during summer 1948 to address faculty and staff vacancies and to prepare for the next academic year. Her colleagues voted to promote Frances Diebold to full professor, thus adding a woman to the otherwise all-male senate. Three deans were appointed ad interim to assure the next president future flexibility: Everett R. Shober, dean of the college, and Ronald and Alberta McCreary, deans of men and women respectively. At the urging of coach Robert Nulf the senate agreed to hire an additional man to teach courses in physical education and to assist with coaching. The senate also authorized hiring a former student, Theodora Lula.
John Scott Everton was elected as the eleventh president of Kalamazoo College in January 1949.

While Stowe and the administrative committee worked to make the 1948-49 academic year successful, trustees actively sought candidates for the presidency of the College. By December 1948 they had identified 40 prospects and had studied and interviewed their top four choices. On January 10, 1949, the board of trustees elected John Scott Everton, Ph.D., dean of chapel at Grinnell College, to be the eleventh president of Kalamazoo College. Everton accepted the position to begin after completion of the academic year.

Everton brought excellent credentials and experience to the presidency of Kalamazoo College. Raised on the West Coast, he earned his B.A. at Redlands University in 1931, his B.D. at Colgate Rochester Divinity School in 1934, and his Ph.D. from Yale in 1938. He also did graduate work at Cambridge University in England. As a Baptist pastor, Everton served churches in New York, Connecticut, and Pennsylvania, before going to Grinnell in 1941. In 1944-45 he took leave to lead a $2,000,000 American Friends Committee relief program in India. Margaret Everton graduated from Mt. Holyoke College and the New York School of Social Work and earned a masters degree at Columbia University. John and Margaret Everton brought a young family to Kalamazoo's campus: Nancy, 10, Barbara, seven, and John, two. At age 40, John Scott Everton was the youngest college president in Michigan when he took office in June 1949.

Uncertainty and Unrest

As president-Elect, Everton made monthly visits to Kalamazoo in winter/spring 1949. There he consulted with the administrative committee on plans for the 1949-50 school year, and he met with faculty, students, local alumni, and trustees. In these meetings he studied the College's situation and began to formulate his plans for the future. At a February 25, 1949, joint
meeting of the executive and finance committees of the trustees, Everton presented some of his ideas. For the coming year he would retain the existing administrative structure, but then he would develop his own administrative organization. Everton reviewed faculty vacancies and needs but proposed making only the most essential changes and replacements for fall 1949. He told trustees that during 1949-50 he intended to visit all organized alumni groups to promote interest and support for the College. At this February meeting Everton also outlined a counseling and advising program intended to strengthen the personal relationships between students and faculty. These visits made a very favorable impression on the College community, including Stowe, who wrote to board chair George Ferguson: Everton “has been very well received by students, faculty, and community. I don’t believe a better start could possibly have been made by anyone else.”

During his first year in office, Everton committed himself to building solid relationships with students and alumni. In fall 1949 he established a student/faculty council that included representatives elected from each class and from the faculty. This group was purely advisory but it met regularly with the new president and his administrators to discuss academic, social, and cultural problems on campus. In his June 10, 1950, annual report to the trustees, Everton indicated that the entire senior class, in groups of 20, had been invited for supper and discussion in the president’s home. Other student groups were entertained as well. Everton also reported that during the 1949-50 year he had visited all the major alumni groups in the country, from Seattle to Boston, Michigan to Florida. Marilyn Hinkle in the public relations office had organized these alumni meetings that included a film from homecoming and the presidential inauguration and resulted in strengthened alumni organizations and commitment.

Although he was clearly committed to the success of Kalamazoo College, Everton’s presidency soon ran into trouble. He was, as the charter later required the president to be, “a learned Christian gentleman,” but he was not an effective administrator. He soon found himself facing problems that he was not prepared to handle. Many of these problems were financial; the College faced an $80,000 deficit for the 1949-50 year. Some problems
Enrollment dropped after a high of 700 in 1946-47, and financial problems forced the College to cut administrative and faculty positions in 1951-52.

Kalamazoo’s financial situation in 1949-50 was complex and discouraging. The College had been running annual deficits for years and had either borrowed from banks or taken money out of the endowment to cover shortfalls. The improvement fund begun by President Thompson in 1940 had become an annual fund campaign every spring with proceeds used to help cover deficits and to provide modest campus improvements. Enrollment, which had peaked at 700 in 1946-47, was going down; the 632 enrolled in 1949-50 fell short of the budgeted goal of 660, with obvious financial consequences. An extensive report by the fundraising firm Marts & Lundy in May 1950 suggested strict economies in administration, plant maintenance and operations, and in athletics, and it urged replacement of the $400,000 taken from the endowment to build Harmon Hall. Marts & Lundy interviewers found support for the College among alumni and in the Kalamazoo community, but also recognition of problems on campus and in fiscal policies. Before Kalamazoo College could raise needed endowment funds, it would have to get its fiscal house in order and build more support among its constituencies.

The financial situation made Everton’s second year in office very difficult. His administration and the trustees agreed to cut $100,000 from the 1950-51 budget. This proved unsupportable, as enrollment dropped to 556 and some necessary overage occurred. The budget problems led to serious retrenchment in administration and faculty. Some positions were combined and cuts were made. Two men in music were dismissed to be replaced by one new man with different talents and a history professor was encouraged to leave academe for business (he had been selling insurance while teaching full time). Three female faculty members were placed on half-time contracts for 1951-52: Virginia Earl and Helen Mills (both in French) and Dr. Hilda Myers in chemistry. Intercollegiate baseball was dropped in spring 1951 for lack of funding. Enrollment continued to drop during the year; 46 students left during the first semester, many to enlist for the Korean War. Kalamazoo College seemed to be in a downward spiral.
Both faculty and students were upset by the changes taking place at the College. There seems to have been some mistrust among the faculty, as evidenced by a move at the September 11, 1950, faculty meeting for a secret ballot to elect a completely new faculty committee on committees. Many faculty members were on term contracts, leaving them vulnerable in a time of retrenchment. Some affected faculty members involved their students in the situation, leading to student protests about courses being dropped because of faculty turnover. Students and faculty were either uninformed about or failed to understand the budgetary necessity of the changes taking place. As Everton admitted in his June 1951 report to trustees, “the lines of communication between administration, faculty, and students...broke down during spring 1951.”

Anyone who makes the transition from college teaching to a major administrative post soon realizes that a big part of the job is human relations. Everton’s youth and inexperience in handling personnel problems may have exacerbated some long-standing issues of faculty personalities and ambitions. Even before he took office, President-Elect Everton received in April 1949 a long letter from coach Bob Null advocating an enlarged department and a major in physical education. During the summer of 1949 Everton had to deal with misunderstandings among the speech and theater faculty, Eleanor Baum and Dr. Ethel Kaump. Baum taught drama and introduced arena theater in old Bowen Auditorium. Kaump focused on forensics, especially debate and her students won many competitions. Both women were popular with their own groups of students, but not always with their colleagues. Athletics and theater were highly visible programs in the community and as a result they attracted (and perhaps cultivated) supporters among local friends and alumni. When these departments were affected by budgetary constraints, faculty members involved townspeople as well as students in voicing their displeasure. They spread the unrest felt on the campus into the community.

In fall 1952 the unrest long endemic on the Kalamazoo College campus erupted in a dramatic student protest. Early on the morning of October 28, 1952, a maintenance worker found the doors to Stetson Chapel blocked and pews piled in the narthex. Each pew had been carefully unbolted to minimize damage, but the building was and would remain unusable for several days. The offices of the deans and the president were also entered and damaged that night. The incident generated strong campus reaction and
After extensive review of the chapel incident, 28 young men were placed on permanent probation and required to compensate the College for the damage. Long hours of meetings followed, involving students, faculty, administrators, and trustees trying to identify the perpetrators and their reasons for action. Eventually 28 young men confessed their roles and accepted responsibility for the damage. They were all active, involved, and successful students—football players, members of the Century Forum, some veterans, mostly juniors and sophomores but with other classes represented as well. The vandalism was not exactly a conspiracy (as some observers feared) nor was it simply a prank (as others hoped); it was a carefully planned and executed protest against policies and direction. The students said that they had acted to call attention to a long list of grievances that had gone unanswered by administrators and trustees.

Meetings continued for several weeks, intense sessions that raised long-standing issues dividing the College. At a mass student meeting, a list of 11 grievances was drawn up, including: sudden changes in the history curriculum, the dropping of baseball, some actions by Dean of Men Russell Becker, the low enrollment which they attributed to the president, and in general a sense of distance and lack of communication between students and administration. There were factions for and against President Everton among both students and faculty and extending into the community. A committee of trustees held an open meeting on campus to hear all sides of the situation, and board chair George K. Ferguson, a 1913 alumnus, spent hours mediating between conflicting interests. The 28 young men were placed on probation for the duration of their college careers and were required to compensate the College for the damage, which was soon repaired. After the board’s November 14, 1952, meeting, Ferguson issued an extensive statement expressing confidence in the administration and placing much of the blame for misunderstandings upon the board. He attributed much of the campus unrest to board actions resulting from the College’s financial situation.

Although the trustees, the faculty, and the student senate all passed formal resolutions of confidence in the administration, the chapel vandalism incident and the airing of multiple grievances turned out to be the final episode in the presidency of Everton. At its November 1952 meeting, the board of trustees decided to employ a dean or vice president to share some of the president’s on-campus responsibilities. Before this plan could be acted upon, an invitation came to Everton, by way of Ferguson, to become the representative of the Ford Foundation in its educational programs in Burma.
In December the board granted Everton a one-year leave “with the understanding that at any time within the 12-month period, the College or Dr. Everton would be free to be relieved of any further obligation.” Although Everton apparently expected to return to Kalamazoo in a year, it is clear that the trustees saw his leave as terminal. On April 25, 1953, Everton returned to campus on a scheduled visit and submitted his resignation to the board. Kalamazoo College was again in need of effective administrative leadership.

**Continuity in College Life**

Although the College was disrupted by the chapel incident, many students were essentially untouched by the unrest on campus. Some alumni who were students at the time have no recollection of the chapel event, others recall only hearing about it. Even student leaders, members of the student/faculty council like Charles “Chuck” Seifert ’55 and Charles Goodsell Jr. ’54, were surprised by the vandalism and the resulting furor. Many students, committed to their studies, involved in social life, society activities and athletics, or working many hours to earn their way through school, were too busy to pay heed to events and issues that did not affect them directly.⁶

Students knew that enrollment was dropping and that College finances were tight, but they did not always understand the consequences. Enrollment fell steadily during Everton’s presidency, from 632 in 1949-50 to 556 the following year, then 453 in 1951-52, and 381 in 1952-53. Kalamazoo’s enrollment reached a low point in 1953-54, only 356 students on a campus that could accommodate twice that number. Influenced partly by demographics (fewer babies born during the depression) but also by the College situation, the 356 in fall 1953 was the lowest enrollment since the wartime low of 283 in 1944-45. In contrast, at Albion College enrollment rose 10 percent in fall 1953 to a total of 1,074 students.⁷ Since tuition and fees at Kalamazoo remained steady during the 1950’s, the College’s income dropped with the enrollment. While other colleges were prospering,
Kalamazoo lacked the leadership and vision to move beyond the limitations of its financial situation.

In spite of problems on campus, Kalamazoo College in the early 1950's continued to attract some very fine students. They chose the College for a variety of reasons, some because of the Baptist heritage, some because of special scholarships, and some because of the College's reputation for academic excellence, especially in the sciences. A significant proportion of Kalamazoo's students at this time were Baptists; of the total student population in 1952-53, 23.4 percent were Baptist, 13.8 percent Methodist, 10.4 percent Catholic, and most of the rest members of other Protestant denominations. Almost one-third of the class entering in 1952 were Baptists, at least two of them winners of nationally competitive Northern Baptist scholarships that were to be used at Northern Baptist colleges. Kalamazoo's Baptist heritage and reputation for academic excellence attracted winners of these scholarships and also other well-qualified Baptist young people.

Starting in 1950, Kalamazoo College offered its own nationally competitive scholarships to attract and reward good students who might not otherwise be able to attend the College. Scholarships were awarded on the basis of financial need, SAT scores, high school record and recommendations, and the student's personality and character, and they could be renewed each year. The top award was $1,000, very generous when tuition, room and board totaled $1,250. Winners were expected to accept a job on campus and to maintain good academic records. The top winner in fall 1952 was Richard Brown, who graduated in 1956 magna cum laude and went on to earn a National Science Foundation Fellowship and a Ph.D. in nuclear physics. Many other students entering Kalamazoo during
this period were attracted by its reputation in science, given impetus by the 1952 publication of Knapp and Goodrich’s study of the origins of American scientists earning Ph.D.’s. Kalamazoo continued to send large numbers of students to graduate schools: 45.6 percent of the class of 1949 and 41 percent of 1954 graduates. Three men from the latter class won very prestigious fellowships; Louis F. Brakeman and William Rogers were awarded Danforth Foundation Graduate Fellowships and Charles Goodsell Jr. earned a Stetson Fellowship at Harvard. Many others in that class received appointments as teaching assistants in graduate programs at universities such as Wisconsin, Michigan, Iowa, Colorado, Kansas, Illinois, and Chicago. Kalamazoo’s reputation for academic excellence continued to draw academically ambitious students during the Everton years.

College life continued along familiar lines for most students. In a reminiscence published in the January 1980 alumni magazine, Kipp (Voorhees) Aldag ’54 described the camaraderie of life in Trowbridge where, after the house closed, young women “stroiled down the halls in pj’s and had great ‘gab’ sessions as well as study get-togethers.” Welles Hall was a gathering place for “Kippy” and her classmates. There was almost always a bridge game to join in the downstairs lounge. Welles was also a site of what impressed Kipp most about K, “the casualness of conversations and life with the instructors and professors. I had no art classes from Michael Waskowski [professor of art 1949-69], yet we had many long conversations over the coffee cup in Welles Lounge. We met our professors informally as well as at formal functions.” Kipp and her classmates in the early 1950’s were enjoying the friendly campus relations essential to the fellowship in learning, in spite of the College’s financial and administrative troubles.

An important aspect of student life improved greatly in summer 1951
when Saga came to campus. The fledgling food service company was created by three young men, one of whom came to Kalamazoo to head the program here. Wilbur Price “Bill” Laughlin became a popular figure on campus, even briefly living in the basement of Welles Hall. Laughlin brought his dogs to campus where George, the German Shepherd, was a special favorite. George entertained students by chasing (but never catching) squirrels resident in the oak trees on the Quad. Bill Laughlin surveyed students to learn what foods they preferred and then planned menus to please student tastes. One popular innovation was steak every Saturday night, usually grilled outdoors by a student chef. Laughlin taught an occasional economics class (1952-63) and coached the golf team, winning MIAA championships in 1957, 1959, 1961-63.

With Saga on campus, meals in Welles became generous and popular. Although mealtimes and menus were limited, students could eat as much as they wanted and the food was good. Breakfast and lunch were served cafeteria style; dinner was a formal meal served by student waiters in white coats. Kipp Aldag remembered everyone singing such songs as “I’ve Been Workin’ on the Railroad” as they waited on the stairs for the doors to open promptly at 6 p.m. Women entered first and could save a place for a favored young man. Everyone stood until the headwaiter sounded a gong, a student said a brief grace, and then the meal could begin. Students ate family style, passing large bowls of meat, potatoes, and vegetables, and enjoying “pleasant conversations.” After dinner they might help their waiter clear the table before going downstairs to the lounge or off to their dorms or labs or meetings and social activities.

As it had since 1927, the College year began with President Hoben’s “Ritual for Recognition of New Students” emphasizing the theme of a fellowship in learning. Chapel was still required, a gathering of the College community for worship, lectures, or convocations. Of course some students complained and some slept or studied and some were unruly when displeased by the speaker. But for many, chapel and all that it represented was an important part of college life. Reflecting on his college
years, Richard Brown ’56 commented in the 2003 alumni directory, “Of lasting significance to my life, I discovered liberal religion at ‘K.’ Free thinking is consistent with the founding liberal Baptists.” Even as financial and administrative issues troubled the College, the liberal religious values of James and Lucinda Stone and the sense of community valued by Allan Hoben remained a significant part of campus life for many Kalamazoo students.

Changes in Governance

Several important changes in college governance took place during and immediately after President Everton’s term of office. Board chair George Ferguson’s acceptance of trustee responsibility for the October 1952 chapel incident suggests recognition of a need for stronger leadership within the board as well as in the administration. Important new energy and leadership came to the board when Richard Upjohn Light, M.D., joined the trustees in June 1951 and became chair of the board in 1953. A resolution that board members retire or become emeritus at age 72 led to significant turnover in membership and offices. Charter provisions requiring trustees and the president to be active Baptists were modified, opening up new options for board and administrative leadership. The College began to court a wider constituency of alumni and friends to provide more support for the whole institution.

Richard Light was arguably the most important trustee of Kalamazoo College in the second half of the twentieth century. A grandson of W. E. Upjohn, founder of the Upjohn Company, Light graduated from Yale University and the University of Michigan Medical School and became the first neurosurgeon to practice in Kalamazoo. He was also an inventor of surgical devices, an experienced pilot, and an adventurous explorer. As a young man he made a photographic trip over Central and South America and Africa sponsored by the American Geographical Society in New York City; later he made a geographical and photographic excursion to Alaska. Light served on Kalamazoo’s board of trustees for 23 years (1951-74) and as chair from 1953-74. His experience and imagination led him to initiate the foreign study program that became the heart of a new curriculum in the next administration.
Light’s first major responsibility for Kalamazoo College occurred even before he joined the board. In January 1951 he chaired the first of two important convocations sponsored by the College for its community. The convocations were recommended by the fundraising firm Marts & Lundy as a way to raise awareness of K in the community and to engage the interest of the College’s constituency. The organizing committees were to involve as many town leaders as possible; convocation sessions were to be held at Central High School and some local churches as well as in Stetson Chapel and Welles Hall; and a number of citations to outstanding alumni, presented during the festivities, were to attract the interest of many alumni. The first convocation, on the theme “Education for a Free Society,” was held in January 1951 and featured such speakers as Michigan Senator Homer Ferguson on “Government,” Johns Hopkins University President Dr. Detler W. Bronk on “Science,” and General Motors President Charles E. Wilson on “Our Economic Order.” The second convocation, also chaired by Light, was held in February 1952 on the theme “The Substance of Education in a Democracy” and featured prominent educators. The convocations were intended to lay groundwork for a major fundraising effort and in at least one case they succeeded well. After the first convocation Winifred Dewing Wallace wrote a substantial check to support the program and she followed it later with other generous gifts, culminating in a bequest of over one million dollars that came to the College early in the next administration.¹³

Significant changes occurred in the membership and officers of Kalamazoo’s board of trustees in the 1950’s. For many years, board members had been re-elected almost automatically, many serving until they died. Under Light’s leadership, the board changed its bylaws to require new members to retire at age 72 (at the time, seven trustees were 78 or older, including the secretary, the attorney, and the treasurer). Currently serving board members were not required to retire, but several did so and accepted emeritus status. The result was an influx of new and younger members and new officers. Of six long-serving officers in 1953, only two returned in 1954, the attorney and an assistant treasurer who became treasurer. In 1956 seven new members joined the board; in 1953 and 1954 four members each; in 1957 three, making 18 new board members over a period of four years. Two long-serving members chose emeritus status in 1956, secretary of the board Floyd R. Olmsted (38 years) and vice chair L. W. Sutherland (30 years). These changes promised fresh viewpoints on the issues that had been troubling the College.
Kalamazoo’s board of trustees had always included a large share of American Baptists. The 1887 charter changes (see chapter five) had required that the chair of the board, the president of the College, and three-fourths of the trustees be “members in good standing of regular Baptist churches.” These requirements had been reduced over the years (the chair no longer had to be Baptist, and Baptist representation was reduced to a majority of trustees). The committee searching for President Everton’s successor agreed that the next president would be, like all his predecessors, a Baptist. However, charter changes were proposed to open the presidency to any “learned Christian gentleman,” and to reduce the number of Baptists on the board, the goal being to broaden the possible candidates for college leadership and potential financial support.

After extensive negotiations with the denomination, changes were made to reduce Baptist requirements but also to strengthen ties that had been allowed to weaken. Charter changes were proposed to drop the presidential requirement, reduce Baptist representation on the board to 33 1/3 percent, but also to seat Baptist trustees who would be nominated by and considered representatives of the Michigan Baptist Convention (two trustees) and the Northern Baptist Convention (one trustee). In addition, the College agreed to appoint a Baptist dean of chapel or vice president whose responsibilities would include promoting closer relations with Baptist churches. It should be remembered that regardless of Baptists in the presidency or on the board, Kalamazoo College was, and always had been, free from sectarian control. Like the Baptist churches that voluntarily joined together to form a Baptist association, the College chose to retain its Baptist connection as part of its heritage and its commitment to being a Christian college. The changes made at this time were not intended to affect college life or the College’s mission.

Preparing for the Future

To lead the College when Everton left, the board of trustees appointed Dr. Harold T. Smith, business manager, to be administrative head. Richard Light was appointed executive trustee, to work with Smith in managing the
affairs of the College. Smith dealt with the day-to-day problems on campus, doing the work of an academic dean as well as handling business matters. Light worked closely with Smith, spending many hours on campus, attending committee meetings and even some faculty meetings. As Smith reported to the trustees in June 1953, Light was “doing much of the President’s job,” bringing to the College “a fine combination of objectivity and understanding” and a creative imagination.

In January 1953 Light prepared for trustees a memo on elements of the College’s situation as he saw it. He made six points: the endowment had dropped from $1,800,000 to $700,000 as a result of 20 years of encroachment; five years of inflation had created annual deficits; alumni support was weak (only 22 percent had contributed to the 1950 alumni campaign); student enrollment was dropping; low student morale had led to demonstrations against the administration; and the presence of a growing state-supported institution in the community (now Western Michigan University) threatened Kalamazoo College’s ability to attract local students. Light proposed four ad hoc committees of trustees and faculty and in some cases students or alumni to address the College’s problems. The committees were: Charter and Bylaws (to address relations with the Baptist denomination); Tuition, Scholarship Aid and Admissions Promotion; Educational Policies; and Alumni Relationships. All were to report in April 1953.

The committees worked quickly and reported on schedule. Some results included resolutions that reaffirmed the liberal arts mission of Kalamazoo College; that suggested scholarship aid, now 10 percent of the budget, be reduced but efforts be made to increase the number and amounts of endowed scholarships; that tuition and fees remain at a total of $1,250 per year, including room and board. The alumni council was empowered to arrange election of three alumni trustees to serve staggered three-year terms. The trustees reaffirmed the principle of tenure and suggested a joint trustee-faculty committee to review the College’s tenure policies and recommend changes.

Probably the most complex change made in April 1953 was the trustee’s adoption of the so-called Ruml Plan of college budgeting. Proposed by Beardsley Ruml, a well-known economist, the plan was an attempt to make college finances business-like and efficient. Kalamazoo’s trustees adopted a
modified form of the plan (based on a faculty/student ratio of 16 to one instead of Ruml’s proposed 20 to one). The board approved a gradual transition to the plan, which called for allocating major sources of income to corresponding expenditures. The board resolution described the plan as follows: “receipts for board and room should apply to the cost of board and room, tuition receipts to instruction (faculty salaries and department expense), and activities fees to student activities.” Administrative, plant, and scholarship costs were to be covered by endowment income and gifts. An anonymous donor offered challenge gifts over the next five years to encourage the increased annual giving needed to make the transition to the Ruml program. The board hoped that the Ruml plan would rationalize budgeting and permit salary increases for the College’s underpaid faculty.

Believing that a strong faculty was essential for a liberal arts college, Light and Smith arranged supplemental funding to permit higher salaries for newly hired, well-qualified, and experienced faculty. Loyal friends of the College provided a total of $60,000 over five years to permit paying six new faculty $2,000 per year above the salary budgeted for the position. Existing faculty agreed to the plan when Light explained that the funds would not be made available for any other purpose and that he expected the ultimate result to be improved salaries for all faculty. Light proved to be correct, and in the end both faculty and students benefited as salaries rose and excellent new faculty came to the College.

Over the next several years, six exceptionally well-qualified new faculty were hired under this program. The first two were hired during summer 1953 and both made major contributions to the College over long and successful careers. Rolla L. Anderson, M.S., came from a successful coaching career at Lakeview High School in Battle Creek to begin a long and fruitful service to Kalamazoo College as coach, athletic director, faculty member, and fundraiser. The athletic program had been a trouble spot for years, with coach Bob Nulf and his successor Lloyd “Dob” Grow pushing for expansion and cultivating supporters among alumni. Rolla Anderson soon won the affection and esteem of athletes, alumni, and faculty colleagues as he built successful teams and became himself a team player in the development of the College. The Anderson Athletic Center honors his service to Kalamazoo. The second faculty appointment made under the special salary program was an equally important addition to the staff. Laurence N. Barrett,
Ph.D., came as associate professor of English and immediately became a leader of the faculty. A graduate of Amherst College, Barrett had been a Woodrow Wilson Fellow at Princeton University where he earned his Ph.D. He had taught at Middlebury and at Bowdoin before coming to Kalamazoo. A creative teacher and thoughtful administrator, Barrett became one of the architects of the curriculum change that became the K Plan.

During summer 1953, while Smith and Light implemented changes and prepared for the coming year, a trustee search committee screened candidates for the presidency. By August the committee had focused on a preferred candidate, Dr. Weimer K. Hicks. Dr. and Mrs. Hicks were invited to campus to meet with trustees and a small committee of senior faculty. In September Hicks accepted the trustee’s election of him to be the twelfth president of Kalamazoo College. He would assume office on January 1, 1954.
Innovation, we found, was exhilarating, and we were ready for more.

Laurence N. Barrett,
Dean and Professor of English, 1953-1979
Weimer K. Hicks became the twelfth president of Kalamazoo College on January 1, 1954.

When he became the twelfth president of Kalamazoo College, Weimer K. Hicks was well aware of the issues facing the College. He entered office on January 1, 1954, determined to take charge and to overcome the problems that had led to the College’s difficult situation. He was aware, as he wrote later, that in the past Kalamazoo College had been “bothered more than the average college with interference by the community and the Board of Trustees in the overall administration of the institution.” Hicks insisted on being the boss, handling all interactions between trustees and staff, involving himself in faculty appointments, and actively managing the admissions effort. He understood that strong leadership would be required and that funding and enrollment were the keys to success for colleges like Kalamazoo.

Hicks brought useful background and experience to Kalamazoo College. Although not as scholarly as some of his predecessors, Hicks had respectable credentials and successful administrative experience. Born in Kansas in 1909, Hicks was educated at the Peddie School, at Princeton (B.A. 1932), and at Cornell (M.A. 1935). He was awarded an honorary doctorate by Ripon College in 1949. Hicks began his career at the Peddie School (1932-43) where he taught English and served as an administrator in admissions and public relations. In 1943 Hicks became president of Wayland Academy, a Baptist-related residential preparatory school in Wisconsin. There he doubled enrollment, improved campus facilities, and raised academic standards. In Wisconsin, Hicks was active in Baptist educational circles, including a term as president of the American Baptist Educational Association, and he also was a leader in
President Hicks was known for his attention to detail and his ability to remember the names of students, faculty, and friends of the College. Supported by his wife Jean, Weimer Hicks devoted himself completely to the needs and achievements of Kalamazoo College. Very little escaped his notice and careful attention, from a fading rosebush on campus to a faulty heating system, from a failing student in the freshman class to a potential donor anywhere in the world. Hicks had a remarkable ability to remember the names and backgrounds of students, faculty, and friends of the College. When freshmen arrived in the fall, he would stand by the lunch line at noon, chatting with the new students (identified in those years by green beanies and name tags) and getting acquainted with their names and interests. When new faculty joined the College, they might well be hosted by Weimer and Jean while they awaited the arrival and settling of their furniture. The new president’s commitment to the College was demonstrated when he wrote to board chair Richard Light in November 1953, “our living room must become the center of campus social life if we are to do the job that we desire.” Weimer and Jean and their two teenage children, Susan and Weimer Jr., moved into the president’s house on the corner of Academy and Monroe in December 1953 and made Kalamazoo’s campus their home.

A New Team

Hicks brought with him from Wayland Academy Stuart H. Simpson as his assistant. Simpson had been educated at Duke University and joined the Wayland staff in 1944, serving as business manager, public relations director, and assistant to the president. The Simpson family, “Stu” and “Dot” and their three young daughters, Martha “Marty,” Dorothy “Dorie,” and Barbara soon became an integral part of the Kalamazoo College family. They opened their home at #2 College Grove for students and faculty friends to gather on Sunday evenings. Dot ran a nursery school in town that enrolled many faculty children; the Simpson daughters were primary babysitters for many College families. Stu served the College as a versatile assistant to the president and as director of admissions (1955-57), business manager (1957-63), and director of business affairs.
(1963-1973). His support was invaluable as Hicks put together an effective administrative team.

At his first faculty meeting in January 1954, Hicks assured the faculty of his confidence in them and in the future of the College. He indicated that he would concentrate first on external relationships, on public relations and on admissions. Hicks announced that Harold T. Smith as vice president of the College would be concerned not only with business affairs but also, for the coming year at least, with academic matters. Smith, in his eight years as professor and business officer, had built good relationships with faculty. His service as administrative head in 1953 solidified that relationship. He wrote in a letter to Hicks in October 1953, “I have had the confidence of practically all Faculty members this last spring and summer, and they have never failed to come to me and tell me when they thought I was ‘off the beam.’” With Smith overseeing campus operations, Hicks could concentrate his first efforts on increasing enrollment and on raising money and making friends for the College’s programs.

Hicks believed, “There is nothing more vital for Kalamazoo at the present time than to bring in a full freshman class in the fall of 1954. It is for this reason that we must have a large admissions staff and I must keep my finger on everything that is going on.” Both Hicks and Simpson joined forces with John Anderson, director of admissions, to recruit the fall 1954 class. Hicks spoke to alumni and organizations in Kalamazoo and across the state, and visited Baptist churches and individuals and families. He also recruited students he had known at Wayland Academy. Simpson and Anderson traveled extensively, calling on prospective students and their high schools and counselors. A new viewbook and application materials helped tell Kalamazoo’s story. The result was a class of 200 freshmen who almost doubled the College’s enrollment when they arrived on September 14, 1954.

Senior Shirley Lostutter editorialized in the September 29 Index on the impact of these new students: “I think the upperclassmen are all a little amazed at the size of this class. And not only the size, but the difference in attitudes of the members. We seem to be overwhelmed not only by numbers, but by something a little subtler—spirit….I think we are proud and a little envious of this class.”

Enrollment continued to climb during the next few years. In the fall
The Wallace legacy brought the endowment to just over $2 million in 1954. Of 1955, 231 freshmen entered, bringing total enrollment for the year to 510. Enrollment rose to 569 in 1956-57 and to 623 in 1957-58. The qualifications of the student body also rose. While Kalamazoo College had always attracted many excellent students, both admissions and grading standards went up as more students applied and as new young faculty raised expectations for student performance. Increased applications meant that admissions could become more selective. By fall 1956 the College was in a position to reject as many as half of its applicants as unqualified and still enroll a large class. The installation of Phi Beta Kappa in fall 1958 was indicative of these changes and of improvements made in curriculum and in the library. Also in 1958 Kalamazoo joined the College Entrance Examination Board (CEEB) and began requiring the SAT exams for entrance. These achievements made Kalamazoo College ever more attractive to able students looking for an academically challenging college.

Finances and Facilities

College finances were already improving when Hicks arrived, thanks to fortuitous circumstances and to the leadership of the interim administration. Working closely together, Light and Smith managed to balance the 1953-54 budget and complete a successful annual fund drive in fall 1953. On January 1, 1954, the day that President Hicks took office, Winifred Dewing Wallace died, leaving Kalamazoo College a legacy of $1,327,749 to be added to the endowment. Commenting on the bequest, Hicks stressed that while the increased funding would make possible better faculty salaries, increased library holdings, and an improved public relations program, the College still needed annual gifts to help combat inflation and additional endowment gifts to reach a goal of at least $5 million and preferably twice that sum. The Wallace legacy brought the endowment to just over $2 million, about what it had been in the early 1930’s, but with greatly reduced earning power. For the College to succeed in the future, more secure funding would be essential.
Under Hicks’ leadership, the financial situation continued to improve. The successful 1953 annual fund was followed by continually increasing annual funds, rising from $107,000 in 1954 to $129,000 in 1957. In December 1955 the College received a grant from the Ford Foundation of $163,000 to be added to the endowment for salary increases. In addition, the special funds for new faculty raised by Light (see chapter 13) came in annually, supplementing the salary budget. Support also came from the Michigan and Northern Baptist Conventions to help underwrite the new position of dean of the chapel, ably filled in fall 1954 by Reverend Lloyd Averill. By January 1957 Hicks could report to trustees that during his first three years in office, gifts and pledges to the College had totaled more than $2.5 million dollars, including the Wallace legacy. He could confidently announce “great progress” in those three years.

As enrollments rose, so did tuition revenue, providing funds under the Ruml Plan (see chapter 13) for steadily increasing faculty salaries. In 1953 the median faculty salary was $4,700; in 1960 the median was $8,900. As part of the Ruml emphasis on academic efficiency and also because of rising enrollments, the student/faculty ratio rose from 13 to one in 1953-54 to 16.5 to one in 1960-61. Initially Hicks was reluctant to raise tuition, hesitating to “jeopardize our student relationships” so soon after the unrest of the early 1950’s. But in 1957-58 the College did raise tuition and fees $100, from $550 to $650 on an annual basis, the first raise since 1951-52. Hicks and the trustees hoped to move to a “full cost” fee structure and to limit scholarship aid to about 40 percent of the student body. The College would continue to serve its “brilliant but financially embarrassed clientele,” but would also seek to enroll more affluent students who could pay higher tuition. The tuition issue continued to vex the administration as the College sought to support its program while also competing with less costly state universities and remaining competitive with other midwestern liberal arts colleges.
President Hicks was frugal but practical in handling the College's finances. For example, in faculty meetings he would mention the high cost of long-distance calls and remind faculty to turn out the lights when they left a classroom. At the same time, he was pleased to report that the maintenance budget had been increased 50 percent during his first three years in office.

Librarian Wen Chao Chen remembers fondly his first meeting to discuss the library budget with Hicks. Chen, having been told to submit a budget adequate for essential needs, had doubled his previous year's budget. Hicks, unimpressed, handed it back. Chen promptly doubled his previously doubled budget, and it was accepted. Hicks knew how to save money, but he also had a clear sense of how and where to spend it.

With more faculty and students on campus, facilities became crowded and some required renovation. A long-awaited new science facility, Upton Hall, was dedicated in spring 1956. Some funding came from the R. E. Olds estate, but most of the $380,000 cost came from family and friends of Louis C. Upton, recently deceased president of Whirlpool Corporation and trustee of the College from 1948-52. Built as an extension to Olds Science Hall, Upton provided fine new accommodations for the biology and mathematics departments and brought all the sciences and mathematics together on a corner of the Quad. It was the first new building on campus in eight years. Opening Upton freed space in Bowen, which underwent renovation in 1956-57. Built in 1902, Bowen was still the main administration and classroom building. Renovations included general updating of floors and stairs, and relocation of the president's office and admissions to the main floor, making them more accessible for students and faculty and more inviting for visitors and prospective students. Another welcome improvement occurred when Thomas Woodworth, a local businessman and sports fan, gave funds for a baseball field. In 1955 Woodworth purchased uniforms for the baseball team, and they responded by winning second place in the MIAA that spring. The city of Kalamazoo cooperated in building the diamond, which was ready for the spring 1956 season.
With enrollment rising, the dormitories soon became crowded. Town students could live at home, but residential students were required to live on campus. Harmon, which had been half empty for several years, soon filled. Spaces in both Hoben and Harmon were renovated to make more room for men. By fall 1956 Trowbridge was full and four freshman women were housed on the top floor of the president’s house. (Young men who wished to date these young women were met at the door by President Hicks himself.)

Soon plans were made for an addition to Trowbridge costing about $370,000. Ground was broken late in 1956 and the building was dedicated and occupied in fall 1957. It had four stories and housed 90 young women in suites of two double rooms and shared bath. The new wing brought residential capacity for women to 255. Hoben and Harmon at this time could house about 300 men.

Celebrating 125 Years

In 1958 Kalamazoo College celebrated 125 years since its chartering in 1833. Hicks and the trustees saw this important milestone as an opportunity to achieve some major goals for the College. Addressing the trustees in January 1957, Hicks described three goals for the anniversary year: encourage and enhance the loyalty of alumni and friends of the College, increase publicity to give Kalamazoo national exposure, take inventory of the past, and plan for the future.

The celebration began early, on Founders Day 1957, when a Michigan Historical Site Marker was unveiled on campus. The plaque, still in place, mentions Kalamazoo’s founding, its Baptist origins, its longevity, and concludes, “This pioneer school has won national renown as a liberal arts college with special honor in teaching of the sciences.” The 1957-58 school year was marked by a number of special events. Homecoming attracted a record number of alumni, a special evening honors convocation celebrated the academic achievements of undergraduates, and a performance of Felix Mendelssohn’s Elijah in December showcased the music department and the Bach Festival Chorus. In April a three-day convocation featured nationally
known speakers who addressed issues that reflected Kalamazoo’s heritage. Dr. Nels F. S. Ferre spoke of the role of faith in the search for truth; Dr. E. Harris Harbison emphasized the traditions of the liberal arts; and Honorable Charles P. Taft urged his audience to apply their idealism to their daily lives. The anniversary year ended with an expanded commencement weekend that featured a series of alumni and faculty lectures on topics of academic interest.

Special attention was given to alumni during the anniversary celebrations. Those who could do so were encouraged to visit campus for homecoming or to attend some of the anniversary events. A series of alumni dinners and meetings were held around the country to bring regional groups together. These efforts resulted in a surge of interest and generosity among Kalamazoo alums; 41 percent of alumni contributed to the special anniversary campaign fund, up from the 9 percent who gave to the annual fund in 1952.13

The greatest achievement of the anniversary year was the successful 125th Anniversary Fund, a yearlong campaign that sought support for a number of campus improvements.14 The Kalamazoo Foundation started the campaign with a gift of $125,000 in May 1957. There were 22 regional campaigns during the year, tied to special alumni dinners and successful in raising loyalty and interest as well as funds. With post-campaign gifts in 1958-59 the total raised was $2,174,021, making possible a number of campus improvements. Anniversary funds helped pay for the 1957 addition to Trowbridge, for dressing room facilities and other improvements at Angell Field, and for remodeling and modernizing Bowen Hall. Funds were used to enlarge the campus heating plant and to convert space in Hoben to house more male students. A pledge from the Herbert H. and Grace A. Dow Foundation made it possible to remodel Olds Science Hall, a project not initially part of the anniversary program.

As the anniversary year ended, Kalamazoo College could truly celebrate a successful past and look toward a promising future. The increased alumni interest generated by the anniversary activities would lead to a reorganized and strengthened alumni association. Improved facilities would make the College more attractive to more students. Increased publicity related to the anniversary and the campaign helped make the College more visible in the region and nationally.
Collegiality on the Quad

Morale of both students and faculty rose as the College grew and began to prosper. Student organizations benefited from larger enrollments. Athletic teams could compete more successfully; Kalamazoo won the MIAA All-Sports award in 1956-57 and 1959-60 and came in second in 1954-55, 1955-56, and 1957-58. The societies were strong, involving most students on campus. They met every week, sponsored service projects and social events, and competed in making homecoming floats, in blood drives and intramural sports, and in an intersociety sing.

Student life followed long-standing traditions: dances in Welles Hall or Tredway Gymnasium, a candlelight Christmas Carol Service in Stetson Chapel, the annual Washington's Banquet, and the May Fete pageant and dance. Many students came from modest, middle class families and earned some of their expenses with campus jobs and scholarships. They brought typewriters, radios and record players, and in most cases very limited wardrobes to small dormitory rooms.

The 1950’s were perhaps the last decade when the doctrine of in loco parentis prevailed on American college campuses. It was certainly strong at Kalamazoo College, especially for young women. All women lived in Trowbridge under rules requiring them to be in at certain hours (10:30 p.m. Monday-Thursday, midnight Friday and Saturday, and 11 p.m. Sunday). Quiet hours were established and enforced, especially during the week. The Trowbridge House Council (elected by the residents) made the rules and, aided by housemother Mabel Mordhorst and dean of women Louise Johnson, dealt with infractions. Expectations included a dress code: women wore skirts, sweaters or blouses, saddle shoes and bobby socks to class, dresses or suits and heels and hose for more formal occasions, slacks on Saturday afternoon, but never...
The 1950's were the last decade when the doctrine of jeans on campus. Trowbridge had one main switchboard and one telephone on each floor, usually in a small kitchen. Students took turns on telephone duty, although often the person nearest the phone answered and then called down the hall to the person wanted. A long distance call was a big event and cause for anxiety over the possibility of illness or trouble at home. There was little privacy but a strong sense of community under this system.

All the young men lived down the hill in Hoben (freshmen) and Harmon (upperclassmen). They dressed casually during the day, usually in slacks and sweaters, but were required to wear jackets and ties to served meals in the large Welles dining room every evening. Alcohol was still strictly forbidden on campus, although of course some students did drink and some off-campus events included alcohol. The joint house council oversaw discipline in the men’s dorms and a student/faculty judicial council handled most other student discipline.

A certain formality prevailed on campus in the late 1950’s. Faculty as well as students dressed up; men in ties and jackets or a sweater, women in dresses or skirts. They addressed students formally in class: Dr. Hemmes, “You were absent last time, Miss Crandell.” Response, “Yes, sir.” Hemmes was one of only a few professors who actually took roll each day, but classes were small enough so that students knew they would be missed if they cut very often. And chances were that they would see the professor on the Quad that same day.

Faculty members also experienced improved morale as new colleagues joined the staff and as the College became more secure. In 1960, a survey of mean faculty salaries in 20 leading Midwestern colleges ranked Kalamazoo College first. Some faculty stalwarts retired, L. J. Hemmes (philosophy) in 1958, T. O. Walton (math) in 1960, Henry and Mabel Overley (music) in 1961, to be replaced by equally talented and dedicated Lester Start (1958), Jean Calloway (1960), and Russell Hammar (1961). A major loss came to the faculty when Dr. Allen B. Stowe, long-time tennis coach and chair
of the chemistry department, was killed in an auto accident in February 1957. A number of long-term faculty members joined the staff during the 1950's, only a few of them females. It would be another decade before any attempt was made to change the gender imbalance in the faculty. New members included Richard Stavig and Harold Harris in English, Nelda K. Balch (speech and theatre), H. Lewis Batts, Jr. (biology), Allen V. Buskirk (physics), Sherrill Cleland (economics), Marcelle Dale (French), Kurt Kaufman (chemistry), and Edward Moritz (history). They added new energy and ideas about courses and curriculum to the College community. Some of these young professors could even make exam questions interesting. For example, there was the hamburger question in biology: “A pregnant woman eats a hamburger on a buttered bun and drinks a glass of milk. Trace all the elements of food until it becomes skin on the knee of the fetus.” English professors Larry Barrett and Dick Stavig invented creative questions in their jointly taught American Literature class, asking what Thomas Jefferson and Henry David Thoreau might say about labor unions, income tax, and the curriculum at Kalamazoo College. At this point the curriculum was very similar to that of the 1930's and 1940's, requiring a major and minor, a foreign language, a laboratory science, some literature, history, religion or philosophy, and two years of physical education.

Theatre was one department that changed significantly in the 1950's. Nelda K. Balch, hired in 1954 primarily to teach speech courses, soon put together an exciting and challenging theatre program. She believed that good theatre was an important liberal art, that it should not just entertain but should make the audience think. Even with the limitations of old Bowen Auditorium, she produced good performances of difficult plays. Her production of Samuel Beckett’s “Waiting for Godot” in fall 1958 was the first collegiate performance of that play in the United States, a very daring choice on her part. President Hicks and some of the more conservative trustees were unhappy about the language and themes of modern drama, but Balch persisted in creating serious theatre for Kalamazoo. In 1957 she persuaded three colleagues to join her in a new format just becoming popular, reader’s theatre. Nelda Balch, Dean Paul Collins, English professor Walter Waring, and Dean of Chapel Lloyd Averill read George Bernard Shaw’s “Don Juan in
In addition to their academic responsibilities, faculty members in the 1950’s chaperoned student activities, sponsored student organizations, and socialized with their students and faculty friends.

Faculty members provided both social and academic leadership for the College. They met monthly at Mandelle, meetings chaired by the president and invariably opened with prayer or a meditative reading. Faculty served on committees, spoke in chapel, and several served as sponsors for societies. They were expected to chaperone dances, and many invited students into their homes and also socialized often with colleagues. Faculty families lived in the Grove Houses or else near campus, often renting houses or apartments owned by the College. A Tuesday afternoon open coffee hour in Hoben Lounge and a Thursday afternoon faculty coffee hour in the Mandelle clubroom encouraged informal interaction. Once or twice a year, the entire College—students, faculty, staff, and their families—enjoyed an all-college picnic at the local country club. The late 1950’s were an era of collegiality for students and faculty at Kalamazoo College, echoing Allan Hoben’s goal of a fellowship in learning.

Addressing the faculty in January 1955, President Hicks offered his own interpretation of the concept of a fellowship in learning. He pointed out that this fellowship requires “serious responsibility on the part of faculty members for continuous interest in the work and welfare of students, involving both praise and censure. Our College must be different from state schools, especially in the impact of individual faculty members upon individual students.” Hicks saw faculty counseling of students as key to maintaining the relationships that made Kalamazoo College different from and better than other higher education institutions.

Although, unlike most of his predecessors, Hicks was not a Baptist minister, he was able to improve relationships with the Baptist denomination. Having come from a Baptist-related school, Hicks knew and was esteemed by many Baptist leaders. The efforts begun by the ad hoc trustee committee on bylaws in 1953 bore fruit in charter revisions adopted by the state legislature in 1955. The changes reduced some Baptist requirements but also led to more intentional relationships with the denomination. Baptist membership on the
board of trustees was reduced from half to one-third. Instead of the charter requiring the president to be Baptist, he was to be “a learned Christian gentleman.” The Baptist affiliation was affirmed and was strengthened by direct representation from the Northern Baptist Convention (one trustee to be selected from two nominated by the denomination) and the Michigan Baptist Convention (two trustees similarly selected, one of whom was to be a member of the executive committee). As members of First Baptist Church Kalamazoo, Weimer and Jean became active leaders there and in the state. The president cultivated good relationships with Baptist churches and recruited many Baptist students. The percentage of Baptists among the student body rose from 15 percent in 1946-47 to 24 percent in 1956-57.17

In his inaugural address on May 7, 1954, Hicks described Kalamazoo College’s “margin of uniqueness” as “found in our sincere belief in the value of the liberal arts as a strength for a free society, in the Christian heritage which commits it to a constant search for the eternal truths, and in the individualized program which brings its undergraduates under the benign influence of a consecrated faculty.” Hicks’ first five years in office were devoted to increasing enrollments, improving finances, and enhancing the quality of the students, faculty, and facilities. These were a good start. But as he told the trustees in January 1960, “Any college which stands still will ultimately retrogress.” Accordingly, in 1959-60, trustees, faculty, and administration began an exhaustive study of the College’s program and its potential for the future. With the problems of the immediate past solved, Kalamazoo College was ready to move forward with an exciting new program.
The development of the K Plan profoundly changed the nature and direction of Kalamazoo College. The impetus for change was both external and internal. Changes in demographics and in the market for higher education put pressure on all colleges and universities to meet expanding needs and serve new clienteles. The renewed health of Kalamazoo College made possible visions of new programs and approaches to liberal arts education. A faculty of seasoned veterans and talented newcomers, all committed to the College and willing to work together, were ready to explore new options. Finally, the presence of three outstanding and complementary talents in the leadership of the College—Weimer Hicks, Richard Light, and Laurence Barrett—made a new direction possible.1

Context and Leadership

By 1960, most American educators could see that students would soon be arriving at colleges and universities in record numbers. The modest, post World War II enrollment bulge had been followed by lower enrollments in the early 1950’s, as children born during the depression reached college age. At Kalamazoo, that decrease had been exacerbated by the student and faculty unrest of 1950-53. Enrollment dropped from a high of 654 in 1948-49 to the low of 356 in 1953-54. By the late 1950’s enrollments everywhere were beginning to grow. Nationally they were expected to double between 1957 and 1970, putting pressure on American higher education for massive growth in the coming decade.2

Hicks’ emphasis on enrollment came just as the numbers of potential students began to rise. Considering the size of Kalamazoo’s campus and faculty, Hicks initially set an enrollment target of 630 students, a number he felt could be served well. He hoped that 100 of those students would be “townies,” because he believed that local students helped cement the loyalty
of the community to the College. More town students could also increase enrollment without requiring more residence halls. By 1959-60, however, the enrollment limit had been surpassed and the numbers were continuing to grow. Hicks believed that liberal arts colleges would have to grow in order to maintain a place in American higher education. He was determined that Kalamazoo College would be part of that growth.

The size of the College became an issue. How could more students be accommodated within the limitations of Kalamazoo’s Quadrangle and buildings? What kind of curriculum and calendar would best serve this next, large generation of students? How could Kalamazoo compete for excellent new faculty in an economy in which the demand for professors exceeded supply? These were some of the questions addressed by faculty and trustees during fall 1959. Hicks reported to the board in January 1960 on this effort: “In the annals of history, 1959-60 will be remembered as the year of committee meetings in which trustees, administration, and faculty examined almost every facet of the program of the College. Altogether 17 committees have held 67 meetings in which some phase of college life has been scrutinized.”

Three creative minds and some serendipitous circumstances helped shape the resulting program. Dr. Laurence N. Barrett, English professor and dean, provided academic ideas and leadership. The first of the outstanding young faculty hired under Light’s supplemental salary program, “Larry” Barrett was a demanding and exciting teacher of writing and literature. Arriving in 1953, he was soon tapped for administrative leadership as dean of curriculum (1955-57), then dean of the faculty (1957-62). Educated at Amherst and Princeton, Barrett had commanded small escort ships in World War II and had taught at Middlebury, the University of Minnesota, and Bowdoin. He was the academic member of the trio of leaders who were primarily responsible for changes that became the K Plan.

President Hicks was the administrative leader in the planning process. In June 1960, after the year of study, Hicks presented issues and
alternatives to the board of trustees. He reviewed the coming enrollment crisis and outlined three alternatives for the College: it could “cling steadfastly to its present size,” and concentrate on quality education; it could “maintain its present academic pattern” but expand gradually to 900-1000 students; or the College could “effect certain changes in its academic year and teaching procedures which will eliminate the necessity for appreciable expansion yet make it possible to serve more students more effectively.” Hicks strongly supported the third option, which he felt was a natural outcome of the year of study. Hicks and the trustees understood that only faculty and staff who were on campus every day could decide the shape of a new program, and only with faculty involvement could changes be successful. The trustees reaffirmed a resolution first adopted at their January 9, 1960, meeting, calling upon the administration and faculty “to undertake, without delay, such changes in educational policy as will bring to a state of maximum usefulness, consistent with the high quality of instruction to which the College is committed, the resources of its plant, and of its personnel in the service of students.” At Hicks’ suggestion, the educational policies committee of the faculty was asked to work through the summer to make preliminary decisions for a new academic program.

Board chairman Dr. Richard Light was the third member of Kalamazoo’s creative team. Light had very clear ideas about higher education and about how to make colleges and universities more efficient and effective. In practice, some of Light’s suggestions, borrowed from successful business operations, proved impractical for higher education. But several key elements of the new curriculum were directly encouraged by Light. He advocated year-round use of facilities in order to add capacity for growth without requiring huge investments in property and buildings. He also strongly urged emphasis on foreign language competence as a means to broaden cultural and intellectual understanding. Light and his family, including four sons, had spent the summer of 1956 in France studying the language, each at his own level. The growth he saw in his own family led him to suggest similar experience as a key element in a broad liberal arts education.

Light was in a position to support his ideas with the means to try them out. He and his brother Rudolph decided to assign the income of a family trust to Kalamazoo College for a trial period of funding foreign study for selected students. On this basis, a pioneer group of 32 students went abroad in summer
1958. Light himself made arrangements for universities in Caen, France, Bonn, Germany, and Madrid, Spain, to accept Kalamazoo’s students. Dr. Richard Stavig, who happened to be going abroad on a Fulbright grant to teach in Germany, accompanied the students. In August he reported from Bonn that, “The program is succeeding perhaps even beyond our highest hopes. The student morale is sky-high, the language progress (for the most part) has been phenomenal, and individual development in terms of maturity, independence, and self-assurance has been a joy to behold.”

The success of this first summer led to other students going abroad for summer study and eventually, in 1962, to incorporating foreign study into the curriculum for all students.

Developing the Plan

Building on the notion of year-round operation and on the inclusion of foreign study as a key element of education, the faculty educational policies committee worked through summer 1960 to develop a new curriculum. The committee included senior faculty from the Allan Hoben era (Frances Diebold and Raymond Hightower) and a number of newer, junior faculty. Summer committee members, their disciplines, and their date of appointment were: Raymond Hightower, sociology (1934), Frances Diebold, biology (1923), Laurence Barrett, English (1953), Elton Ham, political science (1947), Harold Harris, English (1954), Edward Moritz, history (1955), Lester Start, philosophy (1958), Wen Chao Chen, political science (1950), and President Weimer Hicks ex officio. Dr. Hightower chaired the committee. They met twice weekly all summer and also spent hours studying curriculum, exploring options, and interviewing colleagues at Kalamazoo and at other colleges with innovative curricula. The success of the foreign study experiment was strong incentive for change. As Professor Barrett later described it: “Our recognition of the power of such non-academic learning and our desire to capitalize on it was one of the things that motivated and guided later planning for year-round operation . . . We had tested the waters of innovation and . . . had found the results far better than we had hoped and none of our fears justified. Innovation, we found, was exhilarating, and we were ready for more.”
The faculty committee’s goals included using faculty and facilities more efficiently and also to serve more students; they wanted to assure that faculty would be spread effectively across disciplines and that they would have opportunity for research and renewal. The College was operating on a calendar of two 15-week semesters, the first semester ending in January after a long Christmas break and the second ending early in June. Students took four to six courses each semester, adding up to 15 or 16 credit hours. Most faculty taught four courses a semester, usually requiring separate preparations and sometimes involving large numbers of students. The student/faculty ratio was about 18 to one making the desired intimacy of the fellowship in learning difficult. Facilities were becoming crowded. The educational policies committee would concentrate on finding innovative ways to address these situations to meet goals of efficiency and effectiveness within the College’s liberal arts tradition.

Describing the committee’s work many years later, Barrett remembered committee chair Hightower as a “master diplomat” who “husbanded our time like a genial schoolmaster and, even when we disagreed, maintained an atmosphere of good humor . . . Ray involved everyone in the faculty, most of whom were in town. When anything came up in our projections which might impinge on the athletics program, he went and talked to the director of athletics and then invited him to one of our meetings to discuss it with the whole committee. When something else involved the language departments or the science majors or the library, he did the same. Almost without exception, they were troubled at first—everyone’s life would obviously be changed by what we were planning—but once they had been listened to and their questions had been answered, they understood what we were about and approved.” The committee’s work benefited from the sense of collegiality that veteran faculty members brought to the planning process. If the new plan seemed to threaten a favorite course or activity, these faculty were prepared to sacrifice self-interest for the sake of the program. Barrett ascribed the committee’s success to unwritten rules that “assumed that disagreeing parties were obliged to respect each other as persons of principle—and equally obliged to disagree openly and frankly. Those rules
governed the dynamics of the community, and without them we never would have come to the unanimity necessary for the Kalamazoo Plan.”

The trustees had essentially mandated year-round operation, but left faculty and administration to determine an appropriate schedule. As it evolved, the schedule was developed to accommodate three goals: the desire to include foreign study for most students; the need to balance student numbers and increase enrollments without major expansion of the campus; and a desire to make use of student “vacation” time for productive educational experiences. Arranging foreign study opportunities was a major element in the new plan. While the summer foreign study students had not earned academic credit, the new plan called for credit to be awarded for study abroad. This required that students be able to attend, in most cases, regular courses in accredited foreign universities. Thus Kalamazoo’s schedule would need to accommodate longer and different months for study in universities with schedules different from K’s usual fall-spring semesters. If some students went abroad in fall/winter, other students would need to be off campus when they returned in spring. And some faculty and students would need to be on campus during summer to keep facilities in use and numbers in balance.

The educational policies committee chose not to make changes in the basic on-campus curriculum. They had already consolidated courses to reduce the number being taught and to make course enrollments more efficient. General education requirements and majors remained essentially unchanged, assuring faculty of some stability within the new plan. The creativity of the committee went into planning the off-campus elements of the new program. They settled on fall/winter for the foreign study segment, then created a career/service spring quarter for sophomores and a fall or winter independent research/study quarter for seniors. The latter built on an honors program that had been available for a few especially serious and successful students. The career/service idea was new for Kalamazoo, although similar programs existed at a few other schools. The new program was held together by an overall goal of helping students develop over four years into independent, self-motivated learners and leaders. As Light expressed it, students would be “weaned from spoon-feeding and led toward independence of thought, exercise of judgment, and curiosity for knowledge.”

The educational policies committee brought the framework of the
new program to the faculty at their annual fall retreat in September 1960. The proposal included year-round operation, four quarters of 11 weeks each, with students off campus at least one quarter each year. When Hightower called for a written vote, the results were 44 in favor, four opposed. The College began implementing the new program by shifting to the quarter system in fall 1961. Students took only three courses, but each met five hours a week; faculty taught two courses. Both students and faculty felt the pressure of change and a faster pace, but academically the term was a success. Grades and library use were up and the deans reported fewer students with failing grades. Fall 1962 initiated the fall/winter foreign study program for juniors. In spring 1963, 132 sophomores inaugurated the first career/service quarter and in 1963-64 the program was complete when seniors embarked upon the independent study soon known as the SIP (Senior Independent Project). The Ford Foundation supported the new program with a new grant of $100,000 that helped the College add faculty needed to staff the change. President Hicks interpreted the new plan to alumni around the country and used it to focus a major new fundraising campaign. The new plan attracted favorable notice from the national media and students around the country began to hear about and consider Kalamazoo College.

A Great Adventure: Foreign Study Begins

Years after foreign study had become an integral part of the Kalamazoo College program, Dr. Richard Stavig described its beginnings. Remembering that first summer, he wrote, “plans had been carefully made, but there was simply a lot we just didn’t know. We did know, however, that we were involved in a great adventure, an adventure that had tremendous implications for us and our College. And we knew we had the responsibility for making it work.” The plans did work, thanks to the leadership of Light,
Hicks, Barrett, and Stavig, and to those first few students who studied abroad in summer 1958. Thanks to Stavig's enthusiasm and to Barrett's report after interviewing the returning students, Light and his brother decided to make permanent the assignment of the S. R. Light trust to Kalamazoo College to support a foreign study program. The income from the trust was to be used to assist K's students to study abroad, to help K's faculty members travel and study abroad, and to bring qualified professors from abroad to teach for a term or two at Kalamazoo College. The existence of this fund and the stipulations for its use assured the survival and success of foreign study at Kalamazoo.

The summer study abroad program continued for five years, until the year-round calendar and the K Plan were implemented in 1962. During those five years, a total of 191 Kalamazoo students went abroad for a program that included four weeks of intensive language study followed by four weeks of study of appropriate history, literature, and art. Kalamazoo was not the only school sending students abroad; in 1960 the American Express Company estimated that 40,000 American students went abroad for summer travel and another 15,000 enrolled in formal study programs at foreign centers or universities. Kalamazoo was among the earliest and most creative of American schools developing foreign study programs. K's program was distinctive because foreign study was an integral part of the academic program, not an “add-on” for certain majors. Even majors in chemistry, usually the most rigid program in any college, could with planning manage to study abroad and still meet requirements to graduate on time. Funding from the Light trust made foreign study possible for scholarship students and as the program developed almost every student was able to participate.

When the full program began, the College sent a faculty member to Europe to provide supervision. This person traveled with the students, saw them settled in their study centers, visited them periodically, and was available in case of emergencies. With the increase of jet travel and with evidence of student independence and maturity, this plan of supervision was abandoned in 1964-65. Instead, Stavig, who had become foreign study director in 1959, and his assistant, Dr. Joe Fugate (German), made numerous trips abroad, assuring that every center was visited at least three times a year. This policy of long-distance oversight made Kalamazoo unique among American colleges with study abroad.
Kalamazoo’s foreign study program was unique because students in every department could study abroad and the College supervised the program through frequent visits rather than an on-site staff member. As originally developed, the foreign study program included three different types of experience, depending primarily on the language abilities of the students involved. In Type I, students with strong background began with brief language review and then enrolled in courses in a foreign university. These students did all their work in the language of the country they were visiting. In Type II programs, students with less language facility studied the foreign language and also took some work in English and could audit courses in a foreign university. The Type III programs offered a few students the opportunity to study in English-speaking universities. Whenever possible, students lived with families or else in university dormitories with students of the country. During the 1962-63 pilot year, 104 students went abroad, 80 for fall and winter, 24 in the spring. Of the total number, 58 studied in Germany, 29 in France, six in Ecuador, two in the United Kingdom, two in Turkey, and five in Sierra Leone. The program was well launched with a variety of opportunities and experiences.

Problems surfaced early for some students. Football players might be reluctant to miss the fall season; basketball players would want to be on campus both fall and winter. Eligibility might be a problem for some athletes. Stavig and Director of Athletics Rolla Anderson worked out an agreement with the MIAA that resolved the eligibility issue. Introduction of some one-term spring study abroad options also helped. At first science majors had problems fitting foreign study around their requirements. Science departments modified some of their scheduling, and Stavig worked hard to
find science-related opportunities abroad. All students were able to meet at least one or two graduation requirements while abroad with courses in language, literature, history, philosophy, art, and more.

Until 1972 students and professors Stavig and Fugate traveled by ship to their overseas locations. In spite of occasional storms and seasickness, most students enjoyed the voyage that gave them time to get well acquainted and to prepare for the adventure of study abroad. Sailing aboard ships named the MS Bremen or MS Europa, Kalamazoo students might entertain themselves and fellow passengers by singing college songs in the lounge before dinner or playing cards or ship games like Bingo. Unfortunately, affordable ships stopped making the Atlantic crossing. Starting in 1972, students flew in small groups to Switzerland for a couple of days of orientation before moving on to their study sites.

Whenever possible, students on study abroad lived with host families. Orientation for these students included admonitions to help with dishes and housework, keep the family informed about late hours or missing meals, and a suggestion to bring your “housemother” flowers. Many K students developed close relationships with their host “mothers and fathers,” “sisters and brothers.” Reflecting on this experience, Susan (Stuckey) Thoms ’70 wrote in 2006 that while attending a medical meeting nearby she had spent a week with her “mutti” in Erlangen, Germany. Two of her “mutti’s” grandchildren had visited Thoms in Michigan, one a medical student for three weeks to visit medical offices and hospitals. Thoms maintains fluency in German so that she can continue to call and visit her German family on a regular basis. John Parisi ’71 had a similar experience with history professor Peter Furth and his family in Munster, Germany. Writing in 2005, Parisi commented that “the relationship that began 30 years ago has now reached to a fourth generation;” he and his wife had visited his German “sister” and her daughter and baby granddaughter. Like
Thoms, the Parisis hosted a German granddaughter for an internship in Washington, D.C., thus extending Kalamazoo’s concept of experiential education to their host families.

From the beginning of the program, students have found foreign study to be one of the most meaningful experiences of their young lives. The program’s goals of expanding student horizons and broadening student perspectives were clearly met when students returned to campus more mature, more serious, more independent in their thinking. Two comments from 1964 reflect the program’s early success. A young woman who had raised her grade average significantly since returning from Sierra Leone said, “One of the reasons my grades have gone up is because I saw the African students studying so hard. Education means an awful lot to them, so it began meaning more to me.” Professor Richard Means commented, “Students who have studied overseas seem more interested and excited about their work. In class they bring up good, concrete examples from the countries they have visited.” A student commenting in 1974 summed up the value of foreign study for many, “I learned a culture, a way of life, a love for a people whose history came to life by trips throughout Germany. And I learned to view my own country in a better perspective.”

**The K Plan in Action**

Kalamazoo College spent two years moving gradually into the new program. During the first year, 1961-62, the College shifted to the three-three quarter system, that is, a schedule of three quarters (fall, winter, spring) during which students took only three courses. The old credit system, under which course credits and class meetings could vary from two to four semester hour credits, was changed to give every course equal credit and time commitment. For example, laboratory courses that had met for three lectures and two two-hour labs (formerly four semester credits) now met five hours a week for one unit of credit. Students previously had been required to earn 120 semester credits to graduate; the new system required 36 units of credit to graduate. Faculty now taught two courses each term, an annual course load of six rather than eight. They dealt with fewer students each term and had more time with them each week, but for only 11 weeks instead of the 15 or 16 under the old semester system.
During the second transitional year, 1962-63, the off-campus elements of the K Plan were introduced as pilot programs for future full implementation. About half of the junior class went abroad for the first fall/winter for-credit foreign study program. In spring 1963 over half of the sophomore class embarked on the first career/service experiences. The first full summer quarter started in July 1963 with 321 students, upperclassmen and a few freshmen. In fall 1963 a small group of seniors inaugurated the senior independent research experience. Thus, by 1963 all elements of the K Plan were in place—a strong liberal arts academic program on campus, a career/service experience, study abroad, and a senior independent project.

Early reports on the new plan were mostly positive. Writing in the winter 1962 Alumnus Magazine, Barrett reported that students liked taking only three courses and having those courses end before vacations. Both faculty and students reported feeling pressured by the new schedule and academic demands, but in the College as a whole, academic success was up and academic probations down. Activities had not suffered as much as some had feared; the choir, theatre, societies, and the Index were doing well, the football team had won its last four games, the basketball team was winning as well. In the spring 1962 Alumnus President Hicks reported a 60 percent rise in library use, more improvements in grades, better adjustment to the academic pressures of the quarter system. In a report to the campus in July 1963, Hicks stressed the uniqueness as well as the success of the new program. He pointed out that Kalamazoo’s new program proved that college vacation periods could be scattered through the school year, making constant and efficient use of facilities possible. Even more important, under the new plan Kalamazoo’s students were developing intellectually through experiences off campus as well as coursework on campus.13

Initially career and service were seen as separate entities. Two directors were hired in May 1962 to plan the programs. Walter W. Sikes, who had experience with the cooperative education program at Antioch College, was placed in charge of the vocational exploration program. Dr. John Thomas came from his post as executive secretary of the council for social progress of
the Baptist denomination to head K’s service program. Their work opened opportunities for 132 sophomores to try careers such as teaching (one at a historically black college in Alabama and two at a school in Mexico), or to work in hospitals, laboratories, or juvenile centers, and for a dozen or so to work in Washington D.C. They returned to campus enthusiastic about their experiences and ready to help inaugurate the first summer session.\textsuperscript{14}

Dean of Chapel Lloyd Averill was administrator of the early summer sessions. He reported in September 1963 that the first summer quarter had been more productive and more successful than many had expected. Students took their coursework seriously and attendance at classes was excellent, even classes starting at 7 a.m. A full social and extracurricular schedule was maintained, chapel programs, the \textit{Index}, Student Senate, plus special music programs, a film series, an all-school picnic, and an excursion to the Stratford, Ontario, Shakespeare Festival.\textsuperscript{15} Sophomores were preparing for study abroad in the fall; juniors having been abroad were planning fall or winter independent projects and anticipating their senior year. In an atmosphere of summer informality of dress and activity, the campus was full of purposeful work in classrooms and offices.

The senior research project now known as the SIP was the last element added to the K Plan. While an honors program for selected students had been in place for some years, the idea of involving all students in such a project was new. During fall/winter 1962-63, the program was initiated by 53 seniors who gathered data in 14 cities, eight universities, and nine foreign countries. Their work included such topics as biological specimens in Antarctica, street cries in Mexico, or the art of scientific illustration.\textsuperscript{16} Eventually every senior was required to propose and complete a SIP which would demonstrate independent thinking, research, and activity.

One early change in the K Plan involved the three-year accelerated degree program originally promoted by Light. Hicks and Light had assumed that up to 40 percent of new students would choose to accelerate their
programs to graduate in three years. These students would attend year-round, forming a significant cohort in the summer quarter and experiencing only two terms off campus: a career service term first year and a brief, one-term foreign study experience in the senior year. From the beginning, interest in this program was very limited. In 1966 Hicks reported that only 50 students had chosen the three-year track and about half of these had switched to the four-year program. There was also a high attrition rate. Students found the pace stressful and they did not want to hurry their college experience. After only a brief trial, the faculty voted to drop the three-year track in 1964. This change introduced some inefficiency in the curriculum and unbalanced the numbers of students attending summer quarter, thus adding to the costs of operating the K Plan.

As originally developed, the K Plan was a tightly organized, efficiently operated program of on-and-off campus education. It was designed to offer a broad and exciting liberal arts education for an expanded enrollment on a small campus. As long as students and faculty adhered to the basic K Plan schedule, the program worked well, but it did introduce a certain rigidity into the curricular structure. Not every student, teacher, or course could fit comfortably into the plan, so attempts were made to make exceptions to accommodate special needs. Once students started “deviating,” as they called it, some of the efficiency and unity of the K Plan was lost.

The introduction of the K Plan served many purposes: Kalamazoo College sought to serve a growing number of students without excessive expansion of campus facilities; the College’s trustees wanted to see year-round use of buildings and services; Dr. Light especially wanted to incorporate foreign study into liberal arts education; and faculty wanted to improve both teaching and learning and to use the students’ “vacation” time to enhance and broaden their educational experiences. The K Plan was to do all this and to do it more efficiently than did the old semester-based program. But efficiency was not the primary goal. President Hicks summarized the goal well in a June 1963 report to the board: the graduate of the K Plan would be “a bilingual world citizen with an understanding of other cultures, a committed individual who views life beyond his personal realm, and a more self-reliant graduate who can adapt in an ever-changing society.”
The 1960’s were years of change and challenge in America and on American campuses. After the relatively tranquil 1950’s, the country awoke to concern over civil rights, foreign policy, and economic and social injustice. A new generation challenged the nation and its leaders to change local, national, and international policies and practices. As an historian of the 1960’s described the period: “Demands for change constantly tested the traditions and practices of families, schools, churches and organizations of all kinds. By the middle of the 1970’s, the nation the United States had been in the 1950’s had been permanently transformed.”

As the nation changed, so too did American colleges and universities. During the 1960’s, a number of new, innovative colleges were established around the country to help serve increasing numbers of students and (reminiscent of nineteenth-century college foundings) to boost the pride of a city or state. New College in Sarasota, Florida, is one example, a selective liberal arts college with a highly individualistic curriculum chartered in 1960. Large universities tried to replicate the liberal arts college experience by establishing small undergraduate units within the larger institutions. The University of Michigan’s Residential College, established in 1967, is one example. Albion College, like Kalamazoo, changed from semester credit hours to a course unit system but remained on a semester calendar. To serve more and different students, community colleges developed, including one in Kalamazoo County that began offering both vocational training and general education to commuting students. At about the same time, previously undistinguished state teacher’s colleges like Kalamazoo’s Western Michigan began blossoming into large, research universities. The new program at Kalamazoo College was part of a movement for change affecting every corner of the higher education community.

At Kalamazoo College the K Plan made obvious and significant
The K Plan changed workload and social patterns for everyone at the College.

Campus life changed when students began protests for civil rights and against the Vietnam War.

differences to the campus early in the 1960’s. The quarter system immediately quickened the academic pace for both students and faculty; year-round operation placed burdens on administrators and on the physical plant; and students and faculty moved on and off campus in a complex and sometimes confusing pattern. Increased enrollment meant hiring more faculty and expanding the campus to serve more students. Growth and the K Plan led to changes in campus life as well. The “bilingual world citizen. . . committed individual. . . self reliant graduate who can adapt in an ever-changing society” envisioned by President Hicks became a student who questioned the rules and long-held values of the College. As a result, by 1971 many traditional events and rules and student organizations had disappeared, profoundly altering life on the Quad. The changes occurring at Kalamazoo in the 1960’s resulted from the K Plan and from what was happening elsewhere in American higher education.

The Context of Change

For American colleges and universities, the 1960’s were both the best and worst of times. Growth, prosperity, and innovation made the early ’60’s exciting and successful for many institutions. Student unrest, economic changes, and dropping enrollments created problems for college administrations later in the decade. Campus life changed dramatically as students agitated for civil rights, protested United States involvement in the Vietnam War, and insisted on a voice in college rules and governance. Increasing drug use troubled many campuses and changing sexual mores altered social relationships among campus men and women. Their attire, hairstyles, beards, and behavior proclaimed students in the ’60’s as rebels against the expectations and values of their elders.

Student protests began in February 1960 when four African American students from North Carolina Agricultural and Technical College sat-in at a segregated lunch counter at Woolworth’s in Greensboro, North Carolina. By patiently waiting to be served and refusing to leave, they galvanized the support of others who joined them in protesting racial injustice. In 1963, 250,000 people including students marched in Washington, D.C. and heard Martin Luther King, Jr., speak about his dream for America. In 1964 student action turned violent at the University of California-Berkeley when students formed the Free Speech Movement and organized strikes and sit-ins leading to
hundreds of arrests. The summers of 1967, 1968, and 1969 were marred by race riots, including one in Kalamazoo; in April 1968 a student demonstration at Columbia University led to suspension of classes, damages to buildings, arrests of students, and the resignation of the president; and the August 1968 Democratic Convention at Chicago drew hundreds of protesters and resulted in violent confrontations between them and police. In spring 1968 both Robert Kennedy and Martin Luther King, Jr., were assassinated. In August 1970 the Army Mathematics Research Center at the University of Wisconsin at Madison was destroyed by a massive bomb blast; the graduate student killed in that blast was Robert Fassnacht, a 1958 graduate of Kalamazoo College. Violence reached a peak in the spring of 1970 when four students were killed by National Guard troops at Kent State University in Ohio and two students were similarly killed at Jackson State University in Mississippi.

In Michigan, students at Ann Arbor led the way in protesting social injustice. It was University of Michigan students who founded Students for a Democratic Society (SDS) and who wrote their manifesto, The Port Huron Statement, in 1962. That statement precipitated vigorous debate on issues of racial injustice, poverty in America, the environment, the cold war, and nuclear weapons. Antiwar protests escalated. A rally supporting a national moratorium on war brought 2,000 students and faculty to the Michigan Stadium on October 15, 1969. In March 1970 the Black Action Movement (BAM) called a strike that lasted eight days and closed down several university units. They sought support and better services for black students. Small colleges in the state were also affected by student unrest. At Albion a chapter of SDS was formed in 1966. Albion students agitated for more black students and faculty on campus. They marched to protest restrictive housing rules and sought coed housing and the freedom to entertain members of the opposite sex in their dormitory rooms. It is not surprising, then, that Kalamazoo College students, too, engaged in similar activities about the same issues.
In spite of growing student unrest, the early 1960's were in some ways golden years for American higher education. Enrollments were rising at most colleges and universities, fueled by demographics and by the increasing percentages of high school graduates seeking postsecondary education. The space race led to increased interest in and support of science and math education at both secondary and college levels. Federal and state governments began to offer support for schools and students. The Higher Education Act of 1965 made federal loans available for campus buildings and provided grants and loans for low income students. In 1964 the state of Michigan began making grants in aid to Michigan students attending Michigan colleges and universities. These grants brought state funding to Michigan's private colleges for the first time in their history.

The prosperity of American higher education began to change in the mid 1960's. In general, enrollments leveled off or began falling as demographics changed. Prices rose under the influence of inflation and college expenditures began to outrun incomes. Stock prices fell, making some donors reluctant to respond to fundraising appeals. Endowment income was affected. Student activism made both donors and legislators less willing to support colleges and universities. Faculty members, struggling with inflation, sought salary increases that most institutions could not afford. A recession in the auto industry hit Michigan residents and their colleges especially hard. Colleges and universities around the country were forced to examine every expenditure and to alter plans and programs in order to avoid financial disaster.

Student unrest climaxed about 1970. The deaths of students at Kent State and Jackson State sobered all but the most radical students. After strikes that closed many institutions briefly that spring, most colleges and universities settled down to handle issues more calmly and rationally than before. The economic situation of higher education became a public concern. In December 1970 the national news media reported on 18 schools “headed for financial trouble” and another 11 schools in “financial difficulty.” Albion College was among the 18 schools, along with such institutions as Harvard, Carleton, and the University of Michigan. A national study of 48 sample liberal arts colleges, many very similar to Kalamazoo, showed that by 1970, 60 percent of these relatively well-to-do institutions were running deficits averaging over $300,000 per college. At colleges and universities all over the
country, administrators discovered that their institutions would have to change in order to succeed in a challenging future.

A Growing College

As planned, Kalamazoo College grew significantly during the 1960’s. Fall enrollment grew from 753 in 1961-62 to 1,347 in 1971-72. The size of the faculty grew from 55 FTE (full-time equivalent) in 1962-63 to 71.2 FTE in 1971-72. Buildings were added to accommodate the larger numbers of students and faculty. Income and assets grew also. Income benefited from the larger enrollment, higher tuition, and successful fundraising. The assets of the College were increased by additions of land and buildings and by a growing endowment. The College’s public stature also grew as the K Plan attracted national attention and as Kalamazoo faculty and administrators became active in regional educational organizations.

The nature of the student body changed as their numbers grew. Increases in applications resulted in greater selectivity and higher qualifications in entering classes. The class entering in fall 1959 had a median verbal score of 527 and math score of 565 on the SAT; 39 percent had graduated in the top 10 percent of their high school class. The class entering in fall 1966 brought median SAT scores of 612 verbal and 621 math; 64 percent had graduated in the top 10 percent of their class.

National publicity about the K Plan attracted students from beyond the College’s midwest base. Many of these students were more adventurous and more widely traveled than the primarily small town Midwesterners who had filled earlier classes. Their presence changed the nature of campus culture. Efforts to promote diversity on campus led to a modest increase in the number of minority students.

Enrollment growth and the year-round demands of the K Plan
necessitated adding significant numbers of new faculty during the 1960’s. Reporting in the winter 1961 Kalamazoo Alumnus, just before the K Plan began, President Hicks emphasized the importance of quality faculty in times of change: “Our history reveals that in every period in which the College made a sharp thrust ahead, the institution had collected a faculty of dedicated, alert, and creative scholars. We believe the faculty of the present might be so characterized.” In fall 1961, 21 new teachers joined those dedicated scholars who were engaged in creating the K Plan. The newcomers made up one-third of the total faculty that fall. Most were soon integrated into the ethos of the College and the excitement of beginning the K Plan. This group included such long-term members as Joe Fugate (German), Richard Means (sociology), Betty Lance (Romance languages and literature), John Peterson (history), David Scarrow (philosophy), T. Jefferson Smith (mathematics), J. Mark Thompson (religion), and others. They were joined in 1962 by among others Ralph Deal (chemistry), Donald Flesche (political science), Conrad Hilberry (English), Margo Bosker (German), and Wayne Wright (physics). Most came to Kalamazoo with doctoral degrees from distinguished universities such as Harvard, Princeton, Johns Hopkins, Cornell, and Washington University. The large number of faculty hired in the ’60s became the people who made the K Plan work in the 1970’s and 1980’s.

Departures and retirements also changed the faculty. Laurence Barrett moved from the English department to administration, then back to teaching, and then in 1964 left the College temporarily to work with the Ford Foundation in Chile. Sherrill Cleland, who came in 1956 to teach economics and business, served as dean of academic affairs from 1964-67, left the College to work at the American University in Beirut, Lebanon, and then in 1973 became president of Marietta College in Ohio. Lloyd Averill, whose service as dean of the chapel brought new energy to that program, became vice president of the College in 1963 and then left Kalamazoo in 1967. Retirements in the ’60s included Helen Mills who had taught French and sociology for 15 years and in 1967 Frances Diebold who retired from the biology department after 44 years of service. She was the longest serving faculty member in the history of the College. Hired in 1923 by President Hoben, “Dieb” was one of the most effective and beloved teachers and colleagues on the campus.
The growth of the College and the complexity of the K Plan led to some administrative changes. President Hicks was a “hands on” manager, but he found that he needed to delegate some of the responsibilities of the year-round program. In October 1963 Hicks reported to the trustees that under reorganization all departments of the College would report to one of four administrators who would then report to the president. Hicks acknowledged that, “The President must learn to rely on his leaders and permit them to make decisions, and they in turn must learn to inform him regarding what is taking place in their sphere of activity.” By September 1967 those four had expanded to six: Stu Simpson for business affairs, Haydn Ambrose for church relations and student aid, Douglas Peterson as dean of academic affairs, Richard Stavig as dean of off-campus education, Wen Chao Chen in charge of special services, and William Long as dean of student affairs. Hicks retained direct control over external affairs: development, publications, and alumni relations.

Kalamazoo College participated in a number of regional and national organizations that brought private liberal arts colleges together to share resources and to influence higher education policy. Hicks was especially active in emphasizing the importance of colleges like Kalamazoo. He was one of the leaders in establishing the Great Lakes Colleges Association (GLCA) in 1961, a consortium that offered opportunities for faculty development, foreign study programs, and administrative information sharing. Consisting of 12 liberal arts colleges located in Michigan, Ohio, and Indiana, the GLCA has helped Kalamazoo and its fellow members expand their public influence and broaden their understanding of higher education issues. Hicks also provided leadership and brought Kalamazoo into other intercollegiate organizations such as the Association of Independent Colleges and Universities in Michigan (today’s Michigan Academic Library Council), the Michigan Colleges Foundation (a joint fundraising effort of private colleges), the Midwest College Conference, and the Michigan Association of Church-Related Colleges. Involvement in
these kinds of organizations brought Kalamazoo regional and national exposure and influence.

In 1961 Kalamazoo College began purchasing land across Academy Street for what Hicks called “a second quadrangle.” More students and faculty required more dormitories and classrooms, and there was limited room for new buildings on Allan Hoben’s Quadrangle on the hill. The first major building project north of Academy Street was the Light Fine Arts Building occupied in summer 1964 by the departments of drama, music, and art. In 1967 the new Upjohn Library was built across Thompson Street from Light. The library cost $1.75 million and honored the long-term support of both the Upjohn family and company. Two men’s dormitories were built on Catherine Street, Severn in 1965 named for Dean H. H. Severn (1923-37) and Crissey in 1967 given in memory of Maria Jane Williams Crissey by her two sons. A new women’s dormitory was built behind the chapel near Trowbridge. Named for Sarah A. DeWaters, a 1900 graduate and, with her husband, former board chair Enos, a loyal supporter of the College, this building maintained the long tradition of women living at one end of the campus, men at the other. A new classroom building was located between Trowbridge and Mandelle and named for Winifred Dewing Wallace whose legacy in 1954 had coincided with the beginning of Hicks’ presidency. Other building projects during this period included the Calder Field House, the natatorium across Academy from Tredway, a new maintenance building, and a number of renovations. In the late 1960’s old Bowen Hall (built 1902) was demolished to make room for Hicks Student Center and dining facility.

The opening of the Light Fine Arts Building brought together art, music, and theatre. Improved facilities particularly stimulated activities of the theatre department. The new open stage in Dalton Theatre challenged Nelda Balch and her students to new achievements. In fall 1964 a student
performance of “Dark of the Moon,” a folk-drama, included music and dance and featured two first-year students in the lead roles. In August 1964 the first Festival Playhouse season opened the new theatre. Balch brought in alumni and professional actors to form a summer repertory company that did three plays in ten evenings. The focus of the season was contemporary “theatre of the absurd,” drama that reflected attitudes of the time and challenged traditional thought and dramatic conventions. This initial season was an exciting start to a series of programs that became for many years a feature of summer quarter at the College.

Expansion across Academy Street and the architecture of some of the new buildings made a significant difference in the atmosphere of the campus. Until about 1964, students and faculty could spend their days entirely within the confines of the Quad, greeting one another on the paths as they moved from class to library to dining hall or dormitory. The new buildings across Academy opened on the street, not on a quadrangle; faculty and students located there were less likely to encounter one another casually. Architecture also made a difference. In a 1982 essay, Professor Conrad Hilberry compared the gathering spaces in older buildings like Bowen, Hoben, and Welles with the less inviting spaces in Dewing or Crissey or Hicks: “... the long corridors and central lounges give the older dorms a feeling of coherence or centrality that gives way in the newer ones to the intimacy of smaller groups separated in suites. And the single dining room in old Welles, where everyone ate together, loud and crowded, under the socialistic mural, has been closed in favor of the English pub, the Spanish Room, the African Room.” 10 Professor Hilberry suggested that the individualism and diversity promoted by the K Plan was reflected in the design of the new buildings and that in turn the buildings affected social patterns on the campus. The sense of community long cherished by the College was diluted by the progress represented in growth, new buildings, and the innovative K Plan.

Kalamazoo College participated in the prosperity of American higher...
education in the early 1960’s. Steadily rising enrollment meant more tuition income, enhanced by several modest increases in the fees. In 1961 the board of trustees approved a $15 million Program for Academic Enrichment campaign, launched publicly at homecoming with the announcement that Dr. Light had already raised $4,200,000 from mostly local donors. The endowment rose throughout the 1960’s, from (book value) $6,250,000 in 1961-62 to $14,285,000 in 1970-71. Faculty salaries rose under influence of the Ruml Plan (see chapter 13), and new buildings added to plant expenses, but until 1966-67 operational budgets showed a surplus allowing the College to build a healthy reserve.

The financial growth enjoyed by Kalamazoo College in the early 1960’s was stimulated by a new $2.2 million challenge grant from the Ford Foundation. Deeply concerned about the survival of liberal arts colleges in competition with large, well-financed state institutions, foundation directors invited selected colleges to submit evidence of their past quality and future prospects. Kalamazoo College was among 13 recipients of awards in June 1963 (Albion, Oberlin, and Wooster were on the same list). The Ford grant was the largest single gift to Kalamazoo up to that time, but it required that the College match the grant by raising $5.5 million within three years. With a massive fundraising effort, the College met the challenge and in the process doubled the endowment. In his final report to the foundation in November 1966, President Hicks declared that as a result of the grant, “the College today has the financial undergirding which marks the difference between an average and a quality institution.”

The Ford grant and the K Plan brought national recognition to Kalamazoo College. The year-round calendar, the focus on foreign study, and some curricular innovations captured the attention of the national media. The winter 1966 Alumnus listed several articles about Kalamazoo in current national publications: in the January 16, 1966, Christian Science Monitor a story about Kalamazoo’s languages program, in the February 1966 issue of College and University Business a guest editorial by Weimer Hicks, and in the February 19, 1966, Saturday Review an article by Richard Stavig titled “Why Study Abroad Pays Off.” For Hicks, the Ford grant meant an endorsement of the K Plan, recognition of the quality of K graduates, a place for Kalamazoo among the most distinguished liberal arts colleges in the country, and assurance that the College would have a strong future. With the success of
the K Plan and completion of the Ford challenge, Hicks declared in 1966 that Kalamazoo College was “on a crest of a wave, its potential for the future far brighter than at any time in its 133-year history.”

**Students in the 1960’s**

Under the influence of changes in society and at the College, student life at Kalamazoo changed significantly during the 1960’s. Students in the 1950's might not have left the Quad all week; students of the ‘60's spread across Academy Street, into the community, and abroad on foreign study. They returned to campus to seek new privileges and to reject many of the cherished traditions of the past. Organizations and activities that had long shaped life on campus seemed irrelevant to students who became involved in civil rights or antiwar protests and who identified more with their generation and its interests than with their college. The K Plan's schedule of on- and off-campus terms, while enhancing education and leading to broad experience, weakened many students’ commitments to involvement in campus life. As a result, student social life, organizations, and activities changed dramatically and in most cases permanently by the end of the decade.

Traditionally, campus life at most colleges, including Kalamazoo, had long involved some formality in social events. At Kalamazoo, the Washington's Banquet, first held in 1889, was usually the most important event on the social calendar. By the 1950’s it involved a formal dinner with a guest speaker in Welles, a coffee hour and dessert in Hoben Lounge, and a formal dance back at Welles. The May Fete, established in the 1930’s, involved a queen and court, an elaborate pageant on the Quad, and a formal dance. Homecoming also involved a queen and court, a Friday bonfire, a parade with floats, and a competition for prizes among societies and other organizations. For dances and other significant social events, students dressed up, women in special dresses, men in suits and ties and crisp white shirts. This kind of social life did not appeal to a new generation of students that preferred
informal attire and activities. Gradually the traditional formal social events were abandoned, to be replaced later by more casual activities and parties. Students who felt passionate about protesting war and injustice did not want to spend time and energy on formal dances and social events.

Most student organizations in the 1950's and early 1960's were related to academics or to support of campus life. The Overley Society gave music performance students opportunities to be heard by their peers; a drama club brought together students interested in theatre; and language clubs gave students practice in French or German. Campus communication was fostered by the Index, published since 1877, by the annual Boiling Pot to chronicle the year's events, and by the popular student radio station WJMD. The Student Senate, Joint House Council (for Hoben and Harmon), Trowbridge House Council, Women's League, and Men's Union all contributed to campus governance and activities. Many of these student organizations sponsored social events for the entire campus. The publications and WJMD have continued, but changed over the years. The Index was suspended during much of 1969-70; apparently students that year were not interested or willing to produce a school paper. The Boiling Pot continued but its style changed to reflect student interests and informality. Focus on organizations, activities, and academic life declined in favor of highly individualistic casual pictures and very little text. Student governance continued to exist in altered form, but many of the other organizations and events did not survive the decade.

The demise of societies provides an instructive example of change in college life. Most of the societies were founded as literary societies in the nineteenth and early twentieth centuries to give students opportunities to share essays or practice speaking or participate in musical or dramatic performances. The societies offered important opportunities for students to go beyond the rigid confines of the classical curriculum. Recognizing the importance of these groups, the College provided each society a room for its exclusive use. Kalamazoo had six societies: the Sherwoods, Philos, and Century Forum for men; the Euros, Kappas, and Alpha Sigs for women. By the mid twentieth century, societies had become primarily social organizations, but they continued to serve important functions for their members and for the College. In the 1950's societies took turns hosting the Tuesday afternoon coffee hour in Hoben lounge, they sponsored all-campus dances and shows, they volunteered in the community, they raised money for
local charities or to purchase furnishings for their rooms, they competed in building homecoming floats and displays each fall, and in an intersociety sing each spring. The societies offered their members opportunities to make friends, get involved in a variety of activities, and gain leadership and organizational experiences.

During the 1960’s, membership in societies gradually declined. In 1961 the groups were important enough to prompt some men to form a new society, the first since the Alpha Sigs were established in 1920 as the third women’s society. According to member Harry Garland ’68, the Delmegas attracted mostly math and science majors, serious students who shared a sense of fun and comradeship but who reacted against the perceived frivolity of some society activities. A 1967 Danforth Foundation study of the K Plan and its consequences offered a mixed analysis of societies. Some observers saw the societies as contributing to a lack of community on campus by dividing people into small and stereotyped groups. After meeting with society leaders, however, a study task force concluded that in some ways at least, the societies contributed to campus community by sponsoring all-campus events and by providing some continuity to a student’s life on campus. In 1967, Dean of Students William Long reported that societies still enrolled about one-third of Kalamazoo’s students. Numbers were dwindling, however. Seeking wider appeal, two men’s societies, the Sherwoods and Philos, went coed, altering the nature and traditions of their organizations and upsetting the balance of men’s and women’s groups.

Changes on campus profoundly affected societies and their roles. The on-off schedule of the K Plan meant that society life and leadership involved primarily freshmen and sophomores; many juniors returning from foreign study dropped out to pursue other interests, thus depriving societies of their maturity and experience. Some of the men’s pledging requirements and pranks got out of hand and others began to seem plain silly. Rules governing parties and use of society rooms for dating became a contest between administrators seeking...
restraint and decorum and students seeking privacy and permissiveness. Most of the societies had rooms in Bowen Hall, which meant that they were displaced when that building was demolished in 1969. Although the societies were each promised “first priority” in using one of the eight lounge-type rooms in the Welles and Hicks facility, they would no longer have sole use of their own space on campus. By 1971 the societies were gone. In an article in the December 1, 1971, Index, Bonnie Blake analyzed some of the reasons: the lack of interest among many students, the K Plan schedule, changes in social activities and interests (“dope and drinking” and suite parties instead of society parties), changes in housing rules that offered some of the privacy previously sought in society rooms, and the essentially individualistic outlook of many K students. The article concluded that, “However silly, ridiculous, and ‘straight’ societies may have been, K College lost something far more important than may appear on the surface. Not only did the student body lose a social outlet for meeting new people, which allowed people of diverse backgrounds to learn how to work with and enjoy each other, but the students lost opportunities for learning the rapidly disappearing art of simply enjoying fellow human beings.” Although the article reported an attempt by a few men to resurrect the Century Forum, none of the societies survived the ’60’s. Other kinds of organizations eventually filled the gap, but nothing quite like the societies has ever returned.

Another long-term tradition of the College ended in 1968 when required chapel was discontinued. Chapel services of some kind had been an integral part of student life from the founding of the College, at first daily, later three and then two days a week. In the late 1950’s, chapel consisted of a worship service on Friday, a secular convocation on Monday, and occasional student assemblies on Wednesday. Students still sat by class, seniors in the front pews, juniors behind them, sophomores at the back, and freshmen on the sides. As the student body grew and became more diverse, problems arose. Stetson Chapel, built to hold 750, could no longer accommodate the entire student body. Some students objected to attending even nondenominational worship services, others objected to the very idea of compulsory gatherings of any sort.

Although some students had always protested the chapel requirement, complaints became more pronounced in the 1960’s, especially among juniors and seniors who had experienced the freedom of study abroad. Dean of
Chapel Lloyd Averill had instituted a point system in the late 1950's, offering students multiple choices among convocations, recitals, and lectures so that a student who wished to do so could earn chapel credit without attending worship services. Averill's successor as dean of chapel, Reverend Robert Dewey, presided over the elimination of required chapel for “what seemed like legitimate reasons in 1968.” Writing later, Dewey remembered that President Hicks had told him, “Once it’s gone, you'll never get it back.” Hicks said, “I don't care whether they like it or not. It's good for them.” In retrospect, Dewey recognized that chapel was indeed a good community building tradition, even as he knew that eliminating the requirement was the appropriate action at the time. The chapel program evolved in two directions. In the mid 1970's a group of students and faculty, supported by Dewey, reinstituted a voluntary Friday morning chapel service that has continued, although usually as a secular presentation with ethical and moral overtones. The chapel requirement was replaced by a College Forum aimed at “increasing general knowledge, overcoming the fragmentation of knowledge and relationship, involving students of all classes and teachers of all disciplines in a common focus on important issues and ideas.” The Forum has since become the Liberal Arts Colloquium (LAC), requiring all students to attend at least 25 approved lectures, performances, or special events in order to graduate. Programs are intended to broaden student understanding and to help students make connections between ideas, issues, and the wider world. The focus is almost entirely intellectual and secular.

Athletics remained an important focus for many Kalamazoo students and alumni in the 1960's. Facilities were improved and athletes were successful, but the program also felt the effects of changes at the College. A strong supporter of college athletics, President Hicks saw sports as a way to attract potential students, encourage local and alumni support, and balance academic demands with physical and social activity. Under Hicks’ leadership, athletic facilities were improved and
expanded. The Calder Field House, built in 1958, was expanded in 1966 to provide comfortable dressing rooms and showers at Angell Field. Tredway Gymnasium, built in 1930, was expanded and renovated in 1960-61, making it, according to college sports writer Dick Kishpaugh, “the finest gymnasium facilities in the MIAA.” A tennis house attached to Tredway offered the first indoor courts in the city of Kalamazoo. A natatorium with a six-lane pool and classroom space was built in 1968, making possible varsity swimming teams for men and women and enhancing recreational opportunities, especially for summer quarter students. Hicks supported athletics with more than just improved facilities; Weimer and Jean Hicks were often among the most enthusiastic members of the Hornet cheering section.

In the early 1960’s, Kalamazoo teams were very competitive in the MIAA, evidenced by winning the league’s all-sports trophy in 1959-60, 1961-62, 1962-63, and losing out to Albion by only one point in 1960-61. The College fielded a well-balanced program including, for men, football, baseball, basketball, cross country, golf, track, wrestling, and, after 1968, swimming and diving. The men’s tennis team continued to win the MIAA every year, sharing the title with Hope in 1962 but otherwise continuing a string of championships that had begun in the 1930’s. Kalamazoo’s 1962 football team was the College’s only undefeated, untied MIAA championship team, but they also won the title (shared, not undefeated) in 1963.

Women’s sports began to grow in the 1960’s, overcoming a previously held Victorian view of women’s athletic abilities and interests. Because of the 1926 ban on intercollegiate competition for women (see chapter 10), until 1961 MIAA women participated in so-called Play Days, meeting not to compete as college teams but to participate in a variety of “recreational activities.” Only tennis and archery had somehow evaded the ban on competition and were in 1960 championship intercollegiate sports for MIAA women. Field hockey was added in 1968 and swimming and diving in 1977. Kalamazoo women were MIAA tennis champions in 1958, 1960, 1962, 1963, and 1965 through 1970. The team shared the title in 1959 and 1961. Rosemary “Posy” (Luther) DeHoog
DeHoog was MIAA singles champion four years in a row (1957-60), duplicating the feat of Claire (Payne) Wight (1913-16). Kalamazoo women won the archery championship in 1959, 1961, 1964, and 1967. Ada L. “Tish” Loveless coached all women’s sports during this period.¹⁹

Changes on campus in the 1960’s affected athletics in several ways. Increased enrollments meant more students were available to play on varsity teams, but the on-off pattern of the K Plan led to problems in some sports. None of the members of the winning 1962 football team went abroad that fall; a few chose the shorter one-term experience in the spring. But already by spring 1963 the K Plan was affecting some teams. The track team was missing a key sprinter who was working out of town; the tennis team missed a player who was interning at a church and could not get away for weekend meets; the golf team missed a star who was in Europe; and the baseball team had three key players in Europe, two of them pitchers.²⁰ This was only the beginning of a pattern that continues to affect Hornet teams. Jim Harkema ’64, co-captain of the championship 1962 football team, maintains that at liberal arts colleges like Kalamazoo, the sophomore and junior years are the most productive for student athletes.²¹ These are the very years that K students are most likely to be off campus and therefore unavailable to provide athletic leadership.

The student unrest and protests that affected colleges all over the country during the 1960’s occurred at Kalamazoo as well. At first, protests centered around rules and regulations, but later in the decade student concerns turned to political and civil rights issues. As early as 1962, the Index reported Student Commission’s approval of a resolution condemning the in loco parentis tradition in American colleges. Students returning from career service or study abroad reasoned that dress codes and dormitory rules perhaps appropriate for freshmen should not apply to them. Gradually, reluctantly, College rules were eased. For example, by 1966 “proper dress” was required for dinner only for the served meals on Tuesday and Thursday, and the dean reported that “if the faculty did not object,” women would be permitted to wear slacks to class in the hour after breakfast.²² Men had never been required to observe dormitory hours, and slowly the requirements for women were eased, first for seniors, then eventually for all others. Students began pressing for coeducational housing in 1969, and, after study, the experiment was tried summer quarter 1970. Sixty men and 40 women occupied separate wings of Severn; the women’s side was locked at closing hours. After

²² The pattern of the K Plan created difficulties for athletic teams, especially when juniors and seniors were away during their sport’s season.
thorough evaluation showed positive results (academics up, dissatisfaction and vandalism down, less drug use, and less “unacceptable sexual conduct”), more dorms were integrated until, by fall 1972, under a different administration, four were coed (Severn, Crissey, Harmon, and Trowbridge) and two were single sex (Hoben for men and DeWaters for women).

Life on campus was plagued by problems common to many colleges in the ’60s, but without some of the more serious disruptions that occurred elsewhere. Drug use appeared at K in 1967 and 1968 leading to some unfortunate situations; for example, five students found smoking marijuana in Severn and a male student arrested for possession of narcotics (he matured into a well-respected student leader). The College tried to maintain its long-standing prohibition against alcohol use both on and off campus. Enforcement became difficult for students returning from abroad and especially problematic after January 1, 1972, when 18 was made the age of majority in Michigan. Vandalism and theft became a problem in offices and dormitories, leading to more locked doors and less trust and responsibility on campus. Enforcement of rules was complicated by the military draft. A male student suspended or dismissed from college became vulnerable to being drafted and sent to Vietnam.

As the war in Vietnam escalated, Kalamazoo students joined others in antiwar protests. In November 1965 K students and one of their professors (a committed Quaker and conscientious objector) demonstrated against the war in a protest meeting at the Federal Court Building in Kalamazoo. The 1967-68 school year was marked by 11 demonstrations on campus. Kalamazoo students also participated in the national “moratorium” against the war on October 15, 1969. Reporting on this event to the board of trustees in November, dean of students William Long praised the “highly effective manner “ of the students’ actions. “They set up a teach-in, established a booth on the Mall where they collected over $200
Like most colleges in the country, Kalamazoo experienced protests and drug and alcohol problems during the ’60’s and ’70’s.

Civil rights, especially minority rights, became a concern at Kalamazoo early in the 1960’s. The College actively recruited minority, especially African-American, students and sought ways to increase diversity and integration on campus. Encouraged by the American Baptist national organization, from 1963 to 1966 Kalamazoo briefly attempted an exchange of students and faculty with Shaw University, an historically black Baptist school in Raleigh, North Carolina. Although sincere effort was made by both schools, differences in such matters as calendar, curriculum, academic interests and standards, and administrative style seem to have hampered the experiment. In 1964 Kalamazoo’s faculty athletic committee, concerned about teams making spring trips to Southern colleges, reaffirmed the College’s policy that K would play only those schools that would play against every member of our teams and also asked the MIAA to adopt a similar rule for the entire league. Gradually the numbers of minority students on campus rose until in September 1968 President Hicks could announce to faculty that there were over 50 African-American students enrolled at the College.

The assassination of Dr. Martin Luther King, Jr. in April 1968 precipitated major response among students and faculty both black and
white. The faculty addressed a formal resolution of sympathy and support to Coretta Scott King, Dr. King’s wife. Both faculty and students participated in a memorial chapel service and a silent march to Bronson Park. Students organized a local action group to call on white citizens of Kalamazoo to support civil justice, and carloads of students traveled south to help register black voters there. On campus, the Black Students Organization (BSO) was organized and began agitating for more black professors, staff and students, more culturally sensitive courses, and a budget for BSO activities. During negotiations with an administration sympathetic to their concerns but unwilling to accept some of the conditions being demanded, BSO members picketed the dining hall and the Light Fine Arts Building during Mother’s Day events. Similar protests took place in May 1969; both were handled peacefully by students and administration. A potentially more troublesome confrontation took place June 6, 1969, when BSO members occupied Mandelle Hall early in the morning. The entire administration team gathered at the president’s house. When the BSO leader arrived, President Hicks warned him that if Mandelle was not open by 8 a.m., the College attorney would seek an injunction, and the court would become involved. At 8 a.m. Hicks, Chen, and others entered Mandelle unopposed. This was the most serious potential disruption of the period.

As it had in response to student protest over campus rules, the Hicks administration tried to address the concerns of African-American students. Many attempts were made to hire and retain African-American faculty and staff, but competition for well-qualified candidates made this difficult. Dr. Romeo Phillips, hired in 1968, was the most successful long-term minority hire of this period; he became head of the education department and remained a valued colleague until retirement in 1993. Some accommodations were made on housing assignments for students who wanted to live with members of their own race, but Hicks refused to allow the dormitories to become segregated.
Over time, a number of courses were added to meet BSO demands, but these all went through the usual faculty approval process and both black and white students were encouraged to enroll. In its turn, the BSO reached out to the entire campus community by sponsoring the Black Arts Festival, first presented in February 1971 and soon a traditional event on the winter quarter calendar.

President Hicks both admired and deplored the students of the 1960’s. He was personally uncomfortable with what he saw as a “hippy” lifestyle—long hair, beards, slovenly appearance, and permissive attitudes—but he admired K’s students as “a concerned group. . .crying out against inequality . . . championing the underprivileged. . .interested in other peoples and other cultures.”

Hicks sympathized with the causes embraced by K students, especially their concerns about equal rights, peace, and justice. On campus life issues Hicks tried to balance student desires against what he believed was “in the best interest of the students [and] compatible with the concepts of the small liberal arts college.”

As the decade ended, both the College and its students had changed, influenced by introduction of the K Plan, by a growing and expanding campus and enrollment, and by issues at home and abroad of war and peace, and of racial, social, and economic justice.

End of the Hicks Era

In October 1970, President Weimer Hicks suffered a heart attack. Although his doctors assured him of a full recovery, Hicks believed that the College would be best served if he retired. Accordingly, he submitted his resignation to the trustees in a letter on January 15, 1971, suggesting that although “together we have moved ahead . . . some change is now required.” Fortunately, Wen Chao Chen had been appointed executive vice president of the College in fall 1970. While Hicks recovered and then focused largely on external affairs, Chen took on the majority of presidential responsibilities, including presiding at faculty meetings, administering business affairs, and handling student concerns. Together Chen and Hicks served the College’s administrative needs as trustee, student, and faculty committees began the search for a new president.

Kalamazoo College in 1971 was in a strong position to attract new leadership. Unlike many liberal arts colleges at the time, Kalamazoo was free
of debt and able to achieve a modest surplus in its operational budget in 1970-71 and 1971-72. Enrollment was strong, reaching 1,365 in 1970-71, and student quality remained high. The College’s endowment had risen from under $1 million in 1954 to over $14 million in 1971. During Hicks’ 17 years as president, Kalamazoo’s physical plant grew in value from $2 million to almost $19 million, adding nine new buildings and additions to five others. The faculty was well qualified and stable, with very little turnover expected in the next few years. Hicks had developed an experienced administrative staff, most of whom had served the College in several roles over many years. Kalamazoo’s new president would inherit a smoothly running operation in a solid institution.

The new president would not be without challenges, however. Although student morale was improving, some problems were surfacing. Students were, as Dean of Students Bill Long was able to report to trustees in November 1971, exhibiting a more collegiate attitude and more interest in social life, their mood “far more positive, far less hostile. This new mood is most welcomed!” In spite of this improved mood, protests, vandalism, and agitation for change continued as the 1970’s began: there was a bomb scare in fall 1970 and increased thefts on campus in 1971. Increased attrition of upperclassmen during summer 1971 caused concern as did a drop in applications that year and some reduction in average SAT scores of the freshman class. Clearly the College would need to give much attention to student recruitment and retention in the future.

Discontent among some faculty would be another challenge for the next president of Kalamazoo College. In July 1969 the morale and salary committee of the AAUP addressed a memo to Hicks stressing what they saw as low morale among faculty, primarily over financial issues. Rising inflation and what were perceived as inadequate raises began to pinch faculty budgets. Debate centered on interpretation and implementation of the Ruml Plan (see chapter 13), particularly on tuition income (was K’s price too low?), student/faculty ratio (Ruml projected 20 to one, K was at 14 to one in 1969), and definition of instructional costs. A joint trustee/faculty/administration committee explored
the issues and recommended some modifications to the College's budgeting process. Their report early in 1970 eased the situation but did not solve all the problems of confidence and communication that had surfaced. These would remain for the next president to address.

Reviewing the 1969-70 year, Hicks reminded trustees in June 1970, “We have tried to retain the best of the traditional small church-related college as we have sought to evolve an imaginative existential experience with relevant off-campus quarters. In a changing society with new life styles, we have probably succeeded better in the latter than the former.” Although he believed that the K Plan was “sound education,” Hicks recognized that the intimacy and sense of mission expressed in Allan Hoben's phrase “a fellowship in learning” had been diluted by the changes of the '60's. A year later, again addressing trustees, Hicks warned of challenges to come: “A danger lies in our success. The thrust forward of the last two decades will inevitably need to be repeated in the 1970's. New academic programs must be conceived and executed. New resources must be located and secured. New faculty must be hired and inspired. . . Merely to hold the line in the next decade is a posture which can lead only to retrogression.” As the Hicks era ended, Kalamazoo College celebrated its successes and looked forward to new challenges in the future.
I believe that the K Plan curriculum is as relevant to the needs of today's students as it was when it was first introduced.

*David W. Breneman,*
*President, 1983-1989*
 CHAPTER SEVENTEEN

Maintaining the K Plan

After a seven-month search screening over 500 candidates, George N. Rainsford, Ph.D., was elected by the board of trustees to become the thirteenth president of Kalamazoo College. The search process was far more elaborate and inclusive than any previous search, involving separate advisory committees of students and faculty as well as the selection committee of trustees. Rainsford came to Kalamazoo College with support from all three committees. His credentials were excellent, and he seemed to have the experience needed to lead the College forward. But the years of his presidency (1972-83) proved to be a difficult time for Kalamazoo College.¹

When Rainsford took office on January 1, 1972, exactly 18 years after his predecessor Weimer Hicks had begun, Kalamazoo College seemed to be poised on the brink of greatness. The K Plan was nearing its tenth anniversary and was operating smoothly. The College was becoming known for its innovative program and it was attracting a national base of students. In 1970 over 50 percent of entering students were from outside Michigan. Kalamazoo’s students were highly qualified academically; according to Barron’s Profile of American Colleges (1973) Kalamazoo was the most selective institution of higher education in Michigan, more selective even than the University of Michigan. In 1972 Kalamazoo College had no long-term debt and no immediate need for additional buildings and facilities. The endowment stood at $15 million, more than any other private college in Michigan. Faculty salaries were generous for the times and tuition was relatively low, putting the College in position to attract well-qualified faculty and students. Faculty, students, administrators, and alumni shared confidence and pride in the status and accomplishments of the College. But as Hicks had warned trustees in June 1971, additional innovations would be essential if Kalamazoo was to build on its strengths and achieve its potential. “Merely to hold the line in the next decade [would] lead only to retrogression.”
Rainsford recognized the need for Kalamazoo College to maintain the momentum of the 1960s. In an *Index* interview soon after he came to campus, Rainsford told students, “The important thing is to keep moving and keep progressing.” Unfortunately, the decade of the 1970s brought problems instead of progress to Kalamazoo College. A decline in the stock market lowered the value of the endowment and led to a corresponding loss of endowment income. By 1983, when Rainsford left the College, K’s endowment was just over $14 million, despite a major fundraising campaign that added over $4 million to the total. Toward the end of the decade enrollment began dropping. Instead of attracting a wider clientele, the College was enrolling more students from Michigan, 75 percent in 1980. Faculty salaries, still comfortable, slipped in comparison to their peers. Morale on campus dropped as faculty, trustees, and the president disagreed over how to address these problems. Kalamazoo was still known for the quality of its program, but many of the features of the K Plan were now available elsewhere, threatening the College’s reputation as innovative and unique.

Strengthening and improving the K Plan was Kalamazoo’s major challenge in the 1970s and 80s. In 1973 the College assessed the Plan’s first 10 years as part of its self-study for the North Central Association’s accreditation process. Reviewing K’s report, the NCA visiting team wrote, “There is no question that the Plan is successful. Facilities are indeed used on a year-round basis…Students are exposed to some career and service opportunities, they do study abroad, they do learn foreign languages well, they do learn the habits necessary for independent work.” But the visiting accreditation team also noted frustrations inherent in the K Plan. Primary among these was the lack of “a continuing sense of community” which the visitors saw as “an inevitable concomitant of the Plan itself.” They wrote, “Steps to bring about a sense of common purpose, a centering of devotion to a localized family of students and teachers, can only run counter to one central idea of the Plan itself which is that students be given opportunity and encouragement to nourish individual interests, both on and off the campus.” Thus the K Plan, successful in meeting its goals, was proving to be a counter influence to the sense of a fellowship in learning so long cherished by the College.

A New Administration

Kalamazoo College and American higher education in general faced
serious challenges during the 1970’s. Beginning in 1976, the pool of 18-year-olds began to shrink, and this drop continued for a decade. It was especially severe in Michigan and nearby Midwestern states, from which Kalamazoo drew more and more of its students. Attrition and retention became a problem as students became more willing to drop out or transfer. High inflation raised costs and deflated faculty and staff incomes, leading to pressure for increasing salaries. The stock market dropped and recession hit the country in 1975; Kalamazoo’s endowment investment portfolio dropped 45 percent as a result. Energy crises in 1973-74 and 1978-79 created high heating bills and long lines at gasoline pumps. Fuel costs and foreign competition led to decline in the auto industry, making the economic recession particularly severe in Michigan. Kalamazoo’s new president came to the College at a time when challenging problems and decisions were sure to require review and change in programs and practices.

George Nichols Rainsford brought an impressive résumé and a new administrative style to Kalamazoo College. A native of New York City, Rainsford was educated at Deerfield Academy, Williams College, and the University of Colorado (B.A. cum laude 1950). After a year of study in England at the London School of Economics, he earned a law degree at Yale University (1954). He practiced law in Denver and then took a position as Director of Development at the University of Denver where he led a successful $25 million matching funds campaign. He earned an M.A. at Denver (1963) and a Ph.D. in American history from Stanford University (1967). Rainsford came to Kalamazoo College from the University of Colorado where he had served as assistant to the president since 1969. He brought with him his wife Jean and their five children: Guy, 16, Amy, 15, Ann, 11, Angela, 10, and Emily, 7. The Rainsfords were Episcopalians; George Rainsford was the first president of Kalamazoo College who was not a Baptist.

An early personal decision signaled a change in presidential style and relationships. Unlike all his predecessors since Allan Hoben built his home on the Quad, George Rainsford chose to live off campus. The College purchased a large home in an elegant neighborhood a few miles from campus for the Rainsfords. Living off campus created a distance between the president’s private family life and his public campus life and responsibilities.
This president would not be instantly available in case of crisis, his children would not be playing games in the grove or on campus, and his family would not be near neighbors to students and faculty living on or near campus. The Rainsfords entertained members of the College community in their new home, but it was no longer an easy walk up the hill to attend a presidential party or reception.

Many members of the College family saw the new president as a remote figure. They sensed an elitist quality about his leadership that found expression in his attire and in some of his actions and characteristics. Rainsford wore impeccably tailored suits, white dress shirts, and a bow tie, and most of his relationships with colleagues were as formal as his attire. He did, however, call people by their first name, but more often than not, he got the name wrong, even after many meetings. This irritated and embarrassed so many people that it became an inside joke. Some observers felt that Rainsford did not value the quality of the institution and its staff and that he failed to understand and engage the community as well. Perhaps because his previous experience was in larger institutions and communities, Rainsford seemed to look down on Kalamazoo and Kalamazoo College. To faculty, staff, and townspeople who shared pride and confidence in Kalamazoo College’s reputation for quality and innovation, the new president seemed to be less interested in them and less committed to the institution than a president should be.²

As Kalamazoo’s first non-Baptist president, Rainsford spoke of the College as church-related, but he relied on W. Haydn Ambrose as director of church relations to maintain a relationship with Baptist organizations. Two significant changes occurred in that relationship during the Rainsford presidency. In 1980 ownership of the land that constituted the Quad passed from the Michigan Baptist Convention (MBC) to the trustees of the College. This land had been purchased by MBC in 1843 and then in 1891 leased to the College for a term of 999 years when changes were made in the College/denominational relationship (see chapter 5). The transfer of property was prompted by the bankruptcy of the Michigan Baptist Homes (a group of retirement homes) and some concern that the College could be vulnerable to creditors. In 1982 the American Baptist Churches (ABC) Board of Educational Ministries developed a pair of covenant statements describing mutual responsibilities between the denomination and related colleges. This

The land that is the Quad, purchased by Michigan Baptists in 1843, was finally deeded to the College in 1980.
was the national organization’s first attempt to define relationships that were and always had been a vague and voluntary connection. Rainsford signed these documents in 1982, affirming a continuing commitment to a Baptist identity. In addition to the covenant, the College charter still required that one-third of the trustees be members of American Baptist churches.

Although Kalamazoo College continued to identify itself as church-related, attention to religious values and activities declined during the 1970’s and 1980’s. For example, general faculty meetings had always opened with a prayer or meditative reading by the president or a faculty member. Rainsford himself started the September 1972 meeting with an invocation, but after that date faculty or staff members made “opening remarks” that were either meditations, literary readings, or, eventually, a professor reporting on his own academic work. Similarly, the board of trustees meetings opened with prayer until fall 2000 when the practice became “a moment of silence.” The academic year had traditionally begun with the “Ritual of Recognition of New Students” written by Allan Hoben in 1927 and beginning “Kalamazoo College is a fellowship in learning.” Gradually the ritual was revised to become shorter, less formal, and more secular. By 1982 it had been reduced to a “Litany of Beginning Together” and began, “We are gathered to engage together in teaching and learning.” Dean of Chapel Robert Dewey offered students personal and, when needed, selective service counseling, and he assisted several student religious organizations. Although chapel was no longer required, Dewey and some faculty and students organized a voluntary Friday chapel program. Religious interests remained present but not prominent at Kalamazoo College.

Rainsford’s initial focus as president seems to have been on organizational matters, bringing professional administrators to the College, strengthening the institution’s planning and business functions. He began by assembling his own team of senior administrators. His predecessor had moved long-term faculty members like Wen Chao Chen and Laurence Barrett into key administrative posts, people who already had credibility with their colleagues on campus. Rainsford brought in outsiders, usually experienced administrators, who were given important titles and responsibilities but who had to win the respect of the faculty, staff, and students. The new administrative team became known as the president’s advisory council (PAC) and met weekly to share plans and concerns. Some of the new appointees were
successful professionals who subsequently moved on to important positions elsewhere: Provosts John Satterfield (1972-75) and Warren Board (1978-86) and Vice President for Finance and Development John Dozier (1974-77) all went on to become presidents. Others proved to be less successful choices, and some remained only briefly. Rainsford’s hiring of professional administrators marked a change at Kalamazoo College, but it mirrored a process taking place at colleges and universities all over the country. College administration was becoming more complex and was beginning to require more and different experience than most professors could bring to the task.

Very early in his presidency, Rainsford addressed the question of student and faculty governance. He held several open meetings with students and encouraged the student commission and house councils to take more responsibility for their constituencies. Students were also appointed to a number of College committees. At the February 7, 1972, faculty meeting Rainsford announced his early priorities, including “a decentralization of authority and responsibility.” Hitherto faculty governance had been accomplished formally through monthly faculty meetings chaired by the president (as required by the trustee’s by-laws) and informally through the faculty senate (all full professors) and a locally organized American Association of University Professors chapter. Within a year, with the president’s encouragement, a faculty council of 12 members was elected by division and rank to represent the interests of all the faculty. The council became the executive body of the faculty with responsibilities for advising the administration on budget, planning, and faculty personnel matters; its officers became the key faculty liaison to the president and his team. Beginning in January 1973 the chair and vice chair of the faculty council and the president of the student commission were invited to attend board of trustees meetings as guests. Initially, at least, both faculty and students felt empowered by these changes.

A number of changes brought new leadership to the board of trustees during the early years of Rainsford’s presidency. At the June 1973 meeting three significant additions to the board were Paul Todd, Jr., later (1979) to become chair of the board; Betty Upjohn Mason, later to chair a crucial capital campaign; and Timothy Light, Ph.D., son of board chair Richard Light, M.D., and later to become provost and then acting president of the College. In June
1974 Dr. Richard Light became an honorary trustee and I. Frank Harlow ’39 became chair of the board. Light had chaired the board since 1953, had served as executive trustee during the interim before Hicks became president, and had been one of the three primary architects of the K Plan. In June 1975 Alfred J. Gemrich ’60 joined the trustees and replaced his semi-retired father Edwin Gemrich ’26 as secretary and attorney of the board. With the exception of Harlow, who lived in Midland, Michigan, these new trustees were all related to leading Kalamazoo families. They continued the long tradition of community interest and involvement in Kalamazoo College.

Students and Campus Life

Rainsford took a more liberal attitude toward campus life and rules than had his predecessor. President Hicks, at the end of his term, had resisted policy changes that he knew were coming, as they were coming to campuses all over the country. By addressing some of these issues, Rainsford brought change to campus life and relationships for both students and faculty. The president believed that traditional College restrictions on campus life were inconsistent with the personal growth that students experienced during the four years of the K Plan. For example, Kalamazoo College had always banned alcohol on campus and at college events, although it was well known over the years that some students and some faculty did indulge. At the May 1973 faculty meeting, Rainsford proposed to change this tradition. As a matter of educational philosophy, he felt it was “appropriate to legislate against undesirable behavior, not against the danger of falling into such behavior.” Accordingly, he proposed “to abandon the traditional intolerance of liquor at college functions.” The minutes of the meeting report, “This proposal met with strong approval by the faculty.” The new policy was endorsed at the June 1973 board meeting, but with the misgivings of several trustees for whom this was a major departure from principle. In an age when the cocktail hour was becoming routine in many alumni homes, it was still a shock for some graduates to return and find liquor and wine being served on what they remembered as an officially dry campus.

During the 1960’s, students at campuses around the country had begun pressing for coeducational housing. At Kalamazoo men and women were still segregated, women in Trowbridge and DeWaters at the top of the
By fall 1972, 66 percent of student housing was coed. Starting in 1972, every woman could obtain a key to her residence hall, effectively eliminating restrictions on women’s hours.

Kalamazoo’s students welcomed Rainsford’s changes, particularly the easing of residence hall and alcohol regulations. Less than a week after Rainsford’s arrival, the January 6, 1972, Index announced with pleasure that now every woman, even first-year students, would be eligible to obtain a key to the main door of her residence hall, thus effectively ending the long-standing practice of restricting women’s hours. The main entrance would still be locked and men required to leave the women’s halls at a certain time, but women were free to come and go at any hour. Students of age would be allowed to possess and use alcohol in their rooms and suites but not in public spaces on campus. Since on January 1, 1972, the age of majority in Michigan dropped to 18, practically every student would be eligible to drink. Kalamazoo was not alone in relaxing rules governing residence halls and the use of alcohol; students at colleges and universities all over the country lobbied for and won similar concessions.

At Kalamazoo as elsewhere, removing restrictive rules led to changes in campus life for many students. No longer did young women sneak out of (or into) their residence halls; they came and went as they pleased at all hours. The mystique of gender differences once celebrated with midnight serenades or panty raids was lost when young men and women lived together in the same building with only a set of stairs or a connecting lounge separating them. College drinking became more of a problem as the decade progressed, and it remained so even after 1979 when the legal drinking age returned to 21. The now familiar pattern of large weekend parties where
students drink to get drunk, once seen as more characteristic of university fraternity life, seems to have reached K at about this time. Gone were the days when faculty members chaperoned off-campus parties and were able to intervene when drinking got out of hand. With alcohol permitted on campus, parties could take place in private, in residence halls, and without supervision or restraint.

The drinking problem was perhaps partly the result of a lack of other social activities. Until about 1970, societies had sponsored parties and activities for members and for the whole College. When societies died (see chapter 16), events like the Century's Showboat, the Alpha Sig's Sadie Hawkins Dance, intersociety singing, and athletic contests died also. It took some time before the College recognized the problem. Then student services staff and the campus life committee of the College stepped in to fill the gap. Working through the College Union Board, the College sponsored no-cost, all-community events such as midnight breakfasts, pizza parties, performances by popular bands, canoe trips, as well as traditional events such as homecoming, parents' weekend, and the Christmas Carol Service. In spring 1974 the Union Board, Interhouse Association (representing residence halls) and Student Commission sponsored the first “Day of Gracious Living.” More than 500 students, faculty, and administrators spent the day at nearby Prairiewood Park where they enjoyed games and swimming and a picnic of hot dogs, hamburgers, and chicken. Reminiscent of the all-College picnics of the 1950's, this “tension reliever” became a regular and welcome annual springtime event.

In his 1978 annual report, Vice President for Student Services and Dean of Chapel Robert Dewey described “a noticeable increase in student activities and groups.” He pointed out, “Just three or four years ago an organized ‘party’ was anathema to Kalamazoo students. Now they draw crowds. Events with names like 'Monte Carlo Night,' ‘the K-tucky Derby,’ and even homecoming dances attract from 500 to 600 students dressed to the hilt.” The Monte Carlo event, first held in 1974, involved students gambling with “play” money at games run by faculty or administrators. A dance followed. For the derby some students dressed as Southern belles and gentlemen while others teamed up as horse and jockey to run the race. Students also enjoyed less formal parties planned by student organizations or informal student groups.
Kalamazoo students in the 1970's did their share of protesting national and international issues. In April 1973 almost 300 K students participated in “alternative anti-war activities” as part of a nationwide student strike against the renewed bombing of North Vietnam. They wrote letters to congressmen, signed anti-war petitions, and participated in discussion groups. Fifty students joined a peace march to the Federal Building in downtown Kalamazoo. In 1977-78 some students and faculty organized a Committee on Apartheid to call attention to conditions in South Africa. Their activities gathered support and led Rainsford to appoint a College-wide Committee on Investment and South Africa that took the issue to the board of trustees. The board responded with a resolution opposing apartheid, promising to communicate this opposition to appropriate government and corporate entities, and to join with others in the college community to study and take appropriate steps to help eliminate apartheid. The board also reaffirmed its commitment to “racial justice and equality of opportunity at Kalamazoo College.”

Like students everywhere, Kalamazoo students were often critical of their college experience, but also like alumni everywhere, they saw things differently after they graduated. A letter in the January 27, 1983, Index described this reaction and some of the qualities of Kalamazoo College. Linda Haase '82 wrote, “I am a masters candidate at Northwestern University, and I miss K. I miss discussing history, art, and theater at the dinner table (at N.U. we talk about the clothes people wear). I miss having professors whose doors are always open for students who want to talk (at N.U. half the profs do not have offices, let alone office hours). I miss having the personnel in the records office know me by name (at N.U. they do not even know me by number). Most of all, I miss being part of a bonafide college community. Everyone I knew rejoiced together when Katie Fischer was born and cried together when Cas Smith died.” [Katie was the daughter of art professor Billie Fischer; Cas was Catherine Smith, a popular senior who died after an accident. When she was hospitalized in a coma, two faculty members sat all night with her until her parents could get there.]
Although as noted in chapter 16, the on/off pattern of the K Plan created some difficulties for the College's athletic program, Kalamazoo’s athletic teams enjoyed success during the 1970’s. Starting in 1971-72, Kalamazoo won the MIAA All-Sports trophy five years in a row, an achievement demonstrating the College’s well-balanced program in a variety of sports. In 1973-74 Kalamazoo won six MIAA championships, the men in tennis, golf, and swimming; the women in tennis, archery, and field hockey. Stability in the physical education department was a factor in keeping athletics strong: coaches/athletics directors Rolla Anderson and Ada “Tish” Loveless had been hired in 1953, basketball coach Ray Steffen in 1955, and tennis coach George Acker in 1959. Women's intercollegiate athletics made some strides during the 1973-83 decade, from four to seven sports (men went from ten to nine). Both men and women excelled in tennis and swimming. Between 1971 and 1985 the men's swim team under coach Bob Kent won 14 consecutive MIAA championships. The women's swim team coached by Marilyn “Lyn” Maurer won three consecutive MIAA championships 1977-79 and their tennis team coached by “Tish” Loveless dominated the league through the 1970's.

Many of Kalamazoo’s star athletes were stars in the classroom as well. A few examples will illustrate the variety of talent that brought honor to the College during the Rainsford years. Marjorie Snyder '75 was probably the most versatile female athlete in the history of the College, winning 11 varsity letters in tennis (where she dominated the MIAA), and in field hockey, swimming, and basketball. After graduation she coached women's basketball at Kalamazoo and at Hope College and then earned a Ph.D. from Temple University. Chris Bussert '78 was one of Kalamazoo's many great tennis players. He was an all-MIAA selection all four years and was MVP twice. He won the NCAA Division III championship in both singles and doubles and led...
K to a national team championship in 1976 and 1978. He was awarded a prestigious NCAA postgraduate scholarship and, while remaining active in tennis, earned a law degree at the University of Toledo. The NCAA postgraduate scholarship honors both scholarly and athletic achievements. As of 2007, 19 Kalamazoo College athletes had won this very competitive award, more than athletes at any other MIAA school. Another NCAA scholarship winner was Don Knoechel, probably the best male swimmer in Kalamazoo College history. In four years at K he set 40 school records, 42 pool records, 20 conference records, and one NCAA Division III record. He was the only MIAA swimmer ever to be named league MVP four times. Knoechel was a Heyl Scholar at K and after graduation earned a PhD in chemical engineering at Purdue University. Merry Lu Jordan ’82 was clearly the best archer in the MIAA’s 30 years of the sport (1952-81). Under her leadership, K’s archers won the MIAA championship in 1980 and 1981 and set all of the standing league team and individual records. In 1981 another scholar athlete, Rebecca Gray, won Kalamazoo College’s only Rhodes scholarship. Awarded on the basis of intellectual ability, leadership, character, and physical vigor, the Rhodes recognized “Becky” Gray’s scholarly achievement, campus leadership, and her athletic ability in field hockey and basketball. Gray graduated Phi Beta Kappa with a major in mathematics and then studied religion and philosophy at Oxford, earning the D.Phil. there in religious studies/theology in 1990.

Faculty and the K Plan

The imaginative young faculty members who had dreamed and planned and made the original K Plan work began to age, retire, or move on to new challenges during the 1970’s. They were replaced by new, younger teacher/scholars who, although attracted by the K Plan, did not necessarily share the proprietary commitment of the founders. New issues rose for the newer faculty. The tenure process became more complex and job security became more important as higher education opportunities began to diminish. Salaries became an issue as inflation affected everyone’s living costs. New faculty brought new programs and academic interests to the College, leading to changes in the curriculum. Faculty lifestyles changed as many became two-earner families and moved away from the campus.
neighborhood. As the K Plan matured, the faculty did also, and both began slowly to change.

Kalamazoo’s faculty underwent significant turnover during the 1973-1983 decade. Thirty-five members (over one-third) of the 1982-83 faculty were hired during that period. Eight new positions were added to serve growing enrollments in biology, education, political science, mathematics, sociology, chemistry, art, and economics. Several key leaders of the faculty retired or left the College: English professor Laurence Barrett, co-founder of the K Plan, retired in 1978; political science professor Elton Ham, a member of the summer committee that developed the K Plan, died in 1975; economics professor (and, later, provost) Sherrill Cleland left in 1973 to become president of Marietta College; and chemistry professor Kurt Kaufman, highly respected scholar, teacher, and faculty leader, was disabled by a stroke in 1980. Many able future leaders of the College joined the faculty during this time, including Richard Cook (chemistry), a future provost who became president of Allegheny College; Carolyn Newton (biology), future associate provost and the College’s first American Council in Education Fellow; Kathleen Reish, later Smith, French professor who pioneered faculty leadership roles for women at K; Marigene Arnold (anthropology), future associate provost; Bernard Palchick (art), future acting provost, acting president, and vice president for development; Thomas J. Smith, future Dorothy Heyl Professor of Chemistry; Billie Fischer (art history), future Lucasse teaching award winner; David Barclay, future Margaret and Roger Scholten Professor of International Studies and Director of the Center for Western European Studies; and Gail Griffin (English), future chair of three different departments—at different times—and future Ann V. and Donald R. Parfet Distinguished Professor of English. After settling into their work as teacher/scholars, these and other new faculty members became the next generation of planners and leaders for the College and the K Plan.

During this period faculty lifestyles and social patterns changed in ways that affected college life. Families that had for many years rented the
small houses in the Grove moved away to purchase larger homes, some near
campus, others in the suburbs. Faculty wives who had been active sponsors
of the now-defunct women's societies went back to school or to work. The
Grove Houses became short-term stops on the way to home ownership for
young faculty. Students were still entertained in faculty homes and called
upon for babysitting, but the families and children were no longer just a short
walk from the dorm. Informal faculty games and parties continued, tennis
matches on the Stowe courts, volleyball teams that might compete against
students, informal potluck suppers, and casual TGIF (Thank God It's Friday)
get-togethers at a nearby pub or in a faculty home. Occasionally George and
Jean Rainsford entertained faculty at what he called Friday afternoon “at
homes” but which turned out to be cocktail parties, a major innovation for a
Kalamazoo College president.

In making additions to the faculty, Rainsford was committed to hiring
more women. The 1973 NCA visitors had pointed out that only 10 of 90
(including part-time) faculty members were women, seven tenured, three part-
time and not eligible for tenure. There were no women in the president's
administrative council and none at the professional level in admissions.
Almost 50 percent of K's students were women and they obviously lacked
female mentors, advisors, and role models on their campus. According to the
1983 NCA report, during the 1973-83 decade, 11 of Kalamazoo's 35 new
faculty hires were women. In 1983, 23.4 percent of the faculty were women,
many but not all potentially tenurable (some were part-time or temporary
appointments). In addition to increasing the numbers of women in the faculty,
Rainsford increased women's salaries as well. Secretaries, librarians and female
faculty members, long underpaid, saw significant raises over several years
under Rainsford’s policy of equitable salaries for women and men.5

At Kalamazoo as at many other colleges and universities, significant
changes were made in the tenure review and decision process, opening the
process to involvement by more faculty members and, through class
evaluations, by students. At the same time, standards for hiring and retaining
faculty became higher. The probationary period became longer, from three to
five and then to the seven years common to most colleges and universities.
Increasing financial problems during the decade put pressure on the review
process. Every faculty retention or tenure review became not only a question
of the teacher's competence and performance, but also a question of

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institutional needs and priorities. In the past, most tenure decisions had been made quietly and arbitrarily by the president alone. During the 70’s, the elected faculty council and its personnel subcommittee developed a more open and elaborate review process involving the faculty, the provost, the president, and finally the trustees, whose approval was almost automatic. In the end, however, the real decision remained with the president, and when he reversed the recommendations of the faculty and provost, as he sometimes did, colleagues and students were likely to protest.

An instructive example of the complexity of tenure and the often uncertain status of women on the faculty can be seen in the story of Marilyn “Lyn” Maurer, instructor and coach of women’s athletics. First hired in 1969, Maurer taught six activity courses per quarter and coached archery and swimming. In 1972 she was considered and rejected for tenure. Encouraged by strong support from students and colleagues, Maurer filed a grievance alleging problems in both the process and the reasons given by Rainsford for the decision (she was “too young,” too “specialized,” and she lacked experience). A faculty committee investigated and sought redress for Maurer, listing six “dissatisfactions” with the situation. The sixth item expressed a broad concern about the status of women on the faculty: “Past practice [under Hicks] exhibits a striking pattern of rotating young women in non-tenured positions. In view of the widespread appreciation of her contributions to the teaching of physical education, her coaching, and her campus leadership, Ms. Maurer would seem to be an ideal opportunity for breaking this pattern.” Maurer was promoted to assistant professor and offered a three-year renewable contract. Although her contributions to the College were recognized by promotion to associate professor in 1978, it was not until 1987, after 15 years of short-term contracts, that Maurer was finally awarded tenure. The process now makes repetition impossible, but Maurer's case illustrates the kinds of problems faced by some of K's pioneer female faculty members.6

In fall 1972, The K Plan celebrated its tenth year. For faculty, the excitement of innovation had passed, but the hard work of maintaining and improving the K Plan remained. Each element of the Plan was considered successful, but there was a nagging sense, especially among faculty, that Kalamazoo’s education as a whole was not as effective as it could be. New ideas and approaches were needed to integrate the many effective parts of the
K Plan into a more successful educational experience that would appeal to a new generation of students and teachers.

Several unsuccessful attempts to review and improve the K Plan were made during the 1970's. In January 1974 Provost John Satterfield (1972-75) pointed out the need for change, telling the trustees that the College had “stood still' for the last five years, a condition never intended under the Kalamazoo Plan.” Under Satterfield's leadership, proposals were considered for modest rearrangements of the calendar and curriculum. Summer quarter was becoming controversial because students were “deviating” from the K Plan to avoid being on campus that term. The result was a significant budget problem, especially during summers of 1974, 1975, and 1976. Unfortunately, the faculty was unable to reach consensus over the various proposals and the impetus for change faltered. At a special faulty meeting in February 1976 another attempt was made to review the K Plan and its calendar. Hearty debate followed, centering on the role of summer quarter in the overall pattern of the K Plan. The question was how to retain all the elements of the Plan and yet reduce the discontinuity created with students and faculty coming and going each term. Again the review and debate failed to result in significant change.

The off-campus elements of the K Plan were reviewed and modest adjustments made during the 1970's. In 1974, after 16 years of heavy travel and administrative responsibilities, Dr. Richard Stavig relinquished his role as director of the foreign study program and returned to teaching in the English department. His assistant, Dr. Joe Fugate (German), replaced him as director. Under Stavig's leadership, 2,700 students had studied abroad. The majority went to Germany, France, or Spain, but as the program developed it spread to Africa (Sierra Leone, Kenya, Liberia, Nigeria, and Senegal), to Lebanon, Greece, Turkey, India, Mexico, Ecuador, Colombia, and Japan. A 1974 faculty review and an extensive report by Dr. Richard Light, trustee and co-founder of the program, confirmed foreign study as a key and successful element of the K Plan.
The sophomore career service quarter was also reviewed in 1974. During the decade of the 1970’s, focus of the program shifted away from service toward career interests, as students became more concerned about future jobs. Under leadership of Warren “Swede” Thomas (1968-80) the program added testing and counseling services and assistance with résumé writing and job placement. In 1976 the name of the program was changed to career development. Responsibility for the program shifted first to student services and then, in 1981, to the provost's office, reflecting attempts to integrate experiential learning more fully into the student’s academic program.

The on-campus curriculum of the College also changed modestly during the 1970’s, primarily through additions of courses and programs. For example, in May 1972 the faculty approved an interdepartmental health science major for students planning professional careers in that field. Also in 1972 a computer science concentration was approved. In 1974 the College introduced an expanded freshman orientation program including a Land/Sea (outdoor adventure) option or an intensive two weeks on campus. All entering students were required to take a first-year seminar that included a focus on writing proficiency. In 1979 that proficiency became a graduation requirement. Also in 1979 an international commerce concentration was introduced. In 1980-81 two controversial programs were added: a management studies concentration that involved a limited number of students in a series of courses, non-credit seminars and workshops, and relevant internships; and a women’s studies program based on courses already in the curriculum. Some faculty criticized these two programs as lacking academic rigor and straying too far from the core values of a liberal arts education. They acknowledged, however, that the new courses and programs could make a difference in enrollment. The changes were designed to meet the needs and interests of students in the ’70’s.

Growth and Decline

Like most of American higher education, Kalamazoo College both prospered and declined during the 1970’s and 1980’s. Enrollment at K rose
during the early 1970's, reaching a peak of 1,534 in 1977-78, then dropped to a low of 1,103 in 1986-87. Higher enrollment led to growth in faculty and curriculum, adding costs that could not be sustained when enrollment and income fell. Because the College was heavily dependent on tuition, as enrollment fell student fees rose and kept rising, leading to student unhappiness and attrition. A five-year capital campaign raised over $17 million, but a drop in the stock market eroded both the value and income of the endowment. The economic recession in the mid 1970's hit Michigan especially hard and led to increased expenses and tight budgets. Trouble came to Kalamazoo College when faculty positions had to be trimmed, campus morale suffered, and the president's leadership was questioned.

By the mid 1970's it became clear that a major fundraising campaign would be needed to shore up the College's resources. The campaign, called Funds for the Future (FFF), was ably led by trustee Betty Upjohn Mason and supported by two vice-chairs: Jane (a member of the board of trustees) and Vince Iannelli, both 1958 graduates. The campaign, which aimed for a $16,300,000 goal, started in fall 1976 with a year of advance solicitation and a year of general, public solicitation, primarily in the Kalamazoo area. By fall 1978 the effort was slowing, partly because of turnover in an understaffed and overworked development office, partly because of inexperienced volunteer workers, and partly because the College had failed to keep good records of alumni and of past campaign solicitations. With the help of fundraising consultants, the hiring of Alfred Blum as campaign director, and especially the heroic efforts of Betty Upjohn Mason and her devoted volunteers, the campaign picked up. The rejuvenated effort turned to regional and national appeals, especially to alumni. Upjohn Mason, Rainsford, trustees, volunteers, and staff all logged hours of meetings and miles of travel in the effort to reach as many potential donors as possible. Every possible penny was counted, including the nebulous bequests of alumni under age 50. When the books were closed on June 30, 1981, the Funds for the Future campaign could report raising over $17 million in cash and pledges, the largest amount raised to that point in the history of Kalamazoo College.
Like most campaigns, FFF reached its dollar goal but did not succeed in funding all of its objectives. The campaign eased the financial situation somewhat by generating funds for the endowment and also some support for faculty, students, academic programs and equipment, and some physical plant needs. For example, a new, energy-efficient heating and cooling system was installed, an essentially invisible improvement that would eventually save the College thousands of dollars every year. The Olds-Upton Science Building was renovated and expanded, updating and improving laboratories, research equipment, and classrooms for chemistry, biology, and physics. In spring 1980 old Tredway Gymnasium was demolished and a new, modern recreational facility was built in its place. The new building included three basketball courts and a volleyball court, facilities for badminton, wrestling and gymnastics, a dance studio, training room, weight room, and fine new locker facilities for women and men and visiting teams. Added to Angell Field, the Natatorium, Stowe Tennis Stadium, and Calder Field House, the new center gave Kalamazoo College the best small college athletic facilities in Michigan.

Named the Anderson Athletic Center, the building honors Rolla Anderson, professor, coach, and athletic director (1953-85).

A new playhouse was opened in January 1977 adjacent to the Light Fine Arts Building. Because Dalton Theatre was used for many purposes—musical performances, meetings, lectures, forums, and even large classes, the theatre department was pressed for space. Rehearsals had to be scheduled around other needs, and sets and equipment had to be moved and stored between use. The financial support and active involvement of Dorothy Upjohn Dalton made the new playhouse possible. Seating 300 in a horseshoe shape around a thrust stage, the playhouse included up-to-date equipment and added storage, dressing rooms, and workspace. The new theatre was named to honor Nelda K. Balch, professor and director of theatre arts at Kalamazoo since 1954. With Dalton and the Dungeon (an experimental theatre built under Dalton), the new playhouse gave Kalamazoo College outstanding facilities for its thriving theatre program. The fall 1982 production of “El Grande de Coca Cola,” a zany musical written by five British actors, was selected by the American
College Theatre Festival to be performed at the regional festival and for a national tour. With such outstanding College productions, Readers Theatre performances, the summer Festival Playhouse programs, and student experimental work in the Dungeon, Kalamazoo enjoyed exciting year-round theatrical events during the late 1970’s and 1980’s.

In October 1978, the College’s L. Lee Stryker Center for Management Studies and Educational Services moved into new quarters at the corner of Monroe and Academy Streets. This location was the home that Allan Hoben had built and that presidents through Weimer Hicks had occupied with their families. The building’s renovations and expansion were funded by the generosity of the Stryker and Upjohn families. Dr. Wen Chao Chen served as director of the center. Named vice president for community services in 1976, Chen organized a program of town and gown activities that brought local business leaders together and also involved students and faculty. For example, the center sponsored a Business-Academia Dialogue (BAD) that engaged businessmen, faculty, and students in discussion of current issues and concerns, and it offered seminars that in 1978-79 enrolled 258 participants. The center collaborated with the College’s economics department to administer the Small Business Institute. Sponsored by the United States Small Business Administration, the Institute involved 25 clients and more than 100 students in 1978-79. Under Chen’s leadership, the Stryker Center continued Kalamazoo College’s long-standing tradition of serving its community as well as its students.7

As mentioned above, in 1975 the market value of Kalamazoo’s endowment dropped precipitously, and as a result also the income from endowment. However, the College continued to budget income from endowment in order to fund the larger faculty, administration, and program that had developed during the growth years. For a number of years, Kalamazoo “balanced” its budget by spending what was called quasi endowment, that is, funds (often bequests) contributed but not formally restricted in use. The result was a constant draw on the endowment that continued to erode both value and income. When the trustees realized that almost $1 million of quasi
endowment had been spent in only four or five years, the board developed a plan for what was called “fiscal equilibrium.” According to a February 1979 trustee document, the proposed method was to reduce expenditures “to the level of revenues conservatively estimated,” in other words, to trim expenses to stay within realistically expected income. The College began to cut drastically every possible expenditure with a plan to reach equilibrium by 1980-81.

The budget squeeze exacerbated faculty discontent with Rainsford’s leadership. The faculty council had been at odds with the president over the years, particularly over tenure and budget issues. Mistrust arose as early as 1973 when faculty questioned Rainsford’s handling of Ruml Plan funds. Essentially the Ruml Plan called for using tuition money for instructional purposes, primarily faculty salaries (see chapter 13). The faculty council “greeted with some dismay” news that Rainsford had shifted some additional expenses to the Ruml side of the budget. After the president promised to move those expenses back and after considerable study and discussion, the College’s budgeting system was changed and in 1978 the board of trustees formally terminated the Ruml Plan. Unfortunately, economic conditions kept faculty raises low and faculty morale suffered. The tenure situation and the tight job market left young faculty feeling vulnerable. Salary issues became crucial when the rate of inflation rose. When faculty appealed for a special cost-of-living increase, Rainsford denied the request, citing higher priorities for any available funds. Faculty members, seeing their spending power eroded by inflation, resented the implication that other needs of the College were more important than their work in the classroom.8

The 1978-79 year brought Kalamazoo’s financial problems into sharp focus. Fall enrollment was down, the campaign was faltering, and the board of trustees was tightening the budget in its effort to achieve fiscal equilibrium. The faculty was, of course, aware of the financial situation and concerned about the effect of cuts on the quality of K’s programs. At the November 6, 1978, faculty meeting, a number of very tough and direct questions were given to Rainsford in writing. For example, questions were asked about how and when certain personnel decisions would be made, how and at what point appropriate faculty groups would be involved, whether the College would adhere to its principle that a major be staffed by at least three faculty members, and how funds already collected for the campaign were being used.
In March 1982 President George Rainsford announced his resignation, to take effect June 30, 1983.

These questions and others emphasized faculty mistrust in administrative decisions. In response to one question, Rainsford indicated that he “considered it a given that the staff and faculty must be cut.” After more questions and meetings, the faculty made a formal response at its January 8, 1979, meeting. A statement addressed to Rainsford and signed by 86 members of the faculty challenged the proposed policy of cutting faculty positions on the grounds that it would “erode the quality of our educational program.” They feared that the “depth, scope, and diversity” that characterized the College and the K plan would be lost.

In April 1979 the executive committee of the board evaluated Rainsford “in a frank and open manner as he had requested.” It is probable that about this time Rainsford began to think about his own career options. By late 1980 the president, with quiet encouragement from trustees, was actively seeking a new position. Soon everyone on campus knew that he was looking. On at least two occasions, the Index featured articles about the president’s job interviews elsewhere, and then, of course, the Index publicized the information when the position went to someone else. Under pressure of publicity and with somewhat more active encouragement from trustees, Rainsford announced his resignation on March 23, 1982, to take effect June 30, 1983. He became president of Lynchburg College in Lynchburg, Virginia, in August 1983.

During the 1982-83 year, a trustee search committee set to work, first to explore the needs of the College and the qualities desired in a new leader, and then to find a new president for Kalamazoo College. Also during that year, a faculty task force for the 1980’s, appointed by Rainsford and chaired by Provost Warren Board, explored Kalamazoo’s educational and organizational needs, goals, and aspirations. The task force was instructed to plan for reductions in enrollment, faculty, and program, all depressing possibilities for the immediate future. Clearly the optimism and excitement generated during the early years of the K Plan had dissipated during the difficulties of the Rainsford years. Now, looking to the future, Kalamazoo College needed a leader who could restore campus morale and confidence, address the institution’s economic problems, overcome the weaknesses and build on the strengths of the K Plan, and perhaps return the College to its sense of itself as a fellowship in learning.
David W. Breneman, Ph.D., became the fourteenth president of Kalamazoo College on July 1, 1983, as the College entered its one hundred and fifty-first year. Breneman came to campus with a national reputation for expertise in the economics of higher education and a desire to put into practice his knowledge of the problems and possibilities of American colleges and universities in the 1980’s. During his six years in office, Breneman improved the morale and increased the confidence of faculty and staff, organized an extensive strategic planning process, began a major capital campaign, and helped build an admissions and retention program to turn around the College enrollment situation.¹

A magna cum laude philosophy graduate of the University of Colorado, Breneman earned a Ph.D. in economics at the University of California-Berkeley in 1970. After two years on the faculty at Amherst College, Breneman embarked on a career of research and writing, first at the National Academy of Sciences and then as a senior fellow at the Brookings Institution (1975-83). Breneman was the recipient of many honors, including Phi Beta Kappa, Woodrow Wilson and Danforth Fellowships, and selection by Change magazine as one of the nation’s 100 leading young educators (1978). A member of many national professional organizations, Breneman was in demand as a speaker and consultant on issues affecting higher education. He had recently finished The Coming Enrollment Crisis: What Every Trustee Must Know (1982). Breneman and his wife Judith Dodge Breneman had two children, Erika, 16, and Carleton, 12. A talented musician, Judy proved to be an active partner in promoting the interests of Kalamazoo College.

After a thorough screening of over 200 candidates, a presidential
search committee composed of three trustees, two faculty members, and one student brought four candidates to campus in December 1982. Three of the candidates were experienced administrators—provosts or deans at small colleges. Breneman was apparently a late and quite different candidate. Although he lacked fundraising and administrative experience, his scholarly reputation, his warm and open manner, his obvious interest in Kalamazoo College, and the enthusiastic support of Judy Breneman won the approval of the College community. Faculty support was especially influential in the decision. Faculty members, disillusioned by the aloofness of former President Rainsford, were excited about Breneman, seeing in him a reflection of their own commitment to scholarship and the liberal arts tradition. Sociology Professor Robert Stauffer spoke for many faculty colleagues when he called David Breneman, “a professor’s president.”

A New Spirit

David and Judy Breneman brought a new spirit to Kalamazoo College. They began by choosing to live on campus and to engage themselves in campus life. For a presidential residence, College staff renovated the large house at 136 Thompson Street known as Nuss House and formerly used as a student residence. The house was renamed Hodge House in honor of Frederick M. and Edith Gibson Hodge who built the house in 1927. Frederick Hodge was an 1880 graduate of Kalamazoo College and served as a trustee 1896-1932. The Hodges were active supporters of the College. Living on campus gave the Breneman family a highly visible presence in the College community. They entertained frequently, and they were also often seen on the tennis courts and at College events.

Breneman’s frequently expressed confidence in Kalamazoo’s future soon made a difference in morale on campus. In July 1983, his first month on campus, he held two town meetings, one with students and one with all other
members of the College community. The second meeting, held on Saturday morning, July 20, involved about 100 faculty, administrators, and staff members. Questions were raised about campus life, College finances, and declining enrollment, evidence that the College community was well aware of the financial consequences of the shrinking pool of 18-year-olds in Michigan. Breneman challenged the assumptions made by Rainsford’s task force for the 1980’s that enrollment would drop so low as to require program changes. Instead, Breneman announced that he would set aside the task force report and focus on increasing enrollment. He stressed his belief in the quality of the College, the continued relevance of the K Plan, and his confidence that the College’s enrollment and financial situation could be turned around. The meeting closed with “appropriate remarks” by Professor Emerita Frances Diebold expressing “the general feeling of optimism” felt by those present.2

At the October 8, 1984, faculty meeting, Breneman reviewed his priorities for his first year (1983-84) and proposed goals for his second year (1984-85). His first priorities were: increase enrollments, increase alumni and community involvement in the College, and establish his own administration. For his second year, he proposed continuing the first goals and in addition: beginning preparations for a major capital campaign, reviewing the curriculum through a long-range planning task force, and studying board of trustees structure, function, and membership. These were all major challenges that would require intensive effort from the president and the entire College.

Breneman inherited a top-heavy administration when he came to Kalamazoo. As he told the trustee executive committee in September 1983, he found on arrival five vice presidents, each one driving a 1983 Buick. He felt that the vice presidents stood between him and things that he wanted to do. By the end of the 1983-84 year, three of the vice presidents were gone, Roger Fecher (business), Robert Maust (student services), and Al Blum (development). The president retained Provost Warren Board and Vice President Wen Chao Chen and distributed additional responsibilities to these men and to other staff at the dean or director level. To address his enrollment goals, Breneman appointed anthropology professor Marigene Arnold to head a special presidential group to develop strategies for faculty to assist with recruitment and retention and for alumni to become involved in discovering and encouraging prospective students. David and Judy Breneman together
began a series of extensive visits to alumni groups around the country and they also regularly entertained local alumni and friends of the College at Hodge House. In his 1983-84 report to alumni, Breneman expressed his pleasure at the “warmth and generosity” of alumni, friends, and the Kalamazoo community toward the College. He considered “a strengthening of the spirit of the College community “ to be the greatest achievement of his first year in office.

Just as the College began to move ahead, a problem surfaced that was to trouble the campus for the next several years. The College community was dismayed in March 1984 when Breneman suddenly became ill and was hospitalized, first in Kalamazoo and then at the University of Michigan in Ann Arbor. The problem turned out to be a recurrence of a disorder that was described to the college community as “a severe depression.” Dr. Chen, board chair Paul Todd, Judy Breneman, and presidential administrative assistant Kay Stratton worked together to deal with the president's absence, which lasted until late May. With support from the board's executive committee, Todd appointed Chen executive vice president with full authority to act in the place of the president. Judy Breneman stepped up to fulfill the couple's social obligations. Apparently the Brenemans had believed that this condition was under control before they came to Kalamazoo. Unfortunately, two similar episodes occurred later, in November 1986 and March 1989, both requiring hospitalization at the University of Michigan.

Of course rumors abounded during the president's first illness, but the overriding reaction on campus was deep concern for the Brenemans and for the continued progress of the College. As he had after President Weimer Hicks’ heart attack in fall 1970, Chen took the reins firmly and held them lightly, managing the usual and unusual business of the College with skill and dedication. At the June 8, 1984, board meeting, Professor Don Flesche presented a faculty resolution expressing both joy at the president's return and appreciation for Chen's leadership. The faculty welcomed Breneman back “with gratitude, admiration, and eagerness to help him realize the hopes [we] all share for [the] future.” The faculty resolution acknowledged “the latest in a long history of debts owed to Dr. Wen Chao
Chen.” Calling the past two months “confusing and difficult,” the faculty saw Chen’s “steady hand” as “a source of security and reassurance” and his commitment to the College as “a treasured resource.”

Breneman and the trustees confirmed Chen’s role as executive vice president in June 1984, making him responsible for the business affairs of the College and for admissions and financial aid, in addition to his position as director of the Stryker Center. Since winter 1984 Chen had been chairing a strategic planning task force charged to consider the future direction of the College, including specific budget proposals for the next few years. A May 5, 1985, memo from President Breneman to faculty and staff outlined the task force’s preliminary conclusions about future goals. Kalamazoo College would remain a residential, liberal arts college aiming for enrollments of 1,000 to 1,200 in spite of demographic problems, and the College would seek to increase student diversity and to enhance its national reputation. The task force proposed that Kalamazoo focus on three themes in the future: academic excellence, education for a global perspective, and personal growth of students. None of these themes was new. Academic excellence was introduced by James and Lucinda Hinsdale Stone in the mid nineteenth century; personal growth of students was the goal of Allan Hoben’s fellowship in learning in the 1920’s and ’30’s; and a global perspective was an inherent part of the foreign study program introduced by Weimer Hicks and others with the K Plan in the 1960’s. These three familiar and always relevant themes were intended to guide decisions and shape planning for a soon-to-be-launched capital campaign.

During Breneman’s presidency, a number of changes occurred in the membership and leadership of the board of trustees, some of them reflecting the president’s desire to make the board more national in its membership. In June 1985 Paul Todd, Jr., stepped down as chair of the board, and James Ingersoll, a retired businessman from Chicago, assumed the responsibility. Betty Upjohn Mason became chair of the board’s executive committee. In June 1988 Donald R. Parfet, an executive of the Upjohn Company, assumed both roles. Thus during Breneman’s presidency there were three chairs of the board, two of them local,
Dr. Timothy Light became provost of the College in 1986 and led an expansion of focus on languages and Asian studies.

Some changes in membership of the board of trustees reflected President Breneman’s desire to broaden its geographical representation.

Maintaining the still close relationship between the College and its community. A number of long-term members and leaders retired from the board, including Donald C. Smith ’39 after 20 years service on the executive committee, former board chair I. Frank Harlow ’39 (30 years), William J. Lawrence ’41 (36 years), and Edward P. Thompson ’43 (18 years), son of former president Thompson. These departures made room for a number of new trustees, many of them alumni, who became the new leaders, including Gordon Dolbee ’50, Roger Brinner ’69, James Morrell ’53, Preston “Pete” Parish, and Thomas Lambert ’63. Brinner came from Boston and Morrell from California, both recruited by Breneman to broaden geographical representation on the board.

Reflecting on his role as president, in the spring 1988 Kalamazoo College Quarterly Breneman expressed surprise at how much of the job related to personnel. Breneman’s initial administrative team included Provost Warren Board, Vice President Chen, Marilyn LaPlante as dean of students, and W. Haydn Ambrose as director of development. When Ambrose retired, Breneman hired Jacob Baas, an experienced development officer, as vice president for planning and development. In 1986 Board left the College to become vice president at Elon College in North Carolina. To replace him, Breneman chose Dr. Timothy Light, a trustee of the College and a professor and chair of East Asian languages and literature at Ohio State University. A *magna cum laude* graduate of Yale University, Light earned an M.Div. from Union Theological Seminary, an M.A. from Columbia University, and a Ph.D. in linguistics from Cornell. He was the son of Dr. Richard Light, chair of K’s trustees (1953-74) and co-founder of the K Plan. In appointing Light, the president followed a risky path by going directly to the faculty and asking them to interview and endorse his nominee. If the faculty agreed, Light would be appointed; if not there would be the usual search. The faculty did endorse Tim Light and even waived some of their tenure rules in order for him to be granted tenure. Light became provost in fall 1986 and soon brought visionary leadership to the College’s academic program.

In pursuit of the goal of education for a global perspective, Kalamazoo College began expanding its foreign languages program and broadening the curriculum to include Asian as well as Western studies. Under the leadership of Light, the College began a programmed expansion of languages and international studies. An anonymous gift of $1 million made possible a return
of the classical languages Latin and Greek after 15 years absence from the curriculum. Then Japanese, Chinese, Russian, and Italian were added as well as cultural courses in these areas. Language houses for students of French, Spanish, German, or Japanese supplemented the academic program. In 1988 the College was selected by the United States Department of Education as an undergraduate National Resource Center for Western European Studies, one of five such centers and the only four-year college in the program. The center recognized K’s on-campus and foreign study programs in European studies and provided funding for faculty development, enhancement of the curriculum, and community outreach and conferences. Concentrations in Asian Studies, African Studies, and Russian Studies gave students additional global perspective. Kalamazoo continued its excellence in science during the 1980’s and was recognized as one of 48 highly selective “science active liberal arts colleges.” At a time when science majors were declining in most American colleges and universities, these liberal arts colleges continued to graduate proportionately large numbers of scientists. For example, in June 1985 Kalamazoo graduated 28 chemistry majors while Princeton and Cal Tech each graduated only nine undergraduate chemistry majors.4

Changes in the faculty accompanied changes in academic programs. Some long-term faculty retired, including Chen (1950-87) and three stalwarts of the athletic department: coach and athletic director Rolla Anderson (1953-85), basketball coach Ray Steffen (1955-87), and Ada L. “Tish” Loveless (1953-86). In 1988 Betty Lance (romance languages and literature) retired after 27 years of service and history professor Edward Moritz, a 1984 winner of the Lucasse Fellowship, retired after 33 years. The increased emphasis on languages brought Madeline Chu to teach Chinese (1988), Peter Corrigan for Latin and Greek (1987), and Jan Solberg to teach French (1988). In 1985 two long-term members of the science faculty came to K, Paul Sotherland in biology and Jan Tobochnik in physics. In 1986 Les Tung, talented pianist and future associate provost, joined the music faculty. Reverend Robert Dewey ’47 retired in 1987 as dean of chapel and associate professor of religion after serving the College.
and especially its students in these and other capacities for 20 years. Reverend Gary Dorrien, an Episcopal priest and an outstanding scholar, became dean of chapel and began 18 years of teaching and distinguished service at Kalamazoo.

Kalamazoo’s students gained global perspective and personal growth in a variety of foreign study experiences. Student essays in the July 18, 1985, Index described some of these experiences. Madonna Brock wrote about being on the women’s volleyball team of Fourah Bay College in Sierra Leone, playing outdoors as the sun set, struggling with the uncertain transportation of an aged and overloaded bus. Barb Koremanos wrote about studying Minoan archeology on Crete and learning to appreciate the kindness and generosity of the Greek people. Loren Andrulis and Joe Schmitt wrote about being broke and hungry in Paris on Christmas Day. John Anzalone described visiting relatives in Sicily and eating an enormous meal, three or four main courses plus several desserts. After he left Sicily he did not need to eat again for 24 hours. Tim McLean studied in Japan and learned to appreciate sumo wrestling. He attended a sumo tournament in Tokyo where he was plied with food. Everyone stood when the Japanese national anthem was played, and the matches stopped while the emperor entered or left the tournament. Most of these students stayed with host families where they learned the culture while they learned and used the language.

Students shared the general spirit of confidence and enthusiasm felt by faculty and administration during much of Breneman's presidency. They enjoyed meeting Judy and David informally at a strawberry festival on the Quad when the Brenemans arrived in summer 1983. Some favorite student activities during the mid 1980’s included a summer Bahama Boogie dance party in Welles; homecoming activities that involved a banner-creating competition between student groups, the usual game, and a dress-up dance in the evening; and in winter, sledding and skiing and the fancy dress Monte Carlo party (Dean of Chapel Bob Dewey dealing at the Blackjack table). Frisbee golf played on a campus course was popular spring, summer, and fall.
In athletics, swimming, tennis, and soccer teams were especially successful. The men’s tennis and swimming teams competed successfully in national NCAA Division III meets from 1985 through 1989; several individuals were named All Americans; in 1986 senior Timon Corwin was national division III singles champion. Lynnora (Achterberg) Offerdahl ’85 was Kalamazoo’s first female national champion in any sport. She won the NCAA Division III title in three meter diving in 1985. She set college records in diving and was MIAA champion four times. She was also the first MIAA woman to win a prestigious NCAA postgraduate scholarship.

Athletics took an unusual turn in summer 1987 with the first “Rathletic” contest. Psychology professor Lynn Raible decided to teach operant psychology by asking her students to adopt a rat and teach it such “athletic” tricks as walking a horizontal beam, climbing a ladder, or running a race. On August 28 they staged a grand “olympic” contest on the Quad. Professors and staff, including Judy Breneman and Kay Stratton, administrative assistant to the president, served as judges, holding up scorecards and awarding gold and silver medals to the winning “rathletes.” The event drew media attention from USA Today, CNN, and local CBS and NBC television stations. Everyone had a good time, the rats enjoyed an extra serving of rat chow, and the students and their teacher shared a memorable learning experience. Rathletic contests continued every summer until 1995 when Raible decided to change careers and enter medical school.

The Brenemans were popular with Kalamazoo students. Soon after her arrival, Judy became director of the College Singers, the primary student choral group. She brought new energy, enthusiasm, and quality to the choir’s work. In April 1985 she was the successful candidate to replace retiring Russell Hammar as director of the Bach Festival. Her involvement in music gave Judy the opportunity to know and work with many students. David’s interest in and support of a variety of student activities was recognized in 1986 when the student commission voted to give him the Frances Diebold award. This annual award
Judy Breneman was a popular conductor of College Singers and the Bach Festival; David Breneman was awarded the Frances Diebold Award for contributions to student life.

Bells in the Tower

One of the most exciting events during the Breneman presidency occurred in spring 1984 when a ring of eight bells was installed in the tower of Stetson Chapel. During the years 1984 to 1988 the chapel also underwent much needed renovation and repair. Ironically, as the chapel itself was being restored as the jewel and center of the Quad, the College's church relationship was weakened by changes that alienated some local and Baptist supporters. Other campus changes during the Breneman years included construction of the Markin Racquet Center, which strengthened that long tradition of athletic excellence, and some long-delayed maintenance of campus buildings and infrastructure.

Soon after taking office, Breneman asked Vice President Wen Chao Chen to take charge of the College's buildings and grounds. Chen soon responded with an impressive list of major needs. Many of the buildings that had been constructed during the 1960's had been neglected since, and the older buildings also needed attention. During 1983-84 over $400,000 was spent on buildings from the 1960's, primarily on invisible projects such as roofs and steam lines. Also during 1983-84 $1 million was spent in renovation and repair of Mary Trowbridge House (1925), the College's oldest residence hall. In September 1985 a 3,000 square-foot addition to the L. Lee Stryker Center was dedicated in honor of Burton H. Upjohn. Funded by gifts from the Stryker and Upjohn families, the new construction added meeting rooms, an elevator, and an outside deck to the venerable house built in 1925 by President Hoben. Three renovation projects added significantly to the
College’s appeal to students. In summer 1989 the Academy Street entrance to Mandelle Hall was remodeled to provide easy access and attractive, welcoming offices for admissions and financial aid. During 1988-89 a grant from the Pew Charitable Trust funded the full automation of Kalamazoo’s library, putting the card catalog on-line for efficient scholarly work. Also in 1988 the computer center in the lower level of Dewing Hall was enhanced by the College’s staff to include new offices, a machine room, and two microcomputer labs to accommodate student users.

Kalamazoo’s long tradition of excellence in tennis found new expression in the construction of the Thomas S. Markin Racquet Center, completed in spring 1988. A challenge grant of $600,000 from trustee David R. Markin (1973-91) and members of his family gave the project its start. The center was named for Markin’s son, a tennis player who died in his teens. Its construction fulfilled a promise made by the College to the community when a previous indoor tennis facility was demolished in 1980. Located at the corner of Academy and Catherine Streets, the new facility joined Anderson Athletic Center and the natatorium as a focus of athletic activities at the lower end of campus. The Markin Center permits Kalamazoo’s tennis players from the town as well as the College to indulge in their favorite sport year round.

Art as well as tennis received attention during the 1980’s. As part of the 1982-83 sesquicentennial celebration of the College, the Women’s Council commissioned Professor Marcia Wood ’55 to create a large stainless steel sculpture for the campus. It was the Women’s Council’s 150th birthday gift to the College. Wood’s sculpture is 10 feet high, 17 feet long, and 7 feet wide. Called “Prospect,” it graces the lawn in front of the Light Fine Arts Building. A second art project in that building was dedicated in 1985. The stained glass windows that light the lobby are the result of the 10-week artistic residency of Fritz Bultman in 1981 and four years of effort by art professor Bernard Palchick. With the help of students and community children and adults, Bultman created an 11-foot by 46-foot collage mural that
Palchick and students then created in glass. Like the 1940’s Evergood mural in Welles Hall (see chapter 11), this project involved students working with the artist. At the Bultman dedication, Palchick said that the purpose of the project was “to make the creation of the work of art a collaborative effort.”

Stetson Chapel, built in 1932, was looking very shabby by 1983; the roof leaked, the exterior needed repair, and the paint inside was peeling. Some work was done in 1984 and 1985 and then the chapel was essentially closed for a year to permit remodeling and refurbishing the inside. Changes in the ceiling greatly improved the acoustics for both speech and music. The platform was enlarged and the old organ removed to make way for a new three-manual tracker action pipe organ that was dedicated early in 1988. Some parts of the chapel project were controversial, as many constituencies had an interest in the building, for concerts, weddings, religious services, and the work of the chapel’s dean. As part of the remodeling, a small chapel in the crypt that contained the ashes of President and Mrs. Allan Hoben was turned into a kitchen/workroom. Some years later the Hobens’ ashes were returned to their family, and later still the space became again a prayer chapel. But the decision rankled members of the College community who honored the College’s history and especially the contributions of the Hobens.

Even as the chapel was being renovated, the College’s Baptist connection was being diminished by changes in the charter. Unlike all of his predecessors, Breneman was not a churchman. He had been supportive of his wife’s work as a church organist and music director, but, as he said in a May 12, 1989, interview in the Kalamazoo Gazette, he himself was agnostic. He had told the presidential search committee that if religion was part of the job he was not interested, and he had been assured that it was not (there were no Baptists on that search committee). It is not surprising, then, that Breneman and some of the trustees sought to reduce, if not eliminate, any relationship between the Baptists and the College. They failed to distinguish between Kalamazoo’s liberal American Baptist heritage and the more widely publicized conservative theology of some other Baptist groups. They did not appreciate the depth of commitment of Baptist friends and alumni who still supported the College, some of them generously. The administration seemed to believe that dropping the Baptist connection would make it easier to recruit trustees and students from beyond the Midwest.
After some months of debate and negotiation, the charter was changed to reduce Baptist representation on the board from one-third to 15 percent and to change the description of the College from being Christian and church-related to being “independent in terms of governance while historically related to the American Baptist Churches USA.” This statement essentially described the status quo and as such was probably unnecessary. The College had always been independent of direct denominational control. But the changes and the way they were publicized angered some loyal supporters of Kalamazoo College. Rumors in town were that some wills were changed as a result of this action. The charter changes were part of a process of secularization that had, over many years, diminished Baptist influence in the administration (board chair, president), the faculty (once expected to be Christians), as well as in the board of trustees. Most disturbing for many loyal Baptist alumni and friends was the sense that Kalamazoo College was no longer committed to the moral, ethical, and religious development of its students. The College now describes itself as private and independent. It retains a token Baptist representation on the board and a voluntary non-binding covenant with ABC-USA. Kalamazoo continues to employ a chaplain and to offer a voluntary weekly but largely secular chapel service. Ironically, when David Breneman made his farewell address to the College, he did so at a Friday chapel service; he called Stetson Chapel his favorite place on campus and “the soul of this College.”

The eight bells installed in Stetson tower in 1984 give voice to the chapel and are a reminder of the College’s religious heritage. The bells, all named for nineteenth-century leaders of the College, ring out for Friday chapel, for weddings and funerals, for baccalaureate and commencement, and to call the community together. The project of putting bells in the tower began in 1977 when mathematics professor T. Jefferson Smith taught a brief freshman orientation course in the mathematics of English change ringing. The students may not have learned all the math, but they learned to love the bells. With Smith’s help they recruited friends, formed the Kalamazoo College Guild of Change Ringers, practiced with handbells, and began to look longingly at Stetson tower. Several alumni who had learned change ringing on handbells during the 1940’s with Dean Edward Hinckley became interested and supportive of the idea of bells for the tower. An engineering study revealed that the brick tower had been built, even in the depths of the depression, strong enough to handle the weight and stress of more than two tons of swinging bells.
Gradually funds were collected for this special purpose. Trustee Maynard Conrad ’36 and Mrs. Gene Conrad were leaders in the effort. In July 1983 the College ordered a ring of eight bells from the Whitechapel Bell Foundry in London, England. In business since 1570, the foundry had made the original Liberty Bell in 1752 and had also made Big Ben and all the church bell sets in the United States (15 sets plus K’s). Kalamazoo’s bells were dedicated with a great festival in June 1984. At a brief ceremony in the chapel each bell was introduced and rung alone. Then a team of guest ringers from around the country rang the dedication peal. As the bells rang through their many changes, a crowd of students, alumni, and friends of the College enjoyed a party on the Quad. There were booths of crafts and food, Morris dancers and English country dancers, and wandering minstrels and magicians. A double-decker English bus ferried guests from downtown and about 3,000 people enjoyed all or part of the festivities. The party ended with a traditional English tea on the patio in front of the Light Fine Arts Building.

College Ringmaster Smith expressed eloquently the importance of the bells to Kalamazoo College. Calling the chapel the heart of the College, Smith wrote, “In a community with its tradition seriously diminished in importance by recent fashion, Stetson remains a respected reminder of something beyond. It is fitting that the bells, standing as a metaphor for the eternal change in which we must seek some order, stretching back beyond our memory and forward beyond our lifetime, should meld their rich symbolism with that of our chapel.”

Finances and Fundraising

As an economist with expertise in the finances of higher education, Breneman had predicted the demise of many liberal arts colleges during the
demographic decline of the 1980's. As president of Kalamazoo College, however, he was determined to defy his own predictions and not only maintain but even strengthen the enrollment and financial status of the College. Toward this end, Breneman orchestrated an extensive strategic marketing plan and a major capital campaign. Then, as these important efforts began to bear fruit, Breneman’s personal health and professional interests began to draw him away from the direct and energetic involvement that had characterized the beginning of his presidency. He left Kalamazoo College in June 1989 to return to a career of research and writing about higher education and then later to become Dean of the Curry School of Education at the University of Virginia.

To build on the work of the strategic planning task force chaired by Dr. Chen in 1983-85, Breneman asked trustee James Morrell ’53 to develop a second, more elaborate strategic marketing plan. The new plan proposed to add management of income to the College’s already careful and more traditional management of program and costs. Enrollment, tuition, fundraising, and endowment income were all crucial elements in Kalamazoo’s plan to succeed in the 1980’s. Like Weimer Hicks in 1954, Breneman began his presidency in 1983 with attention to student recruitment. Although the College managed to keep the size of the incoming classes above 300, total enrollment continued to drop because earlier classes were small. The low of 1,103 was reached in 1986-87. Low enrollment meant low tuition income, in spite of annual price increases. Endowment income also dropped after the stock market crashed in October 1987, although Kalamazoo fared better than many institutions that year. In a timely and fortunate decision, the trustee’s finance committee chaired by Roger Brinner ’69 moved $4.5 million out of equity just before the crash. As a result, Kalamazoo’s total endowment declined only 9.86 percent between September 30 and October 31 while the Dow Jones Index lost a total of 23.22 percent. Fundraising was seen as the most promising source of additional income. By fall 1984 the College was planning a major campaign that would include also an ever-increasing goal for the annual fund.

As Chen reminded trustees over and over, Kalamazoo College was “people rich and program poor.” The major budget expenditure was always salaries and it was very difficult to make cuts there. During the late 1970’s and early 1980’s, faculty salaries that had once led the average of their peers at
In spite of a major strategic marketing plan and a big financial campaign, Kalamazoo College continued to use unrestricted reserve funds to balance its budget. Comparable institutions began to fall behind. Concerned about maintaining faculty quality and recruiting good candidates, provosts Warren Board and then Tim Light pressed the trustees to maintain competitive salaries. The board pledged itself to bring faculty salaries up to the 75th percentile of the Great Lakes Colleges Association by 1991, a goal still elusive at the end of the century. Clerical, support, and maintenance staff also sought and received salary increases and, perhaps because of new federal requirements, their benefits were made equitable with those of professional staff. For example, in 1988 the College pension plans were changed to make all staff eligible to participate in TIAA-CREF, the premier pension program for colleges and universities. In addition to salaries, the new and renovated buildings on campus and expansion of some academic programs also increased the expenditure side of the College’s budget.

The 1987 strategic plan was intended to address the financial issues of the 1980’s and to help shape the campaign that became known as the Campaign for Kalamazoo (CFK). The plan’s focus was on marketing the College and building its financial base. The CFK campaign was an integral part of the strategic plan. It was expected to feed both restricted and unrestricted funds into the budget on a regular basis. Major goals for CFK included funding construction projects (new science building, library expansion, and remodeling Hicks Center); increasing endowment support for faculty development, new faculty positions, student financial aid, and improving equipment and facilities for athletics, fine arts, and science. The campaign goal was set at $45.8 million and reaching it was to involve two years of preparation (1984-86) and five years of public effort (1986-91).

Even with an economist as its president, a strategic marketing plan in place, and a capital campaign under way, Kalamazoo College continued to spend beyond its means. The strategic plan called for funding increased efforts in marketing, admissions, financial aid, and student services, and it included a program of academic enhancements to strengthen the quality and content of the curriculum. The plan assumed that these initiatives would eventually be supported by the CFK campaign, but could be temporarily funded by using the unrestricted reserve (quasi endowment). Unfortunately, the campaign was not bringing in the unrestricted funds required by the plan. In addition, because financial aid costs remained high, the plan targets for net tuition income were not being met. The result was annual budget deficits,
annual draws on quasi endowment, and budget reductions that threatened the programs included in the strategic plan. It would take a successful CFK campaign to reach the plan’s goals.

Preparation for the capital campaign included cultivating alumni and friends and building relationships with corporations and foundations. Kalamazoo’s alumni relations program had been weakened by turnover in the office since Marilyn Hinkle ‘44 had retired in the 1970’s. Under the leadership of Dana Holton Hendrix ‘80 and stimulated by campaign activities, the program was revived. Alumni were encouraged to suggest opportunities for career internships and to assist in admissions. More than a dozen regional chapters were established in areas that included Boston, Chicago, and Dallas/Fort Worth, as well as communities in Michigan. David and Judy Breneman traveled widely to meet with alumni and also entertained local leaders and friends at Hodge House. Support from the local community proved to be crucial; eventually over $23 million of the $48.1 million raised came from sources in the Kalamazoo area. Breneman brought extensive experience with foundations to the College and during CFK he opened important new doors for Kalamazoo. Jim Morrell described visiting foundations with the president. The foundation officer would say, “Hi, Dave. What can we do for you?” The result was almost always a generous check. Breneman mixed easily with academics and foundation officers, but not so well with the corporate leaders, businessmen, and local officials who would be crucial to solicitation of major individual gifts to the campaign. After resigning from the College, he told the Kalamazoo Gazette, “Raising money from private individuals is not my strong suit….I began to look at the life of the college president as an almost endless fundraising.”

In many ways Breneman was the right man at the right time in 1983 when he came to Kalamazoo. He brought strong academic ties, a pleasing personality, and a commitment to collegiality that healed the wounds created by alienation between faculty and the Rainsford administration. As his presidency progressed, however, Breneman found parts of the
responsibility incompatible with his own interests and strengths. With the strategic plan in place and a strong team of administrators at work, he began to spend more and more time in researching, writing, and speaking about current issues in higher education. He seemed to be distancing himself from the day-to-day operations of the College. Faculty leaders and trustees, while appreciative of the president’s efforts and his team, felt that the College was losing momentum without strong leadership at the top. This situation and a third episode of depression led Breneman to resign as president of Kalamazoo College in spring 1989.

Once again the board of trustees was faced with the need to search for a new leader for the College. This time the search was complicated by the presence of Provost Tim Light who was clearly committed to the College and a well-qualified academic administrator. Light was appointed acting president with authority to exercise the full responsibilities of the office. This he did with energy and skill. Some members of the College community would have appointed Light president at once, but others, including Light himself, insisted on the traditional national search. A committee of five trustees, two faculty, two students, and the president of the alumni association began screening more than 100 candidates, including Light. The committee was surprised when, just as they were completing the interview process, Light accepted the presidency of Middlebury College in Vermont. The Kalamazoo search continued until April 1990 when the board of trustees elected Lawrence D. Bryan, Ph.D., to be the fifteenth president of Kalamazoo College.11
On September 1, 1990, Lawrence Dow Bryan, Ph.D., became the fifteenth president of Kalamazoo College. He came to the office with over 20 years of experience at liberal arts colleges, first as an undergraduate in Ohio and then as professor, chaplain, dean, and academic vice president in Illinois and Indiana. Bryan understood and embraced the values of the small, residential liberal arts college. In the spring/summer 1990 Kalamazoo College Quarterly, President-Elect Bryan promised alumni that he would listen and learn, “not only learn the facts...but also listen to the faces” of students, faculty, alumni, and all who belonged to the College. He maintained, “A caring community must remain as a central tenet of the Kalamazoo College experience.” He pledged that as president he would become, “the Bard, the Troubadour, telling and retelling the Kalamazoo story.”

Lawrence “Larry” Bryan was raised in northeastern Ohio. He earned a B.A. at Muskingum College, New London, Ohio in 1967, with a major in philosophy. He earned an M.Div. at Garrett Theological Seminary and went on to Northwestern University where he earned the Ph.D. (1973) with major fields in historical and systemic theology and a minor in history of religions (emphasis upon Christianity and Theravadic Buddhism). Ordained in the United Methodist Church, Bryan served two churches as part-time assistant minister while he was in graduate school, but his chosen career was in higher education. Between 1973 and 1979 he taught religious studies and served as chaplain and later dean of McKendree College in Lebanon, Illinois. In 1979 he became vice president and dean of Franklin College, an American Baptist school in Franklin, Indiana. From Franklin he came to Kalamazoo and took up residence in Hodge House with his wife Marjorie “Marj” and their children Mark, 16, and Alexa, 13.
As president of Kalamazoo College, Bryan faced some major challenges and achieved some important successes. The Campaign for Kalamazoo (CFK) came to a successful conclusion in 1991 and the Dow Science Center was completed and dedicated in 1992. Long-standing questions of calendar and curriculum came up yet again and this time, with perseverance and massive effort by faculty and administrators, changes were made to modify and update the K Plan. The changes reshaped both on- and off-campus elements of the Plan and offered a comprehensive rationale for the whole program. The most visible change, however, was in the calendar. After 30 years of year-round operation and at least 20 years of debate over the viability of summer quarter, the calendar was changed. All the elements of the K Plan remained: rigorous on-campus academics, off-campus experiences in career development, foreign study, and a senior project, but within a nine- or ten-month academic calendar. The changes were made partly to improve admissions and retention, which seemed to have been affected by the necessity to enroll year round. The perennial problems of enrollment and finances became particularly acute during Bryan’s presidency. These problems and some issues of College governance caused serious difficulties toward the end of his six years in office.

A Challenging Time

Kalamazoo College was not the only institution of higher education facing serious challenges during the early 1990’s. All American colleges and universities, but especially private liberal arts colleges, faced the prospect of declining enrollments and rising costs. Nationwide the number of high school graduates was expected to decline 11 percent between 1989-90 and 1993-94. In Michigan the decline would be even more severe, over 23 percent.2 Competition for students would lead to higher costs for admissions and financial aid and to higher expectations among students and families for amenities in residence halls and other facilities. Colleges and universities would need to manage expenditures and raise income, especially through aggressive fundraising, in order to be successful in the 1990’s.

Arriving in fall 1990, Bryan was well aware of the challenges facing Kalamazoo College. Kalamazoo was enrolling primarily Michigan students, many of them with high financial need. As a result, even with tuition increases, net tuition income failed to meet needs. Budget shortfalls were
being met by using funds from the unrestricted reserve (quasi endowment) to preserve College programs and staff. At the October 29, 1990, faculty meeting Bryan outlined his priorities for his first year in office. He would concentrate attention on: institutional planning, fundraising, public relations, and admissions, with emphasis on recruiting students from outside Michigan. Fall 1990 enrollment numbers were above budget requirements, giving the year a good start, but Bryan knew that keeping enrollments up and the budget balanced would not be easy. He stressed to faculty the importance of admissions and of continuing fundraising efforts beyond the current campaign.

An immediate challenge was completion of the CFK campaign, already in its final phase. A final push in fall 1990 led to conclusion of the campaign on January 31, 1991, 11 months early, with a final total just over $48 million, and with 75 percent of gifts in hand, not in pledges. As with most campaigns, CFK met goal but not targets. Restricted gifts were oversubscribed, while unrestricted, construction, and endowment goals were undersubscribed. As a result of Breneman’s success with foundations, about 45 percent of the total came from foundations and corporations, most of it for restricted purposes. The percentage of giving from individuals in all categories was much lower than would have been expected at a liberal arts college like Kalamazoo. Obviously the College would need to strengthen cultivation of alumni and friends of the College in order to broaden the base of potential donors for the annual fund and for the next campaign.

A major goal of the CFK campaign was funding the construction of the Dow Science Center. The building cost $10 million and was completely funded through gifts, including $4 million from the Dow Foundation in Midland, Michigan. An additional $1.5 million was raised to endow maintenance of the facility. The new science building was seen as crucial to maintaining the College’s reputation in science and continuing to attract good students interested in scientific studies. Dedicated in October 1992, the building

The Campaign for Kalamazoo (CFK) ended on January 31, 1991, having raised more than $48 million for the endowment and other projects.
housed the chemistry and biology departments in spacious, well-designed laboratories, classrooms, and offices. Both students and faculty were pleased with the new facility. Shannon Starkweather, a senior biology major, especially praised the building’s layout. “Dow is very well organized in terms of the faculty offices on the perimeter, with interconnecting labs in the center. . . . It’s set up for community work and it gives a feeling of community effort.” Chemistry professor Sandra Laursen found Dow to be “a good place to teach,” with classroom design encouraging student questions and interaction. She also appreciated the social spaces, student lounges, and study areas which, she felt, contributed to “good morale and a community feeling among the majors.” The Olds-Upton Science Building back on the Quad was renovated in 1994-95 to provide up-to-date quarters for the departments of physics, mathematics and computer science, psychology, and education.

As part of an effort to make the College more attractive to prospective students, Bryan initiated development of a campus master plan. As a candidate he had noticed that K needed better signage, to identify buildings and offices for strangers visiting campus. A task force of faculty, staff, and students chaired by director of business and finance Tom Ponto proposed a number of changes in traffic flow and building use. An important goal was to distinguish the campus from its surroundings by creating clearly identified entry points, for example, an attractive gateway and sign at the foot of Academy Street hill just west of the railway tracks. The plan called for using the Grove Houses for student residences, creating an “international village” of language houses. It suggested several options for modifying Academy Street to lessen its impact as a divider between the old and new quadrangles. The plan also attempted to address accessibility issues in accordance with the Americans with Disabilities Act. The campus master plan was approved in principle by the trustees in October 1992, with the understanding that implementation of specific items would be addressed individually as funding became available. Unfortunately,
more urgent financial needs soon took precedence and only a few, modest proposals were implemented.

Public relations and fundraising came together as Bryan made efforts to cultivate the College’s various constituencies. During his first few months in office he visited a number of the regional alumni groups that had been organized during the CFK campaign. At these gatherings he was successful as an eloquent spokesman for a liberal arts education, but somewhat less experienced and less adept at the “friend raising” that leads to fundraising. Alumni interest, as measured by alumni giving, continued to be strong. The percentage of alumni contributing rose to 42 percent in 1991, but the number of dollars given dropped. Bryan also made efforts to engage with the local community, joining, for example, the Kalamazoo Rotary Club, the Kalamazoo Symphony Orchestra Board, and the Bronson Hospital Board. Unfortunately, Bryan found it difficult to make close connections with local leaders, partly because of his own inclinations, partly because presidents Rainsford and Breneman had neglected this responsibility, but also because the very charismatic president of Western Michigan University had made WMU a formidable presence in the community. Kalamazoo College was no longer the clearly favored institution of higher education in the Kalamazoo community.

President Bryan reached out also to the Baptist constituency of the College. His years at Franklin, another Baptist college, had given him experience and understanding of Baptist theology and polity—the importance of what Roger Williams had called the “soul liberty” of individuals and the principle of voluntary association of autonomous churches into denominational organizations. Bryan worked quietly to heal wounds created by the 1985 charter changes and he managed to restore relations with Baptist individuals, churches, and denominational organizations. When the covenants between colleges and the American Baptist Churches USA (see chapter 17) came up for renewal in 1995, Bryan participated in reviewing these documents and suggested revisions that introduced flexibility into the statements. In December 1995 the church relations and executive committees of the board of trustees approved these revised documents and the continuation of this admittedly loose relationship. As of 2007, Kalamazoo College identifies itself in most publications as independent, but recognizes its Baptist heritage through 15 percent representation of American Baptists on the board of trustees, the services of a full-time college chaplain, a weekly...
In the fall of 1993 Kalamazoo won first place in the MIAA in volleyball, men’s and women’s soccer, and football (tied with Albion).

Bryan reached out to internal as well as external constituencies of the College. He began by meeting with each department of the College to acquaint himself with the people and the programs at the heart of the educational enterprise. His appointment of chemistry professor and acting provost Richard Cook to the permanent post was well received by Dr. Cook’s colleagues. Faculty leaders were positive about the president; at the February 7, 1992, board meeting Dr. Robert Stauffer, chair of the faculty executive committee, told trustees that “relationships between the administration and the faculty are excellent.” The 1992-93 North Central Association accreditation team concurred, reporting that the “excellent, highly qualified and dedicated” faculty of the College reported “a low ‘paranoia’ level” among their ranks. The team described Kalamazoo as “an open, affirmative place, supportive of leadership” and reported that “good will and common commitment to the college are evident from students, faculty, administration and Board.”

Students usually see presidents and administrators as remote figures to be encountered primarily at formal occasions or when a student is in trouble. Bryan made an effort to be visible to students as a supporter of student activities, especially men’s and women’s athletic events. He attended games and supported the athletic department’s budget as much as possible. Students and coaches received thoughtful notes from the president after almost every game. Bryan made a point of announcing and praising athletic success at faculty meetings. For example, in November 1991 he praised the MIAA successes of the men’s and women’s soccer teams, the volleyball team’s championship and high national ranking, and coach Jeanne Hess’s recognition as regional coach of the year. The Hornets enjoyed some success in athletics during the early 1990’s, particularly in fall 1993, when at the November faculty meeting Professor Don Flesche
called the season “the most successful in the past thirty years.” Of eight teams competing in the MIAA, four were in first place—volleyball, men’s and women’s soccer, and football (tied with Albion).

Students were invited to participate in a number of committees, including the special task force that reviewed the K Plan and the calendar in 1993-94. Students were also involved in the 1991 revision of the alcohol policy, a change mandated by a federal law about drug-free campuses. The new policy eliminated serving alcohol at large parties in residence halls, with the result that students took their beer parties off campus. Influenced by the Michigan Clean Indoor Act, smoking policy also underwent change. Smoking was banned in every building, except for designated areas in Severn and Trowbridge and a specially ventilated part of the dining hall. This ban affected everyone, including the president, who took his pipe to the Quad-side steps of Mandelle Hall and soon became a familiar figure in what he began calling his “outer office.”

Kalamazoo College had long sought to promote cultural and ethnic diversity in its faculty and student body, but minority representation on campus had actually declined in the late 1970’s and 1980’s. In 1992 Bryan raised the issue again and pledged his support for a renewed effort to increase multiculturalism at Kalamazoo. In an open letter to the College community, Bryan decried evidence of increasing racism and intolerance on college campuses and in the nation as a whole. He called on Kalamazoo College to value, “above all else… mutual respect and open dialogue.” He appointed a Cultural Diversity Coordinating Committee to oversee the work of task forces charged to develop a comprehensive plan for recruiting and retaining minority students, faculty, administrators and staff, for making the campus climate more open and welcoming, and for making the curriculum more diverse. Although the faculty could not agree on a definition of multiculturalism, they were able to compile information on diversity in academic departments, courses, and
pedagogy. They found many colleagues willing to work on making the curriculum more relevant and courses more comfortable for women and for ethnic minorities. Generous financial support from trustee Ronda Stryker made some progress possible over the next few years, in spite of the budgetary constraints that developed in 1994-95.

Students were also involved in the College’s renewed commitment to multiculturalism and diversity. In 1991 some students organized a group called the Coalition on Race and Diversity (CORD) with the goal of encouraging open communication on campus. After the April 1992 acquittal of four white Los Angeles police officers accused of using excessive force against black motorist Rodney King, a group of white students, including some CORD members, organized a “Day of Gracious Listening.” In four days of frenzied effort they put together a forum that lasted most of the day on May 5, 1992. An open letter inviting the campus community to the forum encouraged open discussion and ended, “We can no longer fear saying the wrong thing. We can only fear saying nothing at all.” Dozens of faculty, students, and staff spoke to an audience that peaked at about 300. Afterwards observers noticed that for some weeks, at least, people seemed more willing to talk and listen, were more open to questions, and more understanding of each other’s ideas and feelings.

Profiles of some student members of CORD reveal diversity in their own experiences and their reasons for joining CORD. Leah Berger ’94, a Jewish woman who had attended a high school that was 80 percent black, had long been interested in cultural diversity. She lived in Israel for a year before entering college and she did her foreign study in Sierra Leone, Africa. At a forum on campus she discovered “there was a lot of misunderstanding and miscommunication between white and black students. Both groups expressed feelings of alienation, of not being accepted by the other group.” This discovery prompted Berger to become a
leader of CORD. Tobin Rothlein ’93 had just returned from six months foreign study in Beijing, China, when the Rodney King verdict was announced. In China he had learned to appreciate his own country, but he also “became much more conscious of our problems, such as violence, crime, poverty, and racism. Rothlein was among the organizers of the “Day of Gracious Listening” and it was he who approached President Bryan about the plan. “I told him that the College had to trust the students to take responsibility for their actions. And he did.” Orma Bradford ’95 was one of the few black students to speak at the May 5 forum and subsequently to become involved in CORD. A first-year student from Detroit, she shared her observation that many white students were afraid of saying the wrong thing and offending their black classmates. “Listening to the opinions of others as well as expressing your own opinions facilitates the process of understanding...Silence maintains ignorance and can only be detrimental to personal growth.”

In an October 18, 1995, Index article, a student described attending a Rotary Club luncheon with Bryan. “What I remember most of the ride is the warm fuzzy feeling of discussing Protestant existentialist philosophy with my college president. He defended Bonhoeffer while I sided with Kierkegaard. The important thing is that we had meaningful dialogue (and I have softened my stance on Bonhoeffer).” Not every student could enjoy lunch and “meaningful dialogue” with the president, but that opportunity was available with classmates and faculty members in the labs and study lounges in Dow, the seminar room and offices of Humphrey House, and over coffee or lunch in Hicks or in the snack bar. If they were interested, students could still find opportunities for fellowship in learning at Kalamazoo.

Changing Calendar and Curriculum

Questions about calendar and curriculum proved to be the biggest challenge and the greatest achievement of Bryan’s presidency. Since its introduction in 1962, the K Plan had been both a strength and a weakness for Kalamazoo College. As an innovative educational program it achieved its goals, but created some unexpected consequences. These were pointed out by successive North Central Association accreditation reports in 1972-73, 1982-83, and again in 1992-93. As had earlier teams, the February 1993 visitors cited the frequent movement of students and faculty on and off campus as leading to lack of a sense of community, the discontinuity of academic and co-
Several attempts were made in the 1970’s and 80’s to modify the College calendar, to eliminate the summer quarter that was becoming increasingly unpopular with students.

The 1993-94 year was devoted to study and revision of the College’s academic calendar.

Curricular programs, and the need for more integration of on-and-off campus programs and activity. Criticism focused on the year-round calendar as a major source of the problems.

Over the past 20 years, a number of attempts had been made to address these problems. As early as 1972-73 economics professor Sherrill Cleland proposed a trimester-plus-January interim calendar; in 1973-74 Provost John Satterfield suggested a three-quarter/three intensive mini-term calendar; in 1976 President Rainsford’s administration called for elimination of summer quarter; in 1983-84 Provost Warren Board developed a calendar model without a summer quarter; and in 1988-89 Provost Tim Light and a task force proposed significant modifications for summer quarter. Clearly summer quarter was seen as the heart of the problem. Without summer quarter, more students and all faculty would be on campus during fall, winter, and spring; there could be more continuity in student and faculty leadership, social and cultural activities, course sequences, and on athletic teams. The problem was how to change the calendar and still include and even enhance all the elements of the K Plan.

At the insistence of Bryan, the calendar and curriculum were again explored, starting in fall 1993 and involving an extensive process of meetings and consultations among task forces, standing faculty committees, special student committees, and alumni officers and groups. The 1993-94 year was devoted to study and change of the calendar by a task force of faculty, students, and staff chaired by Provost Richard Cook. In appointing the calendar task force in October 1993, Bryan made clear that its purpose would be “to recommend—by the conclusion of the coming spring quarter—a new academic calendar and curricular structure within which the distinctive elements and quality of a Kalamazoo College undergraduate experience may be maintained and, whenever possible, enhanced.” For this task force, unlike its predecessors, the question would be not if, but how, the calendar would change. During 1994-95 a second task force chaired by English professor Ellen Caldwell developed a curriculum that could work with the new calendar and could strengthen and focus the K Plan of the future. By fall 1996 the renewed K Plan would be ready for the entering class of 2000.

A number of issues and problems made re-examination of the K Plan especially important in 1993. Foremost among them, of course, was the
discontinuity created by its on-off patterns, a discontinuity that made it difficult to develop meaningful relationships among students and between students and faculty and for faculty with colleagues on different schedules. After freshman year, students were changing rooms and often roommates almost every quarter, making it difficult for them to feel at home on the Quad. Athletes and others sought to “deviate” from the standard schedule in order to be on campus for their sport or for course requirements or other interests. A study of the 1993 graduating class showed that its members had followed 68 different K Plan patterns; only 20 percent of the class had followed the standard plans A and B. Summer quarter was especially problematic for a number of reasons. It meant that there would be no off quarter for renovation of buildings, no “down time” for administrators and staff to review and plan their work, and it meant that most auxiliary staff and programs operated all year. Studies of admissions revealed that a significant number of prospective students (40 percent in a 1989 survey) chose not to apply to Kalamazoo because they did not want to attend school during the summer. Retention was also affected, as students cited discontinuity in curriculum and campus life, a need to work during summer, the lack of a meaningful social network, and of relationships with peers and faculty as reasons for leaving the College.

After a year of work, the calendar task force recommended a tri-quarter plan with variations and some flexibility. They concluded, “only academic quarters provided the needed flexibility to accommodate both the highly sequential academic programs and universal availability of foreign study.” The task force plan was based on a developmental philosophy of education, assuming that as students moved through the on-and-off campus elements of the K Plan they would become more mature learners and independent citizens. Knowing that campus residence halls could not accommodate all the students who would be on campus under the new calendar, they proposed that seniors, returning
from study abroad and/or senior project internships, should be encouraged to live independently off campus. This would be a logical step for the College’s most mature students. As expected, the calendar task force recommended dropping summer quarter, retaining three 11-week quarters (fall, winter, and spring), and continuing the student workload at three courses per term, one credit per course. Faculty would continue to teach two courses per term. On October 3, 1994, the faculty voted 69-25 to adopt the tri-quarter calendar, to include and integrate within it all the elements of the K Plan, and to use the 1994-95 year to develop in detail the new calendar and curriculum. It was the most significant faculty vote in 30 years.

Calendar change was just the beginning of a renewal of the K Plan. The new calendar created opportunity for more continuity, more sense of community on campus; it also created incentive to review and renew the K Plan as a whole. Both faculty participants and critical outsiders had long recognized the need for better integration of the traditional liberal arts and experiential components of the K Plan. In addition, the on-campus academic program itself needed review, particularly from the perspective of general education. Dr. Ellen Caldwell, chair of the new calendar/curriculum committee (C-3) described the curricular issues to faculty at their March 7, 1994, meeting: “There is a tension between the desire for a firm grounding in a body of knowledge in a discipline and the wish for a liberal education.” This tension and the tension between academic and experiential elements of the K Plan would be the focus of faculty effort during 1994-95.

The new committee began by asking questions: What should the Kalamazoo graduate of the future know? What should she be able to do? What experiences and studies should his education include? And finally, how can the distinctive elements of the K Plan be best
organized into a coherent, developmentally sound, and holistic education? The C-3 committee developed a list of five attributes that should characterize future Kalamazoo graduates: lifelong learning, career readiness, intercultural understanding, social responsibility, and leadership ability. These attributes would be developed during both on-campus and off-campus experiences. The committee described the overall Kalamazoo education in terms of *Foundations* (skills such as written and oral expression, quantitative and computer literacy, and fluency in a second language); *Explorations* (broad and deep knowledge of a discipline, a variety of cultures, and different realms of knowledge); and *Connections* (achieved through majors’ seminars, comprehensive examinations, and the senior individualized project). Graduation requirements were listed under these three rubrics. On January 8, 1996, the faculty approved the reviewed and amended proposal 64-12 with one abstention.

Both the calendar task force and the curriculum committee made great efforts to involve as many constituencies of the College as possible in their deliberations and decisions. They recognized how difficult it is to change curriculum in any significant way and how resistant students and alumni can be to change in their college programs. Over and over the advocates of change reminded themselves and their colleagues that the distinctiveness of the K Plan and of the College came from the quality and variety and opportunities of the program, not from the calendar by which it was delivered. Ironically, nostalgia over long-ago summer quarters prompted many of the complaints that came from alumni, for whom the calendar was the K Plan. The calendar was, in fact, the most important change since the 1962 initiation of the K Plan. This two-year process of review and renewal was a major effort and achievement for the faculty and administration.

**A Critical Year**

Even as faculty committees worked to achieve renewal of the K Plan, financial setbacks developed that threatened the stability of the College and the future of Bryan’s presidency. The long-predicted enrollment crunch caught up with Kalamazoo in fall 1993 when the total of 1,218 was 34 students under budget. With completion of the CFK campaign, fundraising fell into a slump, putting additional strain on the budget. With limited resources, the ambitious campus master plan had to be deferred. These and
other concerns came together to make calendar 1995 a critical year for Kalamazoo College.

In December 1994 Bryan outlined for faculty the major challenges facing colleges like Kalamazoo. Nationally, public support of higher education was weakening while price resistance was growing—even wealthy families were becoming reluctant to pay the increasingly higher tuition charged by private colleges. Philanthropic giving to private higher education had plateaued, with corporations and foundations turning to other public needs and interests. During the past decade, private college financial aid budgets had grown almost five-fold, leading to high tuition discounts and intense competition for the most desirable students. For several years Kalamazoo College had managed to cushion the consequences of these challenges. Aggressive tuition increases coupled with tuition discounting and attention to student retention had kept enrollment reasonably stable. Completion of the CFK campaign, increased annual fund goals, deferred maintenance, and savings from faculty retirements also helped stabilize the budget. By 1993-94 these options had been exhausted. Then enrollment dropped, annual funds missed their goals, and other fundraising diminished as well. In order to keep the 1994-95 budget within reasonable bounds, the president and trustees reluctantly made the highly unpopular decision in August 1994 to freeze all faculty and staff salaries at the 1993-94 level.

In his December 1994 assessment of Kalamazoo’s situation, the president listed a number of strategies to address the problems. He saw the ongoing calendar and curriculum planning as essential steps toward refining and restating the College’s educational mission. He suggested limiting tuition increases, revising the College’s recruitment and financial aid strategies to maximize student quality and improve net tuition revenue, and he emphasized the importance of student retention. He proposed specific goals for institutional fundraising through increasing annual fund goals, pursuing estate gifts and deferred giving, cultivating a stronger, more national, more generous board of trustees, and preparing the College for another major fundraising campaign to be launched in 1996 or 1997. But Bryan foresaw that, even if all these efforts were successful, the College would still need to reduce expenditures. He warned that permanent budget reductions of about $1.25 million would be required over the next four fiscal years (1996 to 2000). The summer 1994 salary freeze was seen as just one part of a long process.
As financial problems mounted, faculty morale fell. The salary freeze, essentially a reduction when adjusted for inflation, particularly alarmed the faculty. It seemed to reverse the trustees’ long-held commitment to raising the comparative ranking of K’s faculty salaries within the Great Lakes Colleges Association. In December 1994, a group of 40 or 50 faculty members began meeting informally as a “Committee of the Whole” to discuss their concerns about the College’s financial situation. The group included both seasoned faculty leaders and more recent, untenured hires. They felt that the strategies suggested in 1994 were not working or not being implemented effectively. The newer, younger faculty felt especially vulnerable and were more anxious and impatient than their more experienced colleagues. In April 1995 the “Committee of the Whole” sent a formal letter to the president expressing concern about what they saw as the serious underfunding of the College and its programs. The letter urged the president to devote his time and effort in the coming year to raising the funds necessary to support existing programs and personnel. This group of faculty saw a commitment to fundraising as “critical to rebuilding a climate of faculty confidence.” At the June 8 trustee meeting, faculty leaders attended board committee meetings, each one bringing essentially the same message: there is a crisis of confidence among the faculty and we lack a unified vision of the College. They did not necessarily blame Bryan for the situation, but they lacked confidence in his ability to lead the College in this crisis. They looked to the board for leadership and financial support to maintain Kalamazoo’s distinctive academic program and quality.

Many members of Kalamazoo’s board had become aware of the faculty unrest and dissatisfaction. They were aware also of the board’s responsibility to evaluate and support the president and to avoid interfering in administrative and faculty matters. Each year, at Bryan’s request, the board had evaluated the president and each year the overall evaluation had been positive, although with some common concerns about fundraising, community involvement, and management style. Bryan described his preferred style as choosing good, competent people and encouraging them to meet College objectives with as little guidance and “micro-management” from him as possible. As the financial crisis deepened, faculty and administrative staff looked to the president for more direct involvement and leadership. They liked Bryan and wanted him to succeed, but they were not seeing enough progress to give them hope for success soon. Evaluating the situation
and the president, the executive committee of the board attempted to balance hearing and understanding faculty concerns with supporting and encouraging presidential actions.

During summer 1995 board chair Tom Lambert met regularly with Bryan and also occasionally with other administrators and with faculty leaders. The executive committee of the board met several times to address leadership issues, and individual committee members also met with faculty and appropriate administrators. Everyone knew and was concerned that the first round of serious budget cuts would be announced in August. In an August 3 memorandum to faculty and staff, Lambert tried unsuccessfully to express the board’s understanding of the situation and its confidence in the president and administration to deal with it. Feeling that the board still did not understand the seriousness of their concerns, the faculty in a regularly scheduled meeting on August 7 passed a resolution stating that they did not share Lambert’s confidence in the president’s “fundraising and budgetary policies” nor in his “proposals for a resolution of our present budget crisis.” The vote—50 yes seven no, four abstentions—was almost, but not quite, a statement of no confidence in the president. The board and the president went forward with the planned restructuring in late August, cutting budgets in every department of the College and terminating or reducing appointments of faculty and staff, some of them longterm, loyal employees of the College. It was a painful time for everyone involved.

Kalamazoo’s problems at this time were probably unavoidable, but they were complicated by certain factors and relationships. The College was clearly overextended both in its on-campus curriculum and off-campus opportunities. The rich variety of choices appealed to both students and faculty and were seen by them as essential to the quality and reputation of the institution. But the College’s resources were not strong enough and deep enough to sustain such a rich program in a time of economic distress. Faculty members saw any diminution in personnel, programs, and salaries as a threat to the quality of the College as well as to their own careers.
The trustees failed to see the morale problems coming and when they did intervene became too involved in reaching a resolution. Although he understood the situation, Bryan was unable to overcome the problems quickly and his relaxed management style led some observers to wonder if he was really addressing the issues. Some key administrators, frustrated by the president’s indirect management style, made important decisions and took on increased responsibilities, adding to uncertainty about the College’s leadership and direction. The result of these issues and relationships was a crisis of governance as well as confidence.

For academics, even those on a year-round schedule, September—not January—is the beginning of a new year. At Kalamazoo, in spite of the turmoil of spring and summer, fall quarter 1995 opened on a positive note. Enrollment was up slightly and the new students were as bright and enthusiastic as their predecessors had been. Financial problems and low morale remained, however, and Bryan reached the conclusion that it would be best for the College, if not for himself personally, if he resigned the presidency. On September 29, 1995, he submitted his resignation to the executive committee of the board, to become effective following the 1995-96 academic year. In a memorandum to the College community, Bryan promised, “In the meantime, I shall do all in my power to advance the Kalamazoo College cause and to realize the fulfillment of current calendar, curricular, and restructuring plans.” He would remain in office as “troubadour” for the College and the changes in calendar and curriculum that he had championed. After leaving Kalamazoo Bryan became president of
MacMurray College, a Methodist liberal arts college in Jacksonville, Illinois. His resignation from Kalamazoo calmed the campus and gave faculty, administrators, and trustees a year to work through the governance issues raised by the tangled relationships of spring and summer. By January 1996 a new presidential search committee was in place and ready to seek the sixteenth president of Kalamazoo College.
We need a vision for the future. We must plan for what we want Kalamazoo College to be in the next century.

*James F. Jones, Jr.,
President, 1996-2004*
On June 6, 1996, the Kalamazoo College board of trustees elected James Fleming Jones, Jr., Ph.D., to be its sixteenth president. A search committee led by trustee Preston “Pete” Parish and including five trustees, three faculty members, a student, a staff member, and the president of the alumni board had winnowed an excellent pool of candidates down to three who visited campus. Then, in a long and very thoughtful meeting, the trustees selected Jones as the best qualified candidate to lead Kalamazoo College into the twenty-first century.¹

Known to everyone as “Jimmy,” Jones was an accomplished scholar, teacher, and administrator. He was born in Atlanta, Georgia, in 1947 and received his early education at the Georgia Military Academy. He earned his B.A. with honors from the University of Virginia (1969), an M.A. from Emory University (1972), and a masters and Ph.D. from Columbia University (1975). He taught romance languages and literature at Washington University in St. Louis (1975-91), rising to full professor and chair of the department (1982-91). In 1991 Jones became vice provost of the university and dean of Dedman College at Southern Methodist University in Dallas. There he gained the administrative and fundraising experience that made him an attractive choice to be president of Kalamazoo College. The recipient of many academic honors, Jones, an authority on Rousseau, was the author of three books and many scholarly articles. Jones was married to his college sweetheart, Jan Sheets Jones, and they had three children, Jennifer, 21, Justin, 18, and Jason, 14. Since both Jennifer and Justin were in college, only Jason would be living in Hodge House when the family moved to Kalamazoo.

Because Hodge House was not yet ready when he arrived in August...
1996, Jones first lived in Mary Trowbridge House. The new president brought with him his dog Reva, much to the delight of fellow Trowbridge residents who vied for the privilege of walking and playing with the presidential pet soon known as “first dog.” In an August 21, 1996, Index interview, Jones praised the “openness, warmth and welcome” that he experienced, especially from students. They would stop by his room to chat, or invite him to join them for drinks or in a game of Frisbee golf. The president reciprocated by reaching out to students, meeting with Student Commission and other organizations and holding regular office hours on Wednesday afternoons. He soon earned a reputation for knowing the names and interests of many students and for listening to their concerns and caring about their lives on campus.

As a candidate, Jones had asked searching questions about Kalamazoo College’s admissions, enrollment, financial strengths and weaknesses, facilities, students, and alumni. He was well aware of Kalamazoo’s problems and its possibilities. As soon as he was settled on campus, he began learning about the people of the place. During his first months in office he met one-on-one with faculty members in their own offices. He also called on key emeriti members of the College community, such stalwarts as Wen Chao Chen, Larry Barrett, Richard Stavig, Eleanor Pinkham, and, assistant to many presidents, Kay Stratton VanDis. Very soon he knew most members of the College family by name, including, in addition to students and faculty, the staff members in offices, facilities management, and the dining hall. His study and understanding of the College’s current situation and his interest in the men and women of the College community won for Jones the confidence of his new colleagues.

Both Jimmy and Jan very quickly involved themselves in the community. They entertained large groups in Hodge House, inviting community leaders as well as faculty, staff, students, and friends of the College. The president served on several community boards, including those of the Kalamazoo Symphony Orchestra, the Irving S. Gilmore International Keyboard Festival, and the Southwest Michigan Council of Boy Scouts of America. In 1999 he chaired the local United Way campaign. Jan served on the boards of the Nature Center, the Stuhlberg Competition, and the Kalamazoo Academy. The Jones family were active members of St. Luke’s Episcopal Church where Dr. Jones served on the vestry.
Jones was formally installed as president of Kalamazoo College on April 25, 1997. The title of his inaugural address was “Connections and Community,” two words that would resonate throughout his presidency. In his address, he called connections and community “two ‘first principles’ that should ideally define the common mission” of the College, uniting individuals by “a shared love of learning and the pursuit of knowledge.” In an echo of President Hoben’s ideal of a fellowship in learning, Jones described the essential elements of life in a liberal arts college as “connections between student and teacher, between student and staff member, between students and each other, between faculty and one’s peers, between the campus as a whole, its alumni, and the local and world community of which it is an integral part.” Jones’ ambitious vision for Kalamazoo College was that it make connections and build relationships with multiple communities that would come to recognize Kalamazoo College as one of the best liberal arts colleges in the country.

Planning for the Twenty-First Century

The president set a fast pace in addressing the issues facing Kalamazoo College in 1996, and he challenged his new colleagues to match his energy and confidence. Jimmy knew that the College had been troubled by low morale and he moved quickly to change that. Having heard student complaints about food, he went directly to the firm providing food service to get the problems corrected. Jones also dealt with faculty morale by his personal visits, open door policy, and visibility on campus. Faculty responded positively, as Professor Ahmed Hussen, chair of the faculty executive committee (FEC), reported to trustees in October 1996. He described a faculty mood of “excitement, hope, and looking forward to the future” and he reported that faculty were impressed with the new president’s “energy, vision, optimism, and philosophy that nothing is impossible as long as we work together.” To show their appreciation of Jones’ hard work and good beginning, faculty banded together in December 1996 to give Jimmy and Jan a surprise gift of a weekend in Chicago.
In September 1996, soon after Jones arrived, the new calendar and renewed K Plan went into effect. After almost 30 years of discussion about the effects of year-round education, and after two years of thoughtful decisions and planning, the College committed itself to the new plan. The class of 2000, entering in 1996, was first to experience the new calendar and to come under new curricular requirements of foundations, explorations, and connections. The elements of career development, study abroad, and senior independent project (SIP) remained essential to the K Plan on the new schedule. For two years both the old and new plans ran simultaneously, creating enormous challenges for faculty schedules and for the registrar's office. Some alumni were still upset by the changes, as Jones learned when he visited regional chapters. On campus, however, faculty, staff, and students settled into the rhythm of a more common academic year, and began to learn the language and philosophy of the renewed K Plan curriculum.

As a new president, Jones reviewed and reorganized the administrative structure of the College. Richard Cook, provost since 1990, left Kalamazoo in summer 1996 to become president of Allegheny College in Meadville, Pennsylvania. Jones called on Bernard Palchick, Jo-Ann and Robert Stewart Professor of Art and former associate provost, to serve as acting provost. In January 1997 Jones promoted two long-standing leaders of the College: Tom Ponto was named vice president of business and finance, and Marilyn LaPlante became vice president for experiential education. Ponto had joined the College as controller in 1977 and had become Kalamazoo's voice of fiscal responsibility. LaPlante came in 1979 as associate provost and became dean of students; she wrote the College's crisis manual and brought balance and wisdom to many difficult situations. Jones consolidated responsibility for the College library, media services, and computer services into one office and named Lisa Palchick, formerly responsible for media services, to the new post of director of information services. Joellen Silberman, formerly dean of financial aid and enrollment services, was given overall responsibility for admissions, financial aid, and student retention as dean of enrollment. In July 1997 Dr. Gregory S. Mahler came to Kalamazoo from the University of Mississippi to become provost of the College. Also in 1997
Jones appointed Bernard Palchick, fresh from service as acting provost, to the important post of vice president for advancement. By fall 1997 most of the administrative team was in place to provide key support for the Jones presidency.

In 1996 everyone on campus knew that Kalamazoo College would need to mount another major fundraising campaign as soon as possible. As early as November 19, 1996, the president held a “town meeting” for faculty and staff to discuss the future campaign. He described his plans for a study of future needs and the goal setting that would follow. He warned his colleagues that not all goals could be met and that it would be necessary to set priorities. When someone at the town meeting asked when the “silent” phase of the campaign would begin, Jones replied that it had already started. In fact, the campaign began the day he had arrived on campus. Like President Hicks in the 1950’s and 1960’s, Jimmy was always alert to any and all possible sources of support for the College. At his inauguration in April 1997 he was able to report the first ever trustee professorship at the College, soon to be followed by a second. The trustee professorship, at $1 million, was intended to support (and to help recruit) outstanding young assistant professors at the beginning of their careers. A distinguished professorship, at $2 million, would be used to reward and support outstanding senior professors. At the June 1998 trustee meeting, Jones reported that, since his arrival in August 1996, $17.6 million in pledges and gifts had come to the College.

Formal preparation for the next campaign began early in fall 1996 with appointment of six “keystone committees.” Each group included faculty and staff members and at least one student. They were asked to assess the current status of their assigned topic; describe its current strengths and weaknesses; and develop a set of goals and priorities and, if possible, estimates of the financial support needed to achieve these objectives. The keystone reports were due in March and were to become the basis for establishing objectives and priorities for the campaign. They would lead to development of a case statement, a schedule, and a dollar goal that would drive the campaign and produce a plan for the twenty-first century.

The six keystone committees included capital improvements to focus on facilities; diversity to broaden the dimensions of multiculturalism and ethnicity on campus and to suggest practical steps to make Kalamazoo a more
diverse institution; and excellence in teaching and research to examine relationships between teaching and research and explore ways to strengthen both. A keystone on experiential education focused on integrating off-campus and on-campus educational experiences and linking them to the five desired outcomes of the K Plan: lifelong learning, career readiness, intercultural understanding, social responsibility, and leadership. The information technology keystone committee looked at long-range needs for technological facilities, equipment, and training. The sixth keystone, internationalization, studied how to build on K's long tradition of study abroad and to prepare for changing needs and opportunities in international education.

At the April 1997 board meeting, the president presented trustees with a preliminary strategic planning document based on seven months of intensive work by the keystone committees. The draft strategic report, called “Connections for the 21st Century,” described four primary goals for the College’s future: 1) give students a broader, international understanding of an increasingly interconnected and interdependent world; 2) enable students to be lifelong learners in a world of rapid, continual change in work and careers, society and technology; 3) prepare students to be effective members of a culturally diverse society; and 4) nourish an intellectual community of faculty and students engaged in scientific and scholarly research, creative expression, and the application of knowledge to real-world problems. The goals would be refined as the College moved through campaign preparations, but the basic direction and the connections theme remained an integral part of the College’s planning for the twenty-first century.

Problems and Progress on Campus

Jones’ positive approach to the issues facing the College soon made a difference on campus. Old problems of governance, morale, student recruitment, retention, and campus life did not disappear, and some tragedies brought grief to the College community, but in general the years of the Jones presidency were good years for Kalamazoo College. Governance issues were addressed, spirits on campus brightened, relationships improved with alumni and with the Kalamazoo community. Jones’s greatest achievement, of course, was the successful fundraising campaign and all that it meant in support for faculty, student scholarships, and the long-term health of the College as measured by its endowment.
The governance issues that troubled the last years of the previous administration were addressed by both trustees and faculty. For the trustees, Preston “Pete” Parish summarized the situation at the October 1997 board meeting. He reported that “tension continues to exist between the trustees and the faculty and staff of the College, and that mutual trust and a cooperative spirit must be developed to permit an effective governance system.” The board had been meeting four times a year and its executive committee had been meeting almost monthly between board meetings. This frequency of meetings had perhaps been useful in a time of crisis, but it may have encouraged some members of the board to become more involved than is appropriate for trustees. In 1997 a new pattern was introduced; the board would meet three times a year and the executive committee only once, in January by conference call to review the budget. At least one informal social event at each meeting would include faculty and/or staff or students to encourage better relationships and trust. In June 1998 Parish called the progress made by the board “a new spirit...a new sense of community, a new sense of trust, of full partnership of the administration, the faculty, and the trustees.”

Faculty morale and governance had been disrupted by dissension over the 1995 budget cuts and leadership questions. Meetings of the “Committee of the Whole” had usurped some of the authority of the elected faculty executive committee (FEC) and had strained relations between faculty, administration and trustees. By early 1996 this situation was improving. As FEC chair Carolyn Newton reported to the trustees in January 1996, the FEC was working to re-establish its role in faculty governance and, by meeting quarterly with untenured faculty, attempting to open the process and give voice to younger, newer colleagues. With the renewed K Plan curriculum approved in January 1996 and the new calendar beginning that fall, faculty were busy all winter and spring preparing for change. Morale improved, but faculty still expressed concern about such issues as technology needs, compensation, workload, and the desire for more diversity at the College.

The arrival of the new president and Provost Mahler brought changes for the faculty at Kalamazoo. Both the president and provost raised the level
of expectations for faculty—with quality of teaching still the first priority but also with some scholarly activity as a faculty goal. The latter expectation created discomfort for some senior faculty and uncertainty for their untenured juniors. Perhaps because Jones and Mahler were both published scholars, faculty felt they were expected to be also. As tenure decisions were made, going from the faculty personnel committee to the provost, then to the president and trustees, faculty learned that in fact a variety of intellectual endeavors, depending somewhat on academic field, were considered appropriate and were rewarded. Service to the College and the community remained a third important element in the faculty workload. For most faculty this meant serving on committees and advising students, but several also contributed their talents to the community. Notable among these was economics and business professor Hannah McKinney who, starting in 1997, was vice mayor and then mayor of Kalamazoo.

According to the 2003 North Central Association (NCA) accrediting self-study, both the numbers and diversity of K’s faculty increased during the 1993-2003 decade. By 2003 Kalamazoo had over 100 full-time faculty, the largest number in its history. Forty percent of faculty had been hired since Mahler became provost in 1997. He made a special effort to diversify the faculty, with success in hiring women but less success with ethnic diversity. Of the tenured and tenure-track professors in 2002-03, 42 percent were women, but 86 percent of the faculty were white, only 6 percent Asian, 5 percent African American, and 3 percent Hispanic. Although, as always, some faculty were critical of the administration, in general the campus community recognized that the College was making progress. Biology professor David Evans probably spoke for many colleagues in 2002 when he told trustees that faculty were happy with the fundraising campaign and with the “activism” of the trustees. He concluded, “This is an exciting time to be at Kalamazoo College.”

When asked about their careers at Kalamazoo College, most faculty members have mentioned the quality of the students they teach as one of the most rewarding aspects of their work. Faculty find most
students to be bright, eager to learn, and willing to work. Under the leadership of Dean of Enrollment Joellen Silberman, Kalamazoo College continued to enroll appropriate numbers of excellent students. For example, the class of 2000, with 361 students entering in 1996, was the largest class in eight years. Their mean ACT score was 26.9 and 76 percent had graduated in the top 25 percent of their high school class. These students were President Jones’ first class, the first to enter under the new calendar and curriculum, and the first class of the new century. The next class was much smaller, and then two large classes (466 in 1998 and 370 in 1999) strained the capacity of the College and led to a rise in admission standards. To relieve crowding in the residence halls, seniors were permitted to live off campus, a privilege they had sought for some years. Student response was favorable but then, as Jones reported to trustees in March 1998, the College found itself “having trouble getting students to want to live off campus.” Dorm renovations, campus networking, and improved food service made living on campus seem more attractive.

Kalamazoo's students continued to do well after graduation. An article in the summer 1998 Kalamazoo College Quarterly reported Kalamazoo’s “high ranking among four-year undergraduate colleges in the percentage of graduates who earn doctoral degrees in all fields.” Based on data from 1986-95, Kalamazoo ranked ninth among 585 undergraduate colleges studied by the Higher Education Data Sharing (HEDS) organization. Kalamazoo was the only Michigan institution among the top 20 and outranked many Ivy League schools. In specific fields Kalamazoo was third in physical sciences, fifth in life sciences, fifth in science and engineering, seventh in engineering, fourteenth in math sciences, and sixteenth in psychology. The HEDS data confirmed for the late twentieth century what the Knapp and Goodrich study (see chapter 9) had confirmed for the 1924-34 decade, that Kalamazoo College offered outstanding undergraduate preparation for doctoral study, especially in the sciences.

Both Jimmy and Jan Jones were popular with students. They knew many students by name and attended many student activities—games, concerts and recitals, theater and dance performances, and all-college parties and dances. Jimmy taught a senior seminar most winter terms; Jan, a consultant on math education, supervised at least one senior project (SIP). Students knew that their president could be counted on to be a good sport;
they even got him to don overalls and lead a pair of oxen through an obstacle course on the Quad to celebrate Earth Day (the picture made the front page of the *Kalamazoo Gazette*). Jan was an active member of the Women’s Council and in that role supervised renovation and redecoration of two important rooms in Hicks Center. It was Jan who brought a birthday cake project to the Council as a fundraiser. Parents were informed that they could purchase a special cake for their student’s birthday or other special event. Local members of the Council made the cake and delivered it to Jan who added a sugar-frosting hornet and then summoned the student to Hodge House. President Jones loved to tell about a strapping football player who, fearing that he was in trouble, brought his roommate along for support and was surprised to receive a cake instead of a reprimand from the president and his wife.

As had generations before them, Kalamazoo students at the turn of the twenty-first century talked about how hard they were working and how busy they were and at the same time they complained that there was “nothing to do” on campus. There were, in fact, many organizations and activities for students to involve themselves in. For several years during the late 1990’s, school started with intense activity in preparation for a gala concert at the end of orientation week. Most performers were first-year students, recruited during summer or as soon as they arrived on campus. The 1997 concert, based on the orientation week theme “2001: A ’K’ Odyssey,” included an orchestra playing Strauss’s *Also Spracht Zarathustra*, a jazz band playing “funky” music, a large choir, student dancers, and vocal soloists. Tom Evans, director of bands at the College, described the concert as “a great experience for both the music faculty and the students. . . . a week crammed with rehearsing and planning, and then it’s show time. The energy is amazing, and the final product is dazzling. You’ve got to be there to fully appreciate the magic.”

The gala concert was not the only activity planned to introduce new students to Kalamazoo College. The LandSea program begun in 1974 remained an option for a limited number of students. Every year, President
Jones joined the group for part of the program, sharing experiences such as rappelling down a cliff and taking his turn at preparing supper over a campfire. Orientation has always included an introductory convocation, usually held on the Quad and involving faculty in academic procession. The “Ritual of Recognition of New Students,” originally written by Allan Hoben in 1927 and since revised, has again become part of this convocation. Its original opening has been restored: “Kalamazoo College is a fellowship in learning.” Under direction of Dr. Zaide Pixley, assistant provost for the First-Year Experience, orientation has been redesigned into a program that begins in summer and carries through the academic year. Starting in 1999 all entering students as well as faculty, staff, and upper class student leaders read a novel during the summer and then during orientation discussed the book and (after 2000) met the author on campus. In some recent years the common reading author has returned four years later to address the class at their graduation.

First-year seminars, required of all entering students, involve faculty from all divisions in special topics courses that teach critical thinking and writing skills and may include intercultural or service-learning components. Enrollment is limited to 15 or 16 students and a student peer leader is assigned to each seminar, to serve as a student mentor and to support the teacher/advisor leading the seminar. Kalamazoo’s first-year experience program has been recognized as an exemplary national model by the Templeton Foundation (1999) and for three consecutive years by *U.S. News and World Report* as “a program that works.”

A review of articles in the 1997-98 *Index* reveals student interests and concerns and a variety of opportunities for engagement and entertainment. In October students planning to study in Russia protested the loss of Russian language courses, a consequence of the 1995 budget cuts. In response, Provost Mahler arranged for a weekly language lab with a Russian-speaking professor. The November 19 *Index* listed musical performances scheduled for
the weekend, most of them free to students. Thursday the Kalamazoo College Symphonic Band performing Aaron Copeland’s music, Friday the Kalamazoo College Singers and Chamber Choir offering Schubert’s Mass in G and Regina Coeli, Saturday and Sunday the Kalamazoo College and Community Orchestra, and also on Sunday the K Handbells in Stetson Chapel. Winter term featured the popular Monte Carlo event, with faculty and staff dealing Blackjack and other games of chance followed by a dance. Winter term also included Martin Luther King Day with a week of events; Women’s History Week with lectures and a student-organized chapel program; discussions about changes in the College’s housing policy, SIP requirement, and course numbers. Spring term brought the reorganization of CORD (Coalition on Race and Diversity) after a one-year hiatus, Rape Awareness Week with separate vigils for men and women, Asia Week sponsored by the Asian Student Association House, and Pride Week sponsored by GLBSO (Gay, Lesbian, Bisexual Student Organization) ending with the fancy dress Crystal Ball. The spring term ended with senior activities including the pig roast, senior awards ceremony and senior slide show, senior soirée—the last formal dance—and, of course, the traditional baccalaureate service in the chapel and commencement on the Quad.

The stories of two student performance groups illustrate student initiative in planning and producing activities for the whole campus to enjoy. In spring 1996 a group of students who had taken theater professor Ed Menta’s improvisation class founded Monkapult, a student-run improv troupe. By fall 1997 there were 30 students in the group attracting 100-150 students to their performances. Eight or 10 students performed in a show, selected by their peers as best prepared to represent the group. The shows were essentially a series of games, some of them suggested by the audience and then spontaneously performed by Monkapult members. The Frelon Dance Company (Frelon is French for hornet) is another popular performance group established and run by students. In fall 1996 first-year physics major Aaron Podolner organized the group by gathering students interested in many kinds of dancing. By spring 1998 the troupe included 55 members who performed a show called “Perpetual Motion” that included 19 dances ranging from jazz and funk to modern, swing, Scottish highland, and classical ballet. According to the Frelon website, the company welcomes anyone interested in dance. They devote fall quarter to technique rehearsals, winter to practicing the dances, and spring to rehearsing and performing the show. Students organize everything
themselves, including costumes and rehearsal schedules. Frelon has become one of the largest and most popular student organizations on campus.

Music and theatre and athletics have continued to engage the interest of participating students. The jazz band has been particularly popular and successful, even going on the road to perform at alumni functions. In Washington, D.C., they played on the Capitol Building steps and then entertained a crowd of alumni at the University Club. In November 1996 the Festival Playhouse produced the world premiere performance of local playwright Bryan Zocher's *Joe Hill*, the story of a legendary labor leader in the early twentieth century. Directed by theatre professor Ed Menta, the production was selected to compete in the regional American College Theatre Festival. Of six schools in the competition, Kalamazoo was the only liberal arts college and its cast included 12 first-year students among the 21 performers. Judging by the MIAA all-sports trophy, Kalamazoo's athletes were not so successful during the 1990's. They ranked third, fourth, or fifth in the league of seven schools. The tennis teams continued their winning ways and some individual athletes made their mark, but perhaps because of budget constraints, turnover in coaching staff, and aging inadequate facilities, most Hornet teams finished second, third, or even lower in MIAA competition during this period.

Unfortunately for the College, as for most institutions of higher education in America, alcohol and drugs have remained a problem for some students. At its June 2000 meeting, the board's student life committee learned that “the use and abuse of alcohol leads to 80 percent of problems among students.” One particular problem occurred at the 2001 homecoming dance, where the loudish behavior of some students led the administration to cancel dances scheduled for winter and spring. After student commission officers promised to oversee and prevent recurrence of such behavior, the dances were restored and held without incident. Penalties for violation of campus alcohol regulations were increased in 2002 and included, after a second violation, notification of parents, not so much to punish as to seek help for students who failed to “drink responsibly” in accordance with the campus code.

Kalamazoo College was not immune to the kinds of violence that plagued America during the years of the Jones presidency. Incidents of racism and violence both troubled the campus and brought out the best in most members of the College community. For years, diversity, especially ethnic
diversity among faculty, students, and staff, had been the policy and a goal for Kalamazoo College. In spite of sporadic progress, increasing diversity proved to be difficult. Disappointment and misunderstandings led to tensions between individuals and questions about the validity of and commitment to the diversity goal. Incidents involving graffiti and hostile “chalking” on campus sidewalks seemed to threaten certain groups. Ethnic tensions were met with firm administrative response and a recommitment of students and staff to the principles of tolerance and diversity.

During fall quarter 1999 Kalamazoo College suffered a series of deaths and an incident of extreme violence that shocked the entire campus community. The College was already grieving the deaths of three students during the summer when on September 27 a popular young assistant professor of physics, Benjamin Davies, died suddenly while playing tennis on the Stowe courts with faculty friends. Then in October a murder/suicide took place in a student’s room in DeWaters. At about midnight on October 18 Neenef Odah, a junior from Seattle, shot and killed Margaret “Maggie” Wardle, a sophomore from Plainwell, Michigan, and then took his own life. Students hearing the shots called security; police responded, and faculty and staff rallied to deal with the crisis. President Jones cancelled all classes and College events for the day, and students, faculty, and staff gathered on the Quad to grieve together and comfort one another. As chair of Kalamazoo’s crisis management team, Marilyn LaPlante led the College’s response, gathering counselors from the community to supplement K’s staff, and helping faculty and staff to work with students and their families. This stark confrontation with death and violence was a dark time for Kalamazoo College, but it was also a time when students, faculty and, staff came together as a community.

Even while dealing with problems related to alcohol and violence, Kalamazoo was making progress in many areas. On campus, some long-deferred maintenance and renovations were making teaching and learning and living on campus more comfortable and efficient. Locks on the buildings, better lighting on the Quad, and increased security made the campus safer. With most students off campus in summer, residence halls were renovated on a regular schedule. During 1997-98 Dewing Hall was renovated, floor by floor because closing the building would have left faculty and classes no place to go. The first floor was opened up to house the Center for International Programs and the Career Development Center together in prominent space.
symbolic of their importance as key elements of the K Plan. Also in 1998 the campus became fully computerized, bringing the College up to date in meeting the expectations of faculty and prospective students. Some changes in Hicks Center made the dining hall more efficient and attractive.

The College and its students reached out to the Kalamazoo community in several ways. For example, in January 1998 the Kalamazoo Consortium for Higher Education, chaired by President Jones and including the presidents of Western Michigan University, Kalamazoo Valley Community College, and Davenport College, brought nationally recognized consultants to town to promote the idea of regional development. In a meeting held in Stetson Chapel, urbanologist David Rusk and economic development expert James Gollub spoke to business and political leaders about working together to address social and economic problems in the greater Kalamazoo area. Two initiatives resulted: an agreement called the Kalamazoo County Compact and a program called Regional EDGE. Both Rusk and Gollub returned in fall 1998 for more meetings in Stetson Chapel and to spur additional efforts. K’s Stryker Center led by Tom Breznau was instrumental in these programs, another example of the center’s long tradition of outreach to the community. The College’s participation, President Jones’ leadership, and the fact that local leaders came to campus to meet in Kalamazoo’s chapel all enhanced the relationship between College and community.

Kalamazoo students made their own contributions to the local community through an extensive program of volunteerism and service-learning. In 2001 trustee Ronda Stryker and her husband Bill Johnston endowed the establishment of the Mary Jane Underwood Stryker Institute for Service-Learning (MJUSI) and a scholarship honoring vice president for experiential education Marilyn LaPlante. The Institute formalized and extended student volunteer opportunities and efforts; the scholarship funded student internships involving a service-learning experience. Probably the best known volunteering takes place at the nearby Woodward magnet school. Starting in 1997 with 14 students tutoring 14 fourth graders, the Woodward program now includes as many as 300 students. Other students work at various Kalamazoo public schools, tutoring in English, math and science, offering lunchtime sessions in creative writing, poetry, and drama, teaching children nutrition and health, and helping to prevent bullying on the playground. Volunteering and tutoring are not new or unique to Kalamazoo
College. In the 1950’s some of the societies worked with underprivileged children in the community, and during the ’60s and ’70s some K students worked individually tutoring children. During the 1990’s volunteerism became an important movement on many American campuses. MJUSI organized and formalized the efforts of K’s students.

Some of the activities sponsored by the Institute are purely voluntary; others are integral parts of courses. For example, the MJUSI website listed 25 service-learning courses in 2006-07, ranging from Issues in Urban Economics to Developmental Psychology, Mind/Body I, and Neighborhood Organizing Practicum. The last course, taught by Professor Kim Cummings (sociology and anthropology), sends students into Kalamazoo neighborhoods to do intensive block-level organizing. Students in service-learning courses make direct connections between coursework and their work in the community. Students who are volunteers are required to attend orientation, complete paperwork including timesheets and evaluations, and participate in reflection sessions and workshops. The Institute’s programs emphasize learning as much as service, and students benefit as much from their experiences as the community does. In June 2005 the partnership between Kalamazoo College and the Kalamazoo schools earned statewide recognition when it received the Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration.

The major challenge and achievement of Jones’ presidency at Kalamazoo was the fundraising campaign that became known as “Enlightened Leadership: Kalamazoo College in the 21st Century” (EL-21). The campaign began quietly on August 1, 1996, the day Jimmy arrived on campus, and continued literally until he left at the end of June 2004. The campaign goal was $65 million, and it achieved almost $78 million. EL-21 energized trustees and staff, engaged local and national philanthropic interests, and eventually involved the entire College community, including alumni all over the world.

Setting the campaign goal proved to be difficult. Some ambitious numbers had been floated around town and everyone knew the need was
great, especially for increased endowment. The keystone reports had produced far more goals than could be funded, even with a massive campaign. In 1999 a campaign feasibility study by nationally recognized consultants suggested that, given the state of the College’s records and the size of its donor base, a goal of $50 million was all that could be achieved. Jones and Vice President for Advancement Bernard Palchick refused to accept this limited goal. Public announcement of the campaign and its goal was delayed while more efforts were made to cultivate potential donors. The public phase of the EL-21 campaign was finally launched in October 2001 with about $40 million of the $65 million goal already pledged or given during the preliminary “silent” campaigning.

An overall goal of the campaign was to increase the endowment and build support to reposition the College for the twenty-first century. As is common with such campaigns, some goals were over-funded, some were under-funded. But the overall achievement of $78 million was outstanding, the largest amount ever raised by the College and many of the largest gifts ever received. The achievements included most of the funding for the new Upjohn Library Commons and for renovation of the Light Fine Arts Building, over $14 million to endow scholarships, over $11 million to endow professorships and almost $3 million to endow faculty development. The endowment market value rose from $80,435,842 as of June 30, 1997, to $135,451,239 at the close of the campaign on June 30, 2004, a gain of 68 percent in seven years. Although it was clear that more funding would be needed soon, the Enlightened Leadership campaign positioned Kalamazoo College to make progress in the twenty-first century.4

Dreams and Realities

In June 2002 President Jones distributed what he called a “white paper” to the faculty, staff, and trustees of Kalamazoo College. Titled “When Dream and Reality Collide,” the paper was co-authored by Jones and James H. Day, the College’s admissions consultant. This sobering document outlined the challenges facing liberal arts colleges like Kalamazoo in the early years of the twenty-first century.5

Among the realities threatening these colleges were issues of mission, affordability, and reputation. Traditional, residential liberal arts colleges were
no longer the prime model of higher education; by 1997 they were enrolling only 7 or 8 percent of four-year undergraduates in the United States. Demographic projections indicated that competition for these students would be fierce, making it difficult to raise tuition and manage financial aid. At the same time, costs would increase for admissions and recruitment, salaries and equipment, technological advances, and campus facilities and amenities. Public universities were touting their “honors colleges” as offering liberal and personal education, thus blurring for many families the unique sense of mission attributed to schools like Kalamazoo. Some parents and students, considering costs and confused about mission, valued “visibility” or reputation of the college and degree more than the real nature and quality of the education. This highly competitive situation threatened the success and for some the survival of traditional residential liberal arts colleges.

The president’s dream for Kalamazoo College was that it would rise from its reputation as being one of many fine liberal arts colleges to national recognition as being one of the very best. He described Kalamazoo as “a notch less fortunate in financial resources and reputation” than colleges seen as being in the “top tier,” colleges like Williams and Amherst in the East, Carleton and Grinnell in the Midwest. Jones believed that Kalamazoo could and should be equally successful because of the quality of its students and faculty and the education it offered. What was lacking was national recognition, particularly of the value of the K Plan, and an adequate endowment to support the College’s rich program.

Increasing the endowment would help, but it would not alone create the national recognition that the College sought. In the white paper, Jones emphasized that, “The key to our market position—to whether we enter and then remain in the first tier, particularly at this very difficult time for liberal arts colleges in our country—would still depend on the vision, insight, and wisdom in strengthening what we want Kalamazoo College to represent to the public at large.” He suggested that the “legacy of the K Plan, with the visionary importance assigned study abroad [might] well be the silver lining in an otherwise darkening future sky.” To meet the challenges of the twenty-first century, Kalamazoo would need to re-examine its strengths and weaknesses and restate its distinctive qualities.

As EL-21 neared its goal, the College returned to the keystone reports
that were the genesis of the campaign. In November 2002 a keystone report card assessed the status of the goals and objectives set in spring 1997. Each keystone report was examined and the faculty and staff were reminded of goals achieved and goals yet to address. In addition to this review, a new more elaborate strategic planning process began in 2002, led by Associate Provost Carolyn Newton. Faculty, staff, students, and trustees analyzed the College’s strengths, weaknesses, opportunities, and threats. The resulting strategic plan report was based on the theme of connections with which Jones had begun his presidency. The plan called for connections: enriching active and engaged teaching and learning; integrating varied and unique global communities with our campus; fostering a commonly held sense of mission on our campus; and connections with our communities beyond campus.

When he accepted the presidency of Kalamazoo College, Jones promised the trustees that he would stay at least five years. His work at Kalamazoo, in regional and national organizations, and his success in fundraising made him an attractive candidate for other positions. He was invited to consider other opportunities, but he kept his promise and brought EL-21 to a successful conclusion. In 2004, as the campaign was ending, he was the finalist in at least two searches. In February 2004 Jones announced, after eight years of service, he would leave Kalamazoo in June to become president of Trinity College in Hartford, Connecticut.

Once more a search committee would be formed to seek a new president. And once more the College called upon Bernard Palchick to provide leadership in yet another role, as acting president in 2004-05. In 32 years at Kalamazoo, Palchick had been a professor of art, a leader of the faculty, associate provost, acting provost, and vice president for advancement. As had other faculty leaders like Wen Chao Chen, Harold T. Smith, Allen B. Stowe, and Charles T. Goodsell, Palchick stepped up to lead the College during an interim period. He called himself the “sixteenth-and-a-half” president, and he set as his goal to promote open communications, a sense of community, and, especially for students, some fun during his year in office. A presidential search committee of trustees, faculty, staff, and alumni set out on their task with confidence that while they worked, the College would be in good hands.
T
he seventeenth president of Kalamazoo College, Eileen Wilson-Oyelaran, Ph.D., is the first woman and first African American to lead the College. A search committee led by board of trustees chair Donald R. Parfet worked through summer and fall of 2004 to review a pool of over 80 excellent candidates. They were so impressed by Wilson-Oyelaran that they brought her to campus in December 2004 as their one top choice. After a visit during which she met and spoke to many faculty, staff, and students, Wilson-Oyelaran was elected president by the board of trustees on December 11, 2004. She would take office in August 2005.¹

Born and raised in California, Wilson-Oyelaran earned her B.A. in sociology at Pomona College (1969) and her M.A. and Ph.D. in education from Claremont Graduate University (1977). As an undergraduate she spent a term in England, studying the education of immigrant children. After graduation she received one of the first Thomas J. Watson Traveling Fellowships which gave her an opportunity to travel and do research in Ghana, Nigeria, and Tanzania. Her first academic experience after completing her doctorate was at the University of Ife (now Obafemi Awolowo University) in Nigeria, where she spent 14 years teaching psychology and education and where she gained administrative experience as department chair and vice dean of social sciences. Returning to the United States in 1988 with her family, Wilson-Oyelaran chaired the department of education at Winston-Salem State University, North Carolina, and then spent a year at Wake Forest University as a fellow of the American Council on Education. In 1995 she became dean and then also vice president at Salem Academy and College in Winston-Salem, an old (1772) and honored college for women. From this position she came to Kalamazoo with her husband
Olasope “Sope” Oyelaran, a graduate of Haverford College, Pennsylvania, with a Ph.D. in linguistics from Stanford University. They have four grown children, all of whom marched in Wilson-Oyelaran’s inaugural procession as graduates of their own alma maters: Adedoyin representing Morehouse College; Oyindasola, Harvard University; Omosalewa, University of North Carolina at Asheville; and Oyeyinka, University of North Carolina at Chapel Hill. With “Sope” representing Haverford College, the entire family could accompany the new president in the procession into Stetson Chapel and a new chapter in their lives and in the life of Kalamazoo College.

For her inaugural ceremonies, Wilson-Oyelaran chose the theme “A Fellowship in Learning – At Home in the World.” In her address, the new president suggested that using the fellowship theme introduced by President Allan Hoben in 1923, “allows us to claim Hoben’s legacy while embracing the central challenge of our time—the development of students who are truly at home in an increasingly complex, interdependent, and often strife-torn world.” Reviewing the characteristics of Hoben’s fellowship, Wilson-Oyelaran reminded her audience that the College was to be “a community of younger and older scholars joyfully learning together . . . a place where faculty and students confronted both the intellectual and the social challenges of the day,” a College known for “rigorous scholarly inquiry,” and where students would learn “to think clearly, to appreciate every beautiful thing, and to revere the truth.” Embracing these characteristics of Kalamazoo’s past, Wilson-Oyelaran pointed out that for the future, the fellowship in learning must include also “a sense of being at home in the world. A sense that wherever they find themselves [K’s graduates] can be at home and make a home because they respect difference, can view the world from multiple perspectives, can adapt to new situations, and have the ability to put themselves at the margins.” She proposed that the College reassess the fellowship in learning, re-examine and renew the curriculum and campus life, and become a more inclusive, more representative, and more welcoming community to prepare students to be at home in the new, vastly different twenty-first century world.

New People, New Plans

Introducing herself to the Kalamazoo College community in December 2004, the president described the academic focus of her career as “the intersection between culture and learning.” She said that she was drawn
to Kalamazoo by its academic excellence, its reputation as a progressive, innovative place, the global orientation of its students as evidenced by the study abroad program, and by its commitment to community and multiculturalism. She saw that her interest and experience in developing culturally and educationally inclusive classrooms and learning opportunities could fit with Kalamazoo's desire to improve both diversity and community. She described herself as able and willing to make difficult decisions, but said that she preferred to “consult broadly, listen carefully, review all reliable data, and consider alternative possibilities.” Her management goal would be to “build consensus” and, when decisions were made, to “communicate the rationale for these decisions with as many constituencies as possible.” Wilson-Oyelaran said that, “This is a time for Kalamazoo College to move forward and to dream big dreams.” She asked her audience to “move forward together to realize the Kalamazoo College we all imagine.”

In an interview soon after her arrival, the president described her initial goals and plans for the College. She would begin by reaching out to the College community, touring the campus to visit with faculty and staff, and meeting students in their residence halls, or gathering, as she described it, over “pizza on the floor of the president's house.” She would also travel extensively to introduce herself to alumni groups around the country. Her goal for Kalamazoo College is that it “be considered the primary place for an international/intercultural education.” To achieve this goal, she saw that, “Kalamazoo must clarify its mission, make decisions based on the mission, and effectively market that mission and its value to the world and to individuals.” President Wilson-Oyelaran challenged every member of the College community to participate in this effort. “Working towards a stronger and more inclusive college is something we will all do together.”

As a new president, Wilson-Oyelaran began at once to reorganize the administration and put together a new team with what she called the “skill sets” she needed to help achieve her goals. She persuaded Bernard Palchick to return to leadership of the advancement department while a national search was conducted. In July 2006 Victoria Gorrell, formerly vice president for university relations and executive director of the Weber State University Foundation at Weber State University in Ogden, Utah, became K’s new vice president for college advancement. Palchick could finally enjoy a long-delayed sabbatical and return to his art. Additional changes occurred in the
advancement area as some experienced staff moved on to other positions and Gorrell began building a team for the next major campaign. In January 2007 Sarah Westfall, formerly dean of students at Denison University, became Kalamazoo’s new vice president for student development and dean of students. Also in 2007 Provost Greg Mahler left Kalamazoo College to become academic dean and vice president for academic affairs at Earlham College. Physics professor Jan Tobochnik became acting provost for 2007-08 while a search began for a new provost.

To open up the governance process of the College, Wilson-Oyelaran created a new group called the Community Council. It would become a forum where representatives of all segments of the College could discuss together issues facing the institution. Membership would include the president and her senior staff, six faculty members, two students, representatives from facilities management, support staff, and administrative staff, and the coordinator of planning. Organized on an experimental basis for 2005-06, the Council was evaluated and continued. Its role was purely advisory to the president, but its function was to open lines of communication and give every constituency an opportunity to hear and be heard. Meetings were held monthly and chaired by the president who also met weekly with her staff. Some changes were also made in the provost’s office to clarify faculty and administrative roles and responsibilities. The faculty executive committee addressed faculty governance issues by reviewing and restructuring the work of faculty standing committees. Together these changes in governance addressed lingering questions of campus morale and communication.

Wilson-Oyelaran soon became active in the Kalamazoo community, joining the boards of the Kalamazoo Community Foundation, the United Way, and the Gilmore Keyboard Festival. She also participated in national and international activities. In spring 2007 she was a panelist at a national conference that attracted over 600 educators from colleges and universities across the country. In March 2007 she was one of six American college and university presidents to visit India and Pakistan as official delegates from the State Department. In addition, she traveled widely to visit Kalamazoo College alumni groups and individuals.

Two major construction projects have enhanced College facilities for
the twenty-first century. In January 2006 the Upjohn Library Commons opened to the delight of the entire College community. Library services had been maintained in temporary quarters for a year and a half while Upjohn Library was gutted and expanded. The new facility includes a handsome two-story reading room, accommodations for media and computer services, classrooms and a high tech teaching lab, and, most welcome of all, a café called the Book Club, where students and teachers gather to enjoy coffee and casual conversation. In March 2007 work started on long-needed renovations of Hicks Center. Consisting of Welles Hall (1940) and Hicks Center (1970) and several small additions, the building no longer functioned effectively as a student union. The renovations are to include a bold new atrium lobby featuring a café, mailroom and copy center, game and movie rooms, and an updated broadcast booth for WJMD. Student dining will return to the large room in Welles remembered by students from 1940-70. At the urging of current students, the College agreed to seek LEED (Leadership in Energy and Environmental Design) certification for the building, assuring that it would meet sustainability standards for the future. Target date for completion of the whole project was summer 2008.

The primary focus of Wilson-Oyelaran’s first two years in office was planning for the College’s future and particularly for the next large fundraising campaign. The most recent strategic planning process had been criticized for not being inclusive enough in establishing the plan’s goals. President Wilson-Oyelaran was determined to develop a process that would involve every element of the College community. The planning would take all of 2006 and most of 2007 and would involve both a large central planning committee and a series of specifically targeted group meetings and task forces. The strategic planning process would culminate in a vision for the future of the College and in goals for a future campaign.

During spring and summer 2006 a group called the Committee for Kalamazoo College’s Future (CKCF) began its work. It included faculty, students, an alumnus, two trustees who were also alumni, representatives
from support staff, facilities management, information services, athletics, enrollment, and student development, plus the provost, vice presidents for advancement, business and finance, and student development, and the president. The CKCF held several retreats and also worked in subcommittees and task groups. They submitted a preliminary “road map” to the trustees in October 2006 and a draft strategic plan in March 2007.

The strategic plan is a work in progress and its goals remain flexible. Some elements have emerged, however, as preliminary statements of objectives. There is clear consensus that the College will remain residential, that it will become more diverse—ethnically and geographically, with a goal of 50 percent of students from outside Michigan, including a significant number of international students. It is expected that enrollment will grow over the next decade or so, to perhaps 1,500 students. The College will continue to be known for academic excellence, for sending many students on to excellent graduate and professional programs, and for offering an international, intercultural education for global citizenship. The plan will require a greatly increased endowment (market value in summer 2007 was $165 million). The vision expressed in this plan will require a very ambitious and very successful comprehensive fundraising campaign.

Looking into the future, the president sees Kalamazoo College as a student-centered institution that offers the sense of fellowship and community envisioned by her predecessors but at a larger, better equipped, more welcoming and exciting campus. The opening of the Upjohn Library Commons with its popular coffee shop and longer open hours is a step in this direction. The renovation of Hicks Center is another step. This building is to become the “heart and hearth” of the campus as the library is the academic heart. The next major project in the College’s plan is to be a fitness center to promote physical health and activity. This addition to the College’s athletic facilities will join the renovated Hicks Center and the Upjohn Library Commons as places that will serve faculty and staff as well as
students, places that will bring the College community together in work and study and in social and athletic activities.

Kalamazoo College in the Twenty-First Century

As Kalamazoo College enters its 175th year, its students and teachers are doing what they have always done, teaching and learning, sharing and growing. Their work now is shaped by the rhythms and requirements of the K Plan, but it is the same work that was done by their predecessors in different days and different ways. For Kalamazoo's students, as for students everywhere and in every era, college is about expanding horizons, deepening knowledge, and preparing for the future.

The structure and opportunities of the K Plan shape life at the College in many ways. In their first year, students learn to meet the challenges of the 10-week quarter, find their way around campus and the curriculum, and make friends of people with backgrounds, interests, and experience different from their own. During sophomore year most students engage in at least one career development experience and begin to think about their own future work life. At least 80 percent of juniors spend at least one quarter in study abroad and many return with new interests and goals. Back on campus, seniors concentrate on completing requirements and immerse themselves in their senior independent project. Describing this sequence and some of the students and teachers engaged in it offers a sense of the College at the beginning of the twenty-first century.

The students who enter Kalamazoo College today are bright, ambitious, academically well prepared, and ready for college. For example, the mean composite ACT score for the class entering in 2006 was 27.7 and 82 percent of those reporting class rank graduated in the top 25 percent of their high school class. About 30 percent of this class was from outside Michigan, 56 percent were female, and 19 percent were students of color. Many students are attracted to K by the College's reputation for academic excellence and strong preparation for graduate school and by the many opportunities of the K Plan. They come to Kalamazoo College expecting to be challenged by the K Plan and by interesting classes and excellent teachers.

At Kalamazoo students find a faculty whose primary interest is
teaching but who also engage in exciting research. Profiles of four young educators who received tenure in 2005 provide examples of the quality of K’s faculty for the twenty-first century.³ Laura Furge, Ph.D., teaches chemistry and involves students in her research on cancer and carcinogens. She says that she enjoys teaching at K because the students “like to be challenged. They’re willing to try new things, and they prompt you to continue learning about things you don’t know enough about.” Dr. Regina Stevens-Truss, originally from Panama, studies the mechanisms of neurodegenerative diseases. She also enjoys taking “the fun of science to the public schools.” During spring 2005 Stevens-Truss had 50 of her first-year students doing hands-on science with inner-city children in Kalamazoo. Guoqi Xu, a native of China, earned his Ph.D. in history from Harvard and is a recognized scholar in the international history of China. He appreciates being able to do “cutting-edge scholarship” at Kalamazoo, but beyond that adds, “I get the most enjoyment when I can motivate students. . . . They work hard and are generally excited about learning.” Dr. Andrew Mozina has published a book of literary criticism and a book of short stories. He teaches a sequence of writing courses and enjoys seeing students “develop through that process.” One even wrote a novel. Mozina believes strongly in the effectiveness of the K Plan. “With study abroad, internships and externships, students are able to explore a lot and then come back and do something substantial in a specific field with a SIP. That’s what education ought to be about.”

College is not all work for K students, although for some at times it seems to be. Profiles of two student athletes suggest how at least some students find balance in life at Kalamazoo College.⁴ Jevon Caldwell-Gross ’04 played basketball at K all four years and was captain and best team player his senior year. Playing sports taught him “discipline and team work” and how to accept and

³ The tradition of great teaching continues (l-r): Guoqi Xu, history and East Asian studies; Regina Stevens-Truss, chemistry; Andy Mozina, English, and Laura Furge, chemistry
overcome adversity. As a student he majored in psychology, minored in religion, did a career internship at a church in Southfield, Michigan, studied abroad in Madrid, Spain, and for a SIP wrote six sermons and delivered one in Stetson Chapel. After graduation he earned a divinity degree from Princeton Theological Seminary and became a minister in Brooklyn, New York. Kim Hartman ‘03 played soccer at K four years and still managed to fit in all the elements of the K Plan. She almost skipped study abroad until she discovered that she could stay on campus and play soccer in the fall and then study abroad in the spring. Hartman majored in health sciences, minored in biopsychology, did a community schools internship, and studied abroad in Bonn, Germany. Her SIP was a research paper on cerebral palsy written after “shadowing” three physicians in their work. After graduation Hartman went on to the Wayne State University Medical School to prepare for a career as a physician.

In addition to athletics, there are many other opportunities for Kalamazoo students to enjoy life beyond the classroom. Some, such as the homecoming game and dance, are traditional. In October 2006 student organizations “introduced” a pep rally on Friday night; no bonfire as in the 1950’s but there was a pep band and cheerleaders, not exactly new phenomena. Music organizations continue to offer opportunities for singers and instrumentalists in orchestras, band, jazz band, choir, and the Bach Festival. A lively theatre program invites students to perform or to work backstage and offers the entire College community quality drama. There are lectures and special events every quarter. And according to the Student Commission website, there were 67 recognized student organizations in 2006-07, ranging from long established activities such as the American Chemical Society, the Index, and radio station WJMD, to causes such as Amnesty International, ENVORG (Environmental Organization), and Habitat for Humanity. Some organizations are based on potential career goals, and some encourage club sports and activities. A Kalamazoo student can join an organization for tea drinkers or knitters or
unicycle riders or philosophers. It is difficult to imagine an interest that is not represented by a student organization at Kalamazoo College.

For many years, religion was an important part of student life at Kalamazoo College. Most of the explicit, College-sponsored religious activities no longer exist—the twice-a-day chapel of the Stone years, the revivals and student prayer meetings of the nineteenth century, and the daily, then thrice-weekly, required chapel programs of the first half of the twentieth century. Religion at Kalamazoo at the beginning of the twenty-first century is personal and diverse. Student religious organizations do exist; in 2006-07 they included the Buddhist Group, Jewish Student Organization (Hillel), Muslim Student Association, and Inter-Varsity Christian Fellowship. In addition the United Campus Ministry sponsored by several downtown churches continues to serve students from WMU and K as it has since the 1930s. Religion courses remain popular at Kalamazoo—students seem to be more comfortable studying the Bible academically than religiously. As one young woman who was serving as a student chaplain said, “It’s just not cool to be religious here.” College Chaplain Reverend Dr. Mary Ellen Ashcroft chooses to “keep religion at the fringes and focus more on spirituality.” In spring 2007 there were eight spirituality groups on campus, for women students and staff and for men. These groups encouraged members to explore “spirituality and faith at a personal, individual level” and to find “a spiritual home” at Kalamazoo College.

Campus culture changes with every generation of students—different ideas about appropriate dress, manners, accommodations, and social life. Nineteenth century students lived and boarded in town or occupied Spartan dormitories on campus. Students today expect more amenities—food available at all hours and in great quantity and quality, televisions,
telephones, refrigerators, microwaves, music systems and computers stuffed into residence hall rooms, the latest technology available in classrooms and the library, attractive casual gathering places such as the Quad Stop snack bar in Hicks and the Book Club coffee cafe in the new library. For many years students were required to live in residence halls, but today many seniors and some juniors live in apartments or houses near campus. They enjoy freedom from rules and supervision but sacrifice the sense of community and involvement that goes with living on campus. Until about 1970 a dress code called for women to wear skirts at all times and men to wear ties and jackets to formally served meals; now any comfortable casual attire is acceptable and all meals are self-served cafeteria style. Until the mid 1960's the College required evidence of good character as well as academic ability for admission and then assumed that students would behave in an honorable fashion. Today an extensive honors system spells out expectations for student behavior. The “Ritual of Recognition” used for new students in fall 2007 included explicit promises to respect others, protect property and environment, and be responsible for doing one's own academic work.

The philosophy underlying the K Plan assumes that students will develop independence and maturity as they move through the four-year program. Of course independence and maturity have always been goals and results of education at Kalamazoo. The heart of the experience remains, as always, a rigorous and excellent academic program. The curriculum is designed “to challenge students appropriately and differently each year,” offering “challenges that function on a developmental continuum, gradually exchanging structured for more independent learning, introductory for advanced level work, a growing sense of cohesion among the individual parts of a student’s learning program.”6 Student experience in and out of class, on and off campus, is intended to develop successful, confident, mature graduates.

The experiential elements of the K Plan shape college experience for both students and faculty. While most experiential education takes place away from campus, on career development, study abroad, or during the SIP, some occurs in connection with courses and student groups on campus and in the Kalamazoo community. For example, in spring 2007 a group of K students organized to protest the dumping of PCB's in the residential Edison
neighborhood. Joining people from the community and Western Michigan University, about 10 different groups from K helped persuade the Environmental Protection Agency to dump the waste in a certified dumping ground elsewhere in the state. Arianna Schindle ’08 called the experience “an amazing collaborative effort.” The Edison neighborhood is one of 10 areas in Kalamazoo involved in the Building Blocks course taught by Professor Kim Cummings (sociology). He describes the class as “an adventure in citizenship. Students take the responsibility for organizing the residents of low- and moderate-income neighborhoods to form lasting networks to deal with street level problems. Students are organizing residents to become citizens at the same time as the students are themselves becoming more active citizens.”

Career Development was modified after the 1996 calendar change made spring quarter unavailable for a 10-week internship experience. Richard Berman, new as director, was forced to find new models to provide K students with career exploration opportunities. Some students would still be able to spend a whole summer in an extensive internship. For them, Berman developed a list of summer internships. For students whose study abroad schedule shortened the summer, Berman developed a new model, a one- to four-week externship teaming students with alumni working in their field of interest. Some students were invited to live with the alum, giving both participants “porch time” to discuss the workday. One recent example took Lauren Waltersdorf ’07 to Rhode Island Hospital where she lived on the campus and shadowed third-year resident Todd Wood ’00, M.D., for two weeks. Waltersdorf reported, “During the 10-hour shifts we went from the ER to the trauma bay, learning about patients from other doctors, analyzing labs and radiology work, and eventually talking with patients directly, learning their stories.” Although the young doctors she worked with warned her about pressure and long hours, Waltersdorf came away “more eager than ever” to pursue a medical career. Wood learned also. Answering questions, exploring the relationship between undergraduate experiences at K and the medical profession helped Wood “achieve a stronger sense of my
Many students go abroad after graduation, some as Peace Corps volunteers. Kalamazoo’s innovative externship program was named 2004 Experiential Education Program of the Year by the National Society of Experiential Education.

While study abroad is seen as the signature program of the K Plan, some domestic programs are just as life changing for participating students. For example, sophomore Elizabeth Porter spent four months living and working in Philadelphia on the Great Lakes Colleges Association-sponsored Urban Studies Program. In an Index article she wrote, “My days were filled to the brim with experiences,” including political rallies, working the polls, visiting museums and art galleries, “smoozing” with city leaders, and “true to the urban experience. . . I was mugged at gunpoint.” Reflecting on the experience, Porter wrote, “Being there changed my life. I have never been made more acutely aware of race, class, or gender issues. I never really realized, until Philadelphia, exactly how privileged I am.” Ginger Strand ’87 spent only 10 weeks abroad so that she could fit in the two-quarter New York Arts Program during junior year. Describing that experience in the fall 2005 Lux Esto, she wrote, “That program was fantastic. I worked as an intern at the Paris Review, which gave me some real insight into the literary world and how it worked. . . . It also made me realize New York was where I wanted to live.” An English major, Strand earned a Ph.D. in English at Princeton University but chose a career in writing instead of academe. Her experience at Kalamazoo “taught me a level of independence I think is critical to writing.” At Kalamazoo, “I learned. . . as a young writer not to fear failure. . . . In our classes it was never about the best grade but about learning.” Strand published her first novel in May 2005.

In fall 2008 Kalamazoo College will celebrate the fiftieth anniversary of sending students abroad. As of fall 2007 about 80 percent of Kalamazoo students have studied abroad, choosing from programs ranging from China and Japan to India and Israel; from Kenya and Senegal in Africa to Ecuador, Costa Rica, and Mexico in South and Central America, and including European options from Greece, Hungary, Denmark, Italy, and England to opportunities still available in France, Spain, and Germany. Most students study in a foreign language and live with host families or in dormitories with students from the host country. Most also participate in an Individualized Cultural Research Project (ICRP) that requires them to get out into the community, participate in a project, and write an analytical report about the
experience. The project may be an internship or community service or it could be participating in a choir, dance group, or sports team. The goal, explained by Professor Joe Brockington, CIP director, is to help the student “look at other cultures, other peoples, and say ‘we’ instead of ‘they.’”

Having traveled abroad as undergraduates, many Kalamazoo students travel again in various capacities as graduates. Two recent examples are 2003 graduates who went abroad again as medical students at the Michigan State University College of Human Medicine. Mike Howe, a magna cum laude biology major, studied abroad in Wollongong, Australia, and did a SIP about pediatric cardiology. After a year of medical school he spent three weeks in Peru where he worked in a rural clinic with a cleft palate team of physicians. His classmate Jessica Foley studied abroad in Madrid, Spain, and did a SIP on breast cancer research. During summer 2004 she traveled to Ecuador where she worked with a pediatrician and volunteered at a maternity hospital.

Many K graduates have gone abroad again as Peace Corps volunteers, not surprising given the College’s focus on international and intercultural understanding. On the Peace Corps 2006 list of top-producing colleges and universities, Kalamazoo College ranked first for the number of alumni volunteers per capita. Students find that the K Plan prepares them well for the challenges of the Peace Corps. For example, Jessica Kiessel ’03 majored in sociology and anthropology, studied abroad in Kenya, and served with the Peace Corps in Samoa. Reflecting on the experience she said, “I believe that coming into my placement without expecting to be the expert was a result of my time at ‘K,’ and that it was this attitude that helped me make meaningful relationships in my community and to set realistic goals.” David Meek ’02 was a pre-med student at K who became fascinated with Africa, studied abroad in Kenya, and volunteered at Woodward School where he learned to love teaching children about science. His Peace Corps assignment was a teaching position in Tanzania.
Meek credits K’s liberal arts program for shaping his life goals. He says that Kalamazoo College “allowed me to take a variety of classes and explore things that I could not have done as a pre-med student at a bigger school.”

For most Kalamazoo students, the senior independent project (SIP) is the capstone academic achievement of their college experience. The SIP is a graduation requirement for all students but it takes a variety of forms. A SIP may be a creative work in the arts—an exhibition, recital, or theatre performance; it may be a paper reflecting on an internship experience, or on laboratory or field experience; it may be a reading project resulting in reviews, a bibliography, a translation, or a critical analytical paper. Most students demonstrate their achievement in a public setting. Biology majors present papers, lectures, or posters in the Diebold Symposium. The Hightower Symposium offers sociology majors opportunity to display their SIP results; the Hilberry Symposium serves English majors. For many K seniors, the SIP is preparation for and entrée to graduate school and a career. For all Kalamazoo graduates and their faculty mentors, the SIP is the culmination of four years of teaching, study, and learning together.

As part of the strategic planning process introduced by President Wilson-Oyelaran, a faculty task force spent summer 2007 reviewing Kalamazoo’s academic program, seeking to integrate the elements of the K Plan into “a well articulated and distinctive whole.” This task force reaffirmed the College’s commitment to a rigorous academic major; study of a second language; and off-campus experiential educational opportunities. It also revisited the calendar and the structure and subjects of general education and suggested four core seminars and an integrated interdisciplinary minor. A preliminary proposal was shared with the entire faculty and with the academic affairs committee of the board of trustees in fall 2007. The proposal would stimulate intense discussion and decisions that, it was hoped, would make the K Plan more innovative, more integrated, more student oriented, and a more distinctive and effective liberal arts education for the twenty-first century.
On April 22, 2008, Kalamazoo College marked the one hundred and seventy fifth anniversary of its charter. In celebrating its past, the College also looks to and celebrates its future. Founder Thomas Merrill’s vision of a Baptist institute that would serve the region between lakes Michigan and Huron has expanded into a College that serves students from all over the United States and prepares them for global citizenship. James and Lucinda Stone’s commitment to academic excellence, the education of all regardless of sex, race, or rank, and to liberal learning and thinking has become a College commitment to diversity and to intercultural and international education. The fellowship in learning envisioned by Allan Hoben finds new expression in the collaboration of students and teachers in scientific research, service-learning experiences, senior projects, and art, music, and theatre performances. The visionary K Plan developed by Weimer Hicks, Laurence Barrett, and Richard Light has shaped the past 45 years of Kalamazoo’s history, ever expanding the horizons of the College and its students. Kalamazoo College in the twenty-first century honors its heritage by continuing and expanding the visions of its founders and leaders and the contributions of its students and teachers, past and present.
Notes

1 Background sources for the beginning years of Kalamazoo College include Willis F. Dunbar, *Kalamazoo and How It Grew* (Kalamazoo, MI, 1939) hereafter *Kazoo Grew*; Charles T. Goodsell and Willis F. Dunbar, *Centennial History of Kalamazoo College* 1833-1933 (Kalamazoo, 1933); Coe S. Hayne, *Baptist Trail-Makers of Michigan* (Philadelphia, 1936); Samuel Haskell, “Historical Sketch of Kalamazoo College” (Kalamazoo, 1864); Samuel Haskell, *History of Kalamazoo College* (Kalamazoo, 1897); Mary E. D. Trowbridge, *History of Baptists in Michigan* (1909). Most of the College records before 1863 have been lost.

2 Hall and Wheelock are quoted in Trowbridge, 47, 48.

3 Information on Merrill’s background and early efforts to establish a school is in Hayne, 70-74, and Goodsell and Dunbar, 14.

4 Haskell (1864), 4.

5 Discussion of Merrill, Eldred, Bronson, and the development of the Kalamazoo community is based on *Kazoo Grew*, 34-45, 50-52, and Hayne, 60-65.

6 Information about early Baptist support is from Goodsell and Dunbar, 16, and Trowbridge, 61.


8 Goodsell and Dunbar, 17-19.

9 Quoted by Haskell (1864), 5-6.

10 Trowbridge, 46-47; Goodsell and Dunbar, 22.


1 Unless otherwise noted, background sources for this chapter are the same as those for chapter 1. Whenever possible, specific references will be included in the text.


3 T.M. Shanafelt. *Fifty Years of Baptist Growth and Progress in Michigan* (Detroit, 1886), 6.

4 Constitution of the Baptist Convention of the State of Michigan and Notice of Proceedings, August 31, September 1, 1836.

5 This description of the development of Kalamazoo is based on *Kazoo Grew*, chapters 4 and 6.

6 Quoted in Trowbridge, 48.

7 Clipping from *Kalamazoo Gazette*, “The Way We Were—150 Years Ago Today,” in archives of First Baptist Church Kalamazoo.

8 The following description of the beginnings of the Institute is based on Goodsell and Dunbar, 24-27, 34.


10 Goodsell and Dunbar, 30, 31.

11 This account of the merger and the branch is based on University of Michigan, *Regents Proceedings* 1837-1864 (Ann Arbor, 1915), 24-28, 35.

12 Goodsell and Dunbar, 35, Appendix I.
Secondary sources for the Stone era include Julia Gilbert Elder, *Reunion of Former Pupils of Reverend J. A. B. Stone, D. D. and Mrs. L. H. Stone* (Kalamazoo, 1885) hereafter Reunion Book; Goodsell and Dunbar, *Centennial History of Kalamazoo College*; Gail Griffin, *et al* *Emancipated Spirits* (Kalamazoo, 1983); Belle M. Perry, *Lucinda Hinsdale Stone: Her Life Story and Reminiscences* (Detroit, 1902); Trowbridge, *History of Michigan Baptists*. Some primary sources are available for this period, including some College catalogs and faculty records, annual reports of the Michigan Baptist Convention, and, at the Kalamazoo Public Library, some Lucinda Hinsdale Stone scrapbooks and early editions of the *Kalamazoo Gazette*. Whenever possible, specific references will be included in the text.

1Quoted in Perry, 32.

2Discussion in this section is based on accounts in Goodsell and Dunbar, 47-57, and in Dunbar, *Michigan Record*, chapter 6.

3Both Fletcher O. Marsh and Edwin S. Dunham are listed in University of Michigan catalogues of the College of Literature, Science and Arts in 1843-44 and 1845. Marsh's career is described in Trowbridge, and is supported in reports of the Michigan Baptist Convention. Dunham's career is outlined in *Historical Catalogue of the Students of Kalamazoo College and of the Kalamazoo Theological Seminary 1851-1901*. Dr. Stone's story about recommending Dunham is in the Reunion Book, 111.

5The examination program for March 19 and 20, 1846 is included in the Reunion Book, 92-95.

6Kalamazoo College Catalogue, 1861-1862.

7Trowbridge, 310.


9Reunion Book, 29-30. Unless otherwise noted, the following reminiscences are all from this source.

10Nathan B. Church file, Kalamazoo College archives.

11LeGrand A. Copley Autobiography, Copley Family papers, Bentley Historical Library, University of Michigan.


15Boydman Judson Boynton, named for two famous Baptist missionaries, is a distant relative of Kalamazoo alumni trustee Kevin Howley ’81. Howley researched and shared this connection. Howley also researched the Trowbridge family. Luther and Mary Trowbridge are frequently cited in Michigan Baptist Convention and Kalamazoo College records.

17Goodsell and Dunbar, 100-103.

18Goodsell and Dunbar, 48-49.

19Details about this transaction and the slow construction can be found in Michigan Baptist Convention annual reports 1845-1850.

20Annual Report of the Michigan Baptist Convention, October 1852.

21Goodsell and Dunbar, 58.

22Quotations and remembrances here are in Perry, 49-50, 95, 59, 61.
Background sources for this chapter are the same as those in chapter 3. Enrollment data, unless otherwise noted, are from Goodsell and Dunbar, Appendix II, Tables 1, 2. Whenever possible, specific references will be included in the text.

1 Background sources for this chapter are the same as those in chapter 3. Enrollment data, unless otherwise noted, are from Goodsell and Dunbar, Appendix II, Tables 1, 2. Whenever possible, specific references will be included in the text.

2 Kazoo Grew, 73.

3 Quoted in Perry, 309.

4 Goodsell and Dunbar tell this story, 65.

5 Quotes in this paragraph from Perry, 52.


7 Goodsell and Dunbar, 40, and Griffin, 38, describe the Stones’ religious backgrounds.

8 Quoted in Reunion Book, 43.

9 Quoted in Perry, 92.

10 Quoted in J. Mark Thompson, Frontier Pilgrims (1986), 11.


12 Quoted in “Asleep in the Battlefields of Their Country,” LuxEsto (fall 2002), 32.


15 Hartl, 39.

16 Goodsell and Dunbar, 68.

17 See articles in the Gazette, November 7, 21, 28, 1856.

18 Samuel Haskell, “Historical Sketch of Kalamazoo College” (1864), 6.

19 Goodsell and Dunbar, 51.

20 Details of Baptist support are in annual reports of the Michigan Baptist Convention.

21 Goodsell and Dunbar, 58.

22 Goodsell and Dunbar, 68-69.

23 Quoted in Perry, 83.

24 Annual Reports of the Michigan Baptist Convention, 1849 and 1850.

25 "Historical Catalogue of the Students of Kalamazoo College and of Kalamazoo Theological Seminary 1851-1902," Anniversary program of Kalamazoo Theological Seminary, Wednesday, June 19, 1861.

26 Quoted in Perry, 53-54.

27 Goodsell and Dunbar, 71.

28 Sources for the Stone controversy include: Griffin et al, Goodsell and Dunbar, and L. H. Stone “An Episode in the History of Kalamazoo College: Letter to Hon. J. M. Gregory,” L.L.D. (Kalamazoo, 1868). Henry P. Tappan, the far-sighted, intellectually liberal president of the University of Michigan, was dismissed by the university's regents in June 1863, just months before the Stones were forced to resign from Kalamazoo. In both cases, social, intellectual, and religious conservatives in the community helped bring about the departure of liberal-minded educators, and in both cases their triumph was temporary. At Ann Arbor and Kalamazoo, academic excellence and freedom survived to become defining characteristics of these institutions.
Secondary sources for this period include Goodsell and Dunbar, *Centennial History of Kalamazoo College*, Trowbridge, *History of Michigan Baptists*, Haskell, *History of Kalamazoo College* (1897). Primary sources include College catalogs, faculty and trustee records and early editions of the *Index*, the school paper. Unless otherwise noted, Kalamazoo College enrollment data in this section are from Goodsell and Dunbar appendix II, Table 2. Financial data are from minutes of the board of trustees, available starting 1863. Albion data and other comparative college data in this section are from the annual reports of the Michigan State Superintendent of Instruction. Whenever possible, specific references will be included in the text.

Background information about Gregory is from Goodsell and Dunbar, and from Harry A. Kersey, Jr., *John Milton Gregory and the University of Illinois* (Urbana: 1968).

J. M. Gregory’s 1864 report to the State Superintendent of Public Instruction.

Background information about Putnam, Bailey and Brooks is from Goodsell and Dunbar, and from Trowbridge. The quotation about Brooks is from Trowbridge, 67.

Details about the Ladies Hall Association may be found in Trowbridge and in the annual minutes of the Michigan Baptist Convention.

Mary Clark Barnes, “President Kendall Brooks as I Knew Him,” undated typescript, Kalamazoo College archives.

Baptist statistics from Trowbridge, 144.

Trowbridge, 296. Descriptions of the careers of trustees are based on sketches in Trowbridge.

The college archives contain no papers from or about President Willcox. His conditions for accepting office are recorded in trustee minutes for March 2, 1887.

Information about President Nelson’s career is from Trowbridge, Goodsell and Dunbar, and “Catalogue of Kalamazoo College Students and Graduates 1851-1902.”

Haskell (1897), 33.

Details about these pledges are in Haskell (1897), 35.

The story of this meeting is told in Trowbridge, 70.

Sources for this chapter are the same as those for chapter 5. Whenever possible, specific references will be included in the text.

Description of the Kalamazoo community based on *Kazoogrew*, chapters 8, 9.

These curricula and courses are described in detail in the 1891-92 Kalamazoo College Catalog.

Students are listed and grades indicated in faculty minutes for this period.


Goodsell and Dunbar calculated the weekly workload, 89.

Goodsell and Dunbar, 88, and Appendix V, Table 2 mention these teachers.

State visitor’s reports are in the annual report of the state superintendent of public instruction.


Descriptions of buildings and costs from 1891-92 Kalamazoo College catalog. The cooking club is remembered in “Old College Buildings Full of Memories,” *Kalamazoo*
CHAPTER 7
“Advancing the College”

The practice of changing tables at Ladies Hall is described in a letter from Myrtle King to fellow student Anna Coryell, March 27, 1890, in the Kalamazoo College archives.

11 Goodsell and Dunbar, 104-105, and Thomas Renner, ed., Celebrating a Century of the Student Athlete: the 100 Year History of the MIAA (1988), 72-78; hereafter MIAA History.

12 Dunbar, MI Record, 182-183, and news clipping in the George E. Clark scrapbook, Kalamazoo College archives.

13 Goodsell and Dunbar review musical activities, 107-108.

14 Goodsell and Dunbar, 109, and Washington Banquet file, Kalamazoo College archives.

15 February 1890 Index covers a Day of Prayer in detail, including a review of the president’s sermon.

1 Unless otherwise noted, background material in this chapter is from Goodsell and Dunbar, enrollment data are from Goodsell and Dunbar Appendix II, Table 3, and information about activities and events is from minutes of the trustees and of the faculty and from the Index. Whenever possible, specific references will be included in the text.

2 Some detail on Dr. Slocum’s career is from a biographical sketch in the report of the State Superintendent of Public Instruction, 1895.

3 Quoted in Trowbridge, History of Baptists in Michigan, 71.

4 Information on these trustees is from Goodsell and Dunbar, trustee minutes, the October 1892 minutes of the Michigan Baptist Convention, and the 1851-1902 “Catalogue of Kalamazoo College Graduates and Students.”

5 Goodsell and Dunbar, trustee minutes, and Dunbar, Kalamoo Grew describe these men’s careers and contributions.

6 Mrs. Wheaton’s rules of conduct appear in the 1904-05 Kodak annual published by the junior class in 1906. The students may have overstated some items, but the basic principles of conduct were clear.

7 See MIAA History, 73-74, on Kalamazoo’s early record, and Dunbar, MI Record 151, 187 for detail on football and the MAC game.

8 Information about these students was gleaned from public and College records, including College catalogs, directories, and the Index. The College archives contain papers, correspondence and memorabilia from Maynard O. Williams. Stewart B. Crandell was the grandfather of Marlene Crandell Francis.

9 MI Record, 290-291.

10 Curricular changes are recorded in the annual catalogs.

11 The 1900-01 College catalog describes this program.

12 Larry B. Massie, Brown and Golden Memories (Kalamazoo, 2003), 14.

1Unless otherwise noted, background material in this chapter is from Goodsell and Dunbar, enrollment data are from Goodsell and Dunbar, Appendix II, Table 3, and information about activities and events is from minutes of the trustees and of the faculty and from the Index, Boiling Pot, alumni magazines, and College catalogs or bulletins. Whenever possible, specific references will be included in the text. The quotation here is in Goodsell and Dunbar, 159.

2Information about athletics here and in the next paragraph is from MIAA History, 75, 27-30.

3“Dean Recalls Memories of College’s ‘Grand Old Man,’” clipping from 1935 in Stetson papers, Kalamazoo College archives.

4In addition to faculty and trustee minutes, information about school spirit and names is from MIAA History, 54, 74. The MSU reference is from MI Record, 284.

5H. L. Stetson, “Christian Education in War Time,” minutes of the Kalamazoo River Baptist Association March 8 and 9, 1918, and Goodsell and Dunbar, 156-57.


7Information about the flu epidemic in Kalamazoo is from October-December 1918 Index articles, from Goodsell and Dunbar, and from Massie, 42.

8Information about careers of women faculty are in catalogs and faculty lists. Doris Powell Rice’s diary excerpted in Kalumni News May 1944 mentions the wedding of Agnes Grennell Goss.

9MI Record, 290.

10Quoted in Gail Griffin et.al., Emancipated Spirits, 229.

1Unless otherwise noted, background material in this chapter is from Goodsell and Dunbar, enrollment data is from Goodsell and Dunbar, Appendix IV, Table 3; and information about campus events is from minutes of the trustees and the faculty and from the Index and College catalogs and bulletins. Data on alumni are from the College archives and alumni office. Whenever possible, specific references will be included in the text.

2“I, Personally,” Allan Hoben’s memoirs serialized in LuxEsto spring, summer, and fall 2002. This quotation is from summer 2002, 13. The social gospel movement in early twentieth-century America was an attempt to use the teachings of Jesus to reform social conditions.

3Kalamazoo College Bulletin, December 1924.

4President Hoben’s home, now the Stryker Center, was later purchased by the trustees at Hoben’s cost.

5President Hoben’s report to trustees, November 13, 1923.

6Hoben memoir, LuxEsto (summer 2002), 13.


8Unless otherwise noted, this section is based on Knapp and Goodrich pages 159-169 and Appendices 2 and 40. Ironically, as science became more prominent, the College dropped the B.S. degree. Because, regardless of major, only a few students were applying for the B.S., the faculty voted in January 1926 to discontinue that degree and to offer only the B.A. to all undergraduates.


10Kalamazoo College was not alone in its paternalistic attitude toward women as students. At the University of Michigan President Clarence Little also suggested a different curriculum for women, to include physiology, general science, nursing hygiene, human behavior, heredity, and genetics. He reasoned that since most women would
become wives and mothers, they should prepare themselves for these roles. (see The Making of the University of Michigan by Howard Peckham and updated by Margaret and Nicholas Steneck (1967, 1994).

1Unless otherwise noted, background material in this chapter is from Goodsell and Dunbar and information about activities and events is from minutes of the trustees and the faculty, from the Index and College catalogs and bulletins, and from President Hoben's reports and correspondence. Enrollment and financial data are from trustee minutes and reports. In addition, Willis F. Dunbar's unpublished diary, available in the College archives, offers insight into personalities and events of this period. Whenever possible, specific references will be included in the text.

2A list of the Grove Houses and their occupants can be found in the Grove Houses file in the College archives. Dunbar's diary and an interview with Barbara Goodsell Clark provided a sense of the grove house neighborhood in the 1930's.

3Tabulation of courses, 1924-25 Kalamazoo College Catalog.

4Josephine Csete, “Miss Dieb: Frances Diebold” in Gail Griffin, ed., Emancipated Spirits, 146.

5Commencement Address, June 1932.

6MIAA History, 75.

7Ibid., 31.

8Article on Trowbridge rules in the Index, September 21, 1934.

9Kazoo Grew, chapter 13; Raymond L. Hightower, “The Great Depression in Kalamazoo,” manuscript in the College archives.

10Arnold Mulder, The Kalamazoo College Story (1958), 22-24 describes the beginnings of the bureau.


12Correspondence between Reverend Albert S. Johnson and Dr. Herbert Lee Stetson, March 1927, in Hoben papers, College archives.

13Emancipated Spirits, 145-169.

1Unless otherwise noted, material in this chapter is from Mulder (1958), and from the Index, Boiling Pot, College catalogs and bulletins, trustee and faculty minutes and some presidential and faculty papers in the College archives. Enrollment data are from the registrar's annual reports to the board of trustees. In addition, the unpublished diary of Dean Willis F. Dunbar offers insight into personalities and events of the time. Wherever possible, specific references will be included in the text.

2Mulder tells this story on page 20.

3Willis F. Dunbar report to Acting President Charles Goodsell, June 1936; MIAA History.

4College enrollments dropped everywhere during the depression. At Albion enrollment dropped from 810 in 1930 to 640 in 1933-34 (See Keith Fennimore, The Albion College Sesquintennial History, 1835-1983, Albion, 1983, 528). The lone Japanese student, Noburo Shirai, had been sent to Kalamazoo College because, he said, “the students in this college are very grave and very kind to foreigners.” (Index interview, October 5, 1934).

5Dunbar diary and Index March 8, 1935.

6A letter in the College archives from Acting President Goodsell to board chair Claude
Harmon describes the incident and its aftermath.


Mulder, 56.

December 1937 issues of the Index, faculty minutes, and the Ganong file in the archives.

Index, May 13, 1938.


Trustee minutes June 1940 and June 1941.

The Index carried regular announcements and reports about these activities.

1Unless otherwise noted, background material in this chapter is from Mulder, trustee and faculty minutes, presidential and faculty papers in the College archives, the Index, Boiling Pot, College catalogs, bulletins, and alumni magazines. Enrollment and financial data are from reports to the trustees by the registrar and business manager. Willis Dunbar’s diary was helpful for the early war years. Interviews with alumni from this period contributed a sense of campus life and issues. Notes from these interviews are in the college archives. Whenever possible, specific references will be included in the text.

2Index, April 10, 1942.

3Dunbar’s diary and the Index offer details on wartime changes.

4Index, September 25, 1943, article on WAA activities.


6Mulder, 79-81.


8Interviews with Hoben residents Eleanor (Humphrey) Pinkham and Esther (Martin) Floyd and Trowbridge resident Jacqueline (Buck) Mallinson offered insight into campus life at this time.

9Reminiscences of Marian (Hall) Starbuck and articles in the Index were particularly informative about this period.

10Details about the ASTP are from Kalamazoo College Bulletin (December 1943) and from “History of the ASTP at Kalamazoo College, 1942-44,” a report to the Board of Trustees.

11The following stories are based on interviews and emails with Marian Starbuck and James Morrell in March, 2007.

12Bach Festival Celebrates 50th Anniversary,” Kalamazoo College Quarterly (spring 1997), 16-18.

13President P. L. Thompson’s report to trustees, June 5, 1948.
Unless otherwise noted, background material in this chapter is from Mulder, trustee and faculty minutes, presidential and faculty papers in the College archives, the Index, Boiling Pot, and College catalogs, bulletins, and alumni magazines. Enrollment and financial data are from reports to the trustees by the registrar and business manager. Interviews with alumni from this period contributed a sense of campus life and issues. Notes from these interviews are in the College archives. Whenever possible, specific references will be included in the text.

Faculty Senate proceedings are recorded in minutes available in the College archives.

Letter from Allen B. Stowe to George Ferguson, April 4, 1949, in Everton papers, College archives.

This incident was covered extensively in the Index, the Kalamazoo Gazette, and minutes of the student/faculty council and the board of trustees. The names of the 28 students were never made public and they are not in the College records. Some fortuitous interviews made possible some of the detail included here.

George Ferguson’s statement is covered in “K College Moves Forward,” Kalamazoo College Alumnus (December 1952). Dean Russell Becker was not reappointed for 1953-54, perhaps partly because of student unrest and partly because President Everton who had appointed him was leaving, and partly because of his political views. In his article “Facing Shadows of the Past that Fell Over Us All,” LuxEsto (winter 2006), Dr. Becker maintains that he was dismissed by trustees because as a graduate student he had signed a document seeking a presidential pardon for accused communists. The Gazette had called him the “Red Dean.” This was during the so-called McCarthy era when professors, artists, writers, and other public figures were being targeted as “Communists” on limited evidence.

Interviews and emails with students from this era contributed to this section. Some alumni consulted were James Morrell ’53, Charles Goodsell Jr. ’54, Charles Seifert ’55, B. Thomas Smith ’55, Gretchen (Bahr) Frueh ’56, Marylou (Howell) Crooks ’56.

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Secondary sources for this chapter include Mulder (1958) and Marilyn Hinkle, *On Such a Full Sea* (1982). Primary sources include trustee and faculty minutes and records, the *Index* and *Boiling Pot*, and 120 boxes of Weimer Hicks’ presidential papers. Enrollment and financial data are from Hinkle and the records of the business office. Marlene Cran- dell Francis was a student 1954-58 and personal experience and interviews with fellow alumni inform some of this material. Whenever possible, specific references are included in the text.

2 Weimer Hicks, memo to his successor, 1971.
3 Weimer Hicks letter to Dr. Richard Light, September 26, 1953.
4 Hinkle, 35.
5 President Hicks report to trustees, January 12, 1957.
6 Weimer Hicks in *Kalamazoo Alumnus Magazine* (October 1954).
7 Trustee minutes February 6, 1955, and letter from H.T. Smith to R. Light, September 21, 1955.
9 Laurence Barrett, “Rum1 Budgeting and Faculty Development” (March 1969 Report).
11 Mulder tells this story, 12.
12 Mulder, 81, Faculty Minutes, January 3, 1955.
13 Hinkle, 43.
14 Ibid., 40-41
15 Ibid., 30.
16 Ibid., 3.4.
17 Mulder, 91.

Secondary source for this chapter is Hinkle, (1982). Primary sources include trustee and faculty minutes and records, the *Index* and *Boiling Pot* and alumni magazines, and Weimer Hicks’ presidential papers. Enrollment and financial data are from Hinkle and the records of the business office. Some recollections of students and faculty members from the 1960’s were particularly helpful. Whenever possible, specific references are included in the text.

2 Report of President Hicks to board of trustees, June 4, 1960.
6 Ibid.
10 The following stories are based on letters in *LuxEsto* winter 2006 (Thoms) and summer 2005 (Parisi).
11 The student and Professor Means were quoted in the *Wall Street Journal*, Monday, June 1, 1964.
Secondary source for this chapter is Hinkle (1982). Primary sources include trustee and faculty minutes and records, the Index and Boiling Pot and alumni magazines and Weimer Hicks’ presidential papers. Enrollment and financial data are from Hinkle and records of the business office. Faculty and students who were on campus during this period were also helpful. Whenever possible, specific references are included in the text.


2 Peckham, 290-295.

3 Fennimore, 651-663.

4 Ibid., 687.


7 Richard U. Light, “Cost Control: Need and Plan,” report to the board of trustees (January 1979), Table V.

9 Weimer Hicks, letter to James W. Armsey of the Ford Foundation, November 11, 1966.

10 The other GLCA schools are Albion and Hope in Michigan, Denison, Oberlin, Ohio Wesleyan, Wooster, Kenyon and Antioch in Ohio, DePauw, Earlham, and Wabash in Indiana.


12 Hinkle, 108.

13 Weimer Hicks letter to James W. Armsey, November 1, 1966.

14 Ibid.


16 Memo from Dean William Long to President Weimer Hicks, December 4, 1967.


18 Kalamazoo College Catalog, 1970-71.

19 Unless otherwise noted, data on teams and championships is from *MIAA History* (1988). It is to the credit of the MIAA that women had any intercollegiate championships before 1972 when Title IX mandated equity for women athletes. The University of Michigan had no varsity teams for women until 1973.


21 James Harkema, telephone interview, December 9, 2005.

22 Minutes of Faculty Meeting, November 7, 1966.

23 This paragraph is based on Hinkle, 97, 99.

24 Weimer Hicks’ report to trustees, June 11, 1965.

25 Weimer Hicks’ report to trustees, November 8, 1968.
Extensive archival records are available for this period, including some Rainsford presidential papers, trustee and faculty meeting minutes, the *Index*, *Boiling Pot*, and alumni magazines, including annual reports. The North Central Accreditation Report 1973-83 brackets these years and includes useful data. Enrollment data are from the NCA Report and trustee records; financial data are in trustee materials. Marlene Crandell Francis joined the board of trustees in June 1980 and its executive committee in March 1982; personal experience and notes inform trustee-related information. Interviews with students, faculty, and trustees from this era were also helpful. Whenever possible specific references to sources will be included in the text.

The *Index* and many interviewees described George Rainsford's difficulty with names; both students and faculty described the president as remote and uninvolved.

The board of trustees minutes, October 6, 1978.

Information on athletics in these two paragraphs is from MIAA History (1988). Information on individuals is also from Kalamazoo College Athletic Hall of Fame programs and records.

In an interview, librarian Eleanor Pinkham described Dr. Rainsford's policy of equitable salaries and its importance to women faculty members and staff.

Ms. Maurer shared the information in this paragraph and approved its presentation. Several alumni mentioned supporting her in tenure/retention reviews.


Faculty Council minutes, September 4 and 20, 1973, board of trustees minutes, October 1978.

Extensive archival records are available for this period, including some Breneman presidential papers, trustee and faculty meeting minutes, the *Index*, *Boiling Pot*, and alumni magazines including an annual report. The North Central Accreditation Report 1983-93 covers these years and includes useful data. Enrollment data are from the NCA Report and trustee records; financial data are in trustee materials. Marlene Crandell Francis was a member of the board of trustees and of its executive committee during the Breneman presidency; personal experience and notes inform trustee-related information. Interviews with students, faculty, and trustees from this era were also helpful. Whenever possible, specific references will be included in the text.

Notes from July 20, 1983, town meeting, shared with trustees in October 1983.

Memorandum addressed to the College community from Judy Breneman, April 30, 1984.


Quoted in Amy Burrows, “It’s the Little Things that Make the Difference,” *Kalamazoo College Quarterly* (spring 1985), 30.

See Kalamazoo College Annual Report 1984-85 for discussion and wording of all the Baptist-related charter changes of 1985.


Change ringing bells swing full circle when they ring. Each bell is controlled by a rope that is pulled by a single ringer. Change ringing requires that the bells be rung in a particular order, with the order changing each time the bells ring. Ringing the changes requires teamwork, practice, and great concentration and coordination. Bands of ringers who dream up new ways to string sequences of changes together are permitted to claim
these so-called “methods” by giving them names. The first method ever named outside the British Isles was rung in Welles Hall on handbells in 1980 and called Kalamazoo Treble Bob, a name which is officially recognized by the Central Council of Church Bell Ringers. Since that time local ringers have named close to a dozen more, including Stetson Surprise and Hinckley Delight, honoring Dean Edward Hinckley who introduced change ringing to Kalamazoo College.


10.”K’ President Plans to Quit Post Next Year,” Kalamazoo Gazette, May 12, 1989.

11. Marlene Crandell Francis was a member of the 1989 presidential search committee and also of a pre-search committee of trustees to explore the College’s 1989 presidential needs.

CHAPTER 19
“Renewing the K Plan”

Extensive archival records are available for this period, including Bryan presidential papers, trustee and faculty minutes, the Index, Boiling Pot, and alumni magazines, including an annual report. Two North Central Association accreditation reports span this period and offer useful data, 1983-93, and 1993-2003. Enrollment and financial data are from business office and trustee records. Marlene Crandell Francis was a member of the board of trustees and its executive committee during the Bryan presidency; personal experience and notes inform trustee-related information. Interviews with students, faculty, and trustees were also helpful. Whenever possible, specific references will be included in the text.

Demographic data prepared by Vice President for Business and Finance Tom Ponto, Bryan papers, Kalamazoo College archives.

“Faculty and Students Laud College’s Newest Facility,” Kalamazoo College Quarterly (spring) 1993, 4-5.

Information about the “Day of Gracious Listening” and the profiles of student members of CORD are based on articles in the Kalamazoo College Quarterly (summer, 92), 19-27.

The following discussion of calendar and curriculum change is based on two reports, “Calendar Task Force: Report and Recommendations” (June 30, 1994), and “Education at Kalamazoo College: Renewing the K Plan” (December 1995). As chair of the academic affairs committee of the board of trustees, Marlene Crandell Francis participated in some of the deliberations on these changes.

CHAPTER 20
“Connections and Communities”

Extensive archival records are available for this period, including some Jones presidential papers, trustee and faculty meeting minutes, the Index, Boiling Pot, and alumni magazines, including annual reports. The North Central Association accreditation self-study report for 2003 includes useful data and insights. Enrollment data and financial information are from business office records. Marlene Crandell Francis was a member of the 1996 presidential search committee and of the executive committee of the board of trustees until she became emerita in 1998; personal experience and notes inform trustee-related information. Faculty, students, and trustees from this era offered helpful information. Whenever possible specific references will be included in the text.

David Evans, chair of the faculty executive committee in a report to the board of trustees, March 3, 2002.

Quoted in Kalamazoo College Quarterly (fall/winter 1997), 4.
EL-21 campaign report in *LuxEsto* (fall 2004). The endowment data are from Vice President for Business and Finance Tom Ponto.

Unless otherwise noted, material here is from James F. Jones, Jr. and James H. Day, “When Dream and Reality Collide: a white paper on the future” (June 2002).

The Dream and Reality paper did not define “top tier,” but here the term seems to refer to 20-25 highly selective, well endowed, “prestige” liberal arts colleges. National rankings play a role in determining which colleges are considered “top tier,” but financial resources, a reputation for excellence, and a distinguished history seem to be the key elements.

As this chapter is being written, Eileen Wilson-Oyelaran has been in office just two years. Her papers are works in progress, not in the archives. The description of the beginning of her presidency is based on public documents and speeches, minutes and records of trustees and faculty, articles in the *Index* and *LuxEsto*, and some preliminary planning materials. Whenever possible, specific references are included in the text.


“Kalamazoo College: Athletes and the K Plan,” admissions brochure.


Index

Note: The italic f, n, or s after a page locator shows inclusion or a figure, note, or sidebar about its index entry. Figures may include a map, photograph, drawing, graph, etc. This pattern is slightly modified for notes since a given page may contain notes from multiple chapters. A hyphenated chapter number follows the page locator and precedes the note number on a given page, e.g., 383-9n2 refers to chapter 9 and its note 2 on page 383. Double italic letters, e.g., 52ss, indicate multiple sidebars on a given page.

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